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FAMILY AS THE STARTING POINT OF EDUCATION: A RESEARCH ON PARENTS' BELIEFS

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Abstract

Preparing students for a successful life is one of the main goals of education; however, there are many open issues in this area: for example, who, when, with what and how one should support children in this process. In the multifactorial environment of children, family is in the first place, and the role of positive parenting is beneficial in the early ages. Parental beliefs, attitudes are transferred to their children, although most of the information is encoded. The present paper focuses on the pedagogical aspects of parental thinking to reveal specific characteristics in their view on education. Our research aimed to explore how parents' mindset could support or retain the development of children's social entrepreneurial skills and whether they apply positive parenting. We examined the phenomena with a modified version of the ENT-BP1 questionnaire (Angyal & Hercz, 2019) in the school year of 2020/2021. N = 2,276 Hungarian parents completed N = 1,857 copies. Parents' views were explored indirectly by evaluating statements based on a positive psychological foundation on an intensity scale. The overall reliability of the questionnaire was: Cronbach's alpha = 0.81 for 96 items, and for the subscales: Cronbach's alpha = 0.754–0.854 with KMO = 0.707–0.744, and sig = 0.00. The statistical analysis was performed with IBM SPSS 27. Results suggest that parents are aware of the key components of positive parenting and their value; however, they apply only some of them in their everyday practice.

Keywords: social entrepreneurial education, family climate, mindset, parents' thinking, positive parenting

In an insecure world

The effects of the COVID-19-related restrictions on education, the warfare, the energy crisis in Europe, and the possible outcomes of the global climate change urge the reconsideration of the primary goals of education. The employee ideal characterized by OECD/DeSeCo (Rychen & Salganik, 2003) and UNESCO (2017) in the first two decades of the 21st century could still be taken valid since self-rejuvenation, out-of-the-box thinking, or lifelong learning are inevitable to be able to adapt to the

rapidly changing life circumstances. This proposes a different approach towards the necessary skills and competencies for the near future.

The key competencies suggested to be developed in educational settings according to the European Reference Framework are as follows: (1) communication in the mother tongue, (2) communication in foreign language, (3) mathematical competence and basic competences in science and technology, (4) digital competence, (5) learning to learn, (6) social and civic competences, (7) sense of initiative and entrepreneurship, and (8) cultural awareness and expression (Recommendation 2006/962/EC). Although these appear in Hungarian regulatory documents, competencies 1–4 are set to be domineering due to their cognitive nature while the rest, specifically, the social competencies, are less emphasized at schools (Zsolnai, 2011). Instead of the institutionalized way, the development of these typically takes place in the family, therefore, it is relevant to map the possible background factors, in our research, parental thinking.

Besides educating skilful and competent individuals, establishing their positive mindset is another hot issue in contemporary research. The concept of mindset is embedded in the scope of positive psychology recently emerging in Hungary (Oláh, 2022), and, with other interventions, positive mindset is associated with the enhancement of resilience, a substance for coping and empowerment (Frydenberg, 2017), and skills development (Dweck, 2010). Still, investigating the term, it is a hard act to find a scientific definition since authors tend to use synonyms or vague expressions, or they deduce with the help of other terms, for example, “nurturing ways to challenge pessimistic thoughts” (Bekhet & Zauszniewski, 2013, p. 1079). Fodor and Molnár (2020) argue that contrary to the popularity of positive psychology, practical implications are quite rare in Hungarian public education, moreover, no research on parental mindset was found prior to this research.

The importance of positive parenting

The significance of clarifying parental views and attitudes has been confirmed by numerous studies on parental thinking affirming that family is the first learning place for children (Józsa & Kis, 2019). Although Bowlby’s theory of attachment (1969) states that parents serve as attachment figures, the relationship between parents and their children is bidirectional suggesting mutual effects on each other (Hodapp & Ly, 2005). The effectiveness of this interactivity could be measured by the successfulness of the successors in the western culture, thus, a well-educated, cooperative, loyal and psychologically matured citizen is the preferred output of the process (Maccoby, 1992). Of course, there are universal expectations for parents, for example, general care giving, ensuring a safe place and warmth, or guiding (Rasmussen, 2009).

For decades, it has been investigated and proven that an adequate family background is able to promote cognitive and language development (Bee et al., 1982), school performance, and resilience (Werner & Smith, 1982); however, the advent of positive psychology at the beginning of the 21st century introduced the concept of positive parenting, which promoted children’s intrinsic regulation and motivation instead of parent-oriented ones (Gray, 2007; Ryan & Deci, 2000). The idea of positive parental attitude existed long ago, albeit its scope was restricted to the avoidance of physical punishment in favour of positive reinforcement (Adler, 1958), and it took decades to be a signature of democratization (Nelsen, 2006).

Since positive psychology aims to enhance subjective wellbeing and promote individuals to flourish (Seligman & Csikszentmihályi, 2000), a direct adaptation to parenting is reasonable to be assumed. One pillar of positive parenting and the cursor of strong families is the promotion of positive emotions that are, in the order of importance, joy, gratitude, serenity, interest, hope, pride, fun, inspiration, awe, and love (Frederickson, 2009). Another way for intervention is the recognition and selective development of children’s character strengths (Seligman, 2002). Parents tend to have a strong vision on the desired character strengths and values in order to ensure their children’s job satisfaction, health, and happiness (Cameron et al., 2003).

The increment in the number of research underlines the significance of positive parenting. With the advent of video recording in the 1980s, observation became a common research method, and numerous models and interventional programmes occurred by the end of the 2000s (Juffer et al., 2008). An important aspect of the trend was putting emphasis on children’s rights and viewpoints (e.g., specific feelings and thinking of age-groups) and parents’ problem-solving techniques (Durrant, 2016), while cross-national research was initiated to investigate the correlation between parental dimensions and different factors (e.g., Pastorelli et al., 2016).

Entrepreneurial education for the future

As we mentioned above, some key competencies are simpler to be connected to classic scientific disciplines, for example, languages and mathematics, therefore, their occurrence in school syllabuses, course outlines and textbooks is more defined. Hence, the so-called transversal competencies, like entrepreneurial competence are not really discussed in regulatory documents internationally, even in the early stage of school-based education.

Entrepreneurial education was included in the 1995 Hungarian National Core Curriculum referred to as entrepreneurial behaviour, activity, and mindset, and the next, 2003 version of the document used the term entrepreneurial ability and skill as one of the key competencies. An analysis of the 2012 version focusing on entrepreneurial education for primary school students detected that the National Core Curriculum discusses the related knowledge, abilities, skills, and attitudes in details (see Table 1). Interpreting the term entrepreneurial education in a broad way, it entails developing both personality traits and competencies in order to educate sensitive, innovative, problem-solving citizens with out-of-the-box thinking. Social entrepreneurship, a strongly related term, covers a set of peculiarities which are needed to be able to utilize entrepreneurship in social settings.

A practical example of social entrepreneurial education was the EU-financed YouthStart and UKids programmes between 2015 and 2020 with the participation of teacher-training universities and elementary schools of six European countries, including Hungary. According to Lindner’s Trio model (2019) entrepreneurial education is performed at three levels: core entrepreneurial education, entrepreneurial culture, and entrepreneurial civic education. For the development of 8–11-year-old learners, the framework of the programme offered 16 thematic projects with a challenge-based learning strategy focusing on different competencies in line with the UN’s Agenda 2030. The Hungarian realization of the programme intended to realize only the core entrepreneurial education; the achievements were presented at an international conference (Hercz & Lindner, 2020).

Table 1
Different substances of entrepreneurial education (Angyal, 2019, p. 14)

Knowledge	Abilities and Skills	Attitudes
Fitting possibilities to personal professional and business activities	Planning, managing, controlling and leading, task sharing, communication	Independence Readiness for creation and innovation
Recognition and interpretation of challenges	Judgement and initiation, creativity, risk-analysis and risk-taking, problem-solving, analysis, reflection on experiences	Motivation and determination to achieve goals
Understanding economic systems and financial issues	Individual and group working	
Financial and legal knowledge for business life	Ethical behaviour	

Research Methodology

The objectives

Today's learners are the future's citizens. Their upbringing is supported by the family and the school environment in different ways and depths; however, similar and bilateral efforts of the two agents are preferred for promoting a harmonious education. This is the core idea of this research, which is a continuation of two prior investigations into parental thinking: one discussed lifelong learning education for UKids-participating children (Hercz et al., 2020), the other one looked at the entrepreneurship-related views of parents of UKids-participating children (Hercz et al., 2019). These investigations and the informal, end-project feedbacks led us to the conclusion that children were avid participants of the challenges, nevertheless, their parents' active involvement had the power of view-shaping for both.

Based on the literature review and our previous research discussed above, in this research, our intention was to investigate how parents characterize the ideal employee of the 21st century, what they think of social entrepreneurial education and its support, and how they assess their family environment in general. Due to an already-existing questionnaire and the possibility to reach a large sample, we decided to follow a quantitative research design with the following hypotheses:

1. The characteristics of the 21st century employee ideal dominate parental views on ideals for their children.
2. Parental views contain the well-known modernistic positive parenting approach.
3. Due to the positive parenting approach being present in the collective thinking for decades, family climate and educational environment support the establishment of flow-personality in children.

As the research was performed during the run of the international project UKids (2017–2020), ethical issues were considered and handled in accordance with the related regulatory documents of the project. The execution of the programme and the joint research at ELTE Gyertyánffy István Primary School Budapest, Hungary and other primary schools of the capital city and the countryside was preceded by giving information to school leaders and parents verbally and in writing, and acquiring their consent.

The instrument

The instrument, Entrepreneurial Beliefs of Parents Questionnaire (ENT-BP2), used in this research was a slightly altered version of the Entrepreneurial Beliefs of Parents Questionnaire (ENT-BP1), which had been developed to ask UKids-participating children's parents in 2018. The basic concept of both designs was to utilize the self-evaluation statements of the UKids Framework of References for Entrepreneurship Competencies with a twist: the sentences were used to evaluate children by their parents. The difference between the ENT-BP1 and the ENT-BP2 is a minor addition: the ENT-BP2 contains two extra items without modifying the overall characteristics of the questionnaire, only the Cronbach's alpha changed to 0.811. The item groups are as follows:

1. The properties of successful adults and successful children (31 items): successful adults, success at school, failure at school;
2. Parental roles (8 items): counselling statements in a fictional peer-parent conversation;
3. Parental views in general (50 items): childcare, supporting ideas and creativity, supporting communication, supporting self-management, democracy in the family, opportunities for challenges;
4. Own children, own parenting (13 items): assessing own children, assessing own parental roles, rules in the family, non-adequate parenting;

5. Background factors (6 items): respondents' sex, living place, education, wished education for children, number of children in the family, way of responding (father or mother individually, or together).

The conceptualisation of the scales having relevance to our present research is introduced as follows:

1. The properties of successful adults and successful children. We introduced the scale with an instruction: "The following personality traits have been collected. Please consider how typical you think these traits are for a successful person in the 21st century, and evaluate the items accordingly." The personality traits listed have been acquired from the initial, stakeholder analytic phase of the UKids project in which we had brainstorming discussions with parents from a school class in six participating countries.
2. Parental roles. The counselling statements were derived from brainstorming sessions detailed above.
3. Parental views in general. Since positive family climate is a precondition of positive parenting, to create this scale, we assumed that parental views could be interpreted with the help of Csikszentmihalyi's flow theory (2001). The properties of the so-called flow-family were filtered by performing document analysis on Csikszentmihalyi's work (see Table 2).

Table 2
The happy child: Characteristics of the family supporting the optimal experience
(Csikszentmihalyi, 2001, pp. 134–135)

Criteria	Content
1 Consistency	which is reflected in clear and unambiguous requirements and expectations on the one hand, and in adequate communication and feedback for the child on the other hand
2 Focusing on child	in this case the child feels that his or her parents are interested in his or her feelings and experiences
3 Democratic climate	choices and decisions are also made for the child in the family
4 Sense of security	trust in the child, respect for his or her feelings and activities; if it is important to the child, it is considered important, they are allowed to immerse themselves in it
5 Attitudes towards challenges	creating and providing opportunities for more complex activities

Excluding the background factors, all items required answer on an intensity scale of five. We deliberately asked respondents to give answers as they were "giving marks at school" since this approach should be vaguely familiar.

The sample

As we mentioned above, our previous research invited only those parents whose children were taking part in the Hungarian UKids programme, therefore, this convenience sampling was associated with high motivation for responding. Since the outcome of that research was the confirmation of parents' "entrepreneurial positive" attitude, it was a plausible decision to target the parents for one more sampling. The online version of the ENT-BP2 was available in the spring and summer of 2021, and our teacher acquaintances recruited parents in Hungary. A peculiarity of the measuring was that families could decide whether only one parent completed the survey or both. Two thousand completed surveys had been expected; however, due to missing and false cases, only 1,854 copies were analysed.

This number means that the sample represented 1,854 families' opinions: 1,088 mothers (58.7%), 344 fathers (18.6%), and, jointly, 422 mothers and fathers (22.8%) responded. Considering the gender,

the distribution was as follows: out of the 2,276 respondents, 1,510 were female (66.3%), 776 were male (33.6%). Forty-four percent of the respondents lived in cities (capital city and cities with county rights), 34% in towns, and 22% in villages or smaller settlements. The distribution of the number of children in respondents' families was as follows: 30% of the families raised one child, 46.5% of them raised two children, 20% of them raised three, and 4% of the families raised four children.

Since the issue of parents' level of education may be rather sensitive, we asked the wished level of education for their children first. The results were as follows: 1% wished for basic education, 28% for intermediate, and 71% wished for advanced level of education for their children. We assumed that parents' level of education could determine the modernity of their parental views: an index variable was merged from the two parents' data with a preference for the higher-ranking one. The rounded values of this index variable were as follows: 7% had basic or lower level of education, 9% had some basic professional training, 39% had intermediate level of education, 25% had intermediate level of education with secondary school diploma, and 20% had advanced level of education. The gender distribution of parents' educational level was as follows: 12% of the mothers had basic education, 59% had intermediate level of education, and 29% had advanced level of education; 15% of the fathers had basic level of education, 47% had intermediate level of education, and 38% had advanced level of education.

Data processing

Data collection was performed with the help of Google Forms, the raw data were transferred to Microsoft Excel 2021 for data cleansing. The IBM SPSS Statistics 27 software was used for statistical analysis. The KMO values for the ENT-BP1 had already confirmed reliability, and this did not change with the introduction of some extra items in the case of the ENT-BP2. We were able to create new variables. The tests run for different purposes are enlisted in the Results section of the paper.

It is important to highlight that the scale "Parental views in general" was analysed twice from different aspects. First, to explore parental views and ways of parenting, we created six factors for the ENT-BP-1 with the help of cluster and factor analysis (Varimax rotation). These were also used in the case of the ENT-BP-2:

- GEN1 – childcare and parental roles
- GEN2 – supporting ideas and creativity
- GEN3 – supporting social communication
- GEN4 – supporting self-management
- GEN5 – democracy in the family
- GEN6 – supporting social entrepreneurship (not used, subscales introduced instead)
- ENT1 – supporting attitude with challenges of children
- ENT2 – supporting entrepreneurial behaviour
- ENT3 – supporting non-traditional topics and behaviour

Second, in order to investigate the connection between family climate and establish the flow personality, we filtered out those items which overlapped the peculiarities declared in the flow theory.

Results

Parental views on establishing entrepreneurial education

As mentioned above, the 50 items of parental educational views were divided into thematic groups, therefore, we were able to look at the characteristics of general views and statements closely related to education, as well as those related to entrepreneurship education separately (see Table 3).

Table 3
Some statistical features of factors derived from parental views (N = 1,857)

Items	Mean	Std. Deviation
GEN1: Childcare and parental roles	4.3	0.57
GEN2: Supporting ideas and creativity	4.1	0.59
GEN3: Supporting communication	4	0.55
GEN4: Supporting self-management	4	0.36
ENT1: Attitudes with challenges of children	3.8	0.55
ENT2: Supporting entrepreneurial behaviour	3.8	0.71
GEN5: Democracy in the family	3.5	0.65
ENT3: Supporting non-traditional topics and behaviour	3.2	0.47

Note: ENT = Entrepreneurial education factors; GEN = General educational

Results suggest that parents supported independent decision-making, and encouraged expression, perhaps because these are well-known expectations for them. However, respondents were divided (cf. average mean and standard deviation) regarding philosophical and preoccupying topics. There was a particularly low level of agreement with the statements that included certain elements of entrepreneurial education and the discussion of economic and political issues at the level of children.

Parental views on the adult ideal of the 21st century

First, our intention was to investigate what the 21st century male ideal was like according to the respondents. Factors were identified with the help of Nagy's (2000) model of competences. Factors were sorted in descending order (see Table 4). To reveal the trend of parental views, we created new variables from individual, cognitive, and social factors. Although parents considered all the three factors important with high mean values, the cognitive one was slightly higher (M = 4.6; SD = 0.41) than the social one (M = 4.5; SD = 0.37). The individual factor showed the lowest mean value; however, here we found the highest deviation (M = 4.4; SD = 0.50).

Table 4
Parental views on the characteristics of the ideal employee (N = 1,851)

Mean	Std. Dev.	Items	Factors		
			Individual	Cognitive	Social
4.81	0.42	Takes risks / starts new things boldly	0.73		
4.32	0.83	Resilient / can change easily	0.73		
4.24	0.86	Lives a healthy life	0.68		
4.32	0.83	Well-posted in economic issues	0.60		
4.82	0.44	Good communication (writing and speaking)		0.79	
4.76	0.51	Has interesting ideas, creative		0.65	
4.57	0.74	Well-informed / regards information critically		0.57	
4.27	0.88	Likes learning		0.49	
4.72	0.61	Good at making contact			0.80
4.71	0.62	Can have an effect on others			0.76
4.65	0.70	Makes a stand for something or somebody bravely			0.54
4.66	0.64	Persistent			0.39
3.88	1.14	Active in social life			0.65

To test the significance of the background factors, variance analysis and Tukey's B test were run. As for level of education, significant differences were detected with all the three factors; however, these tendencies could not be interpreted appropriately (e.g., parents having the lowest and highest education considered cognitive properties the least important, $F = 8.29$, $\text{sig} < 0.01$). Nevertheless, in the case of the individual factor, parents having advanced level of education showed significantly lower value ($F = 12.27$; $\text{sig} < 0.01$) than those who had basic or intermediate qualifications ($M = 4.2$ for advanced-level education, $M = 4.6$ for basic-level education; $F = 18.37$; $\text{sig} < 0.01$). Looking at the living place of families, no significant difference was found in the assessment of individual or cognitive factors but social ones showed significant difference between parents living in towns or cities and rural areas ($M = 4.2$ for rural and $M = 4.5$ for town or city dwellers).

Parental views on adequate parental behaviour

Based on our research in educational settings, we assumed that there was no use in surveying parents with direct questions, a kind of indirect way (e.g., asking them to give advice) would be more beneficial instead. The counselling-imitator items of the ENT-BP2 were used to derive parental values: out of the many, social entrepreneurship education and self-management were highlighted; however, some basic principles of modern pedagogy (i.e., consistency and the role of feedback) were marginal.

Cluster analysis showed three groups (see Table 5). Group 1 lists the most popular items with great unity; moreover, entrepreneurship-ready children and the dominance of cognitive properties are also listed here. The results of Group 3 are quite surprising since consistency and feedback-giving are well-known to be part of naive pedagogical views.

Table 5
Descriptive statistics of some adequate parental behaviour in groups (N = 1,854)

	Items	Mean	Std. Deviation
	Encourage them to dare to undertake their opinion in public.	4.51	0.68
1	Teach them to use their common sense to be able to state their problem.	4.47	0.71
	Let them experience the consequences of their bad decisions.	4.05	0.90
	Let them get along on their own, give help when it is necessary.	3.81	1.21
2	Motivate your children to have own ideas.	3.77	1.04
	Let them distract (talking about things related but off to the topic).	3.48	1.10
	Assess them instantly, concretely and frequently.	3.18	1.18
3	Educate them consistently (even if you feel sorry for them).	2.56	1.09

Some statements about parents' families made the respondents aware of their own parenting roles, and additional statements covered children's abilities which were beneficial for establishing entrepreneurial competence and some family activities supporting that process. Here, we introduced four statements directly helping the responding parents to realize their parental roles (see Table 6). Not surprisingly, the value of the learning-supporting parental role was regarded outstandingly high. However, the agreement with the parent-centred commanding role was contrary to our assumptions: 95% of the respondents believed that children shall follow their parents' orders and respect the values of the family, while 86% of the respondents argued that children's daily schedule shall be determined by their parents.

Table 6
Descriptive statistics of parental roles

Frequency (%)					Items	N	Mean	St. Dev.
1	2	3	4	5				
–	–	1.1	8.6	90	I (or sy from the family) help my children to learn if it is necessary.	1,403	4.89	0.36
0.2	–	12.9	43.2	43.6	My child's program is determined by the adult members of my family.	1,854	4.62	0.63
0.2	1.1	3.8	26.5	68.4	My child must precisely follow the behaviour and values of the family.	1,854	4.3	0.70
1	10.4	33.3	37.5	17.7	I am the most important teacher of my child.	1,854	3.61	0.93

Flow-ready families

Using the above mentioned ENT variables and the derived flow factors (see Table 7), correlations were calculated. The highest significant correlation was detected between “ENT2 – supporting entrepreneurial behaviour” and “FW5 – opportunities for challenges” flow factor (R=0.42; p = 0.01), while “FW1 – consistency and clear rule” showed the lowest (R=0.05; p = 0.01). Overall, all flow factors correlated significantly but FW5 was outstanding.

Table 7
Some statistical features of factors derived from flow-factors based on parental views (N = 1,854)

Factors	Mean	St. Dev.
FW 5 – Opportunities for challenges	4	0.52
FW 3 – Democracy	4	0.48
FW 2 – Being in focus	3.7	0.52
FW 4 – Sense of security	3.6	0.56
FW 1 – Consistency and clear rules	3.4	0.60

Looking at the results according to the group of respondents, an interesting finding was revealed after variance analysis and Tukey's B test: if both parents in a family completed the survey, they rated the factors significantly higher, except for FW5. Fathers who responded alone rated factors FW1, FW3, and FW4 significantly lower compared to parent couples. However, support for the opportunities to experience the challenges was significantly less supported by couples than by single-responding mothers or fathers (p <0.05). The comparison according to the place of residence of the families did not show any difference between FW1 and FW2, but the creation of a democratic atmosphere of the family and the child's sense of security was considered less important by villagers (p <0.05; the difference was 0.2 on a five-point scale). Creating opportunities for challenges and more complex activities were supported to a slightly greater extent by residents of large cities.

Correlations also proved the assumption that parental views were inter-dependent. We analysed the relationship of general parental views (GEN1 to GEN5) and the entrepreneurial subscales (ENT1 to ENT3). As Table 8 illustrates, families having democratic climate typically supported children's creativity and ideas. There were significant correlations between the factors of general pedagogical views and the entrepreneurial ones (p = 0.01): entrepreneurial education was typical in families in which parents supported self-management (e.g., independence, bravery, initiation) and set an

environment for challenges. Similarly, families with democratic climates supported children's social communication, especially dealing with non-traditional topics (e.g., political issues, news in media) and behaviour, which is an important component of entrepreneurial education.

A low but significant correlation was found between parental views on the ideal flow-promoting family climate and the three dimensions (individual, cognitive, and social) of the 21st century male ideal ($R < 0.23$ in all case; $p < 0.01$).

Table 8
Correlation matrix of general and entrepreneurship-related parental views ($N = 1,854$)

	GEN1	GEN3	GEN2	GEN4	GEN5	ENT1	ENT2	ENT3
GEN1 Childcare & parental roles	1							
GEN3 Supporting communication	0.28	1						
GEN2 Supporting ideas & creativity	0.26	0.23	1					
GEN4 Supporting self-management	0.35	0.37	0.16	1				
GEN5 Democracy in the family	0.24	0.33	0.40	0.11	1			
ENT1 Attitudes with challenges of children	0.24	0.14	-0.02	0.15	0.10	1		
ENT2 Supporting entrepreneurial behaviour	0.28	0.26	0.21	0.35	0.13	0.40	1	
ENT3 Supporting non-traditional topics & behaviour	0.17	0.36	0.08	0.16	0.29	0.16	0.7	1

Note: $p = 0.01$

Conclusions

The general intention of our research was to map parental views on the 21st century ideal employee and its relationship with the parental behaviour in the framework of entrepreneurial education and positive family climate.

The assessment of the abilities and personal properties of the 21st century male ideal is rather Janus-faced. Our respondents valued the properties of the ideal adult employee highly in direct questions; however, inquiring about the same attributes indirectly (i.e., assessing statements) in the context of educating their children brought less positive results. Therefore, hypothesis 1, a kind of pedagogical evidence, must be rejected.

We could detect some items of Frederickson's list of positive feelings (2009) which are essential for positive parenting. Although we did not investigate parental efforts for emphasizing character-strengths (Seligman, 2002), they were still embedded in the entrepreneurial education dimension, and were not really emphasized by respondents. Some items of positive pedagogy, for example, social communication and the core idea of constructive pedagogy, were highly supported, but consistency and regular feedback, two components of positive parenting, were the least supported, and divided the responding parents. Based on these findings, hypothesis 2 was partly confirmed.

Challenges and democracy as flow properties were supported by the parents; however, safe environment and educational consistency, which are essential for their realization, were low-ranked ($M = 3.5$ and $M = 3.4$, respectively). It was obvious that parents supported some parenting ideas which

were widely-known to be necessary, but they would have not liked to apply them in their families. Thus, hypothesis 3 was not confirmed.

It is important to add that our sample was not representative; nevertheless, its size was high and nation-wide enough to consider the tendencies discussed above as tentative, and initiate further research to examine some of the detected issues in detail. With the present research, we had the opportunity to unveil some contents and tendencies of Hungarian parental views and their correlation with demographic background variables. We firmly believe that questionnaire ENT-BP2 is suitable for action research by educators to map parental views in their classroom and compare the results with ours, and to support a better, evidence-based cooperation between schools and parents.

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