

Educational influence of fathers of different nationalities in the development of the child

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Abstract — The results of the study of differences in the educational activities of fathers of different nationalities are presented. Based on the concept of system-activity approach, educational activity is inspected in three aspects: motivational needs, executive, control and evaluation. In the study the author's questionnaire "Features of family education", the conversation, psycho-diagnostic methods ("Motivational-requirement sphere of paternity" Y. A. Tokareva; PARI, E. S. Schaefer & Bell, R. Q.; The method of express diagnostics of complex social and pedagogical neglect of children R. V. Ovcharova), methods of statistical analysis (U-Mann-Whitney test) are used. The study involved 238 fathers of different nationalities (Russian, Ukrainian, Tatar, Armenian, Azerbaijani) and their children aged 7-10 years. It is concluded that the development of the child's personality is subject to the motives of paternity, used educational strategies and rules of interaction with the child.

Keywords— family education, parenting style, father's educational activity, fatherhood psychology.

I. INTRODUCTION

Russia is a multinational country. The number of families from the Caucasian republics, as well as the Ukrainians living in the Northern territories of the country has been increasing for three years. It is obvious that the presence of families of different nationalities, supporting certain cultural traditions, leaves its mark not only on the planning of cultural events at the regional and municipal levels but also on the construction of educational activities with families in the educational process. Understanding that cultural traditions are sustainable and affect not so much the external manifestations as the internal aspects of personal development, it is necessary to inspect them through reflection in the educational actions of parents.

Despite the territory of residence and the existing features of national values, traditions of education, the family is primarily responsible for the full development of the child and his or her socialization. The society in which the family lives, expects from all nearby people manifestations of the relevant functions and responsibilities, which are enshrined in various legal documents, they might have public or secret character. The gained experience shows that the development of the child in families of different nationalities is directly subordinated to the educational strategy culture and is associated with the

attitude of parents to role. Thus, science has an important task to differentiate the structural and substantive aspects of the educational activities of families of different nationalities living in Russia as a factor and condition for the development of the child's personality.

Analysis of psychological and pedagogical sources showed that regardless of the nationality the father and mother functions within the family are different, while externally they can demonstrate themselves similar educational models. The leading and irreplaceable role in the education of a fully developed personality is assigned to the father. The father is the influential figure who just by his presence affects the child [1]. The fact of significant influence of the father is confirmed by statistical data that the number of children with antisocial behaviour and offenses prevail in single-parent families, where the mother brings up the child alone [2]. In order to support the educational culture of the modern family and the education of the younger generation in the Concept of state family policy in the Russian Federation for the period up to 2025 as the main activity is called "support of family education", "improving the social status and social prestige of fatherhood", "creating of conditions for expansion of family participation in educational activity of the organizations performing educational activity and working with children" [3]. The above goal is achieved through the creation of conditions for education and counseling of parents on legal, economic, medical, psychological, pedagogical and other issues of family education, which becomes poorly achievable without the possession of specific diagnostic information characterizing the family and their educational characteristics.

Considering the figure of the father as the most authoritative and influential, it seems necessary to inspect his educational opportunities in more details both on the theoretical and practical level.

Currently, the question of the role of the father in the upbringing of children is attracting increasing attention, with many researchers noting that it is the father who is the main link in the family system, influencing the personal and social aspects of the child's development [4]. However, in the Russian psychological science fundamental psychological and pedagogical research of the educational potential of fatherhood is carried out unsystematically, and

the existing publications are mainly ascertaining the nature of typical problems.

At the same time, there are no studies analyzing the educational activities of fathers of other nationalities, except Russian. Multinational and, accordingly, multidirectional educational traditions of families living in Russia, makes the task of studying the educational activities of fathers an urgent problem of pedagogical psychology, as it is the father who is the backbone of the family.

Our study was aimed at identifying differences in the educational activities of fathers of different nationalities.

II. MATERIALS AND METHODS (MODEL)

The basis of the methodological basis of the study of educational activities of fathers of different nationalities was adopted the system-dynamic approach. Scientific works and developments of K. A. Abulkhanova-Slavskaya, B. G. Ananiev, V. M. Basov, L. S. Vygotsky, P. Ya. Galperin, A. N. Leontiev, A.V. Petrovsky, S. L. Rubinstein, etc., allowed to determine the General scientific methodology of research, to identify the research principles. Principles of system analysis of pedagogical, mental and psychological phenomena, unity of consciousness and activity, the principle of development. On the basis of the theoretical analysis (basic provisions of psychological theories of parenthood and paternity T. A. Gurko, I. S. Kon, R. V. Manerov, V. S. Mukhin, R. V. Ovcharova, G. G. Filippov, A. G. Harchev, E. G. Eidemiller, etc.) the specific scientific methodology of the research is determined.

The idea of the essence of fatherhood, its functions in each culture has its own specific features [5]. Thus, in the domestic psychological and pedagogical science, the role of the father in the upbringing of a harmonious and fully developed personality is of great importance, the father performs many educational functions in the family, many of which the mother is not able to fully implement even if necessary. Modern Ukrainian researchers also note the importance and significance of the father in family education. For the son of the father – an example to follow. For the daughter, the father is the first example of a real man, who can later become an ideal in finding a partner for creating a family. The perfect father's strength, intelligence, reliable support of the family to everyday challenges (N.G. Lebedev, A. T., Gereluk, D. A. Samoilenko). In the Tatar national culture, the family has always been highly valued, and the most important function of the modern family is the education of children. The distribution of the roles of parents in the transmission of folk traditions to children has its own specifics. Fathers are increasingly involved in raising national awareness, whereas the mother mainly convey the peculiarity of the national culture and way of life at a substantial level. In modern family there is the continuing tradition of supporting older members of the authority of the father in front of children (K. Nasyri, G. B. Gaifullin, F. A. Ildarhanova, Z. G. Nigmatov, V. G. Zakirova). Azerbaijani scientists note that the role of the father in the upbringing of children in the family is noticeably increasing, and fathers are beginning to be involved in the upbringing of children at an earlier age. Gradually, the emotional tone of the relationship between fathers and children becomes more relaxed and warmer.

Despite all this, the authority of the father in the family is very high, and the children turn to him as the highest authority. Education in the modern Azerbaijani family is focused on education from an early age necessary for life skills and qualities. The man in the Armenian family has always been the main one, while he actively participates in the upbringing of children, instilling love and respect for the elders, which is the continuity of generations (S. M. Ter-Nersesyan).

A number of modern studies show the differentiation of styles of family education in accordance with ethnic and cultural stereotypes, especially parents. In other words, the factor weight of an ethno-cultural component in education increases. The study of educational activity of fathers of different nationalities was built taking into account the system-dynamic approach and included the study of the following components of this system of activity:

- motivational and need-based (paternity motivation);
- executive (styles of family education and features of educational interaction);
- control and evaluation (social development of a school-age child).

The study involved 238 fathers of different nationalities - Russian, Ukrainian, Tatar, Armenian and Azerbaijani (the choice of these nationalities is due to their large-scale representation in the study region). The respondents were residents of a large urban settlement (Surgut) and were members of interethnic/national families (the age of the children of the study participants ranged from 7 to 12 years).

In the group of fathers of Russian nationality the average age was 36 years, in the group of Ukrainian fathers the average age was 37 years, in the Tatar and Armenian nationalities - 36 years, in the group of fathers of Azerbaijani nationality the average age was 39 years. Representatives of the studied nationalities live on the territory of the Russian Federation about the same time (most of their lives).

Since the study was conducted on a cross-cultural sample, in order to form homogeneous monoethnic groups, the level of national consciousness was studied (respondents were asked on a scale of 1 to 5 points to assess the key factors of national consciousness (it is important for me to consider myself (nationality), the fact that I (nationality) is an important part of my self-consciousness, etc.).

On the basis of these parameters, as well as age, a homogeneous group was formed, characterized by the level of national consciousness above the average (3-4 points).

For the study of national peculiarities of educational activity of the father the author's questionnaire "features of family education" (Y. A. Tokareva, A. A. Efimova) was used, including questions about:

- what national cultural traditions are the basis of children's education;
- what differences are in the upbringing of the child by the father and mother;
- what methods and techniques of education are used;

- what difficulties are experienced in the implementation of his fatherhood.

Filling in the questionnaire was supported by a conversation, with the help of which the psychologist could assess the representation of men about his father's role, about family education in general.

The technique of “Motivational-requirement sphere of paternity” (Y. A. Tokareva) allows to identify one of the four leading motives of paternity, to assume the reasons used by the father of parenting styles, parenting strategies and relationship to the child:

- Motivation for social approval reflects the father's desire to receive a positive assessment, the need for approval, recognition by others. The father does not object to active interaction with the child, restrains his aggressive reactions, behaves conformally, in accordance with the expectations of society from the behaviour of the father. These fathers have an increased need for communication.
- Motivation of self-realization in children, self-development reflects the need of the father in the achievement of high results in the field of self-development through the implementation of the role of the father. The father, along with active interaction with the child, is interested in his own development, self-expression, recognition and achievement of high results in the material sphere as an indicator of safety and security.
- Motivation to achieve high results in relations with the child and his or her development characterizes the need for positive parent-child interaction, obtaining high results and achieving success in various fields of activity. The meaning of fatherhood is seen in the creation of conditions for the development of the child and achieving high results, the disclosure of its capabilities and abilities.
- Motivation of self-affirmation reflects the father's need for power, determination, demonstration of his strong personal qualities to the child and reveals the need for self-expression. The father actively interacts with the child, dominating and subordinating him or her to his will and power. The authoritarianism and rigidity of the father, especially in relation to the son proves his manhood [6].

Parent Attitude Research Instrument (PARI, Schaefer E. S. & Bell R. Q.) methodology is designed to study parents' attitude toward the child (optimal emotional contact, excessive emotional distance, excessive concentration on the child, family relationships) [7].

The method of complex express diagnostics of social and pedagogical neglect of children (R.V. Ovcharova). The method is based on the independent characteristics of the child by his teacher, psychologist, parents and the identification of the received characteristics with the diagnostically significant signs of the condition being studied, revealed in the form of external symptoms. The method determines the presence or absence of a condition, reveals a picture of the main deviations and deficiencies caused by this condition, and the approximate level of these deviations. It is used simultaneously with the supervision of children, which is conducted in parallel by teachers, psychologists and parents [8].

To confirm the reliability of the results, the Mann – Whitney U-test was used.

III. CONCLUSION

The results of the survey on the peculiarities of family education in the studied national groups showed that the involvement of men in the process of raising children is quite high (>60%), they are consciously included in the process of raising their children, recognize the importance of the father's contribution to the development of the child's personality, share maternal and paternal 1). At the same time, not all fathers are clearly aware of the purpose of family education (<30%), most of them act intuitively, on a whim, which in the end can lead to unexpected results of education, because if the image of the desired result (goal) is not clearly defined, then the final result (how satisfactory it is) will be problematic to assess. Also, during the survey and the conversation were identified as characteristic of each national group features of education:

- Russian fathers believe that the main members of the family are children; in the family, the mother plays the main role in the upbringing of children; responsibility for the upbringing of children lies not only on the family but also on social institutions (kindergartens, schools, etc.).
- Ukrainian fathers believe that it is important to know the native language, love for work and respect for elders when raising children.
- Tatar fathers consider important adherence to customs, observance of ethnic, religious rites, holidays; respectful caring attitude to parents; close family relations [9].

TABLE I. INDICATORS OF EXPRESSION OF NATIONAL FEATURES OF EDUCATIONAL ACTIVITY OF THE FATHER (%), (N=238)

Parameters of educational activity	Whole sample	Russian nationality	Ukrainian nationality	Tatar nationality	Armenian nationality	Azerbaijani nationality
Inclusion in the process of education	67	13	19	15	10	10
Understanding the objectives of family education	29	4	6	5	7	7
Understanding the results of family education	27	6	6	5	5	5

TABLE II. DISTRIBUTION OF PARTICIPANTS IN THE STUDY, DEPENDING ON THE SEVERITY OF THE MOTIVES OF PATERNITY (%)

Motive	Russian nationality	Ukrainian nationality	Tatar nationality	Armenian nationality	Azerbaijani nationality
Self-realization in children	19	20	63	25	14
Self-affirmation	13	16	9	37	41
Social approval	47	20	12	16	14
Progress in the development of the child in relation to him or her	21	44	16	22	31

With the purpose of studying motivational and consumerism component of the educational activities of the fathers we used the technique of “Motivational-requirement sphere of paternity” (Y. A. Tokareva) (table.2). It is established that fathers of Russian nationality have the dominant motive of paternity - social approval (47%) – the desire to get a positive assessment, the need for social assessment, recognition by others. Such a father does not object to active interaction with the child, restrains his aggressive reactions, behaves in accordance with the expectations of society from the father's behaviour. The dominant motive of paternity among Ukrainians (44%) is the motive of achieving high results in relations with the child and his or her development. Such fathers are distinguished by the need for positive parent-child interaction, obtaining high results and achieving success in various fields of activity. The meaning of fatherhood is seen in the creation of conditions for the development of the child and achieving high results, the disclosure of its capabilities and abilities. Among the fathers of Tatar nationality the main motive (63%) is self-realization in children, self-development - the need of the father in the achievement of high results in the field of self-development through the implementation of a role of a father. The father, along with active interaction with the child, is interested in his own development, self-expression, recognition and achievement of high results in the material sphere as an indicator of safety and security. The fathers of Armenian (37%) and Azerbaijani (41%) nationality have the dominant motive of paternity is self-affirmation, which reflects their need to show power, determination, and demonstrate their strengths to the child. Such fathers are quite active in their interaction with the child but behave authoritatively, subordinating the child to their will and power.

The study identified the following features of parental attitudes among fathers of different national groups and their impact on the development of the child's personality:

- Russian fathers more often (60%) demonstrate optimal emotional contact in relations with their children. Such fathers easily adapt to their children, consider them equal partners, include the child in household work, thereby seeking to strengthen relations with him. In communication with children, they are attentive to their experiences, approve of Frank statements, while they do not punish the child when he trusts them with their problems, and strongly encourage the child to verbal statements. Less often (13%) Russian fathers show an excessive concentration on the child and are not inclined to show excessive care towards him. Such education forms a child's good social attitudes and communication skills but at the same time the child loses the necessary authoritative influence and timely control.

- Fathers of Ukrainian and Tatar nationalities in most cases show an excessive concentration on the child (41% and 47%). Such fathers take excessive care of their children, try to protect them even from small difficulties, disappointments, as this is their main duty. At the same time, they seek to educate them with respect for elders, so that children turn to them for help. Such fathers also show excessive interference in the life of the child – seek to know everything about what their children think, even the most intimate thoughts and believe that children should not have secrets from their parents. Fathers of Ukrainian and Tatar nationalities are less likely (15% and 13%) to show emotional distance in relation to their children, they are not characterized by short temper and irritability. Such education orients the child to social achievements and forms perseverance, purposefulness, but depriving independence makes dependent, and therefore just a good performer.
- Fathers of Armenian and Azerbaijani nationalities show excessive emotional distance in their attitude to children more often (43% and 39%). Such fathers show excessive rigour in education, believe that strict discipline towards the child contributes to the development of his strong character and makes the children happy, with this approach, in the opinion of such fathers, children will grow up good and respected people. Also, such fathers believe that it is not necessary to delve into the affairs and problems of the child, and it is better to leave him or her alone. Fathers of Armenian and Azerbaijani nationalities are less likely (15% and 17%) to show an excessive concentration on the child. Such education forms independence, focus on social success but makes you act in the mode of expectations of others, neglecting their aspirations and opportunities to develop abilities.

When comparing the styles of family education of fathers of different nationalities and its impact on the social development of children, the following results were obtained:

- 83% of fathers of the Russian nationality, 81% of fathers of the Ukrainian nationality, 78% of fathers of the Tatar nationality, 79% of fathers of the Azerbaijani nationality, 81% of fathers of the Armenian nationality have a harmonious style of education, that is lack of any psychogenic style.
- Among the fathers of the studied national groups, such a type of inharmonious education as “dominant hyperprotection” is more common, the focus of such a parent is a child, such a father devotes more time to the child than himself and is ready for any sacrifice for him. At the same time, such fathers impose a very large number of requirements that limit the code of

the child and his independence, the children of such parents “cannot do anything”. In this style of education, fathers either seek to maximize the satisfaction of the child's needs, “pamper” him, or ignore the satisfaction of his needs, because they believe that they know better what their child needs while suffering the need for emotional contact and communication with the parent. The educational practices described above have different effects on the social development of children. So, the fathers of Russian and Ukrainian nationality children have a higher level of development as a subject of activity (34% and 32%), that is, have a positive motivation to learn, show educational and cognitive activity, demonstrate awareness and purposefulness of learning. Children of Tatar fathers have a higher level of development as a subject of self-consciousness (28%), their children have a harmonious image of ‘I’, adequate self-esteem and level of claims to social recognition, are aware of themselves in the social space and their status in it, adequately respond to the social situation, thereby contributing to the preservation of their position in society. Children of fathers of Armenian and Azerbaijani nationalities have a high level of development as subjects of communication (30% and 32%), have a pronounced need for a claim, are highly communicative and have good relations with their peers [10].

The results described above were subjected to mathematical processing aimed at identifying differences in the educational activities of fathers of different national cultures with the help of U-Mann-Whitney test, through which significant differences were identified ($p < 0.01$), between all national groups of fathers, except Azerbaijani and Armenian nationalities in their parental attitude, differences in the style of education was not found (values were in the zone of uncertainty).

Russian fathers are more inclined to demonstrate optimal emotional contact with the child than, for example, fathers of Azerbaijani nationality ($U_{emp}=835$, under $U_{Crite.}=814$ at $p < 0.01$; $U_{crit.}=906$ at $p < 0.05$), that is, Russian fathers consider their child equal in all matters of life, and do not believe that parents have more rights or privileges, while Azerbaijani fathers tend to avoid contact with their child, not rarely experience irritability and short temper when interacting with a child, while showing excessive rigour in education, as they believe that this is the key to good education.

Ukrainian fathers in relations with their children are more likely to show excessive concentration on the child than, for example, fathers of Armenian nationality ($U_{emp}=838$ at $U_{Crite.}=833$ at $p < 0.01$; $U_{crit.}=926$ at $p < 0.05$), that is, Ukrainian fathers seek to protect their children even from the smallest of difficulties, it is also considered that the child should not be secrets from parents and strive to learn everything, even the secret thoughts of their child, while the Armenian fathers in their relationships with children, keep an emotional distance and do not consider it necessary to go into the inner world of the child, but on the contrary, consider it necessary to leave the child alone with his thoughts and feelings.

Tatar fathers, as well as Ukrainian, are more likely to show excessive concentration on the child than, for example, Russian fathers ($U_{emp}=901$, at $U_{Crite.}=814$ at $p < 0.01$; $U_{crit.}=906$ at $p < 0.05$), that is, fathers of Tatar nationality in relations with their children show excessive care, establish relations of dependence, while Russian fathers establish partnerships with their children and develop their activity.

Summarizing the data of theoretical studies, it should be noted that the study of educational activity is advisable to build from the point of view of the system-activity theory because without knowledge of the structure of the fathers from different national cultures, it is impossible to build conceptual models of effective educational activity of the father.

The study identified the following features of the influence of educational activities of fathers of different national cultures on the development of personality:

- Educational activity of fathers of Russian nationality is determined by the motive of social approval, the style of education is characterized by emotional contact with the child, and the result of education is expressed in the development of the child as a subject of activity.
- Educational activity of fathers of Ukrainian nationality is determined by the motive of achieving high results in relations with the child and his development, the style of education is characterized by an excessive concentration on the child, and the result of education is expressed in the development of the child as a subject of activity.
- Educational activity of fathers of Tatar nationality is determined by the motive of self-realization in children, the style of education is characterized by an excessive concentration on the child, and the result of education is expressed in the development of the child as a subject of self-consciousness.
- The educational activity of the Armenian fathers is determined by the motive of self-affirmation, the style of education is characterized by emotional distance from the child, and the result of education is expressed in the development of the child as a subject of communication.
- The educational activity of fathers of Azerbaijani nationality is determined by the motive of self-assertion, the style of education is characterized by emotional distance from the child, and the result of education is expressed in the development of the child as a subject of communication.

Thus, the development of the child's personality is subordinated to the motives of paternity, used educational strategies and rules of interaction with the child. Knowledge and understanding of the specifics of the educational activities of the father will determine the priorities of the impact on the child and their results, and, therefore, will be useful in the organization of interaction of participants of the educational process (teachers, parents) for a more objective and effective psychological and pedagogical impact on the part of educational institutions.

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