

## **Transmission of values from parents to children as a protection factor**

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### **Abstract**

The present study has as main objective to explore the transmission of values of parents and children in primary schools of Tepechitlan, Zacatecas. To achieve the goal, a cross-sectional, non-experimental method is used, using the open-ended questionnaire technique, with a sample of 200 parents. The obtained results indicate a low conceptual knowledge of the values, as well as a risk factor within the family with the incongruity of the duty to be of the values and the applicable conduct of the same.

### **Transmission of values, education, axiology, morality**

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## Introduction

In this research article entitled " Education and the ways in which the value system is communicated from parents to children ", which highlights the importance of teaching and learning values mainly from parents to children . It begins with the summary that contains the essentials of this research article. It should be said that both the family and the school are constituted in two fundamental institutions for the formation of values through socialization as well as education itself, whose function is to consolidate the values that the family transmits.

Societies have undergone changes in the last decades, converting them into highly complex structures, so that socio-cultural traditions are threatened to the point of disappearing, the same happens with the axiological or value system, which is in constant risk of weakening and Therefore, in the present, the primary objective is to deliberate on values for awareness and for their care and conservation because their continuity and existence depend on it.

The justification presents the results of some studies that were done by various authors in the thesis and dissertation modality in which the ages in which adolescents leave healthy ways of life are shown because parents stop communicating with their children , they neglect them and they adopt the bad habit of smoking as well as they fall into addictions likewise they report that there are false perceptions about poor people who are attributed a series of defects in the form of myth incurring in prejudice and social discrimination. that children and adolescents involved in the divorce of their parents are treated indifferently and their rights and autonomy are not respected, which is part of the problem.

In the theoretical framework, some definitions about values and their functions are also emphasized. The role of parents and teachers in the transmission of values mainly in the family and in primary education is emphasized. The methodology and the design of the research and the instrument were described, which consisted of a questionnaire of 12 questions that was applied to the parents of the "Miguel Hidalgo" primary school in the municipality of Tepechitlan in the State of Zacatecas. As well as the results that emerge from this instrument, in this respect, it can be said that most of the options of the answers were noted giving priority to those that the people chose which were placed from the largest number to the lowest number of responses. indicators of preference for the options, that is, the highest percentages were recorded first without following the order of the alphabet, noting then the letter corresponding to said percentage.

Finally, the conclusion in which some important points are made that arise from the approach of the problem, the theoretical framework and the questionnaire and the references of the sources of the authors consulted.

## Justification

The family and the school are the two values-forming institutions through the mechanism of primary socialization that includes from birth to approximately ten and eleven years and the secondary socialization that embraces adolescence as well as the education process responsible for developing the intellectual, moral and affective capacity of the students. The first instills the values and the second reinforces and complements them. The two institutions mentioned receive the social order from the State of the care of children and adolescents, particularly before they reach the age of majority.

In such a way that between the familiar and scholastic instances the bases of the future development of the personality of the infant and adolescent who is in budding are established and it is configured as an independent individual as it grows and develops, orienting itself towards new models with which little by little is identified but before their models are their parents and teachers that is why the family and the school should be aware of the responsibility that their roles and social role imply in the formation of their children and students coupled with the above also because of the quality of family socialization and school education will depend on the type of citizens that society has.

In such a way that through the present article as an integral part of the book, magazine or other dissemination body, it contributes to making known the importance of teaching and learning the values of children and students in the family and in the school will surely reach a diversity of people including parents, teachers, authorities among others.

### **Problem**

At present, societies have been subject to changes that have modified their structures, which can be seen in economic transformations where it seems that now there are more needs to be covered than before, motivated by the phenomenon of neoliberalism and globalization, in which large companies have displaced small businesses, the market has multiplied the goods and even of the same type there are several brands that saturate the market, which conditions people to buy more and to cover so much "need" you have to have two and if you can do three jobs, from the point of view of gender, women have integrated into work becoming salaried.

Socially groups, institutions and groups have been modified for example in the number of children, many divorces, single mothers, coupled with the wave of violence and insecurity and increased crime, it is said that the middle class no longer exists, marriages same sex and gender in this respect also some laws have been modified.

This is reflected in the mental, emotional and behavioral and cultural migrations from the countryside to the city, there are changes in habits and customs and abandonment of traditions. etc. Which makes it a phenomenon with a high degree of complexity as a kind of prism with several looks and readings. Previously the role of mother and father was socially assigned, the woman at home and the father at work now both go to work or sometimes the father stays at home because the woman finds work and the man does not.

We consulted some research specifically dissertations, theses and articles about the relationship between education and values, here are some results that were found. In the dissertation called " The Management of Values in Family Education ", to obtain the Bachelor's Degree in Pedagogy. The objective is to discover, identify and promote education in values from the family, as a tool for the welfare of its members applying a workshop with a duration of ten hours, five sessions, each session lasting two hours, distributing the contents thematic As a conclusion of this dissertation, it is mentioned that the family dynamic has changed in the sense that now there is no effective communication, because of the multiple social commitments of the members of a family. The moral values of " family union " are diluted. (Rodríguez Peña Dolores Mónica, 2007).

The article called "Educational Strategies for the Formation of Values from Informal Family Education", this study was carried out at the Primary School of the Montessori School of Cuernavaca (State of Morelos, Mexico). The method used was qualitative, with the mode of investigation -action. As shown by fifty-four students from 6 to 12 years old, four teachers, the principal of the school and 68 parents, strategies were designed for a value formation proposal that incorporates parents and authorities and the educational community to improve the practices raised in the two programs of training in values that the school has.

This research concludes that there is a disconnection between attitudes and values that are formed in school and that children live in their homes, a situation that is caused by the parents' ignorance about the Montessori educational model and the value programs that proposes the Ministry of Public Education and Sathya Sai (Fragoso Fernández & Canales Rodríguez, 2009).

In the research conducted by María José Sánchez Vázquez titled "Ethics and childhood: the child as a moral subject" in this paper, the treatment given to the child as a moral subject from an applied ethics perspective is analyzed, three types of treatment have been identified : the paternal-moral, the legal normative and the differential each one of them responds to different logics of approaching the ethical problematic around the figure of the child. These logics have conditioned and condition, in turn, the daily private and public actions on infants (Sánchez Vázquez, 2007).

The article by Mabel Condemarín that has the name "False Conceptions about the linguistic competence, the values and the culture of the children coming from poor families", the objective of this article is to review four false conceptions, first "The boys and girls who belong to poor families only handle a limited range of linguistic functions at the time of entering the school system ". Second "the speech that poor children use is a bad language! And it is a poor instrument to develop logical thinking". Third false conception, "poor children come from families lacking not only material goods, but also ethical and social values." Fourth false conception "the members of poor communities lack culture since this is an attribute of people with higher education. The overcoming of the four false conceptions can only be achieved if the school incorporates the richness and variety of a mother tongue, the values, the local space culture, using them as a pretext for children to speak, listen, read, solve problems, learn making and integrating contents pertaining to the national and universal culture (Condemarín, 2002).

The article presented by Ma. José Rodrigo, Ma. Luisa Márquez, Martha García, Ramón Mendoza, Antonio Rubio, Ascensión Martínez and Juan Carlos Martín, called " Parent-Child Relationships and Lifestyles in Adolescence", this study analyzes the patterns of lifestyles that are observed between 13 and 17 years old and according to gender in a low socioeconomic level. (Consumption of tobacco, alcohol and other substances, eating habits, sports activity, sexuality, self-image, relationships with peers, school life). The sample consists of 1417 children aged between 13 and 17 years, from 22 municipalities on the island of Tenerife. They were captured in classrooms of schools from different social programs and educational courses and alternative programs and Social Guarantee modules and orientation and educational / work promotion centers.

The instrument used was the adolescents' lifestyle questionnaire, adapted from the Lifestyle questionnaire, and consists of 69 items that measure dimensions related to variables. The questionnaire about the quality of parent-child relationships, reduced version of the questionnaire "the perception of the parent-child relationship in adolescents", formed by 38 items that evaluates the adolescent's perception of relationships with the father and with the mother separately. The instruments were applied in classrooms chosen at random. The results obtained using the multiple correspondence analysis techniques indicate that healthy lifestyles, typical of most 13-year-old adolescents, worsened towards 15 and 16 years. There are more extreme patterns of deterioration in those adolescents served by social services or who follow alternative programs. The communication and the support of the parents, as well as their agreement on educational issues, are shown as protective factors associated with healthy lifestyles in all the ages studied. (José Rodrigo, and others, 2004).

In the thesis' Ethical analysis of the treatment of parents towards children in certain judicial procedures" to obtain the degree of Master of Science in Bioethics, the objective of this investigation was focused on the analysis of the treatment received by minors On the part of their parents when they are involved in judicial proceedings as well as the treatment received by public officials involved in said procedure, it started from the qualitative methodology, using the discourse analysis and the hermeneutical method, the study unit were seven files, where it is concluded that minors are not taken into account when they are involved in a judicial proceeding due to parental separation, their autonomy is violated, their rights as a human being are not respected, they receive unworthy treatment from their parents parents.

The public officials who intervene do not act responsibly by refraining from Following up on the interviews does not give importance to the emotional and physical violence suffered by their parents, the value of autonomy that is under construction in favor of minors is not taken into account either by the parents or by public officials. (López Espinoza, 2011).

Before this some questions are: Who educates the children if the parents work outside the home ?; How is education and the transmission of values from parents to children in today's society? What are the pros and cons of children growing independently in this situation?

### **Objectives**

Analyze the form of education and the transmission of values from parents to children

### **Objective**

Identify the form of education and the transmission of values of parents in children

### **Specific Objectives**

Analyze the form of education and the transmission of values from parents to children

Motivate reflection in parents, teachers and authorities on the way in which children are educated in values

Introduce some problems that have been found in studies that have been carried out on education in values

### **Theoretical Framework**

What are values? There are an infinity of definitions and authors who give different meaning to the word value from different perspectives such as psychological, human, philosophical, ethical, moral, axiological, family, cultural, among others.

"Values are principles that guide our behavior in function. They are fundamental beliefs that help us to prefer, appreciate and choose some things instead of others, or a behavior instead of another. They are also a source of satisfaction and fulfillment "(Jiménez, 2008).

"Everything to which we aspire to consider it desirable, whether it is concrete objects or abstract ideals that motivate and orient human activity in a certain direction" (Garza Treviño & Patiño Gonzalez, 2004). That which guides us to go in a certain direction and motivates us to do anything is considered desirable and attainable objects are not ends in themselves but legal and legitimate means that allow us to realize our ideals.

The sociologist, professor and researcher Sylvia Schmelkes says in this regard. "It implies the development of autonomous subjects capable of building their own value structures and their own criteria for judging their actions and those of others" (Schmelkes, 2004). It is a socio-constructivist vision in which the subject learns the values until they become them and adhere to their daily life according to the maturation of the structure of the trial in full freedom and decision-making to value their own acts and others.

Human values are the product of the intellectual capacity of human beings, as a distinctive result of their own experience and that of their ancestors, with respect to good and evil "(Caraiga Valdez, 2014).

On the other hand, when we refer to patterns of protection factors, understood as those that reduce the possibility of suffering a specific event, the family as a protective institution is the one that helps to organize within the community and family roles, behaviors adapted to the surrounding environment (Rodríguez Manzanera, 2009).

With this, it is important to explore the type of values established in the family educational environment as a protection agent in minors.

### **Methodology**

The methodology used to support the research was non-experimental because "it is the empirical and systematic search in which the scientist does not have direct control of the independent variables, because their manifestations have already occurred or are inherently not manipulable" (Kerlinger & B. Lee, 2002). The research design is of a cross-exploratory type, in virtue of which the data collection was carried out in a single moment and allowed approaching to approach the phenomenon in order to increase the degree of familiarity that contributes with ideas regarding the form correct to tackle a particular investigation.

### **Study and Population Unit.**

The present study was centered in the unit of analysis of the type of parents to identify information that they have about the values, for which the unit of study was taken from the Municipality of Tepechitlán, Zacatecas of the primary school "Miguel Hidalgo" key 32DPR0925P, of continuous turn, is a public institution, has seven groups, has classrooms for classes, sports or recreational areas, playground or civic plaza, computer room, toilets, electric power service, water service of the public network, drainage, water tank, internet service, telephone, with street address Josefa Ortiz de Domínguez N ° 1, has a total of 200 students, was conducted in the period 2014-2015.

## Instrument

The instrument used in this research was a self-made questionnaire, multi-purpose indicators, with the purpose of identifying information that parents have about values, entitled "Questionnaire to identify information about values", consists of 12 open questions with the purpose of gathering information about what the parents and the knowledge they have related to the values, and, based on the information collected, to prepare the diagnosis to subsequently carry out a community intervention. Therefore, the instrument was made using data matrices, grouped into subgroups, in order to achieve the objectives set.

## Procedure

For the application of the questionnaire it was decided to directly interview the mothers and fathers of the family when they were going to take their children, as well as when it was time to take a lunch and at the time of the departure, the parents were asked to answer some questions if they wanted to write them and the majority asked the applicators to write the answers, once they finished applying the questionnaire, they proceeded to classify the answers obtained, for which each one of the questions was reviewed separately to be able to distinguish the different answers; they read each one of the answers and they were accommodated by incisions the answers that more coincided with others, in linear frequencies of answers, which were ordered in subsection a, b, c, d, e, f, etc., thus it was with each one of the questionnaire questions.

## Results

48% of the parents, if they know what the values are, in a way of common sense, but not in a technical way; including 10% of the sample refers that the values are moral-customs.

6% of the sample refers that the values are important to have the harmonious life.

4% of the sample indicates that education is in the home, and that it helps to train in conduct rectitude.

4% say that values help show what is good and bad.

The most important value is "Respect", including 24%, and the values with less frequency were homeschooling with 8% and honesty, patience - obedience, reaching only 1%.

In relation to the family roles of teaching values, 47% are taught by parents, 11% by mothers, fathers and schools 17%, grandparents by 10%, family by 14%, 1% by elder brother .

There is a 10% explanation about the acquisition of values to magical beliefs and 10% of the sample refers that they are also learned by beating.

## Conclusions

According to the results presented above, the following can be concluded:

1.- There is a conceptual ignorance of "values", as well as that values within the home is not a factor of protection within the family

2.- The evaluated values came out very low in relation to the conformation of learning, as well as, there is no coherence between the values and the behavior performed.

3.- The knowledge of the values within the family is not given the necessary importance for the exercise of harmony within the home, even though the one that has the greatest weight is the value of "respect".

4.- The patriarchal tradition is established in the sample studied, which still exists, within the role of the family, since a greater weight is given to the transmission of the values exercised by the father, followed by the school, family in general, mother and elder brother. Data that will generate new studies according to the social demand of the modification of family roles.

5.- The study concludes that the values are still deeply rooted in religious institutions, since it conditions ways of thinking and behaving, therefore, that the sample still shows percentages of religious beliefs / magical thoughts.

With the results and conclusions exposed, it is established that values are an inherent part of societies, civilizations and humanity. Since antiquity appears as part of the history of philosophy through mythology, each myth has a moral and teaching, formerly and even today is educated by means of sayings and sentences for example, "the one with wolves he goes to howling is taught, the one that iron kills iron dies, violence generates violence", that is, a classic way of teaching and transmitting values through popular wisdom, authors such as Socrates, Plato, Aristotle, Epicurus, Anneo Seneca, Kant among others, as well as some poets such as Virgilio, Lawyers such as Quintiliano and Cicero have left important works in their works to teach and transmit values.

In the answers given by the parents, who answered the questionnaire to know the knowledge and perception that parents have about values, we can see their concern and interest that their children learn the values of respect, tolerance, responsibility, love likewise agree that parents are the first to educate their children and that the family is mainly responsible for teaching them and the first way of transmitting them "since words convince but the example drags".

This is how this study ends, hoping that it will generate reflection in those who read this article for the conservation of values, their permanence and continuity over time in new studies focused on social needs.

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