Summary of the Doctoral Dissertation: The Transmission of Values in the Family

The transmission of values within the family is a multi-generational process of passing down norms, beliefs, and behavioral patterns that shape an individual's identity and social interactions. In the era of rapid socio-cultural transformations, the influence of media, and globalization, the traditional model of value transmission is undergoing modifications, raising questions about its current form and effectiveness. This doctoral dissertation seeks to explore which values dominate among young adults, which agents play a crucial role in shaping them, and to what extent the declared values are reflected in everyday choices and behaviors. The research conducted among university students, representing Generation Z, aimed to verify hypotheses concerning the hierarchy of values, factors influencing their preferences, and the mechanisms of their transmission within the family.

The first chapter presents the family as the primary environment for the transmission of values, considering the impact of social changes that determine its contemporary form. In the context of globalization, the information revolution, and dynamic shifts in social roles, the family is no longer the sole source of value formation, leading to growing competition from other agents such as schools, peer groups, and the media. This chapter analyzes the reinterpretation of parental roles, highlighting the increasing importance of individualism and autonomy among the younger generation, as well as the weakening of traditional structures based on hierarchy and authority. The chapter also explores the family's socialization and educational functions, emphasizing that despite the influence of modern technologies and changing lifestyles, the family remains a key factor in shaping value systems. Another crucial aspect examined is the impact of family bonds and relationships on the formation of moral attitudes in children and adolescents. The quality of parent-child relationships, communication patterns, and role models significantly influence the internalization of values.

The second chapter focuses on the world of values among contemporary youth, illustrating their hierarchy and evolving criteria of evaluation. The classification of values preferred by young people is explored through both traditional axiological theories and contemporary research on moral awareness. The chapter discusses value concepts proposed by Rokeach, Schwartz, Spranger, and Hartmann, while placing special emphasis on Max Scheler's phenomenological theory of values, which serves as the methodological foundation of this

study. The analysis of moral, aesthetic, vital, hedonistic, and religious values allows for the identification of dominant trends among the studied sample and the factors influencing these preferences. Additionally, the chapter examines the impact of civilizational changes on the educational process, emphasizing the importance of axiological education in schools and universities. Various models and approaches to educational interventions aimed at shaping moral attitudes in younger generations are also discussed.

The third chapter outlines the methodological assumptions of the research, presenting the adopted research orientation, methods, and techniques. A mixed-methods approach was employed, integrating both quantitative and qualitative methodologies to obtain a comprehensive picture of the studied phenomenon. The quantitative research utilized the Scheler Value Scale (SWS-60), which enabled the determination of the hierarchy of values among students and the influence of sociodemographic variables such as gender, place of residence, field of study, and frequency of religious practices. Meanwhile, qualitative research, conducted through in-depth interviews (IDIs), allowed for an exploration of how respondents interpret values and reflect on their axiological upbringing within their families. This chapter also provides a detailed characterization of the research sample and discusses the organization and course of the study.

The fourth chapter presents the findings regarding the transmission of values within students' families. The first section analyzes the values preferred by students based on sociodemographic variables, allowing for the identification of key trends in their value hierarchy. The next section examines the agents responsible for value transmission and their influence on the respondents' moral development. The findings confirm that parents and grandparents play a predominant role as the primary carriers of values, whereas the influence of teachers, clergy, and media is less significant. By analyzing the alignment between students' daily behaviors and their declared values, it was observed that while most respondents identified family, interpersonal relationships, and personal development as central values, their implementation in daily life was often constrained by the fast-paced modern world, academic obligations, and the influence of digital technologies.

In the fifth and final chapter, a discussion of the results is conducted, and the findings are interpreted in relation to the proposed hypotheses. The study confirmed that the younger generation continues to appreciate family and moral values; however, their practical application is often reshaped by contemporary societal challenges. It was found that individuals

raised in families with a strong axiological foundation exhibit greater consistency between their declared values and everyday behaviors. Furthermore, factors such as religiosity, place of residence, and field of study significantly influence students' axiological preferences. The growing importance of axiological education was highlighted, along with the need for cooperation between families, schools, and social institutions to ensure the effective transmission of values to future generations.

The conclusion summarizes the key research findings, emphasizing the fundamental role of the family in the transmission of values. Despite contemporary civilizational changes posing new challenges for parenting, the family remains the cornerstone of moral and social development. The need to strengthen the role of parents as conscious educators and to promote positive role models in the media and education system is underscored. Additionally, recommendations for pedagogical practice are presented, advocating for the expansion of educational programs supporting value formation and initiatives aimed at fostering intergenerational relationships. Ultimately, it is emphasized that the transmission of values within the family is not merely a transfer of norms and principles but a relational process based on closeness, dialogue, and mutual respect—elements that form the foundation of a stable and harmonious society.