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Family Relationships as a Determinant of Social Well-Being Among Contemporary Adolescents

Relacje rodzinne jako wyznacznik dobrostanu społecznego współczesnej młodzieży

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Abstract

Aim. The aim of this article is to present how contemporary adolescents assess family relationships and the social support they receive from their parents and caregivers, and the importance of these relationships for their social well-being. The article points out the importance of family relationships and their impact on the psychosocial functioning of youth.

Methods and materials. This article presents some of the results obtained in a study of the psychological and social well-being of students of Bydgoszcz primary schools (classes IV–VIII) and secondary schools (classes I–III), which refers to the social well-being of young people in the aspect of family relations, perceived support from this social group, and monitoring from parents/guardians. The research was conducted in 2024 on behalf of the Municipal Teacher Education Centre in Bydgoszcz, in cooperation with the Department of Education and Sport of the Bydgoszcz City Hall. The research used a diagnostic survey method. Stationary, anonymous auditorium surveys were conducted

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using the questionnaire technique in drawn classes.

Results and conclusion. The results show that young people declare that they receive social support from their families. The fact that there is a significant downward trend in the case of ease of communication with parents – the older the youth, the greater difficulties in communication, is alarming. Also worrying is the fact that, only about 45% of students in primary school grades 4–6 declare that their parents know a lot about what they do on the Internet.

Keywords: adolescents, family, family relationships, family bonding, well-being

Abstrakt

Cel. Celem artykułu jest przedstawienie, w jaki sposób współcześni nastolatki oceniają relacje rodzinne oraz wsparcie społeczne, które otrzymują od swoich rodziców i opiekunów, a także znaczenie tych relacji dla ich dobrostanu społecznego. W artykule wskazano na wagę relacji rodzinnych oraz ich wpływ na funkcjonowanie psychospołeczne współczesnych nastolatków.

Metody i materiały. W artykule zaprezentowano część wyników uzyskanych w badaniu dobrostanu psychicznego i społecznego uczniów bydgoskich szkół podstawowych (klas IV–VIII) oraz ponadpodstawowych (klasy I–III), które odnoszą się do dobrostanu społecznego młodzieży w aspekcie relacji rodzinnych, spostrzeganego wsparcia od tej grupy społecznej, a także monitoringu ze strony rodziców/opiekunów. Badania zostały przeprowadzone w 2024 roku na zlecenie Miejskiego Ośrodka Edukacji Nauczycieli w Bydgoszczy, przy współpracy z Wydziałem Edukacji i Sportu Urzędu Miasta Bydgoszczy. W badaniach wykorzystano metodę sondażu diagnostycznego. Przeprowadzono w formie stacjonarnej anonimowe badania audytoryjne za pomocą techniki ankiety w wylosowanych oddziałach klasowych.

Wyniki i wnioski. Uzyskane wyniki pozwalają wnioskować, że młodzież deklaruje otrzymywanie wsparcia społecznego od rodziny. Alarmujący jest fakt, że występuje znaczna tendencja spadkowa w przypadku łatwości komunikowania się z rodzicami – im starsza młodzież tym odczuwa większe trudności w komunikacji. Niepokojący jest również fakt, że w opinii nastolatków niewielka jest wiedza rodziców na temat ich aktywności w Internecie. Tylko około 45% uczniów klas 4–6 szkół podstawowych deklaruje, że ich rodzice wiedzą dużo na temat tego, co robią w Internecie.

Słowa kluczowe: młodzież, rodzina, relacje rodzinne, więź rodzinna, dobrostan

Introduction

Are today's young people happy? This is a subjective question that cannot be answered unequivocally. Today, the quality of life of children and adolescents is increasingly being examined. The changes in society and the internal transformations taking place during adolescence are causing a great deal of disorganisation and emotional disruption in young people's lives. It is important to find out their level of satisfaction with life in order to be able to implement measures that will support and enhance the quality of existence of today's youth. Young people's lives are influenced by many factors. The perception of various somatic complaints, success at school, as well as peer and family relationships, play significant roles in life satisfaction. This thesis presents how contemporary adolescents assess their relationship with their parents and the social support they receive from this social group. The data presented in this article is part of the results obtained in a study of the psychological and social well-being of students in Bydgoszcz primary schools (grades IV–VIII) and secondary schools (grades I–III) and relate to family relationships. The family is the first social group a child belongs to and what he or she gets from it influences his or her life in many other aspects. It is often the basis for assessing an individual's well-being, so it is important to know the feelings towards these relationships. The results presented in national or international reports are very concerning. According to the HBSC 2020 study, perceived family support declines with age in young people of both sexes (Instytut Matki i Dziecka, 2020). Among 15-year-olds, only 51% of boys and 49% of girls declare feeling a high level of support from the family, which ranks Polish youth as one of the last in the ranking among 45 countries participating in this research.

Well-Being in Theoretical Terms

As early as 1948, the concept of well-being appeared in the definition of health formulated by the World Health Organisation, defined "[...] as a state of complete mental, social and physical well-being and not merely the absence of disease" (WHO, 1948, p. 1, as cited in Karaś, 2019). Based on the above definition, it can be concluded that well-being is also closely related to an individual's health, and that the absence of illness does not at all imply a state of health. Most well-being researchers agree that a condition for full mental health is the absence of disorders while experiencing well-being. This understanding of well-being confirms that it has not only a mental dimension, but also a social and physical one.

The term well-being is also described by Ewa Kasperek-Golimowska, defining it as "[...] the result of a cognitive and emotional evaluation of one's life, which consists

of a high level of fulfilment and life satisfaction” (Kasperek-Golimowska, 2012, p. 183, as cited in Niškiewicz, 2016, p. 139).¹

Another approach states that psychological well-being “[...] also called personality well-being, is described in the following six dimensions, such as: 1) self-acceptance, 2) personal development, 3) purpose in life, 4) mastery over the environment, 5) autonomy, and 6) positive relationships with others” (Cieślńska, 2013, p. 102).² In this sense, it is legitimate to analyse whether each of these dimensions is realised in a positive way, as this allows us to achieve well-being at a high level.

The term well-being is also often referred to in the literature as *happiness* or *contentment*. When interpreting well-being as happiness, it is legitimate to refer to the philosophy of happiness, where it follows two traditions: the hedonistic and the eudaimonistic. In the hedonistic view, well-being is defined as a person’s cognitive and emotional evaluation of life (Diener *et al.*, 2002, as cited in Dankiewicz & Pieniążek, 2018; Czapiński, 2004, as cited in Szul-Fryda, 2023) emphasises that well-being in the hedonistic view does not examine what the life goals were and how they were realised, but the subjective feelings at the moment of realisation of these goals are the essence.

Well-being in eudaimonic terms is closely related to Aristotle’s philosophy, in which happiness is the realisation of virtue, the performance of activities that are worthwhile, and a life in accordance with human nature. Ewa Trzebińska points out that the eudaimonistic view of well-being is primarily the possession by humans of certain values that enable them to fulfil themselves by developing their individual potential (Trzebińska, 2008, as cited in Szul-Fryda, 2023).

One of the leading eudaimonic concepts is the psychological well-being theory developed by Carol Ryff (1989, as cited in Karaś, 2019). According to this concept, well-being is a creation consisting of behaviours that are focused on the realisation of inner potential and goal orientation. In her concept, the author distinguished six dimensions of well-being: (1) self-acceptance, (2) personal growth, (3) purpose in life, (4) autonomy, (5) environmental mastery, and (6) positive relations with others.

Another important concept is the quality-of-life model by Fence and Perry. The authors divide quality of life into five areas: physical, material, social, emotional well-being, and activity (Duda, 2019). Significant in this conceptualisation is the framing of life quality in terms of objective and subjective aspects that result from satisfaction with objective factors. It is worth noting that each of the objective components has a different meaning for the individual, and this is due to the individual’s adopted

¹ author’s own translation

² author’s own translation

value system, ambitions, and the influence of external factors on the objective conditions of life, and the subjective feeling (Zalewska, 2021).

The research presented in this article focuses mainly on Keyes and Waterman's (2003) Three-Dimensional Concept of Well-being, which combines a hedonistic and an eudaimonistic approach. It operationalises mental health as a set of symptoms of subjective well-being. The authors of this theory understand well-being as a multidimensional phenomenon involving at least three aspects: (1) psychological well-being, (2) emotional well-being, and (3) social well-being (Karaś, 2019).

The Importance of the Family for High Life Satisfaction for Today's Youth

The family, as the first social group to which a young person belongs, brings a key role for the development and functioning of the adolescent and, therefore, for his or her well-being. It should provide for the child's basic needs, as well as equipping the individual with the skills that will enable him or her to enter properly other areas of life. What we experience in the family significantly affects the quality of everyone's life.

In agreement with this, Józefa Brągiel's definition of the family is reasonable, stating that the family is "[...] the basic, natural and primary environment in which a child develops and is brought up, having an enormous impact on the formation of the child's personality, the development of his or her abilities and the ability to succeed" (Brągiel, 1994, as cited in Bereźnicka, 2014, p. 13).³

Every family should also fulfil a number of functions, among which we can distinguish: (a) a biological and caring function – related to the sexual intercourse of the spouses as well as biological continuity, (b) the cultural and social function – associated with the organisation of leisure and entertainment, (c) the economic function – providing the necessary means of subsistence and the tools and equipment needed for the proper functioning of the family, (d) the educative function – the family is the place where children as well as all other family members are brought up (Kawula, 2005).

From an educator's perspective, the educative function plays one of the most crucial roles. Parents' behaviour is a kind of model for children and they learn from it through imitation. The relationship between children and parents is crucial to the development of the child. The reproduction of negative patterns from the family home can be a significant risk factor for the development of problem behaviours in children and young people (Jarczyńska, 2011). The family home should therefore be a space for freedom and self-expression. It is essential that this place works for the benefit of all members and is based on mutual respect and support. Positive relationships at home help

³ author's own translation

the individual to cope better in other areas and to perceive the world around them more positively. In parenting, both the roles of the mother and the father are significant. The mother's function is to create the whole home and to provide for the needs of the family, especially the children. In the role of the mother, close emotional contact with the child is particularly important. During adolescence, dialogue with the child is meaningful and should take place in a friendly atmosphere, making the child feel important and secure in the family (Cudak, 2012).

The mother is the person who introduces the child to the world, and the way she does so influences the child's perception of the world. She is the first image of femininity for the child. Thanks to her, her daughter discovers what femininity is all about (Błasiak & Dybowska, 2010).

When talking about the father's role, it is worth pointing out that his presence in the child's life is the most meaningful part of it. He should be involved in the child's life, know his dreams and needs. It is important that he is available to the child when he or she needs to talk and be supported. A father should love and respect his children regardless of their behaviour. It is important to show love and involvement in the child's life so that the child feels relevant and needed (Błasiak & Dybowska, 2010).

When discussing the family, it is impossible not to talk about family bonding, which plays a significant role in adolescent development. It is a type of social bond which, in subjective terms, is based on communication with other family members, a sense of belonging to a family, a connection in the sphere of thoughts, feelings, values, and actions, while at the objective basis it has legal, customary, religious, and economic factors (Brągiel, 2001, as cited in Tabak, 2006).

Many studies indicate that the emotional context of bonds is one of the most crucial factors that determine human psychological development. Emotional bonds with parents influence a child's self-esteem, provide a sense of security, show support to the child, and are a significant protective factor against various types of disorders (Tabak, 2006).

In addition to the importance of providing the child with a sense of security, support, and boundless respect, parental control is also relevant. It is significant in order to prevent inappropriate social behaviour or a risky one. What is crucial in parental monitoring is that it is done in the right way that will help rather than harm. The key is not to keep track of all the child's activities and to constantly monitor, but it is important that monitoring is based on knowledge and trust between parent and child. Doing so provides a sense of security for both parent and child and minimises the risk of negative consequences for their relationship.

Research Method

Research Sample

The survey was intended to be a representative sample and was calculated on the basis of data on the number of pupils in Bydgoszcz primary schools (grades IV–VIII) and secondary schools (classes I–III) for the school year 2023/2024. The sampling unit was a class division. The timing of the survey (May and June 2024) resulted in large absences among students in the drawn class wards, which made it impossible to obtain a representative sample for each class. In the end, the research sample consisted of 297 students in classes IV–VI of primary schools, 125 students in classes VII–VIII of primary schools and 327 students in secondary schools who attended public, generally accessible, primary and secondary schools in the area of the city of Bydgoszcz in the school year 2023/2024.

Research Procedure

The survey conducted was quantitative and based on a proprietary survey questionnaire. It was conducted in a stationary and paper-based form (paper-and-pencil surveys), in drawn class divisions by members of the research team or trained interviewers. The survey questionnaire consisted of several measurement scales and single-choice and multiple-choice closed questions.

Purpose of the Research

The research was conducted at the request of the Municipal Teacher Education Centre in Bydgoszcz, in cooperation with the Department of Education and Sport of the Bydgoszcz City Hall. The research was conducted under a contract signed on March 4, 2024, between the above-mentioned institutions and Kazimierz Wielki University in Bydgoszcz (contract number: BZ/11/CTTI/2024 signed on 6th March 2024).

The aim of the study was to find out about the psychological and social well-being of pupils at Bydgoszcz primary and secondary schools and to develop recommendations for the Department of Education and Sport of the Bydgoszcz City Hall and the Municipal Teacher Education Centre in Bydgoszcz, which will allow educational and preventive activities adequate to the needs of students, teachers, and parents to be planned and health education programmes to be developed at schools, and such forms of teacher training that will enable them to cope better with the problems associated with the low well-being of today's pupils.

Research Problem

The research was intended to answer the question of what is the well-being of primary and secondary school students in Bydgoszcz public schools. To this end, the following

research problem was posed: What is the well-being of primary and secondary students in Bydgoszcz public schools? This question was supplemented by more specific research problems concerning: satisfaction with life, self-assessment of health, including the occurrence of various somatic complaints and emotional states, psychological determinants of health and illness, *i.e.*: psychological well-being and feelings of psychological stress, selected risk behaviours (harmful to health, *i.e.*, use of psychoactive substances, sexual behaviour, including sexting, peer violence, including cyberbullying), social support, including perceived support in the school, family and peer environment, and selected elements of the school environment, *i.e.*, satisfaction with school, school workload.

This article will present the results on perceived social support from family and close relatives, school-related support from parents/guardians, monitoring from them and the ease with which young people communicate with parents/guardians, siblings, and other family members of primary and secondary school students.

Results of the Research

In order to explore what the family relationships of today's young people are like with their parents/guardians, to find out the level of perceived social support, the survey questionnaires asked:

How easy is it for you to get help if you need it from family, teachers, friends, acquaintances, and others? With each group of people, the respondents had 5 categories to choose from: very easy, easy, difficult, very difficult, not at all.

To what extent do you agree with the following statements regarding parents/guardians? This question consisted of 4 statements: They are willing to help me when I get into trouble at school, They encourage me to do well at school, They are willing to come to school to talk to teachers, They are interested in what happens to me at school. Respondents could answer: agree, disagree, don't know.

How often do your parents/guardians...? This question consisted of 8 statements: They help you as much as you need help, They let you do things the way you like, They show you their love, They understand your problems and worries, They let you make your own decisions, They try to control everything you do, They treat you like a little child, When you are sad they do everything to make you feel better? For each statement, the respondents could choose one of 4 answers: always, often, rarely, never. In the questionnaire for grades 1–3 of secondary schools, the question was further refined to how often at least one parent/guardian.

How much do your parents/guardians really know about the following? Who your friends are, who your mates are, what you spend your money on, where you go after school, where you go in the evening, what you do in your free time, and what you do

on the Internet. For each of these, students were given a choice of 3 answers: a lot, not much, know nothing.

How do you talk about things that really bother you with? Parents/guardians, Siblings, another person from the family (here, students could add which person they had in mind). For each item, they had a choice of 6 answers: very easy, easy, difficult, very difficult, don't talk at all, don't have or don't see such a person.

The following table (Table 1) summarises the data showing the percentage of respondents from each group who declare that they find it very easy or easy to get help from their family. As can be seen from the results, the majority of respondents have a positive assessment of social support from the family. Almost 93% of students in grades 4–6 of primary schools, more than 83% of students in grades 7–8 of primary schools and 75% of students in grades 1–3 of secondary schools declare that they can get help from their families very easily or easily. Analysing the results, a downward trend is apparent. The older the youth, the lower the percentage of respondents positively assessing the social support received from the family.

Table 1

Distribution of responses from surveyed students indicating how easily they can get help from their family

	Grades 4–6 of primary schools		Grades 7–8 of primary schools		Grades 1–3 of secondary schools	
	Very easy	Easy	Very easy	Easy	Very easy	Easy
Family	64.2%	28.4%	53.6%	29.5%	45%	30%

When asking about support from parents/guardians in aspects related to school and school responsibilities, the results are also positive. The majority of respondents from each surveyed group agree with the statements regarding parental support in matters related to school and their children's education (Table 2). More than 80% of respondents from each group declare that their parents motivate them to learn and are willing to help them in difficult situations. Significant differences can be seen in the case of the statement "they are willing to come to school to talk to teachers," as only 40% of the students in grades 4–6 of primary schools and about 50% of the respondents in grades 7–8 of primary schools and grades 1–3 of secondary schools agree with this statement. This result may be alarming as it indicates that students perceive a reluctance on the part of parents/guardians to interact with school staff. Parents/guardians often do not turn up at school meetings and rarely come to individual discussions with educators. This situation may not be so much due to the parents' reluctance to contact school staff, but more likely to be a result of the high dynamics of everyday life in modern families. Often both parents are in full-time work, what makes it difficult to attend school meetings.

Table 2

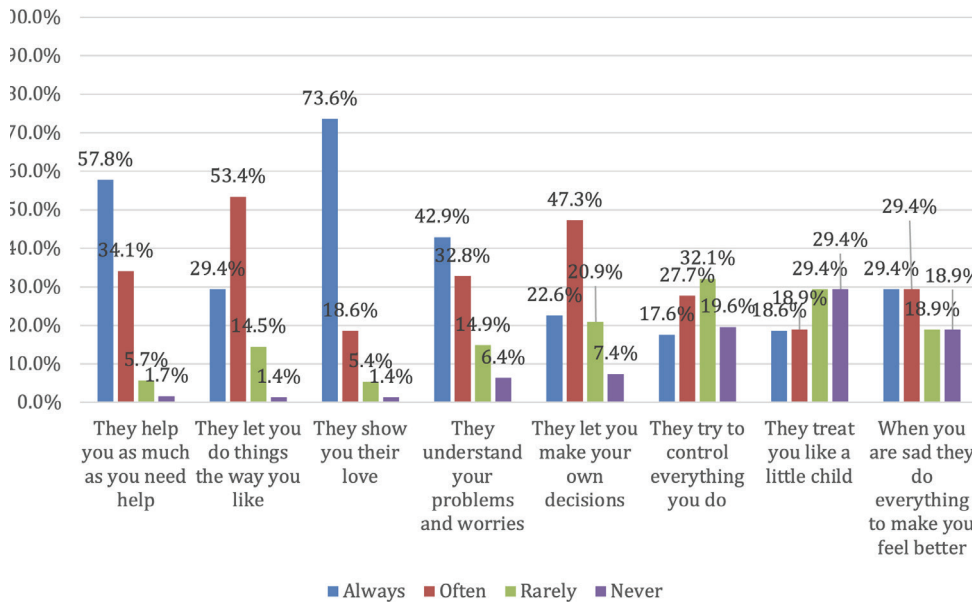
Distribution of respondents' answers regarding perceived school-related support from parents/guardians

	Grades 4–6 of primary schools	Grades 7–8 of primary schools	Grades 1–3 of secondary schools
	Agree	Agree	Agree
They are willing to help me when I get into trouble at school	89.2%	83.0%	89.0%
They encourage me to do well at school	87.8%	83.9%	85.9%
They are willing to come to school to talk to teachers	40.2%	46.4%	52.3%
They are interested in what happens to me at school	85.5%	78.6%	81.3%

It was also important to find out about the family relationships that exist between parents and their children. The following graphs present the percentage results showing the frequency with which parents display these behaviours towards their children.

Figure 1

Distribution of responses of respondents in grades 4–6 of primary schools regarding relationship with parents/guardians

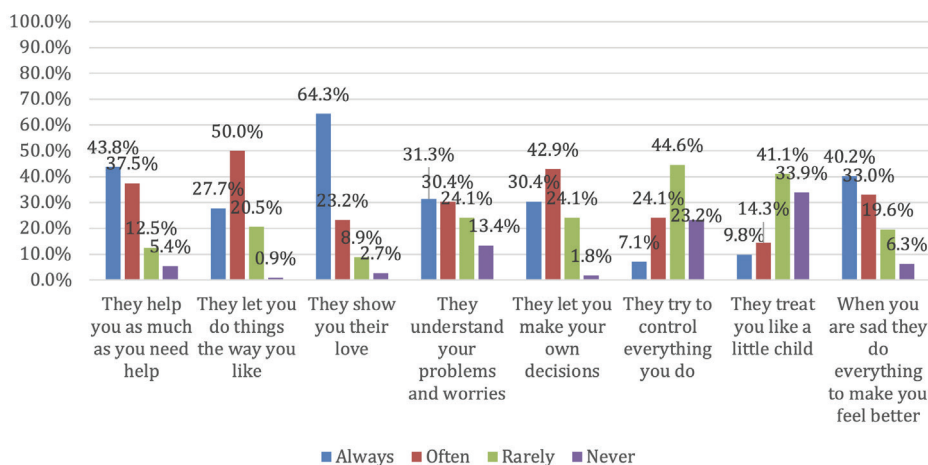


More than 73% of respondents in grades 4–6 of primary schools declare that parents/guardians always show them their love (Figure 1), and nearly 60% say that parents/guardians always help them as much as they need help and often let them do things the way they like (53.4%). Only less than 20% of the respondents believe that parents/guardians always treat them like a young child.

Among learners in grades 7–8 of primary schools (Figure 2), significantly fewer respondents than their younger counterparts (64.3%) declare that their parents always show them their love, and only 2.7% think that they never do. Half of the respondents believe that parents often let them do things the way they like, and almost 45% indicate that parents/guardians rarely try to control what they do.

Figure 2

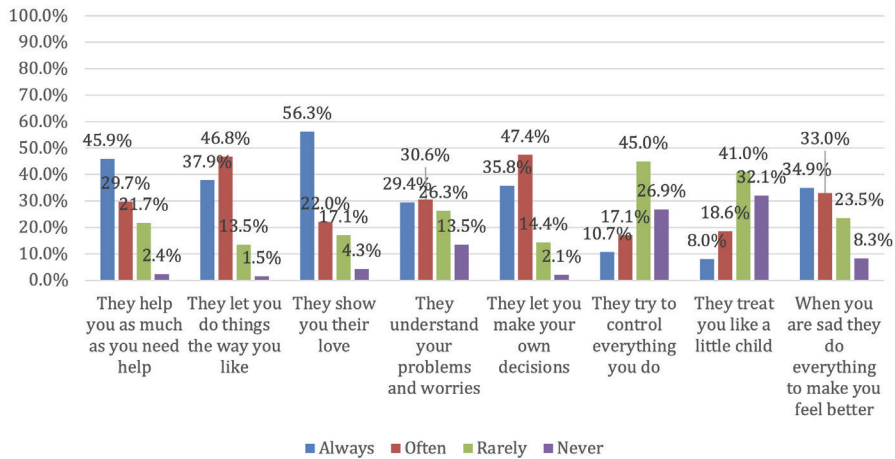
Distribution of responses of respondents in grades 7–8 of primary schools regarding relationship with parents/guardians



Similar results to students in grades 7–8 in primary schools were obtained by older students in grades 1–3 in secondary schools. Less than 60% of these respondents declare that their parents/guardians always show them their love, and more than 45% believe that they always help them as much as they need it. Almost half of the respondents think that parents/guardians often let them make their own decisions, and only 2.1% think the opposite. Only 8% of the respondents think that parents/guardians always treat them like little children.

Figure 3

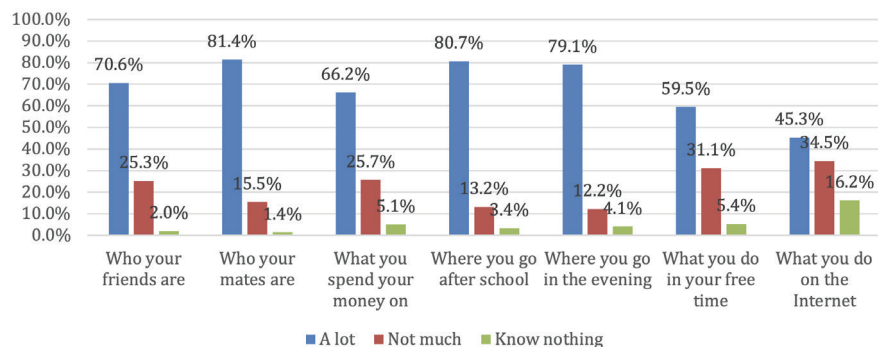
Distribution of responses of respondents in grades 1–3 of secondary schools regarding the relationship with parents/guardians



It was also important to find out how much, in the opinion of teenagers, parents/carers know about various aspects of their lives. Currently, there is often a situation where parents/guardians are not aware of what is going on with their child at any given time and what difficulties they are facing. It is very common for parents/carers to think that their knowledge of teenagers' lives is high, while it is the opposite. The following graphs show the results for the group of pupils in primary school grades 4–6 (Figure 4) and for the group of pupils in primary school grades 7–8 (Figure 5).

Figure 4

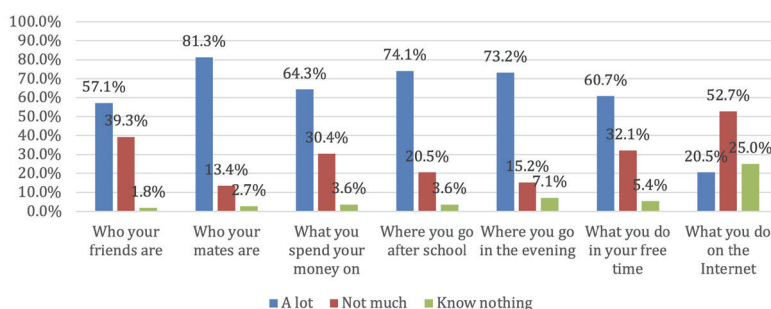
Distribution of responses of the surveyed primary school grades 4–6 regarding monitoring by parents/guardians



The data shows that, in the belief of pupils in primary school grades 4–6, parents/guardians know a lot about their lives. About 4 in 5 respondents declare that parents/guardians know a lot about their friends and where they go after school and in the evenings. We can see a significant decrease in the case of parents’/guardians’ knowledge of what their children do on the Internet. It is alarming that only 45% of respondents think that parents/guardians’ knowledge in this aspect is high.

Figure 5

Distribution of responses of surveyed 7th–8th grade primary school students regarding monitoring by parents/guardians



In the case of the results obtained for pupils in primary grades 7–8, they are similar to those presented for their younger schoolmates. Over 70% of the respondents declare that their parents/guardians know a lot about their friends and where they go after school and in the evenings. Significant differences can be seen again in the aspect concerning online activities. Only 20.5% of the respondents declare that their parents/guardians know a lot about their online activities, while for younger pupils the percentage was around 45%.

Comparing these results with the data obtained for students in classes 1–3 in secondary schools, one can see a great similarity. Still the majority of respondents believe that parents/guardians know a lot about their lives. The downward trend for young people’s online activities also continues. Among secondary school students, only 20.2% declare that their parents/guardians’ knowledge in this aspect is high.

Generational differences, as well as those related to interests and life plans of both the parents/guardians in relation to their children’s lives and the teenagers themselves in relation to each other, can cause difficulties in parent-child communication. The following table (Table 3) presents the percentages of respondents who declared that it is easy or very easy for them to communicate with individual family members.

Table 3

Distribution of respondents' answers regarding the ease of communication of young people with family members

	Grades 4–6 of primary schools		Grades 7–8 of primary schools		Grades 1–3 of secondary schools	
	Very easy	Easy	Very easy	Easy	Very easy	Easy
Parents/guardians	32.8%	36.8%	22.3%	26.8%	18%	26.6%
Siblings	12.8%	24.0%	7.1%	22.3%	14.1%	22.6%

The responses obtained allow for the observation of a downward trend – the older the children, the more difficult it is to communicate with parents/guardians. In grades 4–6 of primary schools, almost 70% of respondents declared ease in communicating with parents/guardians, in grades 7–8 of primary schools, such answers were declared by just under 50% of students, and in grades 1–3 of secondary schools by about 45%.

Approximately 37% of students in grades 4–6 of primary schools and grades 1–3 of secondary schools find it easy to communicate with siblings, and in grades 7–8 of primary schools, such answers were declared by approximately 30% of respondents.

In this question, respondents could also name other family members with whom they have a good relationship and find it easy to communicate. Among these responses in each group, they most often indicated positive communication with grandma, grandpa, and cousins.

Conclusion

The results allow us to conclude that today's young people feel that they receive social support from their families. The fact that there is a downward trend in this field is alarming. The older the adolescents, the more problems occur, which causes difficulties in sharing their life situations with family members. Young people are also often unaware of how important they are in the home environment, and the family is a society that always tries to work for the benefit of its members. They usually do not ask for help from their loved ones even though these people are probably willing and ready to support them.

In the eyes of today's young people, the image of parental/guardian support in relation to school responsibilities is positive. The majority of respondents believe that parents are willing to help them in these matters, which can result in greater motivation and desire to achieve educational success. It is worthwhile to remember that excessive parental interference in school matters and making excessive demands on the child can lead to the opposite effect. It is important to respect the interests of growing children and to reinforce their plans for the future.

It is alarming that young people feel that parents/guardians are not willing to talk to teachers. It is essential that parent-teacher contacts are empathetic and that each side takes action to benefit the young people. This is because they are the representatives of the two environments where the child spends the most time and where his/her development is very dynamic.

It is positive that the majority of respondents feel that parents/guardians know a lot about most aspects of their lives. This may show that young people do not hide their leisure activities from their parents, and they feel secure in their family relationships. The situation becomes dangerous when we look at parents' knowledge of young people's online activities. The majority of respondents believe that parents/guardians know little or nothing about this issue. The percentage of respondents declaring such answers increases with the age of the respondents. A significant proportion of young people's activities are now shifting to virtual space. They prefer meeting and talking online to the real world. The first one has become a space full of opportunities as well as dangers for teenagers. Often parents/guardians are not aware of what their child is experiencing on the Internet and what activities they are undertaking online. Today, more and more young people are victims of violence in the virtual world, where the offenders are anonymous. It is important that parents have control over their child's online activities so that they can react appropriately in difficult parenting situations.

As students get older, the ease of communication with parents/guardians decreases. Differences in generation, beliefs, and values between adolescent and carer can lead to conflicts. Adolescents often become more closed to parents and reluctant to talk about their own feelings and difficulties. They fear being judged and misunderstood. It is important for parents to try to talk and for each party to understand the other, which will benefit family relationships.

In fear of the reaction of parents/guardians, young people often communicate with grandparents. This situation is very positive, as it shows the strong relationship that young people have with their grandparents, who often function as intermediaries in parent-child communication. Here, despite the generation gap, young people often receive boundless support and willingness to help, which has a positive impact on the quality of life of teenagers.

Relationships within the family are extremely important in a young person's life. What kind of upbringing they receive and what kind of relationships surround them has effects on other areas of their life. This often forms the basis for assessing their own quality of life. How we feel in our primary environment shapes our attitudes to life. Parents/carers should strive to be supportive and helpful in difficult life situations, as well as an authority on mature choices. The right parental attitudes and family atmosphere can be the key to young people experiencing high social, mental, and emotional well-being.

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