STATE OF READINESS FOR RESPONSIBLE PARENTING AMONG HIGH SCHOOL STUDENTS IN BOARDING SCHOOLS

Abstract. The article is devoted to the issue of state of readiness for responsible parenting among high school students in boarding schools.

The author defines the criteria and indicators of readiness for responsible parenting among high school students in boarding schools: cognitive criterion (knowledge of functions of modern family; knowledge of the essence of responsible parenting; knowledge of the basics of reproductive health); emotional-value criterion (positive emotional attitude towards making a family and having children; the ability to empathize; the need for communication and interpersonal interaction); behavioral-activity criterion (the ability to interact harmoniously with other people; the acquisition of skills aimed at strengthening reproductive health; the ability to self-improvement as a future father / mother). The levels (high, average, and low) of readiness for responsible parenting among high school students in boarding schools are characterized.

At different stages of scientific study the following research methods were used: theoretical – analysis, comparison, classification, generalization in order to determine the criteria, indicators of readiness for responsible parenting among high school students in boarding schools; empirical – questionnaires, incomplete sentences, conversation, testing, exercises, generalization of independent characteristics, indirect observation in order to identify the levels of readiness for responsible parenting among high school students in boarding schools.

The practical significance of the article is that its materials can be used to diagnose the levels of readiness for responsible parenting among high school students in boarding schools, as well as training of future teachers.

This provides a good starting point for discussion and further research that can be aimed at theoretical substantiation and experimental verification of pedagogical conditions for formation of responsible parenting among high school students in boarding schools.

Key words: criteria, indicators, high school students, levels of readiness for responsible parenting, parenting, responsible parenting, readiness for responsible parenting.
СТАН ГОТОВНОСТІ ДО ВІДПОВІДАЛЬНОГО БАТЬКІВСТВА У СТАРШОКЛАСНИКІВ ШКІЛ-ІНТЕРНАТІВ

Анотація. Стаття присвячена висвітленню стану готовності до відповідального батьківства у старшокласників шкіл-інтернатів.

Авторкою визначено критерії і показники готовності до відповідального батьківства у старшокласників шкіл-інтернатів: когнітивний (знання про функції сучасної сім’ї; щодо сутності відповідального батьківства; з основ репродуктивного здоров’я); емоційно-ціннісний (позитивні емоційні установки на створення сім’ї та народження дітей; здатність до емпатії; потреба у спілкуванні та міжособистісній взаємодії); поведінково-діяльнісний (вміння гармонійної взаємодії з іншими людьми; набуття вмінь, спрямованих на зміцнення репродуктивного здоров’я; здатність до самовдосконалення себе як майбутнього батька / матері). Схарактеризовано рівні (високий, середній, низький) готовності до відповідального батьківства у старшокласників шкіл-інтернатів.


Практичне значення статті полягає у тому, що її матеріали можуть бути використані для проведення діагностики рівнів готовності до відповідального батьківства у старшокласників інтернатних закладів; підготовці майбутніх педагогів.

Проведене дослідження не вичерпуює багатогранності теоретичних і практичних пошуків розв’язання проблеми. Подальші наукові пошуки можуть бути спрямовані на теоретичне обґрунтування та експериментальну перевірку педагогічних умов формування відповідального батьківства у старшокласників шкіл-інтернатів.

Ключові слова: батьківство, відповідальне батьківство, готовність до відповідального батьківства, старшокласники шкіл-інтернатів, критерії, показники, рівні готовності до відповідального батьківства.

Introduction. In modern Ukrainian society, crisis phenomena have led to escalation of demographic problems, devaluation of family; lack of need for young families to have a full family with children; an increase in the number of single-parent families and the mass spread of social orphanhood due to increasing divorce.

Formation of readiness for responsible parenting among young people is a priority area of modern education, as evidenced by the Family Code of Ukraine.

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The problem of formation of readiness for responsible parenting among high school students in boarding schools have become especially relevant owing to most boarding school students are completely deprived of the opportunity to learn parents’ positive social experience or this experience has a negative antisocial character.

The pedagogical aspect of the issue of formation of readiness for responsible parenting among young people is reflected in the works of modern Ukrainian scholars (Bekh, 1994; Honchar, 2018; Kanishevska, 2015; 2016; 2020; Shakhrai, 2020; Yatsenko, 2013).

**Aim and tasks.** The purpose of the article is to study the state of readiness for responsible parenting among high school students in boarding schools. The task of the article is to determine the criteria and indicators as well as to identify the levels of readiness for responsible parenting among high school students in boarding schools.

**Research methods.** To achieve the aim and tasks of the study we used a set of methods: theoretical – analysis, comparison, classification, generalization to determine the criteria, indicators and levels of readiness for responsible parenting...
among high school students in boarding schools; empirical – questionnaires, incomplete sentences, conversation, testing, exercises, generalization of independent characteristics, indirect observation in order to identify the levels of readiness for responsible parenting among high school students in boarding schools.

The research was carried out based on Pereiaslav-Khmelnitskyi boarding lyceum “Patriot” in Kyiv region. The study involved 105 high school students of this institution of general secondary education.

**Research results.** The specifics of formation of readiness for responsible parenting among high school students in boarding schools is associated with the peculiarities of the abovementioned contingent of children (forced adaptation to a large number of peers; mostly group rather than individual orientation of educational influences; narrowing the range of gender roles), the features of early adolescents (lack of opportunity to assimilate parents’ positive social experience; deformation of stereotyping in the image of “Self”, derivation syndrome (Kanishevska, 2020).

In order to determine the levels of readiness for responsible parenting among high school students in boarding schools, the following criteria are defined with appropriate indicators: cognitive criterion (knowledge of functions of modern family; knowledge of the essence of responsible parenting; knowledge of the basics of reproductive health), emotional-value criterion (positive motivational attitude towards making a family and having children, the ability to empathize, the need for communication and interpersonal interaction), behavioural-activity criterion (the ability to interact harmoniously with other people, the acquisition of skills aimed at strengthening reproductive health, the ability to self-improvement as a future father / mother).

The results of the survey have shown that 26.7% of high school students in boarding schools have deep knowledge of functions of modern family, naming the following functions: reproductive, recreational, educational, material-economic,
housing, communication, sexual-emotional, psychological protection. 34.3% of high school students have showed sufficient knowledge of functions of modern family; 39.0% of high school students have fragmentary knowledge of its functions.

The level of readiness for responsible parenting among high school students in boarding schools according to the indicator of “knowledge of the essence of responsible parenting” was determined using the method of incomplete sentences. For this reason, high school students completed such unfinished sentences as: “Being a responsible father is….”, “Being a responsible mother is…”. Qualitative analysis of students’ answers was carried out according to the following parameters: 1 point – fragmentary knowledge about the essence of responsible parenting; 2 points – sufficient knowledge of the essence of responsible parenting; 3 points – deep knowledge of the essence of responsible parenting.

According to the above indicator, 24.8% of high school students have showed a high level of readiness for responsible parenting, 36.2% high school students – a sufficient level, and 39.0% of high school students – a low level.

The study of the level of readiness for responsible parenting based on “knowledge of the basics of reproductive health” was conducted through a questionnaire. The answers helped to find out how high school students understand the concept of “reproductive health”, what factors negatively affect reproductive health, what modern methods of contraception are known to them. It was found that 40.0% of high school students in boarding schools have fragmentary knowledge of reproductive health and they are not familiar with contraceptive methods. 37.1% of high school students in boarding schools have a sufficient level of knowledge of reproductive health and awareness of contraceptive methods. Only 22.9% of high school students in boarding schools have a high level of knowledge of reproductive health, they are aware of the factors that negatively affect the reproductive health of young people, as well as modern methods of contraception.
Data obtained are presented according to the levels of readiness for responsible parenting among high school students in boarding schools by cognitive criterion (Table 1).

Table 1

Levels of readiness for responsible parenting among high school students in boarding schools by cognitive criterion (%)

<table>
<thead>
<tr>
<th>Indicators of criterion</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Knowledge of functions of modern family</td>
<td>26,6</td>
</tr>
<tr>
<td>Knowledge of the essence of responsible parenting</td>
<td>24,8</td>
</tr>
<tr>
<td>Knowledge of the basics of reproductive health</td>
<td>22,9</td>
</tr>
<tr>
<td>Average value (%)</td>
<td>24,8</td>
</tr>
</tbody>
</table>

As we can see, according to cognitive criterion, the majority of high school students in boarding schools (39.3%) have a low level of readiness for responsible parenting.

Here are the results of study of readiness for responsible parenting among high school in boarding schools according to emotional-value criteria (positive motivational attitude towards making a family and having children; the ability to empathize; the need for communication and interpersonal interaction).

The level of readiness for responsible parenting among high school students in boarding schools was determined by the indicator “positive motivational attitude towards making a family and having children” via a questionnaire.

The majority of high school students (61.9%) answered “Yes” to the question: “Do you want to make a family and have children in the future?” At the same time, 38.1% of respondents answered: “I do not know”, “I have not decided yet”.

The answers to the question: “Why do people get married?” allow us to say that such motive as “love” takes the first place among girls; the motive “desire to have children and raise them” – the second place; “intimate-sexual relations” – the
third place; “improve one’s financial situation” – the fourth place; “common views and interests” – the fifth place.

Among boys – high school students in boarding schools, such motive as “love” takes the first place; “intimate-sexual relations” – the second place “well-organized everyday life” – the third place; “desire to have children and raise them” – the fourth place; “common views and interests” – the fifth place.

In our opinion, the motives for marriage both boys and girls as high school students in boarding schools have much in common. Both boys and girls are the only ones in choosing the motive for marriage of “love”, although the girls rate motive of “desire to have children and raise them” higher than boys.

Approximately 28.6% of respondents are positively motivated to make a family and having children in the future. These high school students recognize parenting as one of the important personal values. 33.3% of high school students want to make a family and have children in the future. 38.1% of high school students in boarding schools are not motivated to make a family and have children.

In order to identify the level of readiness for responsible parenting among high school students in boarding schools according to the indicator “the ability to empathize”, the Boiko’s Assessment Test of the level of empathic abilities was used (Assessment of levels, 2003). The test results have shown that 38.1% of high school students have a low level, 35.2% – an average level, and 26.7% – a high level of empathy.

The indicator “the need for communication and interpersonal interaction” was studied using the Markova’s Test (Markova, 1996).

The following results were obtained applying this technique: 28.6% of high school students have shown the need for communication and interpersonal interaction, respect for others; 33.3% of pupils have shown situationally the need for communication and interpersonal interaction, try to respect others; 38.1% of high
school students do not feel the need for communication.

Generalized data are given in Table 2. according the levels of readiness for responsible parenting among high school students in boarding schools by emotional-value criterion.

Table 2

<table>
<thead>
<tr>
<th>Indicators of criterion</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Positive motivational attitude towards making a family and having children</td>
<td>28,6</td>
</tr>
<tr>
<td>The ability to empathize</td>
<td>26,7</td>
</tr>
<tr>
<td>The need for communication and interpersonal interaction</td>
<td>28,6</td>
</tr>
<tr>
<td>Average value (%)</td>
<td>28,0</td>
</tr>
</tbody>
</table>

Therefore, only 28.0% of high school students in boarding schools have shown a high level of readiness for responsible parenting, that means they have positive inner motivation for making a family and having children, developed empathy, the need for communication and personal interaction.

The study of levels of readiness for responsible parenting among high school students in boarding schools according to behavioural-activity criteria (the ability to interact harmoniously with other people; the acquisition of skills aimed at strengthening reproductive health; the ability to self-improvement as a future father / mother) was carried out by generalization of independent characteristics, questionnaires, exercises “My pros and cons”.

The results of the study of the level of readiness for responsible parenting among high school students in boarding schools have showed that the majority of pupils (42.9%) have a low level of readiness for responsible parenting according to the abovementioned indicator. These high school students even have demonstrated
aggression in communication with other people. 33.3% of high school students have shown an average level of readiness for responsible parenting. They have a situational desire for harmonious interaction with other people. According to this indicator, 23.8% of high school students have a high level of readiness for responsible parenting. The participants of the experiment have shown the ability to interact harmoniously with other people, especially with younger ones.

The study of levels of readiness for responsible parenting among high school students in boarding schools according to the indicator of “the acquisition of skills aimed at strengthening reproductive health” was conducted using the questionnaire “Attitude towards conscious risk” (Topchii, 2010), as well as indirect pedagogical observations, etc. The final result have shown that 26.6% of high school students in boarding schools are aware of the harmful effects of surfactants on the human body, pupils fully agree with the statements: “Experimenting with drugs is to lose control of one’s life”, “Using drugs is one of the biggest problems in our country”, “A young person should never use surfactants”.

At the same time, 30.5% of high school students are not sufficiently aware of the harmful effects of surfactants on the human body believing that there are many more dangerous activities than drugs, and the police should not prevent young people from experimenting with drugs. 42.9% of respondents are not aware of the harmful effects of surfactants on the human body, saying that “using drugs can be pleasant”, “drugs help perceive life completely”.

In order to study the level of readiness for responsible parenting among high school students in boarding schools according to the indicator “the ability to self-improvement as a future father / mother”, the exercise “My pros and cons” was used (Yatselenko, 2014).

It was found that 40.0% of high school students have not shown the ability to self-improvement as a future father / mother (a low level). The average level has
36.2% of respondents that indicates the situational ability to self-improvement. 23.8% of respondents have a high level of ability to self-improvement as a future father / mother.

Summary data are provided in Table 3 according to the levels of readiness for responsible parenting among high school students in boarding schools by behavioural-activity criterion.

Table 3

Levels of readiness for responsible parenting among high school students in boarding schools by behavioural-activity criterion (%)

<table>
<thead>
<tr>
<th>Indicators of criterion</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>The ability to interact harmoniously with other people</td>
<td>23,8</td>
</tr>
<tr>
<td>The acquisition of skills aimed at strengthening reproductive health</td>
<td>26,6</td>
</tr>
<tr>
<td>The ability to self-improvement as a future father / mother</td>
<td>23,8</td>
</tr>
<tr>
<td>Average value (%)</td>
<td>24,7</td>
</tr>
</tbody>
</table>

The data in Table 3 allow us to state that 42.0% of high school students in boarding schools have shown a low level of readiness for responsible parenting according to behavioural-activity criterion. These pupils have demonstrated aggression in communication with other people; do not show the ability to maintain reproductive health; do not show the ability to self-improvement as a future father / mother.

The average level of readiness for responsible parenting was indicated by 33.3% of high school students according to this indicator. They have a situational desire for harmonious interaction with other people; characterized by insufficient skills to strengthen reproductive health; situational ability to self-improvement as a future father / mother.

According the same indicator, 24.7% of high school students in boarding
Schools have demonstrated a high level of readiness for responsible parenting. They have shown the ability to interact harmoniously with other people, especially with younger ones; the skills aimed at strengthening reproductive health; the ability to self-improvement as a future father/mother.

Determining the average quantitative characteristics of the levels of readiness for responsible parenting among high school students in boarding schools at each of the three levels was due to the derivation of the arithmetic mean for each of the 3 levels; the following formula for the derivation of the arithmetic mean for each of them is used:

$$X = \frac{X_1 + X_2 + X_3 + \ldots + X_N}{N} = \frac{\sum X_i}{N}$$

where $X$ – the arithmetic mean; $X_1, X_2, X_3 \ldots X_N$ – results of separate methods, $N$ – number of methods of experimental research, $\sum$ – the sum of results of all methods (Honchar, 2018).

According to the results of the ascertaining stage of the experiment, the statistics data of the levels of readiness for responsible parenting among high school students in boarding schools are presented in Table 4.

**Table 4**

<table>
<thead>
<tr>
<th>Levels</th>
<th>Criterion</th>
<th>Average value (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cognitive</td>
<td>Emotional-value</td>
</tr>
<tr>
<td>High</td>
<td>24,8</td>
<td>8,0</td>
</tr>
<tr>
<td>Average</td>
<td>35,9</td>
<td>33,9</td>
</tr>
<tr>
<td>Low</td>
<td>39,3</td>
<td>38,1</td>
</tr>
</tbody>
</table>

According to the results of the ascertaining stage of the experiment, we state
that 25.8% of high school students in boarding schools have demonstrated a high level of readiness for responsible parenting; an average level – 34.4% of high school students; a low level – 39.8% of high school students.

**Discussion.** Formation the readiness for responsible parenting among high school students in boarding schools is a challenging area.

Some native researchers (Lemeshchenko, 2016, Fediushkina, 2020, Shakhrai, 2020) consider theoretical aspects of the problem of youth readiness for responsible parenting.

Shakhrai (2020) writes convincingly that readiness for responsible parenting among high school students includes those elements of responsible parenting, which young people of this age can learn without real parenting experience. That is, we are talking about potential parenting. The scholars defines “responsible parenting” as a personal integrated formation that includes a set of positive attitudes and expectations of personality as a parent, parental feelings, mastery of pedagogical competencies that allow for complete family education and promote positive socialization of children (Shakhrai, 2020).

The issue of formation of readiness for responsible parenting among high school students was reflected in the study by Lemeshchenko (2016). The scientist argues that there are three stages in formation of responsible parenting: internalization – transformation of external influences into the fact of the child’s consciousness; identification, categorization, internalization, as well as learning mechanisms, as a result of which some norms and values are assimilated, others are rejected or transformed in the child’s mind; exteriorization – transformation of experience of conscious parenting into action. We support this opinion that the process of formation of responsible parenting is influenced by two groups of factors – external and internal. The external factors include macro-factors (formalized – targeted influence by government agencies through social response (type of culture,
economic situation in society, social norms of fatherhood and motherhood, influence of educational institutions, reproductive norms; indirect actions of society; informal factors – the mass media, works of art and culture, influence of the Internet and social networks), meso-factors – influence of parents’ family of and family education (family traditions, family values, family atmosphere, main family activities, parents’ values and attitudes) and individual factors – personal characteristics, such as: self-concept, self-determination (semantic means (ideal, image of a future family, image of an ideal child, ideal father), values), parental responsibility and style of family education, empathy, the need to have children, Lemeshchenko, 2016).

The structural and functional model by Fediushkina (2020) of the process of formation of conscious attitude towards parenting among students of vocational and technical educational institutions includes such components as: semantic, content, operational, and effective.

Among the scientific achievements of native scholars is the study “Formation of values of family life among pupils in boarding schools” (Kanishevska, Svyrydenko, Kuzmenko, Bernatska, Karpushevskaya, Hritchyna, & Liashchuk, 2015), which identifies the specifics of formation of values of family life among high school students in boarding schools associated with the peculiarities of the abovementioned contingent of children: social orphanhood; specifics of the contingent of early adolescents; the indicators of formation of family life values among high school students are singled out, namely: personal value preferences for making a future family, which set a goal and motivation of their lives, as well as the needs and interests, which help to assess the importance of a family for each person in general.

The sociologists from the United States (Popenoe, 1993), (Kohm, 1979), (Stasey, 1996), (Winter, 2003), who study the problems of preparing students for parental responsibilities, argue that the American model of preparing students for parenting is characterized by managerial education, centralization. Comprehensive
preparation of students for parenting includes age-related and individual characteristics of students when compiling programs, plans and content of materials, their multi-level and multi-vector nature, cooperation with parents and NGOs, development of media education. The pedagogical substantiation and design of the ways of preparing of young people for parenting in the United States is provided by the system of organizing the educational process of secondary schools in cooperation with family education (partnership between school and parents), involving leading specialists in social services for youth, NGOs, charitable foundations. Preparing young people for parenting involves using various forms, methods and tools such as: reflective commentary, narrative, imitation, analysis of specific situations (case studies), debates and discussions, video tutorials, free choice method, project method, portfolio, problem labs, simulation and role-playing games, written essays-reflections, training (Levchyk, 2011).

It should be noted that in the field of pedagogical research of foreign educators, the problem of readiness for responsible parenting among high school students in boarding schools has not been properly studied.

**Conclusions.** The results of the ascertaining stage of the experiment have shown that 39.8% of high school students in boarding schools have a low level of readiness for responsible parenting. They have a fragmentary knowledge of functions of modern family; knowledge of the essence of responsible parenting; knowledge of the basics of reproductive health; they are characterized by lack of motivation for making a family and having children, underdeveloped empathy, express aggression in communication with other people, do not show the ability to maintain reproductive health, the ability to self-improvement as a future father / mother.

A significant percentage of high school students in boarding schools (34.4%) have shown an average level of readiness for responsible parenting. They have sufficient knowledge of functions of modern family, knowledge of the essence of
responsible parenting, knowledge of the basics of reproductive health. They are characterized by external motivation for making a family and having children; have an average level of empathy, situational need for communication and interpersonal interaction, situational desire for harmonious interaction with other people, insufficiently developed skills to strengthen reproductive health, situational ability to self-improvement as a future father / mother.

A high level of readiness for responsible parenting have 25.8% of high school students in boarding schools. They are characterized by deep knowledge of functions of modern family; knowledge of the essence of responsible parenting; knowledge of the basics of reproductive health. They are characterized by positive inner motivation for making a family and having children, developed empathy, the need for communication and personal interaction. These participants of the experiment have shown the ability to interact harmoniously with other people, the ability to self-improvement as a future father / mother.

According to gender readiness for responsible parenting among high school students in boarding school, it was stated that girls and boys are the only ones in choosing such a motive for marriage as love. Girls rate the motive of “desire to have children and raise them” higher than boys.

There were no significant differences between boys and girls in the levels of readiness for responsible parenting among high school students in boarding school.

This study provides a good starting point for discussion and further research that can be aimed at theoretical substantiation and experimental verification of pedagogical conditions for formation of responsible parenting among high school students in boarding schools.

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