Opvoeding op school en in het gezin. Onderzoek naar de samenhang tussen opvoeding en de houding van jongeren ten opzichte van sociale grenzen
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Summary

This thesis describes the coherence between rearing and the youngsters’ attitudes towards social limits. With this study a contribution to the International Reaction Pattern Research (RPR) is provided.

Firstly, the introduction deals briefly with the youngsters’ personality development and the influence of the environment on this development, hereby assuming that there is an interaction between the individual and social and cultural influences. This interaction is described from a social-ecological point of view.

Next, the position of the research within the framework of the RPR is described. The various stages of the RPR research are briefly dealt with and a survey is presented of the most important research results. Based on these results, the RPR formulated an international standard picture of youngsters’ attitudes towards social limits. Subsequently, the question arose within the RPR whether rearing in the classroom and at home also has an influence on the development of the youngsters’ attitudes towards social limits. For this reason the present research was started in 2002, studying the coherence between rearing and the youngsters’ attitudes. Both the rearing in the classroom and at home were included in the research. In addition, this research contributes to two research instruments used within the RPR.

As indicated, the coherence between rearing and the youngsters’ attitudes is described from a social-ecological point of view. Bronfenbrenner is one of the representatives of this approach. Therefore, Bronfenbrenner’s social-ecological model is dealt with. This model consists of concentric systems that influence each other, namely the micro system, the meso system, the exo system and the macro system. The model makes it possible to observe the youngsters’ personality development from an environmental perspective. Subsequently, Kok’s model is used in order to deal with the influence of environment on that personality development. In this model, Kok uses the term ‘rearing process’. In this process he distinguishes two components, namely development and rearing. In the development component, three aspects can be distinguished; these are the affective aspect, the cognitive aspect and the conative aspect. The rearing component can also be divided into three aspects, namely personal relationships, the pedagogical climate and the handling of situations. Personal relationships are essential for the optimum development of the child, and they are formed by creating an pedagogical climate and by handling situations.

Besides the youngsters themselves, several micro systems are distinguished in this research, namely the rearing environment at school and at home. Rearing is a collective enterprise of both school and family; that is why both are dealt with. The primary responsibility for the rearing lies with the family, the secondary responsibility lies with the school.
Subsequently, the rearing is dealt with more specifically, thereby making use of Rink’s four variables model. In this model, four factors are distinguished, namely the K-factor, the O-factor, the St-factor and the Sc-factor. The essence of rearing can be found in the mutual influence between the O-factor and the K-factor. This mutual influence takes place within various types of situations (St-factor) and the boundaries of the child’s rearing are determined by the situational context (Sc-factor). Bakker formulated a frame of reference for a normal rearing by using the four variables model. Within the framework of rearing two dimensions can be distinguished, namely controlling and accepting. Based on these dimensions, Maccoby and Martin describe four parenting styles, namely: authoritarian, authoritative, neglectful and permissive parenting.

After expounding the context in which the research took place and after explaining the term rearing, several research questions are discussed. In the framework of the coherence between rearing and youngsters’ attitudes towards social limits, four research questions were formulated. The first research question involved the coherence between educational regulations on a policy level and the rearing provided by schoolteachers during classes.

From information found in literature and several policy documents it was concluded that the national, provincial and local government all develop policies for secondary school education. However, these policies hardly deal with rearing; schools are free to determine for themselves how and to what extent they wish to contribute to the rearing of youngsters. It should be noted here that this freedom is limited, due to the demands of society and the increasing influence of the children’s parents. Schools should take account of current issues in society and of parents participating actively in the school system. It also proved to be difficult for schools to properly organize the pedagogical tasks of the educational system. Schools have insightful knowledge with regard to the rearing of youngsters in secondary school education and in their social assignment, but they lack a clear translation of their insights into explicit instructions for the teachers on how they are supposed to act.

Subsequently, the rearing tasks that teachers should perform in class are examined. Within the RPR, ten rearing tasks for schools are distinguished. Eight of these tasks were to some extent also used in other research. Besides, the different styles that teachers use in class are dealt with. Of the four styles that can be distinguished, the authoritative teaching style is preferred. This means that teachers are both demanding and supportive.

In order to examine to what extent the schools participating in this research involve themselves in the rearing of the youngsters, school policy has been researched, using the ten rearing tasks. It can be concluded that the tasks ‘school situation’ and ‘acceptance’ were most important for all schools. More than fifty percent of the schools feel that the rearing tasks ‘Social network’ and ‘setting borders and expectations’ are also important. In contrast, the task ‘control’ was not accentuated at any of the schools, and the tasks ‘structure’ and material means’ were only stressed by one school. Different ways of rearing in the various school types is mentioned briefly,
paying specific attention to rearing policies in the VMBO. Six out of nine schools were paying special attention to rearing in this type of education system. Consequently, on a policy level not all rearing tasks are considered equally important. However, if rearing is examined on the execution level, it turns out that in class teachers perform all of the rearing tasks from ‘average’ to ‘much’. Out of the ten rearing tasks, the task ‘communication’ was performed more than average, and the tasks ‘physical en mental health’, ‘material means’ and ‘social network’ less than average. No difference was found among the schools with regard to how much emphasis was put on rearing tasks in class. It was also investigated to what extent the rearing dimensions controlling and accepting were performed in class and which style the teachers were using. Based on the two rearing dimensions, three styles were distinguished in this research. For all three styles it was found that the average scores on both dimensions varied from ‘low average’ to high average’, indicating that all teachers were both demanding and supportive.

Finally, the similarity between policy and rearing in class was researched. Two analyses were done for this. Firstly, based on these analyses, it can be concluded that the extent in which rearing tasks were emphasized, was different in class compared to the school’s policy. In class, teachers performed these tasks to a greater extent than appeared from school policy. Secondly, both school policy and the teachers in class accentuated the same tasks. So although there was a difference between school policy and the teachers with regard to the extent in which rearing tasks were emphasized, the accent in school policy and in class laid on the same rearing tasks.

The second research question involved the coherence between rearing in class and youngsters’ attitudes towards social limits. Within the RPR it is assumed that a youngster’s attitude can be translated into a youngster’s knowledge of various response options when confronted with social limits, the youngster’s response preference when confronted with social limits and the youngster’s motivation for the preferred response option. The young person’s actual behaviour can be represented by one of four response types, namely Adjusting (A), Overstepping (B), Negotiation (C) and Withdrawal (D). Besides these, two motivation types can be distinguished, namely the self and present-time directed motivation (a), and the others and future directed motivation (b). It is assumed that there is a relationship between the youngster’s attitude towards social limits and the behaviour that the youngster exhibits.

Although much attention is paid to rearing in secondary schools, little is known about the influence of rearing on the youngsters’ attitudes towards social limits. In the empirical part of this study it was researched whether the school level and the school year at which teachers teach, can influence the extent in which teachers perform rearing tasks in class. Both aspects appeared to be of influence. VMBO teachers performed all rearing tasks to a greater extent than HAVO-VWO teachers and first-year teachers did the same compared to senior-year. The school level and the school year were of little or no influence on the rearing dimensions and the style teachers used in class.
Subsequently, the youngsters’ attitudes towards social limits were examined. The research group differed from the norm group and girls differed from boys in their reactions. However, both differences were small. It was also found that the school level and the school year had influence on the youngsters’ attitudes. Especially the school level contributed to variations in known reactions, while the school year contributed to variations in both the known reactions and the preferred reactions and motivations. However, the influence of school level and school year was also small.

After discussing with both rearing in class and youngsters’ attitudes towards social limits, the coherence between these two was examined. In literature, not much information was available about this coherence. It has been established that the school level and school year are of influence to the way teachers perform rearing tasks in class and to youngsters’ attitudes towards social limits; therefore these factors were taken into consideration in the framework of the coherence to be studied. For both VMBO and HAVO/VWO the coherence between rearing in class and the youngsters’ attitudes was moderate to strong and largely negative. This means that a lower average score on the reaction and motivation types correlates with a higher average score on the rearing tasks and vice versa. This coherence was also influenced by the school level. With regard to youngsters’ attitudes towards social limits, rearing tasks cohered negatively with the known reaction Overstepping (B) at VMBO schools. A low score on the known reaction Overstepping (B) therefore cohered with a high score on the rearing tasks and vice versa. The analysis for HAVO/VWO showed that there was a negative coherence between the rearing tasks and the known reaction Negotiation (C), the preferred reaction Negotiation (C) and the total amount of motivations. After investigating the coherence between rearing tasks in class and youngsters’ attitudes, the coherence between rearing dimensions and youngsters’ attitudes towards social limits was dealt with. The rearing dimension ‘controlling’ cohered in particular with the known reactions Adjusting (A) and Overstepping (B), the total number of known reactions, the preferred reaction Withdrawal (D), the self and present-time directed motivation (a) and the total number of motivations. The rearing dimension ‘accepting’ cohered with all known reactions, the preferred reactions Negotiation (C) and Withdrawal (D), the self and present-time directed motivation (a) and the total number of motivations. These correlations are considered to be moderate to strong. They were also mainly negative. Only the coherence between the rearing dimensions and the preferred reaction Withdrawal (D) was positive, which means that exhorting a large amount of controlling and accepting coheres to a higher score on the preferred reaction Withdrawal (D). The results on the dimensions level were similar to the results on the task level. Finally, also the style used by teachers in class cohered with the youngsters’ attitudes towards social limits.

The third research question examines the coherence between rearing at home and youngsters’ attitudes towards social limits. In this study rearing at home is interpreted as performing the ten rearing tasks as formulated within the RPR. It was assumed that parents perform these ten tasks at home and that there is coherence between the extent in which rearing tasks are performed and the youngsters’ attitudes towards
social limits. It was also assumed that the authoritative parenting style is the most preferred style and that this style correlates positively with the youngsters’ preferred reactions. Finally, family cohesion was briefly mentioned. It was expected that much cohesion within the family would be beneficial to the family functioning and the youngster’s development.

The empirical part of the study showed that all rearing tasks were performed by both the mother and the father. However, mothers performed the rearing tasks to a greater extent than fathers. This difference was small in two tasks and average to large in eight tasks. Both mothers and fathers preferred an authoritative parenting style. Neither the extent in which rearing tasks were performed nor the parenting style that was used cohered with the youngsters’ attitudes towards social limits. Also the family cohesion proved of little influence.

Finally, in the framework of the fourth research question, the coherence between rearing in class and rearing at home was examined. Based on literature, it was assumed that the rearing tasks are a shared responsibility between school and home and that parents and teachers complement each other. There was no strict division of tasks.

Analysis showed that there was little similarity between teachers and parents with regard to the performance of rearing tasks. Mothers performed rearing tasks to a greater extent than teachers. Fathers and teachers scored differently in nine tasks. Teachers performed four out of nine tasks to a greater extent than fathers, the remaining five tasks were performed to a greater extent by fathers. Also, teachers and parents differed in the accent they put on various rearing tasks. Teachers and parents both preferred the authoritative style.

This research shows that rearing in class has more influence on youngsters’ attitudes towards social limits than rearing at home.

Besides examining the coherence between rearing and youngsters’ attitudes towards social limits, the test-retest reliability of the ASL and the construct validity of the VOVO has also been investigated.

Two measurements have been performed to examine the test-retest reliability. In order to determine whether the ASL was reliable over time, it was examined whether the first and second measurement provided similar results. The first and second measurement did not sufficiently concur on all reaction and motivation types. However, based on this research the test-retest reliability of the ASL may be considered sufficient.

In the framework of the construct validity of the VOVO, research was done to establish the convergent validity. This means that the coherence was examined between the VOVO and similar questionnaires. In total, the construct validity was examined for six out of ten tasks. The GKS-II was mainly used for this. However, none of the used scales of the GKS-II were in correlation with the six VOVO tasks under examination. Subsequently, the NOSI was used. With this instrument it could only be demonstrated that the VOVO task ‘Acceptance’ was sufficiently valid. In
consequence of these results and the fact that there are few questionnaires available that aim specifically at rearing tasks, the question is raised whether the convergence validity of the VOVO can be adequately examined. More research into the construct validity is needed for the VOVO, paying special attention to the divergent validity. This means that dissimilar questionnaires should be used.