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## **A retrospective measure of the quality of family upbringing – a proposition of a new tool**

### **Retrospektywny pomiar jakości wychowania w rodzinie – propozycja nowego narzędzia**

#### **Abstract:**

**Aim.** The paper reports the development and initial validation of a new research tool Quality of Family Upbringing – Retrospective Measure (QFU-RM). It is one-dimensional, even though it integrates two aspects of the influence of the family on the child – the qualities of the family system (family resilience) and the quality of the intentional influence of parenting (authoritative parenting).

**Materials and methods.** The initial pool of 80 items was reduced to 12 with the use of exploratory and confirmatory factor analyses conducted on a number of trials. The indexes of fit of the empirical data to the assumed single-factor tool are acceptable (they can be improved with minor modifications).

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**Results.** The tool is sufficiently reliable. Its susceptibility to social acceptance has not been confirmed. The one-dimensionality facilitates interpretation of results – it makes it possible to generally evaluate the upbringing functionality of a family without becoming absorbed in the particular aspects of family life. The measure of the quality of family upbringing correlates with personal resources – the attributes of resilience and positive development. Further validation efforts are required – test norms need to be developed, which necessitates the adjustment of fit to normal distribution.

**Keywords:** family resilience, authoritative parenting, upbringing, retrospective measure.

#### **Abstrakt:**

**Cel.** Artykuł informuje o opracowaniu i wstępnej walidacji nowego narzędzia badawczego Quality of Family Upbringing – Retrospective Measure (QFU-RM) [Jakość Wychowania Rodzinnego - Pomiar Retrospektywny]. Jest ono jednowymiarowe, mimo że integruje dwa aspekty wpływu rodziny na dziecko - właściwości systemu rodzinnego (prężność rodziny) oraz jakość intencjonalnego wpływu rodzicielstwa (autorytatywne rodzicielstwo).

**Materiały i metody.** Początkowa pula 80 itemów została zredukowana do 12 z wykorzystaniem eksploracyjnych i konfirmacyjnych analiz czynnikowych przeprowadzonych na kilku próbach. Indeksy dopasowania danych empirycznych do założonego narzędzia jednoczynnikowego są akceptowalne (można je poprawić przy niewielkich modyfikacjach).

**Wyniki.** Narzędzie jest wystarczająco rzetelne. Nie potwierdzono jego podatności na akceptację społeczną. Jednowymiarowość ułatwia interpretację wyników - pozwala na ogólną ocenę funkcjonalności wychowania w rodzinie bez absorbowania się poszczególnymi aspektami życia rodzinnego. Miara jakości wychowania w rodzinie koreluje z zasobami osobistymi - atrybutami odporności i pozytywnego rozwoju. Wymagane są dalsze działania walidacyjne - należy opracować normy testowe, co wiąże się z koniecznością dostosowania dopasowania do rozkładu normalnego.

**Słowa kluczowe:** prężność rodziny, autorytatywne rodzicielstwo, wychowanie, pomiar retrospektywny.

## **Introduction**

At the end of the 1960s, psychologists began to investigate the positive direction of human development and the phenomenon of resilience (Murphy, Moriarity, 1976; Werner, 1993; Garmezy, 1993). The discovery of the phenomenon of resilience inspired researchers to appreciate the significance of protection factors as well as the factors promoting wellbeing (Polk, 1997; Kumpfer, 1999; Masten, Coatsworth, 1998; Rutter, 1990, 1995). The pathogenic paradigm in research on human health was supplemented with the salutogenetic approach, focused on resources (Antonovsky, 1987).

Family resilience is a phenomenon discussed by a number of authors (Walsh, 2016; Henry, Sheffield Morris, & Harrist, 2015; Masten, Monn, 2015; Black, Lobo,

2008; Patterson, 2002) and defined in a number of ways (Hawley, DeHaan, 1996). Henry, Sheffield Morris, & Harrist (2015) have pointed to two connected contexts of resilience within the family – the personal context (resilient family members) and the systemic context (the qualities and processes creating and maintaining the resilient family system). The authors would focus first and foremost on the second dimension and, in relation to Masten's concept of adaptive systems, they indicated 5 such systems in the family environment; the systems which are constantly engaged in the processes of retaining the internal balance of the family in the face of various threats and challenges: emotional system (interactions among family members showing support, encouragement, commitment, and cooperation; emotion coaching); control system (mutual respect among family members, a clear authority structure and family rules with acceptable ranges of variation, effective problem solving and decision making processes); meaning system (making meaning of how the family fits into the broader scheme of life, and specific situations; positive strengths-based outlook); maintenance system (family interaction patterns and responsibilities are organized so that basic needs are met) and stress response system (feedback amplifies or dampens changes, allowing families to address their first order tasks). A notion resembling family resilience is family functionality, that is, the realisation by a family of its fundamental functions. The maintenance of these functions requires the family to be able to react to threatening changes and restoring the upset balance. A strong family has to be simultaneously stable and changing. The aspect of the functionality of the family system is emphasised in David Olson's Circumplex Model (2011, 2000). Functional families are characterised by moderate levels of cohesion and flexibility (extremely high or extremely low values of these factor may lead to disfunctions), and high quality of communication.

Upbringing is one of the main functions of the family. In pedagogy, upbringing is variously defined. In the traditional perspective it is the intentional forming of a person according to defined model-ideal, in the less traditional approach it may be understood as benevolent and active accompanying of a person in the process of the introduction of subjective changes in their lives and the acquisition of the capability to wisely conduct their activity and development. The approaches focus on different functions of upbringing, i.e., the adaptive function and the emancipation function (Freire, 1987). It can be assumed that optimal influence consists in the realisation of both the functions in a responsive way, i.e., adjustment to changing circumstances and situational demands as well as the needs and the rights of the subjects and children's developmental level. One of the constructs describing such "golden mean" family upbringing is authoritative parenting. Diana Baumrind (2013) understands it as high levels of parental responsiveness and high levels of demandingness. Other authors (Steinberg, Lamborn, Dornbusch, & Darling, 1992) define it as the coexistence of

three elements of upbringing: a high level of parental acceptance and warmth, supervision and strictness, and the granting of psychological autonomy or democracy. Research suggests that this style of upbringing is effective in promoting achievement and positive development of children and youth as well as prevention of adaptive problems. However, one ought to bear in mind that from the systemic perspective no fixed way of acting guarantees the realisation of all the aims in all possible circumstances, which means that what is crucial is flexible manipulation of the proportions of the particular elements of the style according to the circumstances of the parental action. That is why the significance of parental mindfulness (Parent, McKee, Anton, Gonzalez, Jones, & Forehand, 2016; Parent, Garai, Forehand, et al. 2010; Williams, Wahler, 2010; Wahler, Rowinski, Williams, 2008) and the quality of communication between parents and children (Gordon, 2000) are emphasised in reference sources.

In the present paper, the assumption is made that upbringing processes in the family are strictly connected with the family's resilience. The quality of family upbringing depends not only on the content and the effectiveness of parents' intentional actions directed at the child, its behaviour and created problems, but also on how the family copes with the difficult matter of life encompassing external threats as well as those arising within internal interactions. The second aspect – family resilience – is crucial from the perspective of upbringing because, on the one hand, family life allows children to learn through observation, to acquire knowledge in the course of interpersonal communication and in the course of the undertaken tasks and experiencing the outcomes of their actions, and on the other hand, the effectiveness of the family coping with life difficulties, reinforcing the parents' self-regulatory capabilities, may facilitate the effectiveness of their intentional parenting actions.

The aim of the present paper is to evaluate a tool for retrospective measurement of the quality of upbringing in a generative family. It is a modified version of a previously developed evaluation scale of the quality of upbringing in a family carried out from the perspective of an adolescent (Kwiatkowski, 2016). The quality of upbringing in a generative family is identical with a high upbringing functionality of the family. It is comprised of the coupled phenomena of resilience of the family, and intentional influence facilitating correct development and positive adaptation of children. The acquiring by an individual of an increasing ability to self-regulate, and, as a result, to effectively direct their relations with the environment and their life in a way balancing adaptation and emancipation standards and the short- and long-term perspective of actions is a test of the quality of upbringing in a family. If resilient families bring up resilient and positively developing children, then in such families upbringing practices ought to be more constructive. There should be a positive correlation between family resilience and the authoritative style of family upbringing (Baumrind, 2013).

## Development of the scale

Items of the prototype of the scale were created in relation to the dimensions of the three concepts of family resilience (Walsh, 2016; Black, Lobo, 2006; Henry, Sheffield Morris, & Harrist, 2015) and the dimensions of cohesion, flexibility, and communication of Olson's Circumplex Model (2011, 2000), the construct of authoritative parenting (Baumrind, 2013; Steinberg, Elmen, & Mounts, 1989) and selected factors from Peter Benson's developmental assets (1997). The eighty items constituted their initial pool. The respondents were enquired about the truthfulness of the particular statements in relation to their current family experiences (the perspective of the last year). The scale had 4 stages: decisively not (1), rather not (2), rather yes (3), and decisively yes (4).

Selection of items to the shorter scale was carried out according to the statistical and content criteria. The entire pool of 80 items has provisionally undergone an exploratory factor analysis with the use of the principal components method with *oblimin* rotation on the sample of 300 students aged 15 to 17. The analysis presented the fit of the majority of the items to a single factor, few items created separate factors whose content was incoherent and therefore difficult to interpret. All the factors turned out to be significantly correlated and as a result, a single secondary factor with the highest loads of items belonging to the first of primary factors presented itself. What was selected for further work were the items with the highest loads of the secondary factor with consideration for the content aspect – 10 items described the upbringing aspect of parental influence on children and 10 other items described the family resilience/functionality aspect. A second exploratory factor analysis of a set of items reduced to 20 in this sample brought a single-factor solution. A single factor explained 47% of total variance.

Subsequently, a new test was carried out with a set of 20 items. The sample counted 130 lyceum students. The instructions had been modified slightly, as students were asked to evaluate their family in the period when the respondents were gymnasium students and the same statements were rephrased in the past tense. Exploratory factor analysis presented once again a one-dimensionality of the scale (one factor with eigenvalue over 1, explaining 39% of variance). However, a confirmatory factor analysis brought unsatisfactory indicators of the single-factor model fit (RMSEA=0,114). Thus, consecutive positions of the lowest regression coefficient were removed, while conducting confirmatory analyses on an increasingly smaller set of items until satisfactory indicators of model fit were arrived at (RMSEA < .08). The scale consisting finally of 12 items met the given criterion. In the same test the correlations between the developed measure with the level of individual resilience, sense of coherence, and the three dimensions of the students' school adaptation – stress, success, and level of school stress (Kwiatkowski, 2016) – were investigated. It turned out that the quality of family upbringing is

positively correlated with the level of resilience-trait and sense of coherence, and negatively correlated with the level of school stress. Analysis of the paths made it possible to establish that resilience-trait is a mediator between quality of family upbringing and school stress. This result was congruent with the finding of Laurence Steinberg and co-authors pertaining to relations between authoritative parenting, psychosocial maturity, and academic success (Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992). This was assumed to be an initial confirmation of the accuracy of the measurement of the quality of family upbringing.

The next test with a set of 12 items was aimed to check the correlation with the social desirability variable. A small sample of 50 students (with equal proportion of the genders) of the University of Wrocław was tested with the discussed tool and the Lie Scale from the Eysenck Personality Questionnaire-Revised (EPQ-R). The correlation was insignificant (Pearson's  $r = .21$ ,  $p = .141$ ).

One more test was conducted with the use of the discussed version of the scale. On a large random sample ( $N=1125$ ) of young people (aged 14-21, mean: 17.90, 52% of the sample female) a confirmatory factor analysis was carried out to test the uniformity of the scale. Fit indexes were satisfactory (RMSEA=.07, GFI= .95, AGFI= .92, CFI= .93, chi-square= 378.90,  $p < .001$ ), so was the case with test reliability (Cronbach's  $\alpha = .89$ ). The spread with the mean of 33.24 and standard deviation of 7.27 varied from the normal distribution with a significant coefficient of skewness (in the sample there was a surplus of high results). In the test positive correlations were demonstrated of family upbringing with: relationship with the mother, relationship with the father, power of parental control, motivation to study and positive relationships with teachers and academic success, the level of resilience-trait and its ingredients (positive self-concept, self-control, and social competences) as well as the level of religiousness, and negative correlations with aggression level, experience of peer violence, and two features psychopathy of the *triarchic model* (Patrick, Fowles, Krueger, 2009) – boldness and disinhibition. These correlations were interpreted as a confirmation of the accuracy of the measurement of the quality of family upbringing.

After the establishment of uniformity, reliability and, preliminarily, accuracy of the above scale, work was initiated on broadening its functionality with the opportunity to investigate the quality of family upbringing in a longer retrospective. In correlation tests the analysis of retrospective data can still be practical, even though the longitudinal plane is believed to be particularly valuable. The modification of the tools was minute – it pertained only to the instructions without changing the content of the particular items of the prototype, which had been previously expressed in the past tense. In the first column of table 1, we present the content of the modified scale. The items pertaining to family resilience are marked (R) and the items pertaining to constructive upbringing practices are marked (U).

Table 1

*Confirmatory factor analyses (CFA), reliability analyses, descriptive statistics of the scale in three trials.*

Items	Statistics		
	Sample 1 (Wrocław) N=675	Sample 2 (Branice) N=656	Sample 3 (Wrocław) N=3021
Regression coefficients in CFA			
1. My family was able to quickly organise itself in response to arising difficulties. (R)	.54	.44	.49
2. My parents would teach me to settle my affairs with others. (U)	.57	.56	.54
3. In my family there were clear rules which everyone tried to abide by. (R)	.63	.46	.51
4. In my family I was encouraged to say what I thought about family issues. (U)	.60	.62	.57
5. There was a friendly and calm atmosphere in my family. (R)	.63	.58	.61
6. In my family there was at least one adult person from whom I could always receive help in difficult situations. (U)	.46	.52	.50
7. In my family there was someone who was able to make others feel better or to release tension. (R)	.62	.60	.59
8. Adult persons in my family had the time and the skills to successfully help me in my school work. (U)	.58	.61	.61
9. In my family there were traditions consisting in doing things together. (R)	.61	.68	.65
10. In my family me and my parents shared a common interest in similar forms of spending leisure time. (R)	.57	.64	.61
11. There was a powerful sense of community and unity in my family. (R)	.75	.68	.68
12. Both the parents in my family were strongly dedicated to raising me and taking care of me. (U)	.71	.67	.68

Items	Statistics		
	Sample 1 (Wrocław) N=675	Sample 2 (Branice) N=656	Sample 3 (Wrocław) N=3021
Indicators of the goodness of fit of the single-factor model – for the full set of 12 items	chi-square= 185.47 (p< .001) RMSEA=.09 GFI= .91 AGFI= .87 CFI= .92	chi-square= 415.07 (p< .001) RMSEA= .10 GFI= .90 AGFI= .87 CFI= .90	chi-square= 1190.27 (p< .001) RMSEA=.09 GFI= .93 AGFI= .90 CFI= .92
Indicators of the goodness of fit of the single-factor model – after the removal of position 10	RMSEA= .07 GFI= .94 AGFI= .90 CFI= .95	RMSEA= .09 GFI= .92 AGFI= .89 CFI= .92	RMSEA =.08 GFI= .95 AGFI= .92 CFI= .94
Reliability of the scale and descriptive statistics			
Internal reliability (Cronbach's alpha)	.90	.90	.90
Mean (standard variation)	36.74 (7.65)	37.34 (7.43)	37.73 (7.42)
Skewness (std. error)	-.77 (.13)	-.53 (.10)	-.79 (0,04)
Kurtosis (std. error)	.04 (.26)	-.43 (.19)	.30 (.09)
Sample features			
Age of respondents	18.50 (16-23)	38.40 (20-63)	35.50 (18-63)
Gender of respondents (percentage of women)	59,9%	59,3%	68,2%

Source: Authors' own research.

### Factor structure of the scale

The consecutive columns of table 1 include information about the factor structure found in three unpublished empirical studies. A comparison was conducted of data from confirmatory factor analyses (CFA) for a 1-factor solution. Presentation of the preliminary explorative factor analyses (EFA) which would coherently indicate one-dimensionality of the scales (a single factor explained 48-49% of variance) was omitted. One of the items (10) would decrease the uniformity of the scale (which was demonstrated by a matrix of the residual from EFA). Confirmatory analyses for the full set of 12 items brought the unsatisfactory indexes of fit (RMSEA= .09-.10), which with the uniformity demonstrated in the explorative analyses and the high level of significance of regression coefficients in confirmatory analyses allows one to sur-



mise that some of the items may be relatively more weakly linked with the remaining items of the scale. The problematic item 10 may be eliminated without a relevant loss because its content is closely related to items 9 and 11. However, removing the item from confirmatory analyses has only slightly improved the indexes of fit (RMSEA=.08-.09). The item ought to be rather substituted with a statement of different content and more effectively correlated with the remaining items. At the moment it has been decided that the item remain in the pool.

### **Internal reliability of the scale**

Table 1 includes data on the reliability of the scale, collected in three tests. The given reliability is calculated for the full set of 12 items. The Cronbach alpha values are high – for each of the samples they are .90.

### **Normalisation**

The presented results have not been collected from random samples but with the use of snowball sampling, which might have caused the observed overrepresentation of women in all the samples. It is, therefore, difficult to generalise the measure of central tendency and dispersion. The norms are only of orientational significance. The means in the particular samples lie between 36.74 and 37.73, and the standard deviations between 7.42 and 7.65. The differentiation of means is statistically significant ( $F_{(2,4345)} = 9.60, p < .001$ ). However, in reality, the differences are negligible. What is clear are the deviations from the normal distribution. The skewness coefficients are many times higher than the value of skewness standard error and they have negative values. Which, on the one hand, ought not to be surprising, because in reality the majority of families probably function normally and the measure has reflected this tendency, but, on the other hand, such variation from the normal distribution may render statistical interpretation of the data collected with the use of the discussed measurement method difficult, making it necessary to transform the results or refrain from parametric tests.

### **An attempt of an assessment of the accuracy of the measure**

To demonstrate the accuracy of the measure of the quality of family upbringing it was necessary to notice that (1) items reflecting family resilience and the items de-

scribing constructive upbringing practices create two relatively strongly correlated factors or co-create a uniform structure and that (2) the measure of the quality of family upbringing correlates with personal resources – the attributes of resilience and positive development. The first condition was met because the factor analyses presented above have proven that the items describing the aspect of resilience and the aspect of upbringing co-create a single coherent dimension. Below, in a concise form, the results of two separate studies making it possible to assess the accuracy of the measure of the quality of family upbringing in the perspective of its relations with individual resilience are presented. Both the studies document the existence of a path structure leading from quality of upbringing in a generative family with the mediation of resilience-trait to distant consequences in the realm of risk behaviours in late adolescence and the realm of professional adaptation of adult persons.

The first of the studies was conducted by Kwiatkowski on the population of 675 Polish school students (age: from 16 to 23, mean 18,50, gender: women 60%) collected with the snowball sampling method. The following measures were employed: (1) *Quality of Family Upbringing – Retrospective Measure (QFU-RM)* – twelve items measuring quality of upbringing and family resilience; Cronbach's  $\alpha = .90$ ); (2) *Personal Resilience Measure (PRM-17)* to measure individual capability of positive adaptation (one-dimension scale – seventeen semantic differential format items divided between three very strongly correlated sub-scales – positive self-concept, self-control, and social competence; Cronbach's  $\alpha = .95$ ); (3) *Sensation Seeking Short Measure (SSSM)* – four items with their content related to the concept of Marvin Zuckerman (1971; Hoyle, Stephenson, Palmgreen, Lorch, & Donohew, 2002); Cronbach's  $\alpha = .84$ ); (4) *Peer Pressure Scale (PPS-5)* – five items pertaining to the intensity of contacts with peers demonstrating problem behaviours; Cronbach's  $\alpha = .82$ ); (5) *Problem Behaviour Measure (PPBM-8)* – aggregated measure of the intensity of thirteen various problem behaviours within the last year; Cronbach's  $\alpha = .88$ ). All the tools were constructed by Kwiatkowski. All were characterised by satisfactory reliability (Cronbach's alpha  $>.70$ ). Structural modelling was conducted, as a result of which a path structure (fig. 1) satisfactorily fitting empirical data (RMSEA= .078) was demonstrated. It may be assumed that quality of family upbringing protects from the escalation of risk behaviours in two ways: by reducing relations with peers with problem behaviours and reinforcing an individual's capability of positive adaptation.

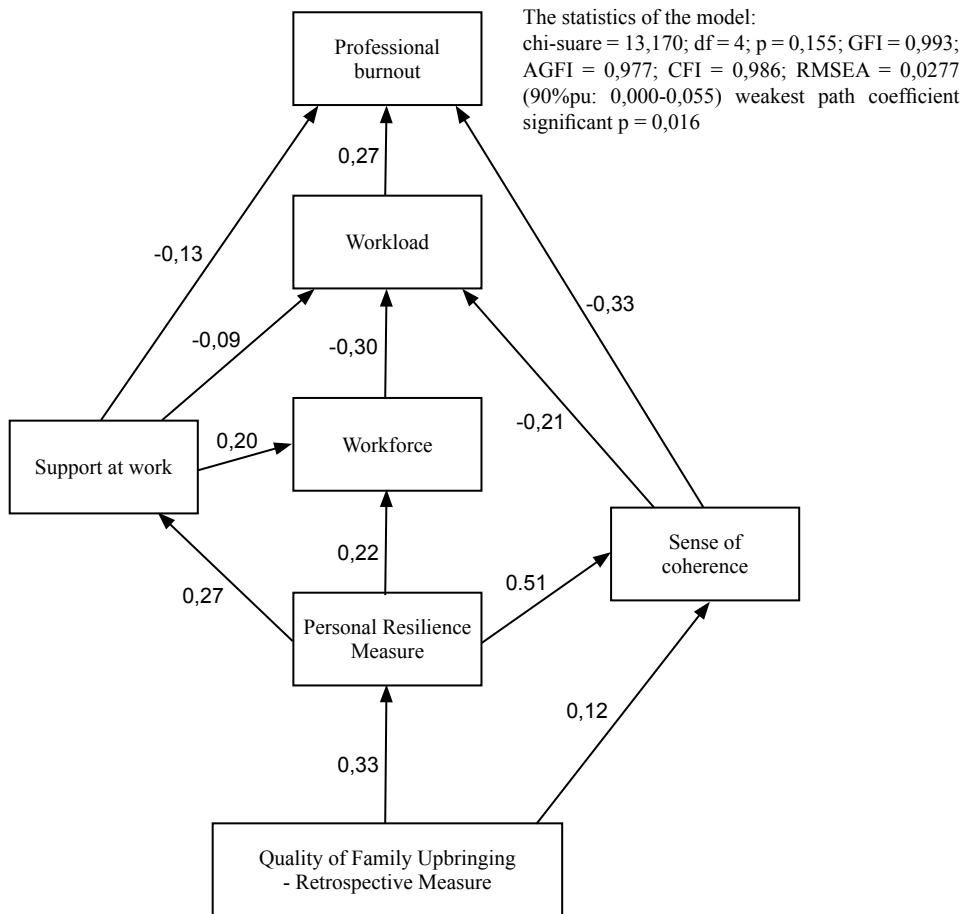
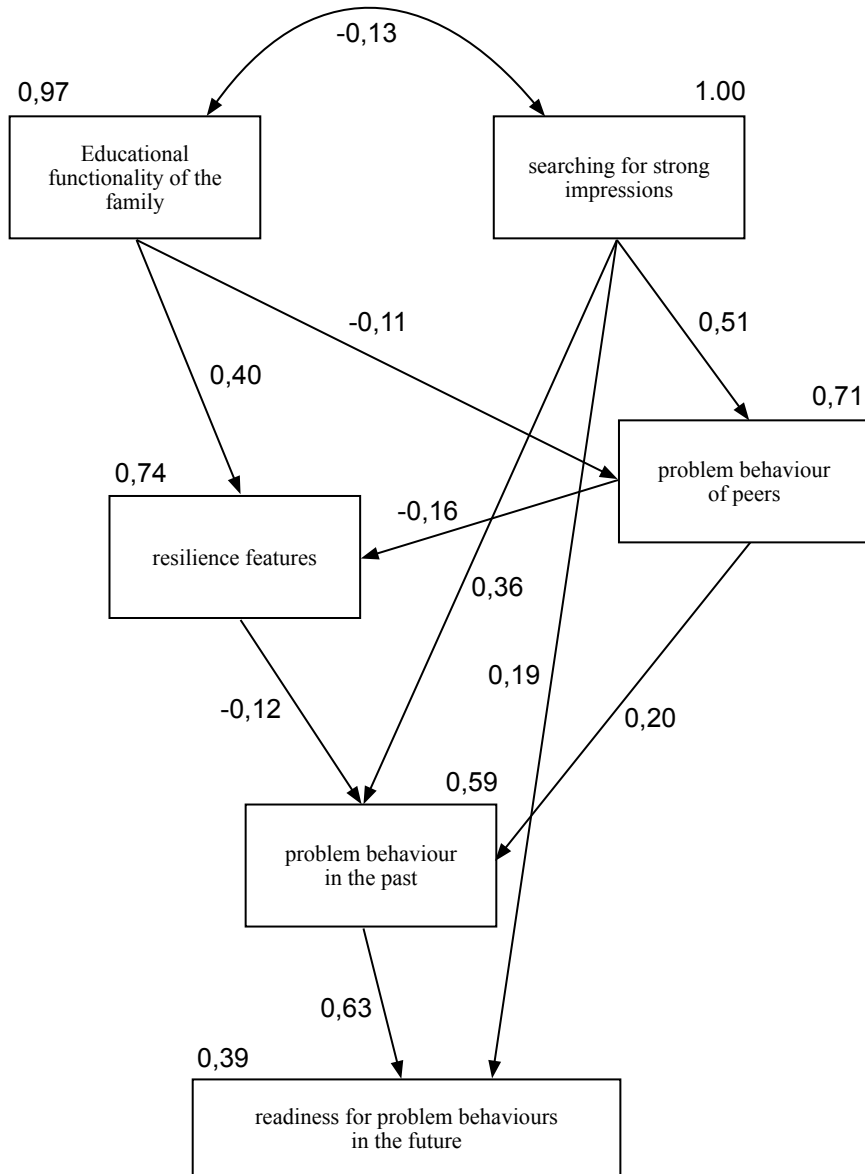


Figure 1. Quality of family upbringing in the path model explaining professional burnout. Source: Authors' own study.

The second study was carried out by Kwiatkowski. It pertained to the relations between quality of family upbringing and resilience-trait and other individual resources (sense of coherence) and social resources (social support and professional resources) in the context of professional adaptation of adult persons. The variable explained with the path model was professional burnout. The sample consisted of 656 Polish persons selected with the use of snowball sampling (age: from 20 to 63, mean = 38.40; gender: women 59%; type of work: with direct contact with people 54% and work with indirect contact with people 46%). The measure of variables included: (1) *Quality of Upbringing in Generative Family – Retrospective Measure, QFU-RM-12*; Cronbach's  $\alpha = .90$ ); (2) *Personal Resilience Measure, PRM-17* (measure individual capability



Goodness indicators of model fit: chi-square = 23,96; df = 5; p < 0,001; GFI = 0,99; AGFI = 0,94; CFI = 0,94; RMSEA = 0,075

Figure 2. Quality of family upbringing in the path model explaining young persons' propensity to problem behaviours. Source: Authors' own study.

of positive adaptation (one-dimension scale – seventeen items divided between three very strongly correlated sub-scales – positive self-concept, self-control, and social competence; Cronbach's  $\alpha = .94$ ); (3) *Sense of Coherence Measure, SOCM-9* (a one-dimension scale including nine items from the original *SOC-29* three sub-scales, most strongly correlated with the one secondary factor; Cronbach's  $\alpha = .79$ ); (4) *Job Stress Scale, JSS-7* (seven items measuring exposure to difficult situations at work; Cronbach's  $\alpha = .74$ ); (5) *Work Resources Scale, WRS-8* (eight items measuring the opportunity to achieve gratification of needs in the workplace; Cronbach's  $\alpha = .84$ ), (6) *Support in the Workplace Scale, SWS-4* (four items measuring availability and satisfaction with support from co-workers and supervisors; Cronbach's  $\alpha = .83$ ) and (7) *Professional Burnout Scale, PBS-10* – ten items measuring the correlated symptoms of emotional exhaustion and loss of autonomy; Cronbach's  $\alpha = .88$ ). All the tools were developed by the author of the study. Their uniformity has been confirmed as well as their reliability (Cronbach's  $\alpha > .70$ ). The study demonstrated satisfactory fit of the path model presented in the figure 2 (RMSEA= .071). It may be assumed that quality of family upbringing increases individual capability of positive adaptation and the resulting capability of generating other individual and social resources which allows one to effectively cope with workload and, consequently, protects from professional burnout. What we can see, therefore, are long-term results of upbringing in families of high upbringing functionality.

Both the analyses presented above may be burdened with certain problems. The samples were not random. The analyses were conducted with a set of research tools developed by the author, without the use of available tools of confirmed accuracy and reliability. The plan of the study was not longitudinal, which can heighten the indexes of the fit of the tested model. Even so the results are useful in the assessment of the accuracy of the scale for retrospective evaluation of the quality of family upbringing, because in both the analyses a similar scheme of dependence between variables has been demonstrated – the relatively high interrelation of quality of family upbringing with the capability of the research subjects to positively adapt (resilience-trait) and, with the mediation of this feature, with various results (in the behaviour of adolescents and professional adaptation of adults).

## Conclusion

The presented research tool is short. It may be its significant advantage, when sets of numerous variables are the subject of the study. The tool is sufficiently reliable. Its susceptibility to social acceptance has not been confirmed. It is one-dimensional, even though it integrates two aspects of the influence of the family on the child – the

qualities of the family system and the quality of the intentional influence of parenting. The one-dimensionality facilitates interpretation of results – it makes it possible to generally evaluate the upbringing functionality of a family without becoming absorbed in the particular aspects of family life. The indexes of fit of the empirical data to the assumed single-factor tool are acceptable (they can be improved with minor modifications). The problem with the scale is the significant variation from normal distribution.

The studies make it possible to acknowledge that the presented scale measures the qualities of the family of source significance against the development of individual capability of positive adaptation of children and youth, which are directly connected with functioning in late adolescence and adulthood. The tool may, therefore, be practical in studies on resilience and positive development.

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## APPENDIX

**Quality of Family Upbringing – Retrospective Measure (QFU-RM)**

What has your family been like over the past few years?

Rate the extent to which the following sentences are true about your family. Mark your answers on the given numerical scales from 1 to 4.

**1=definitely not true 4=definitely true (Answers 2 and 3 are less definite)**

1. My family was able to quickly organise itself in response to arising difficulties.	1 - 2 - 3 - 4
2. My parents would teach me to settle my affairs with others.	1 - 2 - 3 - 4
3. In my family there were clear rules which everyone tried to abide by.	1 - 2 - 3 - 4
4. In my family I was encouraged to say what I thought about family issues.	1 - 2 - 3 - 4
5. There was a friendly and calm atmosphere in my family.	1 - 2 - 3 - 4
6. In my family there was at least one adult person from whom I could always receive help in difficult situations.	1 - 2 - 3 - 4
7. In my family there was someone who was able to make others feel better or to release tension.	1 - 2 - 3 - 4
8. Adult persons in my family had the time and the skills to successfully help me in my school work.	1 - 2 - 3 - 4
9. In my family there were traditions consisting in doing things together.	1 - 2 - 3 - 4
10. In my family, my parents and I shared a common interest in similar forms of spending leisure time.	1 - 2 - 3 - 4
11. There was a powerful sense of community and unity in my family.	1 - 2 - 3 - 4
12. Both the parents in my family were strongly dedicated to raising me and taking care of me.	1 - 2 - 3 - 4

**Instruction for researchers:** We calculate the overall score as the sum of the answers marked in all questions. Claims 2, 4, 6, 8, 10, 12 are about positive parenting practices (so-called authoritative parenting). Claims 1, 3, 5, 7, 9, 11 describe the adaptability of the family system (in essence, it is about family resilience). The educational functionality of a generational family consists of both diagnosed factors: adaptive capacity (family resilience) and authoritative parenting (quality of parenting practices).

One can modify the initial instruction depending on what period of family upbringing one intends to study, by circling the time frame of interest to the researcher (for example, adults to ask what the family was like when the subject went to school or when the subjects were between 15 and 18 years old). Such modifications do not affect the structure of the tool, so depending on the purpose of the study, we can adapt the content of the instructions - preserving the sense of the study.

The survey tool has been made available under a CC-BY-SA 4.0 license.