

THE CONCEPT OF FAMILY AND THE TEACHING PROFESSION. ANALYSIS OF THE OPINIONS OF STUDENT-TEACHERS, UNIVERSITY OF GRANADA (SPAIN)

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Introduction

Traditionally, the family has been considered as the primary and natural unit; in order to survive, it required of the union and coexistence of all its members. This institution, which has always existed, has suffered numerous changes and modifications so as to adapt to and accomplish all the functions assigned to it in throughout history. Thus, in the middle Ages homes were the center of production and services. All the members collaborated with the productive service; it can therefore be said that the family function at that time was mainly economic. In the XVII century, men started to work out of home. The roles of women and men changed. While men were working outside women became housewives. From this moment onwards, marriage lost its economic base and new ideas emerged.

The family accomplishes a set of basic functions in society: sexual relations, reproduction, education, personal development of children, socialization, affectivity, and subsistence. We can also mention the following: a) Children self-confidence accomplishment; b) moral consciousness formation c) Intellectual aptitudes development; d) Empathy and solidarity promotion e) Solving and overcoming conflicts capacity development.

To accomplish all the functions the family needs to gather some characteristics such as:

- good level of communication among members
- agreement between parents regarding their valuations
- steady social relations
- affective attitude among members

The end of the XX century is witness to a process of individualization, not only at an affective level but also at a sexual one, producing great changes in the conception of family. New typologies emerged: homosexual couples, single parents couples, informal unions, marriages with no kids by agreement, families conformed after second wedding with children of the first marriage... In short we are talking of different types of families adapted to the new economic and social needs of a post-industrial society.

Nowadays, the structure of the family tends to be nuclear, i.e., a couple and their children, though this can be affected by new situations of coexistence. In this kind of family we find a common dynamic of parents that work and children that either study or work. In fact, though lately this institution has undergone important modifications either in its structure or in its unity, it continues to be one of the fundamental pillars of social life.

This article is focused in the analysis of the value “family” by future Primary teachers at the University of Granada. First we present the state of the art regarding the concept of family and family organization forms, and then we explain our research work characteristics with some general data to finally focus in the study and analysis of the value “family” amongst students.

Family. Concept

The term family is not a unique concept for all periods of time and cultures so we can find great cultural differences in its definition.

From the perspective of systemic theory, family is defined as “an open, self controlled.... system” (García – Roca, 1999). This system conveys a group of structures where a hierarchy of its components exists, there are rules to regulate the relations among the members and their relationship with others.

The dictionary of The Spanish Language (2000: 431) defines the term family as: “group of persons with a relationship like the one among parents, brothers and sisters and cousins and nephews. Group of things or people with common origins and similar characteristics.”

From our conception, we can define family as an organized and hierarchic system, structurally delimited by a series of rules with the aim to protect the concerns of the people that conform it, which at the same time share links of affectivity and intimacy.

Family organizations

With the pattern “nuclear family” some other family organization have developed, such us single parents homes, homes with only one person and informal unions.

– **Single parents homes.** The origin, the cause, the evolution of this kind of family cannot only be attributed to separation and divorce, since 80% of these homes are headed by women over 65 years old, most of them widows. Elements which generate this kind of situation are among others: widowhood

(43%), single mothers (7%), families with only one member due to emigration and imprisonment (CO9). From the last census of population (Tobío & Fernández- Córdón, 1999), the percentage of single parents families in our country with regards to the total of families with children under 18, was of a 8,6%.

Single women with children in Spain, contrary to the rest of women of other countries, tend to have a higher job rate than those who are married, since in our country there is social security for single parents homes and the professional qualification of these women is very high; to a great extent, divorce and separations in Spain are related to an economic level above the media.

One of the characteristics of single parents families all over Spain is the difference related to social welfare. To illustrate our assertion we can say that single mothers live from their own work, and from some occasional help from the welfare. Widows have a pension, sometimes very low and their organizing capacity to push the administration is greater in relation to that of singles.

-Homes with only one person. Spanish homes where only one person lives represent 13,4% out of the total. However in Germany they are a 32,4%, 20,7% in Italy, 28,7% in France, 12,7% in Portugal, 19,4%, in Ireland a 26,4%, and 26,6% in the United Kingdom. The percentage for the European Union is 26,6%. Mainly they are a consequence of aging and the increase of single adult population. It is one of the sectors with faster extension and as people get older it generates some difficulties. According to INSS 2000 some of them are:

A – Economic. Despite the efforts carried out by official institutions, pensions continue to be low for the majority of Spaniards. The average pension of the social security system on July, 2000 was 77.998 pesetas.

B – Housing: Though the majority of older people live in their own houses, some essential needs are found in their homes: heating, microwave, dish washer, etc.

C – Social relations: Old people tend to live with their couple and in less quantity with their children and other relatives. One out of 10 live with their sons or daughters, between 14 and 16% live alone. So they keep 80% of their social relations with other people, neighbours mainly.

D – Loneliness: Old people which live alone, driven by special situations, have gotten along well with it; 68, 3% of males to a 56,4 of females. 3 every 10 are not satisfied with their condition of loneliness.

E – Activities developed: As a consequence of being lonely 96,9 % watch TV, 71,4% listen to the radio, 70% take long walks, do some shopping, run the errands and in a less proportion go to shows, lectures and concerts, etc.

In the 90s, the amount of homes with only one person was 1.462.000, tendency which continues to rise in the XXI century. With regards to informal unions or unmarried couples, the report *Jóvenes Españoles* (1999) reveals the tendency of young people to this kind of relation, since 24% declared they want to be together for a while before getting married ecclesiastically. (Elzo, *et al.*,1999). In Spain, it seems a post marriage behavior more than a pre marriage one. Young people show their preference for this kind of relation since the relation with reproduction is not established as it is in other European countries.

The autonomous communities more advanced in this respect in our country are: Madrid (Dec., 2001), Balearic Islands (Jan., 2002), Aragon (March, 1999), Catalonia, Valence (March, 2001) and Navarra (July, 2000). They have regulated this practice by law. It is important to point out that homosexual couples in Spain, like in most of the members of the European Union, had no right to get married, although this has very recently been modified. Only in the law that regulates the renting conditions there are no references to discrimination due to sexual orientation. Navarra was the first one on this respect in Spain, allowing homosexual couples to adopt children.

As an essential part of the society, the family has been affected by all the preceding changes. The traditional model has been substituted by the alternative pluralism, splitting in multiple models. May be the element they have in common is the term “union” without distinctions about quantity, who, where or how, intending to satisfy basic needs of the human being: love, security and sex in their widest sense. In fact , nowadays we have so many models of family that it gets very difficult to reach an agreement, since what can constitute a model for some people, can be an anti-model for others.

The family for the young

The family continues to be one of the main supports of the Spanish society. Young people have valued and value the family as the place where the process of socialization of the individual takes place, and the first place where values are taught compared to other institutions like church, school, and groups of friends. That is why they think of having their own family and having kids goes as a second choice by the 72,2% of them (Buezas, 1995).

To the question asked by the already mentioned author: where did you hear the most important ideas that guide your life? The information obtained supports what we have been saying. A 72,8%, considers the family as a very

important institution, which plays a fundamental role in the guidance of the youth. The school with a 24,4%, friends with a 17,1%, the media with a 10,6%, the church with a 8,2% complete the list of preferences.

From the data obtained by the study of the Center of Sociological Research, October 1997, entitled “Youth and family environment” (quoted by Pérez Díaz *et al*, 2000), about the degree of importance of the family for young people, the 98% of the people between 15 and 25 who answered the survey considered the family as the most important institution in their lives. A 96% was very pleased with the relationship with the members of their families.

The same subject analyzed in Buezas (1995), was also analyzed in Gonzalo Blasco (200), in the essay “Spanish young people 2000”, showing a series of percentages we will show below: 53% considers that it is at home where the most important things are discussed and said, the 47% among friends, the 34% in the media, 22% in books, 19% at schools, 3% at the church and other places.

Elzo *et al* (1999) show some other aspects to be considered. Young people from middle or high class tend to value better the family; 74.55% consider it as a very important element in their lives. Next, they value positively friends with a 58,7%, work a 57%, earning money a 49.2%, honorable and moral life a 4.8%, etc...

As a conclusion, we can state that family holds an important position in the life of the young Spanish people because 53% of them usually get along well with their parents, 52% consider that parents must bring their children up, 86% think that the family is a place where a high degree of stability is provided to children, and 70% think that the family nucleus is “*very important*” and for 28% is “*quite important*” (Elzo *et al* 1999).

Our research

The study of the concept of family as interpreted by the future teachers of elementary education is an important piece of information for both institutions and groups of people involved in education. It may help the relationship family-school, since we must search for ways to raise the participation of parents in the life of the school, and improve the educational process by offering priority to values related to the family. It is also interesting for students who live, sometimes unconsciously, a group of emerging realities without reflecting about them. And finally, it is also interesting for institutions related to the education of future teachers and citizens who have to direct the activities planned with an

accurate knowledge of the interests and priorities of the people to whom such educational planning is aimed.

The objective of this research was to get to know the values of the Primary student teachers, their strengths, hierarchy, changes and development, to clarify the current concept of family and finally analyze related concepts such as: grandparent, father, mother, brother/sister, for student teachers.

To reach this aim, we have developed a longitudinal study of three different academic years amongst the student teachers of Primary in the Faculty of Education in Granada. The data shown correspond to the first application of the values test in the school year 2001/02. A total of 120 students were interviewed; 19.6% of them were male and 80.4% female.

Research design

We used the axiological model of education presented below (see also Peñafiel, 1996, Casares, 1997, Álvarez, 2001, Cámara, 2003). The concept of “wholeness” is essential in the axiological model of the professor Gervilla (2000), referring to the education of man holistically, a harmonic development of every faculty and dimension, and the values derived from them. This ideal is not materialized by juxtaposition or quantitative addition of the potentialities of the human being, but through their integration and interrelation. The problem lies in determining which are those potentialities and values, and this depends on the concept of person taken as a starting point. In this sense, the concept of person as “being gifted with emotional intelligence, singular and free in his/her decisions, related to people and things in time and in space” (Gervilla 2000, 43), implies a series of categories or dimensions and values derived from each of them which shall be analyzed below. For each type of values there is a type of anti-values which consist basically in the negation or opposition of the former.

The model proposed by professor Gervilla (2000, 53) summarizes this conception of the person and relates it to the set of values and anti-values created from each one of its dimensions, liable to be materialized or rejected through education.

Tabla 1°. AXIOLOGIC MODEL OF INTEGRAL EDUCATION

PERSON	VALUES	Examples
Subject of education	Aim of education	Values ↔ anti –values
<i>1) animal of emotional intelligence</i>		
BODY	... corporal	... health, food ↔ disease, hunger
REASON	... intellectual	... know, critics ↔ ignorance, illiteracy
AFFECTIVITY	... affective	... love, passion ↔ hate, selfishness
<i>2) ...singular and free taking decisions</i>		
SINGULARITY	... individual	... intimacy, consciousness ↔ dependency, alignment
	... releasing	... freedom, faithfulness ↔ slavery, tranquility
	... moral	... justice, truth ↔ injustice, lie
	... volition	... want, decide ↔ not sure, lazy
<i>3) ...of relational and free nature</i>		
OPENNESS	... social	... family, party ↔ enemies, war
	... ecological	... mountain, beach ↔ pollution, waste
	... instrumental	... housing, car ↔ non habitable housing, consumerism
	... aesthetic	... beautiful, nice ↔ ugly, unpleasant
	... religious	... god, prayer, faith ↔ atheism, lack of faith
<i>4) ...in time and space</i>		
	... spatial	... big, small ↔ big, small
	... temporal	... hour, day, year ↔ hour, day, year

Our research group “*Valores Emergentes y Educación Social*” (Emerging Values and Social Education, MUM.580), re-elaborated this instrument, which includes values ten groups of values: affective, moral, ecological, individual, corporal, aesthetic, social, instrumental, intellectual, religious (Casares, 1995, 513-337). We devised a test oriented to show the degree of favorable reaction (very pleasant, pleasant, indifferent, unpleasant and very unpleasant) to a group of 25 words which conformed each value (Gervilla, 2000), since both, words and values, have a double component: informative and affective.

Results

First of all we will to show the global data concerning values and their hierarchy for future teachers.

Table 2. Value hierarchy – student teachers

<u>VALUE HIERARCHY</u>	
Affective	38,19%
Moral	34,59%
Ecological	33,50%
Individual	30,79%
Bodily	29,74%
Aesthetic	24,21%
Social	23,48%
Instrumental	20,07%
Intellectual	18,52%
Religious	9,8%

As we can appreciate, the affective values occupy the first position. In this sense, there is a with a high correlation with other axiological studies carried out with young people (Elzo et al, 1999; Cruz, et al, 1999, Álvarez Rodríguez, 2003, 2004, Injuve, 2005). This information seems logical since the affective domain is an important dimension in the person, providing a greater degree of happiness. Every term in this category has obtained a punctuation higher than +1 (interval between +2 and -2), excluding concepts such as getting married (+0.65 y +0.58), probably because of their association with commitment and institutional aspects.

The value “family” for teachers of elementary education

Our work is focused on the category of affective values, which are those centered mainly in the relationships and affective expressions among people, as in the sentimental and emotional bonds in institutions of the family nucleus. The chart below shows the results obtained by each of the concepts related to family. It includes the number of individuals who answered to each concept, also the minimum and maximum of the punctuation obtained, average of each concept and its standard deviation.

Table 3. Affective values

CONCEPTS	N	MINIM	MAXIM	MEAN	STANDARD DEV.
To embrace	120	-1	2	1,74	,51
Grandfather	120	-2	2	1,56	,72
To caress	120	-1	2	1,77	,47
Emotion	120	-2	2	1,76	,50
To love	120	-2	2	1,88	,40
Friends	120	-1	2	1,77	,46
To kiss	120	-1	2	1,83	,43
Affection	120	-1	2	1,86	,38
Caress	120	-1	2	1,77	,49
Get married	120	-2	2	,65	1,10
Fun	120	-1	2	1,78	,46
Excitement	120	-2	2	1,67	,56
To fall in love	120	-2	2	1,71	,66
Spouses	120	-2	2	,59	1,09
Family	120	-2	2	1,67	,60
Happiness	120	-1	2	1,91	,36
Siblings	120	-2	2	1,58	,65
Children	120	-2	2	1,35	,91
To pick up	120	-2	2	1,20	,83
Mother	120	-2	2	1,83	,47
Boyfriend/girlfriend	120	-2	2	1,54	,72
Father	120	-2	2	1,67	,71
Feeling	120	-2	2	1,71	,54
Be loved	120	-1	2	1,89	,38
Tenderness	120	-1	2	1,80	,46
TOTAL	120	0	50	40,46	7,69

The affective values get the highest positions, always close to +2, except by the values get married and spouses with a standard deviation 1.09 y 1.10, respectively. The words with the highest punctuation were: happiness (1.91), be loved (1.89), love (1.88), affection, (1.86), etc.

Trying to reach our objectives, we gave a step forward in our research deepening on this category (affective values), in the family (item 65), grandfather (items 52), get married (item 60), spouses (item 64), siblings (item 67), children (item 68), mother (item 70), father (item 72), in order to state the perception of these by future teachers, in relation to the variable sex, political ideology, religious ideology, election of their course, etc.

In relation to the variable sex (item 65 family), men position themselves close to pleasant and very pleasant, with punctuation: pleasant=6 and very pleasant=16. With regard to women, they position themselves as men with punctuation: pleasant=21 and very pleasant = 71.

Table 4. Sex variable

<i>Family value</i>	M. D	D	I	A	M.A	TOTAL
No Answer/ Don'tknow					1	1
Man			1	6	16	23
Woman		1	3	21	71	96
Total		1	4	27	87	120

If we analyze the variable “political ideology”, we can observe significant differences in those who declare themselves to be on the left (21), with positions towards the family as pleasant (4) and very pleasant (15), against those who are on the right (9), with values between pleasant (1) and very pleasant (7). We would like to outline that those who consider themselves indifferent with punctuation higher to (68) consider the family pleasant (17) and very pleasant (50). As we can observe in the table, the political ideology of the students of elementary education is mainly towards indifference, since 68 of the 120 students interviewed consider themselves little committed with everything related to politics.

Table 5. Political ideology variable

<i>Family value</i>	M.D	D	I	A	M.A	TOTAL
No answer/don't know				1	3	4
Left			2	4	15	21
Left-center				2	6	8
Center				1	4	5
Right-center				1	4	6
Right			1	1	7	9
Indifferent		1	1	17	50	68
TOTAL		1	4	27	87	120

Regarding the variable “religious ideology”, it is proved that the subjects questioned do not attend a church regularly, considering the family as pleasant 16 students and very pleasant 52.

Table 6. Religious ideology variable

<i>Family value</i>	M.D	D	I	A	M.A	TOTAL
No answer/don't know					1	1
Indifferent			1	3	8	11
Atheist			1	2	5	9
Agnostic			1	4	10	14
Practicing				2	12	14
Little practicing			1	11	37	50
No practicing			1	5	15	21
TOTAL			5	27	87	120

The variable “degree chosen as first option” also shows that those who chose being teachers in their first option have a higher punctuation, placing themselves towards pleasant (14) and very pleasant (47), with regard to the family value. We would like to outline that the appreciation of the family decreases in those subjects who decided being teachers as their second, third or fourth option.

Table 7. Degree chosen as first option

<i>Family value</i>	M.D	D	I	A	M.A	TOTAL
No answer/don't know					2	2
First option		1	2	14	47	64
Second option		1	2	8	25	35
Third option				2	6	8
Fourth option				1	4	5
Other				2	3	5
TOTAL		2	4	27	87	120

Finally, we find convenient to present a frequency table which shows the global perception of the family value by the students: A 22,4% of them regard it as pleasant and a 72,8% as very pleasant.

Frequency table 9. Global perception

Family value	Frequency	Percentage
Very unpleasant	0	,1
Unpleasant	1	1,0
Indifferent	4	3,7
Pleasant	27	22,4
Very pleasant	87	72,8
Total	120	100,0

From the quantitative perspective we asked a representative sample of the population (65 subjects) their opinion about these concepts and we have selected some expressions or words in order to complete the quantitative dimension of our research. For the future teachers, the family is related to terms like: *“happiness, conflicts, advice”, “the one who will never betray you”, “people who I trust the most”, “center of my life”, “affection, unity, love, the last thing you can lose”, “social mainstay”, “There are people who are a family without kinship”, “group of people joined by kinship”, “a mainstay in my life”, “your most loved ones, those who you really know and help you in the most difficult times”, “people who will always be there for you”.*

Now we will analyze different frequency tables where we can clearly identify the assessment of each of the terms and the percentages according to a five point Likert scale which ranges between very unpleasant and very pleasant.

The results obtained are expressed in frequencies in the table below, in relation to the perception of the young students about those items closely related to the family.

Table 10. Frequencies

Items	Grandfather (52)		Get married (60)		Husband and wife (64)		Siblings(67)	
	Frequenc y	Percentag e	Frequenc y	Percentag e	Frequenc y	Percentag e	Frequenc y	Percentag e
M.D	1	,60%	6	5,4%	6	5,3%	0	,2%
D	1	,7%	8	6,5%	9	7,2%	1	,5%
I	9	7,8%	39	32,5%	42	35,0%	7	5,8%
A	28	23,2%	34	28,7%	34	28,5%	34	28,3%
M.A	81	67,6%	32	27,0%	29	24,0%	78	65,2%
TOTAL	120	100,0	120	100,0	120	100,0	120	100,0

The punctuation observed in the table shows the perception of the young students about the item grandfather (52), with a percentage of 67,6% who consider it very pleasant, the item get married (60), where the percentage decreases to 27,0% who consider it very pleasant, the item spouses (64), with a punctuation of 24,0% and siblings (67), with a percentage of 65,2%, considered very pleasant. As we can observe, the lowest punctuation match with the items get married and spouses, maybe because of the burden and personal engagement they imply.

We are going to analyze each of these items from the quantitative perception according to the comments made in the individual interview: the grandparents are the basis of the family pyramid, they play an important role as an element of the family integration because they keep the cohabitation bonds between their children and their grandchildren and also keep explanatory elements for the development of their grandchildren for a better understanding of the surrounding world. Nowadays we live too fast, and at home, with the experiences of the grandfather, the grandchildren can expand and receive more attention in order to listen, play and talk about stories about their parents, making him have a

sense of continuity of the family. However, some people think that they are saboteurs of the parental cohabitation rules, ruining the education of the grandchildren, being less strict about some matters parents consider essential for the education of their children.

Some concepts that define the grandparents are: *“people who pamper you the most”, “the main member in my family”, “my second parents, in my case they are like my parents because they have grown me up”, “maximum authority, memories, patience”, “my friend” “beginning of the family”, “person in the family that nowadays remains in the background” “person who is a nuisance when is ill” “person who spends a long time at home with the TV control”*

The values **“get married”** and **“spouses”**, are both marked by engagement, a contract between a man and a woman, unity between both sex which carries a shared responsibility. These are concepts associated to faithfulness and indissolubility. Talking about them means being anchored in the past without future, is a more or less romantic affair, little feasible, with these terms you lose autonomy and individuality. From this view, young teachers define the term **“get married”** as: *“the best thing you can do if you are sure”, “it is for the entire life”, “a lot of responsibility”, “unity of family interests”, “engagement”, “nowadays it does not have a lot of meaning”, “that is what my mother wants for me”,* and the term **“spouses”** as: *“synonym of respect for each other” “two people in one”, “people without a distant future”, “couple”, “nowadays means routine, divorce, duties and few times eternity” “couple who accepted the engagement but not always make it true”*.

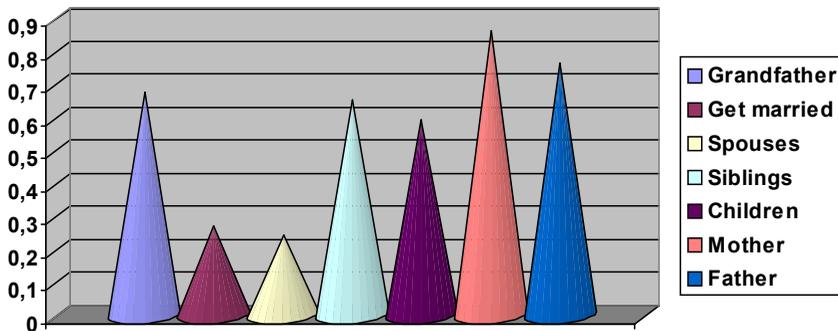
The term **“siblings”**, contains a lot of interpretations according to the type of relation established between them. The competition between siblings of the same sex and little age difference is a common problem in early ages. However, when they reach the adult age, they learn one from the other, sometimes, your sibling becomes your best friend, and they share secrets and experiences which enrich the relationship among them.

The students of the *Education Science Faculty* think that **“siblings”** are: *“an important man in my life. They are always there. Support, help, confident”, “my best friend”, “friends and first confidants. They’re always there”, “a part of me, although we carry different lives, but for me is very important to know that he is there and I am there for him”*.

Table 11. Frequencies

Items	Children (68)		Mother (70)		Father (72)	
	Frequenc y	Percentag e	Frequenc y	Percentag e	Frequenc y	Percentag e
M.D	1	1,0%	0	,2%	1	1,1%
D	3	2,5%	0	,2%	1	1,2%
I	20	16,3%	2	2,0%	5	4,2%
A	26	21,3%	14	11,5%	21	17,2%
M.A	71	58,8%	103	86,0%	92	76,3%
TOTAL	120	100,0	120	100,0	120	100,0

From the analysis of this table we deduce that the assessment of this three items has been positive, although the higher punctuation matches the term “mother” considered by (86.0%) of the sample as very pleasant. It is very important to say that the mother plays a role much more outstanding than that of the father (76.3%). The graphic representation explains the preference of the students of the *Education Sciences Faculty* for each of these terms.



“**Children**” are considered as the expression of affection between two people who love each other, being the most important thing in the life of the couple and those in where the love between the couple is reflected.

The perception of the term “**children**” by the students of the *Education Sciences Faculty* is determined by the following expressions: “*result of the*

perpetuation of the human race”, “a mistake that it is made sometimes and which can be good or bad”, “they’re part of you”, “responsibility and love. an ever lasting mortgage”, “a nuisance, although people say they are everything in their lives”, “product of the relationship between a man and a woman”, “little bigheaded beings who will ignore you when they grow up but still will spend your money”, “little person who give you life. They are the first; they are the reason for living. They give sense to your life”.

The mother plays an essential role within the family. *She is the key element, the heart of the home. She is who softens the tensions providing understanding and a smile in the relationship within the family nucleus. We turn to her before to anyone else when we feel lonely, when we have problems or when we feel that we have lost everything.* From the point of view of the students interviewed, the “**mother**” is *“our guardian angel. She gives you your life and shares it with you. She takes care of you, protects you, encourages you, helps you, advises you, etc...”*, *“she is the only person who is unselfish with me”, “half of our life. The one who with we share almost everything, good or bad. The one who is always right”, “my pride and an example”, “the one who you owe everything, the one who does not sleep when your not at home “the one who will never let you down, the one who loves you most. Absolute support and love”, “she is there every time you need he, she is always there”, “person that I trust the most and who will always do the best for her children” “embodied perseverance and work and goodness. She loves you despite everything”, “visible head of the family”.*

The father is, together with the mother, the main model for the children. He is the person who shapes the first experiences that through the time, will be part of the personality of the children. This will allow us to feel we belong to a group, a family.

The “**father**” is the one who advises you and show you the life values, he plays a role marked by the features defined in the subjects questioned: *“person who is always there, who guides you and loves you”, “protector”, “person who I trust the most, who I respect the most and who would always do the best for me” “he is a person who with I come frequently into conflict”, “the complement of the mother; as loved as her, but sometimes with less confidence”, “authority, hard-working, respect and obedience”, “he is that cold person, who works out, who does not show his feelings so much but who is also completely besotted. He is usually more severe; who is always telling off about everything and who you can talk to about football”*

Conclusions

As we can see in the results, the future teachers show a value hierarchy accentuated by emotion, moral and ecological values.

The family institution plays an important role in society in Western cultures as well as in other cultures. The pedagogical ability of the family is clear: it is the mainstay in the education of people which are part of the society. Then, the family is still one of the mainstays of young students. They appreciate the family nucleus as the place where the process of socialization of a person takes place, and the first place where values are taught.

Young people consider family as the main institution, holding a privileged position in their lives, and considering it as a space which provides a high degree of stability.

Almost every matter questioned gives a great importance to the family value, so family holds an outstanding position as the basic nucleus in which the society in which we live stands. It is also the center where the basic values and feelings of a person are developed.

Some other conclusions that we could highlight are:

- Both women and men value as pleasant and very pleasant the family institution.
- The political ideology determines that those students who consider them to the left consider better the family than those who are to the right.
- The religious ideology does not determine the perception about the value family since most of the individuals (indifferent), see the family as pleasant or very pleasant.
- Those who chose this course in their first option appreciate the family more than those who did it in their second, third or fourth option.
- The grandfather plays still an essential role in the life of these young students.
- The siblings are valued very positively as people who share everything.
- Children give sense to the life of the couple.
- The mother plays a fundamental role in the bosom of the family. She is the key element in the family unity of the students of the Education Science Faculty. She is the one who softens the tensions providing understanding and a smile in the relationships within the family nucleus.
- The father plays a secondary role within the family, marked by relationships of obedience, respect and authority.

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КОНЦЕПЦИЯТА ЗА СЕМЕЙСТВОТО И ОБУЧЕНИЕТО. АНАЛИЗ НА МНЕНИЕТО НА СТУДЕНТИ, БЪДЕЩИ УЧИТЕЛИ

ХОСЕ АЛВАРЕС РОДРИГЕС

Резюме

В исторически план семейството има набор от функции, които се променят така, че да се адаптират към новите социални промени: плурализъм, движението за феминизъм и др. Тези промени водят към нови форми на организация на семейството. Целта на тази статия е да се покаже еволюцията на ценностната система в студентите по отношение на семейството. Изследването е проведено в Педагогически факултет на университета в Гранада, Испания.

THE CONCEPT OF FAMILY AND THE TEACHING PROFESSION. ANALYSIS OF THE OPINIONS OF STUDENT-TEACHERS, UNIVERSITY OF GRANADA (SPAIN)

JOSÉ BLVAREZ RODRIGUEZ

Summary

Throughout history, the family has fulfilled a set of functions which have been modified so as to adapt to the new social changes: pluralism, the feminist movement. These changes brought forward new forms of family organization. The aim of this paper is to show the evolution of values in student-teachers with regards to the family concept, to know their axiological hierarchy and find out how young teachers conceive of the family. We shall be focusing our study in the students currently taking their degree at the Faculty of Education, Granada (Spain).