

The impact of family style education on high school student's grades

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Introduction

The family is the most important source of social and economic development of society; it makes the most important public wealth - the person. The most important function of a family is education of children. The family represents basic model for socialization of the child, and parents are the first teachers. They are obliged to lay the foundation of physical, moral and intellectual development of the child at children's age.

Education in a family is emotional, individual, and specific. Family nurture is focused, constant and includes objective opportunities in various fields of activity (household, economic, leisure, public). The wide range of different subsystems (age, gender, professional occupation) is presented in a family; it allows the child step by step join a social life, and also show and realize the emotional and intellectual opportunities. In the numerous researches (Eydemiller & Yustitskis, 2001) directed on studying of family influence on mental development of the child were shown that crucial importance had type of the relations between parents and the child. The position taken by parents, the attitude towards the child in a family in many aspects defines all course of its mental development, abilities which are formed at the child and a trait of personality. The variety of family relationship depends on their traditions, values, culture and education of parents etc.

Methodology

Research of influence of style of family education on progress of seniors was conducted on the basis of school No. 13. The total number of participants is 48 pupils of 9 courses.

In research part during the work with children we used the following methods:

"Test questionnaire of the parental relation of Varga, Stolin".

"Determination of level of school motivation". Schubert.

School Test of Intellectual Development (ShTIQ).

Diagnostics of level of school anxiety of Phillips.

Results

During experimental research we divided participants on two groups Experimental Group (EG) and Control Group (CG). Participants from Control Group have full families (both parent), in Experimental Group one of parents is exist (incomplete families).

As a result of the statistical analysis in the SPSS 15 program we revealed reliable correlation between EG and data of the ShTUR test.

From ninth-graders it was required to show abilities in finding the most essential general sign, to bring concepts under a certain category. The most often found mistakes were: substitution of a general word synonymic, relative concept or, on the contrary, very sweeping categorical generalization. Sometimes, these mistakes are caused by the same reasons which were described above: not identification of concepts as logical category, and still initially – the weak level of awareness, a conceptual stock as it is impossible neither to analyze nor to classify, to generalize concepts which sense isn't clear.

Results

The formation at the child of the motivational sphere plays an important role for his success in educational activity. Existence at the child of motive is good to fulfill all requirements imposed by school, to prove to be from the best party forces it to show activity in selection and storing of necessary information.

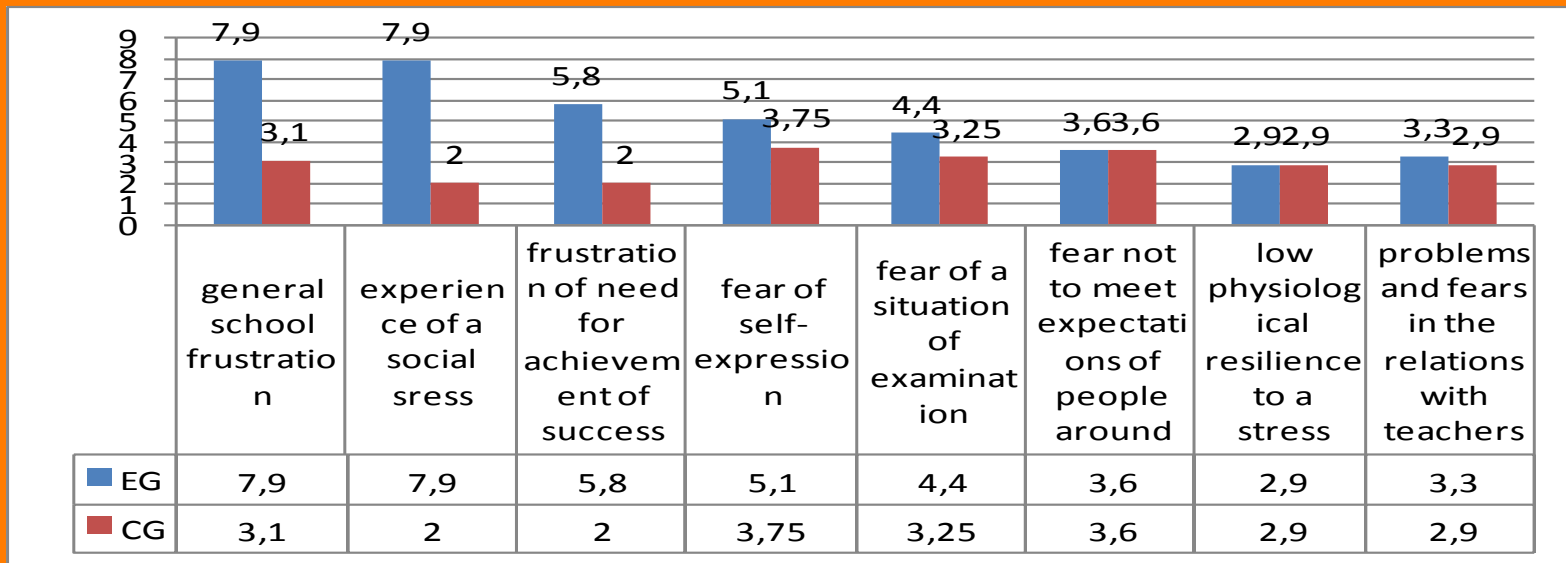
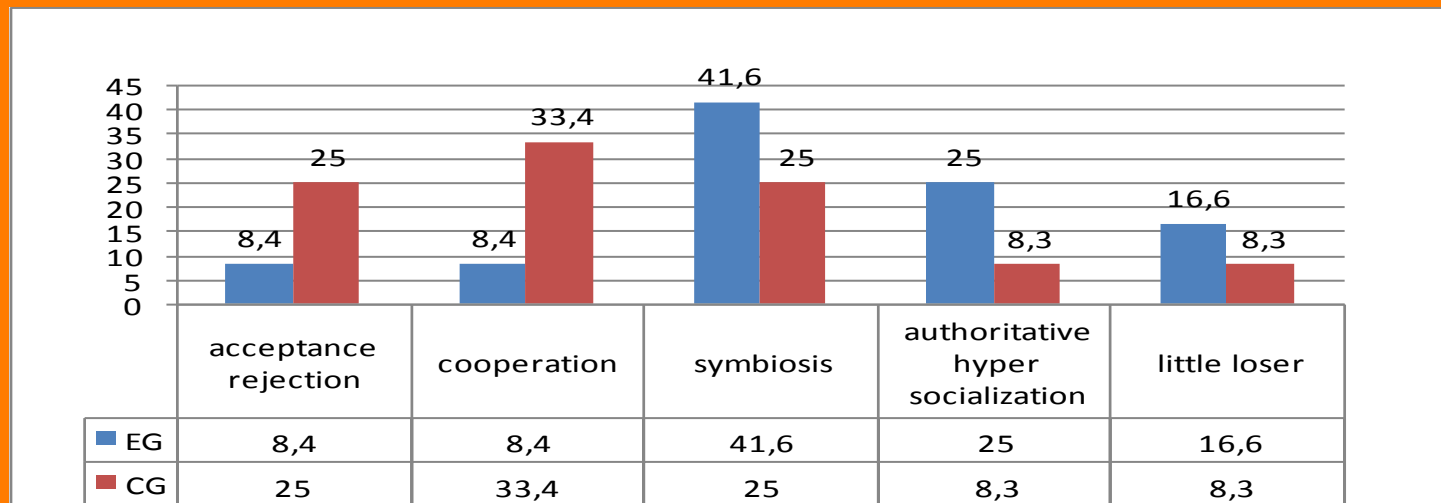


Fig1. The comparative estimates of school anxiety

Results

According to results of the test 80% of the examinees from EG demonstrated an increased level of school anxiety. In CG 56% of examinees showed the average level of anxiety. Thus, we revealed the fears prevailing at all examinees. These are such fears as: fear not to meet expectations of people around, problems and fears in the relations with teachers, fear of a situation of examination. Also at children low physiological resilience to a stress is revealed.



• Fig 2. Comparative data of Varga and Stolin test

Conclusion

The conducted research allowed us to draw the following conclusions:

1. Family socialization is understood as such development of the child in a family during which he acquires ethnocultural and social experience, family traditions, customs, the gender and age roles, optimum style of communication with family members.

2. Absence of necessary pedagogical culture of parents and other tutors belittles efficiency of socialization of children in a family and therefore a necessary condition of successful family socialization is pedagogical competence of parents, their psychological readiness for activities for education, development to formation, specialization of children in the conditions of a family and interaction with teachers, especially with social teachers and psychologists of child care educational institutions and schools.

3. Children from “incomplete families” faced more difficulties in school activity and performance.

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