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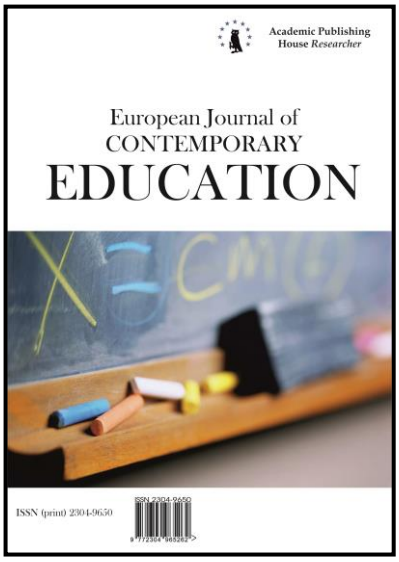

The Role of Family Education Strategies in the Development of Self-Regulation within Behavior of Students in 9–11 Grades

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Abstract

This article examines how various family education strategies influence development of self-regulation behavior among students. It looks at grade levels 9-11 and compares sex differences as well as residential patterns (rural areas, district centers, and regional centers). It has been established that not all strategies are the same: some affect the development of the self-regulation system and some do not have an impact. The article identifies those strategies that have a positive effect on the system of self-regulation and that have a negative effect. According to our hypothesis, girls are more susceptible to the influence of family education strategies on self-regulation behavior than boys. It was revealed that both girls and boys are more susceptible to the positive influence of family education strategies and the less sensitive to their negative impact. The article also shows that students from 9–11 grades in regional centers experience sustainable changes and are strongly influenced by family education strategies while schoolchildren who reside in rural areas and district centers are not particularly sensitive to such influence.

Keywords: self-regulation system of behavior, components of self-regulation system, family education (family upbringing), family education strategies.

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1. Introduction

It is obvious for most psychologists and educators that family together with family education greatly influence mental development of every individual and formation of one's character. At the same time questions about the psychological mechanisms through which family affects an individual remain open: specifically how personal traits and activities are being affected by family and to what degree a person is sensitive to such influence. Discussion about how profoundly and for how long family environment influence a person at different life stages remains open.

Due to high theoretical and practical relevance, the problem of the role of family education in human development is actively discussed and investigated in domestic and foreign psychology. A detailed review and characterization of these studies is presented in many works of domestic and foreign authors (Adler, 1998; Azarov, 2002; Petrovsky, 2005; Povarenkov, 2017 and others).

This article attempts to analyze the role of family education on the development of self-regulation behavior among students in 9-11 grades. Considering how important the function of self-regulation behavior is in a person's life, the power of influence from family on this process is considered to be significant and relevant. In this regard, both psychologists and educators give closest attention to the study of this. However, in most works devoted to this problem, the influence and role of family education on the development of self-regulation behavior and the arbitrariness of a child is studied (Verbianova, 2015; Karpov, 2007; Shadrikov, 2010). Furthermore, this influence has not been practically studied at later stages of human development.

Given the foregoing information, the purpose of this study is to determine the role of specific strategies of family education in the development of individual traits and self-regulation behavior among students (grades 9, 10, 11) on the whole. The main hypothesis is the following: there are family education strategies that affect the development of self-regulation behavior and there are family education strategies that have no effect. And the influence of family education strategies can be either positive or negative.

The implementation of the stated objectives of the study involves the following tasks:

- To determine the role of family education in the development of self-regulation behavior of students on the whole;
- To identify specific strategies of family education in the development of self-regulation of behavior among students living in rural areas, district cities and regional cities;
- To compare strategies of family education in the development of self-regulation behavior of high school students of different sexes.

But before proceeding with the solution of these tasks, we define the content of basic concepts.

The first concept is family education strategies. Its synonyms are the style of family education, the positions of family education and several others. Based on the works of A. Adler (Adler, 1998), N.E. Veraksa (Veraksa, 1996), G. Craig (Craig, 2000), strategy of family education refers to a typical state of parents' attitude to their child. They relied on using certain means and methods of pedagogical influence which are expressed in a specific manner of communication and interaction with the child. Various strategies (styles, positions) of family education are distinguished in literature. We will investigate 4 types of strategies described in methodology of S.A. Stepanov in the modification of I.I. Makhoninin (Ulenkova, Kisova, 2005) (see the research procedure).

The second concept that we will focus on is self-regulation of behavior activity. This phenomenon is actively studied in foreign psychology (Baumeister, Vohs, 2004; Butler, Winne, 1995; Schunk, Zimmerman, 2003). O.A. Konopkin and his students are the first in Russian psychology who began to develop the problem of self-regulation activity. O.A. Konopkin understood conscious self-regulation as systemically organized process of a person's mental attempt to initiate, build, implement, maintain and manage all types of activities that are aimed at achieving goals chosen by the subject (Konopkin, 2005).

O.A. Konopkin notes that self-regulation exists as a general ability of a person (who is the subject of his activity) and as a process of realizing this ability in specific individual actions of larger activity, behavior, communication (Konopkin, 2007).

It must be considered that activity and self-regulation as a specific form of activity have different objects: the subject of self-regulation is the psychological structure of activity and its components. In other words, self-regulation in relation to activity appears as meta-activity, in the

terminology of A.V. Karpov (Karpov, 2007). The specifics of self-regulation as a metaprofessional form of human activity is disclosed in our works (Smirnova, 1998).

V.D. Shadrikov considers self-regulation as a mechanism for the formation of the subject of activity, based on the organization, structuring and restructuring of its psychological system. From a system-genetic approach and the standpoint of V.D. Shadrikov, in self-regulation is "the organization by a person of his activity in the direction of mobilizing his own resources in accordance with the motivation and purpose of the activity" (Shadrikov, 2010: 146).

V.I. Morosanova made an important contribution to the development of the psychological theory of self-regulation activity and behavior. She defined arbitrary conscious self-regulation as "a systemic multi-level process of a person's mental activity in advancing goals and managing their achievement" (Morosanova, Konoz, 2000: 37).

In the course of analysis of empirical research results, we will rely on the approaches discussed above to understand family education strategies and the system of self-regulation of activity.

2. Research procedure

The aim of the study is to identify patterns of influence of various family education strategies on the development of self-regulation activities (behavior) among students in 9-11 grades compared by gender (boy or girl) and place of residence (rural area, district or regional center). The subjects of study (the students) are similar in their traits. The only slight difference in the number of students is determined by the number of students in the each group where the study was organized.

The study involved 464 students of grades 9-11, of whom girl number 239 and boys – 225, and those living in rural areas (150 people), district cities (165 people) and regional cities (149 peoples).

To diagnose family education strategies, the methodology of S. Stepanov was used in the modification of I.I. Makhonina (Ulenkova, Kisova, 2005). This methodology identifies the following types of strategies: authoritarian, autocratic, dominance (Auth); democratic, authoritative, cooperation (De); conniving, liberal, hypo custody (Con), indifferent, apathetic (Ind). A detailed description of each strategy is given in the work (Ulenkova, Kisova, 2005).

To diagnose a system of self-regulation behavior, the method of V. Morosanova was used (Morosanova, 2010). This method allows the used of following components: planning and goal-setting of activities (Pl), modeling of the conditions of activity (Mc), evaluation of the results of activities (Er), flexibility, the ability to readjust (Far), independence, autonomy in organizing activities (Ia), the general level of development of self-regulation system (Gld). A detailed description of each component of self-regulation system is disclosed (Miniyarov, 2005).

The abbreviated names of strategies are in parentheses and will be further used in the tables with results.

The processing of empirical data was carried out using the "Statistics" program. In the course of analysis, the following indicators were used: the correlation coefficient (Spearman) and the assessment of its significance (T-student), the paired and multiple regression coefficients and the assessment of their significance (F-Fisher). The correlation coefficient was used to analyze the relationships between the level of development of the components of self-regulation activity and the severity of specific strategies of family education. The multiple regression coefficient was used to assess the impact of family education on the system of self-regulation activity in general. The coefficient of pair regression showed the effect that individual family education strategies have on the components of self-regulation activity.

An integrability indicator was used to assess the intensity of interconnections between family education strategies and the level of development of self-regulation behavior. It was calculated in a following way. The correlation coefficient with a significance of $p < 0.05$ was evaluated with a score of 1, with a significance of $p < 0.01$ – a score of 2, with a significance of $p < 0.001$ – a score of 3. Integrability index was calculated as the sum of the points. In fact, this indicator shows the "sensitivity" of the self-regulation system on the whole and its individual components to the positive and negative effects of various family education strategies.

3. Results

1. Initially, we analyze the relationship between the implemented strategies of family education and the level of development of self-regulation activity and its components for the entire choice of students.

Table 1 shows that the level of development of self-regulation components demonstrates a positive significant correlation with the democratic strategy of family education. This connection is as follows: the stronger the democratic strategy of family education is manifested, the higher the level of development is in the planning process is (at $p < 0.001$), the modeling process (at $p < 0.05$), the process of assessing results (at $p < 0.01$), the qualities of flexibility (at $p < 0.01$) and independence (at $p < 0.001$).

Significant negative connections were recorded between the severity of the authoritarian strategy of family education and the level of change in the development process (at $p < 0.05$); and negative connections were also recorded between the severity of the conniving strategy and the development of the planning process (at $p < 0.05$). The revealed relationships indicate that the more authoritarian and conniving strategy of family education strategies is manifested, the less developed the planning and self-control processes are among students in 9–11 grades.

Table 1. The relationship between family education strategies and components of self-regulation activity among students in grades 9–11

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	-,075	-,056	-,022	-,101*	-,075	-,047	-,076
	p^^	,107	,227	,637	,029	,109	,308	,103
De	r	,192***	,096*	,072	,136**	,124**	,191***	,176***
	p	,000	,038	,121	,003	,007	,000	,000
Con	r	-,106*	-,032	-,038	-,038	-,024	-,044	-,047
	p	,022	,498	,410	,410	,607	,342	,309
Ind	r	-,002	-,001	,049	-,001	-,022	-,059	-,040
	p	,974	,983	,296	,984	,631	,205	,387

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – $p < 0.05$; ** – $p < 0.01$; *** – $p < 0.001$

The multiple regression coefficient is 0,19 (atp < 0.01). This indicates in general the influence of family education on the development of self-regulation behavior among students in 9–11 grades, but this influence is weak and indirect.

The use of paired regression coefficients concretizes the data presented above as follows:

- the democratic strategy of family education is positive but indirectly, and it affects the development of self-regulation activity (atp < 0.001);
- the authoritarian strategy of family education negatively affects the development of self-regulation activity, but this influence is even weaker (at $p < 0.05$);
- the two remaining strategies of family education (conniving and indifferent) do not have any significant impact on the development of self-regulation system among students in 9–11 grades.

It should be noted that a positive integrativity coefficient is 11 points, and a negative coefficient is 2. This indicates that high school students are more sensitive (5.5 times) to the positive impact of family education strategies in the development of self-regulation activity than to a negative one.

2. Let us consider how the gender of students in 9-11 grades affects the relationship of family education strategies with the development of self-regulation behavior. The data of interest to us are presented in Tables 2a and 2b.

Table 2a. The interconnection of family education strategies and the components of self-regulation activity in boys in grades 9–11

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	,013	-,117	,006	,032	-,011	-,050	,003
	P^^	,850	,079	,927	,634	,869	,456	,963
De	r	,139*	,093	,118	,106	,108	,199**	,187**
	p	,037	,166	,076	,112	,105	,003	,005
Con	r	-,069	,036	-,090	-,107	-,075	-,055	-,086
	p	,301	,591	,178	,109	,266	,408	,198
Ind	r	-,022	,044	,055	-,032	-,001	-,066	-,057
	p	,747	,512	,411	,631	,993	,324	,394

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – p <0.05; ** – p <0.01; *** – p <0.001

Table 2a shows that as far young men are concerned, only a democratic educational strategy is associated with the development of the planning process (at $p < 0.05$) and the development of the quality of independence (at $p < 0.01$). The remaining family education strategies do not reveal significant correlation with the components of the self-regulation system in youth activities.

Table 2b. Interconnection between family education strategies and components of self-regulation activity girls, grades 9–11

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	-,160*	,001	-,056	-,220***	-,136*	-,039	-,145*
	p^^	,013	,989	,387	,001	,035	,547	,025
De	r	,240***	,099	,041	,162*	,139*	,172**	,166**
	p	,000	,126	,528	,012	,031	,007	,010
Con	r	-,141*	-,091	,006	,016	,026	-,033	-,014
	p	,029	,161	,925	,799	,687	,609	,834
Ind	r	,020	-,035	,047	,024	-,042	-,056	-,020
	p	,752	,586	,466	,711	,514	,386	,754

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – p <0.05; ** – p <0.01; *** – p <0.001.

Girls (see Table 2b) have a much higher number of connections and strength between them. They revealed a positive relationship between the democratic educational strategy and the development of planning processes (at $p < 0.001$), evaluation of results (at $p < 0.01$), the development of flexibility qualities (at $p < 0.05$) and independence (at $p < 0.01$). At the same time, girls revealed persistent negative relationships between the authoritarian strategy of family education and the level of development of planning processes (at $p < 0.01$), assessment of results (at $p < 0.001$) and quality of flexibility (at $p < 0.05$).

The multiple regression coefficient for girls is 0.23, and for boys it is 0.21 (with $p < 0.05$). This indicates presence of a weak positive but indirect influence of family education on the development of a system of self-regulation activities among boys and girls. Moreover, girls have significantly more positive and negative correlations between the components of self-regulation activity and family education strategies than boys.

The coefficient of positive integrativity of family education strategies and the level of development of the system of self-regulation of activity for boys is 3 and for girls is 8. That is, the system of self-regulation of girls' activity is 2.6 times more sensitive to the positive impact of family education strategies than for boys.

The coefficient of negative integrativity of family education strategies and the level of development of self-regulation system of young men is 0 and that of girls is 7. This suggests that girls, unlike boys, are sensitive to the negative impact, which individual family education strategies have on the development of self-regulation system of high school students.

Table 3a. Interconnection of family education strategies and components of the system of self-regulation in the activity of students attending grades 9–11 and living in rural areas

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	-,090	-,029	,067	-,104	-,009	-,036	-,086
	p^^	,276	,721	,414	,206	,909	,665	,295
De	r	,164*	,092	-,104	,162*	,028	,066	,103
	p	,045	,264	,204	,048	,731	,421	,212
Con	r	-,125	-,049	-,014	-,032	-,036	,050	-,010
	p	,127	,550	,869	,701	,658	,547	,907
Ind	r	,050	-,010	,071	,047	,058	-,138	,078
	p	,544	,907	,386	,571	,484	,092	,342

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – p <0.05; ** – p <0.01; *** – p <0.001

3. Let's consider how the factor of residence affects the relationship of family education strategies with the level of development of self-regulation behavior. We investigated the influence that comes from three types of settlements: a rural settlement, a district city, and a regional city. The data of interest to us are presented in Tables 3a, 3b and 3c.

Students living in rural areas showed weak positive relationships (see Table 3a) of the democratic education strategy with the level of development of planning processes (at $p < 0.05$) and organization of control (at $p < 0.05$). Neither significant positive nor significant negative connections with other family education strategies were found in students of rural areas.

Table 3b. The interconnection of family education strategies and the components of the system of self-regulation activity among students in grades 9–11 living in district center

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	-,119	,032	-,007	-,063	-,091	-,077	-,014
	p^^	,127	,679	,924	,421	,247	,325	,854
De	r	,156*	,005	,020	,106	,139	,241**	,127
	p	,045	,948	,799	,177	,076	,002	,103
Con	r	-,039	-,014	-,002	,014	-,013	-,077	-,046
	p	,617	,856	,981	,858	,867	,326	,555
Ind	r	,047	,026	,062	-,073	-,049	,001	-,019
	p	,551	,738	,427	,351	,529	,992	,806

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – p <0.05; ** – p <0.01; *** – p <0.001

Students of the district city (see Table 3b) also showed weak positive links to the democratic education strategy with the level of development of the planning process (at $p < 0.05$) and the development of the quality of independence (at $p < 0.01$). There were no positive and negative connections between the components of the system of self-regulation activity with other strategies of family education among senior students of the district city.

For senior students of the regional center (see Table 3c), the democratic strategy of family education is positively and significantly associated with all components of the system of self-

regulation activity, but the relationship with the level of development of planning and programming processes is especially high. This group of students also revealed negative relationships between the authoritarian educational strategy and the modeling process (at $p < 0.05$) as well as between the conniving strategy and the planning process (at $p < 0.05$).

It is important to note that a significant and relatively high multiple regression coefficient (at $p < 0.001$) was recorded only among regional city students. This suggests that only regional city students are characterized by the influence that family education strategies have on the development of a system of self-regulation behavior.

Table 3c. The interconnection of family education strategies and the components of the system of self-regulation activity among high school students of grades 9–11 living in the regional city

Strategies	Indicators	Pl^^^	Mc	Pr	Er	Far	Ia	Gld
Auth^^^	r^	,004	-,179*	-,109	-,121	-,090	-,036	-,123
	p^^	,964	,029	,183	,142	,272	,662	,134
De	r	,272***	,202*	,293**	,148	,177*	,253**	,304***
	p	,001	,013	,000	,070	,031	,002	,000
Con	r	-,201*	-,052	-,094	-,110	-,012	-,100	-,129
	p	,014	,529	,250	,180	,889	,225	,116
Ind	r	-,078	,043	,040	,114	-,042	-,079	,001
	p	,340	,602	,630	,165	,614	,336	,986

Notes: ^ – correlation coefficient; ^^ – significance level;
^^^ – decoding of abbreviations in the text. The significance level of the correlation coefficients:
* – $p < 0.05$; ** – $p < 0.01$; *** – $p < 0.001$

It confirms the obtained data and the assessment of positive integrativity coefficients. For schoolchildren in rural areas, this coefficient is 2, in district centers – 3, and in regional centers – 12. This indicates that schoolchildren in regional centers are several times more sensitive to the positive impact that individual family education strategies have on the development of the components of self-regulation activity than schoolchildren in countryside and in district centers are.

4. Discussion

The results obtained, first of all, indicate that family education has a significant impact on the development of the system of self-regulation behavior among high school students on the whole and on its individual components. However, despite the statistical reliability, this effect is indirect and quite differentiated, which is confirmed by the results of similar studies (Karpov, 2007; (Shadrikov, 2010).

Indirectness is manifested in the fact that the recorded effect is indirect and it is determined by the action of some intermediate factors. In the framework of this article, these factors have not been identified or studied, but it can be assumed that they are related to the general level of schoolchildren development, their life experience and the impact of specific social development situation.

The differentiation of family education influence on the development of self-regulation activity reveals itself in the fact that different strategies of family education do not equally affect the development of this system and its components. The strategies are identified as those that positively and negatively affect the development of self-regulation system and those strategies that do not have such an impact.

The democratic strategy of family education has a positive effect. This is manifested in the fact that this educational strategy activates the development of self-regulation system with its components and contributes to its formation and effective implementation. The authoritarian strategy of family education has a negative impact on the development of self-regulation system and its components. Its manifestation inhibits and blocks both the development and the implementation of self-regulation activities among schoolchildren.

The conniving and indifferent strategy of family education, as it was evidenced by the generalized data, most likely does not have an active influence on the process and the result of the

development of self-regulation activity by students. Although some indicators demonstrate weak negative connections between these strategies and the level of development of some the self-regulation components, it does not contradict the results of similar studies (Morosanova, 2010; Miniyarov, 2005).

The fact that the system of self-regulation in schoolchildren is more sensitive to their positive influence and less sensitive to negative influence also indicates the differentiated effects of family education strategies. In other words, the system of self-regulation of schoolchildren is more open to positive interventions and less open to negative ones. In relation to the data obtained, this means that the activating and stimulating effect of the democratic strategy is much stronger and more productive than the inhibitory and blocking effect of the authoritarian strategy in family education settings.

The obtained data indicate that both boys and girls experience an indirect influence of family education strategies on the development of self-regulation system on the whole and its individual components. However, this effect is much stronger for girls than for boys. The foregoing is concerned with the positive influence of a democratic strategy, and the negative influence – an authoritarian strategy, and the absence of such influence on the part of an acquiescent and indifferent family education strategy.

The development of self-regulation activities in girls (in contrast to young men) is sensitive to the positive influence of the democratic strategy of family education and to the negative influence of the authoritarian strategy. Young men, as the obtained data show, are generally not sensitive to the blocking effect that the authoritarian family education strategy has on the development of self-regulation system.

5. Conclusion

In general, the results of the study confirm the hypothesis that young men experience greater autonomy and independence from the influence that family education has on their overall development as well as development of self-regulation activities in particular.

Students' place of residence as well as gender, have specific effect on particular influence that family education strategies have on the development of self-regulation behavior. Immediately, we note that the results obtained during the empirical study did not coincide with our assumptions. We expected that the social situation of a small town and rural settlement world favor increased student sensitivity to the influence of family education strategies. However, the obtained data indicate the opposite: a steady influence of family education strategies strangely influence the development of self-regulation system only among regional city students. For students living in rural areas and district cities, this effect was not revealed.

The reason for the autonomy in this category of teenagers, as we see, is that they do not strive to live as their parents do. Family values, traditions, ways of interaction are not perceived by senior students as significant landmarks that could and should be relied upon when building their own life prospects in rural and district center schools. For various reasons teen generation perceive the complex life of older residents in rural and district centers as either useless or negative model as best and therefore unworthy of imitation.

That is why the development of a system of self-regulation activities in this category of adolescents is not sensitive to the influence of both positive and negative family education strategies in contrast adolescents in the regional centers. Perceive the lifestyle of parents as more attractive in terms of imitation. They are ready to listen to what parents advise and to implement what parents recommend. A consequence of this openness is the high susceptibility of the system of self-regulation activities to the effects of various family education strategies in adolescents of the regional center.

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