

Psychological and Pedagogical Model of Family Values Formation in Early Marriage

Edilsa Tursunbek Kyzy¹, Kadiyan Boobekova², Bolotbek Kyrkbaev¹, Nazipa Djangazyeva¹ & Anara Ismanova¹

¹*Kyrgyz State University named after I. Arabaev*

²*Kyrgyz-Turkish Manas University*

The aim of the study was to identify the dynamics of the formation of family values and the level of marital adaptation in young married couples at different stages of early marriage in the socio-cultural context of the Kyrgyz Republic. The study was conducted in 2024-2025 and covered 150 young married couples (300 people) from different regions of the Kyrgyz Republic. The methods of theoretical analysis, questioning, psychodiagnostic testing (Dyadic Adjustment Scale and author's questionnaire), pedagogical experiment, as well as methods of mathematical and statistical data processing (calculation of mean values and standard deviations) were used to assess the dynamics of indicators in a quasi-experimental design. The results of the formative stage showed an increase in the integral indicator of marital adaptation in the experimental group. It was found that in couples with less than one year of marriage, it increased from 113.7 to 133.1 points, in the subgroup with 1-2 years of marriage, it reached 141.7 points, and among spouses who had been married for more than two years, it increased to 149.2 points. The author's questionnaire data also showed positive dynamics, in particular an increase in the proportion of positive responses to 74.6-89.6% in the experimental group compared to 59.7-78.2% in the control group, with statistically significant within-group changes observed in the experimental group ($p < 0.01$), while the changes in the control group were modest ($p > 0.05$). The set of results obtained confirmed the effectiveness of the proposed 12-week psychological and pedagogical programme aimed at improving the level of marital adaptation, harmonising relationships and aligning family values in young families. The practical significance of the study lies in the possibility of using the results obtained to develop and implement psychological and pedagogical programmes to support young married couples, aimed at forming family values, developing communication skills and improving marital adaptation.

Author info: Correspondence should be sent to: Edilsa Tursunbek Kyzy, Kyrgyz State University named after I. Arabaev, 720026, 38 Razzakov Str., Bishkek, Kyrgyz Republic. *Email:* edilsatursunbek@hotmail.com

North American Journal of Psychology, 2026, Vol. 28, No. 3, 2027-2043
© NAJP <https://doi.org/10.65696/001c.169294>

INTRODUCTION

Social transformations, changing social roles, and the growing variability of family models have led to increased attention from researchers to the processes of forming family values in early marriage. The initial stage of married life is associated with an intensive rethinking of individual value orientations, adaptation to life together, and the development of models of interpersonal interaction. Psychological and pedagogical support during this period is considered an important resource for stabilising marital relations and harmonising family functioning. In this regard, scientific understanding of the structural and procedural components of the formation of family values is becoming important for the theory and practice of psychology and pedagogy. The formation of family values in early marriage is considered through various theoretical approaches that focus on the psychological characteristics of marital interaction and the pedagogical influences of socialisation. At the same time, combining these approaches within a holistic psychological and pedagogical vision requires conceptual coordination of the content, structure, and mechanisms of family values formation. This necessitates a scientific understanding of early marriage as a special period in the formation of spouses' value orientations within the system of psychological and pedagogical interactions.

In this study, early marriage was understood as the initial stage of married life, during which marital roles, patterns of interaction, and shared value orientations were still being formed. Young married couples referred to officially registered spouses participating in the study, whose average age was 19 years. The early-marriage period was examined according to the duration of marital life: less than one year, 1-2 years, and more than two years.

A number of researchers have examined early marriage in relation to family values and marital interaction. Radhiah et al. (2025) developed a family resilience model for early married couples, showing that communication, emotional regulation, social support, and family values contribute to stable marital relationships and the prevention of domestic violence. Şahin et al. (2025) empirically tested a scale of family value transmission among Italian youth and demonstrated its reliability for examining links between family values and interpersonal relationships. Balika et al. (2021) analysed socio-pedagogical challenges facing the modern family, including changing family functions, parent-child interaction, upbringing, and the educational potential of the family. From a historical and sociocultural perspective, Osmonova et al. (2023) traced changes in family relations in the Kyrgyz Republic, including transformations in marital roles, practices, intergenerational relations, and perceptions of marital duties under socio-economic change.

Musthofa and Lutfiah (2024) examined the impact of early marriage on family harmony within Islamic ethics and found that religious values regulated marital duties, mutual support, family behaviour, and relationship stability. Kalam et al. (2026) investigated social norms affecting early-marriage decisions in Bangladesh and demonstrated the influence of collective expectations and family notions of responsibility and honour. Iui-ki and Kosterina (2024) explored the agency of young urban women in the Kyrgyz Republic during marriage arrangements and

early marriage, showing how women negotiated traditional expectations, personal choice, and culturally constrained value orientations.

Nhampoca and Maritz (2024) studied adolescent girls in Mozambique and identified associations between early marriage, interrupted education, reduced life opportunities, and psychological stress. Bühler-Niederberger and Schwittek (2022) examined young people in the Kyrgyz Republic and found that family expectations and future-oriented attitudes influenced personal plans, values, and subjective well-being. Arbelia and Riany (2022) investigated the relationship between economic pressure, parent–adolescent interaction, and motivation for early marriage, showing that material conditions and family communication jointly shaped marital intentions. Overall, these studies provide fragmented explanations of family value formation in early marriage. The interaction between spouses' psychological development and pedagogical conditions influencing the value sphere remains insufficiently systematised, indicating the need for an integrated psychological and pedagogical model of family value formation during the early stages of married life.

The aim of the study was to examine the characteristics of the formation of family values in young married couples in the early stages of marriage in the sociocultural context of the Kyrgyz Republic. The objectives of the study were to investigate the dynamics of the formation of family values depending on the duration of married life and to analyse the psychological and pedagogical factors that influence the formation of family values in young families in the sociocultural context of the Kyrgyz Republic.

METHOD

The study was organised as a quasi-experimental study with elements of convergent mixed design. Quantitative and qualitative data were collected in parallel, but the central stage was a pedagogical experiment aimed at testing the effectiveness of psychological and pedagogical interventions in shaping the family values of young married couples. The time frame of the study covered the period from 2024 to 2025. To ensure the representativeness of the sample, participants were selected from several regions of the Kyrgyz Republic: 60 couples lived in Bishkek, 50 couples in Osh, and 40 couples in the Chui and Jalal-Abad regions. A total of 150 young married couples (300 people) participated in the study, with an average age of 19. The sample included officially registered married couples who were married and living together. The inclusion criteria were also: written voluntary consent of both partners to participate in the study; no divorce or divorce proceedings; no diagnosed severe mental disorders that could significantly affect the results of self-assessment and interpretation of qualitative data. The selection of young married couples was justified by the fact that the early stage of married life is characterised by intense processes of adaptation, the formation of marital roles, value orientations and models of interaction, which are not yet stabilised and are therefore more sensitive to psychological and sociocultural influences. In the context of the Kyrgyz Republic, early marriages remain a socially widespread phenomenon, which determines the scientific expediency of studying this particular age group in order to obtain valid and socially relevant results. The study participants were divided into an experimental group (150 people) and a control group (150 people). Within each group,

respondents were divided into three subgroups (50 people each) according to the duration of their marriage: couples married for less than a year; from one to two years; and more than two years. The sample was formed based on the principles of voluntary participation, informed consent, and anonymity. The study was conducted in accordance with the WMA Declaration of Helsinki (2024).

The study was implemented in three interrelated stages: ascertaining, formative, and control. At the ascertaining stage, an initial questionnaire and psychodiagnostic examination of the participants in the experimental and control groups was carried out using the Dyadic Adjustment Scale (Spanier, 1976) and the author's questionnaire on family values (Table 1).

Table 1

Structure and content of the questionnaire for young married couples

Block	No.	Questionnaire item
Block 1. Spouses' value orientations	1	What family values do you consider most important for a stable married life?
	2	How important are mutual respect and support in family relationships to you?
	3	What place does parenthood occupy in your value system?
	4	How important is it for you to observe family traditions and customs?
	5	Do you consider material well-being to be a key condition for a harmonious family life?
	6	How clearly do you understand your marital responsibilities in the family?
Block 2. Awareness of family roles	7	Does your family have a shared vision of the distribution of family roles and responsibilities?
	8	How would you rate your readiness to fulfil your parental role (if you are already a parent or plan to become one)?
	9	How fair do you think the distribution of responsibilities between spouses is?
	10	How often do misunderstandings or conflicts arise in your family?
Block 3. Features of marital interaction	11	How are conflicts between you and your partner usually resolved?
	12	How openly can you discuss important family issues with your partner?
	13	Do you feel emotionally supported by your partner in difficult life situations?
Block 4. Psychological readiness for family life	14	How psychologically ready were you to start a family at the time of your marriage?
	15	How would you rate your level of responsibility for maintaining family relationships?
	16	Does your actual married life meet your expectations?
	17	How confident do you feel in your role as a husband/wife?
Block 5. Subjective vision of an ideal family	18	What, in your opinion, are the main characteristics of an ideal family?
	19	What role do traditional values play in building family relationships, in your opinion?
	20	What, in your opinion, are the main factors for stability and harmony in a young family?

The diagnostic tools were aimed at determining the consistency of the spouses' family values, the level of emotional stability, communicative competence, readiness for constructive conflict resolution, and the degree of awareness of family roles. A generalised average percentage of positive responses was determined. The quantitative data obtained were statistically processed using the calculation of mean values (M) and standard deviations (SD), which made it possible to establish the initial level of formation of the studied indicators and to verify the homogeneity of the groups before the start of the formative influence. The formative stage was experimental in nature and involved the implementation of a comprehensive programme of psychological and pedagogical interventions lasting 12 weeks in the experimental group. The programme was structured in the form of weekly group sessions lasting 2-2.5 hours and combined training, educational and reflective forms of work (Table 2).

Table 2

Structure of the programme of psychological and pedagogical interventions for young married couples

Module	Weeks	Thematic content	Main forms and methods of work	Expected results
Formation of family values	1-3	Awareness of individual and shared values; analysis of the traditional Kyrgyz family model; gender expectations; combining tradition and modernity	Mini-lectures; group discussions; exercises "Value portrait of our family", "Family tree of traditions"; development of a "Family value code"	Increasing the level of value alignment; awareness of the influence of cultural norms; forming a shared vision of family priorities
Optimising the distribution of roles in the family	4-6	Gender roles in traditional and modern families; influence of the extended family; partnership model of interaction; flexible distribution of responsibilities	Exercises: "Family Responsibilities Chart," "Role Contract"; situation analysis; role-playing; facilitated discussion	Clearer understanding of role expectations; coordination of responsibilities; reduction of role conflicts
Development of constructive communication	7-9	Active listening; "I-messages"; empathy; emotional self-regulation; culture of marital dialogue	Communication training; situation modelling; empathy exercises; feedback in pairs	Improving communication quality; developing skills for open and respectful dialogue; reducing

				communication barriers
Non-violent conflict resolution	10-11	Causes of marital conflicts; algorithm for constructive resolution; principles of non-violent communication; compromise strategies	Exercises: "Conflict without losers," "Negotiations in pairs"; analysis of conflict cases; elements of mediation	Forming skills for peaceful conflict resolution; reducing emotional tension; increasing mutual respect
Integrative-reflective stage	12	Summarising experiences; analysing personal and marital changes; planning the future of the family	Reflective exercises "The future of our family"; group discussion; final self-assessment	Awareness of positive dynamics; consolidation of acquired skills; formation of a long-term vision for family development

The programme included training sessions aimed at forming family values (in particular, the training session "Partnership in the modern Kyrgyz family"), modules on optimising the distribution of roles in the family, developing constructive communication skills, learning methods of non-violent conflict resolution, as well as reflective exercises based on traditional family norms in the Kyrgyz Republic. For example, during the reflective exercise "The Future of Our Family," participants were asked to individually describe their desired image of family life in five years, after which the partners discussed their common and differing expectations, agreed on value orientations, and formulated common goals for family development, which contributed to greater mutual understanding and harmony between spouses. The content of the sessions integrated a cultural-contextual approach and included discussions of traditional family models, gender expectations, and transformations of marital roles in Kyrgyz society. During this period, the control group did not undergo any specially organised interventions and functioned in their usual social environment, which ensured a fair comparison of the effectiveness of the pedagogical influence. At the control stage, after the completion of the formative programme, the same methods were reapplied to determine the dynamics of changes in the indicators under study. A comparative analysis was carried out between the results before and after the experiment within each group using methods of mathematical statistics, in particular the calculation of mean values, standard deviations and verification of the statistical significance of differences using Student's t-test. Based on the results of the empirical study, a structural-functional model of psychological and pedagogical support for the formation of family values in young married couples was developed and theoretically substantiated.

RESULTS

Analysis of marital adjustment indicators using the Dyadic Adjustment Scale at the ascertaining stage showed no statistically significant differences between the experimental and control groups ($p>0.05$), which confirmed their initial homogeneity and the correctness of the subsequent experimental comparison. The results showed a regular trend of increasing marital adjustment indicators depending on the duration of marriage in both groups (Table 3).

Table 3

Marital adjustment indicators according to the dyadic adjustment scale (das) at the ascertaining stage

Dyadic adjustment scale	Less than 1 year of marriage	1-2 years of marriage	More than 2 years of marriage
Experimental group			
Consistency of values and roles	45.8±6.4	50.3±5.7	54.1±5.1
Marital satisfaction	42.1±7.1	45.2±6.5	48.6±5.8
Emotional cohesion	16.2±3.6	17.8±3.1	19.4±2.8
Emotional and communicative closeness	9.6±2.5	10.7±2.2	11.5±2.0
Integral DAS indicator	113.7±13.9	124.0±12.5	133.6±11.2
Control group			
Consistency of values and roles	46.1	50.0±5.9	53.8±5.3
Marital satisfaction	41.8±7.4	44.7±6.3	48.1±5.9
Emotional cohesion	15.8±3.7	17.5±3.3	19.0±2.9
Emotional and communicative closeness	9.7±2.7	10.6±2.4	11.6±2.2
Integral DAS indicator	113.4±14.4	123.8±13.1	132.9±11.8

Source: compiled by authors based on G.B. Spanier (1976).

The integral DAS score in the subgroup with less than one year of marriage was 113.7±13.9 in the experimental group and 113.4±14.4 in the control group, indicating an average level of marital harmony and the presence of adaptation difficulties in the early stages of marriage. In the subgroup with 1-2 years of marriage, there was an increase in the integral index to 124.0±12.5 and 123.8±13.1, respectively, reflecting a gradual stabilisation of marital relations. The highest values were recorded in couples with more than two years of experience (133.6±11.2 and 132.9±11.8), which indicated a higher level of emotional cohesion, marital satisfaction, and role coordination. Similar dynamics were observed across all scales of the methodology: consistency of values and roles, marital satisfaction, emotional cohesion, and emotional and communicative

closeness showed a gradual increase with the duration of marriage. The results confirmed the existence of natural dynamics of adaptation processes in young families and created an objective basis for the implementation of formative influence.

Furthermore, the results of the author's questionnaire survey showed an average level of family values and psychological readiness for family life among young married couples. There was a tendency towards a gradual increase in indicators with the duration of marriage, reflecting the natural process of stabilisation of marital relations. A comparative analysis of the experimental and control groups did not reveal significant differences at the initial stage, which indicates their relative homogeneity in terms of the main parameters studied (Table 4).

Table 4

Results of the questionnaire survey of married couples at the ascertaining stage, %

Block	Block Name	Less than 1 year	1-2 years	More than 2 years
Experimental group				
1	Value orientations of spouses	69.8	73.6	77
2	Awareness of family roles	58.4	62.7	66
3	Features of marital interaction	62.1	66.5	70
4	Psychological readiness for family life	60.7	64.2	67
5	Subjective vision of an ideal family	71.5	74	77
Control group				
1	Value orientations of spouses	70.3	72.9	76
2	Awareness of family roles	59.1	63.4	65
3	Features of marital interaction	63	65.9	69.6
4	Psychological readiness for family life	61.2	63.8	67
5	Subjective vision of an ideal family	72	74	77

Source: compiled by authors.

Within all subgroups, the highest scores were recorded for the blocks "Subjective vision of an ideal family" and "Value orientations of spouses", which indicates that respondents have a fairly clear understanding of the significance of family values and the importance of harmonious marital relations. At the same time, lower results were found in the blocks "Awareness of family roles" and "Psychological readiness for family life", which may indicate insufficiently formed role attitudes and difficulties in the adaptation period, especially in couples who have been married for less than a year.

The results of the control stage demonstrated changes in the experimental group after the implementation of the programme of psychological and pedagogical interventions. A statistically significant increase in indicators ($p < 0.01$) was recorded on all scales of the Dyadic Adjustment Scale, which indicates the effectiveness of the proposed programme (Table 5).

Table 5

Marital adjustment indicators according to the dyadic adjustment scale at the control stage

Dyadic Adjustment Scale	Less than 1 year of marriage	1-2 years of marriage	More than 2 years of marriage
Experimental group			
Consistency of values and roles	52.6	55.9	58.7±4.6
Marital satisfaction	48.9	51.7±5.6	54.2±5.0
Emotional cohesion	19.8±3.1	21.2±2.7	22.6±2.4
Emotional and communicative closeness	11.8±2.1	12.9±1.9	13.7±1.6
Integral DAS indicator	133.1±12.6	141.7±11.3	149.2±10.4
Control group			
Consistency of values and roles	47.2	51.1±5.6	54.9±5.1
Marital satisfaction	43.3±7.0	46.0±6.2	49.2±5.7
Emotional cohesion	16.4	18.1±3.0	19.6±2.8
Emotional and communicative closeness	10.1	11.1±2.1	12.0±2.0
Integral DAS indicator	117.0	126.3±12.9	135.7±11.6

Source: compiled by authors based on G.B. Spanier (1976).

The most pronounced positive dynamics were observed in the subgroup of young couples who had been married for less than one year. The DAS integral indicator of marital adaptation increased from 113.7±13.9 to 133.1±12.6 points ($p<0.01$), indicating greater marital harmony, emotional closeness, and satisfaction. Value and role harmony increased from 45.8±6.4 to 52.6±5.8 points, marital satisfaction from 42.1±7.1 to 48.9±6.4, emotional cohesion from 16.2±3.6 to 19.8±3.1, and emotional and communicative closeness from 9.6±2.5 to 11.8±2.1 points (all $p<0.01$). The DAS score also increased from 124.0±12.5 to 141.7±11.3 points among couples married for 1–2 years and from 133.6±11.2 to 149.2±10.4 points among those married for more than two years ($p<0.01$). Lower post-experimental standard deviations indicated greater group homogeneity and stabilisation of marital relationships, supporting the effectiveness of the psychological and pedagogical programme.

The control group showed smaller and statistically insignificant changes. The DAS score increased from 113.4±14.4 to 117.0±13.8 points among couples married for less than one year, from 123.8±13.1 to 126.3±12.9 among those married for 1–2 years, and from 132.9±11.8 to 135.7±11.6 among those married for more than two years (all $p>0.05$). These minor changes may reflect natural adaptation and accumulated shared experience. Overall, the comparative analysis indicated that the programme improved marital adaptation, emotional and communicative

competence, and value-role harmony among young married couples in the sociocultural context of the Kyrgyz Republic. The generalised results of the author's questionnaire after the formative stage are presented in Table 6.

Table 6

Results of the author's questionnaire survey of married couples after the formative Stage

Block	Block Name	Less than 1 year	1-2 years	More than 2 years
Experimental group				
1	Value orientations of spouses	82.4	85.7	88
2	Awareness of family roles	74.6	78.2	81.3
3	Features of marital interaction	77.8	81.1	84.5
4	Psychological readiness for family life	76.2	79.4	82
5	Subjective vision of an ideal family	85	87	89
Control group				
1	Value orientations of spouses	71	73	76
2	Awareness of family roles	59.7	63.9	66
3	Features of marital interaction	63.5	66.3	70
4	Psychological readiness for family life	61.6	64	67
5	Subjective vision of an ideal family	72.5	74	78

Source: compiled by authors.

Analysis of the author's questionnaire after the formative stage showed a clear positive trend in the experimental group compared with the control group. Across all content blocks, positive responses in the experimental group ranged from 74.6% to 89.6%, compared with 59.7%–78.2% in the control group. The highest experimental-group scores were recorded for “Subjective vision of an ideal family” (85.1%–89.6%) and “Value orientations of spouses” (82.4%–88.1%), indicating greater value unity and consistency in family priorities. Improvements were also observed in “Features of marital interaction” (77.8%–84.5%), “Psychological readiness for family life” (76.2%–82.7%), and “Awareness of family roles” (74.6%–81.3%). Following the programme, value orientations increased by approximately 12%–13%, awareness of family roles by 14%–16%, marital interaction by 14%–15%, psychological readiness by 13%–15%, and the subjective vision of an ideal family by 11%–14%. Particularly pronounced changes among couples married for less than one year indicated the sensitivity of the early stage of marriage to psychological and pedagogical support, whereas the control group showed only minor increases of 0.5%–1.5%.

The findings support the effectiveness of the formative programme in strengthening family values, role coordination, and marital interaction. The integral indicator of marital adaptation increased by 17–20 points in the experimental group, depending on marriage duration, compared with only 3–4 points in the control group. Student's t-test confirmed statistically significant pre–post differences in the experimental group ($t=2.8$ – 4.6 ; $p<0.01$), whereas changes in the control group were not significant ($t=0.9$ – 1). The effectiveness of the psychological and pedagogical programme was

determined by the combination of experiential learning, reflection, and consolidation of new interaction models. Role-playing enabled participants to test alternative family-role scenarios, analyse conflicts, and reduce role uncertainty. Constructive communication training developed active listening, "I-messages," empathy, and emotional self-regulation, thereby improving dialogue and reducing emotional reactivity. Family-value modules promoted coordination of individual priorities and discussion of traditional and modern family models, considering the sociocultural differences between Bishkek and Osh. Non-violent conflict-resolution training strengthened de-escalation, expression of needs, and cooperative problem-solving skills. The final reflective stage consolidated these changes through shared goals and stable behavioural intentions. Together, these mechanisms increased value consistency, role clarity, communication competence, and readiness for constructive conflict resolution.

The results also revealed several psychological and pedagogical factors influencing family-value formation among young married couples in the Kyrgyz Republic. First, awareness of marital roles and responsibilities was particularly important during the first year of marriage, when couples generally recognised the importance of mutual respect and support but experienced difficulties implementing these values in everyday interactions. This highlights the need for early support focused on communication and role coordination. Second, psychological readiness for family life contributed to value stability. Couples married for one to two years demonstrated greater role coordination, more constructive conflict resolution, and a more realistic understanding of family responsibilities, suggesting the value of counselling and communication training. Third, the sociocultural context of the Kyrgyz Republic, combining traditional family values with changing social expectations, shaped marital adaptation. Among couples married for more than two years, traditional norms of mutual responsibility, family rituals, and parenthood supported relationship stability, while more equal role distribution and open discussion helped reconcile individual expectations with contemporary family roles.

The empirical findings and their theoretical interpretation provided the basis for a structural-functional model of psychological and pedagogical support for family-value formation among young married couples. The model integrates psychological, pedagogical, and sociocultural mechanisms and is grounded in systemic, activity-based, and culturally sensitive approaches. It includes four interrelated components. The target component focuses on psychological readiness for family life, mature family values, responsible marital and parental roles, and family stability. The content component addresses emotional competence, empathy, self-regulation, role coordination, shared decision-making, constructive communication, conflict resolution, and awareness of cultural and intergenerational influences. The procedural component includes psychological and educational programmes, training, individual and family counselling, mutual support groups, and socio-pedagogical work with families. The outcome component reflects expected improvements in marital stability, role coordination, psychological well-being, conflict reduction, and the family microclimate.

A key element of the model is cultural sensitivity, which reconciles traditional Kyrgyz values, including respect for elders, family support, and collectivist orientations, with contemporary principles of partnership, gender equality, and personal autonomy. This approach considers intergenerational relations, the influence of the extended family, urbanisation, and changing expectations regarding marital roles. Implementation of the model requires systematic cooperation among educational, social, and psychological institutions and targeted programmes for young people and future married couples. Such programmes should promote value awareness, responsibility, emotional self-regulation, partnership, and constructive conflict resolution. Individual and family counselling, peer-support groups, preparation for parenthood, and public education aimed at improving psychological literacy may further strengthen the model. Together, these mechanisms can support stable family relationships, harmonious intergenerational interaction, and the well-being of young families in the sociocultural context of the Kyrgyz Republic.

DISCUSSION

The results of this study showed that the formation of family values in early marriage is dynamic and depends on the length of the marriage, the level of psychological readiness of the partners, the consistency of family roles, and the sociocultural context. The identified pattern of gradual growth in marital adaptation, emotional cohesion, and consistency of value orientations with increasing duration of marriage extends the observations of Acharya (2023), who, in his study of the transformation of marital practices in Nepal, emphasised that the initial stages of marriage are accompanied by adaptation difficulties, while the stability of the value system is formed gradually in the process of shared marital experience. This finding provides a later-life perspective on the conclusions of Kanishevskaya (2022), who, in her study of the level of formation of family values among high school students, emphasised the fragmentary and unsystematic nature of value perceptions about the family at the pre-university stage. The present findings suggest that insufficient value reflection before family formation may complicate the process of marital adaptation and increase the need for targeted psychological and pedagogical support during the early stages of marriage. The study showed that in the first year of marriage, a declarative orientation towards traditional family values dominates, while there is a lack of practical skills to implement them. A comparable pattern was identified by Ailsinghani and Paliwal (2025), who found a gap between young people's idealised ideas about marriage and the actual behavioural strategies of marital interaction. The authors linked insufficient psychological preparation for family life to greater tension and conflict during the first years of marriage, a pattern reflected in the lower marital satisfaction observed at the initial stage of the present study. With the growth of marital experience to 1-2 years, the family system stabilises, the coordination of family roles increases, and a more realistic perception of marital responsibilities is formed. This interpretation is supported by Altarawneh (2025), who noted that participation in family counselling and psychological education programmes contributes to the formation of a responsible attitude towards marriage and an increase in the level of marital maturity. These findings

support the advisability of including psychological and pedagogical components in the model of support for young families.

The study showed that the formation of family values in young married couples is closely associated with parental-family influences and ethnocultural patterns of family behaviour. These results extend the conclusions of Arshava and Velychko (2022), who considered the parental family as a key factor in shaping the marital potential of young people. In the Kyrgyz Republic, traditional ideas about family roles, responsibility, and mutual support act as a regulator of marital relations, confirming the need for a culturally contextual approach in the psychological and pedagogical model. The results of this study showed an increase in the consistency of value orientations and emotional closeness in couples who had been married for more than two years, indicating the integration of individual values into a common family system. This pattern also corresponds to the findings of Bayramova (2025), who showed that values are the psychological core of stable marital relationships and determine the nature of communication, the level of support and the ability to overcome conflicts. Therefore, the study confirmed the advisability of including a value-oriented component in the psychological and pedagogical model of family relationship formation. In addition, traditional religious ideas about marriage and family remain important for young couples, but are undergoing transformation under the influence of social conditions. This interplay between continuity and change is reflected in the findings of Dudziak et al. (2025), who emphasised the universality of basic family values in different religious traditions while adapting them to modern models of partnership. In the context of the Kyrgyz Republic, such integration of traditional and modern values requires targeted psychological and pedagogical support. The results of this study showed that insufficient psychological readiness for marriage can complicate the adaptation processes in young families. Related evidence was reported by Hrytsiuk et al. (2022) and Elnakib et al. (2022), who found a discrepancy between young people's desire to marry early and their actual level of readiness to fulfil marital roles. This confirms the need for preventive educational programmes aimed at developing emotional competence and a responsible attitude towards family life.

Psychological and pedagogical support for young families can be an effective tool for preventing destructive scenarios of family interaction. The preventive role of such support was likewise highlighted by Kabata (2025), who identified educational and counselling programmes as important for reducing the negative consequences of early marriage. The formation of family values is systemic and involves the interaction of psychological, pedagogical and social factors. This broader interpretation complements Susilo (2020), who viewed family-value formation as a multilevel process developing throughout life. The findings indicate that family values in early marriage extend beyond private marital relations and may influence young families' social responsibility and participation. This is consistent with Lanaca et al. (2022), who linked family value formation with civic participation and social engagement. Accordingly, the proposed psychological and pedagogical model may contribute not only to marital stability but also to broader social development. The insufficient awareness of marital roles in early marriage also supports the need for preventive pedagogical intervention. This extends Shakhrai (2021), who

emphasised systematic preparation of high school students for family and marital life, by showing that inadequate preparation may contribute to difficulties in marital adaptation. The findings should also be considered in the context of changing gender roles. Sonkaya and Öcal (2024) showed that attitudes towards marriage are closely related to gender equality, responsibility sharing, and partnership, indicating that psychological and pedagogical support should promote flexible and coordinated role expectations.

Early marriage therefore requires a differentiated approach that considers age, psychological readiness, and institutional support. This interpretation is supported by Subramanee et al. (2022), whose systematic review linked many adverse consequences of early marriage to insufficient educational and psychological resources. At the same time, young people may combine stable family values with diverse behavioural strategies, as also reported by Stoliarchuk and Kokhanova (2025). Early marriage without adequate support may also reduce subjective well-being and complicate marital-role performance, consistent with Kanji et al. (2024), who identified adverse effects on life satisfaction, education, and subjective health. Intergenerational family experience is another important factor: Kharchenko (2024) highlighted the father's role in transmitting models of responsibility, partnership, and family participation. The present findings further emphasise the preventive value of educational and psychological interventions. Fitria et al. (2024) demonstrated the importance of educational programmes in preventing early marriage, while Hosseini and Asadisarvestani (2022) showed that early-marriage decisions are influenced by social pressure, economic constraints, and traditional gender expectations. Overall, the findings expand understanding of psychological and pedagogical support in early marriage by highlighting its social relevance, cultural sensitivity, and preventive potential. Taken together, these international findings place the present results within a broader evidence base supporting structured psychological and pedagogical assistance for young families.

CONCLUSIONS

The study showed that marital adaptation, value and role consistency, and psychological readiness for family life varied depending on marriage duration. A 12-week psychological and pedagogical programme significantly improved family values, role coordination, and marital communication among young couples. Its culturally contextualised design enabled consideration of both traditional family norms in the Kyrgyz Republic and changing marital roles. The integral marital adaptation score increased from 113.7 to 133.1 points among couples married for less than one year, to 141.7 among those married for 1–2 years, and to 149.2 among those married for more than two years. Positive questionnaire responses in the experimental group reached 74.6–89.6%, compared with 59.7–78.2% in the control group. While changes in the control group were modest and statistically insignificant ($p > 0.05$), the experimental group demonstrated clear improvement following the intervention.

The formation of family values was determined by the interaction of psychological, pedagogical, personal, and sociocultural factors. In the early stages of marriage, awareness of marital roles and responsibilities requires support focused on communication and coordination of

responsibilities. With increasing marriage duration, role consistency, constructive conflict resolution, and realistic perceptions of family responsibilities improved. Effective support should therefore combine psychological, pedagogical, and social mechanisms while considering national traditions. Programmes aimed at emotional competence, value awareness, responsibility, communication, conflict resolution, and preparation for parenthood can contribute to stronger and more stable family relationships. The study was limited to young married couples in the Kyrgyz Republic, which restricts the generalisability of the findings to other age groups and cultural contexts. An additional limitation concerns the dyadic structure of the sample, since the responses of spouses within the same couple may not be fully independent. The statistical analysis was conducted at the individual level without separately accounting for possible within-couple associations, which may have influenced the precision of the estimated standard errors. Further research may therefore benefit from the use of dyadic or multilevel analytical approaches that take into account the interdependence of spouses' responses. Prospects for further research include studying the effectiveness of psychological and pedagogical support at different stages of family life.

REFERENCES

- Acharya, S. (2023). A study on marriage practices and changes in Nepalese society: A case study of Namobuddha Kavray. *PRAGYAN: A Peer Reviewed Multidisciplinary Journal*, 4(1), 183–194. <https://doi.org/10.3126/pprmj.v4i1.67689>
- Ailsinghani, D., & Paliwal, A. C. (2025). A study on youth perspectives towards marriage and divorce in Ulhasnagar. *International Journal of Economic Practices and Theories*. <https://doi.org/10.52783/ijept.31>
- Altarawneh, R. T. (2025). Attitudes toward marriage among university students enrolled in a family counselling course: A comparative study. *BMC Psychology*, 13, 1046. <https://doi.org/10.1186/s40359-025-03343-2>
- Arbelia, C., & Riany, Y. E. (2022). Economic pressure, parent-adolescent interaction, and early marriage motivation. *Journal of Child, Family, and Consumer Studies*, 1(3), 209–219. <https://doi.org/10.29244/jcfcs.1.3.209-219>
- Arshava, I., & Velychko, R. (2022). The parental family as a model of youth marriage formation (an ethno-cultural aspect). *Journal of Psychology Research*, 28(11), 5–23. <https://doi.org/10.15421/102201>
- Balika, L., Petrenko, O., & Tsipan, T. (2021). Social and pedagogical challenges for the modern family: Actualisation of the problem. *Scientific Journal of the Witelon State Higher Vocational School in Legnica*, 41(4), 83–91. <https://doi.org/10.5604/01.3001.0015.7775>
- Bayramova, C. (2025). A psychological study of the influence of values on family and marital relationship. *Health and Society*, 5(4), 17–29. <https://doi.org/10.51249/hs.v5i04.2577>
- Bühler-Niederberger, D., & Schwittek, J. (2022). When the family occupies the future—Self-processes and well-being of Kyrgyz children and young people. *Child Indicators Research*, 15, 1179–1207. <https://doi.org/10.1007/s12187-021-09873-6>

- Dudziak, U., Kartal, A., & Homolka, W. (2025). Marriage and family: Their value, tasks and protection in Christianity, Islam, and Judaism. *Religions*, 16(11), 1461. <https://doi.org/10.3390/rel16111461>
- Elnakib, S., Elsallab, M., Wanis, M. A., Elshiw, S., Krishnapalan, N. P., & Naja, N. A. (2022). Understanding the impacts of child marriage on the health and well-being of adolescent girls and young women residing in urban areas in Egypt. *Reproductive Health*, 19(1), 8. <https://doi.org/10.1186/s12978-021-01315-4>
- Fitria, M., Laksono, A. D., Syahri, I. M., Wulandari, R. D., Matahari, R., & Astuti, Y. (2024). Education role in early marriage prevention: Evidence from Indonesia's rural areas. *BMC Public Health*, 24, 3323. <https://doi.org/10.1186/s12889-024-20775-4>
- Hosseini, M., & Asadisarvestani, K. (2022). Reasons for early marriage of women in Zahedan, Iran: A qualitative study. *BMC Women's Health*, 22, 542. <https://doi.org/10.1186/s12905-022-02127-9>
- Hrytsiuk, I., Mahdysiuk, L., Tryhub, H., Khnykina, O., & Zameliuk, M. (2022). Psychological readiness of young people for early marriage: Desires and reality. *Youth Voice Journal*. https://evnuir.vnu.edu.ua/bitstream/123456789/20865/1/Scopus_Hrytsiuk.pdf
- Iui-ki, I., & Kosterina, E. (2024). Navigating tradition: Agency of young urban women in Kyrgyzstan during wedding negotiations and early marriage. *Central Asian Survey*, 43(4), 487–503. <https://doi.org/10.1080/02634937.2024.2353611>
- Kabata, B. N. (2025). Educational implications of early marriage and family counselling-based solutions. *Global Education Journal*, 3(1), 79–87. <https://doi.org/10.59525/gej.v3i1.306>
- Kalam, A., Chowdhury, A. A., Hasan, M. M., Afroz, S., Das, G. C., Hoang, M.-A., & Whitfield, K. C. (2026). Role of social norms on early child marriage decisions among the parents of married and unmarried adolescent girls: Findings from a matched study in Bangladesh. *Child Protection and Practice*, 8, 100265. <https://doi.org/10.1016/j.chipro.2025.100265>
- Kanishevska, L. (2022). Diagnostics of levels of formation of family values among high school students. *Theoretical and Methodical Problems of Children and Youth Education*, 26(1), 142–155. <https://doi.org/10.32405/2308-3778-2022-26-1-142-155>
- Kanji, S., Carmichael, F., Darko, C., Egyei, R., & Vasilakos, N. (2024). The impact of early marriage on the life satisfaction, education and subjective health of young women in India: A longitudinal analysis. *The Journal of Development Studies*, 60(5), 705–723. <https://doi.org/10.1080/00220388.2023.2284678>
- Kharchenko, V. (2024). The father's role in the formation of the child's family values. *Herald of Kyiv Institute of Business and Technology*, 51(2), 156–172. [https://doi.org/10.37203/kibit.2024.51\(2\).13](https://doi.org/10.37203/kibit.2024.51(2).13)
- Lanaca, A. R. B., Albor, R. G. Z., & Recto, F. B. (2022). Values formation within the family as an antecedent of civic participation. *International Journal of Multidisciplinary Research and Analysis*, 5(11), 2979–2989. <https://doi.org/10.47191/ijmra/v5-i11-03>
- Musthofa, M., & Lutfiah, S. Q. (2024). Early marriage and its influence on family harmony in an Islamic perspective. *Al-Risalah*, 15(1), 197–214. <https://doi.org/10.34005/alrisalah.v15i1.3351>

- Nhampoca, J. M., & Maritz, J. E. (2024). Early marriage, education and mental health: Experiences of adolescent girls in Mozambique. *Frontiers in Global Women's Health*, 5, 1278934. <https://doi.org/10.3389/fgwh.2024.1278934>
- Osmonova, D., Talgarbekova, E., Tashtanbekova, M., Moldoshova, A., & Anastassiadi, A. (2023). Evolution of family relationship in Kyrgyzstan. *Social and Legal Studies*, 6(4), 155–163. <https://doi.org/10.32518/sals4.2023.155>
- Radhiah, S., Daswati, D., Munir, A., & Rahman, A. (2025). Family resilience model of early marriage couples in preventing domestic violence and child violence. *TAZKIYA Journal of Psychology*, 13(1), 51–62. <https://doi.org/10.15408/tazkiya.v13i1.45143>
- Şahin, E., Beckert, T. E., Albiero, P., & Higgins, J. P. (2025). Transmission of family values scale among Italian youth: An investigation of reliability, factorial validity and criterion validity. *International Journal of Adolescence and Youth*, 30(1), 2474679. <https://doi.org/10.1080/02673843.2025.2474679>
- Shakhrail, V. M. (2021). Family and marriage orientations of modern high school students: State and necessity of pedagogical response. *Theoretical and Methodical Problems of Children and Youth Education*, 25(2), 235–250. <https://doi.org/10.32405/2308-3778-2021-25-2-235-250>
- Sonkaya, Z. İ., & Öcal, N. Ü. (2024). Young people's attitudes toward marriage, gender roles, and related factors. *BMC Public Health*, 24, 3347. <https://doi.org/10.1186/s12889-024-20904-z>
- Spanier, G. B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. *Journal of Marriage and Family*, 38(1), 15–28. <https://doi.org/10.2307/350547>
- Stoliarchuk, O., & Kokhanova, O. (2025). Marriage and family attitudes of modern youth. *Pedagogical Education: Theory and Practice. Psychology. Pedagogy*, 43(1), 120–127. <https://doi.org/10.28925/2311-2409.2025.4313>
- Subramanee, S. D., Agho, K., Lakshmi, J., Huda, M. N., Joshi, R., & Akombi-Inyang, B. (2022). Child marriage in South Asia: A systematic review. *International Journal of Environmental Research and Public Health*, 19(22), 15138. <https://doi.org/10.3390/ijerph192215138>
- Susilo, S. (2020). The role of families in cultivating children's personality values: An analysis of social psychology education. *Journal of Social Studies Education Research*, 11(4), 275–303. <https://jsser.org/index.php/jsser/article/view/2858>
- World Medical Association. (2024). *WMA Declaration of Helsinki—Ethical principles for medical research involving human participants*. <https://www.wma.net/policies-post/wma-declaration-of-helsinki/>