

Katarzyna Wojtanowicz
Uniwersytet Papieski Jana Pawła II w Krakowie, Wydział Nauk Społecznych
<https://orcid.org/0000-0001-5082-2617>

Supporting the Educational Potential of the Family in Contemporary Society

Abstract:

Background: The article focuses on analysing the educational potential of the family in the context of contemporary social, cultural, and technological challenges. It emphasizes the role of the family as a fundamental educational environment which, despite the difficulties arising from globalization, individualism, and demographic changes, remains a key element in socialization processes, the transmission of traditions, and the formation of individual identity. The paper discusses the importance of supporting families through legal and social systems such as family assistance programs that are designed to strengthen their educational and upbringing functions. It highlights the need to develop family resources, including rituals, relationships, and communication skills, enabling families to better adapt to the challenges of the modern world. The family's role in shaping moral and social attitudes, transmitting values, and providing emotional and material support is also underlined. Additionally, attention is drawn to the influence of technology and globalization, which, while offering new opportunities, also pose challenges to traditional family bonds.

Objectives: The aim of the article is to analyse and demonstrate the educational potential of the family as a primary educational and upbringing environment within the context of contemporary social, cultural, and technological transformations. The article seeks to identify factors that strengthen the educational and pedagogical functions of the family, as well as to highlight the importance of systemic and institutional support (including family assistance programs) in developing its educational, emotional, and cultural resources. The author aims to present the family as a dynamic system capable of adaptation and creative response to the challenges of modernity through the conscious development of its educational potential.

The main research problem addressed in the article is the question: How do contemporary families develop their educational potential amid dynamic socio-cultural changes? It is

assumed that institutional support, particularly family assistance, may constitute a key factor in reinforcing these processes. The study is based on the hypothesis that the family, understood as an open system, possesses the capacity for self-regulation and learning through interaction with its environment.

Methodology: The article employs an analytical and theoretical approach based on a review of scientific literature, as well as legal and systemic analysis. An interdisciplinary perspective was adopted, integrating pedagogical, sociological, psychological, and legal viewpoints to illustrate the multifaceted nature of the family's educational potential. A descriptive model of analysis was also applied, the article relies on descriptions, interpretations, and comparisons concerning family potential, contemporary challenges, and strategies for supporting families in fulfilling their educational and upbringing functions. The analysis included a review of academic sources, with particular emphasis on pedagogical and sociological literature. The main criteria for source selection were thematic relevance to the concept of educational potential and the contemporaneity of the works in relation to ongoing social transformations. The study employed content analysis and comparative interpretation of legal acts, which enabled the identification of common conceptual categories.

Results: The findings of the article emphasize the crucial role of the family as the primary educational and upbringing environment, which is fundamental to the formation of individual identity, as well as moral and social attitudes. As the first setting of socialization, the family transmits values, norms, and behavioural patterns that shape the future functioning of its members within society.

Conclusions: The family remains a fundamental educational and upbringing environment that shapes the identity, values, and attitudes of the individual. Effective management of both its material and non-material resources supports the emotional, social, and educational development of family members. Contemporary challenges such as globalization and technologization may weaken family bonds; however, they also create opportunities to strengthen educational functions through new forms of support, such as family assistance programs. Despite ongoing social changes, the family continues to be a key element in building a stable society. The conclusions drawn from the analysis also indicate the necessity of developing programs that enhance parental competencies in home education and cooperation with educational institutions. Further research is recommended on the effectiveness of family assistance as a form of long-term educational support. The conclusions have an applicative character and may serve as a foundation for the development of new strategies in family policy.

Keywords: educational potential of the family, upbringing in the family, family support, socialization.

1. Introduction

The family plays a crucial role in upbringing, as it constitutes the first social environment in which a child begins to explore the world, acquire values, social norms, and behavioural patterns. Upbringing within the family influences the overall development of the child, shaping their identity and social, emotional, and moral attitudes. It is within the family that the child is introduced to the world of social and cultural values, learning fundamental concepts such as good, evil, responsibility, and honesty.

In the educational process, parents serve as the primary role models, and their behaviour, choices, and judgments shape the attitudes of their children. The family plays a central role in the formation of the child's value system; however, this process requires parental awareness and active engagement. Children internalize values most effectively when parents act as positive role models. Despite the growing influence of external environments, the family remains an irreplaceable source of moral and social values (Pękala, 2015, pp. 95–109).

Although family structures continue to evolve, the family remains the foundation of human social and emotional development. The evolution of its structure and roles reflects changing societal values and needs, as well as the influence of global cultural and economic trends. In Poland, traditional approaches to family life still coexist with modern models of family functioning, illustrating both diversity and flexibility in adapting to contemporary challenges (Chojnacka and Iwański, 2022, pp. 183–196).

Every family, regardless of its structure, material status, or cultural background, possesses certain resources that constitute its potential. These resources include both material aspects such as financial stability and living conditions, and non-material elements such as knowledge, values, emotional support, and relationships among family members. The quality and availability of these resources influence the family's ability to support its members, particularly children, in their emotional, social, and educational development. However, the family's potential depends not only on the quantity of resources but also on the ability to utilize them effectively. Families that can efficiently manage both material and non-material assets create an environment conducive to the harmonious development of all members.

As Anna Błasiak (Błasiak, 2019a, p. 52) emphasizes, the family is a unique and irreplaceable space of human life, constituting the fundamental environment for development and upbringing, provided it functions properly. Its impact on its members is undeniable, regardless of whether it represents a well-functioning system or struggles with various dysfunctions. In dysfunctional families,

where difficulties such as emotional detachment, conflicts, violence, or addictions occur, the influence on members remains strong but takes on a negative character. Such environments may hinder development, cause emotional disturbances, and impede the formation of stable social relationships. Nevertheless, even under these conditions, the family remains a central element in an individual's life, highlighting the importance of supporting families and helping them overcome difficulties.

Contemporary families in Poland and worldwide are undergoing significant structural and functional transformations. According to data from the Central Statistical Office (GUS, 2023), there has been an increase in the number of single-parent families and a decline in large families. The Public Opinion Research Center (CBOS, 2024) reports that over 40% of respondents perceive a deterioration in family relationships due to professional overburden and technological distraction. Moreover, the rising number of children placed in foster care (Ministry of Family and Social Policy, 2023) confirms that families increasingly require external support. These data highlight the need for an in-depth analysis of mechanisms that strengthen the educational potential of the family.

2. The Educational Potential of the Family

The potential of the family refers to the set of resources, capacities, and abilities that a given family possesses to support the development of its members and to effectively fulfil its social, educational, and caregiving functions. It is a broad concept encompassing both material and non-material aspects of family functioning, which determine its capacity for adaptation, growth, and support throughout the various stages of life.

The family constitutes the first educational environment in which an individual acquires essential experiences and skills necessary for functioning in society. It is the space where the foundations of personality, the value system, and interpersonal relationships are formed. The primary tasks of the family include not only providing care and meeting the material needs of its members but also fostering education oriented toward the development of autonomy and personal responsibility.

Upbringing within the family plays a crucial role in preparing an individual for life in a world full of challenges, teaching them decision-making, coping with difficulties, and taking responsibility for their actions. The family performs an irreplaceable role in transmitting the gift of life and providing optimal conditions for the upbringing of children and their integration into society.

It is the family that holds the first and fundamental right to educate its children, while also bearing the primary responsibility for this task. In fulfilling this vital mission, which arises from its intrinsic vocation, the family

draws inspiration from the cultural heritage of humanity and, in particular, from the immediate social environment in which it exists (Filipowicz, 2017, pp. 127–146).

According to Franciszek Adamski (Adamski, 2021), the growing importance of family relationships in the face of contemporary challenges such as individualism, technologization, and demographic changes is a key aspect of the functioning of modern families. Adamski points out that although the family undergoes significant transformations, it remains a fundamental environment in which a person finds support, identity, and a sense of belonging.

Modern individualism, which emphasizes self-realization and personal autonomy, often leads to the weakening of traditional family ties. People increasingly strive to achieve their own life goals at the expense of relationships with other family members. However, Adamski stresses that the family, as a space for building emotional bonds, continues to provide a sense of security and balance in the face of tensions arising from an individualistic lifestyle.

Technology, while offering new possibilities for communication and support, can also lead to alienation in family relationships. Therefore, contemporary problems and demographic shifts present families with numerous challenges, while at the same time highlighting their irreplaceable role as the primary social and educational environment. Family relationships based on trust, support, and mutual care become not only a space for adaptation to new conditions but also a key element in counteracting the effects of global social transformations.

Parents play a crucial role in shaping a child's development, influencing the level of achievement as well as the way in which the child's abilities are developed. The family can foster creativity by providing favourable conditions, or it can hinder it when appropriate support is lacking. From early childhood, a child's interactions with parents have a significant impact on the development of creativity later in life. Parents who value and encourage traits conducive to creativity, such as imagination, curiosity, and nonconformity, are more likely to consciously support their children in developing their creative potential.

The family functions as an environment that can create a climate favourable to the development of creativity in children. This climate stems from specific parental attitudes and behaviours that strengthen the skills and dispositions needed for creative thinking and activity. Its essential features include encouraging the child to seek new, sometimes unconventional experiences, supporting independence and nonconformity, and developing imagination and the ability to fantasize.

An important aspect is also fostering perseverance in the pursuit of creative tasks, which helps the child learn patience and persistence in the creative process. Parents who support their children's creativity often display a readiness to engage in original and innovative activities themselves. They create situations that stimulate imagination and creativity, both during leisure time and in everyday household activities such as cooking or play.

Children raised in such environments are more likely to develop imagination, independence in thinking, and a willingness to ask questions. These qualities are not always as socially valued as conformity or obedience, which makes supporting them a challenge for many parents.

Parenting itself requires creativity. Solving everyday problems, adapting to a child's needs, and creating favourable conditions for development are tasks that often demand original thinking and an unconventional approach. Moreover, children frequently become a source of inspiration for their parents, encouraging them to discover new ways of acting and to deepen their own creativity. In this way, the process of nurturing creative potential becomes a mutual experience in which both parents and children enrich one another (Łukasiewicz-Wieleba, 2023, pp. 175–190).

The family plays a fundamental role in the transmission of traditional cultural patterns, serving as a key element in preserving identity and cultural continuity, particularly in the face of contemporary challenges such as globalization and migration. Grzegorz Ignatowski (Ignatowski, 2015, pp. 117–126) emphasizes that the family is the primary institution responsible for shaping attitudes and values that are passed down from generation to generation. Despite external influences such as the media, the Internet, and global mass culture, the family remains the most important pillar in the processes of socialization and the formation of cultural awareness.

The process of globalization, which brings with it intense cultural exchange and technological development, presents both a challenge and an opportunity for the family. Ignatowski notes that globalization leads to cultural unification, which may weaken local traditions and ethical norms. At the same time, however, he observes that this unification has sparked a growing interest in preserving local values and traditions. The family, as the primary environment for upbringing, functions as a guardian of these values, which is particularly important in societies experiencing migration and the blending of diverse cultures.

Despite the numerous challenges faced by modern families, their role in the transmission of traditional cultural patterns remains irreplaceable. In the face of global change, there is a growing tendency toward a revival of interest in local

values and traditions. The family, as a social foundation, will continue to play a vital role in preserving these values, provided that its members consciously act to maintain relationships and pass on knowledge to future generations.

Therefore, the family is not only the primary environment for building an individual's identity but also a cornerstone that protects traditions from being lost in the era of globalization. Strengthening its educational and cultural functions is essential for maintaining cultural continuity and diversity in an increasingly dynamic and globalized world.

According to Marzenna Magda-Adamowicz (Magda-Adamowicz, 2020, pp. 25–38), the potential of the family is based on its essential role in the development of both the individual and society. The family is a natural environment in which a person acquires fundamental behavioural patterns, learns interpersonal relationships, and develops personal predispositions. Despite challenges resulting from socio-economic and civilizational transformations, the family remains a valued institution that provides emotional, educational, and protective support. Its potential lies in the ability to adapt to new realities while maintaining its socializing, educational, and cultural functions. Although contemporary families are often less stable than in the past, they demonstrate flexibility and the capacity to combine traditional values with the demands of modern life. The family influences the moral and social development of its members and plays an important role in shaping the awareness of ethical attitudes and interpersonal relationships. In the era of globalization and cultural change, it continues to serve as a fundamental basis for building both individual and collective identity.

An important aspect of family potential is emphasized by Anna Błasiak (Błasiak, 2019b, pp. 43–51), who points to family rituals as a key factor in maintaining the stability and durability of the family system in a rapidly changing world. Rituals, deeply rooted in tradition, play a crucial role in strengthening family bonds, shaping identity, and transmitting values and behavioural patterns across generations. They perform several important functions: integrative by building a sense of belonging and community, regulatory by organizing family life through repetition and established rules, educational by supporting the formation of attitudes and behaviours among younger generations, and therapeutic by helping family members cope with stress and difficulties through shared meaningful experiences.

These rituals create a space in which family members can openly express emotions, strengthen relationships, and celebrate shared experiences, building an atmosphere of safety, harmony, and understanding. In the context of globalization, digitalization, and the weakening of family ties, family rituals can serve as a remedy for the dehumanization of life. In the face of the rapid pace

of cultural and social change, they allow families to preserve tradition, protect their identity, and build close relationships among members. Taking care of both everyday and occasional rituals is therefore essential for maintaining the stability of the family system and counteracting the processes of fragmentation and alienation that threaten contemporary families.

While Adamski emphasizes the importance of traditional family bonds as a stabilizing factor in the development of the individual, Błasiak draws attention to the need to redefine these bonds in the context of individualism and cultural transformations. Both perspectives suggest that the strength of the family does not stem from its structure, but from the quality of relationships and the ability to adapt to change.

The family therefore constitutes the fundamental environment for life and upbringing, as well as the source of key experiences that shape the individual. Its potential lies in its capacity to nurture, support, and adapt within a dynamically changing world. It is the place where traditions, values, and norms are transmitted, helping to build personal identity and strengthen one's role in society.

The key aspects of the family's educational potential include:

- Educational and upbringing potential. The family is the first socializing environment, shaping basic personality traits, habits, attitudes, and behavioural patterns. It teaches moral principles, respect for others, and social responsibility. It also supports emotional development, helping children learn to express and regulate emotions.
- Cognitive and educational potential. The family acts as the child's first teacher, transmitting practical knowledge about the world and fostering interests and talents. It supports formal education by motivating learning and developing competencies such as critical thinking and problem-solving. It also cultivates traditions and intergenerational knowledge, enriching the individual's development.
- Emotional potential. The family is a source of support, love, and security, fostering a sense of stability and belonging. Family relationships help build lasting bonds that become the foundation for healthy interpersonal relationships in adult life.
- Economic potential. The family is the basic unit providing material support for its members. Cooperation in managing household resources and budgets teaches planning, responsibility, and collaboration.
- Social potential. The family prepares individuals to fulfil social roles such as citizen, parent, or employee. It shapes prosocial attitudes, human solidarity, and engagement in community life.

- Cultural potential. The family serves as a guardian of tradition, culture, and language, transmitting them from generation to generation. Practices such as family rituals strengthen cultural identity and foster a sense of historical continuity and belonging.

It is the family that constitutes the foundation upon which the development of individuals and communities is built. Strong families create an environment conducive to the comprehensive development of children and young people, providing not only a sense of security but also a space for learning, shaping values, and building interpersonal relationships. For adults, the family functions as a source of emotional and practical support, offering a sphere of trust and mutual assistance. Family relationships provide a sense of belonging and stability, which is crucial in the face of the challenges of modern life.

Moreover, strong families have a significant impact on strengthening social cohesion. By fostering relationships based on trust and cooperation, they contribute to the integration of local communities and reduce the risk of social problems. Supporting the potential of families is therefore not only necessary but also strategic from a societal perspective. Investing in the development and support of families brings long-term benefits for individuals as well as for society as a whole.

In this study, the educational potential of the family is understood as the set of resources, competencies, and relationships that enable the cognitive, emotional, and social development of its members. In contrast to the broader concept of family potential (Magda-Adamowicz, 2020), which also includes economic and cultural dimensions, the educational potential focuses on the family's ability to create an environment conducive to lifelong learning. This interpretation is the author's own and is inspired by systemic approaches (Adamski, 2021; Opiela, 2019) and the concept of informal education within the family.

3. Strengthening the Educational Potential of the Family

The family plays a fundamental role in the process of both formal and informal education. Strengthening the educational potential of the family involves consciously developing resources and competencies that enable parents and caregivers to support a child's intellectual, emotional, and social growth. This process requires deliberate actions aimed at creating favourable conditions for effective learning and for shaping attitudes that promote holistic development.

The educational potential of the family arises not only from access to knowledge and material resources such as books, computers, or other educational tools, but also from the quality of everyday interactions among family members. Family relationships based on mutual respect, trust, and support create

an atmosphere in which a child feels safe and motivated to take on new challenges (Dybowska, 2018, pp. 9–11). Emotional closeness and open communication strengthen the child's sense of self-worth and belonging, which positively affects their ability to learn and develop personal interests.

Communication skills within the family are equally important components of its educational potential. Clear and constructive expression of thoughts, active listening, and openness in discussing both difficulties and achievements help to build a supportive home environment. As a result, the child learns problem-solving skills and develops interpersonal competencies that are crucial for social functioning.

Family support constitutes one of the key areas of social policy, and numerous laws and legal acts in Poland regulate issues related to the protection, support, and development of families. The system of family support encompasses financial, educational, health-related, and social assistance dimensions, reflecting the state's recognition of the family as the core institution in human development.

The Constitution of the Republic of Poland ([Isap.sejm.gov.pl](http://isap.sejm.gov.pl), 1997) recognizes the family as the fundamental unit of society, entitled to special protection and support. Article 71 guarantees the protection of family rights, particularly for large families and those in difficult financial situations, emphasizing that the state is obligated to support families in fulfilling their educational and caregiving functions.

The Family and Guardianship Code ([Isap.sejm.gov.pl](http://isap.sejm.gov.pl), 1964) regulates the rights and responsibilities of parents, guardians, and children. It defines the parental duty to provide care, upbringing, and maintenance, while also addressing issues related to the protection of the child's rights, parental responsibility, and the institution of foster care.

The Act on Supporting the Family and the Foster Care System ([Isap.sejm.gov.pl](http://isap.sejm.gov.pl), 2011) places particular emphasis on the obligations of local municipalities to support families, both in caregiving and educational forms. This includes providing access to counselling, therapy, and mediation services, as well as places in day-support centres and intervention programs for families facing difficult life circumstances, with the aim of preventing the necessity of placing children in foster care. The Act also introduces an important area of support through the institution of the family assistant, who plays a key role in helping families strengthen their functions and overcome crises.

As Izabela Krasiejko (Krasiejko, 2016, p. 10) notes, family assistance is a specific support strategy focused on families in need of help. It involves adjusting the pace and scope of counselling to the family's capacity to activate coping mecha-

nisms and utilize its cognitive resources. This type of support is value-based as it provides the family with a sense of acceptance and security, restores faith in its own abilities, and offers constructive feedback.

The tasks of a family assistant include providing comprehensive support to families struggling with various difficulties in order to improve their functioning, protect children, and strengthen parents' caregiving and educational competencies. The family assistant plays a key role in implementing support and educational interventions enriched with elements of therapy and social work, tailored to the needs of the family within its natural environment or another location of its choosing. Their activities focus on motivating family members to take actions leading to an improved life situation while monitoring progress in implementing an established plan of action. The goal of the assistant's work is to accompany the family in achieving life stability, understood as the ability to responsibly manage one's own life and to ensure conditions necessary for the proper development and upbringing of children. A key task of the family assistant is to support parents in effectively fulfilling their caregiving and educational roles by providing them with tools, knowledge, and emotional support. Through this process, parents gain the ability to better cope with everyday challenges and to foster positive relationships with their children, which contributes to the overall improvement of family functioning (Czechowska-Bieluga, 2020, p. 76).

Family assistance is a complex process that requires close cooperation with a wide range of specialists and institutions, highlighting the importance of working within interdisciplinary and interdepartmental teams. Effective actions in this area are based on collaboration among all parties involved, with a particular focus on the synergy between the family assistant and the social worker. Although these roles differ in scope, they complement each other, forming a coherent support structure for the child and the family. The social worker oversees the assistance process, sets goals, and monitors implementation, while the family assistant acts as the key executor and coordinator, maintaining close contact with the family through frequent, direct interactions. Their work includes an in-depth diagnosis of the family's needs and deficits, the development of an individualized support plan, and its implementation in a manner suited to the specific situation.

This approach enables the assistant not only to provide support but also to build trust, motivate change, and monitor progress in implementing improvements. A crucial element of this work is coordination with other entities that make up the family support network. This network may include school counsellors, teachers, educators, psychologists, probation officers, healthcare professionals, and representatives of non-governmental organizations. Each partici-

pant contributes unique competencies and perspectives that together ensure comprehensive family support. Operating at the intersection of multiple sectors, the family assistant serves as a vital link between the family and various institutions. This ensures coherence of actions, minimizes the risk of duplication, and helps the family navigate the support system. Such interdisciplinary cooperation not only enhances the effectiveness of assistance but also contributes to the development of long-term solutions that foster family stability and growth, particularly through the enhancement of the family's broad educational potential (Duda, Wojtanowicz, 2018, p. 21).

As Małgorzata Ciczowska-Giedziun (Ciczowska-Giedziun, 2020, p. 53) emphasizes, the process of supporting the family must not overlook its subjectivity. A subjective, person-centered approach to family support is possible only when the professional creates a space in which the family has the freedom to define its own goals and to seek solutions independently. Such an approach not only strengthens the family's sense of agency in the process of change but also respects its right to assess both the methods and outcomes of the work. Considering these aspects provides the family with a sense of control over its situation and reinforces its engagement in the support process.

A support process built on these principles can, in effect, become a process of modelling the fulfilment of the family's educational function. Supporting the family, particularly in the educational dimension, involves not only providing resources but also offering tools that enable the effective performance of educational and parenting roles. Through properly guided collaboration, the professional can inspire the family to develop educational competencies such as supporting the child's learning, creating a positive developmental environment, and enhancing communication skills among family members.

In this model, it is essential to create conditions in which the family not only responds to external guidance but also actively participates in decision-making and implementing change. The professional, acting as a role model, can support parents by demonstrating effective educational strategies, providing constructive feedback, and strengthening their confidence in their own abilities. Such modelling may include guidance on how to build positive relationships with children, how to develop their interests and talents, and how to structure the day in ways that support learning and growth. As a result, the process of support ceases to be merely an external intervention and becomes a catalyst for lasting change in family functioning.

Modelling the fulfilment of the educational function enables families to develop autonomy in decision-making and to create an environment that supports the development of all its members, particularly children.

The analysis conducted highlights the need for further integration of theoretical and practical perspectives in family research. An interdisciplinary approach that combines pedagogy, sociology, and law allows for a more comprehensive understanding of the complexity of contemporary educational processes. The original contribution of these considerations lies in the interpretation of family assistance as a tool for fostering systemic learning within the family. This perspective opens the possibility of perceiving the family not merely as a recipient of support but as an active participant in co-creating educational and social policy.

4. Summary

The modern family faces the necessity of finding its place in a rapidly changing society. Not every family is capable of independently meeting the challenges associated with fulfilling its functions. The proper functioning of the family is of fundamental importance not only for its members but also for society as a whole. Identified risks and the development of various forms of support constitute a central focus of contemporary scientific research as well as social and family policy initiatives (Dybowska and Wojtanowicz, 2020, p. 45).

Contemporary families operate in a world dominated by fast-paced and multidimensional social, cultural, political, and economic transformations. Globalization, consumerism, and the dynamic development of information and digital technologies have a profound impact on family life. On the one hand, there is a process of homogenization in which cultural patterns, lifestyles, and models of behaviour in different parts of the world are becoming increasingly similar. On the other hand, individuals strive to maintain their individuality by building unique and distinct identities. These two opposing processes, homogenization and individualization, significantly affect the modern family, which must find a balance between global trends and the need to preserve its own values and traditions (Błasiak, 2018, pp. 63–83).

At the same time, these processes can serve as a stimulus for discovering and developing the family's comprehensive educational potential. In the context of technological and cultural change, modern families have the opportunity to enrich their educational function through access to modern tools and resources such as digital technologies, educational platforms, and various forms of cooperation with educational institutions. These changes allow families not only to better support children's development but also to enhance the educational competencies of adult family members (Opiela, 2019, pp. 39–47).

An essential element of this process is the family's ability to adapt and to select values and models that support its development and strengthen its identity. Enhancing the educational potential of the family involves the conscious introduction of innovation into upbringing. Despite operating in a demanding

and rapidly changing environment, modern families have the opportunity to develop their resources. These resources not only allow them to respond more effectively to contemporary challenges but also strengthen their ability to fulfil their educational role in ways suited to new social realities. The potential of families thus becomes a key element in building a stable and conscious society and forms the foundation of their internal strength.

Today we observe significant changes in the functioning, structure, and forms of family life, which strongly influence both theoretical and methodological approaches to family studies and practical actions aimed at supporting family functioning. Research conducted in recent decades reveals the complexity of family-related issues, pointing to threats in fulfilling family functions, existential and communication difficulties in relationships, and insufficient protection for families, especially those struggling with multiple problems. Studies also highlight shortcomings in the family support system (Kantowicz, 2022, pp. 63–78).

Despite these challenges, the family remains a central focus of interest in many social sciences. At the same time, in both public and private spheres, the family often serves as an instrument of policy due to its invaluable role in the development of individuals and in shaping society as a whole.

Date of submission: 2025-01-10;

Date of positive reviews: 2025-10-30;

Date of submission for printing: 2025-12-12.

References

- Adamski, F. (2021) *Rodzina: wymiar społeczno-kulturowy*. 2nd ed. Kraków: Petrus.
- Błasiak, A. (2018) 'Współczesne przemiany socjo-kulturowe–źródłem zmian w funkcjonowaniu człowieka i rodziny (Wybrane aspekty w zakresie wychowania w rodzinie)', in M. Marczewski et al. (eds.) *Pedagogika rodziny. Podejście systemowe*. Gdańsk: Wyższa Szkoła Społeczno-Ekonomiczna, pp. 63–83.
- Błasiak, A. (2019a) *Miedzy (nie)obecnością a zaangażowaniem: rodzicielstwo rekonstruowane w ponowoczesności*. Kraków: Wydawnictwo Naukowe Akademii Ignatianum.
- Błasiak, A. (2019b) 'Rytuały rodzinne jako czynnik stałości i trwałości systemu rodzinnego w dynamicznie zmieniającym się świecie', *Horyzonty Wychowania*, 18(48), pp. 43–51. Available at: <https://doi.org/10.35765/HW.2019.1848.04>.

- Centrum Badania Opinii Społecznej (CBOS). (2024) *Więzi społeczne A.D. 2024. Komunikat z badań nr 90/2024*. Available at: https://www.cbos.pl/PL/publikacje/raporty_tekst.php?id=6875 (Accessed: 31 October 2025).
- Chojnacka, B. and Iwański, R. (2022) 'Struktura rodziny i oczekiwania wobec ról rodzinnych w opinii Polaków', *Wychowanie w Rodzinie*, 27(2/2022), pp. 183–196.
- Ciczowska-Giedziun, M. (2020) *Podmiotowość w pracy socjalno-wychowawczej z rodziną: studium fenomenograficzne doświadczeń asystentów rodziny*. Oficyna Wydawnicza Impuls.
- Czechowska-Bieluga, M. (2020) 'Pracownik socjalny i asystent rodziny w systemie wspierania rodziny', *Annales Universitatis Mariae Curie-Skłodowska, sectio J-Paedagogia-Psychologia*, 33(1), pp. 73–82.
- Duda, M. and Wojtanowicz, K. (2018) 'Asystentura rodziny jako istotny komponent współczesnego poradnictwa rodzinnego', in B. Szluz and A. Szluz (eds.), *Poradnictwo w dyskursie interdyscyplinarnym*, pp. 13–28.
- Dybowska, E. (2018) 'Transformacja pojęcia rodzina we współczesnym dyskursie interdyscyplinarnym', in B. Sieradzka-Baziur (ed.) *Pedagogika rodziny na początku XXI wieku w świetle pojęć i terminów*, pp. 9–34.
- Dybowska, E. and Wojtanowicz, K. (2020) 'Supporting the family from the perspective of a family assistant', *Praca Socjalna*, 35(5), pp. 45–58. Available at: <https://doi.org/10.5604/01.3001.0014.4424>.
- Główny Urząd Statystyczny (GUS). (2023) *Rodziny w Polsce w świetle wyników NSP 2021*. Available at: <https://stat.gov.pl/spisy-powszechnie/nsp-2021/nsp-2021-wyniki-ostateczne/rodziny-w-polsce-w-swietle-wynikow-nsp-2021,7,2.html> (Accessed: 31 October 2025).
- Filipowicz, M. (2017) 'Rodzina jako pierwsze środowisko wychowawcze. Zadania i ideał wychowawczy – z perspektywy nauczania Kościoła', *Łódzkie Studia Teologiczne*, 26(1), pp. 127–146.
- Ignatowski, G. (2015) 'Zadanie rodziny w procesie przenikania kultur i tradycji', *Pedagogika Rodziny*, 5(3), pp. 117–126.
- Isap.sejm.gov.pl (1964) *Kodeks rodzinny i opiekuńczy z 25 lutego 1964 r.*, Dz.U. z 2012 r., poz. 788 ze zm. Available at: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu19640090059> (Accessed: 20 December 2024).
- Isap.sejm.gov.pl (1997) *Konstytucja Rzeczypospolitej Polskiej z 2 kwietnia 1997 r.* Available at: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu19970780483> (Accessed: 20 December 2024).
- Isap.sejm.gov.pl (2011) *Ustawa z 9 czerwca 2011 roku o wspieraniu rodziny i systemie pieczy zastępczej*, Dz.U. z 2011 r. Nr 149, poz. 887 ze zm. Available at: <https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20111490887> (Accessed: 20 December 2024).
- Kantowicz, E. (2022) 'Współczesne problemy badań nad rodziną i wspierania rodziny', in A. Kacprzak, M. Gońda, and I. Kudlińska-Chróścicka (eds) *Problemy społeczne. Trwałość i zmienność w dynamicznej rzeczywistości. Księga jubileuszowa z okazji 45-lecia pracy naukowej i dydaktycznej*

- Profesor Jolanty Grotowskiej-Leder*. Wydawnictwo Uniwersytetu Łódzkiego, pp. 63–78. Available at: <https://doi.org/10.18778/8220-767-5.05>.
- Krasiejko, I. (2016) *Asystentura rodziny: Rekomendacje metodyczne i organizacyjne*. Wydawnictwo Ministerstwa Rodziny, Pracy i Polityki Społecznej.
- Łukasiewicz-Wieleba, J. (2023) 'Rodzice wobec rozwoju potencjału twórczego swoich dzieci', *Nauki o Wychowaniu. Studia Interdyscyplinarne*, 16(1), pp. 175–190. Available at: <https://doi.org/10.18778/2450-4491.16.11>.
- Magda-Adamowicz, M. (2020) 'Znaczenie, potencjał i ewolucja polskiej rodziny', *Wychowanie w Rodzinie*, 23(2), pp. 25–38.
- Ministerstwo Rodziny Pracy i Polityki Społecznej (MRPiPS). (2024) *Informacja Rady Ministrów o realizacji w roku 2023 ustawy o wspieraniu rodziny i systemie pieczy zastępczej*. Available at: <https://www.gov.pl/attachment/0fb85e03-b2e5-4bac-8795-5a5b4f78bf5e> (Accessed: 31 October 2025).
- Opiela, M.L. (2019) *Osoba i rodzina wobec wyzwań cywilizacyjnych. Pedagogia integralnego rozwoju i edukacji w koncepcji ochrony Edmunda Bojanowskiego*. Wydawnictwo KUL. Available at: <https://doh.repozytorium.kul.pl/handle/20.500.12153/1556> (Accessed: 20 December 2024).
- Pękała, A. (2015) 'Rola rodziny w kształtowaniu systemu wartości u dzieci w wieku przedszkolnym', *Wychowanie w Rodzinie*, 11(1), pp. 95–109.