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Motivation for achievement and family perception in emerging adults

Motywacja osiągnięć a percepcja rodziny u osób w okresie
wyłaniającej się dorosłości

Streszczenie

Cel: Motywacja osiągnięć odnosi się do postaw, jak i wartości kształtowanych w domu rodzinnym i szkole. Jest autonomicznym stawianiem sobie celów odpowiadającym osobistym zainteresowaniom. Przejawia się w czynach do reagowania w społecznie określony sposób działania. Jest standardem naszych myśli, postaw i zachowań, które mówią o tym, kim jesteśmy i jak traktujemy innych ludzi. To kryterium naszych ocen, decyzji i wyborów.

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Celem badań prezentowanych w niniejszej pracy jest wskazanie zależności pomiędzy motywacją osiągnięć a percepcją rodziny u osób w okresie wyłaniającej się dorosłości.

Metody: W badaniu wykorzystano Kwestionariusz Relacji Rodzinnych KRR-1; Percepcja rodziny (autorstwa M. Plopy, P. Połomskiego) oraz Inwentarz Motywacji Osiągnięć – LMI (autorstwa H. Schulera, G.C. Thorntona, A. Frintrupa, M. Prochaski). Badaniami objęto 100 uczniów liceum ogólnokształcących w wieku 18–19 lat, 54 osoby pochodziły z miasta, a 46 ze wsi.

Wyniki: Analizując wyniki można przekonać się jak znaczący udział w wychowaniu młodego człowieka ma dom rodzinny, komunikacja interpersonalna, przekazywane tam wartości, tradycje rodzinne, stawiane granice. Uzyskane w badaniu zależności wskazują na potrzebę osiągnięcia samodzielności. Ponadto, wykazane statystycznie istotne, wprost proporcjonalne korelacje o słabej sile pomiędzy stopniem satysfakcji z komunikacji w rodzinie a ogólną motywacją osiągnięć oraz jej następującymi wymiarami: samokontrolą, wytrwałością, internalizacją, satysfakcją z osiągnięć, wysiłkiem kompensacyjnym, ukierunkowaniem na cel, zapałem do nauki, tendencjami do dominacji, wiarą w sukces, preferencją trudnych zadań, odwagą w przewidywaniu efektów działań i elastycznością, pozwalają przypuszczać, że badana młodzież dąży do osiągnięcia satysfakcjonującego poczucia tożsamości i celu – podejmowania zadań stawianych przez szkołę i wczesną dorosłość.

Wnioski: Poziom motywacji osiągnięć ma związek z percepcją rodziny. Właściwa komunikacja w rodzinie jest związana z motywacją osiągnięć, wytyczaniem realnych celów, wytrwałością w działaniu oraz z satysfakcją z osiągniętych celów.

Słowa kluczowe: motywacja osiągnięć, postawy rodzicielskie, wyłaniająca się dorosłość, rodzina.

Abstract

Aim: The goal of the presented research is to describe the dependency between the motivation for achievement and the perception of family in emerging adults.

Methods: The Family Relations Questionnaire – 1; Family Perception (by M. Plopa and P. Połomski) and The Achievement Motivation Inventory – LMI (by H. Schuler, G.C. Thornton, A. Frintrup and M. Prochaski) were used in the research. The sample included 100 high school students aged from 19 to 19, 54 from cities and 46 from the country.

Results: The results proved that the achievement motivation level is connected to the perception of family. Moreover, the use of the Achievement Motivation Inventory allowed the tested emerging adults to expand their knowledge of values and personal choices. It is presumed that their personal values may grow more independent from both the environment and the effects of upbringing in the future.

Conclusions: Achievement motivation pertains both to attitudes and values shaped in the home and at school. It constitutes defining one's goals that derive from one's personal interests, in an autonomous manner. It manifests itself in acting in a socially defined way and is a standard of our thoughts, attitudes and behaviors, which describe who we are and how we treat other people. It is a criterion of our evaluations, decisions

and choices. The dependencies obtained in the study indicate young people's need for independence. In addition, statistically significant, directly proportional correlations of weak strength between the degree of satisfaction with family communication and the general motivation for achievement and its following dimensions: self-control, perseverance, internalization, performance satisfaction, compensatory effort, goal orientation, enthusiasm for learning, tendencies to domination, faith in success, preference for difficult tasks, courage in predicting the effects of actions and flexibility, allow the supposition that the researched emerging adults strive to achieve a satisfying sense of identity and purpose – to take on the tasks posed by the school and early adulthood.

Keywords: motivation of achievements, parental attitudes, emerging adulthood, family.

Determining adulthood within the age limits, although it works well in the legal system, turns out in psychological terms to be insufficient. The rapidly changing lifestyles of young people, departure from traditionally recognized social roles means that age does not show the context of the individual's life. This is particularly noticeable in the case of young adults. Jeffrey Arnett¹ calls the period from 18 to 25 emerging adulthood and draws attention to the fact that it is a completely separate phase of development, other than adolescence and adulthood. Examining the sense of adulthood among respondents aged 18–25, he noticed that 50% of respondents to the question “Do you feel that you have already reached adulthood?” Answered “yes and no” and 5% answered “no”. Arnett regards emerging adulthood as a period of high hopes and big dreams, but at the same time he claims that it is period of anxiety and uncertainty about the future. Entering adult life is a complex and multidimensional change and a challenge. Perhaps it is this hesitation between adolescence and emerging adulthood, between hopes and anxiety that makes the family environment so important for many aspects of the individual's functioning.

A family is “a group of people” emotionally and biologically unified that combines the nature of the environment and family tradition. In family people learn close contacts with other people, gain the necessary practical and social skills and formulate their own identity². The institution of family has undergone a significant change over the years. Many researchers³ recognize that today's family contains elements of both modern and postmodern families. According to Elkind⁴, the transformation of the modernist family (the term coined by T. Parsons) into postmodernism is related to the following phenomena:

— lack of basic economic security for parents,

¹ J.J. Arnett, *Emerging Adulthood. A Theory of Development From the Late Teens Through the Twenties*, “American Psychologist” 2000, no. 55(5), pp. 469–480.

² J. Sakowska, *Rola rodziny w profilaktyce uzależnień*, „Studia nad Rodziną” 1998, no. 2/2(3), s. 93.

³ T. Biernat, *Czy istnieje rodzina ponowoczesna*, „Pedagogia Christiana” 2014, no. 2/34, pp. 183–195.

⁴ D. Elkind, *Ties That Stress: The New Family Imbalance*, Harvard University Press 1995, pp. 63–66.

- stress resulting from the relationship between work and family,
- lack of social and institutional support for families,
- the increased pressure on education (both in relation to children and parents),
- IT revolution (computers, Internet).

The phenomena noted by Biernat⁵ have a macro-social character. They concern all families in the contemporary globalizing world and cause specific changes in its functioning. Biernat, quoting Beck, believes that “we all live in a society of risk.” The postmodern family globally loses its security, which is connected with the instability of life and uncertainty about the future.

The postmodern family differs from the modern family in the following aspects: sharing parenthood, the nature of socialization, the place and position of parents and the child, the nature of the parents’ expectations concerning the child and family relationships with other people. According to Biernat, love is currently understood a kind of contract. Parenting is also shared. The post-modern family is characterized by early socialization and the introduction of a child into the world of adult activity. The position of parents and the role of the child are also changing quickly. Due to the uncertain situation in the labor market, the post-modern family is more focused on parents and their needs related to work and achieving better qualifications. The modern family was more focused on satisfying the needs of the child, and individual identity was defined by sharing common values. In postmodern families there is no conflict of generations between parents and children, which may stem from the fact that adolescents display less need for separation.

According to the cited author, contrary to the postmodern family, the modern family was characterized by a more turbulent adolescence, which enabled young people to establish autonomy and separation from the family. The main difference between a traditional, modern and postmodern family concerns mainly the relationship of the family with the outside world. Many social scientists believe that the modern family was separated from the world by clear and legible boundaries that ensure safety for family members and protect them from unfavorable environmental influences. The family used to be a kind of enclave reducing stress, giving rest and relaxation (work and family were separate worlds). Nowadays, more and more unfavorable phenomena are observed. The contemporary family still has a basic function in society: it maintains biological continuity, but it does not always care about the atmosphere of closeness or the transfer of socially recognized values.

Despite the socio-economic changes, the influence of the family on a child is always multifaceted. These influences concern conscious and planned educational activities of both parents, as well as their unintended activities, resulting from specific current family situations.

⁵ T. Biernat, *Czy istnieje rodzina ponowoczesna...*, op. cit., pp. 197–205.

The family is a primary natural environment for children, to meet their needs, which gives the opportunity for full development. The following needs are satisfied in the family: biological, psychological, sense of security, belonging, love and recognition. Belongingness appears to have multiple and strong effects on emotional patterns and on cognitive processes. Lack of attachments is linked to a variety of ill effects on health, adjustment, and well-being⁶. Ziemska⁷ believes that the family is a small social group consisting mainly of spouses and their children. It is subject to dynamic transformations related to the course of life of individuals that form them. It is based on the existing social traditions and develops its own. Family influences almost every sphere of children's functioning, also as adults. Many empirical data indicate that in the families where parents set high goals to attain and impose high standards of excellence, children develop strong achievement motivation⁸. According to McClelland⁹, motivation for achievement is treated as the motivation to succeed. Many theoreticians and practitioners in the field of psychology were and are interested in this issue. The development of a coherent concept of motivation achievement is not possible due to the broadly understood concept of motivation. Motivation theories can be divided into classical ones and those that can be described as alternative theories¹⁰. Every human, conscious and purposeful action has some sense, it can last and come to an end, because it is planned and expected. People have some needs, and try to satisfy them by undertaking various efforts, applying various methods. Among the numerous social needs of young people who are becoming adults and are about to enter the labor market, 'the need for achievement' seems to be one of the most important. David McClelland was inspired by the concept of Murray's needs and the sociological theory of Max Weber's social motivation. For over 40 years, he and his colleagues had conducted research on motivation for achievements. Basing on his own research, he assumed the existence of a relationship between the process of socialization, specific to a particular culture, and the level of the need for achievement¹¹.

⁶ R. Baumeister, M.R. Leary, *The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation*, [in:] Rita Zukauskienė "Interpersonal Development", London, Routledge 2017, pp. 57–90.

⁷ M. Ziemska, *Rodzina i dziecko*, Wydawnictwo PWN, Warszawa 1979, pp. 10–12.

⁸ B. Rosen, *Family Structure and Achievement Motivation*, "American Sociological Review" 1961, no. 26(4), p. 574. doi:10.2307/2090256.

⁹ D.C. McClelland, J.W. Atkinson, R.A. Clark, E. Lowell, *The achievement motive*, East Norwalk, CT: Appleton Century Crofts 1953, pp. 54–60

¹⁰ W. Klinkosz, *Motywacja osiągnięć osób aktywnych zawodowo*, KUL, Lublin 2016; W. Klinkosz, A.E. Sękowski, *Inwentarz Motywacji Osiągnięć H. Schulera, G.C. Thorntona, A. Frinrupa i M. Prochaski*, Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego, Warszawa 2013, p. 18.

¹¹ A. Bańka, *Motywacja osiągnięć. Podstawy teoretycznej i konstrukcja skali do pomiaru motywacji osiągnięć w wymiarze międzynarodowym*, PRINT-B, Instytut Rozwoju Kariery, Poznań 1995, pp. 10–18.

In addition, studies conducted by McClelland allowed the distinguishing of different motivation patterns that were aimed at satisfying people's needs:

- a) the need for achievements,
- b) the need for power,
- c) the need for affiliation.

The need for affiliation, according to McClelland, is related to satisfying the need for intimacy through interpersonal relationships, being with others and experiencing closeness and kindness in interpersonal relations. The need for power is satisfied in the situation of the respect of others, affecting the behavior of other people and noticing obedience to it. The need for achievement, is satisfied by striving for the best results of actions, in the situation of competition and freedom of choice, while performing tasks that can be implemented, but recognized by a given person as a challenge. The prize is not external, but it is the sense of self-efficacy and satisfied ambition, which is the feedback about high (or low) achievements of a person. "A person with a high need for achievement enjoys competition and winning. According to McClelland, a need is a difference in the significance that individuals attach to planning and the effort they put to achieve goals. He defines the motivation for achievement as striving to achieve the highest possible result of the activity which has a standard of excellence and therefore the performance of this activity may be successful or unsuccessful"¹².

The psychological concept of McClelland's motivation, emphasizes that satisfying the needs, including the need for achievement, improves the human well-being, increases satisfaction and multiplies the motivation to complete the planned tasks, and has a significant impact on their successful completion. According to McClelland, the need for achievements is revealed, when the employee willingly undertakes new tasks and strives to upgrade qualifications. Such a person is not afraid of new tasks, although these are tasks of a high degree of difficulty and there is always a risk of not being able to do them. People with high motivation also have a critical assessment of their abilities, engage willingly in tasks, like to do them on their own, especially when they have a clearly defined goal. Such a personality predisposes to occupying managerial positions.

McClelland presents three dimensions of the strength of the motifs:

- certainty of the motif (indicates the probability with which a given motif may be triggered by a stimulus);
- intensity (size of emotional changes);
- range (calling a given motif may be caused by various stimuli).

In the course of many years of research, McClelland and his colleagues concluded that the need for achievements concerns "the desire to do everything at the best possible level and as quickly as possible". According to these studies,

¹² P. Boski, *Potrzeba osiągnięć jako psychologiczny czynnik rozwoju społeczno-ekonomicznego*, [in:] J. Rejkowski (ed.), *Osobowość a społeczne zachowanie się ludzi*, „Książka i Wiedza”, Warszawa 1980, p. 34.

individual differences in terms of the need for achievement are treated as “permanent tendencies that are activated under certain conditions”¹³. People with a high level of motivation for achievement prefer tasks of medium difficulty (not too easy or too difficult), for which they are personally responsible”¹⁴.

Research carried out by McClelland and colleagues is significant in relation to the high prognostic value of the indicator of the need for the achievements of the learners in relation to their future professional successes.

Aim

The main goal of the research was to determine whether there is a relationship between the dimensions of motivation for achievement and the adolescent’s perception of the family. The next step was checking if the dimensions of motivation for achievement and family perception depend on the place of residence (city/village).

Materials and method

Participants

The sample consisted of 100 students from high schools in the Lublin Voivodeship (86 men and 14 women). All subjects are 18–19 years of age. The majority of the researched students are people living in the countryside – 46 people, which is 46.0% of the surveyed group. A smaller group – 30 people (30.0%) are people living in acity of fewer than 50.000 inhabitants, people from acity of between 50 and 100 thousand inhabitants (16 people, constituting 16.0%) and people from acity of above 100,000 inhabitants (8 people – 8.0%).

Method

LMI. The Achievement Motivation Inventory by Heinz Schuler, George C. Thornton, Andreas Frintrup, Michael Prochaska in Polish adaptation by Waldemar Klinkosz, Andrzej E. Sękowski. LMI measures achievement motivation, considering its various components such as preference for difficult tasks, confidence in success, goal setting, competitiveness, persistence and others, thus enabling a profile diagnosis. It contains 170 items in total, constituting 17 scales. Scores can be also expressed in three factor scales: Self-Confidence, Ambition, and Self-Control. The tool can be applied in job counseling and selection, during

¹³ W. Klinkosz, *Motywacja osiągnięć osób...*, op. cit.

¹⁴ L.A. Pervin, *Osobowość teoria i badania*, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2002, p. 118.

decisions involving employee allocation, development prognosis, and career advancement as well as in research¹⁵.

KRR. Family Relations Questionnaire by: Mieczysław Plopa and Piotr Połomski¹⁶. The questionnaire measures family relations in young persons' perception. This version allows the assessing of relations in a family as a whole. It comprises 32 items, measuring the following dimensions: communication, cohesion, autonomy-control, and identity.

Statistical Tools

Statistical calculations were performed using the IBM SPSS 24 software.

Results

The aim of the first stage of the analysis was to verify the existence of a relationship between the intensity of the motivation for achievement and the perception of the family of origin. For this purpose, the correlation coefficient *r*-Pearson was used. The results of the analysis are presented in Table 1.

The conducted analyses proved statistically significant directly proportional weak relations between the degree of satisfaction with family communication and the general motivation for achievement and its following dimensions: self-control, persistence, internality, pride in productivity, ambition compensatory effect, goal setting, eagerness to learn, dominance, confidence in success, preference for difficult tasks, fearlessness and flexibility. The greater satisfaction with communication in the family of origin, the greater the level of motivation for achievement in the studied group of students.

Statistically significant positive relationships of weak strength were also found between the degree of perceived coherence of the family of origin and the general level of achievement motivation and its following dimensions: flexibility, fearlessness, preference for difficult tasks, confidence in success, dominance, eagerness to learn, goal-setting, ambition compensatory effect, internality, persistence and self-control. The motivation for achievement was even greater (in the above-mentioned dimensions); the emotional bond between family members was perceived as stronger.

¹⁵ W. Klinkosz, *Motywacja osiągnąć osób aktywnych zawodowo...*, op. cit.

¹⁶ M. Plopa, M. Połomski, *Kwestionariusz Relacji Rodzinnych – wersja dla młodzieży*, Wyższa Szkoła Finansów i Zarządzania w Warszawie, Pracownia Testów Psychologicznych, Warszawa 2010.

Table 1. The relationship between the perception of the family of origin and the motivation for achievement – the r-Pearson coefficient**Tabela 1. Związek między postrzeganiem rodziny pochodzenia a motywacją do osiągnięć – współczynnik korelacji liniowej Pearsona**

r-Pearson coefficient (N = 100)								
Dimensions of motivation for achievement	Dimensions of the family's perception							
	Communication		Cohesion		Autonomy-Control		Identity	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Flexibility	0.37	0.00	0.27	0.01	0.34	0.00	0.20	0.05
Fearlessness	0.26	0.01	0.24	0.01	0.24	0.02	0.18	0.07
Preference for difficult tasks	0.24	0.02	0.25	0.01	0.26	0.01	0.16	0.11
Independence	0.18	0.07	0.13	0.20	0.27	0.01	0.08	0.44
Confidence in success	0.33	0.00	0.35	0.00	0.27	0.01	0.32	0.00
Dominance	0.23	0.02	0.21	0.04	0.28	0.01	0.18	0.08
Eagerness to Learn	0.38	0.00	0.39	0.00	0.29	0.00	0.32	0.00
Goal-setting	0.38	0.00	0.36	0.00	0.35	0.00	0.29	0.00
Ambition Compensatory Effect	0.27	0.01	0.30	0.00	0.20	0.05	0.21	0.03
Status orientation	0.15	0.14	0.12	0.24	-0.01	0.95	0.13	0.21
Pride in Productivity	0.21	0.04	0.19	0.06	0.09	0.36	0.16	0.12
Engagement	0.06	0.53	0.13	0.19	0.02	0.88	0.13	0.20
Competitiveness	-0.01	0.96	-0.11	0.28	-0.06	0.54	-0.09	0.36
Flow	0.11	0.29	0.08	0.45	-0.03	0.79	0.00	0.97
Internality	0.27	0.01	0.26	0.01	0.35	0.00	0.25	0.01
Persistence	0.24	0.02	0.29	0.00	0.21	0.04	0.17	0.09
Self-control	0.27	0.01	0.23	0.02	0.15	0.13	0.19	0.06
Total	0.38	0.00	0.36	0.00	0.31	0.00	0.28	0.01

Source: Developed by the author.

Źródło: Opracowanie własne.

The next statistically significant, positive correlations of weak strength revealed by the analyses were the relationships between the perceived degree of autonomy in the family and the general motivation of achievements and its following dimensions: flexibility, fearlessness, preference for difficult tasks, independence, confidence in success, dominance, eagerness to learn, goal – setting, ambition compensatory effect and internality. The analyzed results also showed weak, though statistically significant, positive relations between the respondents' level of attachment to family values and the general level of motivation and the following dimensions: Internality, flexibility, ambition compensatory effect,

goal-setting, eagerness to learn and confidence in success. The greater the degree of identification with parents, the higher the level of motivation for achievement in the above-mentioned dimensions.

The next stage of analyses was verification of differences in the level of motivation for achievement between a group of students from cities and a group from the village. For this purpose, a series of Student's t-tests was carried out. Due to the lack of normal distributions in the data obtained from the group of students coming from village in terms of the variables fearlessness and pride in productivity and from students coming from the city in the field of the variable flow (see Tab. 2), the results of the Student's t test were confirmed by the results of the U Mann Whitney test. The obtained data is presented in Table 2.

Table 2. Differences in the intensity of the motivation for achievement between a group of students from the city and a group of students from the village
Tabela 2. Różnice w intensywności motywacji do osiągnięć pomiędzy studentami pochodzącymi z miasta a studentami pochodzącymi ze wsi

Dimensions of motivation for achievement	city (N = 54)		village (N = 46)		t-Student	
	M	SD	M	SD	t	p
Flexibility	49.44	6.95	49.54	8.19	0.07	0.95
Fearlessness	43.76	9.42	43.17	13.10	-0.25 ^a	0.80 ^a
Preference for difficult tasks	45.80	7.41	46.93	10.05	0.65	0.52
Independence	47.63	7.76	46.72	7.88	-0.58	0.56
Confidence in success	48.48	8.61	49.00	9.07	0.29	0.77
Dominance	47.63	8.31	46.46	8.26	-0.71	0.48
Eagerness to Learn	48.57	7.24	47.85	7.39	-0.50	0.62
Goal-setting	52.83	6.75	52.46	7.53	-0.26	0.79
Ambition Compensatory Effect	47.89	6.69	46.91	8.13	-0.66	0.51
Status orientation	53.07	8.12	50.98	9.40	-1.20	0.23
Pride in Productivity	56.48	6.47	56.76	7.24	0.20	0,84
Engagement	41.48	9.02	40.67	7.93	-0.47	0.64
Competitiveness	43.89	9.06	45.02	9.80	0.60	0.55
Flow	48.67	8.11	47.17	8.64	-0.89	0,38
Internality	49.69	7.74	49.04	8.21	-0.40	0.69
Persistence	48.78	8.05	48.76	9.41	-0.01	0.99
Self-control	47.81	8.08	46.37	9.95	-0.80	0.42
Total	821.91	77.65	813.83	92.36	-0.48	0.64

^a the result of the test with the correction for unequal variances

^awynik testu z korektą nierównych wariancji

Source: Developed by the author.

Źródło: Opracowanie własne.

The analyses carried out did not show statistically significant differences between the groups in the scope of motivation for achievement. The additional analyses carried out with the U Mann-Whitney test confirmed the obtained results. There were no statistically significant differences between groups in the level of fearlessness $U = 1151.00$; $p > 0.05$, pride in productivity $U = 1159.50$; $p > 0.05$ and flow, $U = 1146.00$; $p > 0.05$.

The last stage of the analysis was to verify the existence of differences between the group of students coming from the village and the group coming from the city, concerning the relationship between the dimensions of motivation for achievement and the dimensions of family perception. To calculate the correlation in the groups distinguished, the rho-Spearman coefficient was used. It resulted from identifying outliers in processed data, based on the analysis of scatterplots and Cook distances. Then, the obtained correlation coefficients were compared using Fisher's r -to- z transformations.

Tables 3, 4, 5, 6 present the results obtained, respectively for the following dimensions of family perception: communication, cohesion, autonomy-control, and identity.

The analyses proved a statistically significant, positive relationship with moderate strength between the satisfaction of family communication and eagerness to learn in the group of people from the village. This group also revealed direct proportional relationships of weak strength between the dimension of communication and the following dimensions of motivation for achievement: flexibility, fearlessness, preference for difficult tasks, goal setting, ambition compensatory effect, internality and general result. In the group of students coming from the city, the analyses showed weak, positive relationships of satisfaction with the level of communication with the following dimensions of achievement motivation: self-control, pride in productivity, goal setting and flexibility.

The greater satisfaction with communication in the family of origin, the stronger the intensity of motivation for achievement related to the aforementioned dimensions. The analyses carried out did not show statistically significant differences between the group of students coming from the village and the group coming from the city in the scope of the aforementioned correlation coefficients.

The analyses proved a statistically significant, positive relationship of moderate strength, in the group of students coming from the village, between the perceived intensity of cohesion in the family of origin and eagerness to learn. In addition, there were also directly proportional, but weak relationships of perceived intensity of cohesion in a family with the following dimensions of achievement motivation: fearlessness, preference for difficult tasks, ambition compensatory effect, persistence and overall result.

Table 3. Comparison of correlation coefficients between the dimensions of achievement motivation and satisfaction with communication in the family of origin – rho – Spearman; z – Fisher

Tabela 3. Porównanie współczynnika korelacji pomiędzy wymiarami motywacji do osiągnięć a satysfakcją z komunikacji w rodzinie pochodzenia – rho – Spearman; z – Fisher

Dimensions of motivation for achievement	Spearman's Rho				Fisher's Z	
	village (N = 46)		city (N = 54)		Z	p
	r	p	r	p		
Flexibility	0.32	0.03	0.33	0.02	0.05	0.96
Fearlessness	0.34	0.02	0.18	0.20	0.83	0.41
Preference for difficult tasks	0.34	0.02	0.06	0.66	1.42	0.16
Independence	0.17	0.27	0.09	0.52	0.39	0.69
Confidence in success	0.22	0.14	0.24	0.08	0.1	0.92
Dominance	0.21	0.15	0.19	0.17	0.1	0.92
Eagerness to Learn	0.45	0.00	0.25	0.07	1.11	0.27
Goal-setting	0.36	0.01	0.29	0.03	0.38	0.71
Ambition Compensatory Effect	0.29	0,05	0.11	0.42	0.91	0.36
Status orientation	0.11	0.46	0.16	0.25	0.25	0.81
Pride in Productivity	0.22	0.15	0,28	0.04	0.31	0.76
Engagement	0.10	0.50	0.09	0.51	0.05	0.96
Competitiveness	0.17	0.26	-0.15	0.28	1.56	0.12
Flow	0.26	0.08	-0.03	0.86	1.43	0.15
Internality	0.37	0.01	0.14	0.33	1.2	0.23
Persistence	0.29	0.05	0.06	0.68	1.15	0.25
Self-control	0.25	0.09	0.38	0.00	0.7	0.48
Total	0.37	0.01	0.25	0.07	0.64	0.52

Source: Developed by the author.

Źródło: Opracowanie własne.

In the group of students coming from the city, however, significant, weak, positive relationships were demonstrated with the following dimensions of achievement motivation: confidence in success, eagerness to learn, goal setting, self-control. Correlation coefficients did not differ in a statistically significant way.

The conducted analyses showed a statistically significant, positive relationship between the perceived intensity of autonomy and control in the family of origin and the degree of internality in the group of pupils coming from the village. In addition, the research revealed weak, directly proportional relationships with the following dimensions of achievement motivation: general result,

persistence, goal setting, eagerness to learn, dominance, independence, preference for difficult tasks, fearlessness and flexibility.

Table 4. Comparison of correlation coefficients between the dimensions of achievement motivation and the perceived cohesion of the family of origin – Spearman's rho, Fisher's Z

Tabela 4. Porównanie współczynnika korelacji pomiędzy wymiarami motywacji do osiągnięć a postrzeganą spójnością rodziny pochodzenia – rho – Spearman; z – Fisher

Dimensions of motivation for achievement	Spearman's Rho				Fisher's Z	
	Village (N = 46)		city (N = 54)		Z	p
	r	p	r	p		
Flexibility	0.26	0.08	0.26	0.06	0.04	0.97
Fearlessness	0.29	0.05	0.19	0.17	0.51	0.61
Preference for difficult tasks	0.32	0.03	0.15	0.29	0.87	0.38
Independence	0.11	0.48	0.06	0.70	0.24	0.81
Confidence in success	0.27	0.07	0.27	0.05	0.02	0.98
Dominance	0.21	0.17	0.17	0.21	0.2	0.84
Eagerness to Learn	0.41	0.01	0.28	0.04	0.72	0.47
Goal-setting	0.27	0.07	0.32	0.02	0.27	0.79
Ambition Compensatory Effect	0.37	0.01	0.14	0.32	1.2	0.23
Status orientation	0.19	0.20	0.10	0.48	0.44	0.66
Pride in Productivity	0.22	0.14	0.27	0.05	0.26	0.8
Engagement	0.18	0.22	0.20	0.15	0.1	0.92
Competitiveness	0.07	0.66	-0.17	0.21	1.17	0.24
Flow	0.22	0.14	-0.02	0.87	1.18	0.24
Internality	0.20	0.19	0.22	0.11	0.1	0.92
Persistence	0.32	0.03	0.13	0.36	0.97	0.33
Self-control	0.28	0.06	0.31	0.02	0.16	0.87
Total	0.37	0.01	0.26	0.05	0.59	0.55

Source: Developed by the author.

Źródło: Opracowanie własne.

In the group of students coming from the city, a statistically significant relationship was shown only with the dimension of flexibility. The analyses showed only differences at the level of statistical tendency between the group from the city and from the village in the correlation coefficient concerning internality and the perception of the intensity of autonomy.

Table 5. Comparison of correlation coefficients between the dimensions of achievement motivation and the perceived intensity of autonomy-control in the family of origin – Spearman's rho; Fisher's – Z

Tabela 5. Porównanie współczynnika korelacji pomiędzy wymiarami motywacji do osiągnięć a postrzeganą intensywnością autonomii-kontroli w rodzinie pochodzenia – rho – Spearman; z – Fisher

Dimensions of motivation for achievement	Spearman's rho				Fisher's Z	
	Village (N = 46)		City (N = 54)		Z	p
	r	p	r	p		
Flexibility	0.32	0.03	0.38	0.00	0.33	0.74
Fearlessness	0.34	0.02	0.18	0.20	0.83	0.41
Preference for difficult tasks	0.35	0.02	0.15	0.30	1.04	0.30
Independence	0.31	0.04	0.26	0.06	0.26	0.79
Confidence in success	0.24	0.11	0.17	0.22	0.35	0.72
Dominance	0.30	0.05	0.15	0.29	0.77	0.44
Eagerness to Learn	0.35	0.02	0.04	0.77	1.57	0.12
Goal-setting	0.34	0.02	0.21	0.13	0.68	0.50
Ambition Compensatory Effect	0.09	0.54	0.08	0.57	0.05	0.96
Status orientation	-0.06	0.70	0.01	0.96	0.34	0.74
Pride in Productivity	0.13	0.38	0.05	0.72	0.39	0.70
Engagement	0.04	0.78	-0.02	0.88	0.29	0.77
Competitiveness	0.09	0.56	-0.18	0.20	1.32	0.19
Flow	-0.03	0.87	-0.15	0.28	0.59	0.56
Internality	0.48	0.00	0.17	0.22	1.7	0.09
Persistence	0.36	0.02	0.04	0.76	1.63	0.10
Self-control	0.26	0.09	0.03	0.86	1.14	0.25
Total	0.35	0.02	0.15	0.27	1.04	0.30

Source: Developed by the author.

Źródło: Opracowanie własne.

The analyses proved a statistically significant, positive relationship with moderate strength, between attachment to family values eagerness to learn in the group of students coming from the village. In addition, this group revealed directly proportional correlations of weak strength with the following dimensions of achievement motivation: internality, self-control, general result, preference for difficult tasks, fearlessness. The analyses did not show any statistically significant relationship between attachment to family values and the intensity of motivation for achievement in the second group.

Table 6. Comparison of correlation coefficients between the dimensions of achievement motivation and the perception of identity – Spearman's rho; Fisher's -Z
Tabela 6. Porównanie współczynnika korelacji pomiędzy wymiarami motywacji do osiągnięć a postrzeganiem tożsamości – rho – Spearman; z – Fisher

Dimensions of motivation for achievement	Spearman's rho				Fisher's Z	
	Village (N = 46)		City (N = 54)		Z	p
	r	p	r	p		
Flexibility	0.24	0.11	0.18	0.20	0.3	0.76
Fearlessness	0.34	0.02	-0.05	0.69	1.95	0.05
Preference for difficult tasks	0.39	0.01	-0.03	0.83	2.13	0.030
Independence	-0.01	0.92	0.02	0.88	0.15	0.88
Confidence in success	0.22	0.14	0.21	0.13	0.05	0.96
Dominance	0.09	0.53	0.09	0.50	0.00	1.00
Eagerness to Learn	0.44	0.00	0.18	0.20	1.40	0.16
Goal-setting	0.18	0.23	0.22	0.11	0.20	0.84
Ambition Compensatory Effect	0.25	0.09	0.04	0.80	1.04	0.30
Status orientation	0.09	0.57	0.16	0.25	0.34	0.73
Pride in Productivity	0.19	0.22	0.23	0.10	0.20	0.84
Engagement	0.23	0.13	0.15	0.28	0.401	0.69
Competitiveness	0.02	0.88	-0.18	0.19	0.976	0.33
Flow	0.16	0.30	-0.04	0.78	0.973	0.33
Internality	0.31	0.04	0.04	0.79	1.36	0.18
Persistence	0.27	0.07	-0.05	0.74	1.57	0.11
Self-control	0.37	0.01	0.09	0.52	1.44	0.15
Total	0.31	0.04	0.11	0.41	1.02	0.31

Source: Developed by the author.

Źródło: Opracowanie własne.

On the other hand, there were differences between a group of people from the village and a group from the city regarding the relationship between preferring difficult tasks and attachment to family values. In the group coming from the village, this relationship is stronger and positive, while this relationship was not found in the group of people coming from the city.

The analyses did not show statistically significant differences between the respondents living in the countryside and those living in the city in terms of family perception regarding satisfaction with communication, its cohesion, the degree of control of its members by the family system and the identification of respondents with traditional values. It should be noted, however, that due to

the limited number of people researched, the findings of the study should be interpreted with caution.

Discussion

According to the research, the young persons of the high school revealed the need and desire to behave in a responsible way. They display a high level of the need for achievement and independence in pursuing the goals. The examined young persons can accept the challenge of solving basic conflicts of emerging adulthood.

Statistically significant, directly proportional correlations between the degree of satisfaction with family communication and the overall motivation for achievement and its following dimensions: self-control, persistence, internality, performance satisfaction, ambition compensatory effect, goal setting, eagerness to learn, dominance, conviction in success, preference for difficult tasks, fearlessness and flexibility, allow to suppose that the surveyed young persons aspire to achieve their goals in their future, adult lives.

The research shows that the cohesion in the parent-child relationship does not depend on the place of residence, but it favors the increase in the motivation of achievements. Referring to the concept of relational development of the family, a person needs a strong, honest emotional bond and a sense of commitment to another person. The results of the conducted research on a representative group of secondary school students indicate that the level of parents' support in communication, showing feelings, mutual tolerance and taking responsibility for decisions, is related to the dimensions of motivation for achievement or the need to strive for the best results in a competitive situation and freedom of choice. Emerging adults who grow up in such families have the appropriate competences to develop self-control, cooperative skills and have higher self-esteem; they are able to face challenges in the appropriate way. It is worth noting that the surveyed group of emerging adults from the village is more strongly attached to family traditions than their peers living in the city. Rural youngsters have a greater enthusiasm for learning and are not afraid of difficult tasks, and after their performance constantly strive to raise the level of performance. They cope with the problems treating them as a challenge, rather than a threat. They are looking for the opportunities to gain experience and they are more demanding of themselves—much more than their peers from the city. They are also inclined to overcome obstacles and open wider development perspectives.

In addition, it was noticed that the family system with good relations between its members (the so-called cohesion), enables emerging adults to maintain individuality and is conducive to setting constructive goals and real requirements. In such families, young adults strive to achieve the mastery related to

personal satisfaction and they are guided by internal motivation. Consequently, these adults are less inclined to give up or run away from difficult and uncomfortable situations in life. Emerging adults, who are truly satisfied with their achievements and are persistent in the pursuit of the goals, received emotional support from their parents. As a result, they developed a sense of self-confidence and intrinsic motivation¹⁷. Being brought up in proper, cordial atmosphere developed young adults' ability to undertake independent tasks, as opposed to actions forced by external factors.

Referring to Arnett's notion of emerging adulthood as a time of hope and anxiety at the same time, it is worth focusing on the role of parental support in equipping their children with skills enabling them independent functioning. Mutual understanding, respect and openness to dialogue undoubtedly facilitate developing motivation for achievement in many spheres of young adults' functioning.

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