

# The Present Condition of Preparedness for the Development of Family Life

Nuriddin Safaev, Zulfiya Kamalova and Gulnora Ziyavitdinova  
*National University of Uzbekistan, Tashkent, Uzbekistan*

**Keywords** Preparation for Family Life, Value, Emotional-Interpersonal, Cognitive-Behavioral, Component, Family Life, Family.

**Abstract** The pandemic-induced global economic downturn has instigated multifaceted repercussions, notably affecting familial dynamics. This study explores the impact on familial relationships, revealing an escalation in conflicts and a decline in overall family life quality. These trends potentially contribute to dysfunctional families, increased divorces, and a rise in single-parent households. Despite these challenges, the family remains pivotal for nurturing relationships, moral growth, and shaping well-rounded individuals for society. An empirical study involving 288 unmarried students aged 18 to 26 was conducted, evaluating their readiness for family life across three key components: values, emotional-interpersonal skills, and cognitive-behavioral attributes. Results showed a majority exhibiting below-average readiness across these components, with no students demonstrating high readiness levels. Correlation analysis indicated that age and educational progression didn't positively impact readiness for family life. Interestingly, love's importance diminished with age and study progress, while the significance of a happy family life increased, reflecting evolving life aspirations. These findings stress the urgency of devising strategies to enhance family life readiness, acknowledging its current developmental state.

## 1 INTRODUCTION

The pandemic-induced global economic downturn has indeed had less than ideal impacts on all sectors of modern society, including the functioning of the family unit. In these circumstances, familial relationships are marked by unsettling trends, a key issue being a considerable escalation in everyday conflicts and a consequent decrease in overall family life quality. These factors could lead to a rise in dysfunctional families, an increase in divorces, and hence, a growth in single-parent families.

However, the role and significance of the family are paramount. It serves as a beacon of hope for humanising relationships, moral rejuvenation, and the development of a balanced, well-rounded young individual for society. The family holds relevance for both the youth of today and society at large. It is the primary social institution that integrates a new societal member, and within which this member is socialised. If there is a disruption in the normal

process of a young individual's socialisation, it manifests as social maladjustment or antisocial behaviour. The dominance of authoritarian methods of family education and the infringement of children's rights can hinder or even render the process of socialisation impossible. The family is the primary group in which a child encounters others and learns to interact and communicate effectively. The family has been and continues to be the most crucial social institution of human society as a whole, through which each parent has a real opportunity to perpetuate and continue their legacy in their offspring (Andreyeva T.V. (2007), Prosekov V.M. (2011)).

## 2 METHODS

To evaluate the current state of students' readiness for family life, we conducted an empirical study involving a total of 288 unmarried students. These included both females (51.7%, 149 individuals) and males (48.3%, 139 individuals), aged between 18 and

---

\*Corresponding author

26 years. The age group distribution was as follows: 18 to 20-year-olds made up 27.1% (78 individuals), 21 to 23-year-olds accounted for 47.9% (138

individuals), and 24 to 26-year-olds comprised 25% (72 individuals). These participants were enrolled in various courses at a higher education institution.

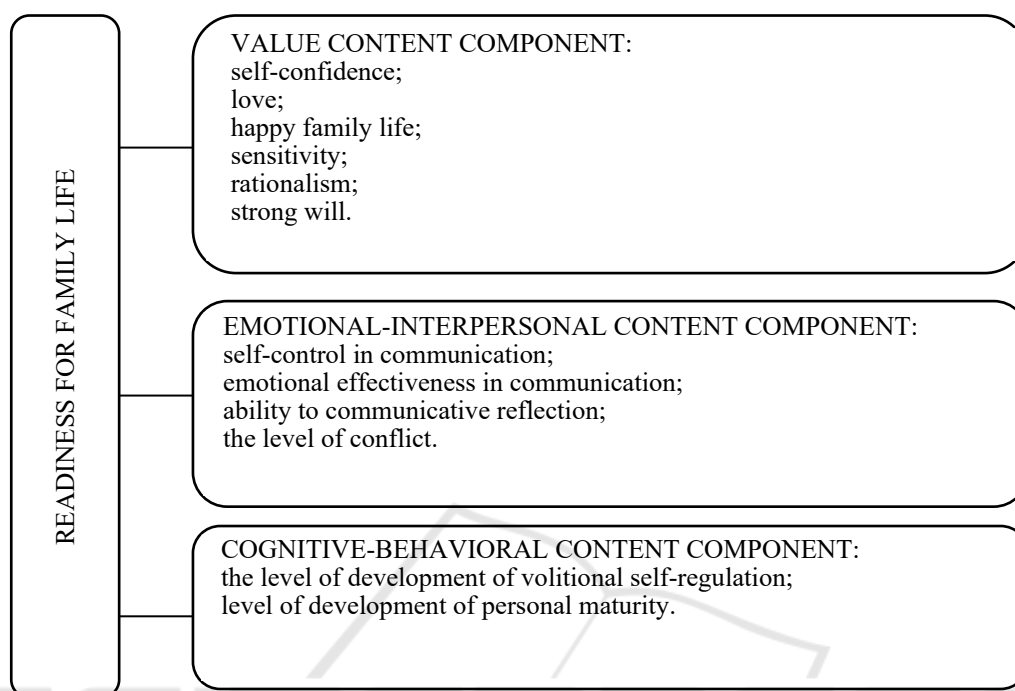


Figure 1: Criteria for Evaluating Student Readiness for Family Life.

To tackle the psychological diagnostic challenges of the empirical research, we identified the following criteria to assess the students' readiness for family life, based on the components of the content.

The research conducted indicates that the readiness of students for family life is a rather complex process, as there isn't a universally applicable methodology for psychological diagnostics within integrative education. Therefore, to empirically identify the development levels of students' preparedness for family life, considering the previously identified content components for the assessment criteria, we selected and implemented the following diagnostic tools that have proven effective in practice:

- For the value content component, we utilised B.S. Kruglov's Methodology for determining the formation of value orientations Grechanaya T.B., Ivanova L.Yu., Kolesova L.S. (2015));
- For the emotional and interpersonal content component, we used M.Snyder's Self-Control in Communication Assessment Questionnaire (Karelin A. (2007).), V.V.Boyko's Emotional Barriers in Interpersonal Communication Diagnostics

- Questionnaire (Fetiskin N.P., Kozlov V.V., Manuylov G.M. (2002)), A.V. Karpov's Reflexivity Development Level Diagnostics Questionnaire (Karpov A.V. (2003)), and O.L.Goncharov's Express Diagnostics Questionnaire for Identifying the Level of Conflict ((Fetiskin N.P., Kozlov V.V., Manuylov G.M. (2002));
- For the cognitive-behavioural content component, we utilised A.V.Zverkov and E.V.Eidman's Willful Self-Regulation Study Questionnaire (Ziyavitdinova G. (2019)., Orlova I.N. and Dontsov D.A. (2012)) and Y.Z.Gilbukh's Personal Maturity Test Questionnaire (Gilbukh Yu.Z. (1994).

### 3 RESULTS AND DISCUSSION

In the initial stage, following a comprehensive psychological diagnostic assessment (comprising seven methods), the advancement of each content element of a student's preparedness for family life is determined. To facilitate this, 12 criterion coefficients, reflecting the readiness criteria for content components, are computed. These include the value content component with 6 criteria evaluated

using one method, the emotional-interpersonal content component with 4 criteria evaluated using four methods, and the cognitive-behavioural content component with 2 criteria evaluated using two methods.

According to the results of the psychological diagnostic examination utilising B.S. Kruglov's Methodology for determining the formation of value orientations, coupled with the application of a prepared generalising mechanism, it emerged that for the majority of students (64.9%, 187 individuals), the development of the value content component for readiness for family life is below the average level. A low level of development was observed in 2.1% (6 individuals) of students, while an average level was noted in 33% (95 individuals). Significantly, no students were identified with above-average or high levels of development.

An exploration of the emotional and interpersonal content component of readiness for family life was conducted via a survey utilising M. Snyder's Self-Control in Communication Assessment Questionnaire, V.V. Boyko's Emotional Barriers in Interpersonal Communication Diagnostics Questionnaire, A.V. Karpov's Reflexivity Development Level Diagnostics Questionnaire, and O.L. Goncharov's Express Diagnostics Questionnaire for Identifying the Level of Conflict. Following this, it was revealed that the majority of respondents (82.3%, 237 individuals) exhibited a below-average level of development in the emotional-interpersonal content component. Those with an average level constituted 16.7% (48 individuals), and those with low and above-average levels were found to be 0.7% (2 individuals) and 0.3% (1 individual) respectively. Notably, no students were identified with a high level of development in this aspect.

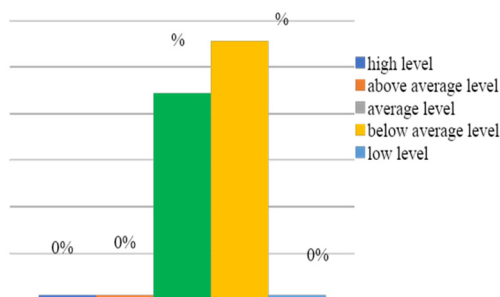


Figure 2: Correlation analysis of the comprehensive psychological diagnostic examination results

The final investigation, concerning the cognitive-behavioural content component of readiness for

family life, was based on the Willful Self-Regulation Study Questionnaire by A.V. Zverkov and E.V. Eidman, as well as the Personal Maturity Test Questionnaire by Y.Z. Gilbukh. The results of this study revealed that most students (85.1%, 245 individuals) have a below-average development level in the cognitive-behavioural content component of readiness. An average development level was identified in 11.5% (33 individuals) of respondents, while those with above-average and low levels were found to be 0.7% (2 individuals) and 2.8% (8 individuals) respectively.

This comprehensive study of content components of the subject matter provided insight into the current state of student readiness for family life. The majority of participants (55.6%, 160 individuals) displayed a below-average level of readiness for family life. Simultaneously, 44.4% (128 individuals) showed an average level of readiness. Importantly, no students were identified with low, above-average or high levels of readiness for family life.

A correlation analysis of the comprehensive psychological diagnostic examination results, using the nonparametric Spearman's criterion, enabled the identification of several pertinent relationships, which are of considerable importance in this study. Notably, the indicators of value coefficients, cognitive-behavioural content components, along with the overall development level of students' readiness for family life, exhibit a substantial negative correlation with both the age and educational progression of the subjects under examination ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ). These statistically significant relationships essentially reflect the fact that an increase in age and, correspondingly, progression through higher education, do not have a substantial positive impact on the development level of students' readiness for family life. Overall, these indicators tend to deteriorate with increasing age and advancement through the course of study.

Contrarily, the observed correlations between the emotional-interpersonal content component of readiness for family life, and both the age of students and their course of study, are positive ( $r = 0.18$  at  $p < 0.050$ ). This suggests that this content component develops concurrently with an increase in both the age of students and their course of study. This trend is supported by the significant positive correlation identified between the level of conflict (as assessed by O.L. Goncharov's Express Diagnostics

Questionnaire for Identifying the Level of Conflict) - an integral part of the emotional and interpersonal content component - and both student age and course progression ( $r = 0.39$ ;  $r = 0.60$  at  $p < 0.050$ ). Thus, as age and course progression increase, the level of conflict tends to decrease, with students generally becoming less conflictual. As they gain experience, their ability to constructively resolve problematic issues in communicative contacts and interactions develops.

Additionally, the notable negative correlations identified between indicators of love (using B.S. Kruglov's Methodology for Determining the Formation of Value Orientations) and both age and course progression ( $r = -0.82$ ;  $r = -0.61$  at  $p < 0.050$ )

reveal a concerning trend. This reflects the fact that for contemporary students, love as a vital value tends to lose its significance with increasing age and course progression, becoming less relevant in their lives and life planning.

Conversely, the significant positive correlations identified between indicators of a happy family life (again using B.S. Kruglov's methodology) and both age and course progression ( $r = 0.64$ ;  $r = 0.90$  at  $p < 0.050$ ), indicate highly positive trends. These correlations suggest that a happy family life, as a life value, becomes increasingly significant with age and course progression, reflecting the long-term life perspectives of modern students (Table 1).

Table 1: Correlation analysis results of a comprehensive psychological diagnostic examination according to the nonparametric Spearman's test ( $n=288$ ).

Names of comparison indicators	Correlation coefficient by Spearman R at $p < 0,050$
Coefficient of the first content component (CCC) & Age	-0,306291
Coefficient of the first content component (CCC) & Course of study	-0,304765
Age & Love (Methodology for determining the formation of value orientations by B.S. Kruglov)	-0,823160
Course of study & Love (Methodology for determining the formation of value orientations by B.S. Kruglov)	-0,612021
Course of study & Happy family life (Methodology for determining the formation of value orientations by B.S. Kruglov)	0,641210
Age & Happy family life (Methodology for determining the formation of value orientations by B.S. Kruglov)	0,906820
Coefficient of the second content component (CCC) & Age	0,184777
Coefficient of the second content component (CCC) & Course of study	0,185087
Level of conflict (Questionnaire for express diagnostics of identifying the level of conflict by O.L. Goncharov) & Age	0,399646
Level of conflict (Questionnaire for express diagnostics of identifying the level of conflict by O.L. Goncharov) & Course of study	0,606695
Coefficient of the third content component (CCC) & Age	-0,249255
Coefficient of the third content component (CCC) & Course of study	-0,208994
The level of development of readiness for family life (CR) & Age	-0,131287
The level of development of readiness for family life (CR) & Course of study	-0,131180

Thus, based on the analysis presented above and the uncovered component structure of the study's subject, it seems appropriate to define twelve assessment criteria (self-assurance, love, fulfilling family life, sensitivity, rationality, robust will, self-control in communication, emotional efficacy in communication, capacity for communicative reflection, level of conflict, level of volitional self-regulation development, and level of personal maturity development). Each of these refers to the corresponding content component and collectively illustrates students' readiness for family life.

To conduct a practical investigation into the subject matter, we selected a psychological diagnostic complex that comprises seven proven methods, aligned with the chosen criteria. To suitably summarise the results acquired through diverse tools, and to translate them into a unified measurement system that draws conclusions regarding the level of readiness for family life, a unique synthesising mechanism was prepared. This mechanism enables the calculation of twelve criterion coefficients (six for the value content component, four for the emotional-interpersonal content component, and two for the cognitive-behavioural content component). It also facilitates the calculation of three content component development coefficients for students' readiness for family life (value content component, emotional-interpersonal content component, cognitive-behavioural content component), as well as the total coefficient of readiness for family life. Furthermore, this mechanism supports interpreting the obtained results using a five-level gradation.

An extensive psychological diagnostic examination (n=288) allowed us to ascertain that the majority of students (55.6%, 160 individuals) exhibit a below-average level of readiness for family life. For 44.4% (128 individuals), this attribute is developed to an average level, whereas no participants showed above-average or high levels of readiness. A correlation analysis of the comprehensive psychological diagnostic examination results (n=288) using Spearman's nonparametric test unveiled statistically significant relationships. These relationships essentially indicate the lack of a positive impact from students' increasing age or their progress in their course of study on the level of development of readiness for family life ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ).

Additionally, as students age and progress in their course of study, love, a vital value, appears to recede

in their life plans ( $r = -0.82$ ;  $r = -0.61$  at  $p < 0.050$ ). In contrast, the significance of a happy family life seems to increase as they grow older and advance in their studies ( $r = 0.64$ ;  $r = 0.90$  at  $p < 0.050$ ), indicating a long-term life aspiration.

The empirically obtained results affirm the high relevance of this ongoing research and further underscore the urgency of devising effective strategies for fostering and enhancing readiness for family life, taking into account its current developmental state (Bototova J.A., Kostrikova Yu.V., Radchenlo E.A., Rakhmanova M.N. (2016)).

## 4 CONCLUSION

An exploration into the structure of student readiness for family life offers these conclusions:

Evaluating various scientific perspectives regarding the qualitative characteristics of the phenomenon under examination enables us to distinguish the following comprehensive content components in student readiness for family life: firstly, the value component; secondly, the emotional-interpersonal component; and thirdly, the cognitive-behavioural component. These identified facets of student readiness for family life are conditional, their foundational content being interdependent; that is, they are intimately intertwined, complementing one another.

A thorough psychological diagnostic examination (n=288) showed that the majority of students (55.6%, 160 individuals) possess a level of readiness for family life that is below average. For 44.4% (128 individuals) of the students, this trait is developed to an average extent, whereas no students were found to possess an above-average or high level of readiness.

Utilising Spearman's nonparametric test to perform a correlation analysis of the results from the comprehensive psychological diagnostic examination (n=288) enabled the identification of statistically significant relationships. Essentially, these reflect the absence of a positive effect from increasing student age or extending their period of study on their level of readiness for family life ( $r = -0.30$ ;  $r = -0.24$ ;  $r = -0.13$  at  $p < 0.050$ ).

Furthermore, as students age and advance in their course of study, the importance of love as a vital value diminishes, becoming less significant in their life

plans ( $r = -0.82$ ;  $r = -0.61$  at  $p < 0.050$ ). Conversely, the significance of a happy family life increases with age and further study, becoming a more important life value and reflecting their long-term life aspirations ( $r = 0.64$ ;  $r = 0.90$  at  $p < 0.050$ ).

The empirical results obtained underline the high relevance of the ongoing research and emphasise the need to develop effective strategies for nurturing and enhancing readiness for family life, considering the current state of development.

## REFERENCES

- Andreyeva T.V. (2007). *Family psychology*. St Petersburg: Rech. – 384 p.
- Bototova J.A., Kostrikova Yu.V., Radchenlo E.A., Rakhmanova M.N. (2016) *Value orientations of primary school teachers*. International Journal of Applied and Basic Research, 1-2, 260-263 p
- Gilbukh Yu.Z. (1994). *Questionnaire on personal maturity*. Kiev: NPTs Psychodiagnostics and differentiated learning. – 24 p.
- Grechanaya T.B., Ivanova L.Yu., Kolesova L.S. (2015) *Preventive work and identification of students prone to deviant behavior in an educational organization. Guidelines*. Pskov: State Department of Education of the Pskov Region. P. 94-96.
- Ziyavitdinova G. (2019). *Psychological preparedness of youth for family life*// Bridge to Science: Research works. San Francisco, California, USA.
- Karelin A. (2007). *Big encyclopedia of psychological tests*. Moscow: Eksmo. - P. 292-293.
- Karpov A.V. (2003). *Reflexivity as a mental property and methods of its diagnostics*. Psychological journal. P. 24-5, 45-57.
- Orlova I.N. and Dontsov D.A. (2012). *On the socio-psychological readiness of modern Russian student youth for marriage and family creation*. Social psychology and society. Moscow. 3, P. 48-57.
- Prosekov V.M. (2011). *Psychology of family relations. Manual*. Tyumen: Tyumen state University Pub.House. 195 p.
- Fetiskin N.P., Kozlov V.V., Manuylov G.M. (2002). *Socio-psychological diagnostics of the development of personality and small groups*. Moscow: Psychotherapy Institute Pub.House. P. 123-124; 211-212.