

## Sociocultural Mechanisms of Intergenerational Values and Mindset Translation in Modern Family Development and Generational Change

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### ABSTRACT

The paper considers the issue of functioning of the mechanism of formation and translation of values of labor in family. Fundamental labor values and main channels of their distribution are revealed based on empiric material. Family influence on motivation of today's Russian youth's labor behavior was determined. An intergenerational comparative analysis of labor mindset and values of parent's generation and their children was carried out. Random sampling was used for designing "parent" sampling: parents of students of two state universities of Nizhny Novgorod, Minin University and Dobrolyubov University, were interviewed. Survey type - hands-on: students were supposed to interview parents with respect to their labor mindset. Respondent parents were asked a question on values they consider important for their children. It was proposed to choose at most three from 7 options: prestigious work, high income, self-fulfillment opportunities, interesting work, socially useful labor, family well-being, health. Family well-being turned out to be the most significant for respondents. 79,5% of respondents chose this answer. Health ranks second - 76,2%. 36,9% of respondents distinguished the role of interesting work. High income ranks fourth (36,1%), 32,0% and 25,4% of parents wish their children self-fulfillment opportunities and prestigious work, correspondingly. Socially useful labor appeared least important among suggested options, only 3,3% of respondents checked it. The percentage of parents, who highlighted their own influence on children's occupational choice and support of that choice, is high. The research also demonstrated that today's students are much less involved in household work than parents at their age.

### KEYWORDS

Family; youth's labor mindset; sociocultural mechanisms of intergenerational values translation.

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## Introduction

It is difficult to overestimate the fundamental role and significance of family in the process of preservation, transformation and transfer of labor values and mindset to the younger generation. Riot growth of scientific and technical progress, large-scale spread of the mass consumption society psychology in all Russian social

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classes – all these phenomena couldn't but affect the family's state. In this regard the issue of studying the mechanism of labor values translation in the intergenerational context becomes especially relevant.

Issues of values and value system, sociocultural paradigms of personality and different social groups are considered in the works of such famous sociologists as M. Weber (1930), E. Durkheim (1987), T. Parsons (1951), M. Rokeach (1973), etc.

Analysis of youth's labor values is represented in the works of O.A. Nemova (2010), T.A. Pakina (2010), M. K. Gorshkov (2007). Value sets of student youth in the area of labour under conditions of Russian transforming economy are studied in A.N. Pokida's (2016) works. O.A. Nemova (2010) and T.A. Pakina (2010) carried out monitoring study of student youth's value labor mindset (Kutepova et al., 2014; Kutepova et al., 2015; Nemova, 2013; Svadbina et al., 2014; Pakina, 2014).

Today studying youth social cohort's axiological matters is one of the most sought-after scientific subjects (Lapin, 2006; Gorshkov, 2007; Zhuravleva, 2006; Sorokina, 1994-2002; Korzh, 2009). Studying the mechanism of labor values translation by means of family upbringing and education we'll analyze sociological studies of the latter years of T.A. Gurko (2011), T.V. Svadbina (2014) and others (Pakina, 2014; Blau, 1993; Schwartz, 1987; Rokeach, 1973).

Within author researches of family potential in translating labor values to the younger generation two questionnaire surveys with participation of students and their parents were conducted for the purpose of detecting sociocultural mechanisms of value translation (May-October, 2013).

### Materials and Methods

Thus, the empiric background of the research is as follows:

- 1) 250 students of two Nizhny Novgorod universities (Nizhny Novgorod State Pedagogical University named after Minin K. (Minin University) and Nizhny Novgorod State Linguistic University named after Dobrolyubov N.A. (Dobrolyubov University) took part in the survey. The average age of respondent youth made up 21 years, among them 28,5% of men and 71,5% of women.

The method of multistage sampling was used for designing sample: cluster sampling was used at the first stage – thus, two universities of Nizhny Novgorod (Minin University and Dobrolyubov University) by two departments in each one were sampled, continuous sampling was used within clusters (fields of study and students' academic groups). Sampling is representative by gender, sex, and education.

- 2) Students' parents were our second target group. 150 parents took part in the survey. Parents' age is from 36 to 64 years, among them 27% of men and 73% of women. The rate of respondent women turned out to be notably higher than the number of men who took part in the survey. By the education level respondent parents' answers were divided as follows: 7,3% of respondents have secondary or lower secondary education, 21,8% – technical secondary and secondary vocational education, 69,4% – higher and uncompleted higher education, 1% has an academic degree. That said, 36,3% of respondents work by profession, which is indicated in their education certificate, 24,2% – by related profession 32,3% – by entirely different. Sampling is correspondingly representative by gender, sex, and education.

Random sampling was used for designing “parent” sampling: parents of students of two state universities of Nizhny Novgorod, Minin University and Dobrolyubov University, were interviewed.

Survey type – hands-on: students were supposed to interview parents with respect to their labour mindset. There were related questions for parents and for students that made it possible to carry out a comparative analysis of obtained information. The data analysis was also carried out using Statistics package for social sciences (SPSS – 19<sup>th</sup> version).

## Results and Discussion

According to findings, the numerical composition of families of both target groups of respondents varies from 2 to 8 persons (Table 1), number of children in families – from 1 to 5 persons (Table 2). Families, which have from 2 to 4 persons (total 91,9%), among them 1-2 children (95,1% of respondents), make up the highest rate of respondents.

**Table 1.** Number of members in respondents’ families

<i>Number of family members</i>	<i>Respondents’ answers, in %</i>
2 persons	19,4
3 persons	41,9
4 persons	30,6
5 persons	4,8
6 persons	0,8
7 persons	1,6
8 persons	0,8
Total:	100,0

**Table 2.** Number of children in respondents’ families

<i>Number of children in family</i>	<i>Respondents’ answers, in %</i>
2 children	66,1
3 children	29,0
4 children	4,0
5 children	0,9
Total:	100,0

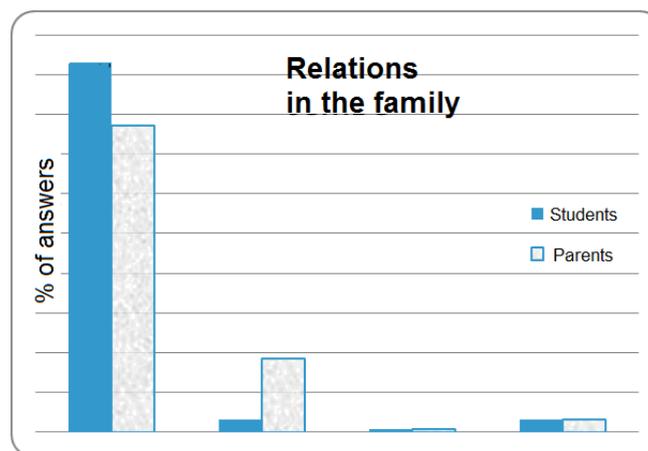
Therefore, this research confirms the general trend of small family common in the modern Russian society and predominance of nuclear family over extended many-generation family typical for the traditional society. Respondent parents stated what was appreciated in their parents’ family most (multiple-choice answer): children’s well-being – 80,6%, health – 65,3%, good relations with a spouse – 40,3%, relations with friends, relatives – 35,5%, intellectual development, self-education – 35,5%, self-fulfillment in work and creativity – 32,3% (Table 3).

**Table 3.** Respondent parents’ family values

<i>What appreciated your family most</i>	<i>Answers, in %</i>	<i>Rank</i>
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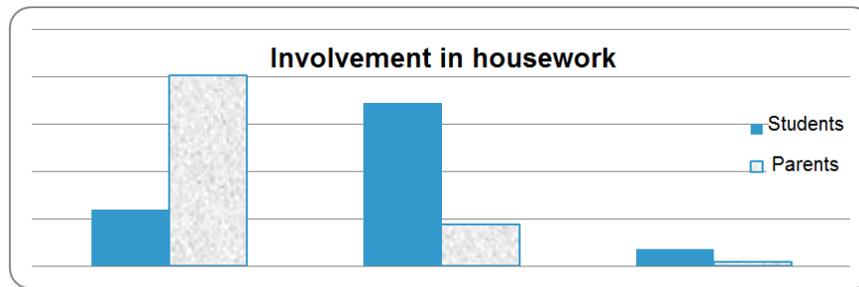
High income	11,3	8
Self-fulfillment in work, creativity	32,3	5
Good relations with a spouse	40,3	3
Children's well-being	80,6	1
Home comforts	28,2	6
Family's social status and position in society	8,9	9
Intellectual development, self-education	35,5	4
Health	65,3	2
Patriotism	18,5	7
Relations with friends, relatives	35,5	4
Rich leisure	6,5	10
Religiosity	5,6	11

With respect to relations in family, students' parents characterize relations with their parents as close and trustful in 77,4% of cases, neutral in 18,5%. In 92,9% of cases students consider relations with their parents close and trustful, and only 3,1% called them neutral. The number of "conflictual" and "cannot say" answers are almost the same for both categories of respondents. 0,9% of respondent students and 0,8% of parents consider their relations in the parent families conflictual. 3,1% of respondents and 3,2% of parents couldn't give an answer to the raised question. Relation of obtained results is represented in Figure 1.



**Figure 1.** Relations in the family

According to findings, 80,6% of the respondents of parent target group always helped their parents around the house, 17,7% stated that they did some chores occasionally, 1,7% of respondents didn't perform household tasks. Among students only 23,9% help their parents around the house regularly. The majority (69%) helps only from time to time. 7,1% of students do not do chores at all. Relation of obtained results is represented in Figure 2.



**Figure 2.** Involvement of parents and students in housework

In spite of the fact that relations between children and parents became even closer and more trustful, the level of involvement of children in household work decreased. On the one hand, technological progress growth, fitting living space with various domestic appliances significantly facilitate housekeeping; on the other hand, transformation of relations in family, the growing tendency for few children lead to pampering, infantilism of often only child in family.

Respondent parents as well as students were asked the question who or what influenced their occupational choice. 35,5% of respondents indicated mother's influence, 22,6% – father's, 8,1% – other family members'. 23,4% of respondents consider that teachers played a prominent role in their occupational choice. Own experience of labor activities helped to decide on their profession to 21% of respondents. 18,5% were influenced by meetings with interesting people, 15,3% - by friends. Division of answers to this question is represented in Table 4.

**Table 4.** Influence on parents' occupational choice

Influence on occupational choice	Respondents' answers, in %	
	Influenced	Didn't influenced
father	22,6	77,4
mother	35,5	63,7
other family members	8,1	91,1
meetings with interesting people	18,5	81,5
teachers	23,4	76,6
friends	15,3	84,7
mass media	4,9	95,1
career coach	0,0	100,0
own experience of work activities	21,0	79,0

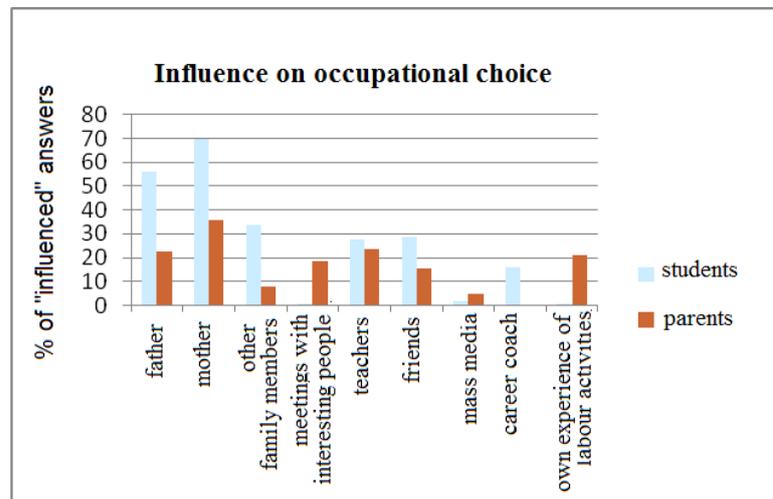
Considerable gender differences in answers to this question were revealed in this group of respondents as well. Men more often than women point father's influence on occupational choice (36,7% of men and 18,1% of women, correspondingly). Women largely highlight mother's influence (26,7% of men and 38,3% of women) or other family members' influence (3,3% of men and 9,6% of women) on their occupational choice. Meetings with interesting people (26,7% of men and 16,0% of women), teachers (30,0% of men and 21,3% of women), mass media (13,3% and 2,2%) and own experience of labor activity (26,7% and 19,1%

correspondingly) had greater influence on men than on women. Division of answers is represented in Table 5.

**Table 5.** Gender differences in the degree of influence on occupational choice

<i>Influence on occupational choice</i>	<i>Options, in %</i>			
	<b>Boys</b>		<b>Girls</b>	
	<b>Influenced</b>	<b>Didn't influenced</b>	<b>Influenced</b>	<b>Didn't influenced</b>
father	36,7	63,3	18,1	81,9
mother	26,7	73,3	38,3	61,7
other family members	3,3	96,7	9,6	90,4
meetings with interesting people	26,7	73,3	16,0	84,0
teachers	30,0	70,0	21,3	78,7
friends	13,3	86,7	16,0	84,0
mass media	13,3	86,7	2,2	97,8
career coach	0,0	100,0	0,0	100,0
own experience of work activities	26,7	73,4	19,1	80,9

The ratio of answers regarding influence on occupational choice for two categories of respondents is represented in Figure 3.



**Figure 3.** Influence on occupational choice

In the course of the questionnaire survey a major change in different agents' impact on parents' and children's vocational choice was detected.

Parents and other family members have begun to play more important role in professional self-determination.

Students' parents highlighted importance of meetings with interesting people and own experience of labour activities when choosing profession, demonstrating the earlier beginning of career path typical for the late Soviet period. On the contrary, own experience of labour activities is of low importance for students primarily owing to destruction of the system of production and training centres existed in the Soviet years, where pupils learnt a certain trade in practice gaining labor activity experience. Therefore, today the career guidance link established in the past is destroyed, there's no form of cooperation between enterprises and school – patronage – created in the pre-perestroika practice.

The influence of Soviet ideology and propaganda of the positive image of a man of work, a son of toil on the parents' occupational choice is obvious. Today, on the contrary, there's not enough media coverage of positive practices of labor activity, personality's self-fulfillment opportunities through labor, there's no respect for labor itself. Mass media glorifies consumer way of living, largely material values are propagandized.

The appearance of career coach should be also noted (see Tables 5, 6), who students' parents didn't mention at all as this phenomenon emerged only in the recent decade.

**Table 6.** Basic motive for parents' occupational choice

<i>Basic motive for choice</i>	<i>Options, in %</i>
Own abilities	25,1
Scholarship	0,7
Interest in profession	30,4
Demand for profession	7,9
High wages in this area of labour	2,2
Convenient location of education institution	4,0
Family's need for entering particular this profession	1,3
Continuation of family dynasty	0,6
Social importance of profession	2,2
Creative realization possibility	10,3
Lack of choice	1,4
By accident	13,3
Other	0,6

30,4% of parents indicated interest in profession among basic motives for occupational choice (see Table 15), 25,1% – own abilities, for 13,3% of respondents vocational choice is a game of chance, and 10,3% pointed that creative realization possibility within profession attracted them.

Speaking about opportunities the future work should offer (Table 16), parents place at the top the following requirements: “see results of your work” (80,3% indicate as very important) and “use your abilities” (70,5%). They're followed by

love for profession (67,2%), the opportunity to make good money and develop occupational skills (by 65,6%). Regarding this question the following components of occupational choice among students gain the lead: “the opportunity to do labor of love” (70,3%) and, as in the case of parents, need for seeing results of your work (69,4%), and also use your abilities (61%) and develop occupational skills (57,6%). Students’ material demands are also high: 61,7% of respondents value highly the opportunity to live comfortable and well-to-do life, 59% of respondents indicate high income (Table 7).

**Table 7.** Division of respondents’ (parents’) answers regarding ideas what opportunities work should offer, in %

<i>Work should offer the opportunity to/of...</i>	<i>Respondents’ answers</i>			
	<b>Very important</b>	<b>Most like important</b>	<b>Most like not important</b>	<b>Not important</b>
Realize continuous self-improvement	52,8	42,3	3,3	1,6
Develop occupational skills	65,6	32,8	1,6	0,0
Make good money	65,6	32,0	1,6	0,8
Earn respect of people you know and friends	39,3	39,3	18,9	2,5
Live comfortable and well-to-do life	51,2	36,4	8,3	4,1
Achieve a high position in society	18,2	38,0	38,0	5,8
Communicate with people	54,1	38,5	5,7	1,6
Be useful for society	40,5	49,6	8,3	1,7
Professional advancement	23,0	50,0	23,8	3,3
Do easy work	9,0	21,3	45,9	23,8
Work by the profession gotten in the university	26,4	28,9	28,1	16,5
Do labor of love	67,2	27,9	4,9	0,0
See results of your work	80,3	17,2	2,5	0,0
Free use of labor hours	28,1	43,0	20,7	8,3
Be useful to people	49,2	44,3	6,6	0,0
Work creatively	51,6	39,3	8,2	0,8
Use your abilities	70,5	27,0	1,6	0,8

The degree of respondent parents’ influence on children’s professional choice is represented in Table 8.

**Table 8.** The degree of parents' influence on decision making concerning children's education

<i>Degree of influence</i>	<i>Respondents' answers, in %</i>
Considerably influence	43,5
Most likely influence	42,6
Most likely do not influence	8,2
Do not influence at all	0,8
Cannot say	4,9
Total	100,0

It should be emphasized that the rate of parents, who reported high degree of influence on children's professional choice is very high: over 86% of respondents marked very strong influence and strong influence. Only 9% of parents consider that they do not exercise influence on decision making regarding their children's education. In this regard 47,5% of parents fully support children's professional choice, 36,9% point that they respect their children's choice, 9% are indifferent, and only 6,6% are doubtful about its adequateness (Table 9).

**Table 9.** Agreement on children's occupational choice

<i>Do you agree on your children's occupational choice?</i>	<i>Respondents' answers, in %</i>
Fully support	47,5
Most likely yes than no, respect his/her choice	36,9
Doubtful about adequateness	6,6
Indifferent	9,0
Total	100,0

Respondent parents were asked what means they use to influence their children's occupational choice. The results of answers are represented in Table 10.

**Table 10.** Means of parents' influence on children's occupational choice

<i>Ways of influence</i>	<i>Respondents' answers, in %</i>
Personal example	26,5
Stories about promising professions	38,6
Bringing to labour activities	9,6
Blackmail (threatening the loss of material support or housing)	0,0
Successful people's example	8,7
Proving the importance of learning exactly this trade for family	3,1
Other	3,1
Didn't try to influence	10,4
Total	100

The following means of parents' influence gain the lead: stories about promising professions (38,6%) and personal example (26,5%). Only 9,6% of

respondents practiced bringing to labor activities. In our opinion, the small rate of students who indicated influence of own experience of labour activity on their occupational choice is partially attributed to the students' low involvement in family labor. 8,7% of parents hold up successful people as an example for their children's occupational choice. It is worthy of note that 10,4% of parents didn't try to influence their children's occupational choice. None of respondents confessed in open pressure, threatening the loss of material support or housing.

Respondent parents were asked a question on values they consider important for their children. It was proposed to choose at most three from 7 options: prestigious work, high income, self-fulfillment opportunities, interesting work, socially useful labor, family well-being, health. Family well-being turned out to be the most significant for respondents. 79,5% of respondents chose this answer. Health ranks second – 76,2%. 36,9% of respondents distinguished the role of interesting work. High income ranks fourth (36,1%). 32,0% and 25,4% of parents wish their children self-fulfillment opportunities and prestigious work, correspondingly. Socially useful labour appeared least important among suggested options, only 3,3% of respondents checked it (Table 11).

**Table 11.** Division of answers to the question “What would you want for your children?”

<i>What would you want for your children?</i>	<i>Respondents' answers, in %</i>	<i>Rank</i>
Prestigious work	25,4	6
High income	36,1	4
Family well-being	79,5	1
Interesting work	36,9	3
Self-fulfillment opportunities	32,0	5
Health	76,2	2
Socially useful labor	3,3	7

It is necessary to point out that found ranks fully coincided with evaluation of corresponding values by students. (see Table 2).

Division of answers to the question what labor values parents would like to cultivate in their children is represented in Table 12. Respondents were offered to choose at most three main values. The answers are ranked from high to low.

**Table 12.** Division of answers to the question “What labour values you'd like to cultivate in your children?”

<i>Labour values</i>	<i>Respondents' answers, in %</i>
diligence	76,4
honesty	65,9
responsibility	65,9
respect for other people	61,0
commitment	50,4
drive to high professionalism	40,7
vigour	24,4

thrift	20,3
creativity	19,5
insistence	14,6
duty performance	13,0
accuracy	11,4
tolerance	8,1
ambition	5,7
pragmatism	1,6

The following were indicated as most important labor values: diligence (76,4%), honesty and responsibility (by 65,9%), respect for people (61%). They are followed by commitment (50,4%) and drive to high professionalism (40,7%). Less than a quarter of respondents marked significance of such qualities as vigor, thrift, creativity, insistence, and duty performance. Such labor values as tolerance (8,1%), ambition (5,1%), pragmatism (1,6%) aren't attached much importance to (Table 12). Nonetheless, today's youth relies in its occupational choice upon somewhat different values: pragmatism, drive to material well-being and career progress, "labor hedonism".

## Conclusion

It was planned to compare labour mindsets of students and parents within the framework of the research. However, the complete coincidence of structures of basic values of two generations was revealed. The percentage of parents, who highlighted their own influence on children's occupational choice and support of that choice, is high. The research also demonstrated that today's students are much less involved in household work than parents at their age.

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## Disclosure statement

No potential conflict of interest was reported by the authors.

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