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THE INFLUENCE OF FAMILY EXPECTATIONS AND THE PHENOMENON OF GUILT ON THE FORMATION OF RESPONSIBLE QUALITIES IN STUDENTS

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Abstract

This article examines the influence of the family environment and parents' subjective expectations on the development of responsibility among students. The study analyzes psychological aspects of parental expectations that contribute to the formation of healthy responsibility, as well as those that generate destructive feelings of guilt. Particular attention is paid to the relationship between personal autonomy, locus of control, and students' emotional well-being. The article presents scientifically grounded conclusions and practical recommendations aimed at strengthening internal motivation and supporting students' psychological development.

Keywords: responsibility, guilt, family expectations, locus of control, personal autonomy, students

Introduction

The reform of the higher education system in Uzbekistan and the increasing emphasis on students' independent learning activities have brought the issue of personal responsibility to the forefront of educational research. However, the contradiction between traditional family values and modern individualistic aspirations often creates significant psychological conflict among



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students. Students strive to correspond to the “ideal image” constructed by parental expectations. When real-life difficulties and personal interests fail to align with these expectations, healthy responsibility may gradually transform into emotional guilt. As a result, students experience internal conflict between the desire to meet family expectations and the need for self-realization, which negatively affects motivation, emotional stability, and academic performance. Moreover, especially in Russian culture, guilt is often regarded positively as a moral feeling that plays the role of a social regulator and facilitates integration into moral principles. However, based on numerous literary sources, at least two main forms of guilt can be identified — conscious and unconscious (irrational) — which can exert a wide range of influences on both the individual and society. Therefore, considering guilt only from a positive perspective appears one-sided. Such a view may satisfy ethics, axiology, and religion, but not psychology, given the complexity of the human psyche. These considerations formed the basis of our study, in which we set the task of examining the influence of guilt on interpersonal relationships and communication in modern individuals.

According to E.L. Dotsenko, a manipulator is “in a certain sense a victim of manipulation” (Dotsenko, 1996). Since adult responsibilities are not limited to parenting but include broad social roles, priorities are often structured in a way that leaves little time for communication with children. This, in turn, leads parents to experience guilt toward their children. Their behavior then becomes compensatory:

they begin to overwhelm children with toys and satisfy their wishes. The child cannot understand the reasons for such contradictory parental behavior — sometimes strict and prohibitive, sometimes kind and permissive. As a result, the child’s worldview loses its integrity, which is one of the intrapersonal conditions for manipulation (Izard, 1980). The child thus becomes capable of manipulating parents, unconsciously using familiar manipulative techniques.



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D. Weiss noted that many patients who complained about difficulties in relationships were unconsciously burdened with guilt. They were often so afraid of causing someone's dissatisfaction that they lost the ability to communicate freely. Their excessive vulnerability prevented them from enjoying relationships. Such patients often had stubborn and demanding parents who tended to blame them for their misfortunes. Many of them could not resist accusations from others and frequently allowed themselves to be blamed unjustly. Although they consciously denied their guilt, they were unable to defend themselves when accused — they would only cry and feel deeply unhappy. These individuals feared conflicts and did not know how to handle them. According to our observations, they could be highly conformist in relationships with strangers, while relationships with close people turned into an endless chain of hidden and open conflicts.

Literature Analysis

The relevance of the research topic is reflected in the works of numerous scholars who have examined responsibility, guilt, and personality development. Sigmund Freud and Erik Erikson associate guilt with the formation of the superego, which represents internalized social and parental norms, as well as with identity crises occurring during youth. From this perspective, guilt arises when behavior conflicts with internalized expectations. Carl Rogers, through the concept of conditional positive regard, explains how parental approval based solely on achievement prevents self-acceptance and contributes to anxiety and guilt rather than autonomous responsibility. An important theoretical foundation is J. Rotter's locus of control theory, which explains how individuals attribute life events either to internal or external factors. This theory plays a central role in understanding the formation of guilt and responsibility in students.

-Internal Locus of Control and Constructive Responsibility Students with an internal locus of control perceive success and failure as outcomes of their own



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efforts and abilities. Responsibility in such individuals is not experienced as external pressure but as an internal need. Failure leads to reflection and behavioral adjustment rather than self-blame. Democratic family environments contribute significantly to the development of internal control, allowing students to transform parental expectations into personally meaningful goals.

-External Locus of Control and Destructive Guilt Students with an external locus of control attribute outcomes to fate, luck, or parental pressure. Parental expectations are perceived as imposed and alien. Failure to meet them results in chronic guilt and emotional tension, often accompanied by academic dissatisfaction and psychological exhaustion.

-Family Expectations and Parenting Styles

Authoritarian style: strict control and emotional distance lead to compulsory guilt and suppressed autonomy.

Democratic style: high expectations combined with emotional support foster healthy responsibility.

Liberal style: emotional warmth without demands often results in the absence of both responsibility and guilt.

Thus, parenting style and expectation management play a decisive role in directing guilt either toward psychological growth or emotional stagnation.

Conclusion and Practical Recommendations

The theoretical analysis allows the following conclusions:

-The nature of guilt and responsibility differs fundamentally. Guilt is past-oriented and associated with fear of failing parental trust, inhibiting personal development. Responsibility is future-oriented and supports internal control and self-regulation.

-The family environment is a key determining factor. Rigid expectations and authoritarian upbringing suppress autonomy and generate



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chronic guilt. Democratic family interaction enables the transformation of indebtedness into gratitude and responsible independence.

-The psychological boundary between guilt and responsibility lies in personal autonomy.

As students consciously take responsibility for life choices—profession, values, and decisions—the destructive experience of guilt decreases.

Practical Recommendations

For university psychologists:Organize trainings to shift students' locus of control from external to internal.Apply cognitive-behavioral therapy (CBT) techniques to reduce conflict between parental indebtedness and personal goals.

For parents: Practice unconditional acceptance rather than conditional love based on achievement. Align expectations with students' real abilities and interests.

Encourage learning through mistakes rather than punishment. For students: Interpret mistakes as experiences and growth points. Maintain open communication with parents about life choices. Consciously complete psychological separation to achieve autonomy and self-responsibility.

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