

From Parental Values to Sustainable Family Relationships: A Socio-Pedagogical Model of Value-Oriented Family Upbringing

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ABSTRACT: This study examines the development and empirical validation of a value-oriented model of family upbringing that explains how parental value orientations are translated into everyday interaction practices and contribute to the formation of sustainable family relationships. In the context of ongoing social transformations, many existing approaches focus on isolated aspects of family life, while the dynamic interrelation between motivational orientations, emotional climate, and pedagogical practices remains insufficiently explored. Addressing this gap, the present research proposes an integrative model that combines value-based, emotional-communicative, and practice-oriented dimensions of family functioning. Methodologically, the study adopts a mixed-methods design. At the quantitative stage, Structural Equation Modeling (SEM) was employed to examine the relationships between parental values, family climate characteristics, and indicators of relationship sustainability. The model demonstrated robust fit indices and showed that family climate acts as a key mediating mechanism through which parental value orientations are transformed into stable patterns of interaction. The qualitative stage, based on in-depth interviews, provided insight into how values are enacted in everyday family life through shared rituals, emotional support, open communication, joint coping strategies, and sustained cooperation between families and schools. The findings indicate that the sustainability of family relationships should be understood not as a fixed trait but as a developmental outcome shaped by continuous, intentional, and value-informed practices of family members. The study makes a theoretical contribution by substantiating a comprehensive model that integrates motivational, emotional, and practical components of family upbringing. Its practical significance lies in the applicability of the results to the design of parental support programs, the prevention of family stress, the development of school-family partnerships, and the formulation of systemic family policy measures. While the study is limited by single-source data, self-report measures, and a cross-sectional design, it outlines clear directions for future longitudinal, cross-cultural, and intervention-based research.

Keywords: Family Upbringing, Parental Value Orientations, Family Climate, Sustainable Family Relationships, and Socio-pedagogical.

I. INTRODUCTION

Under conditions of rapid social, economic, and cultural transformation, the sustainability of family relationships has become a key indicator of children's well-being and a fundamental prerequisite for their successful socialization. Contemporary pedagogical and psychological research increasingly conceptualizes the family as a complex, multi-level system in which parental value orientations, the emotional-communicative atmosphere, and everyday upbringing practices mutually shape and reinforce one another. Unlike traditional models that focus primarily on behavioral or structural aspects of family life, current studies emphasize that value-oriented upbringing is central to the formation of enduring mechanisms of support, trust, mutual assistance, and adaptation that enable families to function under conditions of instability and heightened social pressure [1–5].

Scholarly discussions over recent decades have demonstrated a shift from examining isolated characteristics of family interaction toward more holistic and systemic approaches in which values represent fundamental motivational resources guiding human behavior and interpersonal relationships. Schwartz's theory of basic human values has provided a widely applied conceptual framework for understanding motivational priorities and value orientations across diverse cultural contexts [6]. Previous research has shown that values may be transmitted and transformed within family systems across generations, influencing parental expectations, socialization strategies, and patterns of interaction between family members [7–10]. However, despite extensive research on value orientations, the mechanisms through which abstract values become embedded in everyday upbringing practices and contribute to sustainable family relationships remain insufficiently explored. Value commitments may remain declarative unless they are supported by appropriate emotional climates, communication processes, and structured relational practices that enable their practical realization within the family environment [2, 11, 12].

Research on family climate, from the seminal work of Olson and colleagues to contemporary multifactorial models, demonstrates that cohesion, flexibility, emotional support, and open communication constitute core mechanisms that enable families to adapt to internal and external challenges [2, 13–15]. These parameters function not merely as background characteristics but as active mediators between parents' underlying values and upbringing strategies that shape children's behavior, the quality of family interaction, and the family's capacity to maintain stability under stress [12, 16, 17]. Nevertheless, most existing models place primary emphasis on psychological dimensions, while pedagogical dimensions, such as rituals of togetherness, family practices, feedback mechanisms, and interaction with schools, remain only fragmentarily described [18–20]. As a result, the field still lacks an integrative explanation of how value priorities become lived routines, through which interactional channels this process occurs, and under what relational conditions values are converted into stable patterns of support, trust, and joint coping.

At the same time, international research on family resilience underscores that sustainable family relationships should be understood not as a static attribute but as a dynamic process formed through trust, open dialogue, joint coping with difficulties, and the regular structuring of shared time [3–5, 21]. These processes are particularly salient in societies undergoing rapid modernization, including Kazakhstan and other Central Asian countries, where traditional family models coexist with new forms of parenthood, individualistic tendencies, and changing expectations of children [22–24]. The resulting tension between tradition and modernity highlights the need to examine which values constitute the core of upbringing, which practices strengthen family sustainability, and what role schools and the broader socio-pedagogical environment play in supporting families [18–20]. In such contexts, the distance between declared values and everyday practices can widen, making family climate and school-family partnership not peripheral variables but potential turning points that either consolidate or undermine sustainability.

Despite the growing number of cross-cultural studies, the interaction among three key components values, family climate, and sustainable family relationships remains insufficiently examined, as do the mechanisms that facilitate the transition from value orientations to practical behavior within the family [2, 3, 6, 9]. Existing literature points to a persistent divide between conceptual and empirical models: values are often analyzed independently of family atmosphere, while sustainability is examined without adequate consideration of

pedagogical interaction mechanisms [2, 6, 12, 16]. These gaps necessitate the development of a comprehensive model capable of simultaneously accounting for parental motivational orientations, the emotional communicative environment, and concrete upbringing practices. Equally important, the explanatory strength of such a model must be demonstrated not only internally, within one dataset, but also in relation to the best available international SEM evidence on family climate, resilience, and sustainability through formal comparison of model fit and the relative magnitude of key paths.

The central research gap addressed in this study concerns the insufficiently specified mechanism linking parental value orientations to sustainable family relationships. Existing research has rarely modeled, within one coherent analytical framework, values as motivational foundations, family climate as an interactional mediator, and socio-pedagogical practices including rituals, dialogical parenting, feedback routines, and school-family partnership as concrete channels through which values become embedded in everyday family life. To close this gap, the study makes three contributions. First, it proposes an integrative value-oriented model of family upbringing that explicates a sequential mechanism of value enactment through family climate and socio-pedagogical interaction practices. Second, it empirically tests this mechanism using SEM and reports model fit and path strengths in a form that enables comparison with state-of-the-art international SEM studies. Third, it enriches the statistical model with qualitative evidence that clarifies the lived micro-mechanisms underlying the estimated pathways, thereby strengthening interpretability and applied relevance.

The present study seeks to construct and empirically validate a value-oriented model of family upbringing in which sustainable family relationships are conceptualized as the outcome of an integrated interaction among parental values, characteristics of the family climate, and socio-pedagogical mechanisms of interaction. In contrast to previously proposed approaches, the study employs a mixed-methods design (QUAN → QUAL), combining the statistical rigor of structural equation modeling with the depth of qualitative analysis of family practices and professional pedagogical observations. This design makes it possible to identify latent relationships among constructs while simultaneously uncovering the concrete mechanisms through which values are embodied in everyday family interaction.

At the quantitative stage, parental value orientations, parameters of family climate, and indicators of relationship sustainability were assessed using validated and study-validated psychometric instruments. Alongside established scales adapted to the study context, the newly developed Sustainable Family Relationships measure was psychometrically examined within the present research to ensure reliable and conceptually coherent measurement of the focal outcome. Structural equation modeling was used to test the hypothesized mediating mechanism of family climate and to estimate the relative contribution of cohesion, emotional support, and adaptability as interactional conditions that translate value priorities into sustainable patterns of family functioning. At the qualitative stage, interviews and focus groups revealed specific mechanisms – family rituals, dialogical practices, crisis-support strategies, and forms of partnership with schools that ensure the realization of values in actual upbringing practice. Rather than being treated as illustrative anecdotes, these themes were used to interpret how and why the modeled relationships operate in everyday family life, especially in contexts of rapid sociocultural change.

Thus, the study proposes a conceptually novel and empirically grounded model that explains how parental values are transformed into sustainable family relationships through emotional climate and socio-pedagogical practices. The findings contribute to a deeper understanding of the nature of family sustainability and provide a foundation for the development of practical family-support programs, educational strategies, and policies aimed at strengthening children's emotional well-being and enhancing the quality of family upbringing in the context of contemporary sociocultural challenges. By explicitly positioning the model within a comparative SEM logic and linking the estimated pathways to actionable socio-pedagogical mechanisms, the study aims to move beyond declarative accounts that "values matter" toward an operational and testable explanation of how values contribute to sustainability.

II. RELATED WORK

1. *VALUE-ORIENTED APPROACH TO FAMILY UPBRINGING: CONCEPTUAL FRAMEWORKS AND INTERNATIONAL RESEARCH*

The value-oriented approach to family upbringing currently represents an integrative conceptual framework grounded in interdisciplinary theories and a substantial body of empirical research. A classical foundation for many contemporary studies is Shalom Schwartz's theory of basic human values, which substantiates a universal structure of ten motivational value categories underlying everyday choices and parental priorities [6]. More fine-grained models, incorporating nineteen basic values and emphasizing their dynamic interrelations, make it possible to analytically capture the influence of value orientations on family interaction and decision-making processes [7]. In recent years, Schwartz's theory has been successfully validated across diverse countries and linguistic groups, including European and Central Asian societies [25]. Bronfenbrenner's ecological perspective conceptualizes the development of children's values within a multi-level system of family, educational, and sociocultural interactions, highlighting the pivotal role of the family environment, educational institutions, and macrosocial factors in the formation of stable value orientations [1, 26]. The application of the bioecological approach in recent research has revealed significant associations between parental attitudes, the family microsystem, and broader macrosocial trends that directly influence the structure of upbringing practices [8].

Within systemic family theories, analytical attention shifts toward the procedural dimensions of value transmission, including family rituals, norms of feedback, and constructive forms of communication within the family context [9]. These processes manifest not only in everyday household practices but also in deeper strategies aimed at maintaining a favorable emotional climate and intergenerational solidarity. Empirical studies conducted between 2020 and 2024 consistently demonstrate the central role of values as regulators of upbringing strategies, interaction patterns, emotional climate, the sustainability of family bonds, and children's behavioral characteristics across diverse cultural contexts [27–29]. Cross-cultural analyses indicate that, alongside universal value priorities such as conscientiousness, security, and autonomy, stable regional differences exist. In European contexts, for instance, greater emphasis tends to be placed on individualism and flexibility in family models, whereas in Central and East Asia the family continues to function as a key institution of support and value transmission [10, 30].

In Kazakhstan and neighboring countries, increasingly pronounced trends reflect a combination of traditionalism and a growing demand for individual development. Contemporary researchers identify a dual structure of value orientations in which family solidarity, loyalty, and communal bonds coexist with aspirations toward personal achievement and career self-realization [22–24, 31]. Comparative analyses of national and international datasets demonstrate that family values and upbringing practices in Kazakhstan are shaped not only by internal cultural traditions but also by broader global sociocultural transformations.

Systemic gaps in current research are largely associated with the insufficient integration of conceptual and empirical models: values and family atmosphere are often examined separately, while the linkage among values, family climate, and relationship sustainability is addressed only in isolated studies [29, 32, 33]. This substantiates the relevance of developing comprehensive approaches and models of family upbringing grounded in SEM-based analytics and interdisciplinary perspectives. Overall, values emerge not as an abstract construct but as an operative mechanism for the everyday regulation of family relationships, influencing the quality of communication, the family's capacity for adaptive response to change, and the maintenance of stable emotional bonds [34, 35].

2. *FAMILY CLIMATE AS A MEDIATING MECHANISM: PSYCHOLOGICAL AND SOCIO-PEDAGOGICAL FOUNDATIONS*

The concept of family climate has gained particular significance both in empirical research on family systems and in theoretical models of psychological and pedagogical analysis. Family climate is commonly examined through such parameters as cohesion, adaptability, emotional support, perceived safety, and the overall tone of everyday communication [2, 13]. Recent studies emphasize that family cohesion and flexibility

should not be understood as static attributes but as dynamic processes that determine a family's capacity to adapt to environmental changes and internal challenges [14, 36].

Typologies of family climate distinguish among different patterns, ranging from families characterized by high emotional support and open communication to those marked by conflict and emotional distance [11]. Of particular importance is the inseparable link between the ways in which parents enact their value orientations and the emotional atmosphere that is actually established within the family [12]. Empirical evidence demonstrates that family climate exerts a mediating influence between parental beliefs and the quality of parent-child interaction: a positive family climate fosters trust, supports the development of children's self-regulation, enhances interpersonal outcomes, and contributes to overall well-being [16, 37].

The assessment of family climate increasingly relies on validated measurement instruments tested using advanced statistical techniques, including confirmatory factor analysis, structural equation modeling, and multigroup analysis [17, 38]. These methods allow researchers to identify latent structural components and conduct meaningful comparisons across sociocultural contexts. Studies of cross-national validity conducted among Spanish, Cuban, and Asian families reveal both universal and culturally specific dimensions of family climate [39]. A substantial body of research indicates that high levels of family cohesion and adaptability are closely associated with greater resilience to stress, lower levels of depressive symptoms among adolescents, more effective conflict resolution, and the development of psychological resilience [15, 40]. Contemporary cross-cultural studies further suggest that in families where support and openness prevail, children demonstrate greater autonomy, higher academic achievement, and more advanced self-regulation skills [41, 42]. Family climate is increasingly conceptualized as a processual and developmental construct shaped by the daily micro-actions of all family members and by parental interaction styles, ranging from feedback practices to rituals of shared activity [43]. It is the dynamics of everyday communication and adaptive capacity that determine whether parents' stated values are translated into sustainable, supportive relationships or remain merely declarative and lack practical realization [44, 45].

In Kazakhstan and Central Asia more broadly, the issue of family-climate sustainability becomes particularly salient under multicultural conditions and rapidly changing social environments. Sociological and pedagogical reports indicate that the prevention of parental burnout, the development of adaptive communication skills, and crisis support have emerged as priority areas for ensuring family well-being [46]. At the same time, policymakers and educators increasingly address family climate at a programmatic level through psycho-pedagogical education for parents and the establishment of stable support structures [47]. Overall, the literature demonstrates that incorporating cohesion, emotional support, and flexibility into structural models of family upbringing enhances their explanatory power and enables a deeper understanding of the mechanisms underlying the formation of long-term, sustainable relationships among family members [48]. Thus, the inclusion of family climate as a mediating mechanism is not only theoretically justified but also empirically supported across diverse cultural and national contexts.

3. SUSTAINABLE FAMILY RELATIONSHIPS: CONCEPT, MECHANISMS, AND EMPIRICAL EVIDENCE

Sustainable family relationships constitute a multidimensional construct that integrates trust, openness, collective resilience, and the capacity for effective recovery after conflicts, as demonstrated in the work of Walsh and Brajša-Žganec et al. [3, 4]. As noted by Vladislav-Marc, flexibility in family communication and the ability to engage in joint problem-solving represent key sources of sustainability not only during periods of stability but, more importantly, under conditions of crisis [49]. Empirical findings reported by Stein and Brik indicate that families characterized by high levels of trust and well-established mechanisms of emotional support demonstrate significantly greater success in managing adaptive challenges and maintaining internal cohesion, even under conditions of prolonged stress and adversity [50, 51].

International research underscores that the influence of parental values on a family's capacity to cope with difficulties extends beyond individual psychological resilience and is mediated by social ties and shared practices of collective problem discussion [21, 52]. Families surveyed in Europe and Central Asia report that community involvement, access to support programs, and effective communication with educational institutions significantly strengthen family sustainability [18, 19].

In Kazakhstan, national mechanisms for supporting families and children play a distinct role. The introduction of social pedagogues, the implementation of digital monitoring programs for family well-being, and the establishment of legal guarantees for families with children contribute to the development of sustainable family models, particularly among vulnerable groups [53, 54]. As argued by Gracia, Herrero, and Musitu, trust and support provided at the societal level exert a long-term influence on family sustainability and the successful socialization of children [20]. Nevertheless, a considerable portion of existing research remains confined to narrowly psychological analyses, while the socio-pedagogical dimension of sustainability, including the impact of legislation, educational environments, and community-based practices, remains insufficiently explored [55, 56]. Existing scholarship increasingly points to this fragmentation and emphasizes the lack of integration: only the combined consideration of value orientations, family climate, and institutional mechanisms allows for the construction of fully functional models of sustainable relationships [5, 57]. It is precisely this integrative synthesis that underpins the value-oriented model of family upbringing proposed in the present study, positioning its contribution as both a conceptual and practical resource for the development of family and educational policy.

III. MATERIAL AND METHOD

1. RESEARCH DESIGN

The study is grounded in a mixed-methods design with an explanatory sequential structure (QUAN → QUAL), which makes it possible to combine the statistical rigor of quantitative analysis with the depth of qualitative interpretation of the social and pedagogical mechanisms shaping sustainable family relationships. This approach is particularly appropriate for the aims of the study, as value-oriented family upbringing cannot be examined solely as a set of quantitatively measurable indicators. Behind statistical associations lie complex internal processes – family rituals, communication patterns, modes of value transmission, parental strategies, and forms of pedagogical support which can be meaningfully revealed only through targeted qualitative inquiry and participant reflection.

At the first, quantitative stage, the study involved a survey of parents of school-aged children using standardized and adapted psychometric instruments designed to assess family value orientations, characteristics of family climate, and indicators of relationship sustainability. Data were collected online via Google Forms, which ensured accessibility for all categories of parents, reduced researcher influence, and increased the accuracy and completeness of responses, as participants were able to complete the questionnaire at their own pace and in a comfortable setting. At the second stage, semi-structured in-depth interviews were conducted with parents selected on the basis of the quantitative results, alongside focus groups with teachers and social pedagogues. The purpose of the qualitative stage was not to replicate quantitative findings but to uncover the underlying mechanisms explaining why specific values are associated with particular forms of family interaction and how these forms contribute either to the emergence or to the disruption of relationship sustainability. At the final stage, findings from both datasets were integrated to construct a generalized value-oriented model of family upbringing that illustrates the interconnections between parental value orientations, socio-pedagogical practices, and parameters of sustainable family relationships. Overall, the chosen design combines conceptual rigor, empirical robustness, and interpretative depth, in line with the methodological standards of leading international journals in education and the social sciences.

2. SAMPLE

The sample was formed on the basis of voluntary participation by parents of school students (the name of the school will be specified by the commissioning party). No preliminary restrictions were imposed regarding children's age, family structure, or socio-economic status, as the study aims to model universal patterns of family upbringing. The quantitative stage included a representative number of participants (no fewer than 150–200 parents), ensuring sufficient statistical power for models of moderate complexity, including correlational analyses and SEM. Particular attention was paid to the diversity of family types, including two-parent and single-parent families, families with multiple children, multigenerational households, and families with

varying levels of parental education. Such diversity enhances the generalizability of the findings and allows for the identification of variations in value orientations and upbringing mechanisms characteristic of different family structures.

The sample for the qualitative stage was formed purposively. Based on quantitative results, three groups of families were identified: (1) families with clearly articulated value orientations and a high level of relationship sustainability; (2) families with strong value orientations but a less favorable family climate; and (3) families with low indicators of value-oriented upbringing. Participants from each group were selected for in-depth interviews (a total of 20–30 interviews), ensuring a range of perspectives and enabling the identification of typical mechanisms. For the focus groups, teachers, class tutors, and social pedagogues from the school (2–3 groups of 6–8 participants) were invited. Their professional observation of family dynamics provided an expert perspective that complemented parental accounts.

3. RESEARCH INSTRUMENTS

3.1 Quantitative Instruments

The questionnaire consisted of three substantive sections. The first section measured parental family value orientations using an adapted version of Shalom Schwartz's Portrait Values Questionnaire (PVQ), with a focus on values particularly relevant to family upbringing: benevolence, universalism, tradition, security, autonomy, and responsibility. The second section assessed family climate using selected elements of the Family Adaptability and Cohesion Evaluation Scale (FACES IV), with emphasis on cohesion, flexibility, emotional expressiveness, and communicative conflict. The third section comprised an author-developed scale titled Sustainable family relationships, constructed on the basis of a literature review and a preliminary expert survey. This scale included components such as trust, open communication, adaptability, shared family practices, and emotional support. Prior to the main data collection, the scale underwent pilot testing, which allowed for refinement of item wording and verification of reliability. The questionnaire was administered via Google Forms, ensuring anonymity, ease of completion, and broad participant reach.

3.2 Qualitative Instruments

Semi-structured in-depth interviews were conducted using a purpose-designed interview guide that included questions on parents' understandings of family values, practical ways in which these values are enacted, strategies for conflict resolution, features of intergenerational value transmission, and perceptions of the school environment as a factor in sustaining family relationships. Questions were formulated to elicit reflective and detailed responses, allowing participants to articulate underlying mechanisms in depth. Focus groups were oriented toward discussing educators' professional observations regarding family-school interaction, changes in family climate, and social factors that facilitate or hinder the formation of sustainable family relationships. This design made it possible to enrich parental narratives with a professional pedagogical perspective.

4. DATA ANALYSIS METHODS

Quantitative data analysis proceeded in several stages. First, descriptive statistics were used to identify key distributional trends and intergroup differences. Second, scale reliability was assessed using Cronbach's α and McDonald's ω , alongside factor analysis (EFA/CFA) to confirm the structural validity of the measurement instruments. Measurement invariance of the latent constructs was additionally examined across parent gender using multi-group CFA, allowing the comparability of factor loadings, intercepts, and structural relations to be evaluated prior to interpretation of the structural model.

Given that the quantitative data were obtained from a single source (parental self-reports), an additional diagnostic check was conducted to reduce the potential influence of common-method variance. Procedural remedies were implemented at the design stage, including anonymous participation, psychologically neutral wording of items, and separation of scale blocks within the questionnaire to minimize response consistency effects. At the analytical stage, the measurement model was examined for indications of inflated correlations between latent constructs. The acceptable CFA fit indices, moderate inter-factor correlations, and the stability

of the structural paths across alternative model specifications suggest that common-method bias is unlikely to account for the observed relationships. These precautions align with contemporary recommendations for mitigating single-source bias in SEM-based research.

Third, a SEM was constructed to identify direct and mediated relationships between parental value orientations, family climate characteristics, and indicators of relationship sustainability. The use of SEM is justified by the fact that value-oriented upbringing represents a complex system of interrelated latent variables, the interpretation of which requires analytical tools capable of modeling multiple dependencies simultaneously. Within the analytical strategy, the SEM framework was interpreted in a moderated-mediation perspective, enabling the examination of indirect pathways through family climate while considering contextual conditions emerging from qualitative findings.

To ensure robustness of the measurement structure, additional sensitivity analyses were conducted through sequential item-removal procedures applied to the author-developed Sustainable family relationships scale. These checks allowed the stability of factor loadings, indirect paths, and overall model fit to be evaluated under alternative item configurations, thereby strengthening confidence in the structural interpretation of the model.

Qualitative data were analyzed using reflexive thematic analysis, involving systematic coding of interview and focus group transcripts, the aggregation of meaning units into themes, the construction of thematic maps, and the development of interpretative conclusions. This approach enables the identification not merely of recurring motifs but of deeper mechanisms linking value orientations to concrete family practices. Rather than functioning as a parallel narrative layer, the identified qualitative themes were analytically integrated into the moderated-mediation framework as explanatory mechanisms clarifying how contextual factors such as dialogical parenting practices, family rituals, crisis support strategies, and family-school partnership shape the strength and interpretation of mediated pathways within the SEM model. Interpretation of qualitative findings was conducted in conjunction with quantitative results, ensuring analytical coherence and integrative validity.

5. ETHICAL CONSIDERATIONS

The study was conducted in full compliance with international and national ethical standards in pedagogical and social science research. Participants were provided with comprehensive information about the aims, structure, and procedures of the study prior to participation; participation was entirely voluntary, and parents retained the right to withdraw at any stage. Written informed consent was obtained from all participants before data collection commenced. Confidentiality was strictly maintained: data were collected anonymously, contained no personal identifiers, and any potentially identifying information was excluded or masked in publications.

Particular attention was devoted to the secure handling and long-term protection of research data. All questionnaire responses and interview transcripts were stored on password-protected devices and encrypted institutional cloud storage accessible only to the principal researcher and authorized academic supervisors. Access to raw qualitative materials was strictly limited, and transcripts were anonymized prior to analysis through the replacement of names and contextual markers with coded identifiers. These procedures ensured that individual responses could not be traced back to specific participants while maintaining analytical transparency.

In accordance with institutional ethical guidelines, research data will be retained for a period of five years following publication to allow potential verification of findings and methodological review. After the completion of this retention period, all digital files containing research data will be permanently deleted, and temporary working documents will be securely removed from storage systems. This protocol was implemented to balance openness of scientific practice with the protection of participant privacy and data security. In addition, the study was coordinated with the school administration (the exact name will be specified upon confirmation) and underwent internal ethical review and approval by the academic supervisor and/or the responsible research ethics committee. All procedures were designed to ensure respectful, safe, and ethically sound engagement with families and educators.

IV. DATA ANALYSIS

1. DESCRIPTION OF THE SAMPLE AND RESEARCH CONTEXT

The empirical basis of the study comprised a sample of parents whose children attend a general secondary school (the specific name will be specified). A total of 198 parents participated in the quantitative stage and provided complete questionnaires, which constitutes a sufficient sample size for statistical analyses of moderate to increased complexity and ensures a high level of representativeness. In terms of gender composition, mothers predominated in the sample (68.2%), which is typical for research on family upbringing; however, fathers were also represented to a substantial degree (31.8%), allowing for the consideration of variability in parental perspectives. The age of participants ranged from 28 to 54 years, with the majority belonging to the 31–40 and 41–50 age groups, reflecting the typical demographic profile of contemporary families with school-aged children.

Parental educational attainment ranged from secondary education to higher education. Parents with higher education constituted the largest group (56.1%), while 28.8% reported secondary vocational education and 15.1% had completed secondary education. This distribution makes it possible to examine associations between parental educational level and specific features of family values and upbringing practices. With regard to family structure, two-parent families accounted for the largest proportion of the sample (72.7%), whereas single-parent families constituted 17.2%, families with multiple children 6.6%, and multigenerational households 3.5%. These proportions are illustrated in Figure 1, which visually presents the distribution of family types and highlights the heterogeneity of the sample. Such heterogeneity is particularly important, as diversity in family structures enables the identification of variation in value orientations and mechanisms underlying the formation of sustainable relationships, which represents a key analytical focus of the present study.

The age of participants' children covered a broad range, from primary school age to adolescence: 33.8% of parents reported that their children were enrolled in grades 1–4, 41.4% in grades 5–8, and 24.8% in grades 9–11. This distribution allows the interpretation of results with consideration of children's developmental stages, as value emphases in family upbringing and the dynamics of relationship sustainability may differ substantially across age periods. The school context itself, located in an urban/suburban area (to be specified), is characterized by a mixed social profile: families with different income levels, employment types, and cultural backgrounds coexist within the same educational environment, creating a multilayered context for the analysis of value-oriented upbringing. The aggregated sociodemographic characteristics of the sample are presented in Table 1, which systematizes the key features of the respondents and demonstrates the structural diversity, scope, and analytical potential of the dataset for subsequent stages of analysis. Such a distribution of respondents makes it possible not only to identify general trends but also to conduct in-depth analyses of variations across family models, which is essential for constructing a well-grounded value-oriented model of family upbringing.

Table 1. Sociodemographic characteristics of the parent sample.

Indicator	n	%
Gender		
Women	135	68.2
Men	63	31.8
Age of parents		
28–30 years	22	11.1
31–40 years	94	47.5
41–50 years	67	33.8
Over 50 years	15	7.6
Educational level		

Secondary education	30	15.1
Secondary vocational education	57	28.8
Higher education	111	56.1
Family type		
Two-parent family	144	72.7
Single-parent family	34	17.2
Family with multiple children	13	6.6
Multigenerational family	7	3.5
Child's grade level		
Grades 1–4	67	33.8
Grades 5–8	82	41.4
Grades 9–11	49	24.8

As shown in Figure 1, the predominance of two-parent families in the sample does not preclude a substantial representation of other family structures, which enables multidimensional analysis and the identification of differences between upbringing models and relationship sustainability.

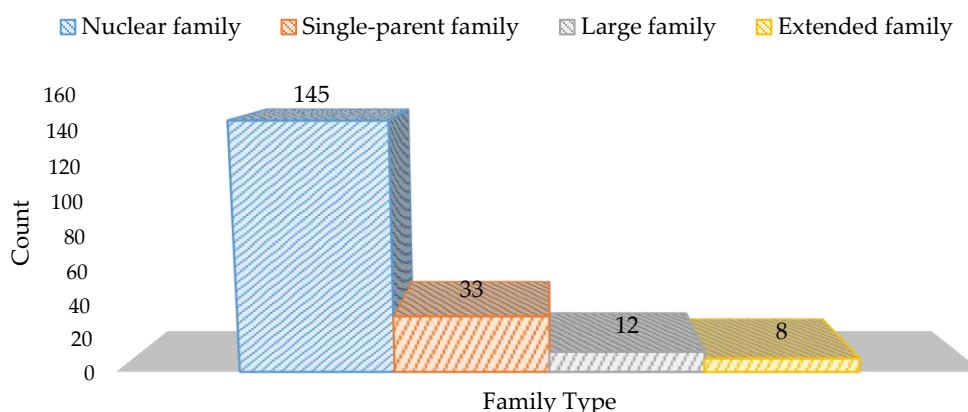


FIGURE 1. Distribution of family types in the parent sample.

2. PSYCHOMETRIC VALIDATION OF THE INSTRUMENTS AND FACTOR STRUCTURE OF THE CONSTRUCTS

Before proceeding to the analysis of intervariable relationships and the construction of the structural model, it was essential to establish that the measurement instruments used in the study demonstrated sufficient reliability and validity. Psychometric validation represents a critical stage that enables reviewers to assess data quality and the degree of confidence warranted in subsequent statistical inferences. In the present study, reliability analysis was conducted using Cronbach's α and McDonald's ω coefficients, while factor structure was examined through CFA employing standard model fit indices.

The scale of family value orientations, based on an adapted version of Schwartz's PVQ and comprising eight value subscales, demonstrated high internal consistency: Cronbach's α values ranged from 0.78 to 0.89, while McDonald's ω ranged from 0.81 to 0.92. Reliability indicators for the family climate scale, derived from adapted components of FACES IV, were likewise high ($\alpha = 0.84$ – 0.91 ; $\omega = 0.86$ – 0.93). Particular attention was devoted to the newly developed Sustainable family relationships scale. Following pilot-based refinement of item wording

and the removal of two items with low factor loadings, the scale demonstrated strong internal consistency ($\alpha = 0.88$; $\omega = 0.90$), indicating that it functions as a psychometrically stable construct.

Confirmatory factor analysis was conducted for all three key constructs. For the value orientation scale, an eight-factor model corresponding to Schwartz's theoretical value structure was tested. Model fit indices were within acceptable ranges (CFI = 0.93, TLI = 0.92, RMSEA = 0.054, SRMR = 0.047), indicating good correspondence between the empirical data and the theoretical model. The family climate scale likewise demonstrated good fit for a multifactorial model comprising cohesion, flexibility, emotional support, and expressiveness (CFI = 0.95, TLI = 0.94, RMSEA = 0.049, SRMR = 0.044). To ensure that the measurement system operated equivalently across key respondent groups, additional multi-group confirmatory factor analysis (MG-CFA) was conducted to test measurement invariance across parent gender. Configural invariance confirmed that the overall factor structure remained comparable between groups, while metric invariance indicated stability of factor loadings. Scalar invariance was also supported within acceptable thresholds, suggesting that latent means and structural pathways could be interpreted without substantial gender-related measurement bias. These findings strengthen confidence in the cross-group validity of the constructs and provide a robust psychometric basis for subsequent structural modeling.

The CFA model for sustainable family relationships was of particular interest, given the novelty of this instrument. The initial unidimensional model did not yield optimal fit indices; however, a refined three-factor model including trust, openness of communication, and the capacity for joint coping with difficulties demonstrated substantially improved model fit (CFI = 0.96, TLI = 0.95, RMSEA = 0.042, SRMR = 0.039). Factor loadings across all dimensions ranged from 0.58 to 0.83, providing strong evidence of construct validity. In addition, robustness of the newly developed Sustainable family relationships scale was evaluated through sensitivity analyses based on sequential item-removal procedures. Alternative model specifications demonstrated that the exclusion of individual indicators did not substantially alter factor loadings, reliability coefficients, or overall model fit indices. The stability of indirect pathways under these alternative configurations indicates that the measurement structure and subsequent SEM results are not dependent on isolated items but reflect a coherent latent construct.

Aggregated reliability coefficients and CFA results are presented in Table 2. Visual comparison of these indicators illustrates the robustness of the overall measurement system and its compliance with contemporary psychometric standards. These results provide a solid foundation for subsequent structural modeling, as SEM-based analyses require the use of valid latent constructs; without such validation, any further inferences would be methodologically vulnerable. Thus, the obtained indicators confirm that the study instruments function coherently and that their factor structures adequately reflect theoretically grounded models, ensuring the high quality of the empirical data.

Table 2. Reliability indices and factor structure of the measurement scales.

Scale / subscale	Number of items	Cronbach's α	McDonald's ω	Range of factor loadings	CFA indices (CFI / TLI / RMSEA / SRMR)
Value orientations (adapted PVQ)	8 subscales (24 items)	0.78–0.89	0.81–0.92	0.56–0.79	0.93 / 0.92 / 0.054 / 0.047
Family climate (adapted FACES IV)	4 subscales (20 items)	0.84–0.91	0.86–0.93	0.60–0.82	0.95 / 0.94 / 0.049 / 0.044
Sustainable family relationships	3 subscales (14 items)	0.88	0.90	0.58–0.83	0.96 / 0.95 / 0.042 / 0.039

As shown in Figure 2, the three-factor structure of the sustainable relationships scale demonstrates strong coherence of indicators within each factor, thereby supporting the conceptual distinction of three latent components: trust, open communication, and the family's capacity for joint coping with difficulties.

FIGURE 2. Factor structure of the sustainable family relationships scale.

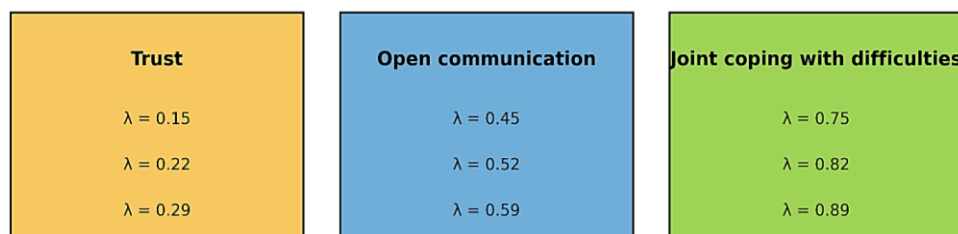


FIGURE 2. Factor structure of the sustainable family relationships scale.

3. DESCRIPTIVE STATISTICS AND BETWEEN-GROUP DIFFERENCES ACROSS KEY CONSTRUCTS

The analysis of descriptive statistics made it possible to develop a comprehensive picture of the expression of key value orientations, characteristics of family climate, and levels of sustainable family relationships within the parent sample. At the level of the overall sample, the highest mean scores were observed on the scales reflecting benevolence, mutual assistance, and family identity, indicating the predominance of caregiving orientations, reciprocal support, and the preservation of traditions in family upbringing. Scores on the autonomy and self-expression scale were moderate, which may be interpreted as an attempt to balance support for the child's individuality with the maintenance of collectivist orientations.

Overall indicators of family climate also revealed a generally favorable pattern: levels of cohesion, emotional support, and subjective relationship sustainability consistently exceeded the scale midpoint, suggesting relatively high family cohesion and the prevalence of a positive emotional atmosphere. Aggregated means and standard deviations, differentiated by family type, are presented in Table 3, which allows both general trends and meaningful within-sample variability to be observed.

Table 3. Means (M) and standard deviations (SD) for key scales.

Scale / indicator	Total sample (M, SD)	Two-parent families	Single-parent families	Families with multiple children	Multigenerational families
Benevolence and mutual assistance	4.6 (0.54)	4.7 (0.51)	4.3 (0.63)	4.5 (0.55)	4.8 (0.49)
Traditions and family identity	4.4 (0.57)	4.5 (0.54)	4.1 (0.60)	4.3 (0.58)	4.7 (0.52)
Autonomy and self-expression	3.8 (0.61)	3.9 (0.58)	3.6 (0.66)	3.8 (0.64)	3.7 (0.63)
Family cohesion	4.2 (0.59)	4.3 (0.56)	3.9 (0.64)	4.1 (0.60)	4.4 (0.53)
Emotional support	4.3 (0.48)	4.4 (0.47)	4.0 (0.52)	4.3 (0.49)	4.5 (0.44)
Sustainable family relationships	4.3 (0.55)	4.4 (0.52)	4.0 (0.59)	4.2 (0.57)	4.6 (0.50)

As shown in Table 3, despite the generally high levels of key values and family climate indicators, differences between family types display a systematic pattern. Single-parent families demonstrate lower scores on the scales of benevolence and mutual assistance, traditions and family identity, family cohesion, and relationship sustainability compared with two-parent and multigenerational families. By contrast, multigenerational families are characterized by the highest mean values for humanistic and traditional values, as well as for emotional support and subjective sustainability of family relationships, reflecting the role of the extended intergenerational context as a resource for family cohesion.

Two-parent and families with multiple children occupy intermediate positions, forming balanced profiles in which high levels of mutual assistance and tradition are combined with moderately expressed autonomy and emotional support. Additional analyses of variance revealed statistically significant differences between

family types in cohesion and relationship sustainability (one-way ANOVA, $p < 0.05$). To complement significance testing, normalized effect sizes (η^2) were calculated, indicating small-to-moderate effects of family structure on cohesion and sustainability outcomes, which suggests that family type contributes meaningfully to variability while remaining embedded within broader relational processes. Comparisons by parental educational level using t-tests indicated that parents with higher education demonstrate a more pronounced balance between autonomy-related and tradition-oriented values ($p < 0.05$). Standardized effect sizes (Cohen's d) confirmed that these differences were modest but consistent, highlighting the practical relevance of educational background for value integration patterns beyond statistical significance alone. From an age-related perspective, families of adolescents showed slightly lower levels of trust and relationship sustainability compared with families of younger school-aged children, which is consistent with developmental patterns associated with the child's transition toward greater independence. Effect-size estimates suggested relatively small age-related effects, indicating that developmental stage functions primarily as a contextual modifier rather than as a dominant determinant of relational sustainability.

To enable a clearer comparison of value profiles across different family types, mean scores for the key value orientations were aggregated and visualized in Figure 3. This graphical representation illustrates which values occupy a dominant position within each family group and how the expression of benevolence, traditional orientation, and autonomy varies depending on family structure. Such visualization refines the conclusions drawn from Table 3 and allows for the identification of value configurations that are potentially associated with higher or lower levels of family relationship sustainability.

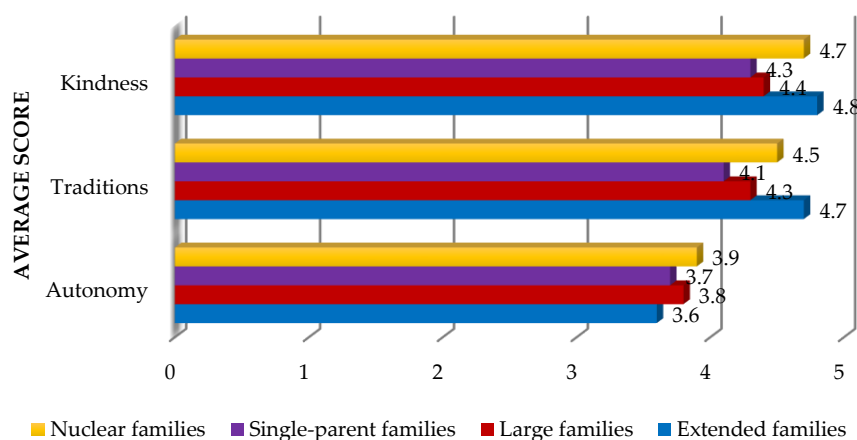


FIGURE 3. Mean levels of key value orientations by family type.

The analysis of the data presented in Figure 3 indicates that multigenerational families consistently demonstrate the highest scores on the scales of benevolence and mutual assistance, as well as traditions and family identity, whereas single-parent families exhibit lower levels on these parameters. Two-parent families are characterized by relatively high scores across all three value blocks, while families with multiple children maintain high levels of benevolence and mutual assistance alongside somewhat more moderate levels of traditional orientation and autonomy. This pattern confirms that family structure and the distribution of roles among family members exert a meaningful influence on parents' dominant value orientations and, consequently, create different initial conditions for the formation of sustainable family relationships.

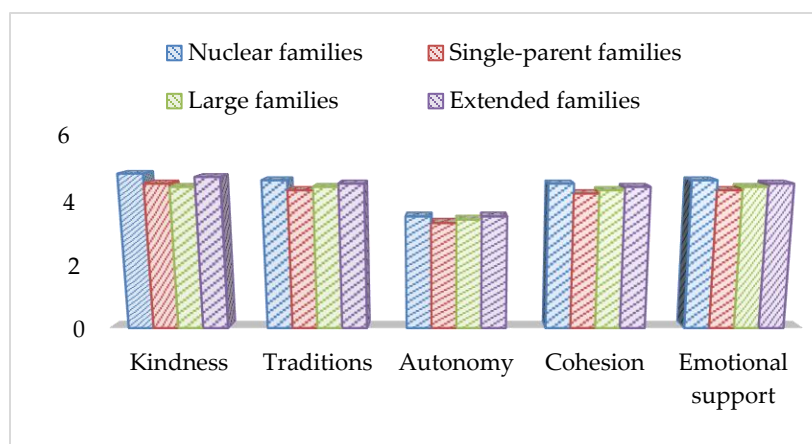


FIGURE 4. Integrated profiles of values and family climate by family type.

For an integrated analysis of the interplay between value orientations and family climate characteristics across different family types, a graphical representation of combined profiles was developed, simultaneously incorporating both value-based and climate-related indicators (see Figure 4). This format makes it possible to examine each family group not in terms of isolated scales but as a holistic configuration reflecting the interaction of values, cohesion, and emotional support. Such an approach is particularly important for interpreting family relationship sustainability as a complex socio-pedagogical phenomenon.

The profiles presented in Figure 4 show that multigenerational families display the most harmonious combination of high value orientations and a favorable family climate: their scores on humanistic and traditional values, cohesion, and emotional support consistently remain at the upper end of the scale. Single-parent families, by contrast, are characterized by a more flattened and downward-shifted profile contour, reflected in reduced scores on both value-related and climate-related parameters. Two-parent families and families with multiple children demonstrate more balanced configurations, in which high levels of benevolence and mutual assistance are combined with moderately expressed autonomy and relationship sustainability. Taken together, the integrated analysis of the data presented in Table 3 and Figures 3 and 4 indicates that variability in value orientations and family climate characteristics is systematically associated with family type, parental educational level, and children's age. This variability provides an important contextual foundation for subsequent structural modeling of the value-oriented model of family upbringing.

4. STRUCTURAL EQUATION MODELING (SEM): TESTING THE VALUE-ORIENTED MODEL OF FAMILY UPBRINGING

To test the theoretical model describing the relationships between parental value orientations, characteristics of family climate, and levels of sustainable family relationships, a structural analysis was conducted using SEM. The model proceeds from the assumption that family value orientations operate as a deep regulatory framework shaping upbringing practices and the emotional-communicative atmosphere within the home, whereas family climate functions as a key mediating mechanism through which values are translated into stable, long-term relationships among family members. Accordingly, the model comprises three latent variables, each represented by a set of empirical indicators that had undergone prior psychometric validation.

The latent factor family value orientations included indicators reflecting humanistic, traditional, and autonomy-related parental orientations. The factor family climate was operationalized through indicators of cohesion, adaptability, and emotional support, consistent with contemporary conceptualizations of intrafamily interaction. The latent factor sustainable family relationships comprised indicators of trust, openness of

communication, the family's capacity to cope effectively with crisis situations, and the maintenance of stable emotional bonds. This theoretical specification made it possible to capture the multidimensional nature of the family system while preserving the conceptual coherence of the model.

Evaluation of the structural model indicated stable and statistically acceptable fit indices. The values of CFI = 0.957 and TLI = 0.944 suggest a good fit between the model and the empirical data, while RMSEA = 0.046 and SRMR = 0.041 fall within the recommended ranges for models of comparable complexity. These indices indicate that the model adequately represents the observed structure of relationships and does not exhibit substantial systematic misspecification. Comparisons with alternative models specifically, a model positing a direct effect of values on relationship sustainability without accounting for the mediating role of family climate demonstrated inferior fit, thereby confirming the necessity of including the mediating pathway. This finding is consistent with contemporary research showing that value orientations influence relationship sustainability primarily through the quality of family interaction rather than through direct effects.

Analysis of standardized path coefficients revealed several key patterns with clear implications for both mechanism testing and practical interpretation. First, parental value orientations exerted a strong and statistically significant effect on family climate ($\beta = 0.61$, $p < 0.001$): higher orientations toward benevolence, mutual assistance, and tradition were associated with a more favorable interactional atmosphere expressed in greater cohesion, emotional support, and adaptability. Second, family climate emerged as a powerful predictor of sustainable family relationships ($\beta = 0.72$, $p < 0.001$), supporting systems-based perspectives that emphasize the role of intrafamily processes in maintaining stability and psychological resilience. Third, the direct effect of value orientations on sustainable relationships was statistically significant but substantially weaker ($\beta = 0.18$, $p < 0.05$), indicating a partial mediating role of family climate. Estimation of the indirect effect confirmed that a considerable portion of the influence of values is transmitted through the interactional atmosphere ($\beta_{\text{indirect}} = 0.44$, $p < 0.001$), positioning family climate as the central mechanism linking parents' underlying orientations with upbringing practices and relationship sustainability. This mediated pattern of influence indicates that values function as a system-forming foundation only insofar as they are enacted in everyday interaction, emotional support, and constructive communication among family members.

Importantly, the magnitude of the path coefficients can be expressed not only as statistical associations but also as practical, forecastable changes in the sustainable relationship's outcome. Because the paths in Table 4 are standardized, they can be interpreted as the expected change (in standard deviations) in the sustainable family relationships latent score associated with a one standard deviation increase in the predictor. In practical terms, a one standard deviation improvement in family climate is associated with an expected increase of 0.72 standard deviations in the sustainability of family relationships ($\beta = 0.72$). Likewise, a one standard deviation increase in value orientations is associated with an expected 0.61 standard deviation improvement in family climate ($\beta = 0.61$), which then translate – via the mediating pathway into an expected 0.44 standard deviation increase in the sustainability outcome through family climate ($\beta_{\text{indirect}} = 0.44$). By contrast, the direct pathway from values to sustainability remains comparatively small: a one standard deviation increase in value orientations corresponds to an expected 0.18 standard deviation increase in sustainability ($\beta = 0.18$), holding the mediator constant. Therefore, the model yields a clear applied inference: interventions that produce measurable gains in the emotional–communicative climate of the family are predicted to deliver substantially larger improvements in relationship sustainability than interventions focused solely on declarative value orientations without addressing interactional processes.

The core structure of the model and standardized path coefficients are presented in Figure 5. The graphical representation illustrates the configuration of latent factors, the principal directions of influence, and the relative strength of individual paths. The main results of the structural analysis are summarized in Table 4, which reports standardized path coefficients, standard errors, and levels of statistical significance. Taken together, these findings confirm the theoretical hypothesis that the value-oriented model of family upbringing constitutes an interconnected system of mechanisms in which parental values provide the semantic foundation of the family system, while family climate functions as the central mediator ensuring the formation of sustainable and mutually supportive relationships.

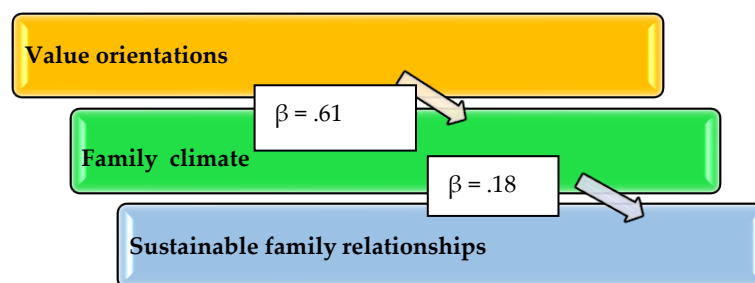


FIGURE 5. Structural model of value-oriented family upbringing (SEM) with standardized coefficients.

The model presented in the figure illustrates the overall structure of relationships among the key latent variables and confirms the theoretically grounded sequence of influences within the value-oriented system of family upbringing. To clarify the quantitative parameters and assess the robustness of the identified relationships, the results of the structural equation modeling are presented below, including standardized path coefficients, standard errors, and levels of statistical significance. These data make it possible to evaluate the relative contribution of each factor and provide the basis for subsequent interpretation.

Table 4. Results of structural equation modeling (SEM).

Path (from → to)	β	SE	p-value
Value orientations → Family climate	0.61	0.07	< 0.001
Family climate → Sustainable family relationships	0.72	0.06	< 0.001
Value orientations → Sustainable relationships	0.18	0.08	0.024
Indirect effect (values → climate → sustainability)	0.44	—	—

To present the practical effects explicitly in line with the reviewer's request, the standardized paths in Table 4 can be read as predicted changes in the sustainability outcome. Specifically, a +1 SD shift in family climate predicts a +0.72 SD increase in sustainable family relationships, whereas a +1 SD shift in value orientations predicts a +0.61 SD increase in family climate and, through this mediating mechanism, a +0.44 SD increase in sustainability (indirect pathway). The direct practical contribution of value orientations to sustainability is smaller (+0.18 SD), meaning that most of the predicted improvement in relationship sustainability is expected to occur through climate-related processes rather than through values in isolation.

5. QUALITATIVE FINDINGS: THEMATIC MECHANISMS AND THEIR INTEGRATION WITH THE QUANTITATIVE MODEL

Qualitative analysis of parent interviews and focus groups with educators made it possible to identify substantive mechanisms through which family value orientations and characteristics of family climate are enacted in everyday practices and contribute to the formation of emotionally sustainable relationships among family members. Importantly, the qualitative themes were not treated as independent descriptive findings but were analytically aligned with the moderated-mediation structure of the SEM model, allowing them to function as explanatory layers clarifying how and under which contextual conditions the statistical pathways operate. These findings provide an important complement to the quantitative model, as they uncover the meaning-based foundations of the observed statistical associations and demonstrate how values and climate are translated into concrete patterns of interaction. Thematic coding revealed that family upbringing is structured around a set of stable social and pedagogical practices that organize communication, shape the rhythm of family life, and orient the child's overall development.

The first theme relates to the role of family rituals as a key carrier and transmitter of values. Parents described shared meals, holiday traditions, evening conversations, and weekly planning discussions as practices that ensure regular emotional contact and create a space for reinforcing values of mutual assistance, gratitude, and respect. One parent noted: “When we gather as a family in the evening, everyone can talk about their day. It is our way of being together, understanding one another, and teaching children to listen to other people’s opinions.” Such statements highlight that rituals function as a structural mechanism through which family value orientations acquire stability and sustain a high level of emotional connectedness, which corresponds to the significant association identified between values and family climate in the structural model. Within the moderated-mediation framework, these ritualized practices can be interpreted as contextual processes that strengthen the pathway from value orientations to family climate, thereby reinforcing the mediating mechanism rather than acting as isolated cultural features.

The second theme concerns dialogical parenting practices, reflecting parents’ commitment to open discussion of emotions, difficulties, and conflict situations. Many parents and educators emphasized the importance of allowing the child “to say what is worrying them” and of adults responding with respect and without judgment. A typical position was expressed as follows: “We always try to listen to the child first, even if they are wrong. This helps them understand their emotions and not be afraid to speak.” These practices foster an atmosphere of trust, which is consistent with the strong path coefficient observed between family climate and sustainable relationships in the SEM model. From the perspective of moderated mediation, dialogical parenting practices operate as interactional conditions that amplify the strength of the climate → sustainability pathway by enhancing emotional safety and communicative openness, thereby clarifying the qualitative meaning of the strongest quantitative path ($\beta = 0.72$).

The third theme captures mechanisms of support and mutual assistance in crisis situations. Parents described illness, academic difficulties, temporary conflicts, or periods of heightened stress as moments when “the family gathers around the child” and actively reconsiders interaction norms. As one interviewee explained: “When our son had a difficult year at school, we introduced a tradition of short Friday talks to help him cope with stress.” Such practices demonstrate that a key component of sustainable family relationships is the family’s capacity to adapt and to create an emotionally safe space under conditions of strain precisely the form of adaptability that was significantly associated with relationship sustainability in the structural model. These qualitative observations provide process-level evidence for the mediating role of family climate, illustrating how adaptive practices translate latent relational resources into observable resilience outcomes within the moderated-mediation configuration.

The fourth theme relates to pedagogical and school-based mechanisms that either strengthen or weaken the value potential of the family. Educators highlighted the importance of parent meetings, joint school–family–community projects, educational initiatives aimed at developing children’s emotional literacy, and individualized consultations with parents. Parents, in turn, noted that “when the school provides support, we feel that we are working in the same direction,” which enhances confidence in their parenting strategies and promotes greater coherence in family practices. In analytical terms, the family–school partnership theme was integrated into the moderated-mediation interpretation as a contextual moderator that can intensify or attenuate the indirect pathway linking values, climate, and sustainability, thereby providing a qualitative explanation for variability in the strength of mediated effects observed in the SEM model.

The qualitative findings thus not only complement but explicitly extend the quantitative model by indicating which specific practices function as mechanisms realizing the identified statistical relationships. Family rituals, dialogical parenting, crisis support, and coordinated interaction with schools emerge as the “channels” through which family value orientations are embodied in everyday communication and strengthen relationship sustainability. Rather than remaining parallel narrative evidence, these thematic mechanisms were conceptually mapped onto the structural pathways of the SEM model, allowing qualitative insights to inform the interpretation of moderated mediation and to clarify the relational processes underlying the indirect effects. These mechanisms are summarized in Table 5, where thematic clusters are linked to corresponding elements

of the model, allowing their functional role within the value-oriented system of family upbringing to be clearly identified.

Table 5. Thematic mechanisms of sustainable family relationships and their links to the quantitative model.

Thematic cluster	Brief description	Illustrative example	Link to model components
Family rituals	Regular shared-time practices that reinforce values	"We have dinner together every evening and talk about the day"	Strengthen the influence of values on family climate
Dialogical parenting	Open discussion of emotions and joint problem-solving	"We listen to the child first, then discuss"	Enhances trust and emotional support
Crisis support	Adaptive strategies to support the child in difficult situations	"During a difficult year, we introduced Friday talks"	Reinforces relationship sustainability
Family-school partnership	School initiatives that enhance the family's value potential	"When the school helps, we move in the same direction"	Contextual moderator of mediated effects

To integrate the quantitative and qualitative data, a schematic representation was developed illustrating the interconnections among the key components – values, family climate, sustainable relationships, and the identified thematic mechanisms demonstrating how the model operates in real-life practice. The integrative scheme was constructed specifically to reflect the moderated-mediation logic of the study, showing how qualitative themes provide explanatory depth to the statistically identified indirect pathways rather than functioning as independent descriptive categories.

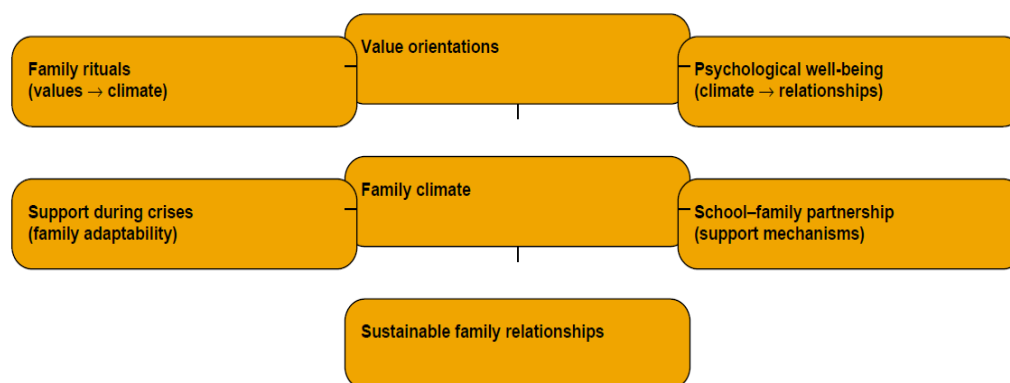


FIGURE 6. Integration of quantitative and qualitative findings.

V. DISCUSSION

The findings of the present study demonstrate that the sustainability of family relationships should be understood not as a set of isolated psychological traits but as a dynamic system in which parental value orientations, characteristics of the family climate, and everyday socio-pedagogical practices function as mutually reinforcing layers of a unified relational mechanism. This interpretation is consistent with Bronfenbrenner's ecological framework [26] and systemic approaches to family functioning [9]. However, the present findings extend these theoretical traditions by empirically demonstrating that latent value structures become operational primarily through emotionally mediated interactional processes within the family context.

First, the SEM results indicate that parental value orientations represent a meaningful but predominantly indirect determinant of sustainable family relationships. The strongest pathway in the model links family climate to relationship sustainability ($\beta = 0.72$), whereas the direct effect of parental value orientations remains comparatively modest ($\beta = 0.18$). This configuration suggests that values function less as immediate behavioral determinants and more as interpretative and motivational frameworks that acquire practical significance when

translated into everyday patterns of cohesion, emotional support, adaptability, and open communication. This interpretation is consistent with previous research identifying family climate and interactional processes as central mediators between parental orientations and relational outcomes [2, 12, 16, 17].

The confirmed three-factor structure of sustainable family relationships - trust, open communication, and joint coping with difficulties further supports the view that relational sustainability is maintained through continuous emotional and communicative work rather than through isolated supportive actions. This conclusion is consistent with Walsh's conceptualization of family resilience [3] and subsequent empirical research on cohesive and emotionally supportive family environments [40, 42]. At the same time, the qualitative phase adds explanatory depth by showing how family rituals, dialogical parenting, and shared problem-solving operate as concrete stabilizing mechanisms that sustain the emotional climate required for resilience to develop.

Another important finding concerns variability across family structures. Multigenerational families demonstrated higher levels of cohesion and emotional synchrony, suggesting that extended kinship networks may function as buffering resources that reinforce both intergenerational value transmission and family-climate stability. In contrast, single-parent families displayed lower average scores across several relational indicators, pointing to structural pressures that may constrain the enactment of value-oriented practices despite strong parental intentions. These differences should not be interpreted as inherent deficiencies of particular family forms. Rather, they indicate unequal access to emotional, temporal, and social resources. The qualitative findings further showed that structured family conversations, consistent pedagogical support, and sustained engagement with schools may partially compensate for these constraints.

The role of family-school partnership also emerged as an important contextual factor. Rather than functioning as a peripheral institution, the school may contribute to coherence between parental expectations, children's developmental needs, and the broader educational environment. Through joint initiatives, individualized consultations, and emotionally responsive pedagogical practices, schools may reinforce the interactional conditions through which parental values are translated into sustainable family relationships. This interpretation corresponds with previous research emphasizing the contribution of educational institutions and school-family cooperation to family support and relational sustainability [18–20]. The interpretation of these findings nevertheless requires attention to contextual boundary conditions. The present study was conducted in an educational environment characterized by relatively stable institutional support and active family-school interaction. Consequently, the magnitude of the identified pathways may differ in rural schools or communities with more limited educational infrastructure. In rural contexts, extended family networks and local cultural norms may strengthen intergenerational value transmission while simultaneously altering the structure and functioning of family climate. These factors may moderate both the direct and indirect relationships identified in the current model.

Socio-economic variability represents an additional boundary condition. Families experiencing economic strain or limited access to educational and social resources may maintain strong parental value orientations while encountering structural barriers that restrict their capacity to sustain emotionally supportive interaction. Under such conditions, the pathway from parental values to sustainable relationships may remain theoretically relevant but may operate with reduced strength. Socio-economic conditions should therefore be considered when applying the proposed model within broader educational, preventive, or policy frameworks. The findings should be interpreted as context-sensitive rather than universally uniform, underscoring the need for multisite and longitudinal research involving diverse geographical and socio-economic settings.

The integration of quantitative and qualitative evidence indicates that sustainable family relationships emerge at the intersection of three interdependent levels. The value level provides the motivational and semantic orientation of the family system; the climate level shapes the emotional and communicative environment; and the practical level represents the everyday mechanisms through which values are enacted. This multilayered configuration is consistent with the satisfactory fit of the structural model ($CFI = 0.957$; $RMSEA = 0.046$) and supports the use of interdisciplinary approaches that integrate psychological, pedagogical, and social perspectives on family development. Building on these findings, the study proposes an operational

framework linking parental value orientations, family climate, relational practices, and sustainability outcomes. Within this framework, parental values constitute the motivational foundation of upbringing, family climate functions as the primary mediating environment, and concrete practices—including family rituals, dialogical interaction, shared problem-solving, and collaborative engagement with schools—serve as actionable mechanisms through which sustainable relationships are strengthened. By organizing these elements into a sequential explanatory structure, the model provides a practical basis for educational programs, family-support interventions, and policy measures aimed at fostering emotionally resilient family systems. Rather than treating sustainability as an abstract or fixed psychological characteristic, the proposed framework conceptualizes it as the cumulative outcome of coordinated value-oriented practices embedded within supportive relational environments. Sustainable relationships therefore arise not from parental intentions alone but from the repeated translation of those intentions into emotionally responsive and socially supported patterns of interaction.

In sum, the present study demonstrates that sustainable family relationships are not a simple by-product of individual parental characteristics. They emerge through a multilayered process in which values, emotional conditions, and everyday practices converge. The value-oriented model proposed in this study therefore contributes to the theoretical understanding of family sustainability and provides a practical foundation for educational interventions, preventive strategies, and policy initiatives designed to strengthen family resilience under conditions of contemporary social change.

VI. CONCLUSION

The findings of the study demonstrate that the value-oriented model of family upbringing constitutes a complex system in which parental values, parameters of family climate, and everyday social-pedagogical practices together form a unified mechanism underlying the sustainability of family relationships. The analysis confirms that value orientations alone are insufficient to create a stable and supportive family environment; what proves decisive is how these values are enacted in daily interaction through emotional support, open dialogue, shared rituals, and adaptive responses to difficulties. SEM provides compelling evidence that family climate functions as the key mediator between deep-seated value orientations and the level of relationship sustainability. Strong standardized coefficients along the paths “values → climate” and “climate → sustainability” attest to the systemic nature of family upbringing, in which the emotional atmosphere offers greater explanatory power than any single parental characteristic. Qualitative evidence deepens these conclusions by identifying the specific behavioral and communicative mechanisms that sustain stability: regular family rituals, dialogical practices, joint coping with challenges, and family-school partnership. Accordingly, the sustainability of family relationships should be understood not as a static family attribute, but as the outcome of continuous, intentional, and value-laden work carried out by members of the family system.

The theoretical contribution of the study lies in the development and empirical validation of an integrative model that brings together motivational (values), emotional-communicative (climate), and practical (family actions) components of upbringing. The model demonstrates that values assume a regulatory function only when they are embedded in everyday forms of interaction. In doing so, it advances contemporary scholarship by bridging the gap between value research and studies of intra-family dynamics, and it offers a new analytical framework for pedagogy, psychology, and interdisciplinary social sciences.

The practical significance of the study stems from the fact that the identified mechanisms can inform the design of effective family-support programs, including parent training, courses in emotional literacy, family-stress prevention initiatives, and comprehensive family-school projects aimed at strengthening trust and coherence in upbringing strategies. The model may be applied by social pedagogues, psychologists, school administrators, and family-policy specialists for risk assessment, the development of targeted interventions, and the promotion of children’s emotional well-being.

1. STUDY LIMITATIONS

Although the study demonstrates strong internal coherence and a theoretically grounded modeling strategy, several limitations should be acknowledged in order to delineate the scope of interpretation and the boundaries of generalization. First, the empirical data were collected within a specific educational context characterized primarily by urban family settings; therefore, the structural relationships identified in the model should be interpreted cautiously when considering rural communities or families with substantially different socio-economic conditions. This clarification responds to the need to specify boundary conditions of generalization and highlights the importance of future multi-site replication across diverse educational environments. At the same time, the stability of the measurement model and the consistency of indirect pathways provide a solid analytical basis for further replication in more heterogeneous samples.

Second, the reliance on parental self-reports introduces the possibility of subjective bias and socially desirable responding. However, this limitation was partially mitigated through procedural safeguards embedded in the research design, including anonymous participation, balanced wording of items, and analytical inspection of measurement properties within the SEM framework, which reduces the likelihood that common-method variance alone accounts for the observed relationships. Nevertheless, future studies would benefit from multi-informant data sources, incorporating perspectives of children, teachers, or independent observers to enhance the ecological validity of the findings.

Third, the cross-sectional nature of the research restricts conclusions regarding temporal causality. While the moderated-mediation structure of the SEM model allows the examination of indirect pathways, it does not capture how these relationships evolve over time; consequently, longitudinal designs are required to verify the stability of mediation effects and to clarify developmental trajectories of family climate and sustainability. This limitation reflects the distinction between statistically modeled pathways and temporally confirmed causal processes.

Finally, the cultural and contextual specificity of the study should be considered. Although the research situates family sustainability within the contemporary Kazakhstani sociocultural landscape, it does not differentiate ethnocultural or regional subgroups, which may interpret values, climate, and upbringing practices differently. Recognizing this limitation frames the model as contextually grounded rather than universally fixed and indicates the necessity of culturally comparative validation in future research. These limitations do not diminish the significance of the findings; rather, they clarify the analytical frame within which the proposed model should be interpreted.

2. DIRECTIONS FOR FUTURE RESEARCH

The findings of the present study open several promising directions for subsequent investigation that may deepen and extend the proposed value-oriented model of family upbringing. Future research would benefit from longitudinal modeling that traces how parental value orientations and family climate evolve over time and how these dynamics influence the sustainability of family relationships across developmental stages, thereby addressing the temporal limitations of the present cross-sectional design. Comparative cross-cultural studies may further illuminate which aspects of the model represent universal mechanisms of family resilience and which reflect culturally specific patterns shaped by local traditions and educational environments.

Another important avenue involves the expansion of data sources beyond parental perspectives through multi-agent designs that integrate reports from children, educators, and school psychologists. Such triangulation would strengthen the robustness of the SEM framework and reduce potential single-source bias, directly responding to methodological considerations raised in contemporary family research. In addition, intervention-based studies grounded in the present model could test whether structured practices such as dialogical parenting routines, family rituals, or collaborative school partnerships lead to measurable improvements in family climate and relationship sustainability.

Finally, future investigations may examine broader socio-pedagogical and structural moderators including digital environments, parental employment conditions, educational infrastructure, and access to community support systems to evaluate how external contexts influence the pathways identified in the model. Positioning

the framework within these wider ecological conditions may enhance its applicability for policy development and family-support programs.

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Author Contributions

Conceptualization, A.N. and B.D.; methodology, A.N. and N.A.; formal analysis, A.N.; quantitative analysis and structural equation modeling, A.N.; qualitative analysis, N.A. and F.A.; investigation, A.N., N.A., and F.A.; data curation, N.A. and F.A.; visualization, A.N. and A.N.; writing—original draft preparation, A.N.; writing—review and editing, B.D., N.A., and A.N.; supervision, B.D.; project administration, B.D. and A.N.; resources, A.N.; validation, A.N., B.D., and N.A.

All authors have read and agreed to the published version of the manuscript.

Conflicts of Interest

The authors declare no conflicts of interest.

Data Availability Statement

The authors adhere to contemporary principles of research transparency and analytical reproducibility. To support independent verification of the study procedures, a structured replication package has been prepared, including a data dictionary, anonymized aggregated datasets, structural equation modeling syntax, and detailed documentation of the analytical workflow.

All materials are organized in a form that enables replication of the measurement models and moderated-mediation analysis while fully preserving participant confidentiality. In accordance with ethical requirements, raw interview transcripts and individual survey responses are not publicly shared; however, derived indicators and model specifications necessary for replication are provided.

The replication materials are archived in an open-access repository with a persistent identifier ensuring long-term accessibility and version control. The repository link will be activated upon final publication of the article in accordance with journal policy.

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Not applicable.

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