THE INFLUENCE OF PARENTING STYLES ON SOCIAL BEHAVIOR AND COMPETENCE IN FUNCTION OF STUDENT LEARNING SUCCESS

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A b s t r a c t

Styles of parenting create different social environments in the lives of children inside the home. The main purpose of this research is to find out the existence of a relationship between parenting, emotional control, prosocial behavior, and student success in learning. The study included a sample of 200 subjects from two low public secondary schools in Kaçanik, 51% female and 49% male. Participants were 15 years of age (28 teenagers), 16 (51 teenagers), 17 (21 teenagers). The tests used in this research are: a question about parenting styles that is standardized for use in our country and a question about social competence. The results showed an authoritative parental stature with 50% of the parents, followed by the indifferent style of 27%, the authoritative style with 14%, and the liberal style with 9% of the polled ones. Regarding social competence, dominates the average level of social maturity by 62%, followed by high social maturity by 24% and low social maturity by 14% of adolescent sample. The feminine gender of adolescents exhibits higher emotional control versus the male gender of adolescents with less emotional control than that of the female gender. There is a significant difference in the appearance of prosocial behaviors according to the level of success. It was also found that there is a statistically significant difference between the level of emergence of social competence deriving from the sex of the subject in this research, then the feminine gender of the adolescents exhibits higher emotional control in spite of the age-old gender, there is a significant difference in the appearance of prosocial behaviors according to the level of success, as well as the 16-year-old show higher levels of prosocial behavior despite 15 and 17 year-olds in this research.

This study puts emphasis on parents awareness and psycho-education on positive parenting strategies for the growth of healthy children with a sense of autonomy and confidence.

Introduction

Being a parent is one of the most difficult tasks we have, it is a never-ending responsibility to be a parent, that is, to carefully build the character of a child and give him or her a solid foundation upon which he or she will orient in life. So, starting from this fact and the need to enrich my professional experiences as a psychologist and the actuality and treatment of such topics in finding relevant patterns of parenting and thereby achieving the structuring of a healthy childhood development especially in our Albanian lands was the main motive for dealing with this problem. Also, the other reason I decided to address this topic is the lack of information about the importance of parenting style and the effect that parenting types can have on a child's character development and personality.

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Given the scant research and studies so far in our Albanian lands, more studies on parenting styles are needed to uncover the potential interplay between parenting styles and other psychosocial traits in adolescent life.

Parenting is the process of fostering and supporting the physical, emotional, social and intellectual development of a child from childhood to adulthood. Parenting refers to the activities of raising a child rather than biological relationships. The goals of human parenting are highly debated, usually the parental figure providing the child with physical needs, protecting him or her, and learning cultural skills and values until they reach adulthood, usually adolescence. The main goal of good parenting is to maximize the potential of the child so that as he or she grows up he becomes a productive and active participant of society. Although parenting is one of the most studied fields in the world, raising a happy and healthy child is one of the most thought-provoking tasks a period can have (Davies, Martin, 2000).

1. Literature Review

When we talk about research in the field of parenting we know that it is a new phenomenon of research that has begun to be partially explored in our country as well. Some foreign and domestic authors have dealt with this topic which has been of great importance since it is useful to recommend an adequate parenting style, social behavior, and student success in the learning process.

The literature review focuses on the type of parenting style, social competence, and learning outcomes achieved by students. In essence, this research deals with the analysis of psychological factors acting on the type of parenting style and on the achievements of students in their educational processes as well as in their daily lives, based on the theories and results of previous research to who presume that parenting style has a potential association with social competence and academic achievement in adolescent learning

2. Research Methods

Subject of research - In essence, this research deals with the analysis of psychological factors that influence students' achievements in educational processes as well as their daily lives, based on the theories and results of prior research on the basic notions of this research that are presented. as psychological factors in this case that are supposed to have a potential link with academic achievement in adolescent learning.

Research problem - The problematic of the present research is to find a possible association between the three psychosocial variables (parental styles and social competence with the latter's special preexisting subscales of emotional control and prosocial behavior) with students' academic achievement (adolescents).) In school. As a consequence of the research problems the following research questions are structured:

Q.1 How is the distribution or distribution of variables (academic achievement, parenting styles, social competence and social maturity in general) in research!
Q.2 Is there a link between parenting style, emotional control, and prosocial behavior with students' academic achievement!
Q.3 Is there a link between parenting style and students' social competences?
Q4 Is there a link between parenting style and students' academic achievement!
Q.5 Is there a link between social competence in general and students' academic achievement!
Q6 Are there any statistical differences between sociodemographic characteristics (gender, residence, academic achievement and age) and level of social competence!
Q7 Are there any statistical differences between sociodemographic characteristics (gender, residence, academic achievement and age) and level of prosocial behavior!

Purpose and objectives of the research - The main purpose of this study is to determine whether parental styles, emotional control, and prosocial behaviors (emotional control and prosocial behaviors are the two sub-variables of the social competence variable) are positively correlated with adolescents' academic achievement at school. The following are the basic objectives of the research:
1. Finding a possible link between parental style, prosocial behaviors with academic achievement.
2. Finding a potential statistical difference between sociodemographic characteristics by parenting style, prosocial behaviors, and academic achievement.

2.1. Research Hypotheses

H1: Research variables (success, parenting styles, social competence and social maturity in general) have normal distribution or distribution to adolescents.

H2: There is a link between parenting style, prosocial behaviors in academic achievement (success)

H 2.2: There is a positive relationship between parenting style and academic achievement of students in this research, ie academic

achievement is related to indifferent and liberal parenting style and is not related to authoritarian and authoritative style.

H 2.3: There is a positive relationship between the level of success and social competence in this research, thus, with the increase of social competence, academic achievement in adolescent learning increases.

H3: There are differences in students' social competences depending on the characteristics of sociodemographic characteristics (gender, place of residence, academic achievement and age)

Research variables - The main variables of the research in question are divided into two groups, which according to the research questions may eventually be related to each other in this research, including: Prind Parental style and Sociale Social competence.

Research methods and techniques - The basic research technique for collecting data from the subjects is their survey based on two standard research questionnaires, the parenting style questionnaire and the social competence questionnaire (emotional control and prosocial behaviors).

Research Questionnaires - a). Questionnaire on parenting styles created by Robinson, C., Mandleco, B., Olsen, S. F., and Hart,C.H.(1995).,Authoritative, authoritarian, and permissive parenting practices: Developmentof a new measure. Psychological Reports ,, consists of 30 items, the questionnaire consists of only one section and includes demographic data of subjects with the following categorization: gender, place of residence, success.

b). The social competence questionnaire consists of 19 items or assertions, the questions are formulated to be as comprehensible as possible by the respondent choosing the answer that by summing the total points (95) three levels of social maturity are determined, namely, low social maturity, average maturity and high social maturity, but also as an integral part of social competence are its two sub-variables such as emotional control and prosocial behaviors.

Population and sample - The research population includes high school students ie young people as well as their parents, and a sample of them was selected from among them 100 adolescents surveyed. The research was conducted in two lower secondary schools: "Skanderbeg" and "Feriz Guri and the Çaka Brothers" in Kacanik Municipality. The adolescents are 15, 16 years old.

3. Results

So, in the part of the statistical analysis of the results, from this paper we came to some very relevant findings, based on preliminary research in this field. From the obtained results, in detecting parenting styles according to the representative sample reporting, it was found that authoritative parenting style dominates with 50% of parents which according to relevant researches mentioned above in the theoretical part of research that authoritative parenting style, characterized by a high level of acceptance and involvement, as well as an average level of rigor and supervision, indicating a high level of life satisfaction and self-esteem, as well as a low level of depression for adolescents, the results also showed that adolescents with parents authoritarians were more often associated with values-oriented crowds of adults.

Whereas the liberal style in this research appears to 9% of respondents, which according to relevant research was characterized as parents who set rules and boundaries very little and are reluctant to apply the rules. These parents are warm and gentle, but they do not like to say anything or disappoint their children. Children of liberal parenting: cannot follow the rules, have worse self-control, possess egocentric tendencies, encounter more problems in relationships and social interactions.

So all this shows that the average level of social maturity is due to the dominance of authoritative style with 50% of this research, which style empowers the child to average and not high social maturity.

Regarding the social maturity of the respondents, the average level of social maturity is dominated by 62%, followed by high social maturity with 24% and low social maturity with 14% of the adolescent sample in this survey. So all this shows that the average level of social maturity is due to the dominance of authoritative style with 50% of this research, which style empowers the child to average and not high social maturity.

In addition, it is worth pointing out that higher success in adolescents results in higher levels of social maturity in general than in adolescents, so with increased school success, adolescents exhibit higher levels of social maturity. it is emphasized that this situation is related to a lower percentage of the subjects surveyed and this may be closely related to the fact that the authoritarian style with a frequency of 14% in this research, according to relevant research, shows high levels of sensitivity in children as well as high success in lessons, recalling a study that analyzed children's emotional control and their externalizing behavior, they found that parents exhibiting elements of empathy as more warmth and less punishment towards children between the ages

of seven and twelve, they had children who had more difficult control and less externalizing problems. Pearson's correlation coefficient indicates that the highest level of social maturity (adolescence) in adolescents results in the highest level of emotional control and prosocial behaviors in adolescents, or as adolescence increases social control also increased emotional control and prosocial behaviors among adolescents in this study (high positive correlation between social competence and emotional control (r = 0.703; p <0.01) as well as social competencies and prosocial behavior (r = 0.719; p <0.01).

The above finding resulted that we can observe that positive Pearson correlation coefficients result only between the variables success and social competence (r = 0.208; p <0.05) thus significant for the second limit. of reliability, ie, low significant correlation, once again in other words we can say that higher success in adolescents results in higher level of social maturity in general than in adolescents, thus increasing success in school the adolescent exhibits a higher level of social maturity and vice versa.

In addition, it is worth noting the comparison between the sexes in terms of prosocial behaviors, based on the results that the occurrence of prosocial behaviors is not different depending on the adolescent gender (female adolescents exhibit higher emotional control in spite of male adolescent sex with adolescents). lower emotional control versus female gender (21.39> 18.63; p <0.01).

Regarding age differences, it appears that 16-year-olds exhibit higher levels of prosocial behaviors compared to 15- and 17-year-olds in this study (see Table 25), more precisely significant difference (p <0.05) depending on their age, ie, there is a significant difference between the two groups by age in the occurrence of prosocial behaviors and the significant difference between the two groups and that in group 1 (first) 17 years old with a mean of 17.14 and 15 years old with a mean of 17.86 and group 2 (second) with a mean age of 16 years 18.84, or in other words, 16-year-olds exhibit higher levels of prosocial behaviors than 15- and 17-year-olds in this study. So far, according to our analysis, we have not been able to find and compare this finding of our research with relevant research and findings where 16 year olds are differentiated as "most self-conscious" about the level of occurrence of prosocial behaviors, but analyzes of this research that was more than necessary to make such a detail in terms of age, let them be the starting point for other research in this area, especially in this segment.

Regarding the type and type of residence of the respondents, the level of emotional control and the level of occurrence of prosocial behaviors did not depend on the type or type of adolescent residence in this research (see Tables 19 and 20). Also for this conclusion in this research would be worth the high suggestion noted for a field or segment where it is worth exploring especially its habitat and characteristics as a research base.

4. Conclusion and Recommendations

In conclusion, it was found that the success of students - adolescents in this research was in a low positive relationship with social competence in general, or in other words, the higher the social maturity of adolescents the higher the level of success of yes to those teens in lessons. However, this correlation does not result when separately correlating analyzes of emotional control and prosocial behavior as sub-variables of social competence with adolescent success.

Also in this context, as noted above, it did not appear that any relevant research emphasizes such a relationship separately for these two sub-variables, but only the relationship between social competence in general and success, ie social maturity with success.

On the other hand we can say that this sample consisting of 200 subjects where 100 were students and 100 parents of respondents, think it is insignificant and low to determine a high objectivity of the results even though the instruments have high reliability, but the randomly selected sample had features and characteristics of an asymmetric or abnormal distribution or distribution that I thought should approach a normal distribution according to the traits of psychosocial phenomena. With the increase in the number of subjects in the sample as well as the distribution of the sample at the state level, including other Municipalities at the state level, we can achieve more relevant and significant results in terms of the interrelation of the parenting style variable, emotional control, prosocial behavior and academic success of students at school.

1. Ministry of Education to organize community outreach and counseling programs to raise awareness, educate and empower parents on various parenting issues. For example, teach parents to set boundaries and control for their children while still maintaining a warm and supportive relationship; neglected parents becoming more engaged in their children's lives, permissive parents setting more rules for their children, and authoritative parents becoming more flexible with their children.

2. Psychosocial counseling to assist parents in their relationships with children in order to gain a better

understanding of their parenting style and then treat each child according to the parenting style applied. This would help them control children's emotional behaviors, as well as prosocial behaviors that would help adolescents perform well in academic success. Parents should embrace the authoritarian style of parenting, which will improve the proper communication between parents and their children.

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