

KATARÍNA MAYEROVÁ

*Prešovska univerzity  
Slovenská republika*

**FAMILY EDUCATION IN CONTEXT  
WITH MOTIVATION  
AS A FACTOR OF SCHOOL – PROGRESS  
IN ADOLESCENTS**

ABSTRACT. Mayerová Katarína, *Family education in context with motivation as a factor of school – progress in adolescents* [Kształtowanie motywacji w rodzinie jako czynnik postępu szkolnego adolescentów]. *Studia Edukacyjne* nr 26, 2013, Poznań 2013, pp. 357-380. Adam Mickiewicz University Press. ISBN 978-83-232-2658-1. ISSN 1233-6688

The research study is focused on the existence of a link between family education (a preferred style of family education), the motivation level of activity performance and school success of adolescents in the educational process. The principal point of the impact of family education in context with motivation as a factor of school progress in adolescents is the dimensional component model of nine fields that specifies the style of family education. The research sample consisted of 386 respondents studying at four different grammar schools. In order to achieve our goal we used the research plan of *ex post facto* with an attributive independent variable. The obtained results were subjected to the descriptive and inductive statistics (ANOVA). The results are also presented in the form of tables and diagrams. Some recommendations for pedagogical theory, methodology and practice are part of our study.

**Key words:** style of the family education, emotional attitude, educational control, motivation for school performance, school success/school failure, adolescents

The family is a significant factor in the formation of a child's personality. It is a phenomenon that determines socialization, personalization, professionalism, the conception of their own identity, self – perception and the value orientation of adolescents. Some adequate educational approaches create, develop and support the motivation for education (especially our studied motive for performance), for trying to achieve good results in the educational process and professional preparation for adulthood. In context with the studied problem, we meet several terms that are related to the subject.

**The style of the family education**, we understand the term according to J. Čáp<sup>1</sup> as “one of the key moments of the education that is focused on emotional relationships between adults and children, their communication, the intensity of the requirements, the way they are specified and checked. The style is presented by the choice of educational resources and the way a child reacts to them”. The basic starting point of our research is to monitor the impact of family education in context with motivation as a factor of school success in adolescents. We use the analytic-synthetic model of nine fields<sup>2</sup> that reflects reciprocal functioning of the emotional relationship and educational control. “The model of an average rate of the control connected with a positive emotional relationship is optimal. Lewin’s typology of the educational styles referred to as a social – integral style of education” (Čáp, Mareš, 2001)<sup>3</sup> represents that model.

**The motivation for school performance** is in that situation a condition that is awoken and influenced by a complex of some inner and outer factors. It is presented as a necessity for a good performance and for success at school. The motive part of man’s performance is conditional on many factors. The school success is inflicted by the motive for the performance as well as by avoiding failure (Pardel, Maršalová, Hrabovská, 1992)<sup>4</sup>.

**School success**, we understand as students’ school performance or their corresponding behaviour with the school requirements, the school curriculum, the content and the performance standards and their roles defined for a particular school – year and subject (Hvozdík, 1986, in: Kačáni et al., 2004)<sup>5</sup>.

**School failure** is if the performance or the behaviour does not agree with the requirements above or with student’s possibilities and abilities. That may be the consequence of a non-existing motivation, overloading, inadaptability and so forth. The failure can have a varied level, extent and duration of time (Schnitzerová, 2002)<sup>6</sup>.

We decided to set our research in the time of the **adolescence**<sup>7</sup> as a specific life period when individuals have managed the strategy of their

<sup>1</sup> J. Čáp, J. Mareš, *Psychologie pro učitele*, Praha 2001, p. 303.

<sup>2</sup> J. Čáp, P. Boschek, *Dotazník pro zjišťování způsobu výchovy v rodině*, Psychodiagnostika, Bratislava 1994.

<sup>3</sup> J. Čáp, J. Mareš, *Psychologie*, p. 312

<sup>4</sup> T. Pardel, L. Maršalová, A. Hrabovská, *Dotazník motivácie výkonu*, Psychodiagnostické a didaktické testy, s.r.o. Bratislava 1992.

<sup>5</sup> V. Kačáni, *Základy učiteľskej psychológie*, Bratislava 2004.

<sup>6</sup> E. Schnitzerová, *Učiteľská psychológia II*, Košice 2002.

<sup>7</sup> Adolescenciu charakterizujú P. Hartl a H. Hartlová (2000, p 18) ako vývinové obdobie, „ktoré sa vydeluje ako samostatná fáza, medzi detstvom a ranou dospelosťou, charak-

behaviour conditioned by family education, but they are still in the process of formation and education, and the results are understood as school success.

More authors have already partially studied the subject of education, motivation and school progress. In our provenance, the first who studied the impact of the family education on school success/failure was J. Hvozdič (1973)<sup>8</sup>. The newer studies are by J. Čáp and P. Boschek (1994, 1998)<sup>9,10</sup>, L. Horňák (2001)<sup>11</sup> with the specification on the pupils from the social disadvantageous milieu. Family education at adolescence was studied by B. Šramová, P. Lajčiaková and K. Fichnová (2012)<sup>12</sup> and J. Šatánek (2004)<sup>13</sup>, in relation to the introspection by L. Ďuricová (2004a, 2004b)<sup>14,15</sup>, in relation to ethnic attitudes by J. Oravcová (2004a, 2004b)<sup>16,17</sup>, in relation to assertive behaviour by Z. Vašašová (2004)<sup>18</sup> in relation to problems and dangerous behaviour by A. Gecková (1998a, 1998b, 1999), J. Širuček (2001), M. Verešová (2003), D. Nevolová (1991), E. Šimová (1994), J. Koestern, K. Millerová, L. Hummertová (2001) and M.M. Criss et al. (2003) and the others (in: Verešová, Hušvétyová, 2005, p. 18)<sup>19</sup>. M. Darák (1997)<sup>20</sup> and J. Senka (1992)<sup>21</sup> mapped the problems of the education with a lack of stimulation in regard to school performance in the educational process. K. Kollárik, E. Marušincová, A. Okruž-

teristickým pre adolescenciu je nástup sekundárnych pohlavných znakov, dosiahnutie pohlavnej zrelosti, dozrievanie rozumových schopností a dotváranie integrity osobnosti.“

<sup>8</sup> J. Hvozdič, *Psychologický rozbor školských neúspechov žiakov*, Bratislava 1973.

<sup>9</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>10</sup> J. Čáp, P. Boschek, *Spôsob výchovy v rodine a osobnosť dieťaťa*, Psychológia a patopsychológia dieťaťa, 1998, 1, p. 35-44.

<sup>11</sup> L. Horňák, *Rodina ako determinujúci činiteľ školskej úspešnosti rómskych žiakov*, [w:] *Vzdelávanie Rómov dnes a zajtra*, Nitra 2001, p. 62-73.

<sup>12</sup> B. Šramová, P. Lajčiaková, K. Fichnová, *Hodnotenie štýlu výchovy uplatňovaného v rodine adolescentov*, VEGA 1/9007/02, 2002.

<sup>13</sup> J. Šatánek, *Komunikácia v rodine*, Banská Bystrica 2004.

<sup>14</sup> L. Ďuricová, *Spôsob výchovy a formovanie osobnosti dieťaťa*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, Banská Bystrica 2004, p. 9-14.

<sup>15</sup> L. Ďuricová, *Spôsob výchovy v rodine a sebapoňatie adolescenta*, [w:] *Rodinné prostredie*, p. 15-23.

<sup>16</sup> J. Oravcová, *Súvislosti spôsobov výchovy v rodine s kvalitou etnických postojov adolescentov*, [w:] *Rodinné prostredie*, p. 61-77.

<sup>17</sup> J. Oravcová, *Systémový prístup k rodine*, [w:] *Rodinné prostredie*, p. 78-90.

<sup>18</sup> Z. Vašašová, *Vplyv štýlov výchovy v rodine na asertívne správanie adolescentov*, [w:] *Rodinné prostredie*, p. 122-132.

<sup>19</sup> M. Verešová, J. Hušvétyová, *Štýly rodinnej výchovy a rizikové správanie dievčat a chlapcov v období puberty*, Psychológia a patopsychológia dieťaťa, 2005, 1, p. 17-30.

<sup>20</sup> M. Darák, *Záujmy a školský výkon žiakov*, Pedagogická revue, 1997, 3-4, p. 119-127.

<sup>21</sup> J. Senka, *Formatívne vplyvy rodinnej výchovy na psychickú odolnosť*, Psychológia a patopsychológia dieťaťa, 1992, 1, p. 31-34.

licová (1992)<sup>22</sup> M. Vágnerová (1997)<sup>23</sup> and J. Průcha (1997)<sup>24</sup> dealt with school failure.

Nevertheless, we suppose we are missing a more complex view of the interaction of the mentioned phenomena (educational style, motivation, success) and the consequences of the formation of individuals and their school progress.

The purpose of the research is to analyze the problems of family education from the point of view of the preference of the educational style. The educational style is very important because it helps to develop and support positive or negative aspects of the motivation for school performance in cooperation with the school success of an adolescent and based on the gathered results, it helps to interpret the correlation of the interaction of three studied phenomena – educational style – motivation – school success of an adolescent.

We assume there are some differences at school success in regard to a preferred style of family education in the context of motivation. We want to monitor the relation between the style of family education, the level of functioning motivation for performance and the school success of adolescents in the educational process. We thought that the more positive emotional relationship and the more adequate educational control parents have, the level of the motivation is higher, which then positively effects adolescent achievement at school. To achieve our goal we defined some partial goals, i.e. to find out the level of the variables. The qualitative view of the problems resulted in some recommendations for pedagogical theory and practice.

## Method

**Research Sample.** The sample of the research consisted of 386 adolescents of the second and third school-year at four secondary grammar schools with a varied studying focus (the Grammar School of Ján Adam Rayman, the Grammar School on Konštantínova St. 2, the Grammar School of Saint Nicolas and the Grammar School with a focus on physical training) in the district of Prešov. 211 girls and 175 boys were enrolled in the sample. The research sample consisted of the students in the second and third school – year, i.e. 52.6% of the second year and

---

<sup>22</sup> J. Kollárik, E. Marušincová, A. Okružlicová, *Vzťah žiakov začínajúcich štúdiom na SŠ k učebným predmetom*, Psychologická revue, 1992, 9, p. 672-684.

<sup>23</sup> M. Vágnerová, *Důsledky nestandardní zkušenosti, citové deprivace a subdeprivace v dětství*, Československá psychologie, 1997, 6, p. 555-558.

<sup>24</sup> J. Průcha, *Moderní psychologie*, Praha 1997.

47.4% of the third year. The age of the respondents was from 15 to 19 years. The particular data of the research sample are given in the following table.

Table 1  
Summary of respondents' characteristics

School	Sex		Age					Year		Together (%)
	Boys	Girls	15	16	17	18	19	2nd	3rd	
GJAR	37	79	0	16	59	41	0	59	57	116 (30,1%)
KG2	43	48	0	14	45	31	1	45	46	91 (23,6%)
GSv.M	57	56	13	56	44	0	0	61	52	113 (29,3%)
GŠ	38	28	0	4	41	19	2	38	28	66 (17,1%)
SPOLU	175	211	13	90	189	91	3	203	183	386 (100%)

Clue:

GJAR – Gymnázium Jána Adama Raymana – Grammar School of Ján Adam Rayman,

KG2 – Gymnázium Konštantínova 2 – Grammar School on Konštantínova St. 2,

GSv.M – Gymnázium svätého Mikuláša – Grammar School of Saint Nicolas,

GŠ – Gymnázium so zameraním na telesnú výchovu – Grammar School with a focus on physical training.

## Methodology

### a) Questionnaire for the Survey of Approaches in Family Education

The questionnaire for the survey of approaches in family education T-17 by J. Čáp and P. Boschek (1994)<sup>25</sup> is a standardized one based on an analytic – synthetic, dimensional component model of nine fields that reflects the reciprocal functioning of the emotional relationship and educational control. They are combined in various quantitative levels and different qualitative forms and their combination determines the predominant educational style. It includes 40 issues relating to the father's educational approach and the same 40 issues for the mother, 10 issues for each of four components of the education – the positive and negative component, then the component of requirements and freedom. The questionnaire detects educational approaches of parents based on respondents' answers by monitoring two complex educational characteristics: first, the quality of the emotional relationship that is formed by the positive and negative component; the combination of two components can create a negative, a medium and a positive emotional relationship or an extremely positive emotional relationship. And then the whole educational characteristics of the power of the educational control that is pre-

<sup>25</sup> J. Čáp, P. Boschek, *Dotazník pro zjišťování*.

sented by requirements and freedom resulting in a strong, a medium, a weak or a contradicting educational control. The authors created a model of nine fields of education that are characterized with a different educational approach based on a combination of the complex characteristics of the education (emotional relationship and educational control). Additionally, the educational style used by parents is derived from the model of nine fields.

Table 2  
Approaches of Education – the Model of 9 Fields

Emotional relationship	Control			
	<i>strong</i>	<i>medium</i>	<i>weak</i>	<i>contradicting</i>
<i>Negative</i>	1 autocratic education – disadvantageous for stability		2 liberal education – disadvantageous for conscientiousness and stability	3 indifferent education disturbing for conscientiousness and stability
<i>Negatively positive</i>	9 indifferent education – advantageous for conscientiousness			
<i>Positive</i>	4 indifferent education advantageous for conscientiousness	5 social integral education optimal for conscientiousness and stability	6 liberal education	7 indifferent education
<i>Extremely positive</i>			8 social – integral education advantageous for conscientiousness and stability	

With respect to our research we did not work with the model of nine fields but we focused on three classic styles mentioned in the pedagogical literature – autocratic educational style (1) corresponding field 1, liberal educational style (2) presented in fields 2 and 6, fields 5 and 8 cover social-integral educational style (3) and fields 3, 4, 7 and 9 are in regard to our research indifferent styles (4) because they transcend the possibilities of the model of the three styles that we work with.

#### **b) Questionnaire for Motivation for Performance**

The questionnaire for the motivation for performance by T. Pardel, L. Maršálová and A. Hrabovská (1992)<sup>26</sup> is also a standardized one con-

<sup>26</sup> T. Pardel, L. Maršálová, A. Hrabovská, *Dotazník motivácie výkonu*.

sisting of 52 issues (the first one is instructive, not evaluated) that forms 3 scales: the scale of performance motivation (PM), the scale of breaking performance anxiety (BPA) and the scale of supporting performance anxiety (SPA).

*The scale of the motivation for performance* covers 24 issues including the following aspects: the aspect of behaviour (8 issues), the aspect of aspiring level (5 issues), the aspect of perseverance at work (5 issues) and the aspect of time indication for the future (6 issues). The expression “work” used in the issues is schoolwork, i.e. learning or studying. The scale of the motivation for performance represents a more homogeneous scale that corresponds with a more constitutive understanding of the structure of the performance motivation as we can see in the characteristics above.

*The scale of breaking performance anxiety* consists of 17 issues and the authors describe them as self-admitting of a worse performance, loss of promptness and activity under the stressful conditions that occur in a critical, stressful or new situation.

*The scale of supporting performance anxiety* consists of 10 issues and affects the link between a slight tension and a mobilisation of activities as advantageous conditions for a good performance. The scales of breaking performance and of supporting performance anxiety are more homogeneous.

### **c) Demographic Questionnaire**

The demographic questionnaire was made to get anonymous data about the respondents. It presents the characteristics, i.e. age, school, school-year. A part of the demographic questionnaire is a review of the final results (marks) in particular subjects – Slovak language, English language, German language, French language, Mathematics, IT, Physics, Chemistry, Biology, History, Geography, Civics, Ethics, Religion, Art and Culture, Physical Training or some others (optional subjects). The students wrote the marks in a particular subject in the second or third school-year based on their attendance.

## **The plan of the research**

In the first part of the survey, we used a mapping and identifying research (survey). Its goal was to identify the significant variables – style in family education, motivation for school performance and school success. In our project, we used the standardized questionnaires – A questionnaire for monitoring the educational approaches in families and a questionnaire for performance motivation. We ourselves made a demo-

graphic questionnaire to find out the demographic characteristics of the respondents and the review of their school assessment. The differential review was used to prove inter-sexual differences in all of the significant variables above. In the second part, our research activity was focused on a research plan of the type *ex post facto* with an attributive independent variable. We did not make it retrospectively but our starting point was the independent variable (style in family education). It was represented by three variants of the classic model of educational styles – authoritative, liberal and social-integral. We also used an indifferent educational style with respect to our gathered data. It covers some varied combinations of the emotional relationship and the control in family education that are not covered by the characteristics of the classic model. We understand the input undetermined variable as a predicted potential condition for expecting changes in determined variables – the motivation for the school performance and school assessment. The motivation had a special role in the research because we took it as a determined variable in regard to the style in family education. We also studied it in interaction with the style in family education as a predicted condition of the changes in school progress, i.e. as an undetermined attributive variable. The research plans with the analysis of the variance helped us to get the studied data. We focused on the factor plans to be able to study the significance of the impact of the style of the family education and the motivation for school performance as undetermined variables and their interaction predicting the changes in the determined variable – school progress. With respect to the character of the variables we worked with the factor plan of type 4 x 3; the research plan covered two undetermined variables: the first had four levels – autocratic, liberal, social-integral and indifferent and the second variable – motivation for performance – always expressed three stages (weak, medium and strong) at each scale of the motivation – motivation for performance, breaking performance and supporting performance anxiety.

### **Carrying out the research**

The research was done in the school-year 2011/2012. The data from the respondents were gained continuously during 45 minute class meetings, with the agreement of the school managements for the particular classes and schools, and the cooperation of the students was voluntary and anonymous. The succession of the administration: Questionnaire for Survey of Approaches in Family Education, Questionnaire for Performance Motivation and Demographic Questionnaire including respondents' characteristics and also a review of their marks in certificates.

## Statistical processing

The statistical data were processed with the statistic programme SPSS Statistic 17.0 for Windows. The programme was also used for the evaluation of the data in the questionnaires: Questionnaire for Survey of Approaches in Family Education, Questionnaire for Performance Motivation and Demographic Questionnaire. We used Chi square test as a test of the independence and ANOVA (one entry analysis of variance) to prove the significance of intersexual differences. In regard to the character of the data, we used in the field of the inductive statistics the following statistical methods – ANOVA (one entry analysis of variance and multifactor analysis of variance).

We did not test psychometric characteristics of the questionnaires (Questionnaire for Survey of Approaches in Family Education, Questionnaire for Performance Motivation) because the questionnaires are standardized.

## Results

We initially show the arrangement and intersexual differences in our studied variables through the diagrams based on the results.

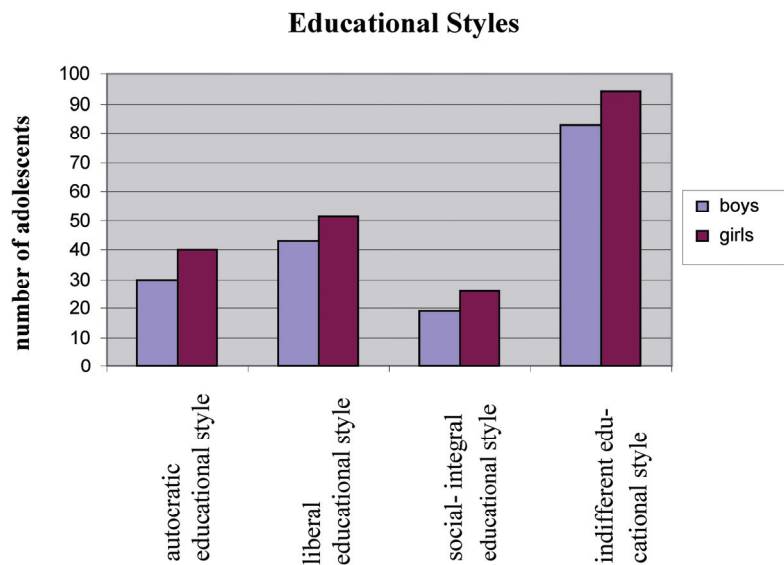


Fig. 1. Styles in Family Education

The most presented style in our sample from the classic model of the style in family education (we considered the other combinations of the complex characteristics – emotional relationship and educational control as indifferent) was the liberal one, the second place was taken by the autocratic educational style and the fewest adolescents mentioned the social-integral educational style. There were more girls in all educational style.

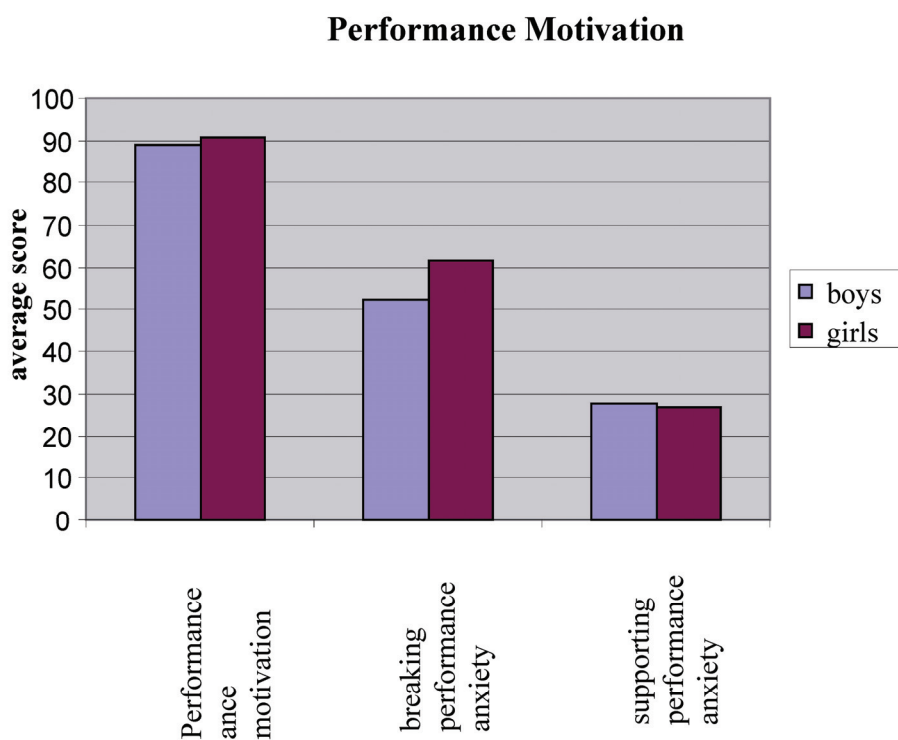


Fig. 2. Performance Motivation

On the results by monitoring intersexual differences, considering the character of the motivation there were statistically significant differences between girls and boys only at the level of breaking performance anxiety ( $F = 45.93$ ,  $p = 0.00$ ). The average measured score showed that the girls found the anxiety for a more slowing factor ( $M = 61.60$ ) than boys ( $M = 52.54$ ). At the other levels the differences were negligible or none.

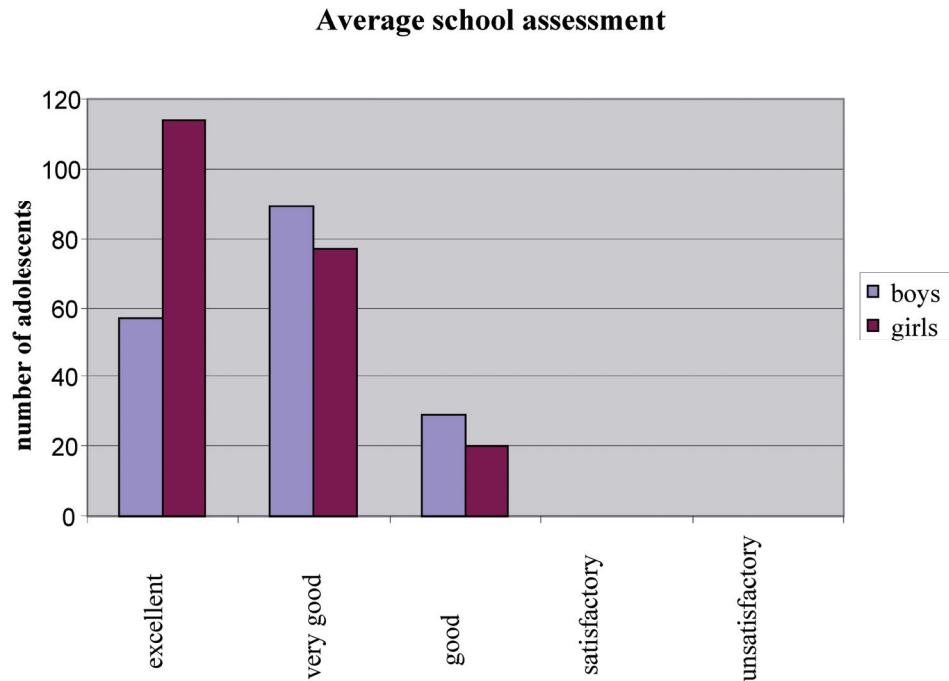


Fig. 3. Average School Achievement

Figure 3 shows the arrangement of school achievement according to sex. In the sample, there were the most average excellent adolescents (171), girls (114) predominantly, in the average assessment of very good, more boys (89); there were more boys in the category good (29) as well. The school assessment satisfactory and unsatisfactory did not occur in our sample. We found statistically significant differences in the school progress ( $F = 24.91$ ,  $p = 0.00$ ) because the girls had lower average marks ( $M = 1.54$ ) – better results, and a higher level of school progress than the boys ( $M = 1.83$ ).

As far as the differences in the character of the motivation are concerned in regard to the complex educational characteristics and the complex results about a link among the key variables, i.e. an interactive effect of the educational style and the motivation for the school performance at school progress, the significant results are only presented.

Table 3

Differences in the character of the motivation in regard to the complex of the characteristics of education

MOTIVATION	F	P	EMOTIONAL ATTITUDE – FATHER: M			
			negative	average	positive	ext. positive
Motivation for Performance	3.37	0.02*	3.63	3.79	3.86	3.87
Breaking Performance Anxiety	5.19	0.00**	3.48	3.42	3.37	2.93
			EMOTIONAL ATTITUDE – MOTHER: M			
			negative	average	positive	ext. positive
Breaking Performance Anxiety	6.10	0.00**	3.53	3.26	3.18	2.92
			EDUCATIONAL CONTROL – MOTHER: M			
			strong	average	weak	contrad.
Breaking Performance Anxiety	3.90	0.00**	3.60	3.2	3.26	3.41
			EMOTIONAL RELATIONSHIP IN FAMILY: M			
			negative-positive	negative	positive	ext. positive
Breaking Performance Anxiety	3.93	0.00**	3.93	3.48	3.28	2.87
			EDUCATIONAL CONTROL IN FAMILY: M			
			strong	contrad.	weak	average
Breaking Performance Anxiety	3.37	0.02*	3.59	3.40	3.25	3.17

Clue: F – Fisher's F test

p – level of importance –\*\* tests are significant at level  $p < 0.01000$

– \* tests are significant at level  $p < 0.05000$

M – average

We got some significant results at the motivation for performance ( $F = 3.37$ ;  $p = 0.02$ ). Only father's emotional attitude affects its increasing trend positively, particularly extremely positive emotional attitude ( $M = 3.87$ ) and at the breaking performance anxiety with father's educa-

tional control. It is important to say that at the performance motivation the higher values are better ones. On the other hand, at breaking performance anxiety the lower values are more favourable. If we focus on the complex characteristics of family education, they affect breaking performance anxiety. Its lowest values were at the adolescents who had extremely positive emotional relationships ( $M = 2.87$ ) and the medium educational control ( $M = 2.92$ ). The same impact can be seen in the extremely positive relationship with the father ( $M = 2.92$ ), extremely positive relationship with the mother ( $M = 2.93$ ) and an average educational control of the mother ( $M = 3.22$ ).

Table 4  
Differences in school progress in regard to educational style and motivation for performance – interaction of educational style x motivation (motivation for performance) x school success

FAKTORS	F	P
Educational style	0.36	0.78
Motivation for performance	5.83	0.00**
Educational style x performance motivation	0.28	0.94

Clue: F – Fisher's F test

p – level of importance – \*\* tests are significant at level  $p < 0.01000$

– \* tests are significant at level  $p < 0.05000$

Table 5  
Differences in school success in regard to educational style and motivation for performance – average score

EDUCATIONAL STYLES	MOTIVATION FOR PERFORMANCE	M
AUTOCRATIC	weak	1.84
	medium	1.64
	strong	1.32
LIBERAL	weak	1.82
	medium	1.69
	strong	1.55
SOCIAL-INTEGRAL	weak	1.62
	medium	1.64
	strong	1.29
INDIFFERENT	weak	1.75
	medium	1.81
	strong	1.46

Clue: M – average

The monitoring of the interactive effect of the educational style and of the motivation for achieving good results at school showed that the performance motivation ( $F = 5.83$ ,  $p = 0.00$ ) is the only one statistically

differential factor, while the educational style was indifferent ( $F = 0.36$ ,  $p = 0.78$ ). The style did not show a statistically significant differential effect ( $F = 0.28$ ;  $p = 0.94$ ) in the interaction with the performance motivation either.

According to the average score in Table 5, the best results were achieved in families where the social-integral educational style and the strong motivation for the performance ( $M = 1.29$ ) predominated, as well as in families with a high level of the autocratic educational style and the strong motivation for the performance ( $M = 1.32$ ). On the contrary, the highest average score and the weakest school success were presented at the adolescents with the dominant autocratic style and the weak motivation for performance ( $M = 1.84$ ), similar at the dominant liberal style and the weak motivation ( $M = 1.82$ ) and with the indifferent style and the average motivation for performance ( $M = 1.81$ ).

Table 6  
Differences in school success with regard to the educational style and breaking performance anxiety – interaction of educational style x motivation (breaking performance anxiety) x school success

FACTORS	F	P
Educational style	1.42	0.24
Breaking performance anxiety	0.06	0.94
Educational style x breaking performance anxiety	0.36	0.91

Clue: F – Fisher's F test

p – level of importance – \*\* tests are significant at level  $p < 0.01000$

– \* test are significant at level  $p < 0.05000$

The monitoring of the educational style and the breaking performance anxiety as differential factors were not statistically significant, either separately or in interaction ( $F = 0.36$ ;  $p = 0.91$ ).

Table 7  
Differences in school success in regard to educational style and breaking performance anxiety – average score

EDUCATIONAL STYLE	BREAKING PERFORMANCE ANXIETY	M
AUTOCRATIC	weak	1.61
	medium	1.61
	strong	1.59
LIBERAL	weak	1.71
	medium	1.64
	strong	1.53

EDUCATIONAL STYLE	BREAKING PERFORMANCE ANXIETY	M
SOCIAL-INTEGRAL	weak	1.52
	medium	1.56
	strong	1.64
INDIFFERENT	weak	1.72
	medium	1.72
	strong	2.01

Clue: M – average

The presented scores at school success seen in Table 7 show clearly, in regard to the interaction between the factors, that the adolescent with the social-integral family education and with the weak breaking performance anxiety ( $M = 1.52$ ) – significant extremely positive, achieved the best performance at school and the best school success. In addition, the adolescents with a preferred liberal educational style and the strong breaking performance anxiety ( $M = 1.53$ ) as well as with the social-integral education and the medium breaking performance anxiety ( $M = 1.56$ ) were more successful. The highest average results at school were gathered at the preference of the indifferent educational style and the strong breaking performance anxiety ( $M = 2.01$ ), and the same is seen at the liberal education and the weak breaking performance anxiety. In the case of the indifferent educational style, there were really extreme differences even if in regard to monitoring the interaction not significant statistically; they were only indicative – the other average scores did not obviously point out any significant differences.

Table 8  
Differences at school success in regard to educational style and motivation for performance – interaction of educational style x motivation (supporting performance anxiety) x school success

FACTORS	F	P
Educational style	1.33	0.27
Supporting Performance Anxiety	1.70	0.18
Educational style x supporting performance anxiety	0.22	0.97

Clue: Fisher's F test

p – level of importance – \*\* tests are significant at level  $p < 0.01000$

– \* tests are significant at level  $p < 0.05000$

The following stage of the motivation, the supporting performance anxiety with the interaction of preferred educational styles, did not show any significant effect on the differences in school success – neither separately nor in the interaction ( $F = 0.22$ ,  $p = 0.97$ ). It means we cannot

consider those factors effective in school success, either separately or in the interaction.

Table 9  
Differences at school success in regard to educational style and supporting performance anxiety – average score

EDUCATIONAL STYLES	SUPPORTING PERFORMANCE ANXIETY	M
AUTOCRATIC	weak	1.69
	medium	1.63
	strong	1.52
LIBERAL	weak	1.87
	medium	1.63
	strong	1.64
SOCIAL-INTEGRAL	weak	1.57
	medium	1.53
	strong	1.21

Clue: M – average

According to the data in Table 9, the best school results appeared with the preference of the social-integral educational style and the weak supporting performance anxiety ( $M = 1.21$ ) – significant extremely positive, and with the medium supporting performance anxiety ( $M = 1.53$ ), as well as with the strong supporting performance anxiety at the students who presented the autocratic style ( $M = 1.52$ ). On the other hand, the least successful were the adolescents with a high preference of the indifferent educational style and the weak supporting performance anxiety ( $M = 1.91$ ). At the social-integral style with the weak supporting performance anxiety ( $M = 1.57$ ) there was a significant agreement in regard to the fourth best school achievement – the other average scores obviously showed more significant differences.

## Interpretation and discussion

The research fulfilled our expectations. Many of our premises were proved, while some of them did not achieve the significant level of importance because of some conditions and other factors, but they showed the set trend.

We state that our results are in agreement with the pilot study and standards by the authors of the questionnaires and there were no problems with our own questionnaire of the demographic data about the respondents and about their school assessment at certificates.

In our research part, 8 of 9 partial hypotheses were proved, one only partially. We came to the conclusion together with L. Ďuricová (2004)<sup>27</sup>, J. Oravcová (2004)<sup>28</sup> and Z. Vašašová (2004)<sup>29</sup> that we meet a negative emotional relationship (58.29%) and contradicting educational control (39.90%) in most families. We consider the combination of the complex characteristics as indifferent with respect to the classic model of educational styles. The liberal – integral educational style was the second one that we found at 24.35% of adolescents and the third one was the autocratic style (18.13%) which is in agreement with the authors above. Our results are in agreement with the statements by P. Ondrejko<sup>30</sup>, K. Turček (2003)<sup>31</sup> a M. Zelina (2004)<sup>32</sup> that the most preferred educational style is the liberal one. The used questionnaire does not differentiate between boys and girls, which also resulted in our premise that we do not find any intersexual differences between boys and girls. At setting our partial hypotheses, we also took into account the theories of developmental psychology about the period of adolescents represented by M. Vágnerová (2000)<sup>33</sup>, J. Langmeier – D. Krejčířová (1998)<sup>34</sup>, P. Macek (2003)<sup>35</sup> and others.

Based on the resources by J. Džuka (2003)<sup>36</sup>, M. Macháč, H. Macháčová and J. Hoskovec (1985)<sup>37</sup>, P. Macek and L. Lacinová (2006)<sup>38</sup> and M. Vágnerová (2000)<sup>39</sup> and on the results gathered in the Questionnaire for Performance Motivation by T. Pardel, L. Maršalová and A. Hrabovská (1992)<sup>40</sup>, we concluded that the predominant and the most appropriate level of the motivation is at the medium level. This level awakes the body for a performance, but at the same time it does not limit the performance which we fully confirmed. In agreement with setting the questionnaire by the authors above, who gave different standards for boys and girls, we expected some intersexual differences in

<sup>27</sup> L. Ďuricová, *Spôsob výchovy a sebapoňatia adolescenta*, [w:] *Rodinné prostredie*, p. 15-23.

<sup>28</sup> J. Oravcová, *Systémový prístup k rodine*, [w:] *Rodinné prostredie*, p. 78-90.

<sup>29</sup> Z. Vašašová, *Vplyv štýlov výchovy v rodine na asertívne správanie adolescentov*, [w:] *Rodinné prostredie*, p. 122-132.

<sup>30</sup> P. Ondrejko, *Úvod do sociológie výchovy*, Bratislava 1995.

<sup>31</sup> K. Turček, *Psychopatologické a sociálno-patologické prejavy detí a mládeže*, Bratislava 2003.

<sup>32</sup> M. Zelina, *Teórie výchovy a hľadania dobra*, Bratislava 2004.

<sup>33</sup> M. Vágnerová, *Vývojová psychologie*, Praha 2000.

<sup>34</sup> J. Langmeier, D. Krejčířová, *Vývojová psychologie*, Praha 1998.

<sup>35</sup> P. Macek, *Adolescence*, Praha 2003.

<sup>36</sup> J. Džuka, *Základy pedagogickej psychológie*, Prešov 2003.

<sup>37</sup> M. Macháč, H. Macháčová, J. Hoskovec, *Emoce a výkonnosť*, Praha 1985.

<sup>38</sup> P. Macek, L. Lacinová, *Vzťahy v dospívání*, Brno 2006.

<sup>39</sup> M. Vágnerová, *Vývojová psychologie*, Praha 2000.

<sup>40</sup> T. Pardel, L. Maršalová, A. Hrabovská, *Dotazník motivácie výkonu*.

particular scales – motive for performance, breaking performance and supporting performance anxiety. The differences were only confirmed at a significant level of importance at the breaking performance anxiety. We think we got these results because the secondary grammar school is a school where students must be highly motivated to achieve an excellent performance to be able to study at colleges, and under these conditions the differences between boys and girls disappeared.

In our sample, the students with the excellent school achievement (the same data by Statistical Office) were in first place, in second place the students with the grade of very good, which was confirmed with the average of 1.67. We consider it as a consequence of the interest in studying, which results in further education at colleges and in getting a good social position in a group. Our hypothesis that the girls would have much better school results was correct and proved. It was based on the fact that girls do not usually have problems with good behaviour and paradoxically, their greater breaking performance anxiety improves their performance because of that they study more.

At the end of this part, we would like to summarize. In our sample, the negative emotional relationship of parents to their children, the contradicting educational control, the medium level of motivation for school performance and the high school success are predominant. The difference between sexes was only shown at the breaking performance anxiety.

The main research hypothesis about the link between the approaches of family education and the motivation for school performance and school success was confirmed only partially and the indicated link should be followed. J. Čáp and P. Boschek (1994)<sup>41</sup> say that the data about the educational approaches are necessary in practice when we want to solve the problems of important so that we can understand educational problems and the impaired motivation of a education and school progress. The information about the parent – child relationship is student resulting in a bad school performance. In our research, we tried to prove their statements and to confirm the link among education, motivation and school progress. We used an often cited traditional model of family education to achieve our goal. This model offers a straight and easily understandable look at education. On the other hand, it has some weakness, which probably caused that we did not prove our main hypothesis. Our results are in agreement with those by J. Čáp (1999)<sup>42</sup>; i.e. traditional models join several educational styles disproportionally and some of them are not included, especially those with a contradicting edu-

---

<sup>41</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>42</sup> J. Čáp, *Styly rodinné výchovy*, p. 23-25.

cational control. In our sample, there were more of such respondents. The traditional model by J. Čáp and P. Boschek (1994)<sup>43</sup> is clear and expresses significant educational forms. However, it is too simplified and all respondents cannot be assigned to one of three models. It would be necessary to introduce some temporary and mixed types. J. Langmeier and D. Krejčířová (1998)<sup>44</sup> point out that although the traditional model is used very often, its weakness is that it is not possible to include the educational style into one well-defined type. Educational approaches are different in time or with parents themselves. We state that a link was proved between the method of family education, as it is presented in the model of 9 fields by J. Čáp and P. Boschek (1994)<sup>45</sup> and school progress. We achieved partial success when we studied the relation between the complex educational characteristics and the motivation for school performance. We came to the conclusion that a positive or even an extremely positive emotional relationship of parents separately or together and the medium educational control in a family influence school progress positively, which proved the validity of the statements by J. Čáp and P. Boschek (1994)<sup>46</sup> and others. The results at a significant level of importance were also achieved at the motive for performance and the emotional attitude of the father, the emotional attitude of the mother, the emotional relationship in the family, the educational control of the mother and the educational control in the family. We think the most favourable is the extremely positive emotional attitude of the father in the context of the motive for performance. The lowest standard of the breaking performance anxiety was found at the extremely positive emotional attitude of the father, the extremely positive attitude of the mother, the extremely positive relationship in families, at the medium educational control of mother and the medium educational control in families. Our statements supported the premise that we can expect an impact of a positive emotional attitude and the medium educational control on the motive for performance and the breaking performance anxiety at least resulting in excellent school progress. It is also supported by the fact that the relation of a strong motive for performance, high school success and the strong breaking performance anxiety and school success were shown at a significant level. The latter mentioned could be the impact of one's own uncertainty and brings with it more intensive preparation.

---

<sup>43</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>44</sup> J. Langmeier, D. Krejčířová, *Vývojová psychologie*.

<sup>45</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>46</sup> *Ibidem*.

We state that we did not get significant results at the interaction of educational style and motivation for performance in context with school success, and so we did not prove the main hypothesis. Nevertheless, we find the social-integral educational style (no extremes as at autocratic and liberal educational style) in agreement with J. Langmeier and D. Krejčířová (1998)<sup>47</sup> as the best educational style for a healthy development of children; a healthy development also brings with it a proper development of the motivation for performance, an adequate self – picture, going after realistic tasks, achieving success more often and a positive self – assessment leading to better school results. An activating level is necessary for performance which is presented as a tension. It was shown that as far as there is a strong level of motivation, then it helps together with the social- integral educational style to achieve excellent results at school. It is true for the motive power and supporting performance anxiety. The autocratic educational style seems effective in the combination with a strong motivation. The effect of the autocratic and the social – integral educational style is similar, except for the breaking performance anxiety where the adolescents, who are educated with the social – integral method and who have a weak or medium level of motivation, achieve good performance; however, with the autocratic education the adolescents are successful when they have a strong motivation. In our sample, the best results were achieved by the adolescents educated with the social – integral method together with a strong motive power and the weak or medium breaking performance anxiety and the strong or medium supporting performance anxiety.

We know we have to evaluate our results taking into account our sample (students of grammar schools) and the introduction of an indifferent educational style as a chance to include into the Questionnaire for Survey of Approaches in Family Education those fields that are not covered by the traditional model of educational styles. However, some different emotional relationships and educational controls were joined in one group. Then we have to think about the fact introduced by J. Džuka (2003)<sup>48</sup> that the motive power is the most studied aspect in the pedagogy, but that our questionnaire could cover the motivation at a more common level, not only at the school level, and the reality that the motivation for performance is the variable where the optimal form is an average standard and not the extremes. The other important aspects are that at present we understand success as successful social presentation without pointing out the results and the factors that affected our studied variables as we could not eliminate them in our research plan. The

---

<sup>47</sup> J. Langmeier, D. Krejčířová, *Vývojová psychologie*.

<sup>48</sup> J. Džuka, *Základy pedagogické psychologie*.

styles of family education probably depend on social-historical conditions (economic, political, cultural...) on characters and experience of parents and on characteristics and behaviour of educated children and their attitude to parents (Čáp, Boschek, 1994, Čáp, 1999)<sup>49, 50</sup>. J. Džuka (2003)<sup>51</sup> writes that the beginning and the development of the motive power start at childhood and some factors are presented as, e.g., the real performance of a child, the training of independence, parents' behaviour and the grade of self – confidence that is supported and given by adults. According to Z. Helus, V. Hrabal, V. Kulič and J. Mareš (1979)<sup>52</sup> the need for a good performance is individually different and it depends especially on two factors, i.e. motive indication of parents and the own experience with success. In the Questionnaire for Survey of Approaches in Family Education (Čáp, Boschek, 1994)<sup>53</sup> it is said that the pupils with a positive or extremely positive emotional relationship with parents and with control, without any extreme forms of requirements, as well as freedom, have good school results more often. The common activities of the factors could lead to some interesting interactions, a significant level of importance and some other explanations of studied activities could occur, too. We think it would be useful to continue the research with the model by J. Čáp and P. Boschek (1994)<sup>54</sup> and to explain the links that the research would bring with it in context with the motivation for school performance and school progress.

The presented research is a resource of some recommendations for theory, methodology and practice in some fields as well.

*Recommendations for theory:*

The transformation of the research results in a theoretical level and the presentation of gathered information:

a) to avoid a negative impact of a negative emotional relationship in the family and a contradicting educational control in the family, which can lead to a reduction of the motive power and an increase of breaking performance anxiety resulting in a worse school progress;

b) to pay attention and to support the importance of a positive emotional relationship in the family and the medium educational control in context with an adequate motivation for school performance and consequently the better progress of adolescents;

<sup>49</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>50</sup> J. Čáp, *Styly rodinné výchovy*, p. 23-25.

<sup>51</sup> J. Džuka, *Základy pedagogické psychologie*.

<sup>52</sup> Z. Helus, V. Hrabal, J. Mareš, *Psychologie školní úspěšnosti žáků*.

<sup>53</sup> J. Čáp, P. Boschek, *Dotazník*.

<sup>54</sup> *Ibidem*.

c) to concentrate on the presentation of complex educational characteristics and following the model of 9 fields of the methods in family education, and to leave the permanent dealing with the classic educational models (autocratic, liberal and social-integral educational styles).

*Recommendations for methodology:*

Based on the research results we came to these recommendations:

a) to work with the model of 9 fields of educational styles that expresses two basic dimensions of education better – emotional attitude and educational control. It covers even the combinations of these characteristics better than the classic model of three educational styles – autocratic, liberal and social-integral. The classic model does not include the contradicting educational control that is common in present families;

b) to enlarge the sample of adolescents at vocational secondary and apprentice schools so that our results could be proved and confirmed;

c) to find the other indicators of variables – styles in family education, motivation for performance and school progress ( e.g. to use ADOR, interview with a teacher....)

d) to focus on breaking performance anxiety because it was shown as a significant factor of school success;

e) to find and to eliminate the other factors that can interact and deform the interpretation.

*Recommendations for practice:*

In context with our results we introduce the following applications for practice:

a) to appeal to parents and educational institutions to pay attention to the importance of an adequate educational approach to children, in our case to adolescents which should be joined with a positive emotional attitude and a medium educational control. They affect with some other factors very positively the motivation for school performance and progress;

b) to focus on the elimination of the fear of failure in the motivation for performance through motive programmes with the goal to explain how to set a realistic goal, how to describe results so that it has a positive impact and how to consider the consequences so that the person can have positive emotions. After these partial processes are improved, we expect students to find the way to success that affects their school progress positively;

c) at school assessment of pupils/adolescents to use an individually related norm instead of a permanent comparison of pupils/adolescents with the class average. It means pupils/adolescents can make a self-

assessment, and so they can see more clearly whether they have improved or stagnated in regard to their effort. That enables them to feel the power of their own activity and prevents any feeling of inability.

## Conclusion

We can state that our sample (students of grammar schools) represents mostly the liberal educational style. The most of the adolescents achieved the medium motivation level in school performance and excellent school progress. It was shown a tendency to expected divergences in school success in regard to preferred family education and the motivation for performance; we consider the liberal-integral style to be optimal. This style together with the interaction of the strong performance motivation, the weak breaking performance anxiety and the strong supporting performance anxiety facilitates to achieve excellent school results. It also affects some other spheres of life of adolescents positively.

## BIBLIOGRAPHY

- Čáp J., *Styly rodinné výchovy*, Psychologie dnes, 1999, 8.
- Čáp J., Boschek P., *Dotazník pro zjišťování způsobu výchovy v rodině*, Psychodiagnostika, Bratislava 1994.
- Čáp J., Boschek P., *Spůsob výchovy v rodině a osobnost dítěte*, Psychológia a patopsychológia dieťaťa, 1998, 1.
- Čáp J., Mareš J., *Psychologie pro učitele*, Portál, Praha 2001.
- Darák M., *Záujmy a školský výkon žiakov*, Pedagogická revue, 1997, 3-4.
- Đuricová L., *Spůsob výchovy v rodině a sebapoňatie adolescenta*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, UMB FHV, Banská Bystrica 2004.
- Đuricová L., *Spůsob výchovy v rodině a formovanie osobnosti dieťaťa*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, UMB FHV, Banská Bystrica 2004.
- Džuka J., *Základy pedagogickej psychológie*, PU, Prešov 2003.
- Helus Z., Hrabal V., Kulič V., Mareš J., *Psychologie školní úspěšnosti žáků*, SPN, Praha 1979.
- Hornák L., *Rodina ako determinujúci činiteľ školskej úspešnosti rómskych žiakov*, [w:] *Vzdelávanie Rómov dnes a zajtra*, PdF UKF, Nitra 2001.
- Hvozdič J., *Psychologický rozbor školských neúspechov žiakov*, SPN, Bratislava 1973.
- Kačáni V., *Základy učiteľskej psychológie*, SPN, Bratislava 2004.
- Kollárik K., Marušincová E., Okrúhlicová A., *Vzťah žiakov začínajúcich štúdiom na SŠ k učebným predmetom*, Pedagogická revue, 1992, 9, XLIV, 9.
- Langmeier J., Krejčířová D., *Vývojová psychologie*, Avicenum, Praha 1998.
- Macek P., *Adolescence*, Portál, Praha 2003.
- Macek P., Lacinová L., *Vztahy v dospívání*, Barrister and Principal, Brno 2006.

- Macháč M., Macháčová H., Hoskovec J., *Emoce a výkonnost*, SPN, Praha 1985.
- Ondrejko P., *Úvod do sociológie výchovy*, SAV, Bratislava 1995.
- Oravcová J., *Súvislosti spôsobov výchovy v rodine s kvalitou etnických postojov adolescentov*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, UMB FHV, Banská Bystrica 2004.
- Oravcová J., *Systémový prístup k rodine*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, UMB FHV, Banská Bystrica 2004.
- Pardel T., Maršalová L., Hrabovská A., *Dotazník motivácie výkonu*, Psychodiagnostické a didaktické testy, s.r.o., Bratislava 1992.
- Průcha J., *Moderní pedagogika*, Portál, Praha 1997.
- Šatánek J., *Komunikácia v rodine*, UMB FHV, Banská Bystrica 2004.
- Schnitzerová E., *Učiteľská psychológia II*, UPJŠ, Košice 2002.
- Senka J., *Formatívne vplyvy rodinnej výchovy na psychickú odolnosť*, Psychológia a patopsychológia dieťaťa, 1992, XXVII, 1.
- Šramová B., Lajčiaková P., Fichnová K., *Hodnotenie štýlu výchovy uplatňovaného v rodine adolescentov*, UKF-FSV-KPP, VEGA 1/9007/02, 2002 (bsramova@ukf.sk).
- Turček K., *Psychopatologické a sociálno – patologické prejavy detí a mládeže*, IRIS, Bratislava 2003.
- Vágnerová M., *Dúsledky nestandardní zkušenosti, citové deprivace a subdeprivace v dětství*, Československá psychologie, 1997, XLI.
- Vágnerová M., *Vývojová psychologie*, Portál, Praha 2000.
- Vašašová Z., *Vplyv štýlov výchovy v rodne na asertívne správanie adolescentov*, [w:] *Rodinné prostredie ako faktor socializácie a personalizácie osobnosti dieťaťa*, red. J. Šatánek, UMB FHV, Banská Bystrica 2004.
- Verešová M., Hušvétyová J., *Štýly rodinnej výchovy a rizikové správanie dievčat a chlapcov v období puberty*, Psychológia a patopsychológia dieťaťa, 2005, 40, 1.
- Zelina M., *Teórie výchovy a hľadanie dobra*, SPN – Mladé letá, Bratislava 2004.

## Kształowanie motywacji w rodzinie jako czynnik postępu szkolnego adolescentów

### Streszczenie

W artykule przedstawiono wyniki badań koncentrujących się na analizie związku między wychowaniem w rodzinie (stylem wychowania rodzinnego), poziomem motywacji i sukcesem szkolnym młodzieży. Próba badawcza składała się z 386 respondentów – adolescentów. Do realizacji badawczego celu wykorzystano schemat badań *ex post facto*. Uzyskane wyniki zostały poddane analizie statystycznej ANOVA i przedstawione w formie wykresów oraz diagramów. W posumowaniu sformułowano także dyrektywy pedagogiczne.

**Słowa kluczowe:** style wychowania w rodzinie, stosunki emocjonalne, kierowanie wychowaniem, motywacja do pracy szkoły, powodzenie w szkole/niepowodzenie w szkole, dorastanie