

PERCEIVED PARENTING AND PERCEIVED TEACHING STYLES IN RELATION TO SOCIAL MATURITY OF ADOLESCENTS


Sandeep Kaur and Kanwalpreet Kaur

This study aims to investigate the relationship between perceived parenting and perceived teaching styles on social maturity of adolescents. Random sampling technique was used to select the sample which comprised 479 school students of the Union Territory of Chandigarh. The tools used in this study were a) Parenting Style Scale by Bharadwaj, Sharma and Garg (1995), b) Perceived Teaching Styles Scale by the Investigator (2017) and c) Rao's Social Maturity Scale (2011). The results show that the favourable perceived parenting styles with perceived student-centred teaching style yielded higher mean scores of social maturity of adolescents as compared to low favourable perceived parenting styles with teacher-centred perceived teaching style.

KEYWORDS: Perceived Parenting Styles, Perceived Teaching Styles, Social Maturity, Adolescents, School Students

INTRODUCTION

Adolescence is a transitional stage of physical and psychological development. This development phase is marked by the onset of puberty, emergence of more advanced cognitive abilities and the transition into new roles in society (Hill, 1987). In psychological sense adolescence means a state of mind, an attitude, style of existence that begins with puberty and ends when one is relatively

Sandeep Kaur 
 Research Scholar, Department of Education, Panjab University, Chandigarh
 Email: brar.sandeep02@gmail.com

Dr Kanwalpreet Kaur
 Assistant Professor, Institute of Educational Technology and Vocational Education
 Panjab University, Chandigarh

independent of parental control. Along with biological maturity, social, emotional and intellectual maturation takes place during this period. An adolescent who has matured biologically, psychologically and sociologically has a smooth transition to adulthood. In this way, adolescence is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult. Parenting is the responsibility of father and mother, independently or together to prepare the child for society and culture and also represent as an effective agent for socialization. Individual experiences not only help in making the sense of self identity and self-ideal but may also lead him to perceive, think and act as self-directed manners. In psychology today, there are four major recognized parenting styles: Authoritative, Neglectful, Permissive and Authoritarian. Each one carries different characteristics and brings about different reactions in the children which they are used on. It is important to keep in mind that every parent-child relationship is different, so there is not one sure way to go about parenting. This is a simple guide to help decode your parenting style and provide general suggestions on how to raise a happy, responsible, productive member of society. So, it appears that child's perception of parental attitude towards himself should be of great concern in the dynamics of behaviour and many open new avenues of research for deeper probe in the domain of parent child relationship. Parental acceptance, rejection and encouragement shape the individual's view of the world, his attitudes toward society, conflicts and resolution.

Parenting has often been metaphorically described as an exciting and rewarding journey, providing a sense of fulfilment that is said to be incomparable to most other significant milestones of life. However, the same journey has also been regarded as a potential source of tremendous stressors and challenges, both for the parents and for the significant others involved. These very sentiments about parenting adolescents have been aptly expressed as being a source of excitement and of anxiety; of happiness and of troubles; of discovery and of bewilderment and breaks with the past and yet of links with the future. With the evolving advancements and progress in our society over the past few decades, parenting practices as well as perceptions about parenting have undoubtedly witnessed adaptations in accordance with the changing times.

After Parents, the teachers act as mentors pursuing all round development of learners. A teacher is a person engaged in interactive behaviour with one or more students for the purpose of effecting change in the students. The change, whether it is to be in knowledge (cognitive), skill (psychomotor) or feeling state (affective) is intentional on the part of the teacher (McNeil & Popham, 1973). No

two teachers will teach in the same way, just as no two students learn something in the same way. A teacher's teaching style is based on their educational philosophy, their classrooms demographic, what subject area (or areas) they teach and the school's mission statement. If you are a new teacher, you might be wondering just what your teaching style is and how it could be affecting your students. It's important to know that there are two key approaches that the other teaching theories fall into – Teacher-centred and Student-centred (Quinonez, 2014). Getzels and Thelen (1960) suggested that teacher-student interaction is a powerful force that can play a major role in influencing the social and affective development of students. Further, Walberg (1972); Winne and Marx (1977) emphasized that student's perceptions of their teacher's behaviour should not be underestimated rather it should be considered an important mediator between the instructional characteristics and academic achievement. Wubbels and Levy (1993) reaffirmed the role and significance of teacher behaviour in the classroom environment and in particular how this can influence students' motivation, academic achievement and social maturity. Various researches revealed that students' perceptions of teacher-student interpersonal behaviour are strongly related to student's achievement and motivation in all subject areas (Wubbels & Brekelmans 1998). Therefore, the teachers as well as the authorities should try their level best to make the school environment as healthy as possible for the proper social development of the children. They must produce good examples of social virtues and democratic living before the children through curricular and co-curricular activities, proper method of instructions and personal contact should help the children for proper social development.

An earlier study found that student perceptions of support, interest and respect received from their teachers was the most influential element of academic motivation, effort and achievement (Zimmerman, Khoury, Vega, Gil, & Warheit, 1995). They also noted that students' perceptions of teacher disinterest directly related to feelings of alienation, lack of commitment to school and high dropout rates of low socioeconomic status minority students (Zimmerman, Khoury, Vega, Gil, & Warheit, 1995). Those healthy teacher-student interpersonal relationships are a prerequisite for engaging students in learning activities (Brekelmans, Sleegers, & Fraser, 2000; Wubbels & Levy 1993). Each child's cognitive and social development is affected by the parenting and teaching styles s/he experiences. Social maturity and its development of the children are greatly influenced by the social environment and the functioning of the school. The human relationships maintained by the home, the school, the kinds of programmes and activities performed values and principles, the social qualities and behaviour of the parents, teachers and

classmates- all influence the social development of the child. The home and schools having a healthy social and democratic atmosphere inculcate so many social virtues among the adolescents.

The parents and the teachers support the adolescent child when he visits children of his own age and when he desires to participate in social activities along with other children. Immediate steps should be taken by the parents and by the teachers when they find that a child avoids participation in the social activities, they must find out the reasons and take adequate steps to encourage him to join group activities that he is interested in. The social adequacy of a child is prompted by a belief in the sense of responsibility. He must be given opportunities to take leadership role by parents at home as well as by the teachers in the school. The parents as well as teachers must encourage right attitude in the growing children towards social equality and social justice. Bernstein (2011) from the University of South Florida states that the type of parenting and teaching styles employed greatly affect a student's behaviour. A teacher's as well as a parent's role is to encourage, support and motivate the student to bring out their very best.

Home and school provide structural education and promote a child's mental and psychological growth. There is a need to research the appropriate parenting and teaching styles perceived by adolescents which may play an effective role in nurturing of personal and social dimensions in adolescents while also building resilience into adulthood. The present study aims to thoroughly study the impact on social maturity of adolescents and the effect it has on their personal and interpersonal lives with focus on perceived parenting and teaching styles.

OBJECTIVES OF THE STUDY

The study has been undertaken keeping in view the following objectives:

1. To study the relation of perceived parenting styles with social maturity of adolescents.
2. To study the relation of perceived teaching styles with social maturity of adolescents.
3. To study the interaction effect of perceived parenting styles and perceived teaching styles on social maturity of adolescents.

HYPOTHESES

The hypotheses of the study are:

1. There is no significant difference in scores of social maturity of adolescents with high and low favourable perceived parenting styles.
2. There is no significant difference in scores of social maturity of adolescence with teacher-centred and student-centred perceived teaching styles.
3. There is no interaction effect of perceived parenting styles and perceived teaching styles to yield difference in scores of social maturity.

RESEARCH METHODOLOGY AND SAMPLE

A design is to the researchers what a blueprint is to an architect. For the current study the descriptive method of research was used to study the relationship of perceived parenting and teaching styles in relation to social maturity. In the present investigation, dependent variable is social maturity and the independent variables include perceived parenting styles and perceived teaching styles. The study was employed as 2 X 2 factorial designs with each of the two independent variables to be studied at the two levels each. The schematic lay out of the design is given in Figure 1.

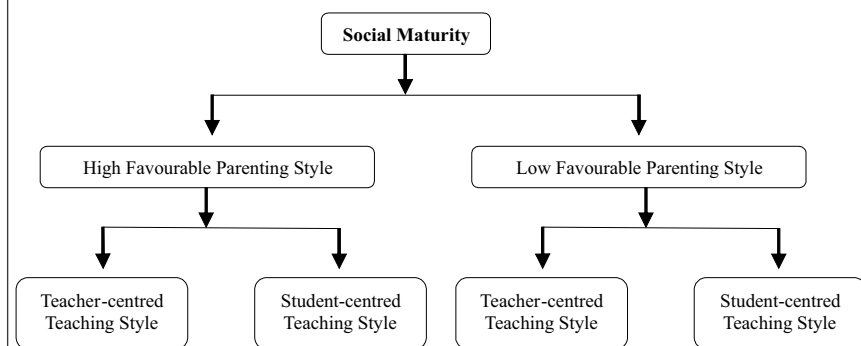


Figure 1. 2x2 Factorial design of the study.

The population of the study included the IX graders from both government and private schools of Chandigarh. The schools were selected by using the random sampling technique. The total of 479 students participated from Government and Private Schools which were affiliated to Central Board Secondary Education, New Delhi.

TOOLS USED

The tools used for the purpose were:

1. Rao's Social Maturity Scale (Rao, 2011)
2. Perceived Teaching Style Scale (Standardized & developed by the investigator)
3. Parenting Style Scale (Bharadwaj, Sharma & Garg, 1995)

ANALYSIS AND INTERPRETATION OF DATA

Means, SD's, Skewness and Kurtosis for total scores of Social Maturity of four groups i.e. Low Favourable Perceived Parenting Styles/Teacher-centred Perceived Teaching Styles (LFPPS/TCPTS), Low Favourable Perceived Parenting Styles/Student-centred Perceived Teaching Styles (LFPPS/SCPTS), High Favourable Perceived Parenting Styles/Teacher-centred Perceived Teaching Styles (HFPPS/TCPTS) and High Favourable Perceived Parenting Styles/Student-centred Perceived Teaching Styles (HFPPS/SCPTS) were computed. The data has been presented in Table 1.

Table 1

Means, SD's, Skewness and Kurtosis for Scores of Social Maturity.

	LFPPS/TCPTS	LFPPS/SCPTS	HFPPS/TCPTS	HFPPS/SCPTS
Mean	214.52	229.69	230.03	237.22
S.D.	29.77	22.19	33.04	27.46
N	98	62	224	95
Skewness	-0.595	0.039	-0.893	0.332
Kurtosis	1.010	-0.305	1.825	0.229

Results in Table 1 show the mean values of scores of students of four groups on Social Maturity. The mean score on Social Maturity of group LFPPS/TCPTS was lower than the other three groups i.e. LFPPS/SCPTS, HFPPS/TCPTS, and HFPPS/SCPTS group. The mean score on Social Maturity of LFPPS/SCPTS group was lower than the other two groups i.e. HFPPS/TCPTS and HFPPS/SCPTS group and the mean score on Social Maturity of HFPPS/TCPTS group was lower than the HFPPS/SCPTS group.

Skewness value for the groups LFPPS/TCPTS (-0.595) and HFPPS/TCPTS (-0.893) indicates that the scores of the two groups was negatively skewed. Scores on LFPPS/SCPTS (0.039) and HFPPS/SCPTS (0.332) indicates that the score of the two groups was positively skewed. The values were within the

acceptable limits of normality of distribution (± 1) and hence the distribution of the measure may be considered as moderately normal.

Kurtosis value for total score on Social Maturity of the three groups i.e. LFPPS/TCPTS (1.010), HFPPS/TCPTS (1.825) and HFPPS/SCPTS (0.229) indicates a leptokurtic nature and score on LFPPS/SCPTS (-0.305) indicates a platykurtic nature for Low Favourable Perceived Parenting Styles/Student-centred Perceived Teaching Styles Groups of students.

2x2 ANALYSIS OF VARIANCE ON SCORES OF SOCIAL MATURITY

The values of sum of squares, mean sum of squares, degrees of freedom, mean square, F-ratios and p-value for main effects and interaction effects of the four groups were computed and have been presented in Table 2.

Table 2

Summary of 2x2 Analysis of Variance on Mean Scores of Social Maturity in relation to Perceived Parenting Styles and Perceived Teaching Styles.

Tests of Between-Subjects Effects					
Source	Sum of Squares	df	Mean Square	F	p
I- Perceived Parenting Styles	12844.087	1	12844.087	14.174	.0001**
II- Perceived Teaching Styles	12102.039	1	12102.039	13.355	.0001**
Perceived Parenting Styles x Perceived Teaching Styles (IxII)	1542.303	1	1542.303	1.702	0.193
Error	430424.776	476	906.157		
Total	457383.390	479			

**p-value ≤ 0.01 = Highly significant

*p-value ≤ 0.05 = Significant

MAIN EFFECTS

1. Perceived Parenting Styles (HFPPS/LFPPS)

Results in Table 2 show that the p-value for the difference in mean scores on Social Maturity of adolescents belonging to High and Low Favourable Perceived Parenting Styles was found to be highly significant at the ≤ 0.01 level of significance. Hence the null Hypothesis Ho.1 with the assumption that there is no significant difference in total scores of Social Maturity of adolescents with Low and High Favourable Parenting Styles was rejected at ≤ 0.01 level of significance. An examination of the means of the two groups revealed that the group of students belonging to High Favourable Parenting Styles scored higher on Social Maturity as compared to the students belonging to Low Favourable

Parenting Styles. It may be concluded that High Favourable Perceived Parenting Styles yielded higher mean scores of Social Maturity of adolescents as compared to Perceived Low Favourable Parenting Styles.

2. Perceived Teaching Styles (SCPTS/TCPTS)

Data in Table 2 shows that the p-value for the difference in Mean scores on Social Maturity of adolescents belonging to Student-centred and Teacher-centred Perceived Teaching Styles was found to be highly significant at the ≤ 0.01 level of significance. Hence the null Hypothesis Ho.2 with the assumption that there is no significant difference in total scores of Social Maturity of adolescents with Teacher-centred and Student-centred Teaching Styles is rejected at ≤ 0.01 level of significance. An observation of the means of the two groups revealed that students belonging to Student-centred Perceived Teaching Styles scored higher on Social Maturity as compared to the students belonging to Teacher-centred Perceived Teaching Styles. It may therefore be concluded that Student-centred Perceived Teaching Styles yielded higher mean scores of Social Maturity of adolescents as compared to Teacher-centred Perceived Teaching Styles.

3. Interaction between Perceived Parenting Styles and Perceived Teaching Styles

Results given in Table 2 shows that the p-value on the basis of F-value on Social Maturity of adolescents with High adolescents and Low Favourable Perceived Parenting Styles with Student-centred and Teacher-centred Perceived Teaching Styles was found to be not significant. It indicates that Perceived Parenting Styles and Perceived Teaching Styles were not dependent upon each other to affect mean scores of adolescents on Social Maturity. So, the null hypothesis Ho.3 with the assumption that there will be no interaction effect between Perceived Parenting Styles and Perceived Teaching Styles to yield differences in Social Maturity was accepted at the 0.01 level of significance. It suggests that the difference in mean scores on Social Maturity of adolescents with High Favourable and Low Favourable Perceived Parenting Styles were not dependent on Student-centred and Teacher-centred Perceived Teaching Styles of students.

DISCUSSIONS OF THE RESULTS AND EDUCATIONAL IMPLICATIONS

Similar research studies resembling the results of this research like, Lin (1995) indicated that not only did the same factor effected different styles of parenting and teaching but also that the same parenting/teaching styles produced different effects on children's pro-social and anti-social behaviours. Children who have supportive, warm, caring, respectful and demanding

parents/teachers tend to exhibit higher frequency of pro-social behaviour. In contrast, children who have punitive, abusive and permissive parents/teachers appear to behave in a more anti-social manner. Grasha (1996) defines teaching styles as reflected in how faculty presents themselves to students, conveys information, interacts with learners, manages tasks, supervises work in progress and socializes with learners in the field. Education exposes a child to various social situations, which are actually challenges of life. A socially well-developed individual can handle these challenges. Therefore, social maturity, which augments in stages, must be developed in children. Each child who is able to develop the desirable traits and characteristics at each stage is said to be socially mature. Bhargava and Sidhu (2000) concluded that accepted children are outgoing, emotionally stable, obedient, happy-go-lucky, vigorous, self-assured, controlled, and not frustrated. Alternatively, rejected children tend to be reserved, emotionally less stable, aggressive, serious, shy, shrewd, apprehensive, careless, and tensed. Petito and Cummins (2012) suggested that adolescents who perceived an authoritarian parenting style experienced a higher subjective quality of life than those who perceived an unengaged style. Xia (2016) found that the effects of school-based involvement and home-school conferencing decreased in the context of low authoritative parenting style. Bala and Bakshi (2017) showed significant differences in the Social Maturity of secondary school students in relation to their gender and type of school. Government higher secondary school students were found less socially mature than private higher secondary school students. After data analysis and discussion, the educational implications suggest that parents should adopt empathic attitude towards adolescents and should make them feel secured. This feeling of security would make them to think widely rather than focusing entirely on themselves. Parents should show concern, involvement and should approach through the democratic parenting style. Parents and teachers must be very particular in maintaining interpersonal relationship with the adolescents in order to channelize their energies in the right direction. The adolescents should be made to attend the group activities or functions organized in the school as well as outside the school so that they can be active members of the society. Adolescents under parents' guidance and support should be provided sufficient opportunities and freedom to take independent decisions based on their own reasoning. Findings of the present study are also helpful in studying the problems faced by the adolescents. So, parents, teachers and counsellors can take necessary steps to help them to become socially mature and good citizens of the nation.

REFERENCES

- Bala, J., & Bakshi, R. (2017). Self-efficacy and social maturity of higher secondary school students in relation to their gender and type of school. *International Journal of Applied Research*, 3(7), 812-815.
- Bhardwaj, R. L., Sharma, H., & Garg, A. (1998). *Manual for parenting scale*. Agra: Pankaj Mapun.
- Bhargava, M., & Sidhu, R. (2000). *Personality characteristics of parentally accepted and rejected children, parental behaviour*. Kach Ghat, Agra: Bhargava Book House.
- Brekelmans, M., Slegers, P., & Fraser, B. (2000). *Teaching for active learning*. New learning, pp. 227-242. Dordrecht, NL: Springer.
- Chang, Y. (2010). *Students' Perceptions of Teaching Styles and Use of Learning Strategies*. Master's Thesis, University of Tennessee, Retrieved from http://trace.tennessee.edu/utk_gradthes/782.
- Douglas, A. B. (2011) *Do parenting styles mirror teaching styles?* Retrieved from <https://www.psychologicalscience.org/>.
- Getzels, J. W., & Thelen, H. A. (1960). The classroom group as a unique social system. In Henry, N. (Ed.), *The dynamics of instructional groups*. Chicago: National Society for the Study of Education.
- Grasha, A. F. (1996). *Teaching with style*. Pittsburgh, PA: Alliance Publishers.
- Hill, J. P. (1987). Research on adolescents and their families: Past and prospect. *New Directions for Child and Adolescent Development*, 37, 13-31.
- Lin, H. (1995). *Influences of parenting and teaching styles on young children's pro social and antisocial development in Taiwan* (Unpublished doctorate dissertation). Arizona State University. Retrieved from ProQuest Dissertations and Theses database. (9606203).
- McNeil, J. D., & Popham, W. J. (1973). The assessment of teacher competence. In R. M. W. Travers (ed.), *Second handbook of research on teaching*. Chicago: Rand McNally. Retrieved from <https://www.jstor.org/stable/pdf/20157481.pdf>.
- Quinonez, N. (2014). *Different teaching styles and how they affect your students*. Retrieved from <https://blog.udemy.com/teaching-styles/>.
- Petito, R., & Cummins, R. A. (2012). Quality of life in adolescence: The role of perceived control, parenting style and social support. *Behaviour Change*, 17(3), 196-207.
- Rao, N. (2011). *Social Maturity Scale. Manual for Rao's Social Maturity Scale*, Agra: National Psychological Corporation.
- Walberg, H. J. (1972). Social environment and individual learning: A test of the

- Bloom model. *Journal of Educational Psychology*, 63, 69–73.
- Winne, P. H., & Marx, R. W. (1977). Re-conceptualizing research on teaching. *Journal of Educational Psychology*, 69, 668–678.
- Wubbels, T., & Brekelmans, M. (1998). *The teacher factor in the social climate of the classroom*. In B. J. Fraser, & K. G. Tobin, (Eds.), *International Handbook of Science Education* (pp. 565-80). London, UK: Kluwer Academic Publishers.
- Wubbels, T., & Levy, J. (1993). *Do you know what you look like?* London: The Falmer Press.
- Xia, X. (2016). *Parenting styles, parental involvement and kindergarten children's readiness for elementary school in Shanghai China* (Unpublished doctorate dissertation). University of the Pacific. Retrieved from ProQuest Dissertations and Theses database. (3746277).
- Zimmerman, R. S., Khoury, E. L., Vega, W. A., Gil, A. G., & Warheit, G. J. (1995). Teacher and parent perceptions of behavior problems among a sample of African American, Hispanic, and non-Hispanic white students. *American Journal of Community Psychology*, 23(2), 181-197.