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Parental tutoring as an expression of familial community

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1. Crisis in family – depreciation of values

Family life crisis is an area of many scientific domains interest. In its scope it includes the whole structural and functional spectrum of this educational institution, since the image of family is created by parents, as well as children. Generally, the family crisis is searched/noticed “in values hierarchy depreciation, family values depreciation, procreation values depreciation, depreciation of ‘tomorrow’, authority values depreciation (father’s especially), educational process values depreciation”, what creates axiological space (Mastalski, 2009: 43–54). In its hitherto established rhythm and structure new trends valuating human life penetrated, and gave quality in the materialistic and hedonistic dimension. As J. Mastalski writes “postmodern man attributes himself divine features: full consciousness, total infallibility, absolute freedom, complete self-sufficiency” (Mastalski, 2009: 45). It may be stated, that this is full of despair effigy of a man and postmodern time family, for it is hard to submit rigour and educational impact, therefore it is educationally hard.

Family in crisis (family of social and individual risk) is usually characterized with “special set of features undesirable from social point of view and that it is not fulfilling her functions (control and protection, care and upbringing, socializing, emotional)” (Kawula, 2007: 55). Generally, in such family the complete and proper growth of child can not be reached. Infant has no support in his family, and the supporting actions are either occasional or they never happen. The educational struggles are becoming child’s individual matter, with which he needs to cope alone. Child brought up in family during crisis, draws standards from her, so as to reject them later and construe as his own. He internalize them in his identity as distinctive.

Therefore such operation system is formed, and it is focused on egocentrism and realization of personal needs. Familial crisis plays negative role – when it last longer and more intensive – in the aspect of her functionality, what enabled to formulate the term of **dysfunctional family** as such, which “is not able to fulfill her functions good enough, [...] is not able to face up to her duties towards children, [...] and successfully solve her own problems and situations of crisis” (Badora, Czeredecka, Marzec, 2001: 54). Dysfunctional home is no longer educational community, but becomes the germ of endangerment, which follow from incorrect standards, conflicts, constant tension and lack of emotional relations (Kawula, 2007: 63). There is a lack of warmth, love, encouraging talks or even care about children’s health. It is a place full of dysfunctional emotions, hostile atmosphere and strangeness. The children’s achievement need, as one of the most important in the human’s motivation structure, reaches minimalistic proportions, for her appropriate form depends, first of all, from father’s attitude and from his educational impact (Pospiszyl, 2007: 138). It applies as well to educational attainments. Studies indicate the existence of correlation between various features of father’s behaviour towards child, and the results in child schooling (Pospiszyl, 2007: 140). Depriving child of father’s care, domination of his personality, exaggerated demands, lack of freedom in thinking and acting, emotional distance, excessive control, severity of manners or excessive interference in children’s life, these are the features of fathers, whose children have the difficulties and problems in learning. It decreases the level of educational and mental achievements. When you look at that from pedagogical perspective father’s role in intellectual development, and that is in educational achievements, is significant.

For a small child there is no greater authority than parents, who while becoming a personal model in action and behaviour, to a greater or lesser extent, but always somehow, imprint their norms and rules in the mind of descendant. In such comprehension, family situation beneficial for a child is the one, which stimulates his proper development and generates the internally coherent identity, based on permanent transmission and valuable basis, when child is given a credit and can notice the value of familial relations. Behaviours from everyday family life are giving form to children’s reality here and now, for he can not anticipate future or consequences of his behaviour. Thus, what parents and siblings are doing, appears right, correct and legitimate for him, therefore worth following. But often in the crisising families, having the hallmarks of dysfunction – with long lasting depreciation situations, recession, with which he can not cope – child flees to another objects of educative impact. This might be a group of peers (not always positive), or ubiquitous medias, which devaluate the family ethos and understate

the parents authority. Light of the foregoing, also the educational process is subjected to such decrease, both in the home and school community. Therefore not only the values focused on the family and concerning the area of her proper functioning are being devaluated, but also the didactic and educational values, which have their most significant meaning in institutional forms of education.

2. Communitarian character of family

“Common good can be created only with combined forces” (Łukaszewski, 1984: 324-327), that is what W. Łukaszewski writes, and he treats family as a community. However S. Baley was seeking the high level of compactness in the community and family can appear as a classical example of that (after: Janke, Kawula, 2002: 28). The fundament of community feeling is love and kindness, which spreads out from people who create it, therefore the family’s communal character expresses through personal relations of members, who are part of it. The manifestation of community is therefore “community of love and solidarity” (Gajdamowicz, 2003: 8), where through positive relations and deep emotional contacts the voluntary acts of support and help are being created. The communitarian character has its expression in every kind of help, which flows from parents to children, from children to parents, and among siblings. Norms, values and interaction of her members are common to her. Family is functioning properly when the interaction conditions are fulfilled (Badora, Czeredecka, Marzec, 2001: 52). The aspect of communitarian character of family is included in a special form in the family definition propagated by Z. Tyszka, which is shown in such aspect “the family’s structure is defined by: number and quality of family members, (number of children, number of other relatives), family status system and social roles, spatial location, strength of institutional and psychological relations binding each of family’s individuals, which proves about lesser or greater consistency (cohesion) of family, allocation of factors and interfamilial power and authorities connected precisely with system of social positions, and also interfamilial distribution of love and favors” (Tyszka, 1979: 60). There, the personality of each member is a subject of common living for all, and a children while being a witness and participant of these positive relations, may experience sense of security and certainty, that in crisis and rough situations full of tension, he can count on his family. It is provided to him by family bonds, which as a specific kind of social bonds, are the result of relations and systems ruling in family, and also emotional attitudes derived from a fact of being a family, with family and for family. Therefore family constitutes the most significant area of emotional world, which is the result of personal relationship and attitudes (Badora,

Czeredecka, Marzec, 2001: 24). It is especially important for a small child struggling with many problems of his life, arising from lack of experience and undeveloped actions strategy. Generated dysfunctional emotions have their counterweight in strong emotional relations functioning in the group of closest people. It is considered that familial relations reveal in two different dimensions, **subjective and objective** (Badora, Czeredecka, Marzec, 2001: 19; Braġiel, 2002: 104). Separation of these is difficult or even impossible, because they follow from the essence of family and her marital and social functioning. What is understood through *subjective dimension* is communitarian awareness of people who are part of family and belonging to her, as a concrete, unique social group. This dimension's symptom is *specificity of thoughts* about her, *feelings, hierarchy of values and actions* done in her favor for the sake of these internalized values. This dimension is conditioned and integrated with *objective dimension*, which is sanctioned by *law regulations* in certain state, imposing obligations and offering rights derived from the fact of family's existence. A factor of initiating that dimension are also *customs*, arisen on the base of cultivating family customs and microcommunity's rituals. *Religion*, based on faith in God and His causative power in human's life, is playing a significant role due to family bonds emerging on that dimension. *Society*, and more precisely *economic conditions* is such relevant factor combined with objective dimension, where social norms and rules are somehow enforcing this particular, and not other family, and state's economic situation lets and favors her functioning. Within this also earning money as a purpose of Polish family's emigration takes place. Parents while courting for better social and economic status leave abroad, and do not notice the dangers and problems which flows from that fact (Lesner, 2009: 396). Considering it all family needs to work out a compromise, consisted on having something personal, specific, and characterizing her among other families (uniqueness), and assimilate features common for every family, in a purpose of not only familial but also social community. Any kind of microcommunity's isolation alienates family outside the life of macrocommunity, what makes her elements (people) feel worse.

Nowadays, in modern families the meaning and increase of personal bonds grounded on esteem, mutual kindness and friendship are being emphasized (Braġiel, 2002: 106). However her feature appears to be an attitude to satisfy needs, support progress, individual talents of children's possibilities. That specific concentration on child may come from increased parental awareness, evolutionary changes in the attitude for child and at child and also aware and awaited motherhood and fatherhood. It is confirmed by conversations with parents and observation of their actions: "my child is most important to me", "child is the essence of my life", "no

money are worth as much as my child”, “I love my children most”, “for a child, I would give anything, even my life”²¹. Relationships in family therefore appear as demonstrating of real coexistence of parents and children, united by personal and essential relations (Gogacz, 1995: 34-37). When personal relations determinate love, faith and hope, confirming all the people and assuring in her lasting, then essential relations have their basis in the aspect of soul and body. Thus, they are established in human’s conscience and they are expressed through care about life and health, which conditions her lasting and proper functioning, both in community and individually. This particular point of view on the community in family is based on the presentation of human as a tridimensional creature, and these dimensions are physical, psychological and noetical (spiritual) (Popielisk, 1993: 31, 37, 141). Through their noeticity all family members cooperate as the subjects of autoreflexion, freedom or dignity, because that exact dimension determines specific human functioning, being and becoming an appropriate to human sources of motivation and objective-personal dynamic of existence. This dimension fuses family in one, unique and communal integrity. That’s her value and privilege.

Considerations of this article concerns parents support for children in the area of educational actions. Thereby community in these circumstances will apply to **common teaching, studying** and achieving **fullness of intellectual development**. Since studying and aspiration to didactical achievements is a value, than in the circle of family’s actions it is a common value, even though it concerns certain, but “our” member of family. Education (formation) is perfecting the intellect and child’s will. This allows knowledge formation, and furthermore it is affecting himself and world around. Community of family in this area, applies to cooperation for satisfying the achievement needs of her subjects. Its objective side is teaching and learning done in progress of two-subjective actions with emotional tone and diffusive ties character. Speaking about familial community in such way, I want to emphasize science as a common good, fruit of ties and all family members effort. That’s the effect of coexistence.

3. Tutoring in family and its manifestations

Occurrence of difficult situations in child’s life have its place in the moment when he begins going to kindergarten as well as when he starts studying in school. For exceeding these levels generate new roles and tasks connected with functioning of institutions like kindergarten or school. It indicates also the intensification of family’s care and education tasks. These tasks broaden the scale of competences

²¹ Mothers’ statements in interviews with the Author of the article, done during survey studies.

and grant them cognitive character. This kind of functions that family should fulfill aspire to enrichment of knowledge by parents, and that concerns the needs of child in a specific developmental period. When for a small child the need of help in education is minimalistic, than in the age of 6-7 it is becoming a new, important need connected with a fact of starting school. Therefore family as an interpersonal system based on the sphere of feelings and actions is an irreplaceable and natural protective community and this creates it as a source of intensive educational actions. Through identifying with family members and being their follower child acquires the norms and rules of proper functioning and valuing. He experiences his rights but also duties, which determinate roles he fulfills in familial community. That conditions also the harmonious coexistence rules and communitarian character of family. He experiences help from family members and advantages of this help, so that later he would want to and would be able to provide this help to others. Within the help for child the term of tutoring constitutes. It should be natural and obvious educational activity, concentrated on the child and around him. In the original assumption it is a method of training and developing individual personality through individual relation between student and tutor. During this cooperation student is setting subjects and work area. The global growth is a subject of it²². Although tutoring as an educational method, method of care and education, appears more often in scientific considerations in area of teacher–student or student–student (peer tutoring) activity, nevertheless its multi-areal understanding does not exclude parent-child activity. If we accept interpretation that tutoring means direct meetings of tutor and child, one on one, during the far-reaching meetings with friendly atmosphere, esteem and empathy which leads the way of proceeding with child (Król-Mazurkiewicz, 2009: 207)., then parental tutoring is essentially and methodically correct. After all, no one knows child more than his own parent, and therefore he often know (and that may not be on the basics of knowledge from books, but on the intuition), which influential methods of education are the most effective for his child. Parent is this specific person who during tutoring will not verify child's knowledge, but will enable such study conditions which would reveal abilities and talents. Tutoring features are personal approach to child, strong emotional bond between tutor and child, basing on dialogue (personal dialogue), adjustment to personality and his possibilities, partnership and autonomy. It enables also describing which skills should be developed, which should be strengthen, and what child still lacks. Such a strong individual character of this process enables child for being creative. That is far-reaching realization of school's tasks and aims, not only within it, but also in the dimension of family bonds and strong emotional ties. Surrounded by friendly

²² alacz.edu.pl/files/znaczenie%20tutoringu.pdf (29.11.2011).

people, child is more willing to build his own paths of development and his own strategy of achieving educational/life successes. Even mistakes and errors do not generate such destructive emotions as they do in different community of growth and development. Interactivity of this process is unquestionable advantage, since child in every moment can benefit from parent's direct help, and is not left alone with his struggling. Furthermore mutual relations between child and parent experience escalation, because parent can repeatedly discover carefully hidden secrets of his daughter or son. Interpersonal bond is strengthen and so is the child's sense of responsibility for personal growth and studying. It is a specific way for a child to take responsibility for building his own development plan. Although child is not always aware of this, tutor's role is to help him in his own aspirations and projects.

Generally, the crux of tutoring is its *exclusivity* manifested in this, that not many people are professionally trained and chosen to be a tutor in a school²³. Concentrating on this method's functioning in school is actually its specific, for it is selecting tutors as people predisposed to fulfill this role. Although while transferring it to the base of parental support, the exclusivity becomes less transparent, because every parent is for his own child unique, the one and only. Also a child is for every parent special because of his individuality and uniqueness. Albeit exclusivity will therefore not be the crux of parental tutoring, *love* will undeniably take this place as an unconditional factor of child acceptance and a stimulus to cooperate with him. Based on this autotelic value parent will do a lot for that development progress of his child would follow, and so it will create the paths and ways of individual growth.

Parental tutoring has its fundament also in parents authority, which flows naturally from the relation between its subjects (Ferenz, 2009: 45). Child shows wide confidence in relation to them, he believes that what his parents are doing is right and necessary. Children entrust them their worries, dilemmas but also happiness and successes. Therefore parent's knowledge about his child is wide, and the continuous observation of child's behaviour also blends with it. Parent appears then as first – albeit not always objective – expert of successes and fails. As an unprofessional tutor, he puts the maximum effort in helping activities, which are obtaining features like regularity and intentionality. They become a source of child's growth, the ember of creating and choosing the educational paths.

The occurrence of tutoring requires integrated actions in many communities, groups such as students, parents, teachers and other school workers. This kind of

²³ alacz.edu.pl/files/znaczenie%20tutoringu.pdf (29.11.2011).

cooperation realize tasks designated by this method, and this is studying, what is building inside and outside school a community of students (studying youth) on the basis of individualized tutorial system.

4. The Damoclean sword of modern families

Value of children's life depends on the value of his family's life, which not only should provide him proper conditions of growth, but is also exposed to different impacts and endangerments arising from itself. Indirectly it affects life of particular members, who are dependent from functioning of the family. They can be more or less aware of these endangerments and their effects. Detailed analysis helps creating the dichotomous division, namely (Badora, Czeredecka, Marzec, 2001: 42):

- 1) **Socio-demographic endangerments**, and within it: models of family life, attitude to formalizing relationships (unregistered partnerships), birthrate – structure and types of families, family disintegration, health condition of family members,
- 2) **Socio-economical endangerments**, and among them: material situation, professional activity – unemployment, having many children, living conditions, family cultural level.

All aforementioned is hanging over Polish family like the Damoclean sword, now in the time of social and political changes. These are not guaranteeing improvement of conditions, but dictate to adapt to them through changing attitude and activities. Constant moral and existential uncertainty forces searching for alternative solutions, which will give better perspectives for the future. In postmodern reality the ambivalence concerns many life areas, what does not allow for certainty and life stability, but enforces the creativity for which not everyone is prepared and predisposed.

A considerable and actually really noticeable endangerment of modern family may be parent's social coexistence and socialization level. As a factor active in education it was widely degraded in favor of privacy and aversion to make your person (or family) public object (Staszak, 2009: 178). Social isolation causes child not to experience life of another families. He can not relate his family situation to others, and he does not get to know the diversity of roles, styles or family functioning roles. This impoverishes his recognition and narrows the meaning of the family only to his own or the one transmitted through mass media. Therefore the unification of this image follows, and not the heterogenic form in the sphere of cultural conditioning.

Parent's unpreparedness for a child with disability or developmental disorder, which does not fulfill their expectations – that is also a significant factor of modern

family endangerment. There may appear extreme parental attitudes towards child, from excessive protectiveness to rejection and alienation (Wiatrowska, 3/2007: 11–15). As students write in their essay, people with untypical appearance or physical defects are often not accepted, rejected and isolated. Similar symptoms concern people with lower intellectual possibilities (Wiatrowska, 8/2005: 42–43).

It disturbs emotionally not only child, but emanates also on the other members of family. What is comforting here, is the fact that in case of children with difficulties in learning, parents are aware of these problems existence in the life of their children. They understand it, and therefore they support and accept child. They also express the will of help, what is extremely important for a proper functioning and positive relation between child and his community (Wiatrowska, 3/2007: 11–15). This kind of awareness indicates the procedure and creates the educational style, which often – as the most pedagogically desirable – has the hallmarks of treating child democratically. In this style the interpersonal skills permits to penetrate deeper into child's problems and may be the reason of effective help in situations of endangerment. School problems are unquestionably such situations. Overcoming them is not only matter of entity suffering this, but also parents who are communally bound with him. For as the studies show, children who are achieving good results in learning derive mostly from families with proper educational atmosphere and generally favorable situation (Çeçelek, 8/2005: 44–46). Although the majority of parents prefer this style of upbringing which denotes its democratic character, still it has the context of wishes and it is based on intuition not on the parental awareness (Wiatrowska, 9/2006: 26–29). Child's happiness is therefore placing him in such family, which will base all his educative and helping actions on knowledge, not on power.

In situations of endangerment in family child experiences changing of his role and position in family more than once. He experiences ambivalence placed in his attitudes to people who are close to him. Thus his psychic is strained, because he needs to oscillate between extreme references. R. Templer referred to crisis functioning in modern families, which generates endangerments for his structural and functional regularity. He proposed families to use certain principles related to acting towards children who are counterweight for stereotypes placed in parent's mind (Temper, 2010: 210–229):

- do not use child as an ammunition (in the situations of divorce, conflicts),
- let them get over on their own way (in the situations of marriage breakdown),
- being younger does not mean that everything is happening faster (children are not coping with unpleasant circumstances faster than adults, they need help),
- consequences of unpleasant circumstance may last through tough whole life (and these may be: divorce, death of a close person, serious illness, injury),

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- inform them about what is happening (even though children may not understand everything, they feel the destructive emotions hanging above family),
 - teach them to loose (for a child every failure may mean tragedy, failed exam, difficulties in school),
 - it is better to agree, than to prove your right (just does not always mean right, especially when as a result child is emotionally hurt),
 - your acts are much more valued than all your words (child is intently observing parents behaviour, thus their acts are much more meaningful than verbal communicates),
 - show him that he is your highest priority (putting child on the first place, surrounding him with love and attention indicates that he is the most precious and important,
 - there are things which can not be retrieved (it is a fact that sometimes you are not able to do anything, and child is not expecting miracles from parents).

The rules aforementioned of parents acting towards child are not the golden mean or panacea for solving problems which occurred in family life. They rather constitute signposts which are setting the rules. These priorities should be adapted to parent's and child's personality and to the arisen situation in which child was involved, because familial problems narrow child's possibilities in the area of coping with life. Thus every help from parents, rooted in love, understanding and acceptance lead towards faster stabilization and overcoming crisis.

5. Own research

Research was conducted in June 2011, in the area of the Brzeg city and its surroundings. 180 parents who are struggling with their children's learning difficulties participated in it. Population of the research was diversified in the meaning of education level: **4 percent** of parents were **elementary** educated (**group I**), **17 percent** **vocationally** educated (**group II**), **58 percent** with **secondary** education (**group III**), and **21 percent** with **higher** education (**group IV**). They originated from various communities, both from city and villages, because the aim of research was to determine to what extent parents are orientated in child's school situation, and also if they provide support and help to their children in this area. Thus the education became the variable, which should characterizes them in the issue mentioned above.

Most often, the first symptoms of difficulties in learning were noticed in the 1st grade (26 percent), what was confirmed by parents with vocational education (30 percent), secondary (27 percent) and higher (21 percent). They started to be noticeable also by children in kindergarten (22 percent of the whole group of respondents) what is stated by 29 percent of parents from group I, 27 percent from

group II, 19 percent of group III and 13 percent of parents from group IV. Quite a meaningful group of children are these, who were revealing their educational problems later, in 2nd grade (17,25 percent of the whole). According to parents it is the following division: group I – 29 percent, group II – 7 percent, group III – 22 percent and group IV – 11 percent. What is visible here, is the symptom of these problems disclosing along with starting to write and read, and that takes place in zero grades (six years old children) and first grades (seven years old children). The fact of noticing symptoms of educational difficulties late in grade IV (what is signaled by 24 percent of parents of research population) appears to be significant. Majority of parents with opinion like this are placed in group IV (34 percent). Most likely, children of parents educated on the highest level are of such intelligence, that they may hide their studying problems by learning fragments of the reading books by heart. As a result the good technique, fluency in reading and familiarity with letters are not causing parents' anxiety, for children's results are comparable to other peers. This skill of developing learning strategy makes parents' vigilance weaker, for children's problem are not disclosed. In many situations child is not aware of it, because remembering short texts makes no problem to him.

Although children have most schooling problems in the sphere of Polish Language (60,5 percent), and that is stated by 86 percent of parents in group I, 67 percent in group II, 47 percent in group III and 42 percent in group IV, however their expansion might be hidden as a result of easy tasks which children needs to face on the elementary level of learning. It concerns also mathematics, although in that scope the difficulties in learning are showed by 56,5 percent of surveyed parents' children (57 percent from group I, 67 percent from group II, 55 percent from group III and 47 percent in group IV). It is easily seen that biggest number of this kind of children are placed to be from families where parents have the vocational education. Many children have also problems with learning foreign languages (30 percent), what is probably compatible with difficulties in learning mother tongue.

Lack of possibilities to focus is the biggest problem of modern child (62,25 percent), what in similar proportions is mentioned by parents when thinking about their education level (gr. I – 57 percent, gr. II – 77 percent, gr. III – 60 percent, gr. IV – 55 percent). Significant part of children have problem with understanding the meaning of text they read or orders directed to them. 53 percent of surveyed refers to this, and most parents who said this are the ones with higher education (60 percent) and elementary (50 percent). Thus it is surprising that a child of parents with higher education, who rather have contact with sophisticated vocabulary, who broadens his verbal possibilities and its semantic aspect, predisposes to such kind of difficulties. A result close with children brought up in families of parents

educated on elementary level does not show a positive correlation between parents education level and understanding verbal or written statements. On the next place we can find child's difficulties in reading (38,25 percent) and writing (22 percent), where the most number of such children is declared by parents with elementary educational level (reading – 43 percent, writing – 14 percent) and vocational (reading – 47 percent, writing – 30 percent). In the group number III it is divided in: 32 percent reading and 31 percent writing, and in the group number IV: 31 percent reading and 13 percent writing.

Table 1. Frequency of parental help in learning

How often parents help child in learning?	Gr. I %	Gr. II %	Gr. III %	Gr. IV %	Total %
a) everyday	57	50	58	66	57,75
b) twice a week	0	37	19	18	18,5
c) once a week	0	0	3	3	1,5
d) couple times a week	0	0	2	5	1,75
e) very rarely	14	0	3	0	4,25
f) never	29	0	0	0	7,25
g) when he asks me	0	13	15	8	9

Source: own research.

As it results from the indicators in table 1, the everyday learning help for children appears most often (57,75 percent of the whole), what is alike in certain groups. Although slight increase is seen in case of parents with higher education who are systematically helping their children in educational struggling. It is undoubtedly a symptom of parental tutoring in which neither time nor effort is spared, for the properly understand good of child. However, what is observed to be disturbing is the phenomenon of total lack of help for children from parents with elementary education (29 percent), or just the occasional help (14 percent). What can be seen here better is the little parental awareness in the sphere of helping activities role. This might be a result of low education, and that is also lack of knowledge in this area. In such families child is compelled frequently to self-dependence or help from teacher or peers. It is because he has no support in parents and therefore his school situation is worse than he would expected. But this does not mean lack of love and other feelings to him, although it often flows from unawareness about the meaning of parents in child's development in all of his functioning spheres. It is not enough to give food or to dress child to satisfy his needs and proper growth. Caring about child is something more than investment which enrolled in every area

of his life. Often, such parent's behaviour are generated from personal experiences, when their parents were not participated in process of learning, and his greater or lesser effects of studying were not a subject of their considerations or parental care. Therefore attitude of these parents should be changed through actions of different people who would in authoritative way show them their significant role in scholar achievements of their son or daughter.

During the helping actions in child's learning parents usually care about his intellectual hygiene. It is expressed by this, that mostly they help children during afternoon hours (51 percent of surveyed) or in the evening (29 percent). When in the groups II-IV this schedules are similar, in the group I fairly large parents' percentage answered about helping only during the weekends (29 percent), what is not enough for a child. It impoverishes his development and first of all, gives child no certainty of help in every situation appearing also on the other days of the week.

What is used commonly as a method of help is conversation/explanation (69 percent), what is close to results in groups II-IV. However, parents with elementary education are using this method in much lower percentage (43 percent). They use instead rewarding (43 percent), punishing (29 percent) and exercising/repeating (29 percent). Other groups of parents are also adapting exercising/repeating as a method of working with child (gr. II – 60 percent, gr. III – 58 percent, gr. IV – 66 percent), yet rewarding functions in a lesser extent (about 20 percent in each group). Punishing is either never used or very rarely in case of parents with higher or secondary education. This proper approach to child's achievements and actions is highly desired from pedagogical perspective. For the punishment does not eliminate wrong behaviour, but on the contrary, it may contribute to child's destruction. Its application is rather sign of parent's weakness and lacks in area of basic educational influence. Positive correlation between the level of parents' education and practicing educational methods is visible here. These methods ought to encourage child, not to be next, unpleasant experience.

Table 2. Relations between parent and children during the learning help process

What kind of relations occurs during help?	Gr. I %	Gr. II %	Gr. III %	Gr. IV %	Total %
a) partnership (cooperation)	14	40	43	45	35,5
b) I'm the leader	29	20	10	18	19,25
c) I wait for child's initiative	14	13	23	16	16,5
d) I support him in his activities	43	40	35	21	34,75
e) different	0	3	0	0	0,75

Source: own research.

Indicators in the table 2 show, that during the parent's educational help for child mostly the positive and wanted relations occur. These are partnership and cooperation – 35,5 percent of the whole surveyed group. However, this tendency is noticeably lower in the group of elementary educated parents (14 percent). In other groups it oscillates between similar numbers (gr. II – 40 percent, gr. III – 43 percent, gr. IV – 45 percent). Thus education has positive correlation with connections (relationships, attitudes, biases) generated between child and parent, who additionally encourages child in his actions. That is what 34,75 percent of questioned states (gr. I – 43 percent, gr. II – 40 percent, gr. III – 35 percent, gr. IV – 21 percent). Cohabitation of these cooperation symptoms is therefore the strength, which mobilize child to work in the sphere of educational actions. It also enhance self-confidence and putting trust in parent as a tutor in failures and difficulties. The determinants of this particular positive cooperation, which are mentioned above, could occur for most of parents, if they had greater awareness of its meaning and would have more time, apart from professional work. However, existing in this kind of reality these are actually positive expressions of their activity. When they lean on children's initiative (16,5 percent of total), they teach him independence and working out his own strategies of coping with problems. This kind of initiative is especially expected from child in the group of parents with secondary education – 23 percent. In the rest of the groups this division is – gr. I – 14 percent, gr. II – 13 percent, group IV – 16 percent. Because every kind of child's resourcefulness has its layback in personal experiences. Thus every act of parent's help is enriching these experiences and it broadens the possibilities of coping with many personal situations.

Communication with children is undoubtedly significant aspect during the process of helping child. This is what generates the attitudes towards him and

what is the evidence of regularities or disorders in the dimensions of understanding each other. In this issue parent may display different attitude or position. Acting as a work companion, this one have its positive expression for 42,25 percent of surveyed. Nevertheless parents with elementary formation are still characterized like this in the slightest percentage – 14. With secondary and higher education this position will be taken by 53 parents each group, and for the group of secondary education it is 61 percent. Most parents praises their child, and that may be seen in 54,25 percent of surveyed, what in case of all groups oscillates between half or even more than half of parents (gr. I – 43 percent, gr. II – 57 percent, gr. III – 59 percent and gr. IV – 58 percent). What highlights here is the verbal rewarding, which both with accepting child is motivating him to work. Delighting about his achievements is a kind of reward as well, which is used mostly by parents with elementary education – 43 percent. In the rest of groups it occurs as much lower percent: gr. II – 13 percent, gr. III – 14 percent, gr. IV – 18 percent, what all in all gives 22 percent. But these are actually not the only symptoms and attitudes during communicating with children. They often coexist with others, what gives these relations positive overtone. Not very many parents are stooping to child's level (6 percent), makes their speech childish (0 percent) or replace child in his struggling (13 percent, the most in the group of vocationally educated – 20 percent). For every kind of development requires accomplishing tasks of certain (adequate) difficulty level. That raises the motivation to make the effort. What is mentioned above would actually cause the educational regression, which has nothing to do with educational tasks.

Table 3. The meaning of parents' help in child's learning

To what extent helping child in learning increases his educational chances?	Gr. I %	Gr. II %	Gr. III %	Gr. IV %	Total %
a) very large	44	17	25	39	31,25
b) large	0	40	47	37	31,00
c) moderate	14	33	23	16	21,50
d) little	14	0	5	5	6,00
e) very little	14	3	0	3	5,00
f) not at all	14	7	0	0	5,25

Source: own research.

Sense of helping child importance is a sign of proper parental tutoring, thus his positive reception is undoubtedly to the child's benefit. The vast majority of parents is sure about very important or important meaning of helping child in learning as a factor which increases his educational chances (62,25 percent). With this kind of awareness most of the children experience parents' help in the moment of problems occurring in studying. Furthermore this tendency is increasing with education, where it is shown by 44 percent of parents with elementary education, 57 percent with vocational, 72 percent of surveyed in the group of secondary education and 76 percent with higher. That positive correlation of education and parental awareness indicates for the relations and child's situation, depending from the educational level of his parents. Therefore better chances for help are for children whose parents legitimates with diploma of secondary school or university. The rest of children have these chances half lesser. Propagating among adults the permanent education is state's task in the educational policy. That is also task of school, who is concerning child's good as the most valued. 21,50 percent of surveyed declare the importance of help in moderate extent. Among these the most parents with vocational education (33,00 percent), and the least with elementary education (14 percent) and higher (16 percent). Its total lack of meaning is declared by surveyed with elementary education (14 percent) and vocational (7 percent). Parents with secondary and higher education are totally not demonstrating this kind of feeling. This is confirmed also by statements that education increases parental awareness connected with the meaning of helping child in cases of occurring difficulties on this dimension of existence.

6. Post-empirical conclusions

Investigation of reality leads often to conclusion, and in the result of this new postulates, ideas or theories are being created. Later, they are spread in society and generate changes. It is probable that these changes may constitute a new image of real existence and functioning, for they can change life for better. In the empirical proceeding it was all about showing in what extent are parents actually familiar with their children in the sphere of educational activities and help/cooperation given them in this range. Calling it the parental tutoring caused that parental undertakings were also revised, as they have been manifested in different forms for fulfilling children's need. Thus conclusions are as follows:

1) Period of age 6–7 is a symptomatic time concerning the noticeable symptoms of difficulties in learning. In this time parents who systematically observe their child's activities notice first signs of difficulties in learning. However, it does not mean that this is exclusively the time of such behaviours. Also in the 4th grade the difficulties in learning may become visible and would occur in its fullness, for child needs to cope with severe material and larger amount of it. This concerns

especially children of higher educated parents, who can easily learn to operate with the memorizing strategies in classes 1-3, so that they can camouflage their developmental disorders and as a result also the difficulties in learning.

2) The biggest problems in studying are appearing in the range of such subjects like Polish language and mathematics, thus parents' concentration on these subjects should be their priority. That applies also to learning foreign languages, and results in common aversion to them and low motivation based on the reluctance to language as a foreign and unfounded in school programs.

3) Differentiator of difficulties in Polish language are problems with reading and writing, which children can not comprehend on the level required by school programs. It is often accompanied with not understanding what is read or the verbal communicate, and this concerns many children with difficulties in learning, no matter how educated their parents are.

4) Significant feature of difficulties in learning is lack of ability to focus, and this is undoubtedly required in the procedure of learning. Disorder of this function generates problem in studying and motivation decrease in this sphere. Modern child, entity of rush age and constant run, cannot concentrate for longer on one activity or material, for he is always anxious and mentally diffused. Little children are not able to hide it under different pretexts or faking, and that is why it is symptomatologic for many children, no matter how educated their parents are.

5) Half or parents display constant, systematic help in their child's learning process. That means, that the other half is doing it rarely or just occasionally. This distressing symptom of lack of parental awareness applies mostly to parents elementary educated, where help in their opinion is useless and does not contribute to educational success. Stack in this thinking they do this only in weekends, what appears to be far from what is enough.

6) The existing parental tutoring has its manifestation in helping strategies used towards children. Persuasion takes the dominating place in it and so is rewarding and admiration for children for accomplishing the task. In case of elementary educated parents negative reinforcement occurs, for in their opinion these help discipline. However, punishments are totally not used by parents with secondary or higher education.

7) Partnership and cooperation as hallmarks of parental tutoring are special tutorial symptoms during helping activities. This could be seen in most of the relations with child. This way of cooperation is observed mostly in case of parents with secondary and higher education, while parents with elementary education are not using it that much. Not being aware of how great role is played by parent's help they do not have proper attitude or relation. Parent as a comrade of work is the best and the most wanted style of cooperation.

Occurring of parental tutoring has connection and dependency with parents education. Their higher education means greater probability of right form of this phenomenon, furthermore greater chances for fair start in school. Dissemination and continuous knowledge enrichment in this sphere gives better chances of parents' help success and also better school situation of his child. This benefit is not only for a entity, but also for society, showed by happiness of people who create positive ethos. Modern families are featured by both symptoms of cooperation and co-working with their child. In this way, they fulfill properly the care and educational function. It is a sign of regularity of their functioning, although not all of them are able to totally fulfill this duty. This finds it reasoning in parents' education. These with lower education, are not able to use adequate strategies, methods or styles. It determines low knowledge level, which is limiting their possibilities of educational impact.

Tutoring rodzicielski jako wyraz wspólnotowości rodziny

Streszczenie

Kryzys życia rodzinnego i związana z nimi deprecjacja wartości prowadzi często do nieprawidłowego rozwoju dziecka. W takim środowisku rodzinnym dziecko często nie ma oparcia, a działania pomocowe związane ze specyficznymi trudnościami w uczeniu się sporadycznie lub nigdy nie mają miejsca. Zapobiec temu może nadawanie rodzinie jej wspólnotowego charakteru opartego o miłość, życzliwość i solidarność w stosunkach i działaniach generujących jednocześnie progresję rozwojową jej członków. Wyraża się to poprzez relacje osobowe składników jej struktury, jak i wielokierunkową pomoc okazywaną na różnych płaszczyznach. Rodzina taka, otwarta na sprzeczności funkcjonujące w jej indywidualnym, jak i społecznym życiu, dokonuje dialektycznych wyborów w imię kreowania pozytywnej tożsamości dziecka. Zdecentrowana jego „innością” wspiera go do samodzielności i pokonywania kryzysów, zyskując w zamian kohezję (spójność) jako źródło wszelkiej przyczynowości. Zaistniała w wyniku takiego modelu rodziny metoda tutoring, skupiająca działania wychowawcze na dziecku pozwoli na wydobycie jego potencjalności, które przewyżczą trudności towarzyszące indywidualnej drodze poznawczych poszukiwań. Sprzyjające warunki rozwoju, które tworzą rodzice to nie tylko ich niezbywalne prawo, ale i obowiązek wobec dziecka. Korespondują one silnie z jego potrzebami, jakie powstają w edukacyjnej rzeczywistości nadając sens życiu osobistemu i wspólnotowemu.

Słowa kluczowe: rodzina w kryzysie, wspólnotowość rodziny, wsparcie dziecka, tutoring, współpraca (współdziałanie), zagrożenie,

Summary

Family life crisis and depreciation of values related to that often leads to abnormal child's development. In such familial milieu child is not able to experience support, and the helping activities related to specific difficulties in learning occur occasionally or not at all. What can prevent it is attributing family with the communitarian character based on love, kindness, and

solidarity in relations and actions which are simultaneously generating the developmental progression of members. It expresses through personal relations of members of this structure, and furthermore through multidirectional help provided on various dimensions. Such family, open for contradictions which function in its individual and social life, make dialectical choices in the name of creating positive identity of a child. Confused about his "difference" family supports and encourages him to independence and to cope with crisis, so he could gain cohesion (unity) instead, which is the source of any causality. The tutoring method which occurs as a result of this kind of family model, while concentrating educational activities on child enables the revelation of potentiality, which overcome difficulties accompanying the individual path of cognitive explorations. Favorable developmental conditions created by parents it is not only their inalienable right, but obligation towards child as well. It correspond substantially with his needs, which arise in educational reality, giving meaning to personal and community life.

Keywords: family in crisis, familial community, supporting child, tutoring, cooperation (collaboration), endangerment.

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