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**Original
research paper**

Self-evaluation of parents' actions in their pedagogical work with children[2]

Extended summary

When it comes to pedagogical actions, a two-dimensional approach is most commonly used for their sistematization and it implies both affective and control dimension of upbringing. Affective dimension is determined by parents' readiness to show understanding and affection to their children, and this readiness can range from very low to high. A parent prone to punishment and detached from his/her child is a cold and distant parent. Conversely, a parent who shows emotions openly, explains his/her actions, accepts their child's initiative, and gives an opportunity for the child to express emotions is an affectionate parent. Control dimension is characterized by setting many rules regarding children's behavior and persistance in adhering to these rules, which automatically limits the child's freedom. On the other hand, there is also permissive or lenient upbringing characterized by a very low control level.

The goal of our research was to examine how parents evaluate their pedagogical actions regarding their children. The research was conducted on a sample of 198 parents of children attending final grades of primary school in Eastern Serbia (Negotin, Bor, Zaječar, Kladovo, and Knjaževac). Survey method and theoretical analysis method were used in the research. The researchers developed a five-level Likert type scale, the Parents' Self-Evaluation of Pedagogical Actions, consisting of 30 items referring to different pedagogical actions relative to affective dimensions and control dimensions.

The results confirm our hypothesis regarding the prevalence of affective dimension over the control dimension in parents' self-evaluation. One of the tasks of this research was to examine and analyze the presence of pedagogical actions of parents in working with children. Parents state a high degree of agreement with the claims related to affirmative actions in the upbringing of children that are in the domain of the affective dimension. These results confirm that: 98.4% of parents agree that raising a child is a joint obligation; parents openly show to the child that it is important for them to have a good relationship and mutual trust, and to fully understand their child's problems (scale values 4.62 and 4.60); 57.6% of parents believe that they always provide support and assistance to their child and that their goal is to build an honest and loyal relationship with the child; 43.9% of parents show a focus on building relationships of mutual respect for feelings and needs, as well as enabling their children to express their opinions independently; all parents included in the sample (198) do not agree at all that they should turn to themselves if they fail to cope with their child, and that it is unacceptable to resort to corporal punishment if they are not satisfied with the child's success or behavior; parents do not agree with the pedagogical behavior characterized by not paying attention to children's feelings because they are considered superficial and transient (scale values 4.03), and trying to break the will of the child, but also to give him/her full freedom, rarely providing parental tenderness towards the child (scale value 4.01). On the other hand, actions with the lowest degree of agreement, such as: expressing negative feelings, a critical attitude towards the child, disrespecting the child's needs, depriving the child of attention, can lead to disturbances in the quality of family relationships. The second task of this research was to examine the statistical significance of the differences in the application of pedagogical actions in working with children relative to the socio-demographic characteristics of parents (gender, employment, and educational level). It was found that the groups of parents with educational status: primary and secondary school, as well as college and university, differ statistically significantly in terms of pedagogical actions in the upbringing of their children (t = -3,071, df = 196, p = 0,002). For the mentioned variable there is a statistically significant difference in the results and they indicate that parents with college and university education are more in the zone of responsible parenting than parents who have completed primary or secondary school. The third task of the research refers to the analysis of the latent structure, i.e., the factors of parents' pedagogical actions in working with children. Eight relatively independent factors were singled out by factor analysis using oblimin rotation in latent space (indifference, high control and strict upbringing; excessive child protection and parental presence; low parental control and indulgence; understanding and support; high control and development of child obedience; development of independence and respect for children's opinions; understanding and support and disrespect for the child's needs and interests; and parental disinterest and self-indulgence of the child) which explain 61.00% of the total variance of the system. These factors indicate both undesirable and desirable actions of parents within the emotional dimension and the dimension of control. The choice of pedagogical actions of parents with which they will achieve their pedagogical goals mostly reflects the views of parents and is important in the process of directing actions in their parental role.

The results of this research can be a special challenge in terms of including children in some future research to examine the problem of parents' pedagogical actions from both per-

spectives. The research findings can also be used in the context of the development of educational programmes that can be implemented through cooperation between schools and parents.

Keywords: parents' pedagogical actions, affective dimension, control dimension, children

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