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Updated version of the Retrospective Family of Origin Parenting Functionality Scale

Zaktualizowana wersja Retrospektywnej Skali Funkcjonowania Rodzicielstwa w Rodzinie Pochodzenia

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Abstract

Aim. The aim of the analyses carried out was to test the structure of the new, extended version of the tool to measure the educational functionality of the generational family. The modification of the tool consisted of the addition of two new subscales measuring the promotion of educational success and cultural participation in the generational family to the version developed previously.

Methods and materials. The research was conducted on a sample of 1, 270 individuals aged 18–37 years. Exploratory and confirmational factor analysis was used to assess the structure of the tool. Independently of the above, factorial regression analysis was used to verify the association of the questionnaire subscales with the ability to adapt positively (*resilience-trait*).

Results and conclusion. In light of the research, three subscales were extracted. The first is the positive climate of the parenting relationship in the family (combining the aspect of authoritative parenting and the resilience of the family system). Two additional subscales extracted in the analyses were the parents' orientation towards the child's educational success and towards promoting the child's participation in high culture. The above structure was revealed in exploratory factor analysis and was verified in confirmatory factor analysis. Factorial regression analyses established the presence of significant interaction effects between individual subscales of the tool and the level of trait resilience. Combinations of high scores on individual subscales led to the highest rates of positive adaptability in the subjects.

Keywords: resilience, participation in culture, family upbringing, educational success, positive climate of the parenting relationship.

Abstrakt

Cel. Celem przeprowadzonych analiz było sprawdzenie struktury nowej, rozszerzonej wersji narzędzia do pomiaru funkcjonalności wychowawczej rodziny pochodzenia. Modyfikacja narzędzia polegała na dołączeniu do wersji opracowanej poprzednio dwóch nowych podskal mierzących promowanie w rodzinie generacyjnej sukcesu edukacyjnego oraz uczestnictwa w kulturze.

Metody i materiały. Badania przeprowadzono na próbie 1270 osób w wieku 18-37 lat. Do oceny struktury narzędzia wykorzystano eksploracyjną i konformacyjną analizę czynnikową. Niezależnie od powyższego wykorzystano analizę regresji czynnikowej do weryfikacji związku podskal kwestionariusza ze zdolnością do pozytywnej adaptacji (*resilience-trait*).

Wyniki i wnioski. W świetle przeprowadzonych badań wyekstrahowano trzy podskale. Pierwszą jest pozytywny klimat relacji wychowawczej w rodzinie (łącząca aspekt autokratywnego wychowania i resiliencji systemu rodzinnego). Dwie dodatkowe podskale wyodrębnione w analizach to orientacja rodziców na sukces edukacyjny dziecka i na

promowanie uczestnictwa dziecka w kulturze wyższej. Struktura powyższa ujawniła się w eksploracyjnej analizie czynnikowej i została zweryfikowana w confirmacyjnej analizie czynnikowej. Analizy regresji czynnikowej pozwoliły ustalić występowanie istotnych efektów interakcyjnych pomiędzy poszczególnymi podskalami narzędzia a poziomem resilience. Kombinacje wysokich wyników poszczególnych podskal prowadziły do najwyższych wskaźników zdolności pozytywnej adaptacji u osób badanych. Powyższe rezultaty pozwalają pozytywnie ocenić trafność pomiaru funkcjonalności wychowawczej rodziny zastosowanym narzędziem badawczym. W toku dalszych badań należałoby potwierdzić strukturę narzędzia w losowo dobranych próbach zróżnicowanych wiekowo i kulturowo. Należałoby również więcej uwagi poświęcić potwierdzeniu trafności pomiaru zaprojektowanym narzędziem.

Słowa kluczowe: resilience, uczestnictwo w kulturze, wychowanie w rodzinie, sukces edukacyjny, klimat relacji wychowawczej w rodzinie.

Introduction

This text was written to introduce into scientific circulation a new version of a research tool for measuring the educational functionality of the family of origin in retrospect. Such a tool could be useful in exploring the sources of positive adaptability (*resilience-trait*) or psychological capital and, in the longer term, examining people's creation of various forms of tangible and intangible capital over the life course. The new tool is an extended version of a test we developed previously. The first published version consisted of 12 items (Kwiatkowski, Jurczyk-Romanowska, 2022). This set revealed a simple unidimensional structure in the context of factor analyses, although in constructing it we took into account two important constructs.

The first construct considered in the construction of our tool was "authoritative parenting" (Baumrind, 1991a, 1991b, 2013; Darling & Steinberg, 1993; Lewis, 1981; Steinberg, 1990, Steinberg, Darling, & Fletcher, 1995; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994), which we identified with the effectiveness of purposeful parental interactions with children. This state of the parent-child relationship can be described collectively by child-parent bonding (closeness, love) and non-hurtful but effective control (clearly defined and enforced demands and boundaries). There is controversy as to whether to regard this state simply as one of a combination of extremes of both (e.g., Maccoby, Martin, 1983), or whether it is the result of cyclical interactions in a long-term process of mutual adjustment between parent and child (Lewis, 1981). We argue in favour of the latter view, in which parental control – its extent and formula – is the subject of family

agreements, and in effect generates enduring rules, arising from an awareness of the needs and limits of all the participants in the parenting relationship. Respecting these rules is conceived by the child as meaningful and fair as well as serving well to keep the family system in dynamic equilibrium, which adds to their regulatory power. In such a circular, processual formula – *authoritativeness* – can be reduced to the increased sensitivity of children to parental interactions in the daily practice of family parenting*. In the above view, it is not the parents who are authoritative, but rather the family systems that effectively sustain a constructive educational relationship. Generating this type of child-family relationship is the goal of most effective problem behaviour prevention programmes. A model example of effective prevention** is the *Strengthening Families Programme 10–14* (SFP10–14), which is sometimes known as *Love and Boundaries* (Kumpfer, Molgaard, & Spoth, 1996; Molgaard, Spoth, & Redmond, 2000; Okulicz-Kozaryn, 2015). Authoritative parenting in the family – its essence, sources, and consequences – is sometimes described in the literature using other terms. Thomas Gordon (2000, 1983), in his programme *Raising without Failure*, recommends as part of effective parenting training the elimination of submissiveness and domination in the parent-child relationship, in favour of the “golden mean” method, i.e., the recognition of the equal rights of both subjects and, in open communication, agreeing on family rules and ensuring respect for them. The practice of negotiating rules and mutually monitoring the observance of the agreed rules creates favourable conditions for the systematic exercise of self-control and self-regulation skills, without recourse to violence and coercion (Muszyńska, 1998). T. Gordon’s style of parenting, in addition to axiological assumptions (democracy and equality of subjects in parenting, and the pursuit of full symmetry in the subjects’ relationship), discusses several important communication techniques that help make these assumptions a reality. These consist of (1) listening attentively to the child (active and passive listening) when the child has a problem and (2) communicating disagreement with boundary violations and rule-breaking (using dialogue-opening “I” narrative instead of dialogue-closing “you” narrative) when the parent has a problem, e.g., caused by the child’s behaviour. T. Gordon also points out the

* The advantage is that we can treat the interesting variable as a quantitative and unidimensional variable. This facilitates operationalisation as there is no need to use a typology based on two or even three dimensions as in studies by other authors (Macoby, Martin, 1983; Steinberg, Darling, & Fletcher, 1995).

** Its effectiveness has been confirmed in many studies, with some exceptions that include the Polish version of the programme (Okulicz-Kozaryn, 2015). If we consider the unconvincing results of the Polish evaluation as an exception against the background of data from the world, it is most likely that the problem is not the programme and its theoretical foundations, but rather the way it is implemented in Polish cultural reality.

need to recognise communication-blocking behaviour and eliminate it from the parenting relationship. In Ryszard Praszkie's (1983) study, a style of upbringing similar to that recommended by I. Gordon was called the "territorial style," i.e., one that emphasises the boundaries and rights of the subjects of the upbringing relationship and the search for solutions using negotiation when one's boundaries are violated or threatened. The positions of the two authors cited above, however, differ significantly. T. Gordon treats his programme of parenting without failure rather idealistically, as an educational optimum. In contrast, R. Praszkie sees the optimum pragmatically in a flexible style, with a choice of one of three styles appropriate to the educational situation: territorial, coercive (autocratic), and free (permissive). Each of these styles has good and bad points. These, however, reveal themselves depending on the purpose and the changing context of the action. Optimum parenting, therefore, means wisdom in the selection of the style of parenting action, i.e., matching it to the parenting situation – to the parenting task and its conditions, with an awareness of the immediate and distant consequences for the development of the parenting relationship and the well-being of its subjects (e.g., Sternberg's notion of wisdom as a balancing of perspectives, 1992, 1990). In general – "the territorial style" (and therefore in reality negotiating) creates the best conditions for the child's development and socialisation in the daily routine of parenting and is particularly effective in difficult and non-obvious situations. Especially in interpersonal conflict, when it helps to agree on mutually acceptable solutions. Open communication between the child and parents is crucial in this respect, providing opportunities to recognise one's own and the other's needs and boundaries, and consequently serving to align the subjects. However, there are also circumstances in which it is possible to completely surrender the initiative to the child ("relaxed style"), allowing the child to fully experience the consequences of his or her own behaviour, as well as easily imagining situations that require intervention in a decidedly directive scheme, i.e., simply enforcing obedience ("training style").

Another concept worth mentioning in the above context is that proposed by Lucyna Bakiera (2019). The author introduces the concept of "parenting style," which she understands as a way of performing parenting, which is a broader concept than that of parenting style. Parenting style depends on a variety of subjective factors (i.e., those inherent in the individuals forming the parent-child dyad) and relational factors (i.e., those resulting from mutual relations and the nature of family interactions), and to a not inconsiderable extent on non-family factors that influence the living conditions and functioning of the family. These factors are prioritised by the author – she distinguishes their macrosystem, mesosystem, and microsystem levels. She concludes that their various configurations consolidate in the parent's activity towards the child, which is distinctive about three parenting styles: involved, with-

drawn, and aversive. “Involved parenting” implies an optimal concentration on the caregiving task. It therefore expresses full acceptance of one’s parenting role. It is active and attentive. It also creates secure attachment and emotional closeness. The parent displaying this style is readily available to the child and is willing to support the child’s development – investing available resources in the process – all of which stems from a positive attitude towards the child as a person. From this perspective, we can see that this is a form of parenting that is unequivocally positive, which strongly distinguishes it from the other two styles – “withdrawn parenting” (insufficient interactions – avoidance of contact and involvement, deficit of time and attention given to the child, and lack of initiative in the parenting relationship) and “aversive parenting” (anti-parenting interactions, i.e., resulting from a denial of one’s parental role and an established aversion to the child, using unpleasant and/or developmentally threatening ways of interacting with the child – especially conscious neglect or violence, and sometimes provoking parentification).

An interesting consideration in the context of optimal fulfilment of the parenting role is the existence of strands considered within “self-determination theory.” Its authors (Grolnick, 2003; Ryan, Deci, 2017), to satisfy the three basic needs of the child (autonomy, participation in relationships and competence) and the development of self-regulatory capacities (as a foundation for adaptation and well-being, including adequate educational achievement), assume that this is best served by a parenting style containing three interrelated components – characteristics of parent/teacher behaviour. These are: “supporting the child’s autonomy” (providing opportunities to make personal choices), “structuring” (the child’s activity itself and its conditions), and “involvement in the child’s upbringing/education process.” This approach emphasises the building of intrinsic motivation. It is essential for initiating and maintaining self-regulatory processes, which, by replacing coercion and introjection, create better conditions for the child’s development, especially in the area of so-called “executive functions” (basic and metacognitive functions – *cf.* Barkley, 2012; Roth, Isquith, & Gioia, 2014). This idea has particular relevance in the educational field and is reflected in the concept of self-regulated learning (Greene, 2018). The parenting style mentioned above has some references to the concept of authoritative parenting (Baumrind, 1991a, 1991b, 2013; Steinberg, 1990), but the two approaches differ in the degree of acceptance of external control and coercion in parenting. In the authoritative parenting conception, control is a necessary component of the parenting process. It just needs to be accepted by the subject (which is generally facilitated by a strong bond with the parent). The authors of self-determination theory question this approach. “Warm control” might be effective in producing congruence of the child’s behaviour with parental expectations, but it can have negative consequences for the development of intrinsic motivation and the ability to self-regulate and, consequen-

tly, the mature ability to stand for oneself (Ryan, Deci, 2017). Control and coercion in parenting should thus be minimised by placing more emphasis on the structuring of parenting situations. In contrast, control and sanctions are used – as recommended by T. Gordon or R. Praszkie – in the case of breaking or circumventing negotiated rules of behaviour, or behaviour that is unacceptable (clearly threatening to the child or other people, or socially harmful).

In recent years, the concept of “parental mindfulness” has gained considerable popularity (Duncan, Coatsworth, & Greenberg, 2009; Parent, DiMarzio, 2021; Parent, McKee, Rough, & Forehand, 2016; Parent et al., 2010, 2015), the tenets of which largely correspond with the approaches to effective parenting, implemented without violence, discussed above. Valuable in this concept is the focus on the parent’s self-regulatory processes, whose high proficiency (expressed in low emotional reactivity and high self-awareness) (1) increases the range of realistic perception of one’s child, his/her behaviour and situation, (2) helps to restrain impulsive reactions to the child’s behaviour (including hasty judging and punishment), and (3) helps to better express oneself in contact with the child*. All of this encourages the perpetuation of an authoritative versus non-authoritarian parenting relationship (Williams, Wahler, 2010).

In the above context, other approaches can also be invoked to describe optimal vs abnormal parenting. In the Polish literature, these are primarily: Maria Ziemska’s theory of parental attitudes and Antonina Gurycka’s theory of parental mistake. The first of these views parent-child relationships in two polar dimensions of dominance-avoidance and focus-distance. She states that particular combinations of extremes on both dimensions (i.e., aggressive contact, neglectful contact, over-corrective contact, and over-indulgent contact) do not serve the child’s development well. By contrast, an optimal relationship is one in which the parent is not overly focused, distant, domineering or submissive. This means that his or her behaviour is flexible and the parent and child maintain autonomy in their interactions. This type of contact implies interaction, acceptance, flexible freedom, and acknowledgement of rights in the daily relations of the subjects of parenting. It provides the greatest opportunity for the child’s development (Ziemska, 2009). The second concept referred to directs attention to the phenomenon of educational blunders. Parenting mistakes are mainly such parenting behaviours that create a risk of loss of parental influence and/or a permanent disruption of the parent-child bond. Mistakes are separated into two categories: warm and cold

* Attentive parenting consists of five dimensions: (1) non-judgmental acceptance of the self and child, (2) compassion of the self and child, (3) listening with full attention, (4) self-management/self-regulation in the parenting relationship, and (5) awareness of the emotional state of the self and child (Duncan, Coatsworth, & Greenberg, 2009).

(Gurycka, 1990, 2008)*. From this perspective, optimum parenting means a way of parenting in which upbringing blunders occur infrequently and in non-extreme forms, giving both parties a chance to rebuild relationships that have only been temporarily disrupted before they are tested again. Both concepts correspond with the notion of authoritative parenting understood as the result of parents and children tuning into each other's relationships – a process that builds bonding and mutual respect between the two subjects (Lewis, 1981). We should now add that authoritative parenting, as conceptualised by Nancy Darling and Laurence Steinberg (1993), is situated alongside everyday parenting practice in a broader context. The authors argue that both are driven by values and goals (preferred by parents), and the role of parenting style is to moderate the effects of everyday parenting practice on child development and adjustment. Moderating processes take place directly as effective interventions in the parenting situation or indirectly by systematically producing in the child a state of readiness to submit to the parenting practices of the family.

The second fundamental construct included in the original version of our tool was family resilience, which we identify as the optimal functioning of the family system in the context of various problems of the family as a whole or of individual family members. Parenting is associated with solving problems and overcoming difficulties in relationships with children, so the link between family care and upbringing processes and family resilience is – in our opinion – obvious. We assumed that, from a systemic perspective, the activity of family members within the family is regulated by mechanisms for keeping the family system in a state of dynamic equilibrium, or rather in a continuous process of dynamic balancing (Praszkier, 1983; Rojewska, 2019). According to this point of view, the style of parenting is practised by the family as a way of parental behaviour that least disrupts the homeostasis of the family environment. Thus, if an optimal type of “parenting” relationship (which, following Diane Baumrind, Catherine C. Lewis, and Laurence Steinberg, we refer to as “authoritative parenting,” or, following L. Bakiera (2019), called “involved parenting,” and, following self-determination concepts of Richard Ryan, Edward Deci, and Wendy Grolnick we could refer to it as the triad of “autonomy supporting-structuring-involvement,” following T. Gordon “the notion of parenting without failure,” or – concerning A. Gurycka – “minimizing parenting mistakes”), then optimal parenting needs to be circularly

* In the literature, we can find other approaches, partly corresponding to the theory of A. Gurycka. These are discussed by Andrzej de Tchorzewski (2018). An example is Jacek Filek's (1984) concept of “pseudo-education.” The author distinguished: inadequate, fictional, alienated and possessive upbringing as erroneous forms. In the area of optimum upbringing, we could, therefore, locate the opposites of the above-mentioned forms, i.e., interactions: adequate, authentic, committed and liberating.

linked to the optimal functioning of the family as a system. In such conditions, learning processes take place whereby all family members systematically learn constructive patterns of behaviour in their interactions as well as the avoidance of destructive behaviour. Following Krzysztof Konarzewski (1982), we assume that in the process of parenting, learning is “multichannel” and includes: (1) experiencing, or not experiencing pleasurable or aversive consequences of one’s activity (i.e., reinforcement, punishment, or extinction), (2) modelling (learning by observation, especially of significant and highly competent persons), (3) persuasion (i.e., learning by verbal persuasion for specific reasons), (4) the change of attitudes and behaviour in the course of undertaking a task activity (individually or as part of a group), and (5) the influence of the family as a social group (by providing a comparative reference, pressure from the family, the performance of roles in the family, the influence of family norms and customs, including cultural patterns current in the family). All subjects of family relationships – children and parents – are affected by these learning processes. We have further assumed that interactions in crises or, more often, simply in situations that are difficult for the family or its individual members, may be of particular importance in the aforementioned regard. In family everyday life, these are interactions in confrontational (conflict) situations, about which T. Gordon (2000) has written extensively. The effective coping of the family and its members in these kinds of circumstances is a factor that enhances the cohesion of the family as a system, strengthens family bonds and secure rootedness, as well as intensifies the learning of constructive communication with people and problem-solving in interpersonal relationships*. Learning during such processes has regulatory consequences beyond the individual’s functioning within the family. It transfers arguably into other areas of the subject’s activity. Ann Masten (2014) explores the various mechanisms that link resilient family functioning to the resilient functioning of children.

“Family system resilience” can be understood as a set of positive family system characteristics (Becvar, 2013; Black, Lobo, 2008; Hawley, DeHaan, 1996; Henry, Sheffield, Morris, & Harrist, 2015; Olson, 2011; Olson, Gorall, 2003; Olson, Goral, & Tiesel, 2006; Walsh, 2006, 2003, 2016; Patterson, 2002a, 2002b; McCubbin, McCubbin, 1996). When we write about the positive attributes of the family, we mean those attributes of the family that manifest themselves primarily in situations that are difficult for the family and the child, creating conditions in which the child can become accustomed to a variety of risks and safely practice new adaptive activities. In such

* On the other hand, if non-authoritative parenting styles dominate in the family in a formulaic way (authoritative parenting or resigned parenting, or according to L. Bakiera (2019) an aversive or withdrawn parenting style), this probably relates to various dysfunctions in the family system.

circumstances, children and young people's self-regulation competencies are strengthened, which results in an improved use of individual and social adaptive resources in the future, and results in an increase in individual resilience. In summary, family resilience generates child resilience. According to Fromma Walsh (2016), family system resilience consists of three categories of factors: (1) "a consistent and positive belief system," which provides shared values and assumptions to offer guidance on the meaning and future actions (e.g., seeing disruptions as "milestones" at common life stages without assigning blame to others and transforming the crisis into a surmountable challenge); (2) the family's "organisational processes" – the effective use of resources that provide "protection" in the face of family stress (i.e., keeping the family system flexible, open to change and connected); (3) "a set of family communication/problem-solving processes," which are clear, consistent and congruent. Moreover, they create a climate of mutual trust and open expression among family members (expression and sharing of feelings, joint decisions, and creative brainstorming). Crucial to such effective family functioning, according to David Olson (2011), is the maintenance of "family cohesion" (the tendency to be together, to do things together, balanced by the ability of the individual actors in the relationship to achieve personal goals) and "family adaptability" (i.e., optimal variability in how roles are performed according to the situation, complementing each other and, when necessary, going beyond fixed family roles and habits) at optimal levels. The author cited above assumes that the extremes of these dimensions are – from the perspective of the family system – dysfunctional. The desired dynamic balancing in terms of both dimensions becomes possible when both properties – cohesion, and adaptability – are located at an average level.

In our opinion, systemic processes in the family (Bigner, Gerhardt, 2014; Goldenberg, Stanton, & Goldenberg, 2017; Minuchin, 1985; Praszkiec, 1983) provide a very important background for the course of care and upbringing processes. We do not quite deny the role of parents' prior experiences from their own families, but we assume that parents' current behaviour is not an automatic transmission of patterns learned in the distant past. Extreme rigidity isolated from the current context is of course possible – as is extreme instability in parental behaviour – but is a sign of systemic or individual dysfunction. We assume that parenting styles, or, more narrowly, parenting styles in the procreative family, are primarily a reflection of the functioning of the particular family as a system. If a parent manifests a certain dysfunctional pattern of behaviour in the parental role (e.g., neglect or violence towards the child), it is obvious that certain mechanisms in the family system initiate and sustain such and not other functioning of parents in their role, and/or exclude alternative – more educationally valuable – forms of parental activity. The family as a system always allows certain behaviours and reduces others. At the same time, it has a rich arsenal of means of influencing its members. Indeed, it is the family that ultimately decides

whether a certain (not indifferent to other family members) behaviour is worthwhile for the individuals or is rather pointless.

Our tool could therefore not lack items describing the family as a resilient system regarding the stability of the family system's cohesive patterns of interacting and being together, the quality of mutual communication, and the contextual flexibility as well as the variability of the performed roles.

The first version of the tool and its characteristics

Accordingly, the first version of our research tool contained items belonging to two main constructs: "authoritative parenting" and "the adaptive capacity of the family system" (i.e., the resilience of the family). When we embarked on the study, we expected the relative distinctness of these two general dimensions, while keeping each dimension homogeneous. In factor analysis, we hoped that these two dimensions would reveal themselves in a hierarchical structure, that is, there would be two primary diagonal factors and an emerging correlation between them, one higher-order factor. However, exploratory factor analyses – performed in three different samples – consistently revealed a solution with one factor with an eigenvalue above 1.0 (Kwiatkowski, Jurczyk-Romanowska, 2022). We considered such factor homogeneity as an argument for considering the two dimensions as coupled. We called the fusion of the above-mentioned two characteristics of the family "the family of origin's educational functionality" or "the quality of upbringing in the family." Because of the correlation-regression studies performed with the tool in question, the family factor measured by the tool can be considered a factor that intensifies resilience. In the literature, it is popular to distinguish the mechanisms of resilience between (1) promoting well-being, i.e., balancing risk (increasing the quality of functioning of individuals regardless of the burden of their risk factors) and (2) reducing risk, i.e., "buffering" – protecting those exposed to risk factors from disorders (Ostaszewski, 2014). We identified both of these effects in studies using our tool. Correlations and predictors documented the mechanism of promoting well-being revealed in multiple regression or path analysis – family nurturing functionality measured by the first version of our scale revealed negative correlations (or negative regression coefficients) with manifestations of maladaptive or problem behaviours (Kwiatkowski, Jurczyk-Romanowska, 2022; Kwiatkowski, 2016a, 2016b, 2019). Furthermore, the studies made it possible to observe a negative relationship between the factor in question with the manifestations of adaptation (*vs* its deficit) revealed through resilience (as a trait; in the text use the phrase *resilience-trait*) (Kwiatkowski, 2019). In turn, the mechanism of risk reduction was confirmed by interaction effects revealed in factorial regression analyses (Kwiatkowski, 2019).

Considering the content of the scale items measuring the discussed factor, the positive correlations of this factor with the ability to adapt positively and the negative correlations with maladaptive manifestations, we considered that our scale measures the educational functionality of the family or the quality of upbringing in the family (we used both terms interchangeably).

Constructing a new version of the scale

In a recent study, we critically analysed the content of our tool. We considered that the coupling of authoritative upbringing with the resilience of the family system defines the communicative-technical aspect of the upbringing relationship (which determines the effectiveness of the family's upbringing interventions) while neglecting the directional (purposeful) aspect of upbringing in the family. Meanwhile, to assess the functionality of family upbringing, not only the effectiveness of the upbringing method itself is relevant, but also the choice of the goal/direction towards which this practice is directed (i.e., what the method serves). Such an assumption stems from viewing parenting activity from the perspective of the concept of wisdom. According to Diane F. Halpern (2001), wisdom means the choice of optimal ways of doing things and the choice of optimal goals of activity, taking into account different perspectives of activity. We can conclude whether an activity is wise when we positively assess – from various near and distant, subjective, and non-subjective perspectives – what the subject is aiming at (goals and values) and what ways he or she is using (methods and means) to realise these aspirations (e.g., Sternberg, 1998, 1990). From this point of view – good (understood as wise) upbringing means creating conditions that will be conducive to the creation of desirable – i.e., developmentally and well-being-oriented – patterns of children's activity. Such experiences should be organised in the family life, forming the daily practice of parenting. It is only against the background of such parenting practices that the significance of the parenting style in the family can become apparent. The learning outcomes of children and adolescents in the process of upbringing depend on the characteristics of parental influence that are conducive to this process (authoritative/involved parenting), embedded in the systemic properties of the family (adaptability of the family system/resilience of the family). We therefore consider that the educational functionality of the family results from the interaction of two factors:

- the optimal goal/direction of the upbringing process;
- the optimal conditions and resources engaged for its realisation.

This is the most general assumption of the research programme presented below. The measurement with the first version of the tool only took into account the second aspect.

We have consequently undertaken work to enrich the tool with new content so that the purpose dimension of family upbringing is represented.

Including a capital perspective

In the axiological aspect of upbringing, it is possible to consider many lines of influence – relating considerations to the different values realised through upbringing. Given the diversity of axiological systems, it is difficult to take them all into account. Hierarchising the various resulting approaches to upbringing is debatable. We have, therefore, made a reduction, guided by the conviction that one of the many sensible orientations for the practice of parenting in the family may be to promote the development of the child's intangible capitals. Of course, the family is only one of several resource generators – others are the school, the peer group, and the subject (his or her activity in the environment and mental activities). We understand capital as a pool of resources that an individual can accumulate and transform to ultimately use for his or her well-being, development, and career. We treat the human being as a subject in a permanent process of managing one's resources – in the process of protecting, acquiring, and investing them (Hobfoll, 2002, 2006).

By including a new strand in the consideration of the family's educational functionality – the capital perspective – we refer first of all to Pierre Bourdieu's (1977, 1986) concept. He distinguished three fundamental forms of human capital: cultural, social and economic. He presented several possibilities for the transformation of each capital into the others. Cultural capital (which is of particular interest to us) is, in the theory referred to, one of the foundations for people to obtain and maintain their social position. The theory assumes that differences between social classes in terms of cultural capital and children's *habitus* are apparent from early childhood and systematically accumulate over time. Families rich in cultural capital have an important advantage that helps their children obtain a privileged socio-economic position in the future. An important factor mediating the reproduction of status is children's educational success. Children who come from culturally rich backgrounds are, according to P. Bourdieu, socialised to expand their knowledge, through reading and other forms of cultural participation. The *habitus* acquired in this way brings children tangible advantages in the school environment, which translates into educational success. Teachers favour those pupils who have high cultural capital – give them more attention, and are more accessible to them. In turn, these pupils communicate more easily with their teachers and master the material faster than other children. Children from lower social status backgrounds, usually surrounded by less educated family members and adult neighbours, do not acquire beliefs about the need for education and habits and skills conducive to school achievement. Their *habitus*, therefore, fits less well with school and teacher expectations. These students feel less comfortable interacting with teachers than students from

higher social classes, and teachers perceive them as relatively less motivated and less intellectually resourceful. In this context, the link between cultural capital (of families and children) and children's academic achievement and educational careers is obvious and comprehensively documented (Andersen, Jæger, 2015; DiMaggio, 1982; Tan, 2020; Jæger, & Møllegaard, 2017; Xu, Hampden-Thompson, 2012).

Cultural capital comprises a set of individual attributes highly valued in the middle and upper classes and readily discernible in interpersonal interactions. It gives its holders positive recognition – an asset that is important from the perspective of career development and opportunities for social advancement. Deficits in cultural capital, on the contrary, limit opportunities in this field. Thus, from the perspective of the lifelong development of the individual, family influences that foster the child's acquisition of cultural capital can be regarded as one of the desirable orientations of the family upbringing process. We supplemented the original version of the tool with a new dimension, which we called “promoting cultural capital in the family of origin.”

Referring to P. Bourdieu's (1977, 1986) classical theory of capitals, which has numerous educational references (insightfully discussed by Piotr Mikiewicz in 2016), we assumed that two factors may be crucial for the formation of children's cultural capital in the process of family upbringing: (1) family activity that supports children's educational success; (2) family activity that supports children's participation in high culture and the acquisition of personal culture (good manners, kindness). We consider the link between these two activities to be obvious. The potentials of families in the scope discussed above are diverse and may depend on many factors, including – as P. Bourdieu's theory suggests – above all the positioning of the family in the social structure. The level of education, participation in high culture and good manners – in the view of the aforementioned theory – are assets for the subjects in the struggle to maintain their position in the privileged class or to be promoted into this class.

The construct of promoting children's cultural capital in the family of origin has clear connotations with the psychological construct of parental school involvement. Rachel F. Lerner and Wendy S. Grolnick (2020) identified three dimensions of parental involvement in children's education: (1) volunteering and other forms of support for the school as an institution, i.e., systematic presence of the parent in the life of the school (school involvement), (2) communication of personal interest in the child's school situation, monitoring the child's school situation, i.e., systematic mobilisation for learning (personal involvement), and (3) supporting the child's intellectual development with extracurricular activities, i.e., organising opportunities for the child to participate in culture outside of school (cognitive involvement). The dimensions above, analysed as attributes of mothers, were found to be predictive of three variables characterising children – self-assessment of cognitive competence, intrinsic motivation to learn (autonomous self-regulation) and level of school achievement. The study

revealed significant interactions of parental involvement with two contextual variables that were assigned moderator status. These were: the child's favourable attitude towards the parent's involvement in the educational process and the parent's autonomy-supportive behaviour towards the child. The parent's involvement in the child's education gains regulatory power over the children's attitudes and behaviour in the educational process. This happens when the parent does not force learning but triggers interest using gentle persuasion, in a dialogue that gives the child opportunities to make autonomous choices, and when the child is satisfied with the form of activity of the parent in the educational process. The last two of the three dimensions of parental involvement mentioned above clearly correspond to the constructs used in our analyses (i.e., promoting educational success and promoting participation in culture). The moderators identified by the authors (autonomy stimulation and positive perception of parental interactions) could be related to our construct of a positive parenting climate in the family. The crucial information from the study is that the combination of high values of the parent's involvement in the educational process with high values of the child's autonomy-supportive attitude is associated with relatively high indicators of the parent's self-regulatory competence in the educational process. According to self-determination theory (Ryan, Deci, 2017) and self-regulated learning theory (Greene, 2018), it can be assumed that the aforementioned combination of parental behaviours fosters the building of strong intrinsic motivation to learn and the development of self-regulatory competence, promoting educational success, which, as reinforcement, is important for sustaining motivation to learn.

From the above discussion, it follows that we will consider three dimensions of the parenting functionality of the family of origin in further analyses. We have called the first dimension the "positive climate of the parenting relationship" (or in simpler terms: positive parenting climate). It reflects the effectiveness of parental influence, in theories identified with an authoritative parenting style (Baumrind, 2013; Lewis, 1983; Steinberg, 1990) or a style that promotes the child's autonomy (self-determination) (Grolnick, 2003; Ryan, Deci, 2017). The factor we have identified, however, encompasses something more – the child's ability to acquire multiple competencies (through observation) of the constructive activities of family members, and to qualify the family as a system to deal with threats and difficulties. It also includes the ability to learn from constructive experiences, structured by the parents with the clear intention of influencing the child's activities. We expected to confirm the homogeneity of this – already tested in previous studies – dimension of family functioning. The new version of the scale to measure the factor in question was created as a minor addition to the old version of the tool. We only added two new items to the total pool – one for each of the source constructs (authoritative parenting and adaptability of the family system).

We empirically extracted two new dimensions in the pilot study, using exploratory factor analysis – from a set of items for the postulated factors: promoting the child’s educational success and promoting the child’s participation in high culture. We prepared in the research team a comprehensive list of test items corresponding in content to these dimensions. We then put them through selection in a survey with a sample of 100 people. We preliminarily eliminated items with extremely asymmetric response distributions and low discriminatory power against the postulated dimensions. Then, we used exploratory factor analysis to extract the structure of the pre-reduced set. We obtained a two-factor solution in which 35 items had factor loadings above 0.40. As such, we used this set in the study that provided material for the analyses presented below. Using factor analyses for the 35 items, we extracted the two diagonal (correlated) factors in the items with content corresponding to the initial assumptions. Afterwards, we eliminated from the set the items with the lowest factor loadings from each dimension, leaving in the pool only those whose loadings were higher than 0.50. The reduced set of items was again subjected to factor analysis, based on which we determined the seven items with the highest loadings against each of the two theoretically postulated and empirically extracted factors.

This resulted in a version of the tool ultimately containing 14 items measuring the positive climate of the parenting relationship in the family and 14 items measuring the family’s activities promoting the child’s cultural capital. Of this latter set, 7 diagnostic items each were assigned to promote the child’s school success and participation in high culture. The research presented below is a validation of the new, expanded (from 12 to 28 items) version of the tool.

Aims of the study and hypotheses

The first aim of this research was to establish the factor structure of the new tool. The wondering was about the homogeneity of the individual subscales and the correlations between them, which would justify the construction of a hierarchical factor structure, and thus, give authority to the creation of a summative index of family educational functionality.

The second aim of the presented research was to determine the internal reliability (consistency) of the theoretically postulated and subsequently empirically extracted three measures of family of origin educational functionality.

The third aim of our research was to document one of the crucial aspects of the theoretical relevance within the measurement tool. This key strand in assessing the accuracy of measures of family parenting functionality is the possibility of formulating predictions using them about some – recognised in psychology – measure of positive

adaptability. Such a measure is the *Resilience Scale* (RS-14). The author of this tool is Gail Wagnild (2009). The original version (Wagnild, Young, 1993) measures resilience as a positive personality trait that enhances individual adaptation, which manifests itself in the form of the ability to identify sources of stress, to realistically assess one's ability to act and solve problems effectively. The prototype of the tool was built based on an analysis of the literature in psychology and philosophy. Five components of the trait were theoretically identified: sustainability, perseverance, self-efficacy, sense of meaning, and existential loneliness. Empirically – by analysing the factor structure of the scale – two related components were extracted from the scale: “personal competence” (self-efficacy, independence, determination, perseverance, self-control, resourcefulness, and resilience) and “self-acceptance and acceptance of life” (adaptability, flexibility, internal balance and perspective). We used the abbreviated version in the Polish adaptation (Surzykiewicz, Konaszewski, & Wagnild, 2019). The scale is factor homogeneous and its content represents the underlying dimensions.

We assumed that the most important test for the high educational functionality of the family in origin is the relatively high probability of optimal functioning of the individual in adulthood. Our research was retrospective because we, therefore, studied current adult functioning in the dimension of “positive adaptability” (*resilience-trait*), putting it in the context of the subject's retrospective assessment of the functionality of his or her own family of origin on three dimensions: positive climate of the parenting relationship, promotion of school success, and promotion of participation in high culture.

The relationship of these dimensions to personal resilience can be analysed in an additive or interactional schema. From the nature of these dimensions and the concept of authoritative/involved parenting presented in this introduction (in the broader context of the educational functioning of the family as a system), it is expedient to use the interactional schema. After all, we can treat the first factor of the “positive climate of the parenting relationship” in the family (incorporating the construct of authoritative/involved parenting) as a condition for the effectiveness of the practice of parenting in the family, implemented in terms of promoting cultural capital – represented in our research by two factors: “promoting the child's educational success” (in simpler terms: promoting educational success) and “promoting participation in high culture” (on in simpler terms: promoting participation in culture).

From the source literature, we can conclude that an individual's experiences in the field of education are an important factor of adjustment – successes *versus* failures in this sphere have consequences for socialisation and the development of self-control (Gottfredson, Hirschi, 1990). Educational success, or more broadly, good school functioning, may promote the acquisition of resilience in children and adolescents (Kwiatkowski, 2019; Ostaszewski, 2014). This is probably made up of several interdependent or circular mechanisms. Educational success promotes the formation of a positive self-

-image and a sense of self-efficacy. Persistent and successful overcoming of learning difficulties is an exercise of self-regulation and self-control, which condition further success in life (e.g., useful for constructing a career path and its consistent implementation). The process of successfully coping with learning difficulties can strengthen children's resilience to stress (thus, it is a type of hardening, sometimes referred to as "inoculation"). In addition, children's success in learning usually has a rewarding value for parents, whereas parental satisfaction generates behaviour that strengthens the parent-child bond. Effective parental support for coping with children's school problems can therefore be a factor in strengthening the child's bond with the parents. Indeed, this helps to build and protect the parental authority relationship. Consequently, in our opinion, the family's promotion of children's cultural capital (promoting educational success and promoting participation in culture) may strengthen their capacity for positive adaptation (*resilience-trait*)*. We hypothesise that a positive parenting climate (authoritative upbringing coupled with family resilience) may also enhance the capacity for positive adaptation. The above hypotheses are inscribed in Figure 1 (arrows 1–3). The above hypotheses were to be confirmed by statistically significant positive correlations and regression coefficients in the analysed set of variables.

We believe, furthermore, that a positive family upbringing relationship climate should favour the effect of promoting cultural capital in the family. In contrast, a less favourable parenting relationship climate may reduce this positive effect of promoting cultural capital (arrows 4 and 5). We assume that the effect of a positive climate of the parenting relationship relative to the level of positive adaptability may be enhanced by both factors of promoting cultural capital – promoting educational success and promoting cultural participation (arrows 6 and 7). In addition, we expect that the effect of promoting school success relative to positive adaptation ability may be reinforced by promoting cultural participation and *vice versa* – the effect of promoting cultural participation relative to positive adaptation ability may be reinforced by promoting educational success (arrows 8 and 9). Confirmation of the effects marked with arrows 4–9 can be considered as significant interaction effects of the respective pairs of variables, i.e., positive coefficients in the factorial regression analyses**.

* The lack of such parental activity (in the form of making reasonable demands on academic performance and supporting children to overcome educational difficulties) can be an obstacle to building coping skills and stress.

** In a factorial regression analysis, besides the two independent variables, also their product is included in the equation as a third variable. The predictive power of the third variable, i.e., the product of the independent variables, is tested with the prior inclusion of its factors in the equation. This product represents the interaction effect of the analysed independent variables in the equation.

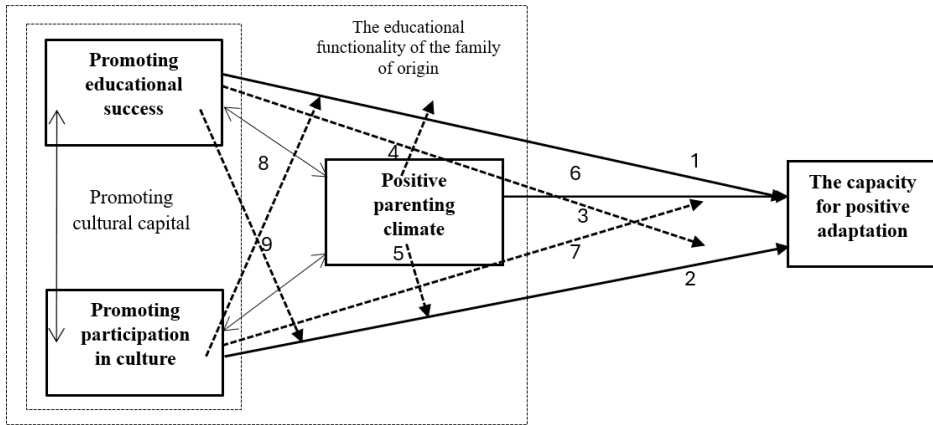


Figure 1. Tested model for the association of questionnaire subscales with trait resilience level.

Source: Authors' own study.

Study participants

The study sample (N=1270) comprises adults aged 18–37. The median in the set is 22 years and the modal is 21 years. The mean age is 23.56 (SD = 3.68). There are missing age data from 17 (1.33%) individuals. In the study dataset, a slight majority are women (643 people, or 50.63%). Men are slightly less (598 people, 48.09%). Non-binary gender identifiers of 19 persons represented 1.50% of the set. Gender data was not provided by 10 people or 0.71% of the sample. The vast majority of respondents are residents of cities of all sizes (1016, or 80%). Rural residents, 253 in number, represent 19.93% of the sample. One person did not specify their place of residence. The majority of respondents have parents with a university or secondary education. In our sample, 522 (41.10%) people have a mother with a university degree and 433 (34.09%) with a secondary education. The mother's vocational or primary education was declared by 283 (22.28%) people. Eleven respondents (0.89%) stated that they had no contact with their mother. An unclear answer ("don't know" or no answer) was given by 21 (1.65%) respondents. Fathers' higher education was declared by 370 (29.13%) respondents, while secondary education was declared by 353 (27.80%) respondents in the study set. Fathers with vocational or primary education had 478 (38.64%) respondents. The uncertain status of the father's education (answer "don't know" or no answer) concerns 29 (2.28%) of the survey participants. The declaration of no contact with the father was given by 41 (3.23%) of the sample. We considered that declaring no relationship with either parent or an unclear answer regarding the mother's or father's education

would be grounds for excluding the respondent from the analyses. In our sample, the majority (740 persons, 58.26%) are students from different levels of education. There are 478 (37.64%) respondents not currently studying. 51 (4.02%) people are currently attending secondary or vocational school. One person did not provide information on the above question. When asked about their occupational status, the distribution of answers was as follows: 682 (53.70%) people declared having a permanent job and 61 respondents (4.80%) declared having their own company. Only casual work is held by 254 (20.00%) respondents. No work was declared by 245 people (19.29%). Two people did not provide information on the discussed topic. When asked about their marital status, 597 people (47.01%) declared being in a stable informal relationship. The second most numerous category was being single (499 persons, 39.29%). The remaining categories were far less numerous: 136 people (10.71%) declared being married, 17 people (1.34%) were single after divorce or widowhood, and 21 people (1.65%) did not provide information on marital status. The vast majority of respondents have no children (1153 people, 90.79%). Having children is declared by 116 respondents (9.13%). One person did not answer this question.

Measures

Retrospective Family of Origin Parenting Functionality Scale (FFU-28) – a new extended version of the tool, tested in the research discussed below. The scale contains 28 items provided with a 7–7-point Likert-type response scale (from 1 = definitely not true, to 7 = definitely true). According to the theoretical assumptions, the scale consists of three subscales: positive climate of the parenting relationship (14 statements), promoting the child’s educational success in the family (7 statements), and promoting the child’s participation in high culture in the family (7 statements). The last two subscales can be thematically linked in the dimension promoting the child’s cultural capital. In this version, the scale has not yet been discussed in the literature. The psychometric properties of the tool will be discussed further in the text.

Resilience Scale RS-14 – a recognised tool for measuring resilience understood as an individual property of a person. It is a shortened, factor-homogeneous version of a more elaborate tool by G. Wagnild. The Polish adaptation was prepared and comprehensively validated by K. Konaszewski, J. Surzykiewicz, and G. Wagnild (2019). The internal reliability of the scale determined in the research discussed below is very high (Cronbach’s $\alpha = 0.90$, mean correlation between scale items 0.39).

Procedure

Several statistical techniques were used in the analysis of the research material. These were:

- factor analyses (exploratory and confirmatory) to define the structure of the research tools,
- Cronbach's alpha coefficient to assess the internal consistency of the individual measurement scales/subscales,
- correlation analyses (r-Pearson's) and multiple regression analyses (simple and factor variant) to assess the relationship between variables.

The analyses used procedures in the STATISTICA package.

Exploratory factor analysis was used to ascertain what tool structure emerges from the empirical data. The primary aims of these analyses were:

- to check the homogeneity of each of the theoretically postulated subscales of the tool;
- to check whether the three postulated subscales correspond to the factors extracted in the factor analysis of the new version of the scale;
- to check whether the extracted factors are correlated with each other;
- to check whether the data allow one secondary factor to be extracted from the data, i.e., an aggregated measure of family parenting functionality.

Confirmatory factor analysis was used to confirm the match between the preconceived factor model and the empirical data. We tested the *Family of Origin Parenting Functionality Scale* by testing its fit to a univariate model, a three-factor uncorrelated model and a three-factor mutually correlated model. We used popular indices as indicators of model fit: RMSEA and CFI. In research practice, a model for which the RMSEA is less than 0.06 is considered a good fit, while a satisfactory fit can be considered a model when the value of the RMSEA is between 0.06 and 0.08. When calculating the CFI, we expect a value above 0.95 for a well-fitting model, while a CFI above 0.92 can be considered a satisfactory value. It is also standard to estimate the chi-square index for each model tested, expecting to obtain a statistically insignificant value. However, the utility of this measure of fit is low, because the use of it often leads to the rejection of de facto well-fitted models.

Correlational and regression analyses were used to assess the relationship between components of family educational functionality and the ability to adapt positively. We tested simple relationships between variables using a correlation procedure, using Pearson's correlation coefficient. We tested the predictivity of the subscales of family upbringing functionality against the ability of positive adaptation using multiple re-

gression analysis. We used its classical variant (testing the additive contribution of predictors to the variance of the dependent variable) and its factorial variant (testing the multiplicative contribution of predictors to the variance of the dependent variable). In factor regression analysis, after introducing the predictors themselves into the model, the product of the predictors is introduced as another variable. This variant of regression analysis is equivalent to multivariate analysis of variance. It has the advantage of being able to test for interaction (moderation) effects when the predictors (factors) and the dependent variable are measured at the interval level. This is the situation we are dealing with in our analyses. To facilitate the interpretation of the regression analyses, we standardised all variables (*Z-score*). Standardisation of variables eliminates the free expression (constant) from the regression equation. It allows the regression coefficients from the equation to be interpreted in terms of the correlation of the predictor with the dependent variable.

Results

Factor structure of the scale

Table 1 contains the results of an exploratory factor analysis of the new version of the scale for measuring family parenting functionality. The analyses were performed using two methods (*principal factors* – PF, *principal components* – PC). In both factor solutions, the factor describing the upbringing-constructive climate of relationships in the family was revealed first. In the first solution (PF method), the initial 15 items can be included in its scope (i.e., one more than assumed when constructing the scale, item 15 comes from the set measuring the promotion of educational success). This factor explains 29% of the variance. In the second solution (PC method), the initial factor (27% of the variance) contains the first 14 items of the prototype of the new version of the scale. This is therefore the pre-postulated set. In both solutions, further factors appear as expected. In the first solution, only one further factor containing items 16–28 was extracted. It explains 25% of the variance. The content of this factor is interactions that promote the child's cultural capital. The differentiation of these impacts into promoting educational success and promoting participation in culture is not revealed. The two strands are therefore combined into one factor.

The second solution revealed a further two separate factors that correspond to two aspects of promoting cultural capital in the family. One factor (items 22–28) explains 15% of the variance and its content corresponds to promoting participation in high culture. The second factor (items 15–21) explains 19% of the variance and the content of the items describes the promotion of the child's educational success. The second solution generated by the PC method was included in the hierarchical bias factor analysis,

as there were high correlations (0.79 to 0.82) between the factors. The hierarchical factor analysis revealed the presence of one secondary factor, within which all scale items fell with high factor loadings (from 0.59 to 0.76).

Considering the solutions revealed by the exploratory analysis – that is, two or three factors correlated with each other – it was possible to aggregate the factors into a single measure. It was necessary to test the three-factor solutions for the fit of each to the empirical data. To this aim, we performed confirmatory factor analyses for each of the solutions – one overall factor, two correlated factors and three correlated factors. The results of the analyses can be found in Table 3.

Table 1.

Exploratory factor analyses of the family of origin parenting functionality scale

Items	Analysis performed using the principal factors method		Analysis performed using the principal component method		
	Factor 1	Factor 2	Factor 1	Factor 2	Factor 3
1	0.64	0.40	0.64	0.26	0.35
2	0.68	0.43	0.67	0.31	0.35
3	0.52	0.34	0.55	0.29	0.22
4	0.63	0.41	0.64	0.34	0.28
5	0.77	0.35	0.74	0.16	0.40
6	0.58	0.35	0.57	0.07	0.46
7	0.68	0.30	0.71	0.25	0.19
8	0.58	0.49	0.54	0.22	0.53
9	0.60	0.37	0.63	0.37	0.18
10	0.58	0.39	0.60	0.37	0.22
11	0.80	0.36	0.78	0.26	0.32
12	0.59	0.43	0.57	0.24	0.42
13	0.73	0.38	0.72	0.23	0.37
14	0.78	0.29	0.79	0.28	0.19
15	0.55	0.53	0.49	0.20	0.62
16	0.45	0.63	0.36	0.22	0.74
17	0.44	0.59	0.35	0.20	0.71

Items	Analysis performed using the principal factors method		Analysis performed using the principal component method		
	Factor 1	Factor 2	Factor 1	Factor 2	Factor 3
18	0.47	0.64	0.40	0.25	0.71
19	0.23	0.69	0.11	0.41	0.67
20	0.35	0.67	0.26	0.37	0.67
21	0.44	0.53	0.38	0.33	0.50
22	0.31	0.62	0.25	0.64	0.33
23	0.37	0.52	0.36	0.70	0.11
24	0.26	0.57	0.22	0.75	0.14
25	0.45	0.57	0.42	0.49	0.39
26	0.43	0.63	0.39	0.52	0.44
27	0.25	0.62	0.18	0.63	0.36
28	0.35	0.56	0.30	0.56	0.32
Percentage of variance	29%	25%	27%	15%	19%

Note: Methods – principal factors and principal components, with Varimax rotation.

Source: Authors' own study.

Table 2.

Hierarchical diagonal factor analysis – three primary factors with one secondary factor

Items	Secondary factor	Primary factors		
		Factor 1	Factor 2	Factor 3
1	0.70	0.33	-0.04	0.03
2	0.74	0.34	-0.00	0.02
3	0.59	0.29	0.04	-0.04
4	0.70	0.33	0.05	-0.04
5	0.73	0.42	-0.16	0.07
6	0.62	0.29	-0.20	0.18
7	0.64	0.43	-0.02	-0.10

Items	Secondary factor	Primary factors		
		Factor 1	Factor 2	Factor 3
8	0.72	0.22	-0.09	0.20
9	0.66	0.34	0.09	-0.11
10	0.65	0.31	0.09	-0.07
11	0.76	0.44	-0.06	-0.02
12	0.69	0.27	-0.05	0.11
13	0.74	0.39	-0.08	0.04
14	0.70	0.48	-0.02	-0.12
15	0.73	0.16	-0.12	0.29
16	0.74	0.03	-0.10	0.40
17	0.71	0.03	-0.10	0.39
18	0.76	0.06	-0.08	0.37
19	0.66	-0.19	0.13	0.38
20	0.72	-0.06	0.06	0.35
21	0.67	0.08	0.04	0.20
22	0.67	-0.04	0.36	0.03
23	0.63	0.08	0.43	-0.17
24	0.61	-0.04	0.50	-0.12
25	0.72	0.10	0.19	0.07
26	0.74	0.06	0.20	0.11
27	0.64	-0.10	0.36	0.07
28	0.65	0.02	0.29	0.03

Note: Primary factors extracted by the principal components method with Varimax rotation.

Source: Authors' own study.

Table 3.
Confirmatory factor analysis results for three solutions (one-, two-, and three-factor)

Factor solution tested	Matching indexes			
	RMSEA	CFI	GFI (AGFI)	ML Chi ² (df), p
One overall factor (28 items)	.10	.87	.78 (.74)	3617.42 (350), < .001
Two correlated factors (14 and 14 items)	.08	.90	.84 (.82)	2631.70 (349), < .001
Three correlated factors (14, 7, and 7 items)	.07	.93	.88 (.86)	2191.42 (347), < .001

Note: In models with more than one factor, it was assumed that the factors were correlated.

Source: Authors' own study.

Descriptive statistics, reliability, correlations, and prediction

Table 4 presents descriptive statistics (mean and standard deviation), which can be regarded as normalisation data for the individual subscales of the tool. It also includes reliability assessments of the subscales using Cronbach's alpha. The subscale "positive parenting climate" of the educational relationship has a very high Cronbach's coefficient (0.95), and the calculated mean and standard deviation are 58.53 and 20.91 respectively. The subscale "promoting educational success" also reveals a high alpha value (0.90) and the mean and standard deviation are 32.69 and 10.83. Promoting cultural participation has the lowest reliability index, but is also high (0.87). This subscale has a mean of 27.76 and a standard deviation of 9.78. Notwithstanding the above, a Cronbach's index was calculated for the entire scale (28 items), which was 0.96, which is very high. A Cronbach's index was also calculated for the aggregated two subscales describing the promotion of cultural capital. The Cronbach's alpha value was 0.93 in this case. The subscales of the tool and the aggregated measures are therefore very reliable (internally consistent) measures. Table 4 also includes the correlations between the scores of the summed raw item values with the subscales (these are very high from 0.76 to 0.80) and the correlations of the three subscales with the *resilience-trait* scores measured by the *RS-14 Scale* (Surzykiewicz, Konaszewski, & Wagnild, 2019). These correlations are not high (*r*-Pearson's ranging from 0.30 to 0.33) but are all statistically significant with $p < .001$. In addition, we performed multiple regression analysis for the three subscales of family parenting functionality as predictors and resilience-trait as measured by the *RS-14 Scale*. All factors were found to be significant. The largest predictor of *resilience-trait* was parenting relationship climate (Beta = 0.17, $t = 3.44$, $p < .001$). Less predictive

was the promotion of educational success (Beta = 0.13, $t = 2.69$, $p = 0.007$). The least predictive factor was found to be the promotion of participation in high culture (Beta = 0.11, $t = 2.40$, $p = 0.017$). The model including the three significant predictors in the additive scheme explained 13.5% of the variance in the dependent variable.

Table 4.

Descriptive statistics, internal reliability and Pearson correlations of subscales of family of origin parenting functionality and resilience

Variables	Statistics		Variables		
	Mean (SD)	Cronbach's alfa	(2)	(3)	(4)
Positive climate of the parenting relationship (1)	58.53 (20.91)	0.95	0.80*	0.77*	0.35*
Promoting educational success (2)	32.69 (10.83)	0.90		0.76*	0.34*
Promoting participation in culture (3)	27.76 (9.78)	0.87			0.33*
Resilience (4)	71.99 (14.41)	0.90			

Note: * indicates correlations that are significant with $p < 0.001$; (SD) = standard deviation.

Source: Authors' own study.

Table 5.

Multiple regression analysis for resilience-trait as dependent variable and three factors of family educational functionality as independent variables

Variables in the model	Statistics for regression equations		
	Beta (SE)	t	p-value
Climate of the parenting relationship (CLI)	.17 (.05)	3.44	< .001
Promoting educational success (EDU)	.13 (.05)	2.69	.007
Promoting participation in culture (CUL)	.11 (.04)	2.40	.017
Regression summary	Adjusted R-square = .135; F(3,1266) = 66.82, $p < .001$		

Source: Authors' own study.

As expected (in Figure 1 hypotheses marked with arrows 1–3), the study revealed significant positive correlations of the three subscales of family parenting functionality with the measure describing the capacity for positive adaptation (Table 4) and, in regression analysis, significant predictive validity (with positive regression coefficients) of each of the three subscales against this capacity, or *resilience-trait* (Table 5). These are arguments in favour of recognising the relevance of the presented new tool. However, this is a preliminary conclusion, as a full assessment of relevance requires much more complex analyses.

Factors of family educational functionality vs resilience-trait – an interactional model

In factorial regression analyses, resilience (RS-14) was located as the dependent variable. As independent variables (factors), individual pairs from the three subscales of family educational functionality were inserted. The results of these analyses are presented collectively in Table 6, which is supplemented by three graphs. This table gives the values of regression coefficients (along with their significance) for the two factors tested and their interaction (the third variable formed as a product of factors). The graphs allow an idea of what the interaction of the factors consists of, that is, how the results of the resilience scale (vertical axis) change depending on the combination of the values of the two analysed factors, i.e., the corresponding subscales of the family educational functionality scale. The presentation of these graphs is justified if the product of the independent variables appears as a significant predictor of the dependent variable in the regression analysis. Significant factor interactions relative to the dependent variable were revealed for all three factor systems tested. From the shape of the graphs, it can be concluded that extremely high trait resilience values are to be expected for combinations of extremely high values of the subscales of family educational functionality. At the same time, it can be noted that if any of the subscales of family upbringing functionality take on low values, then relatively low values of the *resilience-trait* should be expected despite the increase in the value of the other subscale. It can be concluded that a deficit in family educational functionality in any of the areas (relationship climate, promoting of educational success, and promoting of participation in high culture) may be a factor that effectively limits the positive consequences of the higher indices of the other subscales. This means that consistently high scores on all three subscales of parenting functionality of the family of origin are a strongly desirable value.

Table 6.
Factor regression analyses for resilience-trait as dependent variable and family parenting functionality factors as independent variables

Variables in a factorial model – two factors and their interaction	Statistics for regression equations		
	Beta (Error)	t	p-value
Climate of the parenting relationship (CLI)	-.19 (.09)	-2.00	.045
Promoting educational success (EDU)	-.12 (.07)	-1.59	.112
CLI x EDU interaction	.88 (.14)	4.87	< .001
Regression summary	Adjusted R-square = .147; F(3,1266) = 73.74, p < .001		
Climate of parenting relationships (CLI)	-.06 (.08)	-0.78	.442
Promoting participation in culture (CUL)	-.14 (.09)	-1.77	.078
CLI x CUL interaction	.56 (.13)	4.35	< .001
Regression summary	Adjusted R-square = .143; F(3,1266) = 71.31, p < .001		
Promoting educational success (EDU)	-.05 (.07)	-0.72	.473
Promoting participation in culture (CUL)	-.20 (.09)	-2.22	.027
EDU x CUL interaction	.60 (.13)	4.62	< .001
Regression summary	Adjusted R-square = .141; F(3,1266) = 70.47, p < .001		

Note: Analyses were carried out for each pair of factors separately.

Source: Authors' own study.

Figure 2 shows the interaction effect of two independent variables – promoting educational success and positive climate of the parenting relationship – relevant to *resilience-trait*. The level of one of these variables determines the relationship of the other variable with resilience. A low level of either of these variables makes the association of the other variable with *resilience-trait* disappear. Very high intensities of both independent variables are associated with extremely high levels of resilience. The information in Figure 2 allows us to positively verify the hypotheses marked in Figure 1 with arrows 4 and 6. Each of these variables is a moderator of the relationship of the other variable with the dependent variable (*resilience-trait*). The higher the level of one of the two independent variables, the stronger the relationship of the other with the dependent variable becomes.

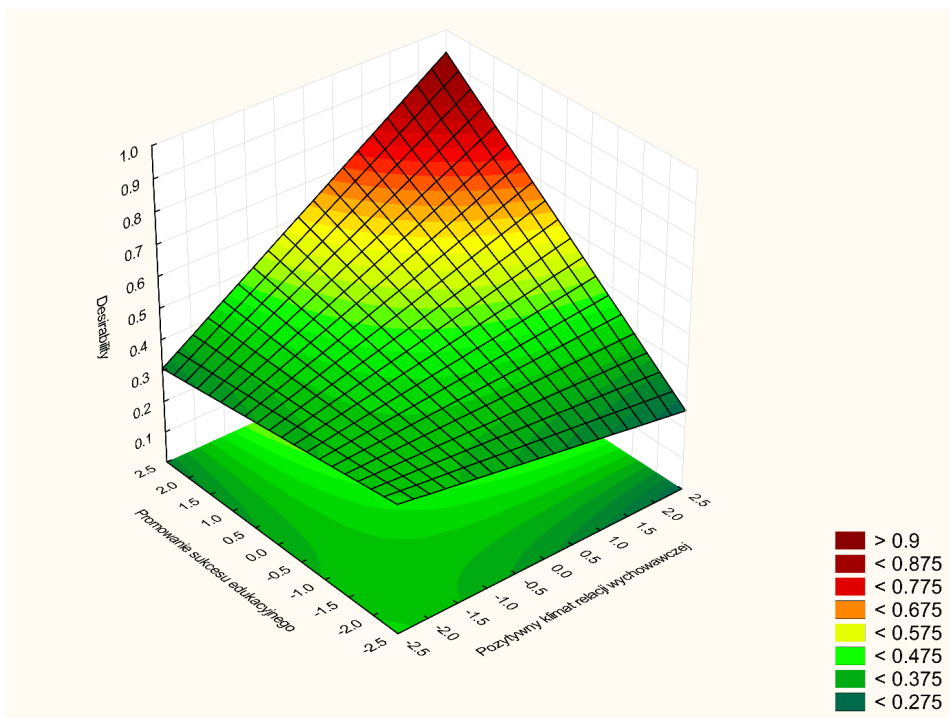


Figure 2. The dependence of trait resilience on promoting educational success and positive climate of the parenting relationship in the context of factorial regression (desirability surface).

Source: Authors' own study.

Figure 3 illustrates, similar to the one described above, the significant effect of *resilience-trait* on the interaction of two independent variables: promoting participation in culture and the positive climate of the parenting relationship. The level of one of these variables determines the association of the other with resilience. If it is weak, the relationship of the other variable with the dependent variable disappears. When the intensity of both independent variables is very high, resilience increases extremely. The information in Figure 3 allows us to positively verify the hypotheses marked in Figure 1 with arrows 5 and 7. Each of these variables is a moderator of the relationship of the other variable with the dependent variable (*resilience-trait*). The higher the level of one of the independent variables, the stronger the relationship of the other variable with the dependent variable appears.

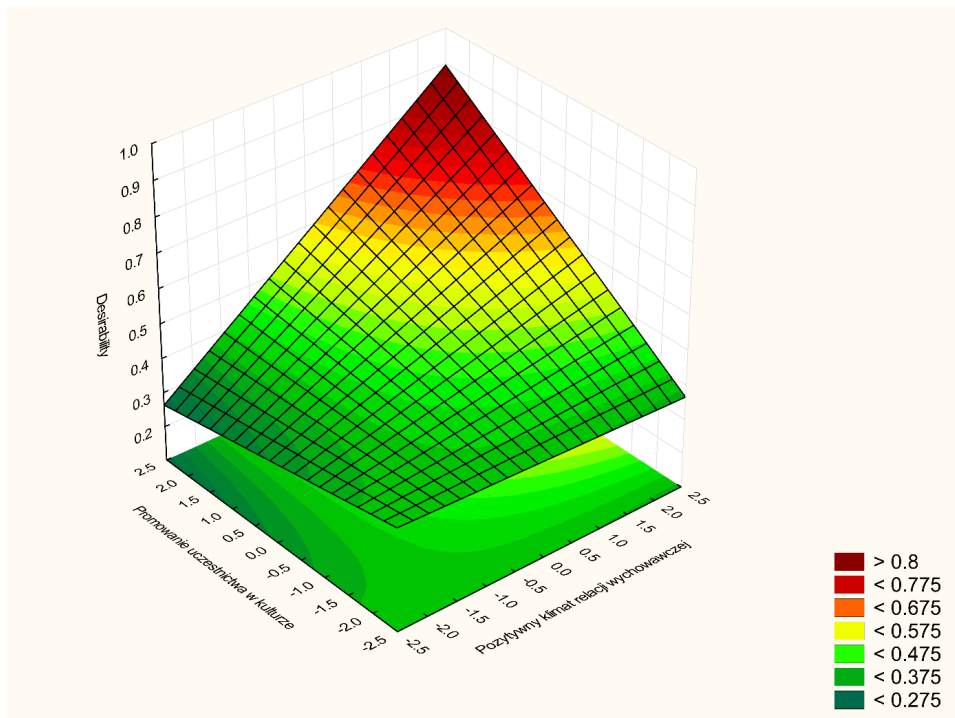


Figure 3. The dependence of trait resilience on promoting participation in culture and the positive climate of the parenting relationship in the context of factorial regression (desirability surface).

Source: Authors' own study.

Figure 4 shows a similar pattern to that found and described above. The difference is that the independent variables this time are the promotion of educational success and promoting participation in culture. The interaction effect is statistically significant (Table 6).

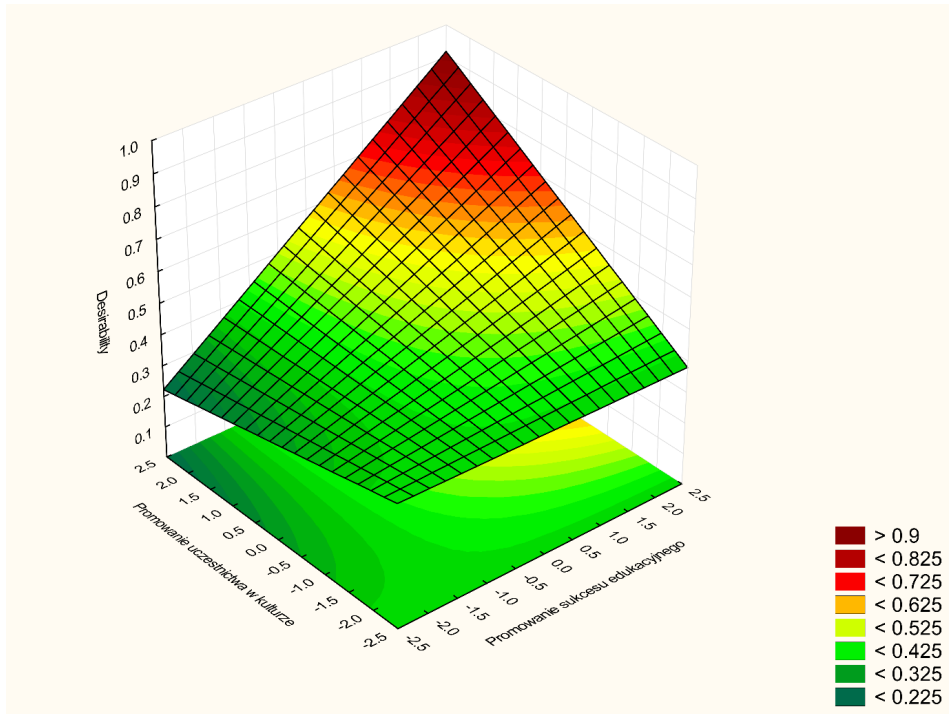


Figure 4. The dependence of trait resilience on promoting educational success and promoting participation in culture in the context of factorial regression (desirability surface).
Source: Authors' own study.

Discussion and conclusion

In this study, we presented a new version of the tool for measuring the family's parenting functionality. An important novelty compared to the original version was the inclusion of the phenomenon of promoting the cultural capital of children in the family of origin. We considered this an important directional aspect of family upbringing. Its importance in upbringing stems from the fact that the abundance of children and young people in cultural capital is a factor that increases the chances of career development and success in various fields of competition for social status (its maintenance or promotion). The tool we developed took into account (1) family activity promoting chil-

dren's educational success (7 items) and (2) family activity promoting participation in high culture and acquisition of good manners (7 items). These are measures added to the slightly expanded (from 12 to 14 items) original version of our scale, which measured (3) the positive or optimal climate of the parenting relationship in the family. The scales were extracted using exploratory factor analysis and then the 3-factor structure was positively validated by confirmatory factor analysis. All subscales revealed high-reliability scores. We assessed the validity of the new research tool – at this stage of the research – only preliminarily.

In our opinion, an argument in favour of recognising the relevance of the measurement of family upbringing functionality is the finding in the correlation analysis and multiple regression analysis of the significance of all three measures included in the tool about the measurement of personal resilience. This result is consistent with many reports on the association of parenting styles (and especially authoritative parenting style) with the intensity of *resilience-trait*. In the literature, it is also possible to find positive correlations between family resilience (or other systemic characteristics that determine family resilience) and individual resilience. These two data strands are important because in our tool “authoritative parenting” and “family resilience” co-constructed one dimension of family parenting functionality – “positive climate of the parenting relationship.” Less obvious seems to be the search for a relationship between the two dimensions of promoting children's cultural capital in the family (activity promoting educational success and activity promoting participation in high culture) and personal resilience. One possible explanation for the indicated correlations may be that children's and adolescents' educational success-oriented activity is a not insignificant burden on the regulatory system and involves overcoming difficulties and coping with stress. Systematically facing challenges in this field can be a stress inoculation factor (improving self-regulatory mechanisms). A prerequisite for the effectiveness of this process is that it takes place in circumstances that are safe for the individual, which includes the support of the child by the parents and, also importantly, the relative comfort of everyday life in the family (harmony, non-stressful relationship climate).

The first theme is contained in the construct of promoting educational success in the family, and the second in the construct of a positive climate of the parenting relationship in the family. We tested the relationship of these dimensions with personal resilience in an additive and multiplicative scheme. Concluding that, besides the additive relationship, there is a clear interaction-type relationship. Indeed, it turned out that low values of either of the two dimensions excluded the relationship of the other dimension with children's level of *resilience-trait*. Children's levels of resilience are extremely high when high rates of promoting educational success and high rates of positive family relationship climate co-occur. The same pattern of correlations emerged when analysing the other pairs of indicators of family functionality (i.e., promoting

participation in high culture and optimal parenting relationship climate, and promotion of educational success and promotion of participation in high culture) against resilience as the dependent variable. The overall conclusion of these analyses comes down to the fact that high scores in each of the three dimensions of family educational functionality increase the strength of the effects of high indicators in the other dimensions on personal resilience and, importantly, a deficit in any of the three dimensions entails a strong reduction in the effects of the other dimensions.

Research restrictions and limits

The research tool presented is characterised by a clear structure, taking into account the climate of the parenting relationship and the purposeful actions of the parents to promote participation in culture and the educational success of the child.

The research was conducted with a high sample size, selected using the snowball method, which is a limitation of the presented study. Further research should ensure that individuals are randomly selected for the standardisation sample. Selection using the snowball method also resulted in relative age homogeneity of the study group – young adults. Further research should also consider middle and late adulthood.

The proposed tool is designed for retrospective measurement. An interesting research direction will be the analysis of factors during developmental time. The object of measurement would then not be retrospective factor analysis, but current factor analysis. Such a study should be carried out in a group of adolescents by assessing the adolescent's current educational relationship with his or her family. Another direction of research is to test the stability of the tool structure under different cultural conditions.

Notwithstanding the above-mentioned limitations, it is advisable to check the relationships of the individual subscales of this tool with tools measuring other parenting-related constructs, e.g., parental attitudes, parenting styles in the family and various correlates of human social functioning.

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Appendix

Family of Origin Parenting Functionality Scale (FFU-28)

How accurate are the statements below about you and your experiences in the family during the school phase of your life? Evaluate the truth of each of the following sentences on a numerical scale from 1 to 7, where:

No. 1 = *definitely not true*.

No. 7 = *definitely true*.

A value of 4 indicates no opinion, i.e., “*don’t know,*” or “*hard to say.*”

1. My family was able to quickly organise itself in response to arising difficulties
2. My parents would teach me to settle my affairs with other people.
3. If I had any problems at school, I knew I could rely on my parents for support and full understanding.
4. My family took great care of language and speech culture.
5. In my family there were clear rules which everyone tried to abide by.
6. In my family I was encouraged to say what I thought about family (important) issues.
7. If I had learning problems, I received sufficient and fully effective help at home to overcome these difficulties.
8. In my family there was a very rich tradition of cultural participation.
9. There was a friendly and calm atmosphere in my family so I enjoyed staying at home.
10. In my family there was at least one adult person from whom I could always receive help in difficult situations.
11. The conditions I had at home were conducive to learning and gaining knowledge.
12. My parents awakened an interest in ambitious music, film, and/or literature in me.
13. In my family, there was someone who was able to make others feel better or release tension.
14. Adult persons in my family had the time and the skills to successfully help me in my school work.
15. My family provided me access to important extra-curricular activities that developed my mind or helped me gain knowledge.
16. My parents taught me to think – not to accept anything uncritically but to ask wise questions and look for answers.
17. In my family there were traditions consisting in doing things together.
18. I shared a passion for similar leisure activities with my parents.
19. I could learn better thanks to the help I received at home.

20. My parents talked to me about the problems of the modern world – they helped me to understand it better.
21. There was a pleasingly strong sense of community and unity in my family.
22. Both the parents in my family were strongly dedicated to raising me and taking care of me.
23. My family facilitated the development of interests and passions important to my later lifetime career.
24. My parents' friends are people of high personal culture.
25. My family can be a role model for excellent communication and cooperation in difficult situations.
26. My parents brought me up in positive ways, they knew how to approach me easily, and how to convince me of their reasons.
27. I have many pleasant memories of my family's holiday trips.
28. My parents were friends with some great people.

Answer key (the scores for the three subscales should be summed up):

Positive climate of the parenting relationship (positive parenting climate) = total of items: 1, 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, and 26.

Promoting educational success (i.e., orientation towards education) = total of items: 3, 7, 11, 15, 19, 23, and 27.

Promoting participation in culture (i.e., orientation towards participation in high culture) = total of items: 4, 9, 13, 17, 21, 25, and 28.