

CONSEQUENCES OF PARENTING IMPACT IN CONTEXT WITH MOTIVATION FOR DIFFERENTIATION OF ACADEMIC PERFORMANCE AT ADOLESCENTS

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Abstract: The presented study is focused on parenting impact and motivation for performance as factors of study progress at adolescents. The principal point of the research is based on an analytic-synthetic model of nine fields of family education and motivation for performance which reflects performance motivation and anxiety (breaking and supporting performance). The research sample consisted of 627 respondents. We think the most important is that we pointed out the differences in study success that resulted from the interaction of the parenting impact and the motivation for performance. Some recommendations for pedagogical theory, methodology and practice are a part of our study.

Keywords: parenting impact, motivation for performance, academic performance, adolescent

1 Introduction

Parenting impact (parenting style, family education, relationship between parents and children, educational style.....) is a significant factor in the formation of a child's personality. It is a phenomenon that determines socialization, personalization, professionalism, the conception of the own identity, self-perception and the value orientation of adolescents. According to Čáp & Mareš (2001, p. 303), the style of the family education is: 'One of the key moments of the education that is focused on emotional relationships between adults and children, their communication, the intensity of the requirements, the way they are specified and checked. The style is presented by the choice of educational resources and the way a child reacts to them.'

Lewin was one of the pioneers who started to deal with the parenting impact, the educational style specifically, on the basis of his own experience. He differentiated autocratic, liberal and social-integral educational style. His typological model was understandable and helping but later it seemed too simple and not everyone can be classified according to those three types. The Anglo-Saxon tradition offered the approaches to a better arrangement and complexity for more parents' approaches. They were brought under to the factors' analyse and reduced to two approach dimensions – dimension of emotional relationship to child and dimension of control that we also consider too simple and the independence of both dimensions is questionable. The mentioned imperfection is improved by the analytic-synthetic dimensional component model of nine fields by Čáp & Boschek (1994) that reflects the reciprocal impact of the emotional relationship and the educational control – those complex characteristics represent four educational components (positive, negative, requirements and freedom) and their combinations. Čáp & Mareš (2001, p. 312) reported that, 'The model of medium control associated with the positive emotional relationship is optimal. It agrees with Lewin's typology of the educational styles. It is defined as the social-integral educational style.' With respect to its positive features and its establishment in Central European context, the named model represents the basis of our research of family impact. In spite of the fact, that this model has not been discussed in foreign publications and so a comparison is impossible, we believe the model concept of nine educational fields is unique and it offers possibilities for a further research as well.

The strongest educational impact by parents on their child is associated with the start and development of the motive for performance as a relatively continual disposition of an individual that is conditioned by developmental history and life experience. The motivation for study performance is in that situation a

condition that is awoken and influenced by a complex of some internal and external factors. It is presented as a necessity for a good performance and for success at school. The motive part of man's performance is conditional on many factors. The school success is inflicted by the motive for performance as well as by avoiding failure (Pardel, Maršalová & Hrabovská, 1992). Applied Questionnaire of the motivation for performance is a modification of Hermas' performance motivation test. It is a complex questionnaire with some suitable psychometric qualities that beside the motive for performance, the scale of breaking performance and the scale of supporting performance includes. The differences between high and low motivated individuals can be associated to their different cognitive evaluation of the situation. The difference between them is in breaking performance anxiety as well. Some studies point out that the motivation is decisive in school success that depends more on motivation than on ability (Džuka, 2003). Study success, we understand as students' school performance or their corresponding behaviour with the school requirements, the school curriculum, the contents and the performance standards and their roles defined for a particular school-year and subject. Study failure is if the performance or the behavior does not agree with the requirements above or with student's possibilities and abilities. That may be the consequence of a non-existing motivation, overloading, inadaptability and so on. The failure can have a varied level, extent and duration of time (Schnitzerová, 2002).

We decided to set our research in the period of the adolescence¹ as a specific life period when individuals have managed the strategy of their behavior conditioned by family education, but they are still in the process of formation and education, and the results are understood as school success.

More authors have already partially studied the subject of education, motivation and school progress. In our country, the newer studies are by Čáp & Boschek (1994; 1998), Horňák (2001) with the specification on the pupils from the socially disadvantaged environment. Family education at adolescence was studied by Šramová, Lajčáková & Fichnová (2002), Šatánek (2005), in relation to the introspection and the formation of child's personality by Ďuricová (2005a; 2005b), in relation to ethnic attitudes by Oravcová (2005), in relation to assertive behaviour by Vašáková (2005). Verešová & Hušvétyová (2005) mentioned family education in relation to problems with dangerous behaviour by Gecková (1998a; 1998b; 1999), Širůček (2001), Verešová (2003), Nevolová (1991), Šimová (1994), Koestern, Millerová & Hummertová (2001), Criss et al. (2003) and the others. Kollárik, Marušincová & Okružlicová (1992); Vágnerová (1997) and Průcha (1997) dealt with school failure.

In the foreign research studies, the problems of the parenting impact according to warmth, psychological control and behavioral control with respect to school involvement and children's achievement were solved by Stright & Yeo (2014). Fulton & Turner (2008) dealt with the impact of warmth, autonomy granting and supervision of students' academic motivation. They arrived at the conclusion that parenting probably influences the development of motivational beliefs during childhood and adolescence. Finding of Gottfried, Nylund-Gibson, Gottfried, Morovati & Gonzalez (2017) indicated that students' early motivation relates to need for cognition and educational attainment during adulthood. The contribution of parental involvement to school students' motivation was studied by Gonzales (2010). Thomas, Keogh & Hay (2014) discussed good parenting attributing to school success. Hickman, Bartholomae & McKenry (2000) also dealt

¹ Hartl, Hartlová (2015, p. 18) characterized adolescence as a developmental period which is between childhood and early adulthood, characteristic of adolescence is the onset of secondary sexual characteristics, reaching sexual maturity, maturing intellectual abilities and the completion of personal integrity.'

with influence of parenting styles on the adjustment and academic achievements. According to Tulk, Montreuil, Pierce & Pépin (2016), parental working conditions have an indirect effect on the psychological well-being and educational success of adolescents, through family environment, parenting and the quality of the parent-adolescent relationship. The problems of the motivation with regard to the motive to achieve success and the motive to avoid failure were studied by Gjesme (2006a) and Nygård (2006), considering the performance Gjesme (2006b), with regard to academic standing and social position Life (2013) specifically, whether they will sacrifice social position for academic standings or vice versa. Goulart & Bedi (2017) found out that children with high levels of interest are 6–10 percentage points less likely to fail as compared with children with low and medium levels of interest in school. Result of Penner (2016) indicated that educational engagement consistently predicts achievement growth. It is positively associated with achievement for students with lower socioeconomic status. According to Yu & Singh (2018), teacher support influenced student mathematics achievement indirectly through students' mathematics self-efficacy, and also influenced students' interest in mathematics courses. Students with higher prior achievement were also more likely to perceive higher levels of teacher support. Abdollahi & Noltemeyer (2016) provided evidence that commitment, control, challenge, and sense of belonging to school were positively associated with academic achievement. Hill, Witherspoon & Bartz (2018) dealt with understanding of parental involvement in education. Boon's (2007) statements are closest to our study when she studied parenting (warmth and strictness/supervision), motivation (mastery goal orientation, self-efficacy and self-handicapping) and academic achievement, she arrived at the conclusion that low achievement was significantly linked to neglectful parenting perceptions, higher self-handicapping and lower mastery goals and self-efficacy. An authoritative parenting style was found to predict higher achievement via enhanced mastery goals and self-efficacy while protecting against self-handicapping.

Nevertheless, we suppose we are missing a more complex view of the interaction of the mentioned phenomena and the consequences of the formation of individuals and their study progress.

The goal of the research is to analyse the problems of family education from the point of view what kind of the parenting impact is applied like. It has a key role at developing and intensifying positive or negative aspects of the motivation for performance. We consider the parenting impact and the motivation as factors influencing the study success of an adolescent. Based on the gathered results, we want to interpret the reciprocal relation among three studied phenomena – parenting impact, motivation for performance and study success of an adolescent.

We presume there are some differences in study success in regard to the parenting impact in context with the motivation. We want to study the existence of a relation among the parenting impact, the level of the motive for performance and the study success of an adolescent in the educational environment. We presumed specifically that the more positive emotional relation and the more adequate educational control parents have, the higher is the level of the motivation for performance which then positively effects the study achievement of adolescents. We came to that conclusion in our previous pilot study as well (Mayer 2013; 2015) where we studied 386 students at Grammar Schools (2013) and 511 students at Grammar Schools and specialized academies (2015). The study showed that the reduction of the model of nine educational fields to three educational styles by Lewin and putting the rest of students into one heterogeneous group is not an optimal solution because Lewin's educational styles do not cover the scales of educational approaches in contemporary families and a big number of the respondents did not suit into the traditional model of three parenting styles.

2 Method

2.1 The research sample

The research sample consisted of 627 adolescents of the second and third school-year at three grammar schools with a varied study focus (Grammar School on Konštantínova Str. 2, Grammar School of St. Nicolas and Grammar School with a focus on physical training) and three academies (Hotel Academy, Business Academy and Pedagogical and Social Academy) in the district of Prešov. The number of enrolled girls and boys was about the same in the sample (316 boys, 309 girls). The research sample included the students in the second school-year 52.4% and in the third school-year 47.6%. The age of the respondents was from 15 to 18.

2.2 Methodology

a) Questionnaire for the Survey of Approaches in Family Education

The questionnaire for the survey of approaches in family education by Čáp & Boschek (1994) is a standardized one based on an analytic – synthetic, dimensional component model of nine fields that reflects the reciprocal functioning of the emotional relationship and educational control. It includes 40 issues relating to the father's educational approach and the same 40 issues for the mother, 10 issues for each of four components of the education – the positive and negative component, then the component of requirements and freedom. The questionnaire detects educational approaches of parents based on respondents' answers by monitoring two complex educational characteristics: first, the quality of the emotional relationship that is formed by the positive and negative component and then the whole educational characteristics of the power of the educational control that is presented by requirements and freedom.

With regard to the fact that the mentioned approach is not discussed in reputable magazines, we think it is necessary to give the basic characteristics of the fields. The educational impact in field 1 is characterized by strict instructions and restrictions that have to be fulfilled. Otherwise, strict and humiliating punishments follow. Parents assess children's ability negatively, they make fun of them or they are ironic, they discourage the child from study, job and partnership. A good performance is taken for granted (without any praise). It follows frustration. In field 2 restrictions and instructions are not dominant, detailed control and frequent punishments are missing. Lack of interest in children is predominant, indifference to them, absence of positive emotions and empathy. Parents do not require and expect a good performance because they do not believe in child's ability. The child sometimes tries to achieve a good performance and goals in spite of family indifference. Field 3 represents disagreement of parents in educational control or of one parent. One parent is too strict, he or she punishes the child, the other parent protects the child he or she pardons the child and covers child's problem, resp. a parent can act like in field 1 or on the other hand, he or she is liberal (no interest in child and freedom). The mentioned educational type results in confusing, chaotic and frustrating situation. A common sign for field 4 to field 8 is a good climate in family – good time and humour, good relationship, support and encouragement, common activities. Field 4 is characterized by parents who are a consistent authority for child but a kind, understanding and close person as well. Positive emotional relationship makes acceptance of instructions and restrictions easier. It is characteristic for field 5 that adolescents assess this educational impact very positively because the relationship in family is friendly and a partnership is predominant. In the family, understanding, respect to each other and common activities are predominant. There are not any unsuitable requirements and strict punishments. A positive emotional relationship with a weak control in field 6 results in friendly relationship between parents and children and lack of requirements and criticism. Parents try to satisfy children, pardon them and they try to speak for them. When children fail at school or do not keep requirements, they speak to them and expect that the children will fulfil promises without any control. Emotional relationship in field 7 creates good emotional climate,

however, the field does not offer defined and homogeneous picture of a family. It depends on whether the child is influenced by parents with stronger or weaker control. A decisive component of field 8 is extremely positive emotional relationship and children consider weak control by parents as medium educational control. They feel there are not any requirements and their control. Parents are authority and children trust them completely. Field 9 is characterized with a negatively-positive emotional relationship, adolescents perceive one parent as negative and the other one as extremely positive. The authors do not specify subgroups according to educational control because in their opinion, the field is numerous. According to traditional Lewin's model field 1 agrees with autocratic educational style, liberal educational style can be found in fields 2 and 6, fields 5 and 8 cover social-integral educational style and fields 3, 4, 7 and 9 get over three models of educational style.

b) Questionnaire for Motivation for Performance

The questionnaire for the motivation for performance by Pardel, Mařalová & Hrabovská (1992) is also a standardized one consisting of 52 issues (the first one is instructive, not evaluated) that forms 3 scales: the scale of performance motivation, the scale of breaking performance anxiety and the scale of supporting performance anxiety.

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

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

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

c) Demographic Questionnaire

The demographic questionnaire was made to get anonymous data about the respondents. It presents the characteristics (age, school, school-year). A part of the demographic questionnaire is a review of the final results (marks) in particular subjects – Slovak language, two foreign languages (English, German and French or Russian language) Mathematics, IT, Civics and Physical Training.

2.3 The plan of the research

The research activity was focused on the plan of the research type ex post facto with an attributive independent variable. Our starting point was the independent variable (parenting impact) that was represented by the model of nine fields. We used the Questionnaire of nine fields to find out ways of family education and a respondent could be placed in one of nine fields in that questionnaire. We understood the starting independent variable as a presumed potential reason of expected changes in the dependent variables – motivation for performance and study success. The variable of motivation has three scales – motivation for performance, breaking performance anxiety and supporting performance anxiety. The quota of gained gross score in particular scales and the number of issues in particular scale showed the average in each scale and could be in the range from 1 to 6. The indicator of study success was the average of marks in particular subjects at the certificate of the adolescent. A standard qualification in Slovakia was used (1 – excellent, 2 – very good, 3 – good, 4 – satisfactory, 5 – unsatisfactory). The

motivation for performance has a special place in the research because we understood it as the dependent variable in relation to the educational impact in family. However, we studied it in the interaction with the parenting impact as a presumed reason of changes in school success, i.e. in the position of the attributive independent variable. In order to study the parenting impact and the motivation for performance as independent variables and their reciprocal interaction expecting some changes in the dependent variable of study success, we used factorial plan of type 9×3 , i.e. the research plan included two independent variables, the first included 9 types of parenting impact and the other (independent variable of the motivation for performance) always represented three grades (weak, medium and strong) at each motivation scale (motive for performance, breaking performance anxiety, supporting performance anxiety).

The research was done in the school-year 2017/2018. The data from the respondents were gained continuously during 45 minute class meetings, with the agreement of the school managements for the particular classes and schools, and the cooperation of the students was voluntary and anonymous. The statistical data were processed with the statistic programme SPSS Statistic 24.0 for Windows.

3 Interpretation and discussion

The research fulfilled our expectations. We state that our results are in agreement with the pilot study and standards by the authors of the questionnaires. Many of our premises were proved, while some of them did not achieve the significant level of importance because of some conditions and other factors, but they showed the set trend.

We came to the conclusion together with Mayer (2013; 2015), Ďuricová (2005a; 2005b), Oravcová (2005) that we meet a negative emotional relationship (61.45%) and contradicting educational control (37.77%) in most families which results from the present status of families. We come across some phenomena, e.g. lack of time [Čáp (1999) indicates a connection between lack of time and negative emotional relationship]. In our study, we base on the statements of developmental psychology represented by Vágnerová (2000), Langmeier & Krejčířová (1998), Macek (2003), lack of time does not allow express all feelings. We also think that negative feelings can have their origin in adolescents' egoism, their opinion can be influenced by emotions easily. The stress caused by working duties can result in ambivalence of relationship to adolescents – once benevolence and then commands. Disharmonious educational approach to the problems and its consequences in case of divorce is presented by Pavlůvčíková & Warošek (2004). The most numerous field was field 3 (196), the least numerous field 9 (17). If we looked at our statement through the optic of the traditional educational styles, then the most numerous educational style was the liberal one that is at 25.44% adolescents predominant, the next one is autocratic educational style (18.39%) which is in agreement with the results by named authors. Our results are in agreement with the statements by Turček (2003) and Zelina (2004) that the most applied educational style is the liberal one.

Based on the resources by Džuka (2003), Macek & Lacinová (2006) and Vágnerová (2000) and on the results gathered in the Questionnaire for Performance Motivation by Pardel, Mařalová & Hrabovská (1992) and conclusions by Mayer (2013; 2015) we expected that the predominant level of the motivation is at the medium level ($M=3.79$). This level awakes the body for a performance, but at the same time it does not limit the performance which we fully confirmed. A subjective tension cannot only lead to breaking performance ($M=3.36$) but to its supporting performance ($M=2.75$) as well because we need a certain activating level to a performance. Our activity rises with mild anxiety and fear. If there is not any anxiety, there is no reason to try. With regard to that we believe in a certain level of anxiety as a positive and useful feature to achieve an optimal performance at adolescents. We think we arrived at those results because of the types of schools where the motivation is

necessary to achieve excellent performance and to be able to study at colleges in future.

In our sample, the students with excellent school achievements were in the first place, in the second place the students with the grade of very good. Study success was confirmed with the average of 1.76. According to Macek & Lacinová (2006), a successful performance is an important value in the time of maturing and the study performance is its indicator. We consider it as a consequence of the interest in studying, which results in further education at colleges and in getting a good social position in a group, or as a pressure from parents to achieve good performance. The results agree with the conclusions by Mayer (2013; 2015), Penner (2016). The mentioned data is supported by the fact that almost half of the students achieves excellent results according to the internal statistics of District School Department in Prešov.

At the end of this part, we would like to summarize. In our sample, the negative emotional relationship of parents to their children, the contradicting educational control, the medium level of motivation for school performance and the high study success are predominant.

The significant difference in study success with respect to the parenting impact ($F=2.47$; $p=0.013$) were confirmed. The best study results were achieved by the adolescents who are in educational field 8 ($M=1.46$), field 5 ($M=1.51$) and field 4 ($M=1.52$) in the model of 9 fields, on the other hand, the students, who are educated according to field 3 ($M=1.84$), field 2 and field 6 ($M=1.67$ the same results), have the worst study performance. We proved that hypotheses on the base of statements by Hickman, Bartholomae & McKenry (2000), Džuka (2003), Thomas, Keogh & Hay (2014), Tulk, Montreuil, Pierce & Pépin (2016). In their opinion, study success is conditioned by a complex of internal, subjective, biological, biopsychological and external factors including education where parents are a model and where their pressure on a good study performance can be counterproductive. Real study abilities of students and following results are related to the parenting impact in addition to the other factors. If we want to develop these abilities, we have to influence the parenting impact as well marks [see also Gjesme (2006b)].

At a significant level of importance, we also confirmed the differences in study success based on the motive for performance ($F=12.36$; $p=0.000$) and breaking performance anxiety ($F=3.36$; $p=0.036$); in case of supporting performance anxiety the results were now statistically important ($F=0.93$; $p=0.396$). We presumed that the students with a strong motive for performance are oriented to success and they also achieve it. They determine realistic goals. They consider the product of their acting as the result of their own effort. They think that their success is the result of their own abilities and their failure is only consequence of time related variable factors as e.g. lack of effort. In self-evaluation of such a person, pride, satisfaction after success and sometimes disappointment after failure are predominant. Performance situations are a challenge and these adolescents confront their abilities with realistic requirements that lead to the next success and self-confidence.

The performance and a successful performance especially is an aid to achieve and to keep social status which adolescents depend on [Džuka (2003), Macek & Lacinová (2006), Life (2013)]. The strong motive for performance was confirmed with grades $M=1.36$. According to the above mentioned, emotions and fear or doubts play an important role at the performance and they have an impact on the complex evaluation of adolescent (Macek & Lacinová, 2006; Džuka, 2003). It is interesting that breaking performance anxiety differentiates study grades but not in the way we expected. The best study results ($M=1.62$) were at adolescents with the highest level of breaking performance anxiety. It is a surprising discovery – we would assume the opposite tendency at the character of searched differences. We think in that case, we meet with a very strong motive to be successful and with a strong social motive. The motive for

performance and the effort to get an excellent evaluation can lead an adolescent to a better effort in spite of big anxiety. He wants to be excellent to gain social prestige and a good position in a group. An important role plays here systematic preparation that is necessary at those types of schools. The motivation became the factor of study success. The results related to the differences in study success with regard to supporting performance anxiety agree with Yerkes – Dobson's rule although not at significant level. In our sample, there were not big differences presented in the medium grade of supporting performance anxiety and the weak grade of supporting performance anxiety. We think it could reflect in the fact we did not confirm that hypothesis, i.e. not big differentiation of supporting performance anxiety differentiated results at adolescents significantly. The best results were achieved by adolescents with the medium grade of supporting performance anxiety ($M=1.65$). Macek & Lacinová (2006) state that students often show anxiety and doubts. The subjective tension can influence the performance in a negative way but it can also support the performance because a certain activating level for the performance is needed.

The main research hypothesis about the link between the parenting impact, the motivation for study performance and study results was confirmed only partially and it is necessary to continue and to study the indicated links. Čáp & Boschek (1994) say that the data about educational approach are necessary in practice when we want to solve the problems of education and performance, the information about parent – child relationship is important when we want to explain problems of performance and of impaired motivation of a student resulting in a bad study performance. We tried to prove their statement in our study and to confirm a relation among the parenting impact, the motivation for performance and study results.

We can state that the link the parenting impact, as it is presented in the model of 9 fields by Čáp & Boschek (1994), the motivation for performance and study results was confirmed. At a significant level of importance, we confirmed the interaction between the parenting impact and the motivation for performance in context with study success. The mentioned data functioned separately ($F=3.15$; $p=0.039$ and $F=12.29$; $p=0.000$) as well as together ($F=2.76$; $p=0.041$). We came to the conclusion that a positive even extremely positive emotional relationship of parents and a strong, medium, resp. weak educational control in family without any extremes in the sense of contradicting educational control (field 4, field 5 and field 8) together with the strong motivation for performance influence the study results positively ($M=1.18$; $M=1.00$; $M=1.11$). On the contrary, the highest average score and so the weakest study success were at the respondents who had a negative emotional relationship and peripheral forms of educational control (field 3 and field 1) and medium respectively weak level of the motive for performance ($M=2.50$; $M=2.00$). In seven from nine fields (1, 2, 4, 5, 6, 8 and 9) it was clear that increasing intensity of the motive for performance results in better marks [see also Čáp & Boschek (1994), Boon (2007), Mayer (2013; 2015), et al.].

The breaking performance anxiety ($F=3.203$; $p=0.039$) was demonstrated as a statistically significant factor. The interaction with the parenting impact is not significant ($F=0.841$; $p=0.639$) as much as at the motive for performance. We explain it as consequences of self-doubts that result in intensive preparation, an effort to manifest parents something, to gain social prestige, resp. in case of field 1 parents' pressure on their performance. They feel afraid of them and have to fulfil their instructions. The average gained score shows that the marks of the adolescents get better when breaking performance anxiety rises. We noticed this tendency in five fields. That means that the character of the field is not decisive in this case because all mentioned fields include various combinations of emotional relationship and educational control. Two relatively best study results, one absolutely best ($M=1.00$), were achieved by the adolescents from field 9. The weak breaking performance anxiety in the interaction with fields 5, 6 and 7 produces the weakest study assessment ($M=2.01$; $M=2.03$; $M=2.04$). The adolescents from field 3 (negative

emotional relationship and contradictory educational control) at weak breaking performance anxiety ($M=2.33$) achieved the worst result.

If breaking performance anxiety is low and parents' approach is kind, adolescents do not feel that they have to achieve a good performance. We did not get statistically significant differences ($F=0.643$; $p=0.848$) at the interaction of the parenting impact and supporting performance anxiety. However, the results show a trend like at the interaction of the parenting impact and the motive for performance. It seems with regard to the education, the decisive factor is the positive even extremely positive emotional relationship and the medium grade of supporting performance anxiety (an adequate activating level) at all three types of the educational control except contradictory one. The adolescents also achieve good study results ($M=1.18$) in case of the negative emotional relationship and the strong resp. weak educational control (field 1 and field 2) and supporting performance anxiety. It is obviously the same principle as it is at breaking performance anxiety. The best results at all levels of supporting performance anxiety are at the adolescents from field 9. The adolescents, who come from the families with a positive even extremely positive emotional relationship and strong, medium, resp. weak educational control (field 4, field 5 and field 8) with medium level of supporting performance anxiety ($M=1.30$; $M=1.55$; $M=1.48$), were also successful. On the contrary, the worst study results achieved the respondents from field 3 (negative emotional relationship and contradicting educational control) at all grades of the motivation for performance ($M=1.81$; $M=1.83$; $M=2.54$). The adolescents from field 4 together with strong supporting performance anxiety ($M=2.05$) achieved the second weakest study result. We think that the right emotional relationship parents – children is the key to success at school.

The styles of family education probably depend on social-historical conditions (economic, political, cultural...) on characters and experience of parents and on characteristics and behaviour of educated children and their attitude to parents (Čáp & Boschek, 1994; Čáp, 1999). Džuka (2003) writes that the beginning and the development of the motive power start at childhood and some factors are presented as, e.g., the real performance of a child, the training of independence, parents' behaviour and the grade of self-confidence that is supported and given by adults. The need for a good performance is individually different and it depends especially on two factors, i.e. motive indication of parents and the own experience with success [see also Fulton & Turner, 2008]. In the Questionnaire for Survey of Approaches in Family Education (Čáp & Boschek, 1994) it is said that the pupils with a positive or extremely positive emotional relationship with parents and with control, without any extreme forms of requirements, as well as freedom, have good school results more often.

4 Recommendations

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

Recommendations for theory:

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

- to avoid a negative impact of a negative emotional relationship in the family and a contradicting educational control in the family, which can lead to a reduction of the motive power and an increase of breaking performance anxiety resulting in bad study success;
- to pay attention and to support the importance of a positive emotional relationship in the family and the medium educational control in context with an adequate motivation for school performance and consequently the better progress of adolescents;
- to concentrate on the presentation of complex educational characteristics and following the model of nine fields of the family education, and to leave the permanent dealing with

the classic educational models (autocratic, liberal and social-integral educational styles).

Recommendations for methodology:

Based on the research results we came to these recommendations:

- to find the other indicators of variables – educational impact in family, motivation for performance and study progress (e.g. to use other questionnaire methods - ADOR, FAST, interview with a teacher,...);
- to focus on breaking performance anxiety because it was proved as a significant factor of study success;
- to find and to eliminate the other factors that can interact and deform the interpretation.

Recommendations for practice:

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

- to appeal to parents and educational institutions to pay attention to the importance of an adequate educational approach to children, in our case to adolescents which should be joined with a positive emotional attitude and a medium educational control. They affect with some other factors very positively on the motivation for performance and study success;
- to focus on the elimination of the fear of failure in the motivation for performance through motive programmes with the goal to explain how to set a realistic goal, how to describe results so that it has a positive impact and how to consider the consequences so that the person can have positive emotions. After these partial processes are improved, we expect students to find the way to success;
- at school assessment of student to use an individually related norm instead of a permanent comparison of students with the class average. It means adolescents can make a self-assessment, and so they can see more clearly whether they have improved or stagnated in regard to their effort. That enables them to feel the power of their own activity and prevents any feeling of inability.

5 Conclusion

We can state that our sample represents the negative emotional relationship and the contradicting educational control (field 3) mostly, the adolescents achieved mostly the medium grade of the motivation for performance and excellent study results. The differences in study progress resulting from the interaction of the parenting impact and the motive for performance were demonstrated at a significant level of importance; in our opinion, field 4, field 5 and field 8 are the most optimal together with the strong motive for performance. Breaking performance anxiety also facilitates to achieve good study results as a separate factor, the interaction between that anxiety and the parenting impact is not decisive. The parents' emotional relationship seems to be the key that has positive consequences on study success and exceeds to other spheres of life at adolescents and has a strong motive for performance.

Literature:

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