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HIERARCHY OF VALUES IN FIRST YEAR STUDENTS DUE TO FAMILY BRINGING UP STYLE

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The article contains the research of values' hierarchy of first year students girls and boys due to mother's and father's bringing up style. It's revealed that the most significant values are hedonism, self-direction and security; Culture Specific values have the least significance. Girls and youths see the prevailing mother's bringing up style is positive interest, but father's bringing up styles combines positive interest and autonomy. Correlations between values and family bringing up styles were obtained for girls and boys separately.

The key words are: hierarchy of values, bringing up style, first year students, youth age and correlation.

Статья посвящена вопросу иерархии ценностей у студентов-первокурсников юношей и девушек в зависимости от стиля воспитания матери и отца. Выявлено, что наиболее значимыми являются ценности гедонизма, самостоятельности и безопасности, наименее – ценность социальной культуры. Преобладающим стилем материнского воспитания является позитивный интерес, отцовский стиль объединяет позитивный интерес и автономию. Получены корреляционные связи между ценностями и стилями семейного воспитания, специфичные для девушек и юношей.

Ключевые слова: иерархия ценностей, стиль воспитания, студент-первокурсник, юношеский возраст, корреляция.

Статтю присвячено питанню ієрархії цінностей у студентів-першокурсників дівчат й хлопців залежно від стилю виховання матері й батька. З'ясовано, що найбільш значущими є цінності гедонізму, самостійності й безпеки, найменш – цінність соціальної культури. Переважним стилем виховання матері є позитивний інтерес, стиль виховання батька поєднує позитивний інтерес й автономию. Отримані кореляційні зв'язки між цінностями й стилями сімейного виховання, специфічні для дівчат та хлопців.

Ключові слова: ієрархія цінностей, стиль виховання, студент-першокурсник, юнацький вік, кореляція.

Personal development is a diversified and heterochronic process because each period acquires certain line relevance. The full personality functioning is impossible without the prevailing world outlook, which, in turn, needs a stable values system. This causes impotence of studying of values system features and its formation factors.

The most intense regulatory and valuable aspects of personality develop in adolescence and are the prerequisite for such important achievements as of life perspective birth and personal self-determination [3]. It is clear that the primary terms of socialization, such as intrafamily relationships, play important role in the development of personal values system [4], but concerning youth age they are still not fully explored.

So the aim of our research has been to study value orientations hierarchy in youth age boys and girls first year students depending on the family bringing up style.

To achieve the aim we have set out the following tasks: 1) study of value orientations hierarchy in youth age boys and girls first year students; 2) study of father and mother bringing up styles, how boys and girls identify them; 3) find interconnections between father and mother bringing up styles and value orientations hierarchy in youth age boys and girls first year students.

The subjects were students of first year of Economic, Mechanics and Mathematics and the Faculty of Psychology of Kharkiv National University. Age of subjects was 17-18 years, the number of subjects: 37 boys and 37 girls.

To collect data, we used such psychodiagnostic methods: value questionnaire by S.Schwartz, questionnaire «Parents behavior and attitudes of adolescents to them» in adaptation by L.I.Vassermana, I.A.Horkovoyi, Ye.Ye.Romitsynoyi. Student's t-criterion of significance differences and Pearson correlation coefficient were used for statistical analysis.

According to the S. Schwartz questionnaire there were considered such scales as: Hedonism (sense pleasure), Achievement (personal success according to social standards), Social Power (social status, dominance over people and resources), Self-Direction (independence of thought and action), Stimulation (desire excitement and novelty), Conformity (actions and motives restriction that may make harm to others and do not meet social expectations), Sociality (Universalism¹) (understanding, tolerance and protection of the welfare of all people and nature), Security (stability of society, relationship and yourself), Spirituality (Benevolence¹) (preserve and improve the welfare of loved ones), Traditions Maintenance (respect and responsibility for cultural and religious customs), Culture Specific values² (adequate perception of own environment cultural norms), Maturity² (abilities development, constructive dialogue, adequate perception of reality, the needs of socially acceptable way).

Questionnaire «Parents behavior and attitudes of adolescents to them» studies attitudes, behavior and methods of bringing up separately by mother and father as they see teens: style positive interest (scale POZ, psychological child adoption, warm friendships, consistency in requirements), style hostility (scale HOS,

1 - values that are not in Karandashev's adaptation

2 - values that are not in Karandashev's adaptation

aggression and excessive severity in a relationship with a child), style autonomy (scale AUT, full parents dictation), style directivity (scale DIR, control and correction of the child's behavior in that case despotism), style inconsistency непослідовності (scale NED, alternation of display of strength and ambitions, then obedience; delicacy and superaltruism, then disbelief and suspicion. If the scale amounts 1-2 standardized points, this style is weak, 3 points – expressed medium degree, in case of 4-5 points – the style is expressed largely distinctly.

This article provided empirical data obtained in the diploma investigation of Psychological department student Novytska Y.O., which was carried out under our direction.

Summary data, obtained in groups of girls and boys first course students by S. Schwartz's questionnaire, are presented in table 1.

Table 1

Values	Girls	Boys	p
Hedonism	5,20	5,31	
Achievement	4,12	4,58	<0,05
Social Power	3,45	4,11	<0,05
Self-Direction	5,10	4,93	
Stimulation	4,64	4,20	
Conformity	3,56	3,57	
Traditions Maintenance	4,15	3,72	
Sociality	4,46	3,98	
Security	5,03	4,97	
Spirituality	4,24	3,97	
Maturity	4,89	4,49	<0,05
Culture Specific values	3,18	3,19	

On the assumption of the obtained data we can note, that in values system both girls and boys the most important was Hedonism, pleasure. Then in girls there are arranged values of Self-Direction, Security and Maturity, but in boys there are disposed values of Security and Self-Direction. These values are significant on above average level. Average in importance for girls are values of Stimulation, Sociality (Universalism), Spirituality (Benevolence), Traditions Support and Achievement, for boys – values of Achievement, Maturity, Stimulation, Social Power, Sociality, Spirituality and Traditions Maintenance. For girls relatively weak importance have values of Conformity and Social Power, for boys – Conformity. In both groups Culture Specific values were the least significant.

Thus the value orientation of Hedonism in boys and girls in adolescence is expressed most strongly. This means that they are aimed at getting joy from life, saturation of positive emotions and experiences that bring them pleasure: «and hurry to live, both hasten to feel». Values of Self-Direction and Security are very important too. Note, values of Hedonism and Security recall lower levels of Maslow's pyramid, and their strong expression means dominating correspondence needs, which is natural for early stages of personality development. As to value of Self-Direction that significance is displayed in young wishing for independent thinking and choice of action modes associated with age task to emancipate from parents. Self-Direction as self-determination is also connected with another age task to find own identity. In their turn value of Security is connected with identity functioning because it consists of own stability aspect.

However, the trio of values that the young put on the first three positions – Hedonism, Security and Self-Direction – testifies about tendency towards consumer-type existence. Boys and girls tend to consume life benefits, for having easy, secure life, to possibility to act at their own discretion without following anyone else's rules, and at the same time they want to be protected from all adverse consequences of their actions. Instead, in girls that tendency slightly softens Maturity location in the hierarchy of values in a fairly signified position.

Along with this, lower average importance value of Conformity is quite characteristic: youth doesn't care about the matter of social expectations and the consequences of own actions to others very much. There are also model in terms of gender that girls are relatively little measure oriented to dominance, then boys – to support the traditions and customs.

It is important, that youth are not interested in social culture, and it is not an essential element in their system of values. This is evident that young people are not very concerned about the problems of culture and society understanding norms. Nowadays more attraction is drawn to focus only on themselves and detachment in socio-cultural terms. On the one side, this trend of our time was still discussed by E.Fromm, on the other side this coincides with the position of Conformity and Traditions Maintenance values, and youth tendency to negativism.

For Student's t-criterion in girls, compared with boys, value of Maturity is significantly more important, and values of Achievement and Social Power are more important for boys. That is a girl is more focused on self-development, openness to experience, partnership, and social acceptability. Boys are more interested in personal success, opportunity to conquer people and circumstances, high social status. It seems that this

difference coincides with certain gender institutions: young men focused on the image of an ambitious and dominant masculine man, and girls - in the image of sociable and versatile advanced androgynous woman.

Summary data, obtained in groups of girls and boys first course students by questionnaire «Parents behavior and attitudes of adolescents to them», are presented in table 2.

Table 2

Average data on questionnaire «Parents behavior and attitudes of adolescents to them» scales

Scales		PZO	DIR	HOS	AUT	NED
Girls	father	3,7 ^{1,3}	2	1,4	3,7	2
	mother	4,3 ¹	2,3	1,4	3,4	1,9
Boys	father	3,1 ^{2,3}	2,3	1,5	3,1	1,9
	mother	3,9 ²	2,5	1,6	3,4	1,7

^{1, 2, 3} – indices displays between which parameters are significant differences.

For Student's t-criterion girls perceive mother's bringing up style as significantly more positive, than in father ($p < 0,05$), boys also feel significantly more interest and warm care from mother, than from father ($p < 0,05$). However, if to compare boys with girls, the girls appreciate the father's style of positive interest as expressed significantly more ($p < 0,05$), than boys. That father shows more kindness and tenderness to a daughter, but to a son – more severity and demands. This may be caused by gender attitudes in bringing up: boy should follow his father and be a role model in any situation, therefore he feels more pressure.

On a scale of autonomy girls feel more of such style of relation from father, than from mother. Boys, on the contrary, see more autonomy from mother, than from father, although this difference is not significant. As to directivity, both boys, and girls again see declining to this style of bringing up in mother more, than in father. Inconsistent bringing up style both in girls, and boys is marked more in father, than in mother. Regarding the scale of hostility, both girls, and boys note this bringing up style as weakly expressed from both parents. More detail parenting styles are discussed in our other materials [1].

Data of correlation analysis of relations between father's and mother's bringing up styles and values that support girls and boys are presented in table 3 i 4.

Table 3

Significant correlations between scales of bringing up styles father and mother and values in girls' group

Scales	Mother's DIR	Mother's HOS	Mother's NED	Father's HOS	Father's DIR	Father's NED
Social Power	,481 $p < 0,01$,532 $p < 0,001$,479 $p < 0,01$,532 $p < 0,001$,481 $p < 0,01$,479 $p < 0,01$

In girls, as it appeared, value of Social Power is connected with parents bringing up styles only (table 3). That girls' orientation on dominance over people and material resources, on achievement of certain social position is formed in connection with hostile, directive and inconsistent styles both of mother, and father. The strongest aspiration of the authorities is associated with the hostility of both parents. Probably that severe restrictions, punishments, authoritarian demands are combined with cold estrangement of daughter, which also alternated with flashes of indulgence, lay the basis for a similar model of girls interaction with the world. The second, it causes problems with control function, because the behavior and attitude of parents in some respects appear unpredictable, while the others which a child can not influence them, due to which a girl can form an exaggerated compensatory desire to dominate, manage all other people and other circumstances of her life.

In boys correlations appeared somewhat different (table 4). Value of Social Power is connected with hostile, directive and inconsistent styles of a mother, as in girls, but it is connected inversely with hostile style of a father. That is, unlike girls, father's restrictions and punishments suppress aspiration to dominate in boys.

Table 4

Significant correlations between scales of bringing up styles father and mother and values in boys' group

Scales	Mother's POZ	Mother's DIR	Mother's HOS	Mother's AUT	Mother's NED	Father's NED	Father's HOS
Hedonism			,340*			,382**	,479**
Achievement			,515**		,659***		
Social Power		,532***	,450**		,467**		-,408*
Stimulation	,514**	,555***					
Conformity	,422**	,385*	,410*	,409*			
Sociality					-,335*	-,424**	-,419**
Security			-,327*		-,431**		
Maturity	,328*						
Spirituality			-,446**		-,476**		

- * – $p < 0,05$, ** – $p < 0,01$, *** – $p < 0,001$

In boys value of Achievement is directly connected, but value of Security and Spirituality is connected inversely with hostility and inconsistency of a mother. Value of Sociality is connected inversely with inconsistency of a mother and with inconsistency and hostility of a father. Value of Stimulation is connected with positive interest and directivity of a mother, value of Conformity – with positive interest, directivity, hostility and autonomy of a mother. Value of Hedonism in boys is connected with hostility of a mother and hostility and inconsistency of a father. Finally, value of Maturity is correlated with positive interest of a mother.

Actually, most of the correlations in this structure are rather predictable and understandable, and only some require comments. Thus mother's excessive tendency to command over the son (style of directivity) simultaneously forms connections with the desire of power, novelty and conformism, for which control function can be an integrating factor. Only in some cases, control is directed outward (to power), in the others – by himself (conformism), but in the third case control serves as superfluous (novelty). The positive interest from the mother correlates simultaneously with attitudes on the maturity, conformity and excitement and novelty, which combines sensitivity to different aspects of life: or to relations, social expectations, or something unusual.

But the most interesting is that, in boys connections value orientations with mother's bringing up styles is three and a half times greater, than that of the father. This makes us suggest that mother, even in adolescence, not only loses her influence, but possibly also enhances its in comparison with father. That is boys are a lot more, in sense of assimilation of values and formation of attitudes, related (if not dependent) with mother.

Conclusions.

1. In values system of first year students the most important is Hedonism, followed by values of Security and Self-Direction, which are significant on above average level. On the one side, such set of more expressed values characterizes early stages of personality development and corresponds to age task of youth: emancipating from parents, determination own identity and rooting in life. But it means that there is a tendency of somewhat infantile, consumer-type existence in modern youth. This tendency is more inherent for boys, because in girls Maturity in the hierarchy of values is expressed fairly significantly too.

Values of Stimulation, Achievement, Sociality, Spirituality and Traditions Maintenance appeared to be moderately important for both groups first year students, besides values of Maturity and Power have moderate importance for boys. Value of Conformity is relatively little important for first year students, in addition values of Social Power is relatively low important for girls. The least important values for both groups are Culture Specific values.

Girls are significantly more oriented on value of Maturity, and boys more oriented on values of Achievement and Social Power, which obviously coincides with modern attitudes according to androgyny and masculinity.

2. In relation both girls and boys leading mother's bringing up style is positive interest. Mother's style autonomy is expressed at a lesser extent, but quite markedly. Mother's style directivity is expressed lower than at average level; styles inconsistency and hostility are expressed weakly.

There are some contradictions in the relationship with father both in girls and boys, because his style combines autonomy with positive interest.

It is revealed that both girls and boys see significantly more positive interest from mother than from father. However, girls perceive the expressiveness of father's positive interest as more significant than boys. As to the others styles, both on a father, as in a mother, style directivity is expressed below average, but styles inconsistency and hostility are expressed weakly.

3. In girls value of Social Power as dominance in position of a certain social status is connected with hostile, directive and inconsistent styles both mother, and father, that is, most likely, based on the mechanism of compensation.

In boys structure connections values with family bringing up styles are much more diverse. So mothers' bringing up styles appeared to be more significant, forming more numerous and stronger connections, comparatively with father's styles.

Thus, we have shown that system of values of first year students is connected rather clearly with styles of family bringing up, that offers the prospect of further study of this issue.

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