




“Family Upbringing” vol. XXXII (3/2025)
„Wychowanie w Rodzinie” t. XXXII (3/2025)

Ewa Jurczyk-Romanowska¹, Mirosław Kowalski¹, and Mirosław Hanulewicz²

¹ Institute of Pedagogy, Faculty of Social Sciences, University of Zielona Góra, Zielona Góra, Poland

² Faculty of Economics and Education, Academy of Applied Sciences – Higher School
of Management and Administration in Opole, Opole, Poland

Ewa Jurczyk-Romanowska  <https://orcid.org/0000-0002-1508-5604>

Mirosław Kowalski  <https://orcid.org/0000-0003-2960-8258>

Mirosław Hanulewicz  <https://orcid.org/0000-0003-1119-8297>

The Educational Functionality of the Family of Origin vs. Progressiveness, Transgression, and Competence in the Opinion of Young Adults

**Funkcjonalność wychowawcza rodziny pochodzenia a progresywność,
transgresja i kompetencja w opinii młodych dorosłych**

Submitted: September 12, 2025 – Accepted: December 5, 2025

Abstract

Aim. The educational functionality of the family of origin is a factor that explains many phenomena. The literature emphasises the links between upbringing in a family that can be described as functionally educational or, conversely, dysfunctional, and the manifestation of various behaviours, attitudes, internalised values and even declared views in adult life. The aim of the study was to examine whether the educational functionality of the family is also related to young adults' views on selected social issues, their sense of agency, and their tendency to cross boundaries.

Corresponding author: Ewa Jurczyk-Romanowska, e-mail: e.jurczyk-romanowska@ip.uz.zgora.pl,
Instytut Pedagogiki, Wydział Nauk Społecznych, Uniwersytet Zielonogórski,
al. Wojska Polskiego 69, 65-762 Zielona Góra, Polska



Methods and materials. The study was conducted in the spring of 2025 on a sample of 165 young adults. Factor analysis was used to identify three groups of factors: progressiveness in social views, competence, understood as the ability to cope with life, and transgression, *i.e.*, the tendency to cross boundaries. These factors were then correlated with the educational functionality of the family. Spearman's correlation coefficient was used in the analyses.

Results and conclusion. The analyses confirmed the thesis present in the literature about the existence of a relationship between the educational functionality of the family of origin and the sense of competence, understood as the ability to cope with life. In addition, an inverse relationship between educational functionality and progressiveness was observed, so it should be recognised that higher educational functionality of the family is a factor that inhibits the expression of progressive views. An inverse relationship was also observed between the educational functionality of the family and transgression, understood as the tendency to cross boundaries.

Keywords: educational functionality of the family of origin, progressiveness, competence, transgression, young adults

Abstrakt

Cel. Funkcjonalność wychowawcza rodziny pochodzenia jest czynnikiem korelującym z wieloma zjawiskami. W literaturze podkreśla się związki pomiędzy wychowaniem odebranym w rodzinie, którą można określić mianem funkcjonalnej wychowawczo, lub – *a contrario* – dysfunkcyjnej, a przejawianiem różnych zachowań, prezentowaniem określonych postaw, zinternalizowanymi wartościami, a nawet deklarowanymi poglądami w życiu dorosłym człowieka. Celem prowadzonych badań było zbadanie, czy funkcjonalność wychowawcza rodziny ma również związek z poglądami młodych dorosłych na wybrane kwestie społeczne, poczuciem własnej sprawczości oraz skłonnościami do przekraczania granic.

Metody i materiały. Badania przeprowadzono wiosną 2025 roku na próbie 165 młodych dorosłych. Zastosowanie analizy czynnikowej pozwoliło na wyodrębnienie trzech grup czynników: progresywności w poglądach, kompetencji, rozumianej jako umiejętność radzenia sobie w życiu, a także transgresji, czyli skłonności do przekraczania granic. Następnie skorelowano te czynniki z funkcjonalnością wychowawczą rodziny. W analizach zastosowano współczynnik korelacji Spearmana.

Wyniki i wnioski. W wyniku przeprowadzonych analiz potwierdzono obecność w literaturze tezę o istnieniu zależności pomiędzy funkcjonalnością wychowawczą rodziny pochodzenia a poczuciem kompetencji, rozumianej jako umiejętność radzenia sobie w życiu. Ponadto zaobserwowano odwróconą zależność pomiędzy funkcjonalnością wychowawczą a progresywnością, zatem należy uznać, że wyższa funkcjonalność wychowawcza rodziny pochodzenia jest czynnikiem hamującym w głoszeniu poglądów progresywnych. Również odwróconą zależność zaobserwowano pomiędzy funkcjonalnością wychowawczą rodziny

a transgresją - rozumianą jako skłonność do przekraczania granic. Ponadto w niektórych analizach progresywność korelowała również z czynnikiem transgresji.

Słowa kluczowe: funkcjonalność wychowawcza rodziny pochodzenia, progresywność, kompetencja, transgresja, młodzi dorośli

Introduction to the Issue and Theoretical Framework

The thesis that the family is the most important and basic social unit has been presented countless times in literature. It constitutes the foundation of human development, establishing its functioning at every stage of development, and the basis for shaping views and attitudes. Countless studies also demonstrate the relationship between the family fulfilling its functions and the subsequent functioning of individuals in society. Among the most important functions of the family are procreation (bearing children and satisfying the sexual needs of spouses), economic (providing a livelihood), care and service (caring for family members, running a shared household), emotional (providing family members with a sense of stability, security, love and belonging), and educational (passing on patterns of behaviour and values, introducing the youngest generation to the social world; Przetacznikowa & Włodarski, 1994). The educational function of the family is based on elements such as care, emotional stability, socialisation and enculturation (Wilk, 2016). It is achieved through the socialisation of the youngest generation, teaching children the language and rules of good behaviour that apply in a particular society, preparing them for their future social roles, and shaping their world of moral and cultural values (Ziemska, 1979). In the traditional perspective presented above, upbringing is treated as the deliberate shaping of a person according to a specific ideal model. In a less traditional approach, it can be understood as kindly and actively accompanying a person in the process of introducing subjective changes in their life and acquiring the ability to wisely manage their activities and development (Kwiatkowski & Jurczyk-Romanowska, 2022).

Upbringing in a family that properly fulfils its functions is indicated in the literature as a protective factor, and various instruments are used to measure it. One of them is the family educational functionality scale, based on the concept of authoritative upbringing and systemic family balance. Authoritative parenting is understood as the protective importance of the bond between children and their parents, as well as effective monitoring of children's activities by their parents. Systemic family balance, on the other hand, includes good interpersonal communication within the family and patterns of spending free time (Kwiatkowski & Jurczyk-Romanowska, 2018).

The third concept underlying the instrument used in the study is family resilience, understood as the ability of the family system to constructively cope with external and internal threats and to restore the balance of the system after destabilising events. All these phenomena are related to the ability to effectively realise caring and educational tasks in the family (Black & Lobo, 2008; Borucka, 2011; Kwiatkowski & Jurczyk-Romanowska, 2018). The study used the scale of educational functionality of the family of origin developed by Piotr Kwiatkowski (2016). Considering the socialisation and enculturation aspects of the family's educational function, it was decided to verify the existence of a relationship between the educational functionality of the family and the views of young adults on topics that are important to them.

Methodological Context and Research Procedure

The impetus for this project came from classes conducted as part of the *Introduction to Pedagogy* course at the Faculty of Humanities of the University of Zielona Góra. The topics of the discussions concerned the family and its functions, as well as the methodology of pedagogical research. A research and teaching project was undertaken to combine these issues.

During the discussions held in class, students were asked to identify topics that were particularly important to them. It should also be mentioned here that these classes were held in the spring of 2025, with the presidential election campaign in the background, which may also have influenced the choice of topics by the project participants.

The students identified the following areas as being of particular importance to them: gender equality, tolerance for changes in the structure of the modern family, respect for social and legal norms, human functioning in new media, healthy lifestyle, mental health and the ability to cope with life.

The research aimed to examine whether there are any relations between the educational functionality of the family of origin and some selected views on issues related to the functioning of young people in society. Subsequently, 50 items were constructed, which were statements falling within the previously proposed areas. These items were verified in the preliminary phase of the study in terms of their comprehensibility to the recipient and corrected accordingly; five items were removed. The remaining 45 items were included in the research tool in the form of statements assessed on a five-point Likert scale. The research instrument was supplemented with a test of the educational functionality of the family of origin by Kwiatkowski. The study was conducted in the spring of 2025 on a research sample of 165 young adults. It was realised using the Google Forms tool.

Results

As a result of the factor analysis, three coherent groups of items were identified, reflecting areas identified as important for the functioning of young adults. The factors revealed are: 1) *progressiveness* in opinions – reflecting a group of items located in the area proposed by students as “tolerance for changes in the structure of the modern family,” 2) *competence* – reflecting the group of items placed by students in the area of “mental health and the ability to cope with life,” and 3) *transgression* – located in the proposed area of “respect for social and legal norms.” A detailed list of items revealed in the factor analysis is presented in the table below.

The indicated factors were defined by the following items:

Table 1

Items in the research tool concerning factors of progressiveness, competence, and transgression

Faktor no. 1 (progressiveness)	Faktor no. 2 (competence)	Faktor no. 3 (transgression)
Q5 Demonstrating emotions is a sign of weakness. (reversed) <i>Okazywanie emocji to oznaka słabości. (odwrócone)</i>	Q4 I interact with others easily. <i>Łatwo nawiązuję kontakty z innymi ludźmi.</i>	Q7 In my house, we often try exotic dishes. <i>W moim domu często próbuje się egzotycznych dań.</i>
Q18 Abortion should be legal in Poland. <i>W Polsce powinna być legalna aborcja.</i>	Q8 I easily resolve conflicts in my daily life. <i>Bez problemu rozwiązuję konflikty w codziennym życiu.</i>	Q17 Sometimes violence is justified. <i>Czasem przemoc jest uzasadniona.</i>
Q21 Same-sex couples should be legal. <i>Związki partnerskie tej samej płci powinny być legalne.</i>	Q12 My self-esteem is high. <i>Mam wysoką samoocenę.</i>	Q18 Abortion should be legal in Poland. <i>W Polsce powinna być legalna aborcja.</i>
Q22 Same-sex couples should be able to adopt children. <i>Małżeństwa homoseksualne powinny mieć możliwość adoptowania dzieci.</i>	Q14 I enjoy having meals with my family. <i>Chętnie jadam obiady z rodziną.</i>	Q25 Some people ask to be hated. <i>Niektórzy sami się proszą o hejt.</i>
Q36 The state should be independent of religion. <i>Państwo powinno być niezależne od religii.</i>	Q24 The world would be a better place if I were not here. (reversed) <i>Świat byłoby lepszym, gdyby mnie na nim nie było. (odwrócone)</i>	Q26 Marijuana should be legal. <i>Marihuana powinna być legalna</i>
Q40 Tolerance is one of the most important values in today's world. <i>Tolerancja jest jedną z najważniejszych wartości współczesnego świata</i>		Q37 The “800 plus” benefit should be abolished. <i>Powinno zlikwidować się świadczenie “800 plus”.</i>

Faktor no. 1 (progressiveness)	Faktor no. 2 (competence)	Faktor no. 3 (transgression)
Q44 Poland should have LGBT-free zones. (reversed) <i>W Polsce powinny być strefy wolne od LGBT. (odwrócone)</i>		Q42 I send messages or photos of sexual content to other people. <i>Wysyłam innym osobom wiadomości lub zdjęcia o treści seksualnej.</i>
Q45 In the May elections, I will vote for the Confederation candidate. (reversed) <i>W majowych wyborach będę głosować na kandydata Konfederacji. (odwrócone)</i>		

The results of the factor analysis are presented below:

Table 2

Factor analysis

Variable	Principal factors		
	Factor 1	Factor 2	Factor 3
q4	0.125	-0.555	0.001
q5	-0.409	0.089	0.285
q7	0.045	-0.215	0.388
q8	-0.015	-0.462	0.175
q12	-0.148	-0.606	0.102
q14	-0.069	-0.528	-0.080
q17	-0.065	0.106	0.511
q18	0.595	0.024	0.446
q21	0.863	0.138	0.132
q22	0.726	0.262	0.149
q24	0.021	0.617	0.131
q25	-0.182	0.008	0.515
q26	0.213	-0.035	0.522
q36	0.365	-0.134	0.192
q37	0.111	-0.120	0.449
q40	0.467	-0.050	-0.239
q42	0.068	0.074	0.394
q44	-0.615	0.027	0.057
q45	-0.386	-0.071	-0.081
Expl. Var.	2.816	1.751	1.795
Prp. Totl.	0.148	0.092	0.094

Note. Factor analysis revealed three factors: 1) progressiveness – factor 1, 2) competence – factor 2, and 3) transgression – factor 3. Factor Loadings (Varimax normalised). Extraction: Principal factors (comm. multiple R-square; Marked loadings are >0.350000).

In further analysis, the indicated factors were summarised, including reversed questions. Then, correlations between these factors and the educational functionality of the family of origin were tested. Furthermore, correlations were also verified in subgroups separated by gender and age (groups distinguished by median age). Due to the lack of normal distribution of some variables, Spearman's correlation coefficient was used in further analyses.

The results of the analyses reveal a statistically significant correlation between the educational functionality of the family of origin and the competence factor (*Spearman's* $\rho=0.396$, $p=0.000$).

Table 3

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression

Variable	functionality	progressiveness	competence	transgression
functionality	1.000	-0.173	0.396	-0.024
progressiveness	-0.173	1.000	-0.095	0.302
competence	0.396	-0.095	1.000	0.014
transgression	-0.024	0.302	0.014	1.000

Note. Spearman Rank Order Correlations (Spreadsheet24.sta). MD pairwise deleted. Marked correlations are significant at $p<0.05000$.

Furthermore, there is a statistically significant correlation between the educational functionality of the family and the progressiveness of the respondents' opinions (*Spearman's* $\rho=-0.173$, $p=0.027$). However, this correlation is inverse, indicating that the higher the educational functionality of the generational family, the lower the tendency to express progressive viewpoints.

However, the research did not reveal any correlation between the educational functionality of the family and the factor of transgression, understood as the tendency to violate social and legal norms.

The analyses also revealed a statistically significant positive correlation between transgression and progressiveness ($\rho=0.302$, $p=0.000$). Thus, the higher the rating given to progressive opinions, the higher the tendency to transgress, to cross boundaries.

The study involved young adults aged 18 to 35, divided into two groups according to the median age: older ($n=77$) and younger ($n=84$). In the younger group, a relationship was found between the educational functionality of the family and the competence factor ($\rho=0.517029$, $p=0.000000$), as well as between progressiveness and transgression ($\rho=0.242198$, $p=0.026440$). Conversely, among the older respondents, statistically significant correlations were found between: family educational functionality and competence ($\rho=0.245528$, $p=0.031372$), family educational functionality and progressiveness (negative correlation, *Spearman's* $\rho=-0.253786$, $p=0.025938$), and between progressiveness and transgression ($\rho=0.386734$, $p=0.000512$).

Table 4

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for individuals below or equal to the median age

Variable	Age category = Age below the median			
	functionality	progressiveness	competence	transgression
functionality	1.000	-0.125	0.517	0.143
progressiveness	-0.125	1.000	-0.133	0.242
competence	0.517	-0.133	1.000	0.124
transgression	0.143	0.242	0.124	1.000

Note. The median age is 20 years ($Me=20$). Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Table 5

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for individuals above the median age

Variable	Age category = Age below the median			
	functionality	progressiveness	competence	transgression
functionality	1.000	-0.254	0.246	-0.217
progressiveness	-0.254	1.000	-0.077	0.387
competence	0.246	-0.077	1.000	0.003
transgression	-0.218	0.387	0.003	1.000

Note. The median age is 20 years ($Me=20$). Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

The analysis also examined the correlation between individual factors, divided into women ($n=125$) and men ($n=38$). In the group of female respondents, a correlation was found between the educational functionality of the family and the competence factor (Spearman's $\rho=0.389720$, $p=0.000007$), as well as between the factors of transgression and progressiveness ($\rho=0.356946$, $p=0.000047$).

Table 6

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for women

Variable	Gender = Women ($n=125$)			
	functionality	progressiveness	competence	transgression
functionality	1.000	-0.152	0.390	0.016
progressiveness	-0.152	1.000	-0.095	0.357

Variable	Gender = Women (n=125)			
	functionality	progressiveness	competence	transgression
competence	0.390	-0.095	1.000	0.040
transgression	0.016	0.357	0.040	1.000

Note. Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Whereas in the group of men, statistically significant correlations occur between the educational functionality of the family of origin and the competence factor ($\rho=0.449026$, $p=0.004686$) and between the educational functionality of the family and the transgression factor (inverse correlation, $\rho=-0.361539$, $p=0.025729$).

Table 7

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for men

Variable	Gender = Men (n=38)			
	functionality	progressiveness	competence	transgression
functionality	1.000	-0.314	0.449	-0.366
progressiveness	-0.314	1.000	-0.148	0.200
competence	0.449	-0.142	1.000	-0.152
transgression	-0.366	0.200	-0.152	1.000

Note. Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Discussion and Conclusion

The correlation between the educational functionality of the family and the competence factor, demonstrated both in the overall analysis and when disaggregated by age and gender, is consistent with the assumed hypothesis. The competence factor, understood as the ability of the respondents to cope with life and expressed in statements such as ease in establishing contact with people, ability to solve problems in everyday life, high self-esteem, willingness to spend time with family, and general willingness to live, is confirmed by various studies (Szpitalak & Polczyk, 2015; Twardosz, 2023). Explorations conducted by other researchers have repeatedly reported that the proper performance of the educational function is important for human functioning in adult life and also constitutes a factor protecting against risky

behaviour (Gruca-Miąsik, 2023; Komorowska-Pudło, 2017, 2024; Sosnowska-Bielicz & Wrótniak, 2024; Żytka-Rydosz, 2024).

The progressive opinion factor was probably dictated by the political background, which served as a context for the study. In the spring of 2025, the presidential election campaign, in which right and left-wing communities promoted their ideologies, heated up in the media. During the preparation of the research instrument, these views were taken into account in its design and expressed in items concerning the legality of abortion, the legalisation of same-sex partnerships, the admissibility of adoption by same-sex couples, the independence of the state from religion, electoral preferences, the reintroduction of LGBT-free zones, and equating the display of emotions with weakness. It is interesting to demonstrate the relationship between progressive views and the educational functionality of the family. The correlation analysis was always inverse, so it should be recognised that higher educational functionality of the family is a factor that inhibits the proclamation of progressive opinions. This relationship was statistically significant for the entire study, as well as for the subgroup of “older” young adults (*i.e.*, those above the median age). In the other subgroups, this relationship was not statistically significant, so it can be concluded that the responses of those above the median age formed this relationship. Similar studies (Jarmakowski, 2015) indicated a connection between views on social and political issues and moral codes. Anna Kulma (2025) also pointed to an association between family upbringing and political views.

The progressiveness of respondents' viewpoints also correlated with transgression, which was expressed in items concerning the justification for the use of violence, hate speech, the acceptability of abortion and the abolition of family benefits, the use of stimulants in the form of cannabis, and the acceptability of sexting. This factor is therefore associated with a kind of transgression of social and legal norms. Its positive correlation with progressiveness in opinions, demonstrated in the overall analysis, as well as in the analysis of age subgroups and in the subgroup of female respondents (where the highest Spearman's correlation coefficient was observed), provides an interesting aspect. The relationship between the acceptability of transgressing boundaries and progressiveness in opinions is most pronounced among young adult women.

A statistically significant negative correlation between transgression and the educational functionality of the family occurs only in the subgroup of males, so it is in this group that the fulfilment of the educational function by the family of origin can be considered a factor inhibiting the tendency to transgress boundaries. The problem of the transmission of aggressive behaviour and the tendency to transgress social norms has also been widely discussed in the literature (Appelt & Wojciechowska, 2016; Brennan & Raine, 1997).

Acknowledgements

We would like to sincerely thank the students of the Faculty of Humanities at the University of Zielona Góra who participated in the *Introduction to Pedagogy* course for their creative and committed approach to the classes, their active involvement in the process of constructing the research instrument, and their vigorous discussions during the discussion of the results.

References

- Appelt, K., & Wojciechowska, J. (2016). Wychowanie w rodzinie a międzypokoleniowa ścieżka transmisji gotowości do stosowania kar fizycznych i przemocy [Family education and the intergenerational transmission path of willingness to use physical punishment and violence]. *Dziecko Krzywdzone. Teoria, badania, praktyka*, 15(2), 93–122.
- Black, K., & Lobo, M. (2008). A conceptual review of family resilience factors. *Journal of Family Nursing*, 14(1), 33–35. <https://doi.org/10.1177/1074840707312237>
- Borucka, A. (2011). Koncepcja resilience: Podstawowe założenia i nurty badan [The concept of resilience: Basic assumptions and research trends]. In W. Junik (Ed.), *Resilience: Teoria, badania, praktyka* (pp. 11–28). Wydawnictwo Edukacyjne Parpamedia.
- Brennan, P. A., & Raine, A. (1997). Biosocial bases of antisocial behavior: Psychophysiological, neurological, and cognitive factors. *Clinical Psychological Review*, 17(6), 589–604. [https://doi.org/10.1016/s0272-7358\(97\)00036-6](https://doi.org/10.1016/s0272-7358(97)00036-6)
- Gruca-Miąsik, U. (2023). Komunikaty rodzicielskie w kontekście samooceny nastolatków [Parental messages as a significant correlate of an adolescents' self-esteem] *Roczniki Pedagogiczne*, 4, 15(51), 139–154. <https://doi.org/10.18290/rped23154.8>
- Jarmakowski, T. (2015, September 3–5). Kody (intuicje) moralne jako predyktory poglądów politycznych i społecznych [Kody (intuicje) moralne jako predyktory poglądów politycznych i społecznych; Paper presentation]. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Poland.
- Komorowska-Pudło, M. (2017). Wielowymiarowa analiza samooceny młodych dorosłych o różnych stylach przywiązaniowych [Multidimensional analysis of self-assessment among young adults with different attachment styles]. In K. Lubiewska (Ed.), *Przywiązanie* (pp. 87–102). Wydawnictwo Uniwersytetu Kazimierza Wielkiego.
- Komorowska-Pudło, M. (2024). Komunikacja w rodzinach pochodzenia w koncepcji Modelu Kołowego Davida H. Olsona a samoocena wzrastających w nich młodych

- dorosłych [Communication in families of origin in the concept of David H. Olson's Circumplex Model and the self-esteem of young adults growing up in them]. *Family Forum*, 14, 15–45. <https://doi.org/10.25167/FF/5482>
- Kulma, A. (2025). Młodzieżówki partyjne a socjalizacja polityczna: Analiza profili w mediach społecznościowych i dokumentów programowych [Party youth wings and political socialisation: Analysis of social media profiles and programme documents]. In A. Hess, M. Nowina-Konopka, & W. Świerczyńska-Głowina (Eds.), *Praktyki medialne w zdigitalizowanym świecie* (pp. 357–377). Instytut Dziennikarstwa, Mediów i Komunikacji Społecznej Uniwersytetu Jagiellońskiego.
- Kwiatkowski, P. (2016). Resiliencja rodziny jako źródło pozytywnej adaptacji młodzieży [Family resilience as a source of positive adaptation among young people]. *Wychowanie w Rodzinie*, 13(1), 311–343. <https://doi.org/10.23734/wwr20161.311.343>
- Kwiatkowski, P., & Jurczyk-Romanowska, E. (2018). Funkcjonalność wychowawcza rodziny a ryzykowna aktywność młodzieży w Internecie [The upbringing functionality of the family and online risk behaviours of young persons]. *Wychowanie w Rodzinie* 18(2), 379–399. <https://doi.org/10.34616/wwr20182.379.399>
- Kwiatkowski, P., & Jurczyk-Romanowska, E. (2022). Retrospektywny pomiar jakości wychowania w rodzinie – propozycja nowego narzędzia [A retrospective measure of the quality of family upbringing– a proposition of a new tool]. *Wychowanie w Rodzinie*, 28(3), 13–28. <https://doi.org/10.34616/wwr.2022.3.013.028>
- Przetacznikowa, M., & Włodarski, Z. (1994). *Psychologia wychowawcza* [Educational psychology]. PWN.
- Szpitalak, M., & Polczyk, R. (2015) *Samoocena: Geneza, struktura, funkcje i metody pomiaru* [Self-assessment: Origin, structure, functions, and measurement methods]. Wydawnictwo Uniwersytetu Jagiellońskiego.
- Sosnowska-Bielicz, E., & Wrótniak J. (2024). Self-esteem and communication competence of female students pursuing degree in pedagogy in view of dimensions of family communication, *Family Forum*, 14, 47–68. <https://doi.org/10.25167/FF/5557>
- Twardosz, N. (2023). Kompetencje społeczne a adaptacja społeczno zawodowa-nauczycieli. Wprowadzenie do badań [Social competences and the socio-professional adaptation of teachers: An introduction to the research]. *Annales Universitatis Mariae Curie-Skłodowska*, 36(2), 7–28.
- Wilk, J. (2016). *Pedagogika rodziny* [Family pedagogy]. Wydawnictwo Episteme.
- Ziemska, M. (1979). Wpływ przemian funkcji rodziny na socjalizację dzieci [The impact of changes in family functions on the socialisation of children]. In M. Ziemska (Ed.), *Rodzina i dziecko* (pp. 227–254). PWN.
- Żytka-Rydosz, E. (2024). Rola rodziny w rozwoju dziecka [The role of the family in child development]. *Kultura – Przemiany – Edukacja*, 14-15, 138–148. <https://doi.org/10.15584/kpe.2024.9>

Appendix

Table 8

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression – extended version

Pair of Variables	Valid N	Spearman rho	t(N-2)	p-value
Functionality & Progressiveness	165	-0.173	-2.24	0.027
Functionality & Competence	165	0.396	5.51	0.000
Functionality & Transgression	164	-0.024	-0.31	0.760
Progressiveness & Functionality	165	-0.173	-2.24	0.027
Progressiveness & Competence	165	-0.095	-1.21	0.227
Progressiveness & Transgression	164	0.302	4.03	0.000
Competence & Functionality	165	0.396	5.51	0.000
Competence & Progressiveness	165	-0.095	-1.21	0.227
Competence & Transgression	164	0.014	0.18	0.856
Transgression & Functionality	164	-0.024	-0.31	0.760
Transgression & Progressiveness	164	0.302	4.03	0.000
Transgression & Competence	164	0.014	0.18	0.856

Note. The median age is 20 ($Me=20$). Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Table 9

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for persons below or equal to the median age – extended version

Pair of Variables	Age category = Age below the median			
	Valid N	Spearman rho	t(N-2)	p-value
Functionality & Progressiveness	84	-0.126	-1.14	0.258
Functionality & Competence	84	0.517	5.47	0.000
Functionality & Transgression	84	0.143	1.31	0.195
Progressiveness & Functionality	84	-0.125	-1.14	0.258
Progressiveness & Competence	84	-0.133	-1.21	0.228
Progressiveness & Transgression	84	0.242	2.26	0.026
Competence & Functionality	84	0.517	5.47	0.000
Competence & Progressiveness	84	-0.131	-1.21	0.228
Competence & Transgression	84	0.124	1.13	0.260
Transgression & Functionality	84	0.143	1.31	0.195
Transgression & Progressiveness	84	0.242	2.26	0.026
Transgression & Competence	84	0.124	1.13	0.260

Note. The median age is 20 ($Me=20$). Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Table 10

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for persons above the median age – extended version

Pair of Variables	Age category = Age above the median			
	Valid N	Spearman rho	t(N-2)	p-value
Functionality & Progressiveness	77	-0.254	-2.27	0.026
Functionality & Competence	77	0.246	2.19	0.031
Functionality & Transgression	77	-0.217	-1.93	0.058
Progressiveness & Functionality	77	-0.254	-2.27	0.026
Progressiveness & Competence	77	-0.077	-0.67	0.506
Progressiveness & Transgression	77	0.387	3.63	0.001
Competence & Functionality	77	0.246	2.19	0.031
Competence & Progressiveness	77	-0.077	-0.67	0.505
Competence & Transgression	77	0.003	0.03	0.978
Transgression & Functionality	77	-0.217	-1.93	0.058
Transgression & Progressiveness	77	0.387	3.63	0.001
Transgression & Competence	77	0.003	0.03	0.978

Note. The median age is 20 years ($Me=20$). Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Table 11

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for women – extended version

Pair of Variables	Gender = Women (n=125)			
	Valid N	Spearman rho	t(N-2)	p-value
Functionality & Progressiveness	125	-0.152	-1.71	0.090
Functionality & Competence	125	0.390	4.69	0.000
Functionality & Transgression	124	0.016	0.17	0.862
Progressiveness & Functionality	125	-0.152	-1.71	0.090
Progressiveness & Competence	125	-0.095	-1.06	0.290
Progressiveness & Transgression	124	0.357	4.22	0.000
Competence & Functionality	125	0.390	4.69	0.000
Competence & Progressiveness	125	-0.095	-1.06	0.290
Competence & Transgression	124	0.040	0.44	0.658
Transgression & Functionality	124	0.016	0.17	0.862
Transgression & Progressiveness	124	0.357	4.22	0.000
Transgression & Competence	124	0.040	0.44	0.658

Note. Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

Table 12

Correlation matrix of family educational functionality and revealed factors of progressiveness, competence, and transgression for men – extended version

Pair of Variables	Gender = Men (n=38)			
	Valid N	Spearman rho	t(N-2)	p-value
Functionality & Progressiveness	38	-0.314	-1.98	0.055
Functionality & Competence	38	0.449	3.02	0.005
Functionality & Transgression	38	-0.362	-2.32	0.026
Progressiveness & Functionality	38	-0.314	-1.98	0.055
Progressiveness & Competence	38	-0.142	-0.86	0.396
Progressiveness & Transgression	38	0.200	1.22	0.229
Competence & Functionality	38	0.449	3.02	0.005
Competence & Progressiveness	38	-0.142	-0.86	0.396
Competence & Transgression	38	-0.152	-0.92	0.362
Transgression & Functionality	38	-0.362	-2.33	0.026
Transgression & Progressiveness	38	0.200	1.22	0.229
Transgression & Competence	38	-0.152	-0.92	0.362

Note. Spearman Rank Order Correlations (Spreadsheet24.sta) MD pairwise deleted. Marked correlations are significant at $p < .05000$.

