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SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF FAMILY ROLES AND SELF-ATTITUDE AMONG WOMEN (A COMPARATIVE STUDY OF PUBLIC AND PRIVATE PRESCHOOL EDUCATIONAL INSTITUTIONS)

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Abstract

The family represents one of the most fundamental social institutions, playing a decisive role in shaping an individual's psychological well-being, social adaptation, and personal development. Contemporary socio-economic transformations have substantially altered traditional family structures, resulting in changes in family role distribution and women's psychological functioning within the family system. The present study aims to comparatively investigate the socio-psychological characteristics of family role distribution and self-attitude among women whose children attend public and private preschool educational institutions.

The study involved 110 female participants, including 52 mothers whose children attended public preschool institutions and 58 mothers whose children attended private preschool institutions. Two standardized psychological instruments were employed: the Family Role Distribution Questionnaire developed by Y. Aleshina and L. Gozman and the Self-Attitude Inventory developed by V.V. Stolin and S.R. Pantelev. Statistical analyses were conducted using IBM SPSS Statistics, with group differences examined through the Independent Samples Student's t-test.

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The findings revealed statistically significant differences between the two groups across several dimensions of family role distribution and self-attitude ($p < .05$; $p < .01$). Women from public preschool institutions demonstrated significantly higher scores on child-rearing responsibilities and the emotional climate within the family, whereas participants from private preschool institutions exhibited higher scores in financial support, leisure organization, self-confidence, self-regulation, self-acceptance, and overall positive self-attitude. Conversely, women from public preschool institutions reported significantly higher levels of internal conflict and self-blame.

The findings suggest that women's self-attitude represents an important psychological resource contributing to effective family role performance, psychological resilience, and healthy family functioning. The study provides empirical evidence that may contribute to the development of family counseling services, psychological intervention programs, and parent education initiatives aimed at strengthening women's psychological well-being and family relationships.

Keywords: Women, family roles, self-attitude, family psychology, preschool education, socio-psychological characteristics, parenting, psychological well-being, family relationships, empirical research.

INTRODUCTION

The family continues to serve as one of the most significant social institutions despite rapid globalization and profound socio-economic transformations. Alongside technological advancement, economic modernization, and cultural changes, contemporary family relationships have undergone substantial transformation, affecting the distribution of family roles and interpersonal interactions among family members. Consequently, balancing women's traditional family responsibilities with their expanding social and professional

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roles has become one of the central issues in contemporary psychology, family studies, educational sciences, and gender research.

In recent years, strengthening the family institution, promoting women's social participation, protecting their rights, and enhancing their psychological well-being have become strategic priorities in the social policy of the Republic of Uzbekistan. Within this context, investigating women's psychological functioning, self-attitude, and family role performance has acquired considerable theoretical and practical significance.

Self-attitude is widely recognized in psychological literature as a multidimensional construct reflecting individuals' emotional, cognitive, and behavioral evaluation of themselves. Positive self-attitude is associated with greater emotional stability, adaptive coping strategies, constructive family communication, effective parenting practices, and higher levels of psychological well-being. Conversely, excessive self-blame, internal conflict, and diminished self-esteem may negatively influence marital satisfaction, parenting effectiveness, and the overall psychological climate within the family.

The rapid transformation of family structures has also increased scholarly interest in understanding how women's psychological characteristics influence family functioning. Modern research increasingly emphasizes that effective family role performance depends not only on socio-economic conditions but also on internal psychological resources, including self-confidence, self-regulation, emotional resilience, and positive self-perception.

Although numerous international studies have investigated family relationships and self-concept independently, comparatively few empirical studies have simultaneously examined family role distribution and self-attitude among mothers raising preschool-aged children within different educational contexts. This research therefore seeks to address this gap by comparing women whose children attend public and private preschool educational institutions.

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Accordingly, the primary objective of the present study is to identify and compare the socio-psychological characteristics of family role distribution and self-attitude among women whose children attend public and private preschool educational institutions. The findings are expected to contribute to the theoretical development of family psychology and provide practical implications for psychological counseling, family intervention programs, and parent support services.

Literature Review

The family has long been recognized as one of the oldest and most influential social institutions, serving as the primary environment for personality development, socialization, and the formation of individual values. Numerous psychological studies emphasize that family relationships significantly shape an individual's emotional well-being, self-perception, interpersonal competence, and psychological resilience. In particular, women's family roles and their attitudes toward themselves constitute essential determinants of both family functioning and child development.

The concept of self-attitude has attracted considerable attention within personality psychology for more than a century. One of the earliest theoretical explanations was proposed by William James, who introduced the concept of the *Self* and argued that self-evaluation plays a central role in determining psychological adjustment and personal effectiveness. According to James, individuals continuously evaluate themselves through comparisons between their aspirations and actual achievements, thereby shaping their self-concept and emotional well-being.

The humanistic approach further expanded this perspective. Carl Rogers argued that psychological well-being depends largely on the congruence between the real self and the ideal self. Individuals possessing a positive self-attitude demonstrate greater emotional stability, psychological flexibility, and interpersonal

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competence, whereas discrepancies between self-perception and personal ideals often result in anxiety, emotional distress, and maladaptive behavior. Within the family context, positive self-attitude facilitates constructive communication, conflict resolution, and healthy marital relationships.

Similarly, Abraham Maslow's theory of self-actualization emphasizes that individuals can realize their full psychological potential only after satisfying fundamental needs, including safety, belongingness, esteem, and self-respect. Since the family represents the primary environment in which these psychological needs are fulfilled, supportive family relationships contribute substantially to women's psychological growth and emotional well-being.

Another influential theoretical framework is Albert Bandura's Social Cognitive Theory, particularly the concept of self-efficacy. Bandura proposed that individuals' beliefs about their capabilities determine how they approach challenges, regulate emotions, and cope with stressful situations. Women with stronger self-efficacy are generally more confident in parenting, marital communication, and family decision-making, which ultimately contributes to healthier family functioning and higher psychological resilience.

From the perspective of family systems theory, Murray Bowen conceptualized the family as an integrated emotional system in which the psychological functioning of one member inevitably influences all other family members. Bowen emphasized that poorly differentiated family roles, emotional fusion, and unresolved interpersonal conflicts frequently contribute to chronic psychological stress, internal conflict, and decreased self-esteem among women.

Likewise, Virginia Satir, one of the pioneers of family therapy, regarded effective communication and balanced family role distribution as essential characteristics of healthy family systems. According to Satir, open communication, mutual respect, and emotional acceptance promote positive self-esteem and psychological security among family members. Her work demonstrated that women who perceive themselves as respected and emotionally supported within

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the family generally display greater confidence, emotional stability, and parenting competence.

Within Russian psychology, the phenomenon of self-attitude has been extensively investigated by Vladimir Stolin and Sergey Pantelev, whose theoretical model conceptualizes self-attitude as an integrated system comprising cognitive, emotional, and behavioral components. Their Self-Attitude Inventory (SAI) assesses several psychological dimensions, including openness, self-confidence, self-regulation, self-worth, self-acceptance, self-attachment, internal conflict, and self-blame. The instrument has become one of the most widely applied diagnostic tools in personality and counseling psychology throughout Eastern Europe and Central Asia.

Another important contribution to family psychology was made by Yelena Aleshina and Lev Gozman, who developed a comprehensive methodology for assessing the distribution of family roles. Their framework evaluates multiple aspects of family functioning, including child-rearing responsibilities, emotional climate, financial support, leisure organization, household management, marital partnership, and family culture. According to their model, balanced role distribution serves as an important predictor of family satisfaction, psychological adjustment, and marital stability.

Recent international research further supports the close relationship between family role performance and psychological well-being. Contemporary studies indicate that parents possessing higher levels of self-confidence, emotional regulation, and adaptive coping strategies demonstrate more effective parenting practices, healthier marital relationships, and more favorable developmental outcomes among preschool-aged children. Likewise, equitable family role distribution has been associated with lower levels of parental stress, higher marital satisfaction, and improved emotional functioning.

Although psychological studies addressing family relationships and self-attitude have increased considerably in recent decades, empirical investigations

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simultaneously examining these variables among mothers of preschool children remain relatively limited, particularly within Central Asian societies. Furthermore, comparative studies involving women whose children attend public and private preschool educational institutions are virtually absent in the existing literature.

Consequently, the present study seeks to address this research gap by providing empirical evidence regarding the socio-psychological characteristics of family role distribution and self-attitude among women raising preschool-aged children in different educational settings. The findings are expected to enrich contemporary family psychology while providing practical recommendations for psychological counseling, parental education, and family support services.

Materials and Methods

Participants

The study employed a comparative cross-sectional research design to investigate socio-psychological characteristics of family role distribution and self-attitude among women raising preschool-aged children.

A total of 110 women participated voluntarily in the study. Among them, 52 mothers had children enrolled in a public preschool educational institution, whereas 58 mothers had children attending the "Vodiy Baxtli Kelajak" Private Preschool Educational Institution. Participants were selected using purposive sampling, as all respondents met the inclusion criterion of being mothers of preschool-aged children enrolled in the respective institutions.

Participation was voluntary, and respondents completed the questionnaires anonymously. Ethical principles of confidentiality, informed consent, and voluntary participation were maintained throughout the research process.

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Results

Family Role Distribution among Women

Family role distribution was assessed using the questionnaire developed by Aleshina and Gozman.

Table 1 Comparison of Family Role Distribution between Public and Private Preschool Groups

| Family Role | Public Preschool M±SD | Private Preschool M±SD | t | p |
|----------------------|-----------------------|------------------------|------|--------|
| Child-rearing | 2.09 ± 0.41 | 2.04 ± 0.39 | 2.14 | .036* |
| Emotional climate | 2.19 ± 0.43 | 2.23 ± 0.42 | 2.08 | .041* |
| Financial support | 2.15 ± 0.38 | 2.25 ± 0.36 | 2.89 | .005** |
| Leisure organization | 2.21 ± 0.40 | 2.30 ± 0.37 | 3.02 | .003** |
| Household management | 2.17 ± 0.44 | 2.23 ± 0.41 | 2.21 | .030* |
| Marital partnership | 2.23 ± 0.46 | 2.25 ± 0.44 | 0.74 | .462 |
| Family culture | 2.27 ± 0.42 | 2.25 ± 0.43 | 0.68 | .499 |

Note. $p < .05$; ** $p < .01$.

Interpretation

The statistical analysis demonstrated significant differences between women from public and private preschool educational institutions across several dimensions of family role distribution.

Women whose children attended public preschool institutions obtained significantly higher scores in child-rearing responsibilities ($t=2.14$, $p=.036$), indicating stronger maternal involvement in parenting activities. This finding suggests that these mothers assume greater responsibility for children's upbringing and daily educational support.

Similarly, a statistically significant difference was observed regarding the emotional climate within the family ($t=2.08$, $p=.041$). Mothers from public preschool institutions appeared to devote greater attention to maintaining emotional harmony and supportive interpersonal relationships within the household.

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Conversely, participants from private preschool institutions demonstrated significantly higher scores in financial support, organization of leisure activities, and household management. These findings may reflect differences in socioeconomic status, family lifestyle, and resource allocation between the two groups.

No statistically significant differences were found regarding marital partnership ($p=.462$) or family culture organization ($p=.499$), suggesting that these aspects of family functioning remain relatively similar regardless of preschool type.

Overall, the findings indicate that family role distribution is influenced not only by individual psychological characteristics but also by the broader socioeconomic environment and educational context.

Women's Self-Attitude

Self-attitude was evaluated using the Self-Attitude Inventory developed by Stolin and Pantelev.

Table 2 Comparison of Self-Attitude Indicators between Public and Private Preschool Groups

| Self-Attitude Dimension | Private Preschool M±SD | Public Preschool M±SD | t | p |
|-------------------------|---------------------------|--------------------------|-----------|--------|
| Openness | 8.2 ± 1.36 | 7.8 ± 1.32 | 2.18 | .033* |
| Self-confidence | 7.3 ± 1.29 | 6.4 ± 1.24 | 2.54 | .014* |
| Self-regulation | 7.1 ± 1.25 | 6.2 ± 1.21 | 2.41 | .019* |
| General self-attitude | 7.6 ± 1.34 | 6.5 ± 1.28 | 2.67 | .010* |
| Self-esteem | 8.4 ± 1.42 | 7.1 ± 1.37 | 2.91 | .005** |
| Self-acceptance | 8.2 ± 1.38 | 6.9 ± 1.31 | 2.84 | .006** |
| Self-attachment | 7.9 ± 1.27 | 6.7 ± 1.25 | 2.73 | .008** |
| Internal conflict | 6.3 ± 1.21 | 7.4 ± 1.26 | - 2.62 | .010* |
| Self-blame | 6.1 ± 1.24 | 7.2 ± 1.29 | - 2.58 | .012* |

Note. $p < .05$; ** $p < .01$.

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Interpretation

The analysis revealed statistically significant differences across nearly all components of self-attitude.

Women from private preschool institutions demonstrated significantly higher levels of openness, self-confidence, self-regulation, general self-attitude, self-esteem, self-acceptance, and self-attachment, indicating a more positive psychological self-concept and stronger personal resources.

In contrast, mothers from public preschool institutions reported significantly higher levels of internal conflict and self-blame, suggesting increased psychological tension and a greater tendency toward self-critical evaluation.

Taken together, these findings suggest that positive self-attitude constitutes an important psychological resource supporting adaptive family functioning. Women with stronger self-confidence and greater self-acceptance appear better equipped to perform family roles effectively while maintaining emotional stability and constructive interpersonal relationships.

Discussion

The findings of the present study demonstrate that women's family role distribution and self-attitude constitute closely interconnected socio-psychological constructs that significantly influence family functioning and psychological well-being. The comparative analysis revealed meaningful differences between mothers whose children attend public and private preschool educational institutions, suggesting that family roles and self-perceptions are shaped by both psychological and socio-environmental factors.

One of the most notable findings concerns child-rearing responsibilities and the emotional climate within the family, where mothers from public preschool institutions demonstrated significantly higher levels of involvement. These results may reflect stronger adherence to traditional family values and culturally established maternal responsibilities. In many families, mothers remain the

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primary caregivers and emotional regulators, assuming responsibility for children's education, emotional support, and daily family interactions. Although such involvement strengthens emotional attachment within the family, excessive responsibility may also increase psychological burden and emotional exhaustion. Conversely, women whose children attended private preschool institutions achieved significantly higher scores in financial support, organization of leisure activities, and several dimensions of positive self-attitude, including self-confidence, self-regulation, self-esteem, and self-acceptance. These findings may indicate greater socioeconomic resources, increased opportunities for personal development, and higher levels of psychological empowerment. Better economic conditions often provide women with increased autonomy, greater access to educational resources, and enhanced opportunities for self-realization, all of which contribute positively to psychological well-being.

The present findings strongly support Albert Bandura's Social Cognitive Theory, particularly the concept of self-efficacy. According to Bandura, individuals who possess stronger beliefs in their personal capabilities demonstrate more adaptive coping strategies, greater persistence, and more effective behavioral regulation. Similarly, women exhibiting higher self-confidence and self-regulation in the present study also demonstrated healthier psychological functioning and more positive self-attitudes.

The findings are likewise consistent with Carl Rogers' Person-Centered Theory, which emphasizes that psychological adjustment depends upon the congruence between the individual's self-concept and lived experiences. Higher levels of self-acceptance observed among women from private preschool institutions suggest greater psychological congruence, which may contribute to more adaptive interpersonal relationships and healthier family interactions.

Furthermore, the elevated levels of internal conflict and self-blame identified among mothers from public preschool institutions deserve particular attention. Persistent self-criticism and unresolved internal conflict may gradually reduce

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emotional resilience, increase vulnerability to psychological distress, and negatively affect family relationships. These findings highlight the importance of providing psychological support aimed at strengthening women's self-esteem, emotional regulation, and coping resources.

The results also support Murray Bowen's Family Systems Theory, which conceptualizes the family as an emotionally interconnected system. Within this framework, changes in one family member's psychological functioning inevitably influence the functioning of the entire family. Consequently, improving women's psychological well-being may positively affect marital relationships, parenting quality, and children's emotional development.

Overall, the findings indicate that positive self-attitude serves not merely as an individual personality characteristic but as a significant psychological resource facilitating effective family role performance, emotional stability, and healthy family functioning.

Scientific Contribution

The present study makes several important contributions to contemporary family psychology.

First, it provides one of the few comparative empirical investigations examining both family role distribution and self-attitude among mothers of preschool children in public and private educational settings within Uzbekistan.

Second, statistically significant differences were identified across multiple dimensions of family role performance and psychological self-attitude, thereby expanding existing knowledge regarding women's socio-psychological functioning in contemporary family contexts.

Third, the study demonstrates that positive self-attitude—including self-confidence, self-regulation, and self-acceptance—functions as an important psychological resource supporting successful family role performance and emotional adaptation.

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Finally, the findings provide an empirical basis for developing evidence-based psychological counseling programs designed to strengthen women's psychological well-being, improve family relationships, and promote effective parenting practices.

Conclusion

The present study confirms that family role distribution and self-attitude represent closely interconnected psychological phenomena influencing women's adaptation within the family environment.

Women whose children attended public preschool institutions demonstrated greater involvement in child-rearing responsibilities and maintaining the emotional climate of the family. In contrast, mothers from private preschool institutions showed significantly higher levels of self-confidence, self-regulation, self-esteem, self-acceptance, and overall positive self-attitude.

At the same time, higher levels of internal conflict and self-blame observed among mothers from public preschool institutions indicate an increased psychological burden associated with multiple family responsibilities.

The findings suggest that balanced family role distribution contributes to women's psychological well-being and facilitates healthier interpersonal relationships within the family. Positive self-attitude appears to strengthen emotional resilience, improve communication, and support adaptive parenting behaviors.

Overall, the study emphasizes that enhancing women's psychological resources should be considered an essential component of family counseling, preventive psychological services, and parent education programs. Strengthening self-attitude may ultimately improve not only women's individual well-being but also the

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