

Effects of Parent-Child Relationship on the Primary School Children's Non-Violence Position Formation

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ABSTRACT

The aim of the research was to identify and test experimentally the impact of parent-child relationship on the formation of the primary school children non-violence position. During the research the effectiveness of the correctional and development program "Together with my mom" was verified to promote parent-child interaction, as well as gaming technology aimed on creating a position of non-violence of primary school children. 54 schoolchildren, Kazan, Russian Federation took part in the empirical research. The complex of diagnostic instruments to research parent-child relationship characteristics, non-violent interaction of children has been applied. To identify the correlation between the received data (types of interaction between children and data on the scale of the child-parent relations), we used the method of correlation analysis, based on the calculation of Spearman's Rank Correlation.

KEYWORDS

parent-child relationship, primary school children, non-violence position, formation, correctional and development program, "Together with my mom", parent-child interaction, gaming technology

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Introduction

In Russian society and in the minds of millions of Russians radical transformation is undergoing today. Many of the moral values that have had a significant influence on the formation of character and moral consciousness of several generations of people are exposed to rethink and re-evaluate. Our compatriots' ideas about the moral values, philosophical and psychological content of such moral categories as duty, conscience, justice, honesty are changing. Socio-psychological climate in the society as a whole is characterized by not only the value dischargedness, extreme tension and aggression, increased anxiety, emotional overload, but also the depreciation of human life. Possibly

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this caused the aggravation of the Russian pedagogy crisis, as any educational system due to the goals of education reflects the needs of society and the individual in their livelihood.

In recent years, a priority in the consideration of ways to solve the problem was the comparison of methods of enforcement and non-violent methods of cooperation in teaching. It occurs in the context of humane pedagogy and in the presence of a general trend towards the humanization of the whole educational process.

One of the areas of humanistic pedagogy is the so-called pedagogy of nonviolence, when the interaction of educators and students, teachers and pupils, parents and children is realized in the humane, non-violent manner, with the rejection of coercion.

Literature Review

The value of non-violence in education was widely discussed in the works of W.A. Diesterweg (1956), J.A. Comenius (1982), E. Fromm (2010), K. Horney (1950), E. Erikson (1950). Non-violent interaction of the basic subjects of the educational process is studied by the representatives of free education (Rousseau, 1981; Tolstoy, 1995; Ventzel, 1923; Montessori, 1913) and humanistic psychology (Maslow, 1982; Rogers, 1994; Frankl, 1990).

Certain aspects of the process are carefully studied by Sh. Amonashvili (1990), P.P. Blonsky (1979), V.A. Sukhomlinsky (1961), V. Myasishev (1995), Yu. Orlov (1997). However, considerable attention in the works of above mentioned researchers is paid to the concept of "education in non-violent manner." But the aspect of the "education in the spirit of non-violence" involving the formation of the younger generation's position of non-violence, the ability to interact on the principles of non-violence. At the same time the problems of children's readiness to such cooperation in the contemporary socio-economic and psychological conditions remain unsolved.

In addition to the tasks described above, one of the important tasks of pedagogy of non-violence is to develop the younger generation's peacefulness as the property of the individual. The urgency of this task is due to the complexity of the problems facing the world community. Hotbeds of local wars, based on interethnic conflicts, continue to blow quite fragile stability and lead to thousands of victims in various regions of the world, including the territory of Russia.

In many other countries there are special programs of education for peace and international cooperation. In Russia, unfortunately, we don't have this kind of programs. There are some only some works concerning the methodology of organizing the so called lessons of peace by M. V. Kabatchenko (1992), Ya. A. Krakova (1991), E. S. Sokolova (2002).

In modern Russia, this problem is deeply studied by V. A. Sitarov and V. G. Maralov in the book "Pedagogy and Psychology of non-violence" (1997). The authors understand the position of non-violence as a system of beliefs, values, attitudes, motives, which are expressed in a desire to build relationships with other people on the non-violent basis, which is achieved by means of free choice, the ability to perform non-violent action and nonviolent resistance.

In the context of above mentioned studies we've discovered a number of basic contradictions:

- On the one hand, there is a shift to a system of humanistic values that put the child in the center of the school, on the other hand, the position of the child as the subject of non-violent interaction with peers is not well understood;

- On the one hand, there is an objective need for the school to build the theoretical justification of pedagogical activity on the formation of readiness of children to non-violent interaction with their peers, on the other hand, there is no theoretical justification of such activities in teaching;

- On the one hand, there is a need for a purposeful formation of the children's peacefulness and negative attitude towards the violent solution of problems in relationship with each other, on the other hand, there are no special educational programs to educate students in the spirit of peace;

- On the one hand, it is necessary to ensure the formation of primary schoolchildren's position of non-violence in the family, on the other hand, there is no sufficiently developed scientific and pedagogical guidance in this area.

Violence and victims of violence

Violence is related to the abuse of one person in relation to another, the implementation of the "ideas of evil."

The most frequent victims of various kinds of violence, both by adults and peers, according to the victimology become:

- a) children who are brought up in tough family relationships perceiving the world in a hostile way and willing to be victims of violence themselves with the strong people and to be violent with the weak ones ;

- b) children who are brought up in the conditions of neglect, abandonment, emotional rejection, who do not get enough care and emotional warmth and often with the backlog of psychophysical development, mental and physical helplessness, lack of the emotional sphere development, unable to assess the degree of danger and resist violence;

- c) children of the street;

- g) children who are brought up in an atmosphere of unquestioning obedience, not able to say "no", fearful and anxious;

- d) children with mental abnormalities (psychopathy, mental retardation, the effects of organic CNS disorders and TBI) unable to assess adequately dangerous situations;

- e) small children because of their helplessness.

The only description of children, most commonly abused by others, shows that family education should be considered as one of the decisive factors influencing the formation of the position of non-violence among children.

According to the researches by E.Erikson (1950) and K. Horney (1950) it is the mother who lays the basic sense of trust or confidence to the world and have an impact on the formation of a child's attitude towards himself, his family, to others, to the world. Consequently, the ratio of mother to the child affects the level of his non-violence position in primary school.

Aim of the Study

The aim of the research was to identify and test experimentally the impact of parent-child relationship on the formation of the primary school children non-violence position.

Research questions

The overarching research question of this study was as follows:

What is the impact of the correctional and development program "Together with my mom" on promoting parent-child interaction, as well as gaming technology aimed at creating a position of non-violence of primary school children?

Method

During the research the effectiveness of the correctional and development program "Together with my mom" was verified to promote parent-child interaction, as well as gaming technology aimed on creating a position of non-violence of primary school children. 54 schoolchildren and their parents, Kazan, Russian Federation took part in the empirical research.

Based on the views of V. A. Sitarov & V. G. Maralov (1997), we defined the following criteria for the level of primary schoolchildren's non-violence position: peacefulness, non-violent behavior, negative attitudes towards violence, friendliness and tolerance.

Using techniques "Three Wishes" and the projective test "Nonexistent animal" according to the mentioned above criteria we defined the levels of the children's non-violence position. The results showed that only 14.8% of children demonstrate peacefulness. Most children understand the word "peace" as the absence of war or peaceful coexistence, and some students understand peace as the result of cooperation of people in the name of peace. They had more evident features of non-violent behavior (66.7%) and negative attitude towards violence (88.9%). However, observation of the children showed that in critical situations children do not renounce violence, sometimes exhibit moral indifference. This indicates that the knowledge of the correct behavior is not implemented in children's skills.

Diagnosis of children's non-violent interaction was conducted by the method of "Diagnosis of typical features of interaction of children of preschool and early school age." In our group of subjects we identified three types of children's interaction: sociable, friendly - 48.14%, uncommunicative-friendly - 22.23% and uncommunicative, hostile - 29.63% of the students. Sociable, hostile type of interaction was not detected in the sample.

Parent mother-to-child ratio we determined by A. Ya. Varga & V. V. Stolin's questionnaire (1988). High values of the test data were obtained on the scale of "cooperation", "acceptance-rejection."

To identify the correlation between the received data (types of interaction between children and data on the scale of the parent relation), we applied the method of correlation analysis based on the calculation of Spearman's rank correlation coefficient. The mathematical processing of the results showed that

the accepting a child as he is and the high cooperation of parents with children, lead to the children's non-violent behavior, and, accordingly, low acceptance and low co-operation with the children, lead to more severe hostile form of children's behavior.

In the formative stage of the experiment we tested correctional and developing program "Together with my mom" to promote parent-child interaction, as well as the gaming system of exercises to correct conflicts of children. A specific feature of correctional and development program "Together with my mom," is that its implementation is possible only with the joint participation of children and parents in all classes. The main forms of work with children and parents in the classroom were acting out of game situations, behavioral studies, analysis and solution of situations, creative activities (painting, sculpture, etc.), fairytale-therapy and others. When choosing the material of the game, we proceeded from the fact that in game situation schoolchildren learn the surrounding world, learn to be happy and angry, to communicate with their peers, adults, to respond adequately to the mood of others.

In the control phase of the experiment, we verified the effectiveness of the conducted psycho-pedagogical work with parents and children.

Data, Analysis, and Results

Re-examination of children and parents in the control stage of the experiment showed: a) the parent-child relationship to a greater extent changed to the relations of friendship and mutual assistance – this kind of relationships contributes to the formation of children's non-violence position; b) 55% of children show sociable, friendly type of interaction, 26% - uncommunicative-friendly type, and 19% exhibit antisocial, hostile type of interaction; c) the number of children with pronounced attitude of non-violence has increased, 44.4% of children manifested peacefulness, the rejection of violence - 78%, and negative attitude towards violence revealed 92.2% of the students.

Watching the children showed that the number of quarrels and conflicts has also decreased. Children try to chat in a friendly way, to give each other, to resolve disputes independently.

In determining the reliability of the shifts in the positive or negative side, we used G-sign test, which allows determining the changes in the transition from one dimension to another. In our case, change the values on the scale of "cooperation" and "acceptance-rejection" is true at the level of $p = 0.05$, $p = 0.01$, respectively.

Discussion and Conclusion

Summarizing the results of the analysis, we came to the following conclusions

- 1) The ratio of mother-to-child relationship affects the level of the children's non-violence position formation in the early school years.
- 2) There is a direct correlation between the position of non-violence and child adoption or rejection by his parents.

3) Formation of the schoolchildren's non-violence position will be carried out effectively if the parents (especially mothers) organize the life of children on the basis of non-violent and personal model of interaction with them.

4) The parent with the formed position of non-violence - is the person able not to get irritated, not to be offended, emotionally stable, self-confident, having a positive opening, successfully overcoming his own self-centeredness, aware of his psychological defenses, tolerant of other people's opinions, able to contain his aggressiveness and intent to form in the minds of a plan - related to the non-violent action, a good organizer, aimed on harmonization of the objectives and tasks of other people (children) with his own, giving priority to active forms of response, on children, reducing their level of tension, anxiety and fears.

Implications and Recommendations

Implications and recommendations for future studies are as follows. Firstly, on the basis of findings of this study, family education is one of the decisive factors influencing the formation of the children's position of non-violence. General humanistic orientation of primary school children's nonviolence position training can be provided in a specially designed tolerant educational space. It is necessary to create the following pedagogical conditions: 1) adoption by teachers of the personality model of interaction with children and its significant priority in the organization of the educational process; 2) the formation of children's attitude of tolerance; 3) simulation of life situations in the pedagogical process, aimed at the formation of the children's readiness for a peaceful resolution of the problem-conflict situations; 4) organization of special work with parents, aimed at changing the nature of the parent-child relationship as a factor of children's non-violence position formation. It is advisable to use a certain logic of children's non-violence position formation: showing certain patterns of behavior; creating a positive attitude towards the forms of non-violent behavior; warning of the negative behavior of the child; control over the actions of the child; promotion of child's self-control.

Children need to be prepared both to a positive dominance and to the positive subordination, not forgetting about the development of their ability to parity interaction and of the skills to coordinate individual and collective positions and attitudes.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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