

## Selected predictors of educational achievements in students

Elżbieta Napora

### Summary

**Aim of the study:** The aim of the study was to point to the determinants of school achievement in adolescent students

**Material and methods:** To answer the research question – which predictors can explain school achievements in adolescents divided by gender – data was collected from 81 subjects using the Pressure Measurement Scale – PMS-18, Family Relations Questionnaire (FRQ) and the students' average term score was taken into account.

**Results:** In comparison with the boys, the girls' grade point average results were significantly higher ( $p = 0.019$ ).

**Discussion:** In the studied sample of girls, however, neither resilience, nor dimensions of their relationship with the mother co-impacted the girls' school performance. Nevertheless, the model in which all predictors were introduced turned out to be significant on the level of tendency.

**Conclusions:** The obtained results showed that the significant factors impacting school achievements of boys include, apart from high resilience, the dimension of autonomy/control in their relationship with the mother.

**resilience, youth, school achievements, relationships with the mother in the family**

Educational success is the result of effective education and is usually measured with tests. Associating success at school with high educational achievements and good grades is common both in psychology and pedagogy. Among the most significant indicators of school achievements are grades obtained by students in different subjects; the average grade is considered a measure of their success [1]. School performance provides insight into the student's intellectual potential and their attitude towards learning [2]. Research shows that school achievements have become the indicator of school success. Until recently, students were reluctant to answer questions about this issue but new studies suggest

that school grades are now perceived in terms of success or failure [3].

School achievements are among the most significant factors shaping aspirations of the students' parents. Van Houtte [4] found that boys are focused on studying to a lesser extent than girls; this may be caused by gender differences in school achievements, at least in the secondary school. Harris [5] explains that the disparity appears during puberty, when girls become more disciplined and begin to organize their work and perform their tasks earlier than boys. This means that during adolescence, less family discipline is necessary than in early childhood.

Adolescence is the period of transformation in the area of social influences; it is during this time when the influence of peers becomes stronger and that of the parents tends to decrease [6]. Parental influence during this period is dependent

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**Elżbieta Napora:** Jan Długosz University in Częstochowa, Faculty of Social Sciences, Częstochowa, Poland

**Correspondence address:** e.napora@ajd.czyst.pl

on the condition of the family. Peers have impact on young people's family life and it often becomes the basis for conflicts, which is typical of this stage of the child's development. Sources of conflicts may include school problems, substance abuse, or a tendency to return home late in the evening. A decline in school performance can also occur during this period [7]. The relationship with the parents, the mental resilience, and the estimation of school achievements in adolescents are worthwhile to be examined in more detail.

### **RESILIENCE AND SCHOOL ACHIEVEMENTS**

Psychology approaches resilience in two ways: as a trait and as a process. The first interpretation defines resilience as a collection of individual traits which may facilitate coping with stressful events. Resilience is shaped by various factors in an individual's life; in the period of adolescent development, it may grow and be reinforced. Resilient people have more potential to function well in adulthood [8]. Resilience is connected with personal competences, perseverance, trust in one's own intuition, tolerance of negative affect, positive acceptance of changes, and safe relationships. The second interpretation of the term "resilience" connects it with seeking protective factors, which may facilitate the individual's process of coping with the consequences of a significantly stressful event. Psychologists who subscribe to this concept understand resilience as a process of overcoming life's difficulties in an efficient manner – a dynamic process thanks to which each of us has the ability to adapt, in a positive way, to adversity.

Individual traits allow to predict positive adaptation in difficult situations. Research shows the significance of wider context and interaction between an individual and their environment [9]. The individual traits from which a person's resilience is built may, in different situations, change their role: the trait that has a protective role in one context may constitute a risk in another [10]. These factors include interactions with people, the available resources, and the social, cultural, and religious circumstances [11]. In the context of education, resilience may increase the likelihood of school success as well

as other achievements, despite difficulties experienced by an individual as a result of their personal traits as well as their life experiences and the conditions in which they live [12].

Few studies have been conducted on this subject. The existing research is focused on the phenomenon of academic resilience and is oriented towards studying specific groups, such as various ethnic groups or underachieving students [13]. Studies on academic resilience also concentrate on interaction between resilience and poor school performance, ethnic background [14], or extreme difficulties in learning [15]. Academic resilience may be a significant phenomenon for both students and educators. In the long process of school education, students may experience poor performance and face problems typical of a given stage of development [16].

### **THE ROLE OF THE MOTHER IN THE SCHOOL ACHIEVEMENTS OF THE CHILD**

The most effective models of parenting adolescent children are those which combine discipline with flexibility; they are the models in which the parents set high expectations, but also support the child and monitor their behaviour. These behaviours influence the child during the period of adolescence, despite the young person's growing independence and the experienced peer pressure. This style of parenting facilitates the development of social competences and compliance with the school requirements [17]. Steinberg et al. [18] conducted two assessments (one year apart) of a sample of fourteen – and eighteen-year-olds, on the basis of which he concluded that certain aspects of authoritative parental practices were positively correlated with the children's school performance. They included the following:

- parental involvement – effective in promoting school success and connected with educational aspirations [19] and achievements [20]
- parental control and requirements – positively connected with the child's behaviour and focus during school lessons [21].

Parental involvement in the child's life tends to decrease during adolescence [22]. Family

relationships which are generally characterized by support, warmth, communication, and autonomy are crucial for proper development of the children [23]. A parent who allows their child a certain measure of autonomy respects their privacy and encourages them to solve their problems using their own abilities [24].

In the context of family, children quickly internalize standards and social expectations which facilitate learning self-regulation and responsibility for their own [25]. It has been evidenced, so far, that family is an important factor contributing to satisfaction with one's school life. For example, Baker [26] has shown that the quality of family life is connected with satisfaction with one's experience at school and is negatively correlated with the experience of bullying by peers. The obtained support and positive communication in the family are especially important during adolescence, and the bond with the mother constitutes a matrix for the individual's future relationships with other people [27]. The results of the studies conducted to date show that adolescents' bond with the mother is stronger than the one with the father, which means that relationships with peers may cause conflicts in the relationship between the mother and the child [28]. For an adolescent, the mother is the most important figure teaching them about the surrounding world and relationships with others. Nevertheless, few studies exist on the relationship between monitoring or partly restrictive discipline and the school success of the child. Weiss and Schwartz [29] have concluded that the students' abilities and school performance rates are high in those whose parents do not have a strong tendency to discipline them, but offer medium or high support. The complex process of socialization, which starts in childhood and lasts until adulthood, includes both discipline and supervision. The goal of socialization is promotion of certain behaviours and preventing others.

Theoretical models of school achievements formulated in recent years concentrate on the students' personality traits (skills, motivation, learning strategies; e.g. [30]), family variables (demographic data, parental attitudes, relationship with the parents, and involvement of the parents; [31]), and school variables (school environment, quality of education; [32]). The present study focus-

es on various factors, connected in order to predict school achievements. Spera [33] has shown that the results of studies on school success of adolescents are not consistent. The increased need for autonomy in adolescents may result in negative reactions to the parents' high involvement. Increasing the distance between oneself and one's parents, both in the emotional and social sphere, is an important part of adolescence.

There is still a shortage of studies on the relationships between resilience and relationship with parents (expressing autonomy, controlling and limiting freedom, consistency and communication) and school performance in adolescents. The presented studies adopt the social and cognitive perspective which assumes that an individual's actions are based on their standards and goals. The course of action is chosen after the individual estimates its probable internal and external consequences. After a course of action is chosen, the individual assesses the support (or lack thereof) that they can obtain from their environment. Success or failure impacts the individual's sense of efficiency [34]. The social and cognitive perspective assumes that satisfaction with school, including school achievements, is based on cognitive interpretation of satisfaction of psychological needs, which is necessary in development. The relationships with the closest family members are considered the psychological need that is of the highest importance for human development [35].

## THE PRESENT STUDY

The goal of the study was to determine the indicators of school performance (the indicator of which were grades) in adolescent students. The research problem was operationalized with the question "which predictors can explain school performance in adolescents?", as well as the following detailed questions:

1. how does the students' gender differentiate their school achievements?
2. which of the studied variables (resilience and relationship with the mother) constitute significant indicators of school achievements in the studied sample?
3. do gender differences appear within the range of the analyzed predictors?

Taking into consideration the gender of the studied adolescents, it was expected that the analyzed indicators will reveal differences in the school achievements of girls and boy. Adolescents' school achievements tend to vary, which may cause family conflicts, which in turn disturbs the relationships between young people and their closest relatives [36]. The hypotheses assumed that:

H<sub>1</sub>: School achievements of adolescents are differentiated by their gender

H<sub>2</sub>: Resilience and certain aspects of the adolescents' relationship with the mother (consistency, communication, autonomy/control) are significant indicators of school achievements in young people.

H<sub>3</sub>: The analyzed predictors will affect school achievements of the studied boys differently than those of the girls.

## PARTICIPANTS

The study was conducted on a sample of 81 adolescents. The girls were in the majority (69.6%); the number of boys was smaller (30.4%). The average age of the participants was  $M = 16.66$ ;  $SD = 2.32$  (the age of the youngest participants: 14 years old; the age of the oldest participants: 19). The sample was varied in terms of the number of siblings and the type of school the participants attended. The average number of declared siblings was  $M = 1.33$ ;  $SD = 2.01$  (the highest number of siblings being five). Most participants had one sibling (43.8%) and 17.8% of the adolescents were only children. Most participants (59%) attended middle school; the group of students of vocational schools was smallest (1.3%). The material situation of the family was assessed as insufficient by 6.3%, and as very satisfying as 17.1% participants. The majority of the studied adolescents (52.5%) were from the city; fewer (47.5%) lived in the countryside. The surveyed school students from the randomly selected schools came from 5 voivodships of Poland. They voluntarily agreed to participate in the research. The research was conducted by interviewers from the University of Jan Długosz in Częstochowa. The research was conducted after agreement of school directors, class teachers and parents of underage students.

Planned research did not pose a threat to the well-being of the respondents, and did not interfere with the sphere of privacy, sense of safety, or moral identity. The participants were informed about the purpose of the research, and participation in it did not expose them to the risk of any kind of mental health disorders. The respondents were guaranteed anonymity and discretion, they could withdraw from it at every stage of the study.

## MEASURES

Mental resilience was measured with the Resilience Scale SPP-18 [37]. The scale consists of 18 statements which the participant evaluates using a five-point Likert scale (from 0: *strongly disagree* to 4: *strongly agree*). The scale is used to measure the strength of individual resilience. Information about the purpose of the study as well as instructions on how to answer the questions are included in the scale. The scale tests general resilience as well as the following four issues: optimistic approach and energy, perseverance and determination in action, sense of humour and openness to new experiences, and personal competences and tolerance of negative affect. The internal consistency of the scale, measured with Cronbach's  $\alpha$ , was 0.89.

The relationship with the mother was tested with the Family Relationship Questionnaire (KRR) [38], which exists in six versions. The version that assesses the relationship with the mother was used in the study. In KRR, the participants assess their relationships with family members using a five-point scale, on which they choose one of the following answers: *definitely yes, rather yes, I don't know, rather not, definitely not*. Overall, the version "My Family", used in the present study, consists of 32 statements and tests four aspects of relationships: communication, consistency, autonomy/control, and identity. In the study, three dimensions of the relationship with the mother were assessed: autonomy/control, which is indicative of the level of satisfaction with the control in the family system, the perceived tolerance, or excessive control and limited privacy. A medium result indicates an average (but still closer to the positive than the negative side of the scale) satisfaction with autonomy in the family.

Examples of statements which generate this result include: “my mother interferes too much in my life” (no. 3; “my mother treats me like a child, not like an almost adult”) (no. 12). Communication was also assessed, as its processes are an important part of functioning in a family and solutions for numerous problems can be found on the basis of constructive dialogue between family members. A high level of satisfaction with communication indicates openness, flexibility in communication between the mother and the child in various situations, mutual understanding, and acceptance. A low satisfaction with communication, however, may indicate rigidity and limited sensitivity to the needs of other family members. Examples of statements which generate this result include “I usually know well what my mother means” (no. 7). Consistency (understood as quality of bonds between family members and the support they offer each other) was another tested issue. High consistency means the capacity to mutually express positive feelings and understanding; low consistency indicates the inability to solve conflicts or the tendency to deny them, as well as lack of mutual support. An example of a statement illustrating the level of consistency: “in difficult situations my mother’s opinions are more important to me than those of my friends” (no.14).

*School success.* The studied adolescents were asked to enter the grades they obtained in the

last term, in a provided fiche. The average term grade was interpreted as a school achievement. The grades entered by the students matched the ones in the school registers. Before the participants completed the questionnaires, they were given detailed instructions for each of them. The participants were assured of the confidentiality of the study and anonymity of their responses. The data was collected in 2018 and 2019.

## RESULTS

Gender, resilience and relationship with the mother, as well as school achievements were tested with the regression analysis which was also conducted separately for boys and for girls. The same variables were used in the analyses of the results divided by gender as in the general analysis of the entire sample. The statistical significance level was  $p = 0.05$  (the degree of the requirement for rejecting or retaining the hypothesis). Thus,  $p < 0.05$  results meant the presence of significance relations between the variables. The tests were chosen on the basis of the distribution of variables, which was verified with the Shapiro-Wilk test. The calculations were performed with Statistical Environment R (version 3.6.0), the PSPP program, and MS Office 2019.

**Table 1.** Descriptive statistics in the studied variables

	gender	N	M	SD	Min	Max	Q25	Me	Q75
Age	girls	55	16.06	1.83	13.00	21.00	15.00	16.00	17.00
	boys	26	17.14	2.27	14.00	22.00	15.25	17.00	18.00
School achievements	girls	55	3.99	1.44	0.00	5.64	3.95	4.30	4.81
	boys	26	3.80	1.05	0.00	5.10	3.00	4.05	4.35
Communication	girls	51	36.28	8.46	19.00	50.00	31.50	38.00	42.00
	boys	26	35.33	7.56	15.00	47.00	30.00	37.00	42.00
Consistency	girls	50	27.22	7.32	11.00	50.00	22.00	26.00	32.75
	boys	26	28.25	6.12	13.00	40.00	25.00	28.50	31.25
Autonomy/control	girls	47	28.68	7.97	11.00	40.00	22.50	30.00	35.00
	boys	26	26.42	7.16	13.00	39.00	21.75	27.50	30.25
Resilience	girls	55	42.62	18.95	0.00	69.00	37.00	48.00	56.00
	boys	26	35.77	24.79	0.00	65.00	0.00	44.25	54.75

*N* – number; *M* – mean; *SD* – standard deviation; *Min* – minimum; *Max* – maximum; *Q25* – first quartile; *Me* – median; *Q75* – third quartile

**The relation between school performance and gender**

In the analysis of the differences in school achievements in the studied group divided by

gender, the Mann-Whitney U test was applied to compare the median of the dependent variable in particular studied groups.

**Table 2.** Differences in school achievements by gender

				Descriptive statistics		
		U	p	Min	Max	Me
Gender	Grade point average	378.50	0.019			
	Girls			3.00	5.64	4.50
	Boys			3.00	5.10	4.10

*U* – the Mann-Whitney U test statistic for independent tests; *p* – statistical significance; *Me* – median; *Min* – minimum result; *Max* – maximum result

In comparison with the boys, the girls’ grade point average results were significantly higher ( $p = 0.019$ ).

**Indicators of school achievements of adolescents**

Linear regression was applied to determine the predictors for general school achievements in

the studied group. The school achievements were the dependent variable, and resilience and relationship with the mother (in terms of consistency, communication, and autonomy/control) were the independent variable. The obtained results are presented in Table 3.

**Table 3.** Regression analysis for the predictions of general school achievements in the studied sample

Predictors	$\beta$	SE	t	p
Resilience	0.013	0.010	1.311	0.196
Consistency	-0.004	0.019	-0.189	0.851
Communication	0.035	0.019	1.882	0.066
Autonomy/control	0.013	0.013	0.962	0.341
Coefficient of the linear regression: $R = 0.465$				
Adjusted coefficient of determination: $R^2 = 0.216$				
Significance of the equation: $F(4.81) = 3.441$ ; $p = 0.015$				

Symbols:  $\beta$  – standardized regression coefficient; *SE* – standard error; *t* – t-Student test result; *p* – significance

The preliminary analysis indicated that the model is well-adjusted and statistically significant ( $p < 0.05$ ). The coefficient  $R^2$  showed that the model explains 21.6% of differences in school performance. The detailed analysis of particular predictors did not confirm this conclusion. The variables entered in the model did not significantly explain the differences in school performance in the studied group (both boys and girls). The communication with the mother was the exception: it was statistically close to significance ( $p = 0.066$ ).

**Indicators of school success of adolescents by gender**

In order to determine the importance of predictors for predicting school achievements in the group of examined boys and in the group of examined girls, regression analysis was used. The obtained results were included in Tables 4 and 5.

**Table 4.** Regression analysis for prediction of school achievements in boys

Predictors	$\beta$	SE	t	p
Resilience	0.044	0.013	3.497	0.006
Consistency	-0.035	0.018	-1.934	0.082
Communication	0.025	0.018	1.388	0.195
Autonomy/control	0.074	0.021	3.464	0.006
Coefficient of the linear regression: $R = 0.843$				
Adjusted coefficient of determination: $R^2 = 0.710$				
Significance of the equation: $F(4.26) = 6.131$ ; $p = 0.009$				

Symbols:  $\beta$  – standardized regression coefficient; SE – standard error; t – t-Student test result; p – significance.

The analyzed model was well adjusted and statistically significant with two predictors in the model ( $p = 0.009$ ). The variables used in the analysis significantly explain the differences in school performance in boys. Both resilience ( $p = 0.006$ ) and autonomy/control in the mother ( $p = 0.006$ ) were significant predictors of these differences. The obtained values of the beta coefficients indi-

cate that an increase in resilience and in autonomy/control in the mother are accompanied by school achievements in boys. The adjusted coefficient ( $R^2 = 0.71$ ) shows that the percentage of the explained variance in the analyzed group is very high (71% of the explained difference) and suggests that the analyzed variance significantly impacts school achievements in boys.

**Table 5.** Regression analysis for prediction of school achievements in girls

Predictors	$\beta$	SE	t	p
Resilience	0.013	0.012	1.077	0.289
Consistency	-0.006	0.027	-0.233	0.817
Communication	0.033	0.025	1.318	0.196
Autonomy/control	0.010	0.016	0.619	0.540
Coefficient of the linear regression: $R = 0.446$				
Adjusted coefficient of determination: $R^2 = 0.199$				
Significance of the equation: $F(4.55) = 2.168$ ; $p = 0.093$				

Symbols:  $\beta$  – standardized regression coefficient; SE – standard error; t – t-Student test result; p – significance.

Despite the overall result being close to significance, an analysis of particular predictors did not confirm statistically significant impact of the analyzed predictor variables on school achievements in girls. The model was not fitted to the data, although it was close to significance on the level of  $p = 0,05$ . The variables introduced in the model were not statistically significant indicators of school achievements in the studied group of girls.

## DISCUSSION AND CONCLUSIONS

The purpose of the study was to determine the significance of personality traits and the rela-

tionship with the mother for school performance in the studied adolescents. The study was conducted on a sample of students of the middle and the secondary schools. The applied linear regression analysis allowed to determine the relation between the personal and environmental indicators in estimating school achievements in adolescent students. The obtained results confirmed the formulated expectation that school achievements are differentiated by the gender of the adolescents ( $H_1$ ). In other words, girls in the studied group had a significantly higher grade average than the studied boys.

The second hypothesis expected that resilience and communication, consistency, and autonomy/control in the adolescents' relation-

ship with the mother will differently co-impact young people's school performance ( $H_2$ ). The obtained results show that only communication with the mother was found to be an indicator statistically close to significance. The results suggest that positive communication between the mother and the adolescent child impacts not only their mutual adaptation to each other, but also contributes to the school performance of the young person. These results confirm Obuchowska's [39] conclusion that adolescents need parental support and expect their parents to offer wise authority and advice. From this perspective, a close relationship with the mother may teach adolescents key social skills – such as communication with others – which facilitates building relationships in a group. Communication in the family is a foundation on which family life and social competences of the child are built [40]. One can, therefore, conclude that satisfying communication with the mother significantly facilitates the child's success in education. The following pattern has been observed: the higher satisfaction with communication with the mother, the higher school achievements in adolescents. An experience of positive communication with the mother is important particularly during adolescence, and the bond with the mother acts as a matrix for the later relationships with people [41]. It can, therefore, be confirmed that school achievements are a result of both personal and family factors, including the social relationship with the parent.

The third hypothesis assumed that the studied predictors will differently co-determine school achievements in boys in comparison with girls ( $H_3$ ). It has been confirmed by the obtained results which showed that the higher the resilience and the more autonomy offered to boys by the mother, the better their school grades. Mental resilience is connected with personal competences, perseverance, trust in one's own intuition, tolerance of negative affect, positive acceptance of changes and safe relationships. This means that, considering the simultaneous influence of all considered predictors, only resilience and autonomy/control of the mother are significantly connected with school achievements in the studied group of boys. Adolescence is a time of transformation, reorganization of the family relationships, rebellion, and increased tension

between the young people and their parents; as a result, a decrease in the quality and an increase in distance between the parents and the adolescent may occur during this period [42]. The mother's comprehensive influence on the child (in all stages of its life) is a constituent of the mother's conscious parenting effort. The unintentional impact, however, expressed in the interactions between the mother and the child, often plays a more significant role in their relationship [41]. Adolescents are also actively interested in the social environment of their peers with whom they build friendships in which they find the support they seek [43]. The obtained results suggest that adolescent boys need freedom and autonomy offered by the mother more than girls; it is also to a bigger extent that they rely on their own strength when coping with difficulties they encounter in everyday life. The obtained results have confirmed that resilience and autonomy/control are the most significant factors determining school achievement in adolescent boys. The understanding and support expressed by the mother may facilitate the boys' positive attitude towards school. An analysis of the data obtained by Jerry Trusty, Maximino Plata, and Carmen F. Salazar [44] reveals that the parents' investment in the education of their children has the most significant impact on young people's school achievement; other factors, such as social and economical status, the previous experience at school, or self-esteem have less influence.

The opening part of the article quotes the researchers' opinions on the phenomenon of resilience, understood as the capacity to recover from negative experiences and obstacles, cope with difficulties, and return to psychological balance and the ability to function in society after the experienced stressful events. Among the factors that enhance resilience, family bonds play a particularly important role. It needs to be stressed that resilience and the balance between autonomy and control offered to boys by their mother may constitute factors which facilitate school success. It is an issue which becomes particularly important during adolescence, during which numerous behavioural problems are likely to occur. An interesting correlation has been observed: besides resilience, balanced control and offered autonomy were positive predictors of achievements. A certain ambivalent correla-

tion is also worth noting: consistency with the mother has proven to be a negative predictor for school achievements.

In the studied sample of girls, however, neither resilience, nor dimensions of their relationship with the mother co-impacted the girls' school performance. Nevertheless, the model in which all predictors were introduced turned out to be significant on the level of tendency. This result shows that in case of school achievements in girls, the studied variables are not particularly significant. Girls tend to concentrate on their relationships with others, while boys are more focused on expressing their independence [45]. It is for this reason that for girls, school may be the source of opportunities for development and close relationships with peers. Overall, mental resilience and the relationship with the mother act as personal and environmental resources important in the development of positive attitudes towards school. The present study confirms the importance of mental resilience and the relationship with the mother for the young person's healthy development. These factors determine a higher level of realization of developmental tasks, as well as school success. The obtained results lead to the following conclusions:

1. Girls' results at school were better than those of boys.
2. A regression analysis applied on the studied group of adolescents revealed that the connection between school achievements and communication with the mother is positive and close to significance.
3. A significant dependence has been observed between school achievements of boys and resilience (understood as a trait) and autonomy/control in the mother. The results show that the freedom offered to boys by the mother plays a substantial role in their educational success.
4. School achievements of girls are not connected with any of the studied factors.

An analysis of the results of other studies [46] revealed that in comparison with boys, girls' school achievements were higher; they were also more satisfied with their school experience. It is for this reason that for girls, school may be a source of various opportunities for development and close relationships with peers,

the latter being what the girls focused on more in their answers (while the boys focused on the issue of their independence) [45]. The results obtained for boys may be connected with the status or prestige of the school.

The results suggest that resilience may be an attractive subject for researchers interested in education, including educational, pedagogical, preventive, and therapeutical work with young people. Activities focused on developing positive resources in students and their families may be of crucial importance. Thanks to these activities, adolescents become more resilient to the risk factors which they encounter, and, as a consequence, they are better prepared to face real dangers [47, 48]. To conclude, the present study supplements the literature in two ways: it shows that not each dimension of the adolescents' relationship with the parents works in the same way or directly influences young people's school success. Secondly, authoritative parenting may facilitate the child's investment in school (in particular in boys), encouraging adaptation to the school environment and discouraging problematic behaviours towards peers. The results have also clearly pointed to the necessity of diversification of preventive and therapeutic efforts with regards to gender and personal experiences of adolescents. It is worth noting, too, that the significance of mental resilience as a protective factor and the importance of parental activities in the process of building satisfaction with school (on the level of school achievements) has again been confirmed.

#### **LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH**

Future studies might benefit from a larger sample of studied participants, which might improve the perspective on the results in terms of the analyzed predictors. A future study would be highly recommended with focus on detecting those behaviours of the parents which encourage school success in children as well as young people's adaptation to the school environment. Considering that school success is influenced by many different factors, it might be beneficial to future studies if they focused on a bigger and more varied sample and concen-

trated also on personal traits, such as temperament, emotional regulation, and motivation to strive towards school achievements. Focus on the environmental factors, such as relationships with teachers, might also bring valuable insight. It is worth noting that certain variables, which have not been studied (such as the atmosphere at school, expectations of success, or specific aspects of school effort), might be significant for the issue of school success, in particular in girls.

### SUGGESTIONS FOR CLINICAL PRACTICE IN PSYCHOLOGY

From the psychological perspective, child neglect in various forms may lead to learning difficulties, which may, in turn, result in the development of emotional disorders and behavioural problems. Lack of success in education may also put the child at risk of long-term stress. The experience of being unable to do as well at school as other children is likely to cause a drop in self-esteem and negative self-image. This may lead to anxiety disorders impacting not only the child's school performance but also other areas of the young person's life. A student who constantly experiences failure, may also begin to suffer from other psychological disorders, an extreme form of which is social phobia in which the affected individual is afraid of school and school-related topics. The results from research can help to understand how to support young people in achieving school success. Strengthening resources, apart from care, commitment, support from parents and the extended family, also include resilience and balance in the autonomy-control shown by the mother, especially for boys. These activities can become a recommendation for educators and pedagogues in everyday work with parents of children and young people. Working to support and build resources for a student, especially during adolescence, has great importance to their academic achievement.

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