

PARENTAL EDUCATIONAL STYLE FROM THE ADOLESCENT PERSPECTIVE

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Abstract. *Family as a complex, multidimensional phenomenon cannot be treated as a simple sum of its individuals. That family is a unique system is indicated by the fact that it is based on multiplied contexture of interaction and communication with the environment. In this state, it has a tendency towards morphogenesis i.e. the processes of constant change, as well as in i.e. establishing balance especially in situations where it is disturbed. Prerequisite to effective education are healthy relationships of individuals within a family as a system. When it comes to adolescents, family is a key concept. This paper focuses on the empirical approach to this issue. The aim of this research is evaluation of parental educational actions from the adolescent perspective. The sample consisted of 297 questions (99 pupils (adolescents) and their parents – 99 mothers and 99 fathers). The descriptive method was used in this research. For the sake of this research a five-level Likert scale was constructed. This scale contains 30 items that represent various parental educational styles (authoritarian-warm, authoritarian-cold, liberal-warm, liberal-cold and democratic). After analyzing the descriptive indicators, as well as the distribution regularity measures, factorization of the questionnaire was conducted. The Alpha-Factoring method was used with promax rotation. As a measure of representativeness, the Kaiser-Meyer-Olkin (KMO) test was used. The paper proves that it isn't enough to focus on the educational styles from the parent perspective, but to get the whole pedagogical picture we also have to take into account the child/adolescent perspective.*

Key words: *educational style, adolescent, parent, family, family education*

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1. INTRODUCTION

Family relations and experiences have certain special qualities such as: generational belonging and longevity of relations within a family; worry (protection) of an individual's personality; family life is multidimensional and simultaneous; emotional involvement is intensive and unique; there is an emphasis on qualitative processes and purposes (closeness, the feeling of belonging); altruistic orientation (mildness, compassion); the process of education presents a form for controlling a family. Communication as an expedite dimension should enable its members to "move" in terms of cohesiveness and flexibility (Bogavac, 2014a).

The quality of parenthood, as a development process in the triadic sense (parents and children), depends on the appropriate parental cooperation. Parental cooperation differs from their marital relations. It implies a new dimension of interaction among spouses. Thus, various styles of parental actions which represent educational styles can be expected within a family (Bogavac, 2014b). They represent a complex construct which consists of two components: normative – value and descriptive – factual (empirical). The first educational style belongs to the domain of educational philosophy, while the other involves the tolerance and intolerance dimensions within a certain context (Bogavac, 2014d). Parent incoherency about educational actions results in child behavioral problems, especially in preschool children and adolescents.

The level of accepting child's actions in a great degree depends on the parent's personality. An accepting parent is characterized by security and a high tolerance level. If a parent possesses a rigid attitude and ideas, he is less tolerant, he belongs to the group of parents who don't accept a lot of things from their children. Every child is very sensitive to their parents' attitude, as well as to the true parental feelings. In order to enjoy the respect of their children, achieve real authority and contribute to the quality of their relationship with their child, parents need to recognize and accept the fact that they can be wrong in the process of accountability through parenting. Every parent is in need of: time to spend with the child; time spent on his needs (intimacy, socializing, and recreation), as well as social support for child care so as to adjust family and professional life easier (Bogavac, 2014e).

Child's needs and development can be in contrast to the parents' expectancy of the child. Stable dyadic (parent-parent) and triadic (parents-children) relationships are the basis of a responsible parenthood.

2. BACKGROUND OF RESEARCH

Adolescence represents a very important as well as a very critical period in a developing individual. Different dimensions of the adolescent-parent relationship undoubtedly have an impact on a healthy way of life and the development of a socially acceptable behavior of an adolescent. Those relations include parental warmth, acceptance, autonomy and structure, as opposed to chaos, as well as to an inconsistent discipline (Skinner, Johnson, Snyder, 2005).

Therefore, parental educational style is a component which is directly related to the behavior of adolescents. In literature, terms such as educational process and educational attitude can be found. These terms often overlap and intertwine. Educational attitudes primarily talk about the nature and quality of interactional relations, they are reduced to a disposition towards certain behavioral pattern, situational aspects of context influence them and they express not only the educator's attitude towards the child but also his personal attitude towards education (as opposed to educational style which determines

the educator's behavior in a much more durable and congruous way) (Bogojević, 2002). The term educational procedure is much narrower than the terms educational style and educational attitude. It is based on methods and techniques of treating children within the educational process (punishing and rewarding, denying and providing love (which function as a proof of power of the parent, educator)) (Bogojević, 2002). The educational process is determined as a behavioral pattern, general attributes, special parental personal treats which have a certain mark of individuality. These processes relate to parental control which includes: punishment, reward, domination, authority, discipline, restriction, prohibition, compliance, freedom and "parental support", acceptance, rejection, love, encouragement, warmth, hostility, neglect etc. The relationship between the terms is mirrored in the following order: educational procedure, educational attitude, and educational style as the highest level or educational procedure, educational style, educational atmosphere (Genc, 1988). Educational processes reflect a greater presence of one of the four educational attitudes: warm-compliant, cold-compliant, warm-limiting (inhibiting), cold-limiting (inhibiting). Taking into account various dimensional combinations we can talk about the following dimensions: the dimension of control (limiting-inhibiting) and the dimension of emotion (warm-limiting relationship). Educational processes and educational attitudes depict educational style: authoritative educational style (warm-limiting and cold-inhibiting processes); democratic educational style (warm directing educational processes); liberal educational style (warm-inhibiting and cold-inhibiting processes) and partner parenting (Milosavljević-Đukić, 2012)

If the following dimensions are taken as a criterion: educational resources that support good behavior (praise and reward), punishment and criticism and parental demands and expectations, it can be said that there exist the following educational styles: optimal, excessively socializing, spoiling, too protective, neglecting and abusive (Milivojević, 2009). The optimal educational style results in an independent child. It stimulates the socialization process. In families in which the excessively socializing educational style is present, the parents are too demanding of their children, they are criticizing and punishing their children while praise and awards aren't present enough. The characteristics of the spoiled educational style are too low parental demands, criticism and punishment, the domination of praise and awarding is present. In families where the too protective educational style is present, parents optimally apply praise and awards to children, they rarely use criticism and punishment, but the parents' demands are too low. The neglecting educational style implies dominant use of criticism and punishment in child upbringing, with the minimum usage of praise and awards. Parents' demands of their children are too low. Parents who in their child upbringing apply the abusive educational style, excessively use criticism and punish their children, they use praise and awards minimally, while their demands of their children are of a very low level (Bogavac, 2014d).

Parental educational style has contextual and individual educational aspects (Grigorenko, Sternberg, 2000). It can further be viewed from the perspective of control and acceptance (Baumrind, 1991). Baumrind (1967) points out the following educational styles based on educational processes and the emotional climate: authoritarian (strong control – cold emotional attitude), authoritative-democratic (strong control-warm emotional attitude) and permissive (weak control – warm emotional attitude).

Educational style as a construct of parenthood undoubtedly plays a great role in the forming of the child's personality in general (Baldwin, McIntyre, & Hardaway, 2007; Gonzalez & Wolters, 2006; Gadeyne, Ghesquiere, & Onghena, 2004; Strage&Brandt, 1999; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Maccoby&Martin, 1983).

By examining the parental educational style from the adolescent perspective, we come across an interesting experiment where the analysis of 386 parent-child pairs showed that parents with the authoritarian educational attitude are more dominant as opposed to parents with the authoritative, permissive or mixed educational style (Cohen, & Rice, 1997).

3. METHOD

The aim of this research is evaluation of parental educational actions from the adolescent perspective. Research was conducted in the primary school "Vuk Karadžić" in Negotin. Only the families of the main school pupils were involved in this research i.e. only the families that live Negotin. The questioners during the research were eight grade pupils and their parents (fathers and mothers). Therefore, the sample was made of 297 questioners (99 pupils (adolescents) and their parents – 99 mothers and 99 fathers). The average age of mothers was 40, while the average age of fathers was 45. Eight grade pupils were age 15 (adolescents).

The descriptive scientific method was used in this research.

The five-level Likert scale was constructed for the purpose of this research (I thoroughly agree, I agree, I'm indecisive, I don't agree, I completely disagree) which was intended to identify pupil's attitudes towards their parents' educational style. This scale consists of 30 items which represent different parental educational styles (authoritarian-warm, authoritarian-cold, liberal-warm, liberal-cold and democratic).

After completing the analysis of the descriptive indicators, as well as the distribution regularity measures, factorization of the questionnaire was conducted. The Alpha-Factoring method was used with promax rotation. As a measure of representativeness the Kaiser-Meyer-Olkin (KMO) test was used.

4. RESULTS OF RESEARCH AND DISCUSSION

The descriptive indicators of questions involving parental educational methods by adolescents are shown in Table 1. The table also contains variability rates as well as normal distribution rates. The measure of asymmetry (Skewness) and the measure of distribution homogeneity (Kurtosis) were used as the measures of normal distribution. The negatively formulated items have a negative pre-sign of Skewness, indicating distribution in a negative direction, while items formulated without negation have a positive Skewness value as well as a positive direction of distribution.

The flatness of distribution is expressed by Kurtosis. The 0 value of this parameter indicates a mesokurtic distribution (normal distribution). Leptokurtic (elongated) distribution indicates an increased homogeneity of the distribution results, while platykurtic (flattened) distribution points to an increased result dispersion, i.e. decreased distribution homogeneity. The values of the parameters in our sample indicate that the distribution of answers to these questions significantly deviates from normal.

The arithmetic mean, mode and median are shown from the central tendencies values. Because there is no normal distribution of the answer distribution to questions, the median was used as a relevant average value.

Table 1 Descriptive indicators of the parental educational methods assessment scale by adolescents

	N	M	Me	Mod	SD	Skewness	Kurtosis	range	min	max	percentiles		
											25	50	75
My parents are full of understanding for my problems	99	2.02	2	1	1.1	0.88	-0.04	4	1	5	1	2	3
What I'm feeling isn't very important to my parents	99	3.97	4	5	1.2	-1.065	-0.007	4	1	5	4	4	5
My parents tell me that they would sacrifice everything for me	98	1.55	1	1	0.8	1.683	3.913	4	1	5	1	1	2
My parents are trying to indulge my every need	99	1.57	1	1	0.7	0.988	0.696	3	1	4	1	1	2
My parents always support and help me	99	1.67	1	1	0.9	1.37	1.048	3	1	4	1	1	2
My parents go to great lengths in order for me to have a better life	99	1.44	1	1	0.7	1.449	1.466	3	1	4	1	1	2
My parents show a very slight interest to what is happening with me	99	4.1	4	4	1.1	-1.501	1.942	4	1	5	4	4	5
My parents are indifferent to my life and needs	99	4.24	5	5	1.1	-1.613	1.896	4	1	5	4	5	5
My parents often scold me	98	3.48	4	4	1.2	-0.504	-0.663	4	1	5	3	4	4
My parents sometimes punish me even though I did what I was told	97	4.25	5	5	1.1	-1.396	1.01	4	1	5	4	5	5
My parents often ask too much of me and I'm afraid that it cannot be done	99	3.83	4	4	1.1	-0.896	0.107	4	1	5	3	4	5
My parents' expectations of me are such as if I were a child prodigy	99	4.1	4	5	1.1	-1.184	0.395	4	1	5	4	4	5
My parents expect that I am the best in everything	98	3.58	4	4	1.2	-0.762	-0.401	4	1	5	3	4	4
I can rarely indulge my parents' expectations	99	3.74	4	4	1	-0.599	-0.183	4	1	5	3	4	4
Whatever I achieve in life is never enough for my parents	99	4.17	4	5	1.1	-1.506	1.822	4	1	5	4	4	5
I'm under the impression that my parents expect me to achieve in life the things that they couldn't	99	3.27	4	5	1.5	-0.274	-1.364	4	1	5	2	4	5
My parents don't expect me to achieve anything that isn't in range of my capabilities	99	2.11	2	1	1.1	0.723	-0.56	4	1	5	1	2	3
My parents don't give me that much freedom as a person of my age should have	97	3.72	4	5	1.4	-0.782	-0.791	4	1	5	2,5	4	5
My parents hinder me and forbid me many things	99	3.82	4	4	1.2	-0.901	-0.06	4	1	5	3	4	5
My parents meddle in my life far too much	99	3.64	4	4	1.3	-0.732	-0.614	4	1	5	3	4	5
My parents treat me like I'm still a little child	98	3.69	4	4	1.3	-0.784	-0.488	4	1	5	3	4	5
I would be willing to do even the things that I don't want in order not to let my parents down	99	3.22	3	4	1.4	-0.245	-1.236	4	1	5	2	3	4
It isn't important what my parents think of me	99	4.07	4	5	1.2	-1.35	0.903	4	1	5	4	4	5
I am under the impression that if I would to let my parents down, I would lose the most important pillar in life	99	2.02	2	1	1.1	1.113	0.729	4	1	5	1	2	3
It is important to my parents that I don't let them down	98	1.82	2	2	0.8	0.979	0.979	3	1	4	1	2	2
My parents expect only success of me	99	2.83	3	2	1.2	0.167	-1.093	4	1	5	2	3	4
When I grow up and form a family, it will in many ways resemble the one that I currently have	99	2.62	2	2	1.2	0.435	-0.661	4	1	5	2	2	3
I wouldn't trade my family for the world	99	1.48	1	1	0.8	1.698	2.259	3	1	4	1	1	2
In comparison to other families, I think that mine is great	99	1.89	2	1	1.2	1.396	1.121	4	1	5	1	2	2
Age is a very important factor in my family.	98	2.72	2.5	2	1.3	0.304	-1.058	4	1	5	2	2,5	4

Table 2 shows items with which the respondents agree the most or the least ($Me=1$ and $Me=5$). Selected items with the highest level of agreement indicate mutual respect of individual needs, family unity and emotional closeness between parents and children. Adolescent children recognize: their parents' efforts to make their children's lives better; the fact that they would sacrifice everything for the wellbeing of their children; the tendency to indulge their children's every need never denying support or help. All this leads to the conclusion that adolescents wouldn't substitute their family with any other in the world ($Me=1$). Adolescents displayed a high level of satisfaction with their family which indicates that the family relations are well ordered and in harmony. Parental style with a high level of unity, warmth and supportive emotional relations invokes the feeling of acceptance in children.

On the other hand, parents who show an imbalance in their educational actions, rigidity and control in their relations to their children invoke the feeling of dissatisfaction with their family. Parental educational actions based on indifference and often punishment toward children even though the children had fulfilled their parents' expectations ($Me=5$) invoke an educational style with a low level of agreement with the adolescents.

Table 2 Items with the highest and lowest level of agreement

Items with the highest level of agreement ($Me=1$)	Items with the lowest level of agreement ($Me=5$)
My parents go to great lengths to in order for me to have a better life	My parents are indifferent to my life and needs
I wouldn't trade my family for the world	My parents sometimes punish me even though I did what I was told
My parents tell me that they would sacrifice everything for me	
My parents are trying to indulge my every need	
My parents always support and help me	

After surveying the descriptive indicators, as well as the measures of normal distribution, factorization of the questionnaire was also conducted. The method used was Alpha-Factoring with promax rotation.

The main objective of the factoring analysis was to describe the link between great numbers of variables with the help of a small number of accidental variables which are called factors. The forming of a Factoring model is based on the assumption that variables can form various groups according to their correlations. Each group consists of variables which are highly correlated with each other while variables in a group are weakly correlated with other variables from other groups. Every variable group represents one factor which is responsible for the current correlations.

As a measure of representativeness of the test, the Kaiser-Meyer-Olkin (KMO) test was used. This measure shows how much subject data is measured by the test as opposed to a test of infinite length. This test shows if the data collected is appropriate for the factoring analysis. Kaiser scales the values as follows:

Table 3 Kaiser scales the values

Weak	Mediocre	Pretty good	Good	Excellent
0.50+	0.60+	0.70+	0.80+	0.90+

If the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is greater than 0.60 and has a value of 0.810 and also the value of Bartlett's Test of Sphericity is statistically important ($p=0.000$), the Factoring analysis is warranted.

Inherent values are shown in Table 4. Inherent values represent a part of variance which is explained with one of the main components with the objective to separate as big a part as possible of the variance in the first few main components. According to the Kaiser-Guttman criteria, factors with the inherent value greater than 1 should be kept. In Table 4, typical values of all the components are shown, eight of which meet the criteria to have an inherent value above 1. Eight components explain a total of 68.34% of the variance. The highest inherent value for the first main component is 9.31. The second column shows the percentage of total variance explained by means of every of the main components. According to importance, the first main component explains 31.03% of the total variance, the second main component 9.67% of the variance, the third main component 6.24% of the variance. The importance of the other components is significantly smaller and varies from 5.05% to 3.69% of the variance.

Table 4 A chart of components with the inherent value above 1

Component	Inherent value	Percentage of total variance	Cumulative percentage of the total variance
1	9.310	31.035	31.035
2	2.903	9.678	40.713
3	1.872	6.240	46.953
4	1.517	5.055	52.008
5	1.451	4.836	56.845
6	1.189	3.964	60.808
7	1.153	3.843	64.652
8	1.107	3.691	68.343

Table 5 shows item grouping around individual factors.

Eight factors were isolated. The factors were named based on the items they consist of which are shown in Table 6. The largest numbers of items are grouped around the factors that point to the parental authoritarian educational style like "help and support", "too high expectations from parents", "parents as a pillar", "the wish not to let the parents down". Additional isolated factors can be grouped into the parental authoritarian educational style like "high control and expectations", "too high expectations from parents", "patriarchal discipline", and "expectations to achieve the goals they couldn't". Adolescents recognize when the parents' expectations are justified, when their freedom is not compromised and they accept those patterns of family functionality that build the parental authoritative educational style. On the other hand, the authoritarian educational style restricts the autonomy of adolescents which leads to dysfunctional family relations.

The analysis of the mutual link between the obtained factors indicates that these correlations are high (above 0.30). These findings directed us towards the construction of a second level factoring structure. This analysis also includes the factors obtained from the first level analysis. The method used for the factor extraction was Alpha-factoring with promax rotation. Factor analysis is justified taking into account that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy equals 0.778 and that Bartlett's Test of Sphericity is statistically important ($p=0.000$).

Table 5 The structure of a factor

	Factor							
	1	2	3	4	5	6	7	8
My parents hinder me and forbid me many things	,810							
My parents treat me like I'm still a little child	,748							
My parents meddle in my life far too much	,714							
My parents often scold me	,713							
My parents don't give me that much freedom as a person of my age should have	,706							
My parents show a very slight interest to what is happening with me		-,780						
My parents always support and help me		,750						
My parents go to great lengths to in order for me to have a better life		,708						
Whatever I achieve in life is never enough for my parents		-,693						
I can rarely indulge my parents' expectations		-,609						
My parents tell me that they would sacrifice everything for me		,522						
My parents are trying to indulge my every need		,510						
It isn't important what my parents think of me		-,474						
I wouldn't trade my family for the world			,780					
My parents are indifferent to my life and needs			-,769					
In comparison to other families, I think that mine is great			,706					
My parents are full of understanding for my problems			,702					
When I grow up and form a family, it will in many ways resemble the one that I currently have			,683					
What I'm feeling isn't very important to my parents			-,643					
My parents' expectations of me are such as if I were a child prodigy				,860				
My parents often ask too much of me and I'm afraid that it cannot be done				,732				
My parents expect that I am the best in everything				,661				
My parents sometimes punish me even though I did what I was told				,472				
I am under the impression that if I would to let my parents down, I would lose the most important pillar in life					,821			
My parents expect only success of me					-,448			
Age is a very important factor in my family.						,661		
I'm under the impression that my parents expect me to achieve in life the things that they couldn't							,643	
I would be willing to do even the things that I don't want in order not to let my parents down								,589
My parents don't expect me to achieve anything that isn't in the range of my capabilities								,532
It is important to my parents that I don't let them down								,413

Three important factors according to the Guttman-Kaiser criteria are isolated. The factors explain a total of 2.98% of variance. The first main component explains 44.74%

of the total variance, the second main component explains 15.27% of the variance, while the third main component explains 12.97% of the variance.

Table 6 Factor naming

Factors	Items
High control and expectations	My parents hinder me and forbid me many things
	My parents treat me like I'm still a little child
	My parents meddle in my life far too much
	My parents often scold me
	My parents don't give me that much freedom as a person of my age should have
Help and support	My parents show a very slight interest to what is happening with me
	My parents always support and help me
	My parents go to great lengths to in order for me to have a better life
	Whatever I achieve in life is never enough for my parents
	I can rarely indulge my parents' expectations
	My parents tell me that they would sacrifice everything for me
	My parents are trying to indulge my every need
Being satisfied with the family	It isn't important what my parents think of me
	It isn't important what my parents think of me
	I wouldn't trade my family for the world
	My parents are indifferent to my life and needs
	In comparison to other families, I think that mine is great
	My parents are full of understanding for my problems
	When I grow up and form a family, it will in many ways resemble that one that I currently have
	What I'm feeling isn't very important to my parents
Too high parental expectations	My parents' expectations of me are such as if I were a wonder child
	My parents often ask too much of me and I'm afraid that it cannot be done
	My parents expect that I am the best in everything
	My parents sometimes punish me even though I did what I was told
Parents as pillars	I am under the impression that if I would to let my parents down, I would lose the most important pillar in life
	My parents expect only success of me
	Age is a very important factor in my family.
Patriarchal discipline	I'm under the impression that my parents expect me to achieve in life the things that they couldn't
	Expectations to achieve the goals they couldn't
The wish not to let the parents down	I would be willing to do even the things that I don't want in order not to let my parents down
	My parents don't expect me to achieve anything that isn't in the range of my capabilities
	It is important to my parents that I don't let them down

Table 7 shows item grouping around second level factors. Three factors are isolated. These factors are of low correlation, so doing a third level factoring structure isn't necessary.

Table 7 Second level factoring structure

	Factor		
	1	2	3
Being satisfied with the family	,909		
Help and support	,858		
The wish not to let the parents down	,715		
Patriarchal discipline	-,334		
Too high parental expectations		,715	
High control and expectations		,694	
Parents as pillars		-,297	
Expectations to achieve the goals they couldn't			,932

Isolated second level factors are shown in Table 8 and are named as following: "being satisfied with the family", high control and expectations "and "expectations to achieve the goal they didn't". The factors are explained by the items that according to adolescents range from authoritative to authoritarian parental educational style. It can be observed that adolescents accept parental educational actions based on reasonable concern for the children's wellbeing, and reject the ones based on the parents' wish to dominate.

Table 8 Naming of second level factors

Factors	Items
Being satisfied with the family	Being satisfied with the family Help and support The wish not to let the parents down Patriarchal discipline
High control and expectations	Too high parental expectations High control and expectations Parents as pillars
Expectations to achieve the goal they couldn't	Expectations to achieve the goals they couldn't

Evaluation of the parental educational actions from the adolescent perspective indicates the importance of parenting in the sense of choosing the correct educational procedures which form the appropriate relationship with children. Parental educational goals and their relationship to their child are closely linked to the parental choice of the educational procedures.

5. CONCLUSIONS

Family as a complex, multidimensional phenomenon cannot be treated as a simple sum of its individuals. That family is a unique system is indicated by the fact that it is based on multiplied contexture of interaction and communication with the environment. In this state it has a tendency towards morphogenesis i.e. the processes of constant change, as well as in morph stasis i.e. establishing balance especially in situations where it is disturbed. Appropriate educational action depends on the child, his age, development needs, capabilities and temperament, the situation in which a certain type of behavior occurs, as well as in the characteristics of personality, workload and stress of an adult person. The range of parental

reactions scales from drawing attention to taking educational action with the aim of activating the child's understanding of a certain behavior or situation. Finally, incoherency in family upbringing implies child/adolescent insecurity. In the childhood period, the child tests the boundaries that are found in front of him, which is absolutely normal. Successful education within the family system results in agreement, mutual respect, and establishing educational boundaries in accordance to the child's needs and capabilities. In such a family environment autonomy and child safety are imperative. The most common mistakes in a child's upbringing are compliance and strictness, harshness which results in children being dependent, oversensitive, and often selfish and avoiding in terms of responsibilities. A characteristic of a strict family upbringing is to emphasize child's mistakes and shortcomings and monitor each of his activities. The result of this is that child's/adolescent's reactions are in open opposition, defiance with the parent's expectations, a fight can break out, the child can even exhibit a temporal passiveness underneath which mistrust and hostility can lie toward the parent. Children/adolescents brought up in such a family environment become cruel and ruthless themselves. The platform for successful family upbringing consists of a high degree of parent self-criticism in the process of education as well as mutual trust between parents and children/adolescents (Bogavac, 2014c).

Educational actions have different effects on different personalities, but very rarely generate crucial temporal effects. Educational style possesses a directional pattern: from intolerance to tolerance. Intolerance as an authoritative education is based on coercion, and tolerance as a permissive education is based on admission. Neither tolerance nor intolerance exclude dominance which represents the tendency of personality towards preventing or allowing, leading or following, as well as a personal experience of every individual in the sense of communication. Both represent tyranny. One gives itself the right to prevent the freedom of will, and the other one provides it. It is believed that in order to experience changes in practice and theory of education in our time, movement from explicit pedagogical educational style to implicit is typical. It is based on the shift from "location control" to "personality control" (Bogojević, 2002).

Mutual life between parents and children opens a specter of special possibilities for educational action. Prerequisite to effective education within a family are healthy relationships of individuals within a family as a system. When it comes to adolescents, family is a key concept. Therefore, it isn't enough to focus on educational styles from the parent perspective but we get the whole pedagogical picture if we also focus on the adolescent perspective.

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VASPITNI STIL RODITELJA IZ PERSPEKTIVE ADOLESCENATA

Porodica kao složen i višedimenzionalan fenomen ne može se posmatrati kao jednostavan zbir individua koje je čine. Da je reč o jedinstvenom sistemu ukazuje nam činjenica da se porodica bazira na multiplikovanom spletu interakcija i komunikacija sa okruženjem. Ona kao takva teži morfogenezi, odnosno procesima stalnih promena, kao i morfostazi, to jest uspostavljanju balansa naročito u situacijama njenog narušavanja. Preduslov efikasnog vaspitanja u porodici predstavljaju skladni odnosi u okviru porodice kao sistema. Kada su u pitanju adolescenti porodica je ključni kontekst. Ovaj rad je fokusiran na empirijskom pristupu navedenom problemu. Cilj istraživanja je procena vaspitnih postupaka roditelja iz perspektive adolescenata. Uzorak je obuhvatio 297 ispitanika (99 učenika (adolescenata) i njihovi roditelji - 99 majki i 99 očeva). U ovom istraživanju primenjena je deskriptivna metoda. Za potrebe ovog istraživanja konstruisana je petostepena skala Likertovog tipa. Ova skala sadrži 30 ajtema koje odražavaju različite vaspitne stilove roditelja (autoritarno-topli, autoritarno-hladni, liberalno-topli, liberalno-hladni i demokratski). Nakon analize deskriptivnih pokazatelja, kao i mera normalnosti distribucije, urađena je faktorizacija upitnika. Korišćena je metoda Alpha-Factoring sa promax rotacijom. Za meru reprezentativnosti testa korišćen je Kaiser-Meyer-Olkin (KMO) test. U radu je argumentovano da nije dovoljno baviti se pitanjima vaspitnih stilova samo iz ugla roditelja, već se potpuna pedagoska slika dobija kada je to pitanje u fokusu i iz perspektive deteta/adolescenata.

Ključne reči: *stil vaspitanja, adolescent, roditelj, porodica, porodično vaspitanje*