EDUCATIONAL RELATIONS AND FAMILY ASPIRATIONS IN THE CONTEXT OF SOCIETY IN TRANSITION

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Zorica Stanisavljević-Petrović

Faculty of Philosophy, Niš, Department of Pedagogy, Ćirila i Metodija 2, Serbia
zokapet@filfak.ni.ac.yu

Abstract. *The study deals with issues regarding educational relations in a family and parental aspirations in the conditions of current social changes. The contemporary social context as an implication of the transitional processes brings changes permanently in the sphere of upbringing and education. In the complex constellation of relations between the society and upbringing, there are changes of the external character – at the level of changing social educational institutions, but there are also internal changes that deeply upset the family and affect the performing of its educational function. The changes in a contemporary family reflect on the educational relations and the course of parent's educational role. In a society of a disturbed system of values, the issue of achieving motivation development in family education becomes very important.*
Can a school offer some solutions, what do parents think about their children's education, how do they affect the development of achievement and success motivation – are just some of the questions which we will try to answer.
The study represents a part of a larger research conducted in a group of 304 children and their parents in the area of the city of Niš. The research results point out the existence of parents' high aspirations in relation to the children's achievements at school.

Key words: *education, society, changes, family, aspirations, achievement, success.*

1. Changes in Society and Education

The relations between the society and education are complex and multidirectional. Education as a subsystem of the global social system affects actively other subsystems, and the global system on the whole. At the same time, the society and the changes in it inevitably affect the changes in the sector of education and upbringing. The existence of such an interactive relation makes the problems of the society's impact on the education process even more difficult and complex.

The current social context as an implication of the process of globalization, modernization, transition and general socioeconomic crisis, is permanently susceptible to reconstruction and wanderings in the choice of general orientation development.

Sociological studies point out the characteristics of transitional processes. M. Blagojević states that transition in different societies is characterized by several 'common factors, such as: restriction of the state budget, reduction of secure employment, general drastic fall of standard for the majority of population, uncontrolled privatization process, which creates a new elite, dramatic erosion of middle class positions, worsened positions of layers in which the employment of women was very high. (Blagojević, M. 2002:288). Surely, it is necessary to add that transition in our society is followed by the rise of poverty and unemployment, changes in ideological orientation, disturbed system of values, as well as by the collapse of many social institutions, especially those dealing with care, education and upbringing of children. Therefore, many authors rightfully emphasize the importance of the transition impact on the processes of education and upbringing. Those impacts, globally seen, can be versatile. On the one hand it is about the effects on the social institutions dealing with education where it comes to reconstruction, poor financial situation and therefore to the conditioned fall of quality, and on the other side it is about the effects which are internal and mainly affect a family causing changes in its structure and the way it functions. Families in transition experience an expected developmental crisis where they face many unexpected changes in life style and quality of living, and especially lower life standard that brings a risk of disturbing the way a family functions. In that way a family loses its internal basic security, there comes a disturbance in the balance of power, which disrupts the family homeostasis. Uncertainty and insecurity of everyday family life causes the loss of parental power, and therefore parents' authority, so that parents are no longer capable of being a positive role model to their children. The loss of authority causes changes in family relations at all levels, which mainly reflect on the disturbance of moral, ethic rules, and the system of values and orientation, and especially on disvaluing education and schooling. According to B. Gačić, families in the process of transition experience great crises, especially where the system of values and beliefs, moral norms and standards are concerned, so that "huge conflicts of the system of values and a moral crisis create the most serious factor and problem, especially for the young people …" that is children and youth as the most vulnerable part of the family system. (Gačić, B.et.al. 2004:21)

More contemporary studies point to the loss of parental competence, and the existence of permanent questions, dilemmas and quandaries in family education, which are linked with the system of values and the educational style of the parents, who "do not have clear visions of their own value orientations … and goals they are guided by in the process of educating their children … so how, then, can we expect their children's education to be directed and consistent ..." (Matejević, M. 2007:178).

How to educate children successfully, or, to put it in a more contemporary way, – how can we bring up our children to be successful or who are successful children, are the questions equally current in traditional and contemporary pedagogy, in the theory of education and the practice. There are different answers in almost every pedagogical theory. Still, there is indisputably the focal point where traditional and modern pedagogical paradigms meet: successful education and upbringing are determined to a great extent by educational relations in the family.

2. EDUCATIONAL RELATIONS IN THE FAMILY

The importance of family relations for a child's development is emphasized in almost all pedagogical and psychological conceptions. However, their nature is seen in different ways. Nevertheless, the authors unanimously agree that love is the driving force in family relations, which encourages social interaction and social knowledge. An attitude that a family is irreplaceable as an educational factor and that a feeling of love that exists between parents and children is the centre of educational influences, has always been emphasized. The results of various studies are in agreement with the general experience about the importance of the family for the behavior of its members. The importance is even greater because it creates a positive basis for further successful social interaction of children and gives a prototype of all future relations. The influences from a family do not just come from the relations between the parents, but they mainly depend on the relations between other family members, especially brothers and sisters. The assumptions of a successful education and upbringing in a family are based on knowing the child well, patience, a well thought-out plan and consistency in carrying out educational actions. It is of utmost importance that the educational demands of a mother, father and other family members are in accordance. Harmonious and stable family relations give a compact family structure, in which a child interiorizes specific family criteria and norms of behavior, as something which is understandable by itself and, which a child in later periods of life rarely diverts from.

According to contemporary beliefs, education and upbringing of children in the family present a two-way process in which, on one hand the parents and other family members influence a child, and on the other, the child also actively affects the parents. In such a situation, the child is not a passive object who absorbs influences from the family and broader environment, but it also through interaction with others actively affects the processes of socialization and education. Therefore, it depends on the child itself, as an active being in the process of gathering experience and knowledge, whether it will accept the directions offered to it by adults, as well as the choice of people who may influence it.

The interaction between family members depends on several factors, among which the most important ones are the character traits of family members, as well as the implicit and explicit norms prescribed by the social environment (Opačić, G., 1995). According to Opačić, G. (Opačić, G., 1995:89), there are three different kinds of relations within a complete family: parent – parent relation, parent – child relation, and child – child relation.

Each of the given relations has its own specific characteristics. As much as these relations are specific according to their particularities, they are necessarily mutually linked. Some authors believe that the relation between parents and children is primary; therefore, they pay special attention to it in their studies.

Opačić (1995) believes that the relation parent – child has the following characteristics:
- it is not voluntary, but mostly biologically determined;
- it begins early, with the child's birth;
- it lasts long;
- it is based on firmly defined roles;
- the roles determine unequal position of the participants in the interaction;
- it has a great emotional importance for all the participants in the interaction.

These characteristics determine the importance "that the family has for the child's development. The importance of family relations for the child's development is emphasized by the adherents of all psychological schools. However, the nature of those influences is perceived differently." (Opačić, G. ,1995:89)

In the study of family relations, one of the important questions asked is: what is it that in the parent – child interaction determines at the greatest extent its quality and consequences. In answer to this question the adherents of phenomenological – cognitivistic approach emphasize that the crucial problem is reality interpretation, which to a great extent determines human behavior. According to the beliefs of these theoreticians it is in fact less important what kind of relations these are, but it is more important how the participants experience them. As in every interaction, quantity directly affects quality and vice versa. In some studies of families and family relations in our country (Opačić, G., Milosavljević, B., i Kos, G., 1987:61-67) it is pointed out that relations parent – child in families, which no longer spend time together in activities, are in a proportional link with the mutual trust and warmth in relations.

Certainly, for emotional and social development of a child and success at school a special significance is given to the family climate. The family climate or atmosphere is determined by two important factors: the quality of interaction among family members and the atmosphere of security and acceptance. Family relations, especially the relations between parents and children, make a very complex and multilayered phenomenon, which has to be observed in the context of other relations in the family: relations between parents and relations between brothers and sisters. The family climate depends largely on the capability of parents to make such relations between family members, which are stimulating for the optimal development of a child, gaining knowledge, experiences, development, and education on the whole. That is why the skill of making positive family atmosphere is the major test of successful parenting. The family atmosphere among everything else can be an effective stimulus for better results at school; it presents the situation in life characterized by purposefulness, diligence, relaxation, cordiality and respect of personal needs of each family member. Such a situation in life makes it easier for the children to learn, because it links and reflects positive attitude and motivates pupils to study and work.

The process of relation harmonization among all the family members is also very important for achieving success in studying. The quality and harmony of family relations depend to a great extent on the skill of parents to develop purposeful and emotionally warm communication among the family members. If the harmony of relations is based on purposefulness and emotional warmth, then it is necessary to determine the family relations that correspond to the above given determinants. Such a relation should have, in our opinion, the following characteristics: relaxation, cordiality, mutual respect and understanding.

If the relation between the parents is relaxed, without tension, if they solve their problems calmly, then the behavior of their children will also be like that. Parents should solve each situation in the family reasonably. In such conditions children can be relaxed, they can approach the study and work naturally, with internal positive motivation they can show their parents and other family members how successful they are. Relaxation in the family is the first and basic condition and protection of children from failure in life. It is necessary to mention intimacy as a special characteristic of family relations, which gives

an opportunity to the parents to create full trust among family members, to express freely their character traits, thoughts and feelings, needs and desires.

Family cordiality signifies immediacy and parents' readiness to support problem solving, as well as to share success with other family members. Emotionally warm atmosphere is very important for finding joint solutions to family problems, or specific problems of each family member. Children should feel the parents' care, but also their affection and satisfaction for their good results at studying and learning. Cordiality in family relations is seen in: support, help, kindness, intimacy and tactfulness in communication and behavior.

Mutual respect and understanding in relations between family members appears when children see that their parents understand each other, that they respect their individual and common needs and that they involve children in them. In that way the parents have an opportunity to show respect and understanding to a child and vice versa, it is an opportunity for a child to understand and respect its parents' needs and obligations. The children easily see the skill necessary for establishing mutual behavior and understanding, they appreciate it very much and they interiorize it quickly, which only contributes to the making of a harmonious family atmosphere. In this way, it is easier for the parents to carry out the educational function, through creating educational situations in which the mutual respect and understanding is seen in relation between parents and children. Such educational situations can be real family discussions in which all family members participate equally. The themes of these situations can be various questions regarding life and work, but no matter what the theme is, it is important that a child is given an opportunity to ask questions freely and to react freely to other children's or parents' interpretations. In such educational situations a mutual fluid, a mutual exchange between parents and children in which it is important that a parent listens to the child actively, encourages it and tolerates their ignorance and false interpretation. Such circumstances represent a possibility to discover problems, exchange ideas and develop skills for creative interaction, which only contributes to the quality of the family relations.

The questions of family atmosphere and relations in the family are in the most direct connection with the educational style of parents. In essence, the educational style of parents is most explicitly seen in the way parents treat their children. In the pedagogical and psychological science a uniform parental behavior, which would be typical for the specific educational style, has still not been defined, although scientists have been searching for it.

In the professional literature, this family variable is most often defined through three dimensions: autonomy – control, strictness – meekness, acceptance – rejection, love – hostility; or as a syndrome of behavior: authoritativeness, democracy, indulgence; or as a factor: devotion to children, emotional warmth and the like.

3. PARENTAL ASPIRATIONS AND ACHIEVEMENTS AT SCHOOL

Pedagogical actions of parents in developing achievement motivation represent one of the most significant factors of the general family atmosphere, which characterizes it as stimulating and favorable or restrictive and unfavorable for good results at school.

The achievement motivation is defined as a need of an individual to compete with the set standard of successfulness. It represents a constant aspiration of an individual to give effort in achieving the goal which is considered worthwhile and which is socially accepted. (Lazarević, Lj. and Havelka, N., 1990:185-194) Therefore, achievement motivation represents a constant characteristic of a person, a permanent disposition for particular ways of behavior and reaction. It is considered that the postulates of achievement motivation are embedded in the general human striving for competence (successful interaction with physical and social environment), as well as that this motivation can be developed and structured through social studying, education and upbringing.

In that sense, it is especially important to determine how this relation parent – child, as well as various educational attitudes and behavior of parents, can affect the structuring and development of this motivation. It is well known that the achievement motivation is in the closest connection with the parental reactions and behavior in situations when a child faces success or failure in an activity. By analyzing the studies dealing with this matter, it can be concluded that the majority of research is directed to studying mothers' reactions to the child's success – or failure. One of such papers is Winterbottom's research (Winterbottom, M. R., 1982:157-178) in which the connection between a child's need for achievement and the mother's demand for independence was studied. The starting assumptions of this research are based on the following:

a) the mothers of the boys who have a strong urge to succeed set a greater number of demands for independence and control,
b) they more often reward their child,
c) they begin the child's education very early.

The research results show the fact that mothers of the boys with high achievements expressed greater degree of gentleness and that they also rewarded their children more for successful solving problems, contrary to mothers of the boys with low achievements. The general conclusion of the study is that the behavior of mothers of the boys who have a great need for achievement has the following characteristics: setting the greater number of demands regarding independence and self-control of a child, higher valuation and greater rewarding of achievements, higher degree of restricting the child's behavior until the age of 7 with setting numerous demands at this age. The development of achievement motivation according to some authors (Heckhausen, H., 1982:147-156) is closely connected with the development of cognitive abilities. According to Heckhausen the strong motivation for achievement is stimulated with education for early independence, high expectations of both parents and with the use of rewards and punishments in the aim of developing an aspiration to achieve more.

The development of achievement motivation is, according to this author, possible only if a child has a developed ability to experience success as its own competence, or failure as a lack of competence. The generally accepted attitude is that a stronger and more efficient achievement motivation is accomplished:

- when achievement is rewarded with praise and kindness,
- when failure is observed neutrally,
- when expectations are high in relation to the achievement level of a child.

In our opinion, this attitude should be taken with a grain of salt, because the study did not explore the complexity of family relations (the interaction mother – child, father – child and vice versa). The same actions of parents can have different effects on a child, depending on the general atmosphere in the family. Punishment for failure in the warm family atmosphere has a different effect from punishment for failure in cold and distant family relations. Therefore, we believe that the parents' behavior is not solely vital, and that what is more important is the child's experience of parents' behavior, that is how the child sees that behavior.

Some studies of our authors (Savić, J., 1994) point out that relations between a child and parents, shown as closeness with parents, represent a significant determinant of achievement and success motivation. The fact which is also pointed out is that independence and self-confidence also represent significant characteristics for the development of achievement motivation. Beliefs dealing with pedagogical actions regarding stimulation in the family environment by rewards and punishments are also very interesting. .(Savić, J., 1994/3-4:143-152)

Mustafa Karahasan (Karahasan, M., 1971) studied the relation of parents with their children in the process of stimulating learning and work. The research results show that the high percentage of parents are interested in their success at school and that with the aim of improving their results they use the following measures: bribing children (13 % of parents), mockery and anger (22.6 % of parents), threats (16 %). Very few parents, 3.6 %, are indifferent to their children's success, whereas 72.6 % of them emphasize perspectives for better life as the aim of learning and give examples of people who have achieved great success in life by studying and hard work (71 %). In this author's opinion, the parents need a proper psychological- pedagogical help in the aim of better quality in educating and bringing up children in the family. (Karahasan, M.,1971/9-10 :667-673)

The research results of Stanojlović's study (Stanojlović, B., 1992), on the relation between the success at school and the degree of control – insight that parents have, are also very interesting. The results clearly point to the existence of the difference in achievements of pupils in school learning, which depends on the degree of insight that the parents had into the marks that the child achieved at school. He also mentions the results that emphasize the importance of realizing the insight of parents, regarding the children's homework, and the way they use their free time, which is a significant factor for children's achievements. (Stanojlović, B., 1992: 90)

The problems of the effects of supervision, control and constant care of parents have been studied by other researchers as well (Troj, F., and associates 1967; Gajanović, N., 1977). They came to the conclusion that there was a significant link between these variables. However, we believe that the effects of repressive measures in the process of education and upbringing should be critically examined because, as one of the authors himself points out, although children who are more controlled by their parents show better results, after a detailed data processing, it can be concluded that: "this parallelism is just illusory, and that the detailed processed data show that there is no actual link between the frequent parental intervention and the level of success." (Orlović-Potkonjak, M. , 1973/1:93) This statement points to the essence of the problem: – the character of family environment, surroundings, the quality of intervention and the way of intervening have greater importance than the mere parental control as a component of the pedagogical action. Similar beliefs are presented by J. Savić (1994) who thinks that rewards and

punishments, praise and criticism can be the instruments of confirmation, but that they do not give the expected results. According to the findings of Savić (Savić, J., 1994), this variable is not significantly linked with any of the intrinsic and extrinsic motivation. He concludes that these variables cannot be observed isolated from the rest of family relations, especially from the general emotional tone in the family.

Similar to these statements, another, more voluminous research, in the group-sample of 2800 students of the 8th grade in elementary schools in Serbia, which dealt with the studying of competent and dynamic character traits of the students, which have high transferable value from the standpoint of further schooling (Havelka, N. et al, 1990:335-356), points to the fact that at the end of elementary school every other student has an average or above average general aspiration for success. The research of Brković (Brković, A., 1978) starts with the assumption that success enhances positive, and failure negative emotional outcome – which directly affects motivation and achievement of students. The research results point to the fact that there are significant differences between the successful students and the unsuccessful students, which are seen in the following characteristics: self-evaluation of the personal capabilities for school, understanding of the responsibility for one's achievements, self-evaluation of the personal values, as well as the results shown in the intelligence test. These changes of characters are significantly linked with the following variables: good results at school, duration of schooling and the characteristics of the family. The effect of the family reflects on the way a student experiences relations in the family, aspirations, support, help, etc. It should be emphasized that in particular educational situations, in which the development of achievement motivation is affected, the relation of parents with the children is particularly expressed. Parental relations make the basis of the atmosphere in the family, which can affect in a positive way the development of the achievement and success motivation. (Brković, A. 1978:225-269)

No matter how much a parent and a child present different individuals and have different characters, some typical pedagogical actions that parents use to stimulate the children to achieve good results, are still recognized in some particular educational situations.

When it comes to successful acting, one should first ensure real expectations of success, that is, parental aspirations should be in accordance with the child's potentials. The parents alone should be aware that learning is a complex activity and that it is additionally burdened by the painful experience of failure. The natural aspiration of every parent is that their child is successful, as well as that it has good education and as good results at school as possible. We believe that the intensity of such parental aspiration presents a significant determinant in the relation of every child to learning and school. The parents, characterized by high expectations, which can be especially directed to achieving better results at school, are commonly met in the educational practice and upbringing. These parents do not pay attention to abilities, interests and character traits. They burden their children with demands for excellent marks in all school subjects. Some of them take measures and actions which cannot be called pedagogical: they limit the child's activity, forbid playing, rest, recreation. The cause of such behavior is unreal estimation of the child's potentials and parents' rejection to accept the fact that the child has its weaknesses that result in failure at school. High aspirations of the parents can hide even insufficiently developed parental competence, especially when it comes to support

and stimulation of the child to solve problems at school, or demonstration of parental power. Such an attitude based on power and parental authority often creates children's resistance to studying, resulting either in poor grades at school or grades which do not originate from the child's genuine need to be successful, but rather a need to satisfy parents' demands.

On the other hand, an attitude filled with trust, stimulation and support for the child has a much more positive effect on personal success and achievement motivation development. Family atmosphere permeated with warmth and mutual closeness contributes to trust development and has a positive effect on school results. In such a family environment even an intervention of parents in terms of pointing out a lack of carrying out obligations will not have a negative effect on the child's behavior. Positive family relations are manifested through an appropriate parent-child communication, which is filled with trust in the child's strength and abilities, with encouragement to correct mistakes and make up for what is lost. (e.g. "You can do better than this... You can try to do it again... When you work regularly, you have better results...").

In certain situations parents are tactless and impatient when the child does not do well at school or shows resistance to carrying out school obligations at home. They criticize the child attacking his personality: "You don't know anything... You are stupid... Nothing will ever become of you...", etc. Such verbal abuse has a negative effect on the child's personality, plus they damage the child's efforts, which can all arouse a negative behavior in the child, manifested in withdrawal, defiance, loss of self-esteem and belief in one's own strength. Pointing out mistakes should not involve attacking the child's personality; it should rather directly indicate the activity which has not given the expected results and point to possible consequences. This rule applies to situations in which the child's success is to be emphasized. It is always a particular activity and a particular achievement of the child that should be praised.

In the family environment, parents tend to compare their children in terms of their abilities, school results and behavior, expecting that it will stimulate their accomplishment. However, experience has shown that such behavior has a negative connotation and effect on the child who should achieve better results at school. The core of such parental behavior lies in their wish to use the "better" child as a positive example for the "weaker" child, that is, to provoke a wish for identification. Comparing the child who shows undesirable behavior to the child who is hard-working and good, i.e. who has better school results, usually does not have the expected outcome. In certain cases, when it comes to children who suffer from insufficient self-esteem, who are discouraged or feel neglected, certain adverse effects can occur in terms of deepening the problem, increasing resistance to school and school obligations, which eventually leads to poor results at school. If situations like these happen frequently, they can develop negative feelings in a child, such as: jealousy, envy and, by all means, a feeling of distrust of the closest family members because the support much needed from them is missing. What is especially undesirable is when parents compare brothers to sisters and vice versa. That can have a negative effect even on the child who is stated as a good example. That child can develop a false image about itself, its virtues, unreal evaluation of it own strength and abilities. There can also occur a goal shift, in which the true interest in knowledge and learning is replaced by a need for a constant applause, when one's reputation should be increased and one's virtues displayed in order to get public admiration and reward.

A special attention should be paid to parents' behavior in situations related to studying and carrying out school obligations at home. The ideal solution would be individual work by the children themselves, with as little parental influence as possible. What is expected from parents is to monitor their child's work, offer help in specific situations when their help is needed, and perhaps check written homework in the case of small children. However, there are parents who think that their "assistance" is necessary; therefore, they "meddle" with these activities more than it is needed, trying to help that way. From the pedagogical point of view, it is important to help a child, but the manner in which that help is given is even more important. It is preferable to monitor a child, encourage and stimulate its efforts to solve a problem, point out the mistake it has made or direct the child to the real source of explanation or possible help in working out a problem (a book, encyclopedia, mathematics practice workbook, web site, etc.) Yet, experience has shown not only that parents help their children, but they also do homework instead of children, write compositions, draw pictures, retell stories and home reading books. Such "help" is usually short-term and it can only initiate temporary success, whereas it can contribute to forming some negative qualities which can dominate the child's personality for a long time, such as: laziness, dependence on others, insecurity, suffocated creativity, and similar.

We ought to mention that carrying out school assignments at home is just one of the challenges of life that the child is faced with. In order to deal with them, both at present and probably many times in the future, a child is supposed to put some effort and try hard, no matter what degree of success it actually achieves at school. When faced with lack of success, a child needs to strive to develop a strategy to overcome the failure, and learn to fight it. In such a situation, a child needs support and help from the parents who should develop the child's confidence and self-respect in an active manner. In addition to what has already been mentioned, one should also mention situations in which a child needs help to carry out school obligations. It is crucial to offer help to the child when help is needed. If parents are not able to help their child at that moment, or they are not educated enough to do so, they should ask for expert help.

Based on what has been stated so far, we can conclude that pedagogical behavior of parents has a significant influence on the child's school results. What is particularly important is the role of parents in the child's success and achievement motivation development, which should be built up in children from the early age. A significant place is taken up by family relations which create favorable family conditions. Their subtlety and complexity do not allow full exposure of the mechanisms of family influence on stimulating children to work and study. This is the reason why family relations are a secret and an endless discussion topic for all people whose scientific and humane interests are closely interwoven.

4. RESEARCH RESULTS AND DISCUSSION

In our wish to closely examine family relations under specific conditions brought about in the period of transition of our society, we conducted an extensive research which intended, among other things, to examine parents' aspirations in relation to educational achievement of their children. This problem is particularly important, because, as it has

been mentioned before, transition societies are characterized by a disorder of the system of values and orientations, which is reflected in children's upbringing in the family in which the concepts of upbringing and education have lost their true values, as is also the case with the whole society.

As soon as we defined our problem in this way, our main task was to determine how social changes, triggered under the influence of transition, affect family expectations, or to be more precise, expectations of parents in relation to their children's school success. We used a descriptive-comparative method in the study, and the research instrument was a survey – scale with a ranking scale as a technique for examining parents' aspirations in relation to educational achievement of children. The instrument was designed for parents, who participated by expressing a degree of agreement with the offered statements. The research sample consisted of 304 parents whose children attended classes in the fourth, sixth and eighth grade in 3 primary schools in the area of Nis ("Sveti Sava", "Petar Petrović-Njegoš", and "Miroslav Antić"). Statistical analysis of the data was carried out in the SPSS computer program. According to the key defined previously, we formed our groups and quota tables. Our hypotheses were tested through the tables organized this way, and the correlation between variables was measured by C quotient. Cramer's V quotient was used to measure the degree of associations of category variables.

The crucial issue in the survey designed for parents referred to their expectations as to what their children would accomplish during their education and on the professional level. Expectations were articulated according to certain attitudes parents might show and goals they might put before their children.

Expectations and goals presented in the chart were the following:

Table 1. List of expectations of parents in relation to accomplishment of children

Number	Expectation	Goal
1.	Not to bother too much during education and to do pleasant jobs	Hedonism
2.	To graduate from a university and gain a good reputation in the society	Reputation
3.	To study what it likes and to be happy while doing its job	Happiness
4.	To express creativity through education and later at work	Creativity
5.	To do a job which makes huge profit, whereas the education itself is not that important	Materialism
6.	That the child makes its own decision as to what to study and what to do for a living	Independence
7.	To reach maximum in terms of its own abilities	Self-actualization
8.	To have positive attitude towards other people, and the rest will follow	Social acceptance
9.	To continue family tradition	Tradition
10.	We, the parents, will give all the help which is needed when it comes to school obligations	Support
11.	To bring home highest grades on its own because of the awareness that we, the parents, provide for everything else	Objectivity
12.	I, the parent, did not have proper conditions for education, but my child will have to complete its education	Imperative

In Table 1, we can notice that the last three expectations actually represent evaluation of parent's attitude in terms of their own participation in their child's education, i.e., background and motivation for their child's further education.

The parents were supposed to express the degree of agreement with some of the expectations stated on the estimation scale, and then to single out three expectations which show best what they want their child to accomplish in life. This is how we obtained information on the three most frequently chosen expectations, apart from the data on the degree of agreement. The expectation which was most often the first on the list of priorities was: "To study what it likes and to be happy while doing its job". The second most frequent choice was "To express creativity through education and later at work", and the third one was "That the child makes its own decision as to what to study and what to do for a living".

According to these results, parents' goal ranking in relation to children's accomplishment is the following one: 1. happiness; 2. creativity; 3. independence. We could say that this ranking (perhaps it is better to say order) is "positive", that is to say, acceptable from a pedagogical point of view to a large extent. It is interesting to note that the goals which are highly ranked on the list of values in our society, didn't occur among the first three goals. The materialistic attitude is even in a significant, yet negative correlation with general success.

4.1 Expectations of parents and general success of children

Three expectations of parents manifest statistically significant correlations with average general success of children. These are: "To do a job which makes huge profit, whereas the education itself is not that important", "To continue the family tradition", as well as the choice of the first, most important expectation: "To study what it likes and to be happy while doing its job".

a) *I expect my child to do a job which makes huge profit,*
   whereas the education itself is not that important

The data structure shows that the largest number of children whose parents mostly agree or completely disagree with this attitude have excellent results at school (total 40.1%), although the number of indecisive parents is not that negligible at all – 13.3%.

Table 2. Distribution of subjects by categories of general success and expectation
          variables no. 5

	General success								
	Good		Very good		Excellent		Total	
	f	%	f	%	f	%	f	%
I completely agree I mostly agree	15	4.98	5	1.7	33	10.96	53	17.6
I'm indecisive	16	5.30	6	2.0	40	13.30	62	20.6
I mostly disagree I completely disagree	34	11.30	31	10.3	121	40.10	186	61.8
Total	65	21.60	42	14.0	194	64.50	301	100.0

In Table 2 we can see that the parents of the students who have very good or good results at school completely or mostly disagree with this expectation. The parents who completely or mostly agree with this expectation make up only 17.6% of the total number of subjects.

Table 3. Correlations and associations of general success and expectation variables no.5

C quotient	χ^2	df	sig	Cramer's V	Eta	Eta squared
0.222	15.603	8	0.048	0.161	0.139	0.019

χ^2 is statistically significant on the level 0.05, with 8 degrees of proximity, whereas C – quotient and Cramer's V quotient prove that the association of variables is not that high.

Eta square quotient shows that 1.9% of variations on the subordinate variable can be attributed to belonging to certain categories, i.e., it can be described by the reactions of the subjects in relation to this expectation.

Therefore, we can conclude that the children whose parents are not solely oriented towards materialistic values, but rather towards education, will achieve better results at school than those children whose parents teach them that profit is the only thing that matters.

4.2 I expect my child to continue the family tradition

As it was the case with the previous expectation, the children whose parents disagree with this attitude up to a certain point, mostly have excellent results at school (32,2%), although parents of students whose success at school is described as 'good', mainly disagree with this expectation as well.

Table 4. Distribution of subjects by categories of general success and expectation variables no. 9

	General success							
	Good		Very good		Excellent		Total	
	f	%	f	%	f	%	f	%
I completely agree I mostly agree	5	1.6	13	4.3	60	19.9	78	26.0
I'm indecisive	25	8.3	9	3.0	37	12.3	71	23.6
I mostly disagree I completely disagree	35	11.6	20	6.7	97	32.2	152	50.5
Total	65	21.6	42	14.0	194	64.5	301	100.0

Table 5. Correlations and associations of general success and expectation variables no.9

C quotient	χ^2	df	sig	Cramer's V	Eta	Eta squared
0.271	23.930	8	0.002	0.199	0.243	0.059

χ^2 is statistically significant on the level 0.01, with 8 degrees of proximity, whereas C – quotient and Cramer's V quotient tell us that the association of variables is not high.

Eta square quotient shows that 5.9% of variations on the subordinate variable can be attributed to belonging to certain categories, i.e., to the reactions of the subjects in relation to this expectation.

In this case, the results prove that the children whose parents do not insist that their descendants continue the family tradition, will have better results at school than those children whose parents demand that they continue the family business or choose the profession of their ancestors.

4.3 The choice of the first and most significant expectation (expectation 3)

The choice of the first most important expectation is in complete accordance with the previous data. The parents choose "The child should study what it likes and be happy while doing its job" as their most important expectation, and, as it might have already been assumed, the largest number of children whose parents choose this attitude, achieve excellent success at school (44.6%).

Table 6. Distribution of subjects by categories of general success and the first most significant expectation variables (expectation 3)

Most significant expectation	General success							
	Good		Very good		Excellent		Total	
	f	%	f	%	f	%	f	%
1.	13	4.4	4	1.3	11	3.7	28	9.4
2.	1	0.3	9	3.0	23	7.7	33	11.1
3.	43	14.4	28	9.4	133	44.6	204	68.5
4.			2	0.7	8	2.7	10	3.4
5.	3	1.0			8	2.7	11	3.7
6.	1	0.3			4	1.3	5	1.7
7.	3	1.0			2	0.7	5	1.7
8.					1	0.3	1	0.3
9.					1	0.3	1	0.3
10.								
11.								
Total	64	21.5	43	14.4	191	64.1	298	100.0

Table 7. Correlations and associations of general success and the first most significant expectation variables (expectation 3)

C quotient	χ^2	df	sig	Cramer's V	Eta	Eta squared
0.309	31.411	18	0.012	0.230	0.255	0.065

χ^2 is statistically significant on the level 0.05, with 18 degrees of proximity.

C – quotient shows that there is a moderate association between variables, although Cramer's V quotient tells us that the association of variables is not that high (0,23). Eta square quotient shows that 6.5% of variations on the subordinate variable can be attributed to belonging to certain categories, i.e., to the reactions of the subjects in relation to this expectation. The conclusion which can be drawn according to the given

results is that we can be 95% sure that children whose parents agree to a larger extent with the expectation that their child should study what it likes and be happy while doing the job it likes, will be more successful at school.

These results clearly point out the fact that parents who do not impose their attitudes, who have a more democratic approach towards their child's education and who support their child's aspirations, create a more favorable climate for work and studying, without imposing the burden on the child or tearing it apart between their personal (perhaps unfulfilled) ambitions and the child's own goals.

5. CONCLUDING REMARKS

Analysis of studies dealing with the process of transition and its influence on the society proves that most authors emphasize the negative effect of the changes which occur as an implication of transitional processes. The negative effects that are most frequently stated, refer to unfavorable circumstances which occur as a consequence of the socioeconomic crisis: decline in standards, poor material conditions of life, disorder of the system of values, breakdown of social institutions and others. What is of major significance for the process of upbringing is social changes which affect institutions dealing with raising children, their upbringing and education , as well as changes which affect everyday family life. Changes in the family which occur under the influence of changes in the society, mostly have a negative effect on the upbringing of children in the family. Decline in standards which causes family instability and uncertainty is reflected in all segments of family life, especially in the area of its pedagogical role. When social, developmental and educational conditions get degraded, raising children becomes a complex and complicated task, which questions the parents' competence. The problem becomes even more complex if we bear in mind the change of the system of social values with a tendency for disvalue and disdain for education and the school system in general. This is why we rightfully pose the question about the way parents should raise their children in unfavorable social environment, the way they should find strength and means to react in an adequate pedagogical manner, and how to direct their children to learning and education in general.

The results of our research prove that the family in such difficult social circumstances can maintain the level of the mission, which confirms a traditional idea that the family is the only unit which survives social catastrophes. This attitude is supported by sociology theoreticians with the following statement: "When all social institutions stop functioning, or cease to exist, there always remains the family as something individuals can rely on in the sense that it will enable their survival. Not only survival, but also a social recovery and rehabilitation" (Bolčić,S.,Milić,A. 2002:11). The family strength is reflected in its functionality, positive and favorable atmosphere, which offers protection and shelter to an individual, especially children. Adequate pedagogical relations in a family, which provide support and understanding for children represent good basis for the proper psychophysical development, studying, success and progress. Under such conditions, the aspirations of parents match the wishes and needs of children, which is confirmed by the results of our research which further assert that a better success in studying is accomplished by those children whose parents expect them to learn what they like and to

be happy. Furthermore, a very small number of parents back up the statement that they would like their children to do jobs that bring huge profit, whereas the education itself is not that important, which clearly points out that education still has certain value in the eyes of parents and that they still have some aspirations for further education of their children. The fact that materialistic orientation is not primary in the upbringing of children can be strengthened by the results which point out that the children who achieve better success come from the families where parents have high aspirations, and who send them a message through their pedagogical conduct - that profit is not the only thing that matters.

It can be concluded that personal success and achievement motivation development are mostly influenced by parents who have a democratic approach towards their child, who do not impose their attitudes, who support their child in its wishes and ambitions, who create favorable climate for studying and work, without imposing burden on the child or tearing the child apart between their personal (often unfulfilled) ambitions and the child's own goals.

In general, the research results indicate that a family manages to save its internal cohesion and provide favorable conditions for growing up, development and education of children. Of course, such a conclusion should not be generalized, having in mind that the research sample was made up by several town schools and subjects whose children have both parents and who mainly achieve good results at school. We should never forget that there is a substantial number of dysfunctional families, where pedagogical relations are disturbed, and children are often neglected and pushed into the background. Such families need help from the society, specialized services and experts on developing appropriate pedagogical strategies, for alleviating problems and overcoming crises, which are all brought about by the society which is undergoing changes itself in the process of transition.

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VASPITNI ODNOSI I PORODIČNE ASPIRACIJE U KONTEKSTU DRUŠTVA U TRANZICIJI

Zorica Stanisavljević-Petrović

U radu se razmatraju pitanja vaspitnih odnosa u porodici i aspiracija roditelja u uslovima sktuelnih društvenih promena. Savremeni društveni kontekst kao implikacija tranzicionih procesa permanentno unosi promene u sferu vaspitanja i obrazovanja. U složenoj konstelaciji odnosa društva i vaspitanja, javljaju se promene spoljašnjeg karaktera - na nivou menjanja društvenih vaspitno-obrazovnih institucija, ali i unutrašnje promene koje duboko potresaju porodicu i utiču na obavljanje njene vaspitne funkcije.Promene u savremenoj porodici odražavaju se na vaspitne odnose i smer vaspitnog delovanja roditelja. U društvu poremećenog sistema vrednosti aktuelizuje se pitanje razvoja motiva postignuća u porodičnom vaspitanju. Može li škola ponuditi neka rešenja, šta roditelji misle o obrazovanju svoje dece, kako utiču na razvoj motiva uspešnosti i postignuća – predstavljaju neka pitanja na koja ćemo pokušati da odgovorimo.

Rad predstavlja deo obimnijeg istraživanja obavljenog na uzorku od 304 dece i njihovih roditelja sa područja grada Niša. Rezultati istraživanja ukazuju na postojanje visokih aspiracija roditelja u odnosu na školska postignuća dece.

Ključne reči: *Vaspitanje, društvo, promene, porodica, aspiracije, postignuće, uspešnost..*