CULTURAL CONGRUENCE CRITERION EVALUATION AMONG JUNIOR SCHOOLCHILDREN

(Recibido el 15-06-2017. Aprobado el 04-09-2017)

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Abstract. This article clears and specifies the method of cultural congruence determination of a junior schoolchild in the form of the quantitative and qualitative characteristic description concerning the levels and the content of cultural congruence factors. The cultural context is analyzed with the typical rules contained in it, which are faced daily by junior schoolchildren, exist in it, interact with each other in the conditions of general education schools in our country. The cultural congruence of a primary school child is characterized by three levels of development: interactive (133-144 points), reflective (98-132 points) and perceptual (0-97 points), and also includes six factors grouped from typical rules for this age, which are included in normative situations: "Social interaction", "Academic competence", "Self-control", "Obedience", "Self-service" and "Regulation". These factors reveal the features of a child's compliance with a normative situation and determine the level of cultural congruence among junior schoolchildren. They develop in the process of leading activity (educational one) and are associated with the new formations of junior schoolchildren: arbitrariness and self-control, reflection and the ability to plan (an internal action plan).

Keywords: cultural congruence, normative situation, social development situation, junior schoolchildren, behavior, norms, rules, culture, a culture subject, evaluation criteria.

1. INTRODUCTION

In recent years, the mass media, as well as the specialized scientific publications, regularly provide the information on the psychological problems of children of primary school age due to hyperactivity, low concentration of attention, the absence of arbitrary behavioral regulation, aggressiveness, etc. These problems are often manifested in a normative situation, when one of the children does not cope with the common generally accepted cultural norms and rules of behavior imposed on all subjects (Bayanova, Tsivilskaya, Bayramyan & Chulyukin 2016).

The studies conducted by foreign scholars K.L. Mulvey, A. Hitti, A. Rutland, D. Abrams, M Killen (2014) showed positive results regarding the desire of children to conform to the norms prevailing within the group (Trishin, 2016). Professors L.Ross, R. E. Nisbett (2011) argue that a situation context in which we find ourselves has a significant effect on our behavior (Tsivilskaya, 2016). The inconsistency with the rules in a normative situation can lead to the exclusion from social groups. The scholars M. Killen, J. Lee-Kim and others (2003) are convinced that the exclusion from social groups is a source of conflict, stress and the tension in public life (Tsivilskaya, 2016b). Thus, the non-assimilation of cultural norms and rules of behavior leads to some kind of isolation from a group of peers, to the manifested aggression and puts a child in a risk group prone to deviant behavior.

As for the research of Russian scholars in this field, we can say that the content of a normative situation, the typical rules imposed on a junior schoolchild in the context of educational activity remain poorly studied (Bayanova, Tsivilskaya 2014). With the variety of a schoolchild study as a subject of educational activity, the studies in respect of a younger schoolchild as a subject of culture in a normative situation are rare (Pashchenko A.K., 2010; Ulanova N.S., 2009, Korzinkina N.A., 2005, L.F. Bayanova, 2012). In our study, we adhere to the concept by N.E. Veraksa, in which the culture acts as a system of normative situations. A normative situation itself and the rules specified in it will have age-specific features (Veraksa, 2000). The concept of "cultural congruence" determines the degree of a child's compliance with a normative situation (Bayanova & Mustafin, 2016).

The following question arises: what is the cultural context with the typical rules contained in it, which are daily faced by young schoolchildren, exist in it, interact with each other in the conditions of general education schools of our country (Bayanova & Tsivilskaya, 2014). Do these rules concern only the successful studies as a leading activity of this age, or are they related to other aspects of a child's life? Due to the insufficient knowledge of a normative situation content and the typical rules for a normative situation among the children of primary school age, we try to explore this area of social and personal development of a junior schoolchild.

2. MATERIALS AND METHODS

A group of young scholars led by the Doctor of Psychology, Professor Bayanova L.F. developed the technique to determine the cultural congruity of a junior schoolchild (Bayanova, et al, 2016). The psychometric evaluation of methodology reliability, discrimination and validity was conducted. All types of checks provided during the design of techniques, allow it to be considered suitable for the determination of the cultural congruity among the children of primary school age (Bayanova, et al, 2016).

The methods for the cultural congruity of primary school age child determination consists of six factors grouped from the rules typical for a given age that are included in the following normative situations: "Social interaction", "Academic competence", "Self-control", "Obedience", "Self-service" and "Regulation" (Tsivilskaya, 2017).

The context of our research work implies the differentiation of a sample according to the levels of cultural congruence. Therefore, a significant role in this article is devoted to the refinement and the concretization of the previously created methodology which determines cultural congruence in the form of quantitative and qualitative characteristics of cultural congruence levels and factors. These characteristics include the creation of evaluation criteria, the identification and the description of cultural congruence levels, as well as the description of the factor content that determine the compliance with the rules for junior schoolchildren.

In order to solve the problem, a sample of 251 people was made. The sample included parents, relatives and the teachers of junior children. They
assessed the compliance of children with the normative space rules.

The reliability of the obtained results was estimated using Kolmogorov-Smirnov normal distribution criterion. The levels of cultural congruence, as well as the degree of cultural congruence factor expression, were identified on the basis of three sigma rules using the software package SPSS 17.0.

3. RESULTS AND DISCUSSION

According to the results of the study, the Kolmogorov-Smirnov criterion = 0.691 with p = 0.727. Since p > 0.05, we conclude that the sample corresponds to the law of normal distribution (Figure 1).

![Figure 1. Histogram of the normal sample distribution](image)

Then, using the rule of three sigma, we identified the levels of cultural congruence. The range of values for the sample was in the range from the minimum of 78 points to the maximum of 144 points of cultural congruence. Thus, the following levels of cultural congruence were set among junior schoolchildren:

- High level of cultural congruence - 133-144 points;
- Average level of cultural congruence is 98-132 points;
- Low level of cultural congruence - 0-97 points.

Thus, we determined the quantitative component of the evaluation criteria for the cultural congruence of a junior schoolchild:

1. **133-144 points. Interactive level (high level of cultural congruence)** reflects the compliance of a subject with a normative situation in real behavior. These are the children who mastered the norms offered by teachers and who are the authorities in a group. They implement these rules and, using their example, translate a norm of behavior for peers.

2. **98-132 points. Reflective level (average level)**, which reflects the disposition (internal readiness or unavailability to comply with a normative situation rule). These children know and understand the rules of behavior required of them and are ready to meet them. However, these children are less successful in a regular implementation of the required rules.

3. **0-97 points. Perceptual level (low level)**, associated with the perception of a normative situation and the differentiation of a rule. These children understand the rules and requirements that educators impose on them. For any reason, group norms are insignificant for this category of children or cannot be performed regularly.

Quantitative and qualitative indicators of cultural congruence factors:

**Factor 1. Social interaction**

Factor expression degree:

- 27-28 - high degree of severity;
- 14-26 - average degree of severity;
- 0-13 - low degree of severity.

(The severity of the factors was determined using the rule of three sigma).

Social interaction is the system of interdependent social actions associated with a cyclic dependence, in which the action of one subject is the cause and the effect of other subject response at the same time (Frolov, 1994). As the level of cultural congruence increases, junior schoolchildren interact with adults and children more successfully. They do not lie, do not deceive and fulfill their promises. They are able to find mutual understanding with others, to see and respect an individuality in another person, are ready to take...
part in his affairs and admit him to his company. Children play in unison and without a conflict, guarding the younger ones. These children are friendly towards their interlocutor, they do not call names, they do not fight, they do not offend other children. Children with high rates of this factor are characterized by flexibility and compromise during the solution of problems in conflict situations, the striving to be in accord with the opinion of others, conscious conformity ("like others", able to adapt), follow the rules and norms of good behavior when they deal with people. High indicators for this factor indicate that interpersonal relations in this group of children are successful ones, children have developed cohesion. This will positively influence the overall social-psychological climate of a class and a microgroup ("fellows", "friends", "a group in a summer camp", etc.). This factor reflects the specifics of the normative situation typical for a given age and is determined by new formation - reflection. Reflection is associated with the development of symbolic and sign function, planning, and the expansion of opportunities for the social interaction among junior schoolchildren.

**Factor 2. Academic competence**

27-28 points - high degree of severity;

14-26 - average degree of severity;

0-13 - low degree of severity.

Academic competence as the possession of educational knowledge, an excellent orientation in the educational process, the authority in the matters of study and the school curriculum; the school experience that influences other children. The educational competence expresses the ability to establish the relation between knowledge, skill and a situation where it is required to show this skill in the implementation of the acquired knowledge, whether it is an examination, a competition or a hobby. Children with a high level of cultural congruence are characterized by academic achievements, the ability to perform intellectual tasks, the ability to learn and use knowledge. They speak and pronounce words correctly, that is, they have a clean pronunciation and are able to express their thoughts clearly. Children are literate in reading and writing. They are receptive to information and reinforce their knowledge with new ones, read a lot and develop their memory. They think before you speak or do anything. We assume that this group of children assesses themselves and their place in educational activity adequately, they are able to receive and use new knowledge, understanding their necessity. This factor in terms of substantive validity is consistent with such new formation as self-control noted in theoretical works.

**Factor 3. Self-control**

28 points - a high degree of severity;

16-27 - average degree of severity;

0-15 - low degree of severity.

Self-control - purposefulness, strong will, ability to control one's emotions and behavior. A high level of cultural congruence leads to an excellent discipline, a clear understanding and the compliance with the required rules and norms of conduct. Children with high ratings on this factor have socially approved characteristics: perseverance, consciousness, propensity to etiquette observation. In order to meet such standards, a child requires the application of certain efforts, the existence of clear principles, beliefs and the consideration of public opinion. This factor measures the level of behavior internal control, the integration of a child in the normative space of a school and social groups. This group of children is characterized by purposefulness, strong will, the ability to control their emotions and behavior (Psychologos.ru, n. d). Children with a high level of cultural congruence tend not to interrupt the conversation of adults, not to indulge, not to make noise, mistakes in homework, be attentive, follow the posture, collect school supplies and school bags in advance. This factor in terms of substantive validity is consistent with the new formation noted in theoretical works as self-control.

**Factor 4. Obedience**

27-28 - high degree of severity;

14-26 - medium degree of severity;

0-13 - low degree of severity.

From the explanatory dictionary of Russian language by Efremova T.F, an obedient child is the child who obeys; submissive, willingly obeying (Efremova, 2000). The higher the level of cultural congruity of a junior schoolchild, the higher the child is oriented toward the relationship with an adult, who translates the cultural norms and rules of behavior. A child, imitating authority, reflects
the required cultural norms. A child's behavior corresponds to the expectations of an adult: he respects and obeys the elders, fulfills the requirements and pleases parents, he is not late, arrives home in time, does not leave home without a permission. Factor IV "Obedience" reflects the specifics of a normative situation typical for a given age, and is determined by new formation - reflection. Reflection is associated with the development of symbolic and sign functions, planning, and the expansion of opportunities for the social interaction among junior schoolchildren.

**Factor 5. Self-service**

16 points - a high degree of severity;  
9-15 - medium degree of severity;  
0-8 - low degree of severity.  

Self-service is the caring for meeting your needs, the solution of tasks and problems (the tasks and problems arising on a personal territory) (Psychologos.ru, n. d). The higher the level of cultural congruence, the higher the awareness of the necessity and the regularity of these procedures implementation. Children perform the following actions without reminders and independently: help parents (in their household), clean (their room and around a house), help to wash dishes, and also observe the rules of personal hygiene. This factor in terms of substantive validity is consistent with the new formation noted in theoretical works as self-control.

**Factor 6. Regulation**

16 points - high degree of severity;  
10-15 - average degree of severity;  
0-9 - low degree of severity.  

Regulation as an order, organization, orderliness, planning is the submission to the established rules and restrictions (Trishin, 2016). These rules are precisely defined and strictly established for daily execution. Thus, the daily "code of laws" for a child, which require its mandatory fulfillment: to do homework, not to miss lessons, to listen and get good grades. This factor characterizes the main goal of a junior schoolchild - to study well, three rules out of four ones are determined by the learning activity, which is the leading one at this age. The "regulatory" factor is related with the regulation of behavior, therefore it is involved in one of the basic new formations of a junior schoolchild - arbitrariness. He is also involved in the planning of his own time and activities, which is determined, among other things, by the development of an internal plan of action.

**4. CONCLUSIONS**

These factors reveal the features of a child's compliance with a normative situation and determine the level of cultural congruence among junior schoolchildren. They are developed in the process of leading activity (educational one) and are associated with new formations among junior schoolchildren: arbitrariness and self-control, reflection and the ability to plan (internal action plan).

**5. SUMMARY**

The theoretical importance of our research is the expansion, the addition of knowledge about the assessment of a junior schoolchild behavior from the point of view of the cultural context of rules that are imposed on a normative situation in which he finds himself daily. This range of rules helps a child to master cultural norms, setting a clear trend for normative behavior. Understanding and implementation of these rules contributes to a full "entry" into culture, as well as the development of a child as a full-fledged person.

The practical importance of our work determines the trend of psychological and pedagogical assistance to the children who do not meet cultural requirements and are in a risk group of children prone to deviant behavior. The results of our research can help psychologists in the development of a system for the prevention and the correction of deviant behavior; They can help teachers in the development of an effective educational process in accordance with the peculiarities of junior schoolchildren behavior in a normative situation. Also, the results can help parents to develop an effective educational process of a child, taking into account the age features of junior schoolchildren, as well as the timely psychological preparation of future first-graders for school.

**ACKNOWLEDGEMENTS**

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.
REFERENCES


