

Parenting Styles as Predictors of Students' Involvement in the Educational Process

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Abstract

The aim of the study was to examine the characteristics and predictive role of parenting styles in students' involvement in the educational process, primarily cognitive, emotional and social. Parenting styles were classified into three main groups: desirable, undesirable, and divergent. The study involved students in the final grades of primary school (N=269 students), with an average age, of 13.08 years and their parents (N=269). Data were collected by the Parent Response Questionnaire and the Students' Emotional, Social and Cognitive Involvement Questionnaire. Parenting styles have been shown to be significant predictors of students' involvement in the educational process, with most of the variance explaining forms of desirable parenting style, with an emphasis on the form of congruent style. On the other hand, forms of undesirable and divergent style have the potential to provoke low levels of student involvement, in the cognitive, social and emotional dimensions. The results indicate the importance of parenting styles in predicting students' involvement in the educational process, which would be the initial step to develop and improve children's competencies.

Keywords: *desirable; undesirable and divergent (changeable) style; educational process; students' involvement.*

Introduction

Parenting styles represent the background in which the concrete interaction between the parent and the child is realized and the educational procedures are applied. Parenting style is a constellation of parenting attitudes towards the child determining the emotional climate in which the specific forms of parenting behaviour are taking

place (Keresteš et al., 2012). It follows that the influence of parenting styles on the development of the child's behaviour is inevitable, i.e. that the parenting style models the connection between parenting behaviour and child's developmental outcomes.

The most well-known and widely used model of parenting styles is the two-dimensional model (Egberts, 2015; Lambord et al., 1991; Pavićević & Stojjković, 2016) which assumes the existence of two dimensions: the affective and the control dimension. The affective dimension refers to the parent's emotional relationship to the child. This dimension encompasses a wide range of emotional relationships expressed through parent-child interaction. It encompasses love and encouragement, but it implies rejection, coldness and hostility towards children. The dimension of control refers to parental supervision and control over the child, the adoption of rules of conduct, as well as requirements and restrictions placed on children by their parents. Four different parenting styles are obtained by combining these two dimensions: authoritative, authoritarian, indulgent and neglectful. Considering these typologies, we decided that the theoretical basis should be Milivojević's Mercedes model (Milivojević et al., 2007). According to this model, parenting styles depend on the presence of three dimensions: praise (awards), criticism (punishment) and parents' demands and requirements. These three dimensions can be overdeveloped or underdeveloped, and there may be one optimal zone. Nine forms of parenting styles are formed based on the presence of dimensions. These forms are grouped into three main groups of parenting styles: desirable, undesirable and divergent style. Democratic, balanced and congruent parenting styles are desirable styles. The democratic style is based on meeting the needs of both the child and the adult, on cooperation and responsibility, open authority, and achievable requirements. The balanced style is optimally socializing and individualizing, emotionally warm, with consistent control and realistic expectations. The form of congruent style is the ideal style to be aspired to in pedagogy and positive educational practice. Forms of neglectful, abusive and manipulative parenting styles are grouped into undesirable parenting style. The form of neglectful style is characterized by the lack of care, attention and parental love. Too low requirements and lack of adequate control are present. The abusive style is built on open and strict authority that requires the child's obedience, without clear demands and expectations. The manipulative style is based on covert authority with high demands, and parent's love to the child is controlled and conditioned. At the same time, there is a lack of tolerance, honesty and flexibility in the relation between the parent and the child. Forms of socially addictive, spoiling and overprotective parenting styles are grouped into divergent parenting style. The socially addictive form as a form of changing (divergent) style is based on high demands controlled with criticism and punishment by open authority. This group also includes the spoiling style, which has almost no requirements and limits, and the satisfaction of the child's needs and desires is overemphasized. The form of overprotective style is based on too low demands, expectations, distrust of parents towards the child's abilities, as well as excessive control and fear that something bad will happen to the child.

The students' involvement in the educational process was observed through three dimensions: cognitive, social and emotional involvement. In order to clarify the students' cognitive involvement in the educational process, it is essential to clarify the concept of competencies. Cognitive competencies refer primarily to judgment and reasoning, to the registration, analysis and evaluation of information that are available for the person and are used by his mind (Suzić, 2005). It can certainly be stated that our schools encourage and develop mostly cognitive competencies with an emphasis on memorizing and reproducing facts. The development of cognitive abilities is not possible without interpersonal or *social skills*. Parents can stimulate the development of children's memory by creating a stimulating environment and quality interaction. In order to stimulate cognitive competencies, it is important to stimulate children to ask questions about themselves, others and everything that interests them, to develop metacognition. Family life is the first school of learning emotions, where children learn how they feel about themselves and how others react to their feelings, and how to behave with those feelings (Goleman, 2001). The parents' way to raise the children, with compassion and understanding or lack of warmth, has significant and long-term consequences for a child's emotional life (Braden et al., 2014; Topham et al., 2011).

The great interest of researchers (Leung et al., 1998; Rivers, 2008; Shute et al., 2011; Piquart, 2016) is focused on the impact of parenting practices and parenting styles on student achievement in school. For better understanding of these relationships, Darling and Steinberg (1993) proposed a *Contextual Model of Parenting Influences*. According to the *Model*, the parenting educational influences are based on parenting goals and values (school performance, educational evaluation) that influence school achievement through parenting style and actions. Parenting actions such as supervising and helping with homework, as well as monitoring of the school progress, directly affect school achievement (Stright et al., 2001). Parenting styles affect school achievement indirectly, as a moderator of the relationship between parenting practices and school achievement. Although the specific educational procedures have a direct impact on the child, the parenting style determines how the child will accept and interpret them (Marić, 2017), and parenting styles are crucial for parenting success.

Parents' aspirations, goals, values and behaviours Parents' aspirations, goals, values and behaviours are related to student academic achievement (Spera, 2005). The lower level of parental monitoring is a risk factor for the occurrence of antisocial behavior, school difficulties, and similar problems of children (Hill & Tyson, 2009; Spera, 2005). Positive parent-child interaction, which includes parents' support, consistency in discipline, and rational parents' behavior, shows a significant association with school achievement. Also, the educational achievements of parents show a significant connection with the school success of their children. Less educated parents are more likely to exhibit an authoritarian parenting style (Spera, 2005). More educated parents provide better educational opportunities, help their child to learn, and thus transfer their cognitive competencies. More educated parents influence the achievements of

their children in school by making greater demands on the child, informing them on the importance of schooling, and being involved in the educational process and cooperation with the school.

The connection between the parenting styles and students' involvement in the educational process is reflected through communication between children and parents about school activities and plans and through authoritative parenting style (Shute et al., 2011). Parenting style theories and studies are focused on two types of control: behavioural control and psychological control (Gronlick & Pomerantz, 2009). Behaviour control is focused on controlling children's behaviour, while psychological control focuses on controlling children's thoughts and emotions (Soenens & Vansteenkiste, 2010). Parents who use psychological control can control their children's thinking and emotions through family relationships by getting involved in children's activities at school (Aunola & Nurmi, 2004).

The study was conducted with the idea to help parents identify their parenting styles and activities that affect children's development and involvement in the educational process. The intention was to examine the interdependence between parenting styles and students' (cognitive, emotional, social) involvement in the educational process by calculating correlations, predictions, and differences between the variables representing them. When talking about parenting styles and students' involvement (cognitive, emotional, social) in the educational process, the following questions arise: 1) what contributes to more active students' involvement in the educational process and how to educate a child, and 2) what skills and potentials need to be developed to be successful in education, learning, life and work in general. By taking into consideration the undeniable importance of parenting, learning, and a child's experience for shaping the personality, this paper is focused on the relationship between parenting styles and the involvement of their children in the educational process. Considering the abovementioned, it is assumed that parenting styles and students' involvement in the educational process are correlated, i.e. that parenting styles can be predictors of students' involvement in the educational process. However, it is not known to what extent. The aim of the research was to determine to which extent the different forms (desirable, undesirable, divergent) of parenting styles predetermine the students' cognitive, emotional and social involvement in the educational process.

Methodology

Sample

The research sample consisted of 269 students in the final grades of primary school, with an average age of 13.08 ($SD = 0.48$) years, proportional gender representation (145 girls and 124 boys), and their parents. The distinction of the sample of students was made by the following criteria: by gender (46 % boys, 54 % girls); by age of students (55 % thirteen-year-olds, 45 % fourteen-year-olds); according to school achievement grades (38 % excellent, 36 % very good, 23 % good and 3 % sufficient). Out of a total of 269

parents making up *the sample of students' parents*, 189 mothers (70 %) and 80 fathers (30 %) were tested. The reason for a much lower response of fathers in filling out the situation test compared to mothers, we assume, stems from the fact that mothers are more attached to school-age children, care more about them, know them better, and support patriarchal worldview. Most of the parents from the sample have completed secondary education level – 201 parents (75 %), followed by 42 parents with higher education level (16 %), and 26 parents with at least primary education level (9 %). Most parents in the sample were born between 1972 and 1979 (53 %). In terms of their order of birth, 143 parents (53 %) were first-born children, 105 parents (39 %) were second-born children, and 21 parents (8 %) were born into families in which there were already two or more children.

Instruments

Data on parenting styles were collected with the instrument *How Parents React* in order to examine the prevalence of certain forms of parenting styles. Forms of parenting styles were taken from Milivojević's Mercedes model (Šindić, 2010, p. 245). The instrument showed satisfactory internal consistency (Cronbach's alpha $\alpha=.81$). The instrument consisted of 18 situations, where for each situation three answers were offered. By forced choice, the parent chose one of the offered answers to the given situation. The items were formed by three factors, 6 items each. The first six items determined whether parents have predominantly democratic, abusive or spoiling parenting style ("*The child comes home late in the evening and does not arrive on time. Parents are worried, waiting. What will you say when he/she returns: This world is a dangerous place, we were worried./It's not nice to be late, you know we agreed you would come home on time./You idiot, are you crazy? Do you see what time is it?/All that matters is that you came back safe and sound.*"). The following six items allowed for identifying forms of balanced, neglectful and overprotective style ("*The child leaves math homework and goes to a training session. What will you say?: Since you did not do your homework on time, you cannot play computer games./What do they do at school? They just assign tasks and overload children, so you can't achieve anything else!/It's important that you do what you enjoy; just go./You will achieve everything*"). The last six items referred to socially addictive, manipulative and congruent style ("*A child participates in a school event. How will you praise them?: Children should not be praised too much, otherwise they become spoiled./Let's go to town now to buy you something for that success./Congratulations, you are really diligent!*"). The maximum number of points that has been associated with a certain style is 90. The exploratory factor analysis (PCA) with oblimin rotation, saturation greater than .40, and eigenvalue greater than 1 (PCA) (KMO = .811; Bartlett's test of sphericity was significant, $\chi^2 = 3701.309$; $p = .000$) yielded three factors, which collectively accounted for 64.53 % of the total variance. The first factor had loadings on eighteen statements of Desirable style factor (the eigenvalue was 5.34, and the explained variance was 29.54 %). The second factor had loadings on eighteen statements of Undesirable style

(the eigenvalue was 3.77, and the explained variance was 19.52 %). The third factor had loadings on eighteen statements of Divergent style (the eigenvalue was 1.87, and the explained variance was 15.47 %). The factors obtained in this way completely replicated the original factor structure, so the use of this questionnaire in its original factor structure is justified, which was confirmed by the satisfactory reliability of the composite factors (Table 1).

The Questionnaire for Emotional, Social and Cognitive Involvement in Teaching was used for the self-assessment of students' involvement in the educational process. *The Questionnaire* consisted of twenty-one manifest statements on a 5-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree). The statements form three factors, six statements each. The factor *Students' emotional involvement in the educational process* was oriented to the observation of emotional processes, which are important for student participation in the educational process. In other words, it examines how much and whether students can express their emotions, how they can deal with them, whether they can honestly express what they think, how much the teacher encourages faith and self-confidence, whether emotional consciousness, self-confidence and self-control have been developed (*Teacher encourages the students' self-confidence and faith in themselves*). The factor *Students' cognitive involvement in the educational process* examinee students' cognitive competencies. It aimed to determine whether students were able to distinguish the essential from the irrelevant; whether they asked questions about the school curriculum and examined their own cognition; whether they understood the subject matter and the problem; how they remembered and chose the information to be remembered; how they used and stored information, and whether there were evaluations and assessment of learning effectiveness (*"It would be best if the teacher selected the facts we need to remember so that we do not bother too much."*). The factor *Students' social involvement in the educational process* includes understanding others, alignment with group goals, nonviolent communication, support for others and respect for diversity and tolerance (*"We resolve all peer conflicts with nonviolent communication and peacefully."*). The exploratory factor analysis (PCA) with varimax rotation, saturation higher than .40 and eigenvalue greater than 1 (PCA) (KMO = .705; Bartlett's test of sphericity was significant, $\chi^2 = 2812.198$; $p = .000$) yielded three factors, which collectively accounted for 49.29 % of the total variance. The three obtained factors almost completely replicated the original factor structure. Namely, the first factor had loadings on six statements of emotional involvement in the educational process (the eigenvalue was 4.57, and it explained 20.47 % of variance). The second factor had loadings on six statements of cognitive involvement in the educational process (the eigenvalue was 2.88 and it explained 19.21 % of variance), while the third factor had loadings on six statements of social involvement in the educational process (the eigenvalue 1.56 and explained 9.61 % of the variance). The three statements had no loadings greater than .40. The final version of this instrument contains three significant components. A pure factor structure was obtained, which corresponds to the described scales, where each statement has saturations (greater

than 0.40) only on the corresponding factor. The Cronbach's alpha internal consistency coefficient for the entire instrument is .68 (Table 1).

Table 1

Descriptive characteristics of subscales Parenting styles and Students' involvement in the educational process

Factors	M	SD	Min	Max	α
Desirable parenting style	61.87	13.80	5	90	.83
Undesirable parenting style	11.70	8.22	5	90	.78
Divergent (changing) parenting style	17.00	9.28	5	90	.73
Emotional Involvement	3.31	.61	1	5	.69
Cognitive Involvement	3.69	.61	1	5	.56
Social Involvement	2.97	.60	1	5	.64

Data collection was conducted using a paper-pencil survey. The research was conducted by groups, in schools, during classes and parent meetings. The study was conducted in accordance with ethical codes of conduct that include voluntary participation of children and adults in the research, and the respondents were able to withdraw from research at any time during the completion of the questionnaire. The obtained data were processed using the SPSS Statistics 20.0 package.

Results

Descriptive analysis showed (Table 1) that students were unsure of emotional involvement in the educational process, i.e., their assessment was neutral. Their focus on cognitive competencies in the educational process, learning, work, and evaluation was slightly above average. Furthermore, their assessment of social competences in the educational process was also positive and slightly below average. It has been noticed that the desirable parenting style was predominant, but the presence of an undesirable and divergent style is not negligible.

Multiple regression analysis was used to examine the predictive contribution of parenting styles and their forms in explaining certain aspects of student competencies and student involvement (cognitive, emotional, and social) in the educational process.

In the regression analysis (Table 2), the model with *cognitive involvement* as a dependent variable, and the forms of *desirable parenting style* (democratic, balanced and congruent) as an independent variable was observed in the first step. The form of congruent style is the strongest predictor of *cognitive involvement* across all combinations. This finding explains 16 % of the variance ($R^2=.16$). In other words, 16 % of the variance of the dependent variable (*cognitive involvement*) can be explained by the action of the variable predictor of the forms of desirable style. However, this finding indicates that the congruent style is more expressed in the students' involvement in the educational process, while the balanced style is less expressed. In combination with other predictors, the form of *democratic parenting style* is the weakest predictor of the students' cognitive involvement in the educational process. Other predictors overcame the form of democratic style. Desirable parenting style as a predictor

represents 5 % of the variance of students' emotional involvement in the educational process. By observing all three predictor variables, it was noticed that the congruent parenting style had the strongest influence on emotional involvement. The variable of balanced style was the strongest determinant of social involvement. The higher the level of forms of balanced parenting style, the greater the intensity of students' social involvement in the educational process.

Predictors of the form of undesirable style (neglectful, abusive) explained 2 % of the variance of students' cognitive involvement in the educational process (Table 2). As it can be seen, the variable related to the form of neglectful style was the strongest negative determinant of students' cognitive and social involvement in the educational process. The form of manipulative style was excluded from the prediction variables by the Stepwise method (Henderson & Denison, 1989). Forms of abusive and neglectful style explained 15 % of students' emotional involvement in the educational process. The increase in emotional involvement is accompanied by a decrease in the representation of forms of abusive style.

Table 2

Forms of desirable, undesirable and divergent style as predictors of students' involvement in the educational process

Predictors		R ²	β	t	p
C			.250	6.04	.001
B	Cognitive Involvement	.16	.162	5.91	.001
D			.132	3.90	.001
C			.227	7.04	.001
B	Emotional Involvement	.05	.189	5.91	.001
D			.155	4.90	.001
B	Social Involvement	.16	.231	7.24	.001
C			.221	7.04	.001
N	Cognitive Involvement	.02	-.151	-4.61	.001
A			-.118	-3.60	.001
N	Emotional Involvement	.15	-.098	-2.65	.008
A			-.073	-1.99	.047
N	Social Involvement	.14	-.141	-7.32	.001
O	Cognitive Involvement	.06	-.132	-7.14	.001
O			-.129	-3.24	.001
S	Emotional Involvement	.05	-.084	-2.27	.023
SA			-.077	2.04	.042
O	Social Involvement	.06	-.239	-7.36	.001
S			-.073	-2.24	.025

Note. C = Congruent style; B = Balanced style; D = Democratic style; N = Neglectful style; A = Abusive style; O = Overprotective style; S = Spoiling style; SA = Social-addictive style

The divergent parenting style (overprotective) explained 6 % of the variance of students' cognitive involvement in the educational process. The spoiling and the social-

addictive style are excluded from the prediction variables. Three significant predictors that predetermine emotional involvement are the overprotective, spoiling, and social-addictive style. This finding explains 5 % variance. In other words, 5 % of the variance of the dependent variable (*emotional involvement*) can be explained by the action of variables predictors of the forms of the divergent (overprotective, spoiling, and social-addictive) styles. The positive prediction of the social-addictive style on the students' emotional involvement in the educational process was expressed in association with the forms of overprotective and spoiling style. Although statistically significant, it was not dominant. The forms of divergent style (overprotective, spoiling) explained 6 % of students' social involvement in the educational process. The overprotective style is a stronger predictor of students' social involvement in the educational process (Table 2).

Discussion

The influence of parenting styles on different aspects of students' involvement in the educational process was examined in this study. The results of this study showed that *desirable forms of parenting styles* were associated with a higher level of students' involvement in the educational process in all three measured domains. Numerous studies have shown a positive association between authoritative parenting style and student achievement (Adams & Ryan, 2000; Jabaghourian et al., 2014; Pinquart, 2016). *The congruent style* has been proven to be a significant predictor of higher level of students' involvement in the educational process in all three measured domains (cognitive, emotional, and social). It's based on internal authority, with high but achievable requirements, with indirect control of execution (requests, explanations, gratitude). All three forms of *desirable parenting style* are characterized by *parenting empathy* as one of the very important tools in learning and students' involvement in the educational process. "The parent instructs the child how to learn to distinguish the important from the irrelevant, to indicate the important places in the textbook, what is the most important, and what to remember" (Suzić, 2005, p. 385). Also, the findings show that the more represented the form of congruent style is, the higher level of students' emotional involvement in the educational process can be expected. It is a style which respects the needs of the child in a positive and warm emotional climate, characterized by a healthy atmosphere in a family with a high level of tolerance. The emotional dimension of the parents' behaviour refers to the emotions that a parent experiences and shows in interaction with the child (Darling & Steinberg, 1993). Emotionally warm parents accept their child, provide him with support, understanding, attention, and care, while emotionally cold parents neglect their child, reject, criticize and punish him. The children of parents who strongly support autonomy, inclusion, and emotional warmth, have shown greater competence (Gronlick & Pomerantz, 2009). On the other hand, a child growing up in a family in which there is no balanced attention, in which there are no clear and consistent restrictions, will not develop academic engagement, social competence or self-regulation (Jabaghourian et al., 2014). It depends on the

influence of the parents whether the child will acquire nice manners, and kind and polite behaviour towards others. Forms of *balanced and congruent parenting style* are characterized by respect for the diversity of subjects involved in the interaction. If the child learns to communicate with the parents with respect, to listen actively, and to show attention while speaking “face to face”, he/she will communicate in the same way in the educational process, at school, and in society.

When we talk about the undesirable parenting style and the involvement of students in the educational process, a neglectful parenting style stood out as a significant predictor. Parents who have a pronounced form of neglectful style do not have enough interest in the child or time to devote to the child properly. Such a parent is rarely interested in the child, rarely engages in various activities related to the child, except those related to the satisfaction of physical needs. That kind of parent does not encourage cognitive participation in the educational process. It is known that a parent who is interested in the child and his development, who deals with the child's cognitive stimulation, informally and through learning, who allows the child to ask many questions and patiently answers them, will positively influence the development of children's cognitive competencies, and facilitate involvement in the educational process. Studies on adolescence (Dornbusch et al., 1987) found that authoritarian and indulgent parenting styles are negatively associated with higher grades, while authoritative parenting style is positively associated with higher grades. Adolescents who perceive their parents as authoritative are more engaged in the educational process and learning strategies (Leung et al., 1998). The results also indicated another negative predictor, a form of abusive style. Abusive and non-empathetic mothers negatively affect the development of certain cognitive competencies of children (Čudina-Obradović & Obradović, 2006). Parents, who expressed a form of neglectful style, as well as a form of abusive style, have a lack of love in the first place, but also a lack of educational incentives. “If he had been given appropriate requirements in his home environment from an early age, then his school assignments would not have been so foreign and irrelevant” (Milivojević et al., 2007, p. 113). Little is known about this style and little research has been carried out on this population of parents because they are neither sensitive nor involved in their children's lives, learning and education. Children whose mothers have a high level of authoritarian and indulgent parenting practice have a lower level of cognitive abilities (Matejevic et al., 2014). The indulgent parenting style of fathers is negatively related to the cognitive abilities of children (Tiller et al., 2003). Availability of parents is essential for an older school-age child to notice, explore, and understand a wide range of emotions through empathic dialogue. However, neglected children do not have the opportunity to feel enough parental love and support to develop emotional competencies sufficiently. “Such children often try to provoke love in a negative way, criticism is a sign of dislike for them, it is harder for them to establish self-control” (Milivojević, 2003, p. 89). Emotional stability of children was associated with the parents' less strict control (Huver et al., 2010). As the research findings show, the higher the

level of representation of the form of abusive style, the lower the intensity of students' emotional involvement in the educational process. Parents who prefer this parenting style are not warm, they are not interested in children's needs, do not make demands, and do not participate in interaction. The result of growing up with such parents is that their children have a similar pattern of behaviour as children who have grown up in indulgent families - they show impulsive behaviour (Coplan & Weeks 2009).

The results of the study indicate that there are parents with a *neglectful style* as well. Those who prefer *neglectful style* show little warmth but a high level of control, are strict in discipline, use restrictive measures, punish and insist on the child's blind obedience. Their slogan is *because I said so* or *I'm a parent, not you*. They do not discuss rules with children because they believe that children should accept the set rules without question. Adolescents in these families have learned that strict discipline and blind, uncritical compliance with the rules are more important than independence. As a result of such an attitude they become less *socially involved in the* educational process.

Considering that the results show that the *overprotective style* is the dominant predictor in all three domains, we can conclude that divergent (changeable) parenting style negatively determines the students' involvement in the educational process. The reason for the bad influence of this warm and accepting parenting style is based on some important parenting failures, such as minimizing the demands and expectations of the child and preventing the child from facing challenges that lead to overcoming problems. The *overprotective parenting style* makes the child deprived of many experiences. Such children do not receive praise and encouragement, with which their parents would tell them they did something good and thus build the child's self-confidence (Milivojević et al., 2007). The more expressed the forms of overprotective and spoiling style, the lower the students' social involvement in the educational process. Both of these forms are characterized by a warm attitude of parents towards children. The main difference between these two forms is that an overprotected child is frightened and powerless, and finds it difficult to enter into social contacts, while the spoiled child is dominant and powerful, and may also have problems in social inclusion. An overprotected child is most often not allowed by a parent to have a variety of social experiences, making the process of independence difficult. The child most often remains socially inhibited even in older age.

If we look at the effects of all three predictors together, the research findings confirm that the more expressed the *overprotective style*, the lower the level of students' emotional involvement in the educational process. In this case, children are uncertain in their abilities, they are handicapped by a lack of emotional experience because their parents want to protect them from unpleasant feelings, and they are fearful, anxious, sad or emotionally inhibited. The second most important predictor is the form of the *spoiling style*. Unlike the form of *overprotected style*, in this style children are allowed whatever they want, so they usually find it harder to bear the frustrations of their desires and to regulate emotions, especially anger and rage. Unlike the forms of *overprotective*

and *spoiling style*, the form of *social-addictive style* proved to be a positive predictor of students' emotional involvement in the educational process. It is a form characterized by too high demands of parents, with conditioned love.

Finally, some limitations of the study should be mentioned. In addition to the examined factors, additional factors that could be predictors of students' involvement in the educational process should be included. The dimensions of quality educational process could be examined as predictors of the development of individual students' competencies. Moreover, more complete results might be acquired if the research were conducted on a larger sample, consisting of high school students, teachers, and parents. The mentioned limitations are opportunities, challenges, and recommendations for the future research of this problem. Considering the results showing that parenting styles significantly determine the students' involvement in the educational process, we can conclude that the main implication of this study is primarily to emphasize the effect of a desirable parenting style on the child's involvement in the educational process. On the other hand, forms of undesirable and divergent style have the potential to provoke a lower level of students' cognitive, social and emotional involvement in the educational process.

Conclusion

Based on this research, several conclusions could be drawn. We tried to point out the importance of parenting styles and their connection with the students' involvement in the educational process. There is a contemporary cognition about the effectiveness of education depending on how the student values himself and others, how he feels in class, how he experiences himself and his peers, how he communicates. The role of parents is a precondition for the modern conception of education.

Exploring parenting styles, by expanding Milivojević's Mercedes model (Milivojević et al., 2007), we discovered more complete and applicable parenting styles in practice. It has been shown that, out of all listed predictor variables, the greatest contribution to the students' cognitive and emotional involvement in the educational process was made by forms of the desirable style, in particular the form of congruent style. At the same time, the forms of balanced style were the strongest predictor of social involvement. The balanced and congruent styles are characterized by respect for the various subjects involved in the interaction. The form of neglectful style stood out as the strongest negative predictor of students' cognitive and social involvement in the educational process. It has been shown that a parent who shows interest in the child and his development, and who is engaged in the child's cognitive stimulation, will positively influence the development of the child's cognitive competencies and facilitate involvement in the educational process. On the other hand, parents who have elements of neglect and abuse in their parenting style deprive the child of the emotions he needs, especially the emotions of love and mutually warm emotional contacts. Furthermore, when forms of divergent (changing) style were considered as

the strongest determinants (cognitive, emotional and social) of involvement in the educational process, the form of overprotective style stood out. This means that the parents have gone to the opposite extreme – they are constantly showing love and avoiding disciplining the child. Due to the negative consequences of the overprotective style, overprotected children become passive and poorly involved in the educational process. This is a reminder that it is the parents' task and obligation to prepare their children for independent living. The way to accomplish this task is to offer a model of showing love but also clear discipline to the children.

We are pleased to see that the forms of desirable style were predominantly represented in parents' procedures, according to their statements. At the same time, the forms with negative implications were represented less frequently. The pedagogical significance of these findings is that the prevalently presented parenting styles among the parents were established on the appropriate expression of love and warm feelings, flexible structure designed on reasonable demands, expectations, parental control, mutual respect for personality, and the ability to meet the needs of children and parents.

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Stilovi roditeljstva kao prediktori uključenosti učenika u obrazovni proces

Sažetak

Cilj istraživanja bio je ispitati obilježja i prediktorsku ulogu stilova roditeljstva u uključenost učenika u nastavu, ponajprije kognitivnu, emocionalnu i socijalnu. Roditeljski stilovi klasificirani su u tri glavne skupine: poželjan, nepoželjan i divergentan. Istraživanje je provedeno s učenicima završnih razreda osnovne škole (N = 269 učenika) prosječne dobi od 13,08 godina i njihovih roditelja (N = 269). Podatci su prikupljeni Upitnikom kako roditelji reagiraju i Upitnikom emocionalne, socijalne i kognitivne uključenosti učenika. Pokazalo se da su roditeljski odgojni stilovi značajni prediktori učenikove uključenosti u nastavu, s time da najvećim dijelom varijance objašnjavaju forme poželjnoga roditeljskoaga stila, s naglaskom na formu kongurentnoga stila. S druge strane, forme nepoželjnoga i divergetnoga stila imaju potencijal za izazivanje niske razine uključenosti učenika, kako u kognitivnoj, tako i u socijalnoj i emocionalnoj dimenziji. Rezultati ukazuju na važnost stilova roditeljstva u predikciji uključenosti učenika u nastavu, što bi bio početni korak u razvoju i poboljšanju dječjih kompetencija.

Ključne riječi: obrazovni proces; poželjni; nepoželjni i divergentni (promjenjivi) stil; uključenost učenika.

Uvod

Roditeljski stilovi predstavljaju pozadinu na kojoj se ostvaruje konkretna interakcija između roditelja i djeteta i primjenjuju odgojni postupci. Roditeljski stil je konstelacija roditeljskih stavova prema djetetu koja određuje emocionalnu klimu u kojoj se odvijaju konkretni oblici roditeljskoga ponašanja (Keresteš, Brković i Jagodić, 2012). Iz toga proizilazi da je utjecaj roditeljskih stilova na razvoj ponašanja djeteta neizbježan, odnosno da roditeljski stil modelira povezanost roditeljskoga ponašanja i razvojnih ishoda kod djeteta.

Najpoznatiji i široko korišten je dvodimenzionalni model odgojnih stilova roditelja (Egberts, 2015; Lambord, Mounts, Steinberg i Dornbusch, 1991; Pavićević i Stojijković, 2016) koji pretpostavlja postojanje dvije dimenzije: afektivnu i dimenziju kontrole. Afektivna dimenzija odnosi se na emocionalni odnos roditelja prema djetetu. Ova

dimenzija obuhvaća širok spektar emocionalnoga odnosa koja se iskazuje kroz interakciju roditelja i djeteta te s jedne strane obuhvaća ljubav i ohrabrenje, dok s druge strane podrazumijeva odbijanje, hladnoću i neprijateljstvo prema djeci. Dimenzija kontrole odnosi se na roditeljski nadzor i kontrolu nad djetetom, usvajanje pravila ponašanja, odnosno na zahtjeve i ograničenja koja roditelji postavljaju pred djecu. Kombinacijom dviju dimenzija dobijaju se četiri različita roditeljska odgojna stila: autoritativni, autoritarni, popustljivi i zanemarujući. Razmatrajući ove tipologije odlučili smo da nam teorijska osnova bude Milivojevićev mercedes-model (Milivojević, Bilban, Kokelj, Kramberg, Steiner i Kožuh, 2007). Prema tom modelu, roditeljski stilovi ovise o zastupljenosti tri dimenzije: pohvale (nagrade), kritike (kazne) i roditeljskih zahtjeva. Ove tri dimenzije mogu biti pretjerano razvijene ili nerazvijene te može postojati i jedna optimalna zona. Na osnovi zastupljenosti dimenzija formirano je devet formi roditeljskih stilova koje su grupirane u roditeljske stilove odgoja: poželjni, nepoželjni i divergentni stil. Poželjni i optimalni roditeljski stilovi su demokratski, uravnoteženi i kongruentni. Demokratski stil zasnovan je na zadovoljavanju potreba i djeteta i odraslog, na suradnji i odgovornosti, otvorenom autoritetu te na ostvarivim zahtjevima. Uravnotežen stil je optimalno socijalizirajući i individualizirajući, emocionalno topao, dosljedne kontrole i realnih očekivanja. Oblik kongruentnoga stila ideal je kojem s teži u pedagogiji i pozitivnoj odgojnoj praksi. Oblici zanemarujućega, zlostavljajućega i manipulativnoga stila svrstavaju se u nepoželjni roditeljski odgojni stil. Oblik zanemarujućega stila karakterizira nedostatak brige, pažnje i ljubavi roditelja. Prisutni su preniski zahtjevi i nedostatak primjerene kontrole. Zlostavljajući stil gradi se na otvorenom i strogom autoritetu koji zahtijeva pokornost djeteta, bez jasnih zahtjeva i očekivanja. Manipulativni stil zasnovan je na prikriivenom autoritetu s visokim zahtjevima, a ljubav roditelja prema djetetu kontrolirana je i uvjetovana. Istodobno nedostaje tolerancije, iskrenosti i fleksibilnosti u odnosu između roditelja i djeteta. Oblici socijalno-ovisničkoga, stil koji doprinosi djetetovoj razmaženosti i prezaštitničkoga stila grupiraju se u divergentni (promjenjivi) roditeljski stil. Oblik socijalno-ovisničkoga stila temelji se na visokim zahtjevima koje otvoreni autoritet kontrolira kritikama i kaznama. U ovu grupu spada i stil koji doprinosi djetetovoj razmaženosti, koji gotovo da nema zahtjeva i granica te je prenaplašeno zadovoljenje djetetovih potreba i želja. Oblik prezaštitničkoga stila temelji se na pre niskim zahtjevima, očekivanjima, nepovjerenju roditelja prema djetetovim sposobnostima, kao i na pretjeranoj kontroli i strahu da će se djetetu nešto loše dogoditi.

Uključenost učenika u nastavu promatrali smo kroz tri dimenzije: kognitivnu, socijalnu i emocionalnu uključenost. Kako bismo razjasnili kognitivnu uključenost učenika u nastavu, potrebno je razjasniti pojam kompetencija. Kognitivne kompetencije odnose se prvenstveno na suđenje i rasuđivanje, na registriranje, analiziranje i evaluaciju informacija koje osoba ima na raspolaganju i koje koristi svojim umom (Suzić, 2005). Možemo sa sigurnošću konstatirati da naše škole najviše potiču i razvijaju kognitivne kompetencije s naglaskom na memoriranje i reproduciranje činjenica.

Razvijanje kognitivnih sposobnosti ne može bez interpersonalnih, odnosno *socijalnih vještina*. Roditelji stvaranjem poticajnoga okruženja i kvalitetnom interakcijom mogu stimulirati razvoj dječjega pamćenja. Da bi stimulirali kognitivne kompetencije, važno je stimulirati djecu da postavljaju pitanja o sebi, drugima i svemu što ih interesira, da razvijaju metakogniciju. Život u obitelji prva je škola učenja emocija, gdje djeca saznaju što osjećaju prema sebi i kako drugi reagiraju na njihove osjećaje te kako da se ponašaju s tim osjećajima (Goleman, 2001). Način na koji roditelji odgajaju djecu, sa osjećanjem i razumijevanjem ili nedostatkom topline ima značajne i dugoročne posljedice na djetetov emocionalni život (Braden, Rhee, Peterson, Rydell, Zucker i Boutelle, 2014; Topham, Hubbs-Tait, Rutledge, Page, Kennedy, Shriver i Harrist, 2011).

Veliki interes istraživača (Leung, Lau i Lam, 1998; Rivers, 2008; Shute, Hansen, Underwood i Razzouk, 2011; Pinguart, 2016) usmjeren je na utjecaj roditeljskih postupka i roditeljskih stilova na postignuća učenika u školi. Za bolje razumijevanje ovih odnosa Darling i Steinberg (1993) ponudili su *kontekstualni model roditeljskih utjecaja*. Prema tom modelu, roditeljski odgojni utjecaji bazirani su na ciljevima i vrijednostima roditelja (školska uspješnost, evaluacija obrazovanja) koji utječu na postignuća u školi preko stila i postupaka roditelja. Roditeljski postupci kao što su nadzor i pomaganje u obavljanju domaćih zadaća kao i praćenje napretka u školi izravno utječu na školska postignuća (Stright, Neitzel, Sears i Hoke-Sinex, 2001). Roditeljski stilovi na školska postignuća utječu neizravno, kao moderator odnosa između roditeljskih postupaka i školskoga postignuća. Iako konkretni odgojni postupci imaju izravan utjecaj na dijete, roditeljski odgojni stil određuje kako će ih dijete prihvatiti i interpretirati (Marić, 2017), te su stilovi odgoja od presudne važnosti za uspješnost roditeljstva.

Roditeljske aspiracije, ciljevi i vrijednosti te ponašanja roditelja povezani su s akademskim postignućem učenika (Spera, 2005). Niska razina roditeljskoga nadzora rizični je faktor za pojavu asocijalnoga ponašanja, teškoća u školi i sličnih problema djece (Hill i Tyson, 2009; Spera, 2005). Pozitivna interakcija roditelj-dijete koja uključuje roditeljski podršku, konzistentnost u discipliniranju i racionalno roditeljsko ponašanje pokazuje značajnu povezanost sa školskim postignućem. Također, obrazovna postignuća roditelja pokazuju znatnu povezanost sa školskim uspjehom njihove djece. Manje obrazovani roditelji imaju veću vjerojatnost primjenjivanja autoritarnoga roditeljskoga stila (Spera, 2005). Educiraniji roditelji pružaju bolje obrazovne mogućnosti, pomažu svojem djetetu u učenju i tako prenose svoje kognitivne kompetencije. Postavljanjem većih zahtjeva pred dijete, priopćavanjem važnosti školovanja te uključenosti u obrazovni proces i suradnjom sa školom obrazovaniji roditelji utječu na postignuća svoje djece u školi.

Veza roditeljskih stilova s uključenosti učenika u obrazovni proces odražava se kroz komunikaciju između djece i roditelja o školskim aktivnostima i planovima i kroz autoritativni roditeljski stil (Shute i sur., 2011). Teorije roditeljskih stilova i istraživanja fokusirana su na dvije vrste kontrole: kontrola ponašanja i psihološka kontrola (Gronlick i Pomerantz, 2009). Kontrola ponašanja fokusirana je na kontrolu ponašanja djece, dok se psihološka kontrola fokusira na kontrolu dječjih misli i emocija (Soenens i

Vansteenkiste, 2010). Roditelji koji koriste psihološku kontrolu mogu kontrolirati dječje razmišljanje i emocije pomoću obiteljskih odnosa uključujući se u dječje školske aktivnosti (Aunola i Nurmi, 2004).

Istraživanje je provedeno s idejom da pomogne roditeljima da prepoznaju svoje odgojne stilove i aktivnosti koje utječu na razvoj djece i na uključenost u obrazovni proces. Namjera je bila ispitati međusobnu ovisnost roditeljskih stilova i učeničke (kognitivne, emocionalne, socijalne) uključenosti u nastavu izračunavanjem korelacija, predviđanja i razlika između varijabli koje ih predstavljaju. Kada govorimo o roditeljskim stilovima i uključenosti (kognitivnoj, emocionalnoj, socijalnoj) učenika u nastavu, postavljaju se pitanja: što doprinosi aktivnijem uključivanju učenika u nastavu i kako školovati dijete, koje vještine i potencijale treba razvijati kod njega da bi bilo uspješno u nastavi, učenju, životu i radu uopće. Uočavajući neospornu važnost roditeljstva, učenja i iskustva djeteta za oblikovanje ličnosti, ovaj se rad fokusira na odnos između roditeljski stilova i uključivanje njihove djece u obrazovni proces. Uzimajući u obzir gore spomenuto, pretpostavlja se da su roditeljski stilovi i uključivanje učenika u obrazovni proces korelirani, tj. da roditeljski stilovi mogu biti prediktor učeničkoga sudjelovanja u obrazovnom procesu. Međutim, nije poznato u kojoj mjeri. Cilj istraživanja bio je utvrditi u kojoj mjeri različiti oblici stilova roditeljstva (poželjni, nepoželjni, promjenjivi) predodređuju uključenost učenika u nastavu, ponajprije kognitivnu, emocionalnu i socijalnu.

Metodologija

Uzorak

Uzorak je obuhvatio 269 učenika završnih razreda osnovnih škola, prosječne dobi od 13,08 ($SD = 0,48$) godina, proporcionalne spolne zastupljenosti (145 djevojčica i 124 dječaka). Uzorak učenika razlikovali smo po sljedećim kriterijima: prema spolu (46 % dječaka, 54 % djevojčica); prema dobi učenika (55 % trinaestogodišnjaci, 45 % četrnaestogodišnjaci); prema školskom postignuću (38 % odlični, 36 % vrlo dobri, 23 % dobri, 3 % dovoljni). Od ukupno 269 roditelja učenika koji čine *uzorak* testirano je 189 majki (70 %) i 80 očeva (30 %). Razlog mnogo nižem odazivu očeva u popunjavanju situacijskoga testa u odnosu na majke, pretpostavljamo, proizilazi iz činjenice da su majke više privržene djeci školske dobi, više se brinu o njima, bolje ih poznaju, a u skladu su s patrijarhalnim razumijevanjem. Roditelji iz uzorka u najvišem postotku imaju srednje obrazovanje 201 (75 %), visoku 42 (16 %), a najmanje osnovno 26 roditelja (9 %). Najviše je ispitanih roditelja rođeno 1972. – 1979. godine (53 %). Po redu rođenja djeteta, prvo dijete kod 143 roditelja (53 %), drugo dijete kod 105 roditelja (39 %) i troje i više djece kod 21 roditelja (8 %).

Instrumenti

Podatci o roditeljskim stilovima prikupljeni su instrumentom *Kako roditelji reagiraju* s ciljem ispitivanja zastupljenosti pojedinih oblika roditeljskih stilova. Oblici roditeljskih

stilova preuzeti su iz Milivojevićeva *Mercedes modela* (Šindić, 2010, str. 245). Instrument je pokazao zadovoljavajuću unutarnju konzistenciju (Cronbachov $\alpha = .81$). Instrument se sastojao od 18 situacija, gdje je svaka situacija imala tri ponuđena odgovora. Prisilnim izborom roditelj je birao jedan od ponuđenih odgovora na danu situaciju. Čestice su tvorila tri čimbenika, po 6 čestica svaki. Prvih šest čestica omogućavali su da utvrdimo provode li roditelji pretežno oblik demokratskoga, zlostavljajućega i stila koji doprinosi djetetovoj razmaženosti odgojnoga stila („Dijete kasni kući poslije večernjeg izlaska i ne dolazi na vrijeme. Roditelji su zabrinuti i čekaju. Što ćete reći kada se vrati?: Ovaj svijet je jedno opasno mjesto, mi smo se brinuli. Nije lijepo da kasniš, znaš da smo se dogovorili da dolaziš na vrijeme; Idiote bezobrazni, jesi li ti normalan. Vidiš li koliko je sati? i Samo da si se ti nama vratio-la živ-a i zdrav-a”). Sljedećih šest čestica omogućavali su utvrđivanje formi uravnoteženoga, zanemarujućega i prezaštitničkoga stila („Dijete ostavlja da uradi domaću zadaću iz matematike i odlazi na trening. Što ćete preduzeti?: Pošto nisi na vrijeme uradio domaću zadaću, ne smiješ da igraš igrice na računaru; Što rade ti u školi, samo zadaju zadatke i preopterećuju djecu pa ne možeš ništa drugo postići; Bitno je da radiš ono u čemu uživaš, samo ti idi. Postičeš sve”). Posljednjih šest čestica odnosilo se na socijalno-ovisnički, manipulativni i kongruentni stil („Dijete učestvuje u školskoj priredbi. Kako ćeš ga pohvaliti?: Ne treba dijete previše hvaliti, Ko se hvali taj se kviri; Idemo sada u grad da ti nešto kupimo za taj uspjeh; Čestitam, prava si vrijednica”). Maksimalan broj bodova koji je bio pridružen stilu je 90 bodova. Analiza istraživačkoga faktora (PCA) s oblimin rotacijom, zasićenošću većom od .40 i vlastitom vrijednošću većom od 1 (PCA) (KMO = .811; Bartlettov test sferičnosti bio je značajan, $\chi^2 = 3701.309$; $p = .000$) dala je tri faktora koji su zajedno činili su 64,53 % ukupne varijance. Tri dobivena faktora u potpunosti su preslikala izvornu faktorsku strukturu. Prvi faktor imao je opterećenja na osamnaest izjava faktora poželjnoga stila (svojevrsna vrijednost bila je 5,34, a objasnio je 29,54 % varijance). Drugi faktor imao je opterećenja na osamnaest izjava nepoželjnoga stila (svojevrsna vrijednost bila je 3,77, a objasnio je 19,52 % varijance). Treći faktor imao je opterećenja na osamnaest izjava faktora divergentnoga stila (svojevrsne vrijednosti bile su 1,87, što je objasnilo 15,47 % varijance). Na ovaj način dobiveni čimbenici gotovo su u potpunosti replicirali izvornu faktorsku strukturu, pa je opravdano korištenje ovoga upitnika u izvornom obliku, što je potvrđeno i zadovoljavajućom pouzdanošću složenih faktora (Tablica 1).

Za samoprocjenu uključenosti učenika u nastavu korišten je *Upitnik za emocionalnu, socijalnu i kognitivnu uključenost u nastavu*, koji se sastojao od 21 manifestne čestice potpomognutih Likertovom ljestvicom s 5 bodova (1 = potpuno se ne slažem, 2 = ne slažem se, 3 = neutralan sam, 4 = slažem se; 5 = potpuno se slažem). Čestice tvore tri čimbenika, po šest čestica svaki. Faktor *Emocionalna uključenost učenika u nastavu* orijentiran je na promatranje emocionalnih procesa važnih za uključenost učenika u nastavu, odnosno u kolikoj mjeri i mogu li učenici mogu izraziti emocije, koliko ih mogu kontrolirati; jesu li mogli iskreno iskazati što misle i koliko nastavnik potiče vjeru i sigurnost u sebe; je li razvijena emocionalna svijest; razvijenost samopouzdanja i samokontrole. („Nastavnik potiče samouvjerenost, vjeru i sigurnost u sebe kod učenika”).

Faktor *Kognitivne uključenosti učenika u nastavu* ispituje učenikove kognitivne kompetencije, koliko učenici uspijevaju razlikovati bitno od nebitnog, postavljaju pitanja o građivu, kao i vlastitoj kogniciji; koliko razumiju sadržaj i problem; kako pamte i odabiru informacije koje je nužno pamtiti; kako koriste i zapamte informacije; ima li evaluacije i procjena učinkovitosti učenja („*Najbolje je da nastavnik izdvoji činjenice koje treba da zapamtimo, tako da se i ne mučimo sa tim*”). Faktor *Socijalne uključenosti učenika u nastavu* obuhvaća razumijevanje drugih, usklađivanje s grupnim ciljevima, nenasilnu komunikaciju, potporu drugima i poštivanje različitosti i toleranciju („*Sve vršnjačke sukobe učimo da rješavamo nenasilnom komunikacijom ili mirnim putem*”). Analiza istraživačkoga faktora (PCA) s varimax rotacijom faktora, zasićenošću većom od .40 i svojstvenom vrijednošću većom od 1 (PCA) (KMO = .705; Bartlettov test sferičnosti bio je značajan, $\chi^2 = 2812.198$; $p = .000$) dao je tri faktora, što je zajedno činilo 49,29 % ukupne varijance. Tri dobivena faktora gotovo su u potpunosti preslikala izvornu faktorsku strukturu. Naime, prvi faktor imao je opterećenja za šest izjava emocionalne uključenosti u nastavu (svojstvena vrijednost 4,57, a objašnjena varijanca 20,47 %). Drugi faktor imao je opterećenja na šest izjava kognitivne uključenosti u nastavu (svojstvena vrijednost bila je 2,88, a objašnjena varijanca 19,21 %), dok je treći faktor imao opterećenja za šest izjava socijalne uključenosti (svojstvena vrijednost 1,56, a objašnjena varijanca 9,61 %). Tri čestice nisu imale opterećenja veća od .40. Konačna verzija ovoga instrumenta sadrži tri značajne komponente. Dobijena je čista faktorska struktura koja odgovara opisanim skalama, pri čemu svaka čestica ima zasićenja (veća od 0,40) samo na pripadajućem faktoru. Koeficijent unutarnje konzistencije Cronbahov alfa za čitav instrument iznosi .68 (Tablica 1).

Tablica 1.

Prikupljanje podataka provedeno je uz pomoć papir-olovka ankete. Anketiranje je obavljeno grupno, u prostorijama samih škola, tijekom sati razredne nastave i roditeljskih sastanaka. Studija je provedena u skladu s etičkim kodeksima ponašanja koji uključuju sudjelovanje djece i odraslih u istraživanju, tj. potpuno dobrovoljno, a ispitanici su se mogli u bilo kojem trenutku povući iz istraživanja tijekom ispunjavanja upitnika. Dobiveni podatci obrađeni su korištenjem paketa SPSS Statistics 20.0.

Rezultati

Deskriptivna analiza pokazala je (Tablica 1) da učenici nisu sigurni u emocionalnu uključenost u nastavu, tj. procjena im je bila neutralna. Njihova orijentacija na kognitivne kompetencije u nastavi, učenje, rad i evaluaciju bila je blago iznad prosjeka. Nadalje, njihova procjena socijalnih kompetencija u nastavi, također je bila pozitivna i blago ispod prosjeka. Možemo uočiti da je poželjni roditeljski stil pretežno zastupljen kod roditelja, ali prisutnost nepoželjnoga i divergentnoga stila nije zanemariva.

Višestruka regresijska analiza korištena je za ispitivanje prediktivnoga doprinosa roditeljskih stilova i njihovih oblika u objašnjavanju određenih aspekata kompetencija

učenika i uključenosti (kognitivne, emocionalne i socijalne) u obrazovni proces. U regresijskoj analizi (Tablica 2), u prvom koraku promatrali smo model gdje kao ovisnu varijablu imamo *kognitivnu uključenost*, a neovisnu forme (demokratskoga, uravnoteženoga i kongruentnoga) *poželjnoga stila roditeljstva*. Najsnažniji prediktor *kognitivne uključenosti* jest oblik kongruentnoga stila kroz sve kombinacije. Ovaj nalaz objašnjava 16 % varijance ($R^2 = ,16$). Drugim riječima, 16 % varijance ovisne varijable (*kognitivna uključenost*) može se objasniti djelovanjem varijable prediktora oblika *poželjnoga stila*. No, ovaj nalaz ukazuje na to da je kongruentni stil izraženiji u uključenosti učenika u nastavu, dok je manje izražen uravnotežen stil. U kombinaciji s ostalim prediktorima *oblik demokratskoga stila roditeljstva* najmanje predmnijeva kognitivnu uključenosti učenika u nastavu. Ostali prediktori nadjačali su oblik demokratskoga stila. Poželjni roditeljski stil kao prediktor predstavlja 5 % varijance emocionalne uključenosti učenika u nastavu. Od tri prediktorske varijable najsnažniji doprinos *emocionalnoj uključenosti* daje oblik *kongruentnoga roditeljskog stila*. Najsnažnija odrednica *socijalne uključenosti* jest varijabla *uravnoteženoga stila*. Što je viša razina oblika uravnoteženoga roditeljskog stila, više se povećava intenzitet socijalne uključenosti učenika u nastavu.

Prediktori oblika nepoželjnoga stila (zanemarujući, zlostavljajući) objasnili su 2 % varijance kognitivne uključenosti učenika u nastavu (Tablica 2). Kao što se može vidjeti, najsnažnija negativna odrednica kognitivne i socijalne uključenosti učenika u nastavu jest varijabla koja se odnosi na oblik zanemarujućega stila. Oblik manipulativnoga stila isključen je iz varijabli predviđanja metodom Stepwise (Henderson i Denison, 1989). Forme zlostavljajućega i zanemarujućega stila objasnile su 15 % emocionalne uključenosti učenika u nastavu. Rast emocionalne uključenosti prati slabljenje zastupljenosti oblika zlostavljajućega stila.

Tablica 2.

Oblik promjenjivoga stila roditeljstva (prezaštitnički) objasnio je 6 % varijance *kognitivne uključenosti* učenika u nastavu. Oblici stila koji doprinosi djetetovoj razmaženosti i socijalno-ovisničkoga stila isključeni su iz varijabli predviđanja. Tri značajana prediktora koja predodređuju *emocionalnu uključenost* su oblici prezaštitničkoga, stila koji doprinosi djetetovoj razmaženosti i socijalno-ovisničkoga stila. Ovaj nalaz objašnjava 5 % varijance. Drugim riječima, 5 % varijance ovisne varijable (*emocionalne uključenosti*) može se objasniti djelovanjem varijabli prediktora oblika divergentnoga (prezaštitničkoga, stila koji doprinosi djetetovoj razmaženosti i socijalno-ovisničkoga) stila. U sudjelovanju s oblicima prezaštitničkoga i stila koji doprinosi djetetovoj razmaženosti, pozitivna predikcija forme socijalno-ovisničkoga stila na emocionalnu uključenost učenika u nastavu dolazi do izražaja, ali ona, iako statistički značajna, nije dominantna. Oblici promjenjivoga stila (prezaštitnički, stil koji doprinosi djetetovoj razmaženosti) objasnili su 6 % socijalne uključenosti učenika u nastavu. Prezaštitnički stil je snažniji prediktor socijalne uključenosti učenika u nastavu (Tablica 2).

Rasprava

Ovom studijom ispitana je veza stilova roditeljstva na različite aspekte uključenosti učenika u nastavu. Rezultati ovoga istraživanja ukazuju da su *poželjni oblici roditeljskih stilova*, povezani s višom razinom uključenosti učenika u nastavu u sva tri mjerena područja. Brojne studije pokazale su pozitivnu povezanost autoritativnoga stila roditeljstva i školskoga postignuća učenika (Adams i Ryan, 2000; Jabaghourian, Sorkhabi, Quach i Strage, 2014; Pinguart, 2016). *Kongurentni stil* pokazao se kao značajan prediktor višeg učeničkog uključivanja u nastavu na sva tri mjerena područja (kognitivni, emocionalni i socijalni). Temelji se na unutrašnjem autoritetu, s visokim, ali ostvarivim zahtjevima, uz neizravnu kontrolu izvršenja (molbama, objašnjenjima, zahvalnošću). Sva tri oblika poželjnoga stila roditeljstva karakterizira *roditeljska empatija* kao jedna od veoma važnih pomoći u učenju i uključivanju učenika u nastavu. U slučaju *empatije djetetovih misli*, „roditelj instruiše dijete kako da nauči da razlikuje bitno od nebitnog i da mu ukaže na značajna mjesta u udžbeniku, na ono što je najvažnije, na ono što treba pamtiti” (Suzić, 2005, str. 385). Također, rezultati pokazuju da što je više zastupljena forma kongruentnoga stila, možemo očekivati viši razinu emocionalne uključenosti učenika u nastavu. To je stil u kome se poštuju djetetove potrebe u pozitivnoj i toploj emocionalnoj klimi, zdravoj atmosferi u obitelji s visokim stupnjem tolerancije. Emocionalna dimenzija roditeljskoga ponašanja odnosi se na emocije koje roditelj doživljava i pokazuje u interakciji s djetetom (Darling i Steinberg, 1993). Emocionalno topli roditelji prihvaćaju svoje dijete, pružaju mu podršku, razumijevanje, pažnju i brigu, dok emocionalno hladni roditelji zanemaruju svoje dijete, odbacuju ga, kritiziraju i kažnjavaju. Djeca roditelja koji snažno podupiru autonomiju, uključenost i emocionalnu toplinu, pokazala su veću kompetentnost (Gronlick i Pomerantz, 2009). S druge strane, dijete koje odrasta u obitelji u kojoj nema uravnotežene pažnje, u kojoj nema ograničenja koja su jasna i dosljedna, neće razviti akademski angažman, društvene kompetencije i samoregulaciju (Jabaghourian i sur., 2014). O utjecaju roditelja ovisi hoće li dijete steći lijepe manire, ljubazno i pristojno ponašanje prema drugima. *Oblici uravnoteženoga i kongruentnoga roditeljskog stila* karakteriziraju uvažavanje raznolikosti subjekata uključenih u interakciju. Ako dijete nauči da s roditeljima *komunicira* s poštovanjem, aktivnim slušanjem, pokazivanjem pažnje „oči u oči”, tako će komunicirati i na nastavi, u školi, društvu .

Kada govorimo o *nepoželjnom roditeljskom stilu* i uključenosti učenika u nastavu, kao značajan prediktor izdvojio se *zanemarujući stil*. Roditelji kod kojih je izražen oblik zanemarujućega stila nemaju dovoljno interesa za dijete ili im nedostaje vrijeme da mu se prikladno posvete. Ovakav roditelj rijetko je zainteresiran za dijete, odnosno rijetko se bavi raznim aktivnostima vezanim uz dijete, osim onih koje se odnose na zadovoljavanje tjelesnih potreba. Takav roditelj ne potiče kognitivno sudjelovanje u nastavi. Poznato je da će roditelj koji je zainteresiran za dijete i njegov razvoj, koji se bavi kognitivnom stimulacijom djeteta, neformalno i kroz učenje, koji dozvoljava djetetu da mu postavi mnogo pitanja i strpljivo odgovara na njih, pozitivno utjecati

na razvoj dječijih kognitivnih kompetencija i olakšati uključenost u nastavu. Studije o adolescenciji (Dornbusch, Ritter, Leiderman, Roberts i Fraleigh, 1987) otkrile su da su autoritaran i popustljivi roditeljski stil negativno povezani s višim razredima, dok je autoritativan roditeljski stil pozitivno povezan s višim razredima. Adolescenti koji doživljavaju svoje roditelje kao autoritativne, angažiraniji su u nastavi i strategijama učenja (Leung, i sur., 1998). Rezultati ukazuju i na drugi negativni prediktor, oblik *zlostavljajućega stila*. Zlostavljajuće i neempatične majke negativno utječu na razvoj određenih kognitivnih kompetencija djece (Čudina-Obradović i Obradović, 2006). Roditelji kod kojih je izražen oblik zanemarujućega stila, kao i oblik zlostavljajućega stila, na prvom mjestu nedostaje pokazivanje ljubavi, ali nedostaju i odgojni poticaji. „Da su mu se odmalena u kućnom okruženju postavljali odgovarajući zahtjevi i onda mu ni školski zadaci ne bi bili tako strani i nebitni” (Milivojević, i sur., 2007, str. 113). Veoma se malo zna o ovom stilu i ne postoje istraživanja o populaciji ovih roditelja jer oni nisu osjetljivi ili uključeni u život svoje djece, kao ni učenje i nastavu. Djeca čije majke imaju visoku razinu autoritarne i popustljive roditeljske prakse imaju manju razinu kognitivnih sposobnosti (Matejević, Jovanović i Jovanović, 2014). Popustljivi roditeljski stil očeva negativno je povezan s kognitivnim sposobnostima djece (Tiller, Garrison, Block, Cramer i Tiller, 2003). Djetetu starije školske dobi bitna je roditeljska dostupnost, kako bi uočilo, istražilo i razumjelo široki raspon emocija kroz empatičan dijalog. Međutim, djeca koja su zanemarena nemaju priliku u dovoljnoj mjeri osjetiti roditeljsku ljubav i podršku razvoja emocionalnih kompetencija. „Ovakva djeca često na negativan način pokušavaju da isprovociraju ljubav, kritika je za njih znak nevoljenosti, teže uspostavljaju samokontrolu” (Milivojević, 2003, str. 89). Emocionalna stabilnost djece bila je povezana sa strogom kontrolom roditelja (Huver, Otten, de Vries i Engels, 2010). Kao što pokazuju rezultati istraživanja što je viša razina zastupljenosti oblika zlostavljajućega stila, to se više smanjuje intenzitet emocionalne uključenosti učenika u nastavu. Roditelji koji preferiraju ovaj odgojni stil nisu topli, ne postavljaju zahtjeve, nisu zainteresirani za dječje potrebe, ne sudjeluju u interakciji. Rezultat odrastanja s ovakvim roditeljima su djeca koja imaju sličan obrazac ponašanja kao i djeca odrasla u popustljivim obiteljima, oni pokazuju impulsivno ponašanje (Coplan i Weeks 2009).

Rezultati istraživanja ukazuju na to da postoje i roditelji imaju zastupljen i zanemarujući stil. Oni koji preferiraju *zanemarujući stil* pokazuju malo topline, ali veliki stupanj kontrole, striktni su u disciplini, koriste restriktivne mjere, kažnjavaju i inzistiraju na slijepoj pokornosti djeteta. Njihova parola je *jer sam ja tako rekao* ili *ja sam roditelj, a ne ti*. Oni ne diskutiraju i ne raspravljaju o pravilima s djecom jer vjeruju da djeca trebaju prihvatiti postavljena pravila bez pitanja. Adolescenti u ovim obiteljima naučili su da je stroga disciplina i slijepo, nekritičko pridržavanje pravila važnije od neovisnosti, a kao rezultat takvog stava postaju manje *socijalno uključeni* u nastavu.

S obzirom da rezultati pokazuju da je *prezaštitnički stil* dominantan prediktor na sva tri područja možemo zaključiti da divergentni (promjenjivi) roditeljski stil negativno predodređuje uključenost učenika u nastavu. Razlog lošega uticaja ovoga toplog i

prihvaćajućeg odgojnog stila zasniva se na nekim bitnim odgojnim propustima, kao što su minimiziranje zahtjeva i očekivanja od djeteta i sprječavanje djeteta da se suoči s izazovima koji vode prevladavanju problema. Prezaštitnički odgojni stil roditelja čini da su djetetu uskraćeni mnogi doživljaji. Takva djeca ne dobijaju pohvale i poticaje kojima bi im roditelji poručili da su nešto dobro učinili i tako gradili njihovo samopouzdanje (Milivojević i sur., 2007). Što je izraženija zastupljenost oblika *prezaštitničkog i stila koji doprinosi djetetovoj razmaženosti*, manja je socijalna uključenost učenika u nastavu. Oba ova oblika karakterizira topao odnos roditelja prema djeci. Osnovna razlika između ova dva oblika je što je prezaštićeno dijete uplašeno i nemoćno te teško ulazi u socijalne kontakte, a razmaženo dominantno i moćno te također može imati problema u socijalnoj uključenosti. Previše zaštićenom djetetu roditelj najčešće ne dopušta da doživi raznovrsna socijalna iskustva i time mu je otežan proces neovisnosti. Dijete najčešće ostaje socijalno inhibirano i u starijoj dobi.

Ako pogledamo učinke sva tri prediktora zajedno, rezultati istraživanja potvrđuju da što je izraženiji *prezaštitnički stil*, to je niža razina emocionalne uključenosti učenika u nastavu. U ovom slučaju djeca su nesigurna u svoje sposobnosti, hendikepirana su nedostatkom emocionalnoga iskustva jer ih roditelji žele zaštititi od neugodnih osjećaja, plašljiva su, anksiozna, tužna ili emocionalno inhibirana. Drugi po važnosti prediktor je oblik *stila koji doprinosi djetetovoj razmaženosti*. Za razliku od oblika prezaštitničkoga stila, u ovom stilu djeci je prepušteno sve na volju, pa najčešće teže podnose frustracije svojih želja i teže reguliraju emocije, naročito ljutnju i bijes. Za razliku od oblika prezaštitničkoga i stila koji doprinosi djetetovoj razmaženosti, oblik socijalno-ovisničkoga stila pokazao se kao pozitivan prediktor emocionalne uključenosti učenika u nastavu. To je oblik koji karakteriziraju previsoki zahtjevi roditelja, uz uvjetovanu ljubav.

Na kraju, treba spomenuti i neka ograničenja istraživanja. Uz ispitane čimbenike treba uključiti i dodatne koji bi mogli biti prediktori uključenosti učenika u nastavu. Dimenzije kvalitetne nastave trebaju se istražiti kao prediktori razvoja pojedinih kompetencija učenika. Štoviše, potpuniji rezultati dobili bi se ako bi istraživanje bilo provedeno na većem uzorku, uzorcima učenika srednjih škola, nastavnika, roditelja. Spomenuta ograničenja su mogućnosti, izazovi i preporuke za buduća istraživanja ovoga problema. S obzirom na to da rezultati pokazuju da roditeljski odgojni stilovi u bitnoj mjeri određuju uključenost učenika u nastavu, možemo zaključiti da se glavna implikacija ovoga istraživanja prvenstveno tiče naglašavanja utjecaja poželjnoga roditeljskog stila na djetetovu uključenost u nastavu. S druge strane, oblici nepoželjnoga i divergetnoga stila mogu izazvati nisku razinu uključenosti učenika, kako u kognitivno, tako i u socijalnoj i emocionalnoj dimenziji.

Zaključak

Na osnovi ovoga istraživanja moglo bi se izvesti nekoliko zaključaka. Nastojali smo ukazati na važnost roditeljskih stilova i njihovu povezanost s uključenosti učenika u

nastavu. Danas postoji spoznaja da efikasnost obrazovanja ovisi o tome kako učenik cijeni sebe i druge, kako se osjeća na nastavi, kako doživljava sebe i vršnjake, kako komunicira. Uloga roditelja preduvjet je moderne koncepcije obrazovanja.

Istražujući roditeljske stilove, proširivanjem Milivojevićeva *mercedes-modela* (Milivojević, i sur., 2007) otkrili smo cjelovitije i primjenjivije stilove roditeljstva u praksi. Pokazalo se da od navedenih prediktorskih varijabli najveći doprinos kognitivnoj i emocionalnoj uključenosti učenika u nastavu daju oblici poželjnoga stila, i to oblik kongruentnoga stila, dok se kao naj snažniji prediktor socijalne uključenosti izdvojio oblik uravnoteženoga stila. Oblici uravnoteženoga i kongruentnoga stila karakterizira uvažavanje različitih subjekata uključenih u interakciju. Kao naj snažniji negativni prediktor kognitivne i socijalne uključenosti učenika u nastavu izdvojio se oblik zanemarujućega stila. Pokazalo se da će roditelj koji pokazuje interes za dijete i njegov razvoj, koji se angažira u kognitivnom stimuliranju djeteta, pozitivno utjecati na razvoj djetetovih kognitivnih kompetencija i olakšati uključenost u nastavu. S druge strane, roditelji koji u svojem načinu odgajanja imaju elemente zanemarivanja i zlostavljanja uskraćuju djetetu emocije koje su mu neophodne, posebno emocije ljubavi i uzajamno tople emocionalne kontakte. Nadalje, kada smo uzeli u obzir divergentne (promjenjive) oblika stilova kao najjače determinante (kognitivne, emocionalne i socijalne) uključenosti u nastavu, izdvojio se oblik prezaštitničkoga stila. To znači da su roditelji otišli u suprotnost – neprestano pokazuju ljubav, a izbjegavaju disciplinirati dijete. Zbog negativnih posljedica prezaštitničkoga stila, prezaštićena djeca postaju pasivna i slabo uključena u nastavu. Podsjetimo da je zadatak i obaveza roditelja pripremiti djecu za samostalan život. Put do tog cilja jest da se djeci nudi model pokazivanja ljubavi, ali i jasna disciplina.

Sa zadovoljstvom možemo uočiti da su prema iskazima ispitanih roditelja oblici poželjnoga stila pretežno zastupljeni kod njih, dok su oblici koji su imale negativne konotacije manje zastupljeni. Pedagoška važnost ovoga nalaza jest da je među roditeljima zastupljeniji odgojni stil baziran na primjerenom pokazivanju ljubavi i toplih osjećaja, fleksibilnijoj strukturi zasnovanoj na umjerenim zahtjevima, očekivanjima i roditeljskoj kontroli, uzajamnom poštovanju ličnosti, uz mogućnost zadovoljavanja potreba i djece i roditelja.