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**Influence of Cultural Resources of Mothers over Parenting Values in Russian Families**  
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**Introduction**  
 The complex dynamics of the modern society raises requirements to an individual's adaptation abilities. Parents' focus on certain educational goals and preference of relevant educational strategies, can contribute to or, contrariwise, hinder formation of these qualities in a developing personality. According to our data, approximately a third of Saint Petersburg parents have trouble determining the vector of family upbringing, a large part of mothers consider it correct to control all aspects of daily life of the children, that is they reproduce paradigms and practices of authoritarian upbringing (Bezrukova & Samoylova, 2015). The situation is getting more complicated due to unequal distribution of public resources, social, cultural and economic differentiation of families, hard living conditions of families with low resources. The issue of influence of inequality in provision of various resources for mothers instilling in children values contributing to successful adaptation in a complex society is of urgent social interest.

The purpose of the study is a comparative analysis of the complex of economic, cultural and psychological resources of mothers of three groups focused on different values in child rearing (obedience "O", curiosity "C", sociability "S").

**Methods**

The study involved 500 mothers selected basing on the criterion of self-identification of their economic status (low and medium), under the age of 45, with children aged from 1.5 to 3 years old. Economic resources, within the framework of the study, are generally understood to mean a complex of material goods in the possession of a family, including aggregate income, property security, housing situation, together with assessment of a subjective consumer status. The instrument employed here to obtain primary information was the direct questioning method - a personal interview with registration of respondents' answers to questions put by the interviewer.

The questionnaire included the following sets of questions: (1) social and demographic characteristics: age, educational level, family and professional status, (2) family structure (nuclear and extended), parents' family status (normative family, stepfamily, single-parent family), parenthood status of the family; (3) economic resources of the family (family income level, property security, housing situation, subjective assessment of the consumer status, (4) cultural resources of a family (cultural and educational competencies, cultural practices); (5) attitudes and educational practices of mothers/fathers.

**Results**

A quarter of mothers (24.2%) choose obedience as the dominant value of family education. These mothers appeared to be younger and less educated. Families in which they live most often are characterized by risk factors of falling into the category of the poor. Cultural needs, as well as practice of everyday life of mothers are much more simplified in comparison to the other groups of mothers. They rarely read books, they are not interested in art, music and theater, the share of those engaged in self-education is insignificant. A distinctive feature of this group is low self-esteem of the levels of expressive maternal and instrumental qualities. The family history of one-third of mothers features aloofness and coldness in parent-child relationships, reproduced by mothers in the process of relationships with their own children. Mothers from group focused on the value of "C", account for almost half of the sample (47.0%). They are also young, but more educated compared to the group "O". They have more stable family relationships. Members of the families are involved in the labor market of commercial companies, which ensures a higher income of families. The mothers are characterized by richer cultural practices, including reading modern and classical literature and self-education. A third of the respondents are aimed at instilling sociability in children (28.8%). They appeared to be most mature, educated and affluent. Their families are more likely to have both a high income and consumer status and significant property security. The mothers read a lot, are engaged in self-education, a healthy lifestyle, involved in intellectual practices requiring significant financial investments. Three times more often than others, they visit exhibitions and theater performances, go to the philharmonic, concerts, movies, are interested in painting.

**Conclusion**

The complexity and nonlinearity of the modern society actualize the importance of instilling in children qualities contributing to an active social adaptation of a person. However, a significant percentage of Russian mothers are focused on instilling values of obedience at the expense of curiosity and sociability. Mothers developing curiosity and sociability in children have richer cultural resources. They are also characterized by a more positive self-image.

A high level of education of parents, family well-being, emotional support and strong intergenerational relations contribute to accumulation of cultural resources of motherhood. At the same time, improvement of material conditions of life, reduction of professional load do not always have a direct positive effect on the cultural capital of mothers. Motivating factors play a significant role - the mother's need for personal growth, development of educational competence. Active education of parents, as well as creation of urban public spaces, involvement of parents in on-line parents and expert community, is particularly crucial.

**References**

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