PARENTS' AND TEACHERS' PERCEPTIONS OF ADOLESCENT STORM AND STRESS: RELATIONS WITH PARENTING AND TEACHING STYLES

Allyn R. Hines and Sharon E. Paulson

ABSTRACT

The purpose of this study was to determine if parents and teachers differed in their views of adolescent storm and stress, and to examine the relations of these reported perceptions with parenting and teaching behaviors. Subjects were parents and teachers of middle and high school students in three school districts in the Midwest. Storm and stress beliefs were identified as parents' and teachers' perceptions of conflict, moodiness, and risk-taking behavior. Scales assessing classic/conforming and positive adolescent behaviors also were included. Self-report assessments of parenting and teaching were administered as well. Results indicated that whereas both parents and teachers held storm and stress beliefs, teachers maintained stronger perceptions than parents. Teachers also endorsed higher classic/conforming and lower positive behaviors than did parents. The results further indicated that parents' perceptions of storm and stress were related to their degree of parental responsiveness; but teachers' perceptions were not related to their teaching style. These results suggest that stereotypic beliefs of the adolescent period continue to be maintained, and that these may influence how adults interact with adolescents.

REVIEW OF THE PROBLEM

Even though researchers have suggested that less than 10% of families with adolescents experience serious relationship difficulties (Holmbeck, 1996) and that only 15-30% of adolescents experience serious developmental difficulties, adolescence has long been characterized by developmental theorists as a troubled period charged by hormonal fac-

This study presents research completed as part of the doctoral thesis of the first author at Ball State University. The authors gratefully thank the parents, teachers, and administrators in the school corporations that participated in this study.

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tors which contribute to fluctuations in adolescent behaviors. Since G. Stanley Hall’s (1904) characterization of the adolescent period as one of “sturm und drang” or “storm and stress,” many theorists have portrayed adolescence as a troubled and unique period of the life cycle, and have continued to describe adolescents as incapable of rational thought and whose behaviors are in constant conflict with family and societal norms. In particular, the predominant theoretical views that have evolved since the early twentieth century have conceptualized “storm and stress” in terms of three specific characteristics: (a) parent-adolescent conflict, (b) emotional moodiness, and (c) risk-taking behaviors. The views of adolescents voiced by parents, teachers, and even health professionals, and presented in the media and in fictional literature, have perpetuated the stereotypic portrayal of adolescents as moody, emotional, and rebellious.

Much of the early research on adolescence was based on those adolescents whose behaviors were likely to gain attention, thereby confirming the view of a non-diverse population of adolescents engaged in stormy and stressful behaviors. Current research, however, has reexamined adolescent moods and behaviors and does not tend to support a perva- sive rebellious characterization of the typical adolescent, nor does it support storm and stress as universal and inevitable (Arnett, 1999; Buchanan, Eccles, & Becker, 1992; Laurson, Coy, & Collins, 1998). Instead, low to moderate levels of conflictual behavior, moodiness, and risk-taking have been found to be more normative outcomes of the transitions of adolescence.

In particular, research on parent-adolescent conflict has shown that the progression to becoming an autonomous individual does not typically involve stress and turmoil, and any emotional detachment does not necessarily involve overt behaviors that repudiate parental values (Montemayor, 1983; Steinberg, 1990). Adolescents’ demonstrations of autonomy may compete with conventional parenting goals of household management, expectations, standards, and discipline (Smetana, Yau, Restrepo, & Braeges, 1991), and contribute to increased parental efforts to delay the adolescent search for gratification in order to conform to family and social rules (Montemayor, 1983). Dekovic (2002) reported that the ‘fit between parents’ and adolescents’ expectations influenced the degree to which disagreements were developmentally normative. Family conflict may increase in early adolescence and its frequency may be highest during this time (Holmbeck & Hill, 1988; Laursen et al., 1998; Paikoff & Brooks-Gunn, 1991), but these disagreements involve minor issues and are not long-lasting and pervasive. Most conflict is related to household responsibilities and privileges and
involves issues such as apparel, music, or curfew, rather than basic values (Coleman, 1977; Montemayor, 1983). Smetana and Gaines (1999) summarized the views of many researchers by noting that parent-adolescent conflicts are common, but they are usually over mundane issues and rarely reach levels that could be construed as severe.

Similarly, research on adolescent emotions and moodiness also has failed to support a storm and stress view (Csikszentmihalyi & Larson, 1984). However, the presence of minor disagreements does not suggest that they are not marked with emotionality. Although the onset of puberty may influence the presence of irritability and impulsivity, adolescents may demonstrate intensities in affect in certain situations, and such intensifications of emotions may be by-products of transitions within the period of adolescence (Larson & Richards, 1994). For example, adolescents report that minor conflicts with parents intensify affect. Adolescents' tendencies to spend more time with their peers may reflect attempts to quell the emotional roller coaster. What may be instrumental to the transformation of parent-child relationships (Buchanan et al., 1992; Collins, 1990) may have contributed to the perception of moodiness as a hallmark of the adolescent period. It may be that the emotionality of the period reflects normative responses to the experience of a combination of physical, cognitive, and social changes (Larson & Ham, 1993; Larson & Richards, 1994; Rutter, Graham, Chadwick, & Yule, 1976).

With regard to risk-taking, evidence does suggest some degree of exaggerated exuberance during the adolescent period, with adolescents over-represented in numerous categories of reckless behavior (Arnett, 1992; Quadrel, Fischhoff, & Davis, 1993), but not to the degree of rebellion and risk-taking characterized by the storm and stress view. A majority of adolescents may admit to breaking a rule or committing a deviant act; however, for most these are not frequent occurrences and the majority do not participate in seriously delinquent behavior. Risky behaviors are those that reflect sensation seeking and impulsivity, such as delinquency, drug use, and indiscriminate sexual practices. However, it has not been confirmed that the majority of adolescents engage in increased risky behaviors, since these may be impacted by specific environmental factors such as urban settings, socioeconomic status, and parenting styles (Buchanan et al., 1992; McCord, 1990).

Despite research evidence to the contrary, American society has maintained a biased view of the adolescent period. Arnett (1999) has cited cultural variations in the pervasiveness of adolescent storm and stress. Lower socioeconomic status and lower levels of education have been found to be significant factors in the prevalence of problematic behaviors (Enright, Levy, Harris, & Lapsley, 1987), and it is these
classes that are more commonly depicted in the media and popular press. Research on the middle class culture is not as likely to find its way into the media. Subsequently, the ease of exposure of a majority of the population to the print and visual media (Buchanan & Holmbeck, 1998) has resulted in a strong and negative stereotype, one which portrays adolescence as a period of rebellion (Gelman, 1990) and irresponsibility (Buchanan & Holmbeck, 1998).

But are such stereotypes culturally prevalent because they are portrayed by the media, or might individual societal members’ perceptions be tempered by their exposure to adolescents? In particular, how are adolescents perceived by adults with whom they have the greatest interaction, namely parents and teachers? Parents and teachers are exposed to different numbers of adolescents and adolescent behaviors. Teachers, most generally, are exposed to larger numbers of adolescents and a diversity of adolescent behaviors, whereas parents may interact with a select few, who most likely resemble their own adolescents in terms of interests and values. Researchers have found that early adolescence is viewed as a difficult time for children and their parents and teachers, and that both parents and teachers characterize adolescence as a period in which storm and stress issues are present (Buchanan et al., 1990; Offer, Ostrov & Howard, 1981). Parental expectations for the behavior of their own adolescents may be influenced by a categorical stereotype; however, general attitudes of parents are more likely to reflect varying levels of direct experience with adolescents (Buchanan et al., 1990). Among teachers, exposure to a diverse group of adolescents is most likely to create stereotypic views, and years of teaching experience may strengthen acceptance of these stereotypic beliefs.

In addition, the prevalence of stereotypical views may influence relationships between adults and adolescents. It has been suggested that negative preconceptions of behaviors may affect interpretations of subsequent behaviors, interpersonal relationships, and household and classroom management (Buchanan et al., 1990; Holmbeck & Hill, 1988; Moos, 1978; Rueter & Conger, 1998; Ryan, Stiller, & Lynch, 1994). Authoritative parenting and teaching practices, characterized by moderate levels of control (demandingness) and high levels of warmth (responsiveness), are known to contribute to healthy adolescent development (Baumrind, 1968, 1978; Paulson, Marchant, & Rothlisberg, 1998; Marchant, Paulson, & Rothlisberg, 2000); however it is not known how much parents’ and teachers’ own perceptions of adolescents’ behavior contribute to their subsequent parenting and teaching practices. It would follow that parents and teachers who hold more stereotypic views of adolescents might present more controlling and less responsive behaviors in acknowledgement of their beliefs.
The Current Study

The purposes of this study were two-fold: First, do parents and teachers differ in their perceptions of adolescent “storm and stress” beliefs? In particular, differences in parents’ and teachers’ perceptions of adolescent conflict, moodiness, and risk-taking behaviors were examined. It also was questioned whether parents and teachers would differ in their views of more mundane or even positive adolescent behaviors. Therefore, classic and conforming behaviors (e.g., listening to music, conforming, and being faddish) and positive behaviors (e.g., being caring, being cooperative) also were explored. Second, what effect do these beliefs have on parents’ and teachers’ interactions with adolescents, specifically their styles of parenting and teaching?

It was expected that teachers would hold more stereotypic views of adolescents than would parents, due to their exposure to a more diverse population of adolescents. Consequently, teachers are more likely than parents to be influenced by the cultural storm and stress view. Furthermore, as proposed by Buchanan et al. (1990), teachers’ endorsement of storm and stress views become more consolidated over time. Nevertheless, research suggests that primary experiences may not necessarily moderate one’s general perception; therefore, it was expected that even parents would still hold moderate levels of adolescent storm and stress beliefs (Buchanan et al., 1990).

Do parenting and teaching styles reflect parents’ and teachers’ views of the adolescent period? It was thought that those parents who maintain storm and stress beliefs may alter their parenting styles to deter the anticipated negative effects of the adolescent period. In their attempt to rein in adolescents, parents may alter family interactions and contribute to their own perceptions of conflict and problematic behaviors by behaving themselves in a controlling and less responsive manner, thus influencing the reorganization and realignment of family systems (Grolnick, Weiss, McKenzie, & Wrightman, 1996; Holbeck & Totura, 2002; Miller, 1988; Parsons, Adler, & Kaczala, 1982). A review of research has indicated a relation between parental attitudes and parental behavior and suggested that discrepancies of perceptions may lead to a readjustment in parent-teen relationships (Collins, 1990).

Similarly, teaching experiences that lead to more ingrained beliefs regarding difficulty during the adolescent period might be expected to contribute to middle school and high school teachers’ belief that they are less able to assist each individual student, thereby demonstrating controlling interactions that are intended to minimize potential roadblocks to learning. The effects of these stereotypical perceptions of the adolescent period may be further exacerbated by characteristics of the
school environment. For example, junior high and middle schools are characterized by an emphasis on control and discipline and less responsive student-teacher interactions (Eccles, Lord, & Midgley, 1991); therefore, these teachers would identify to a greater degree with a teaching style which demonstrates greater control and discipline and less responsive practices than would high school teachers.

Regardless of the reality of adolescence as indeed a period of "sturm und drang," it is important to ask how such stereotypical views are disseminated. Are both parents' and teachers' perceptions reflective of a generalized cultural belief about adolescents? Because parents and teachers differ in their level of interaction with adolescents, studying their storm and stress perceptions may shed light on the role of direct exposure to adolescent behavior on one's belief system. This study may further identify the consequences of beliefs held by parents and teachers. Given the scarcity of knowledge about the relation between beliefs and experience, it is of interest to examine this issue, and to determine if generalized views moderate the choice of parenting or teaching styles used when interacting with this age group.

METHOD

Participants

Seventy certified middle and high school teachers and 94 parents of adolescents participated in this study. There were 41 female and 29 male teachers and 65 mothers and 26 fathers in the sample. Three parents did not identify gender. The ages of the respondents ranged from 23 to 61 years; the average age of the teachers was 42 and the average age of the parents was 39. Three rural school districts (from a cooperative of five districts) provided the sample; teachers and parents from two middle schools, two high schools, and one junior/senior high school participated.

The three Midwestern school corporations ranged in size from 629 to 1,540 students (K-12). In terms of socioeconomic status, the available sample reflected participation in free lunch or textbook assistance programs in a range of 20% to 36%, compared to a statewide average of 30%. Less than 1% of the available population was classified as language minority students and the racial compositions of the selected schools were similar, with minority status ranging from less than 1% to 4% of the population, compared to a statewide average of 19.4%.
Measures

Perceptions of adolescent storm and stress. Permission was received from the author to use a scale that measured perceptions of adolescent storm and stress. The *How Stereotyped Are Your Views of Adolescence* (Buchanan & Holmbeck, 1998) scale is a 44-item self-report survey wherein respondents rate specific characteristics of adolescents on a 7-point Likert-type scale representing the degree to which they associate the term with the adolescent period. The individual items load onto nine factors that represent specific sets of beliefs about adolescent personality and behavior, with acceptable to high reliability levels (.62 - .84) reported (Buchanan & Holmbeck, 1998).

Both parents and teachers responded to this measure. Items from three of the nine factors were used to assess Conflict, Moodiness, and Risk-Taking. Conflict was computed as the mean of parents’ and teachers’ responses to the items “rebellious,” “rude,” “stubborn,” “restless,” and “selfish.” Moodiness was computed as the mean of participants’ responses to the items “awkward,” “anxious,” “insecure,” “confused,” “emotional,” and “depressed.” Risk-taking was computed as the mean of the items “takes risks,” “reckless,” “impulsive,” “tests limits,” “uses alcohol,” “smokes,” “uses drugs,” and “dates.” In addition, two factors were combined into one representing Classic/conforming behaviors and three factors were combined into one representing Positive behaviors. Classic/conforming behaviors included “materialistic,” “into clothes,” “listens to music,” “distractible,” “conforming,” “faddish,” and “easily influenced.” Positive behaviors included those items often portrayed as characteristic of the adolescent period that are not necessarily negative: “active,” “adventuresome,” “ambitious,” “caring,” “considerate,” “energetic,” “friendly,” “fun-loving,” “generous,” “hard-working,” “helpful,” “honest,” “interested,” “inquisitive,” and “intelligent.” One of the original nine factors was not used due to its low reliability.

Parenting behaviors. Permission was received to use a scale developed by Paulson (1994) to assess parents’ perceptions of their own parenting behaviors. This scale is comprised of 30 items that parents rate on a 5-point Likert-type scale from “very unlike me” to “very like me.” The scale utilizes 15 items for a Demandingness composite and 15 items for a Responsiveness composite. Scale scores are derived by taking the mean of the items within each dimension, with items coded so that higher scores represent higher levels of demandingness and responsiveness. In a psychometric study of the measure, high coefficients of validity and reliability were obtained (Paulson, 1994).

Teaching style. Permission was received to utilize a scale developed by Paulson, Marchant, and Rothlisberg (1994) to assess teachers’ per-
ceptions of their own teaching behaviors. This scale contains 15 items to which teachers respond on a 5-point Likert-type scale ranging from "strongly disagree" to "strongly agree." These items yield two factors believed to reflect classroom instructional styles that parallel the parenting factors of demandingness (structure) and responsiveness. Scale scores are derived by computing a mean score of items for each dimension, with items coded so that higher scores represent higher levels of structure and responsiveness. Psychometric studies revealed high coefficients of validity and reliability (Paulson et al., 1994).

**Procedure**

Permission to survey teachers and parents was obtained from the governing boards of each of the school districts. A faculty member from each school was chosen to serve as a contact person for data collection. Data were collected by these individuals and forwarded to a central collection site. All of the teachers from the five participating schools were invited to participate and asked to complete the surveys during a two-week period following the fall recess. Teachers at each school distributed letters and parent surveys to students to take home inviting their parents to participate.

**RESULTS**

**Question One**

Do parents and teachers differ in their perceptions of adolescents' conflict with parents, emotional moodiness, and risk-taking behavior? A multivariate analysis of variance was used to assess any differences. A small difference in perceptions was found (Wilks's $\lambda = 2.38, p < .05$). Univariate analyses for each storm and stress factor revealed that teachers endorsed greater levels of conflict, moodiness, and risk-taking than did parents (see Table 1). A second multivariate analysis of variance was run to include the additional variables of classic/conforming and positive behaviors after controlling for the variance accounted for by the three storm and stress factors (conflict, moodiness, and risk-taking). Although the factors of interest in this study were the major characteristics of storm and stress, it has been suggested that teachers also endorse higher levels of storm and stress on the more minor adolescent behaviors. The MANOVA was significant (Wilks's $\lambda = 2.20, p < .05$). The univariate analyses revealed that teachers endorsed higher levels of classic/conforming and lower levels of positive behaviors than did parents (see Table 1).
Table 1
Multivariate Analysis of Variance on Teachers’ and Parents’
Perceptions of Storm and Stress

<table>
<thead>
<tr>
<th>Storm and Stress Factor</th>
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<th>Parents</th>
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<tr>
<td>Moodiness</td>
<td>4.71 (.78)</td>
<td>4.43 (.95)</td>
<td>4.25*</td>
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<tr>
<td>Conflict</td>
<td>4.45 (.79)</td>
<td>4.12 (1.0)</td>
<td>4.95*</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>4.32 (.78)</td>
<td>3.99 (1.0)</td>
<td>5.22*</td>
</tr>
<tr>
<td>Positive Items</td>
<td>3.99 (.37)</td>
<td>4.15 (.62)</td>
<td>3.68*</td>
</tr>
<tr>
<td>Classic/Conforming</td>
<td>5.57 (.83)</td>
<td>5.33 (.83)</td>
<td>3.55*</td>
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</table>

Note. Standard deviations are shown in parentheses. *p <.05

Question Two
What is the relationship between parents’ and teachers’ beliefs about adolescents and their respective styles of parenting and teaching? A multiple regression analysis was utilized to determine the varying effects of parents’ and teachers’ storm and stress beliefs on their levels of parenting and teaching behaviors. Separate analyses were run for parent demandingness, parent responsiveness, teacher structure, and teacher responsiveness (see Table 2). Generally, these results indicated that parents’ perceptions of adolescent conflict, moodiness, and risk-taking did not influence parents’ level of demandingness. However, these factors were significantly related to parents’ responsiveness; specifically, parents who perceived higher levels of moodiness and risk-taking demonstrated higher levels of responsiveness in their parenting practices whereas parents who perceived higher levels of conflict demonstrated lower levels of responsiveness. For teachers, their perceptions of adolescent storm and stress generally were not related to either their teaching structure or responsiveness.

A second regression was conducted in order to determine the relationships between those items popularized in the media and culture (classic/conforming and positive items) and parenting and teaching. Generally, results suggested that parents who perceived higher levels of classic/conforming behaviors but lower levels of other popularly disseminated positive behaviors demonstrated higher levels of demandingness in their parenting behaviors. Furthermore, parents who perceived higher levels of both classic/conforming and positive behaviors demonstrated higher levels of responsiveness in their parenting behaviors, with classic/conforming behaviors contributing a unique portion of the variance. This analysis further indicated that teachers’
Table 2

Relations of Perceptions of Conflict, Moodiness, and Risk-Taking on Parent Demandingness, Parent Responsiveness, Teacher Structure, and Teacher Responsiveness

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perceptions of adolescents' behaviors did not influence their level of classroom structure or responsiveness (see Table 3).

**DISCUSSION**

The present study explored the presence of current storm and stress beliefs about the adolescent period held by parents and teachers, and the relationships between these beliefs and the resultant parenting and teaching styles. Specifically, the study sought to determine if parents and teachers held different perceptions of the adolescent period
Table 3

Relations of Perceptions of Classic/Conforming and Positive Behaviors on Parent Demandingness, Parent Responsiveness, Teacher Structure, and Teacher Responsiveness

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<tr>
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<th>R</th>
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and if these were related to a particular parenting or teaching style. Given continued focus by the television/print media on adolescence, it seemed relevant to explore the true nature of adult perceptions of adolescence. Furthermore, given the limited number of studies that have focused on beliefs about adolescence and how these may influence adult/adolescent interactions, it seemed important to investigate those variables that might be related to parenting and teaching styles found within the home and school environments.

Generally, overall mean scores suggested that parents and teachers continue to identify storm and stress notions of adolescence. The overall means were in the direction of greater perceptions of storm and stress during the adolescent period. Past research involving the storm and stress views held by parents and teachers have confirmed the endorsement of negative beliefs and the current study lends further
credence to the belief that the endorsement of adolescence as a troubling and difficult stage in the developmental life cycle is relatively common among these groups (Buchanan et al., 1990; Holmbeck & Hill, 1988).

Traditional views have reported that adolescence is a period wherein conflict with parents is high, and adolescents present with fluctuations in mood and further engage in reckless and antisocial behavior (Arnett, 1999). Overall, teachers endorsed higher levels of perceptions relative to parent-adolescent conflict, adolescent moodiness, and risky behaviors than did parents. Parental perceptions may have been based on their experiences with their own children. Teachers may have been influenced by the reported societal stereotype. Given that teachers have been found to possess higher category beliefs about adolescence (Buchanan et al., 1990), and given their repeated exposure to a diversity of adolescents, it was expected that teachers would report greater levels of adolescent storm and stress. Teachers and parents also endorsed classic/conforming behaviors in the direction of greater storm and stress. Specifically, teachers reported a higher level of classic/conforming behaviors than did parents, and parents identified higher levels of positive behaviors than did teachers.

Whereas few studies have focused on perceptions of the adolescent period and on the relationships of perceptions to parenting and teaching style, numerous studies have explored the relationships to student achievement (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Moos, 1978; Paulson et al., 1998; Schwartz, Merten, & Bursik, 1987; Steinberg, Mounts, Lamborn, & Dornbusch, 1991). Current results found that the level of storm and stress as defined by the factors of conflict with parents, moodiness, and risky behavior did not influence parents in terms of their level of expectations; however, the level of perceptions of these storm and stress factors was significantly associated with the degree of responsiveness. Interestingly, perceptions of risk-taking and moodiness were positively correlated with the level of responsiveness. These results were somewhat surprising given past findings that endorsements of storm and stress perceptions actually contributed to lower levels of acceptance and higher levels of behavioral control. Evidence would suggest that parents anticipate problems and such changes in parenting reflect parental attempts to deal with their understanding of the adolescent period (Holmbeck & Totura, 2002). Arnett (1999) noted that changes in parenting might serve as a preventive stance, as parents are reminded of behaviors during their own adolescence. Given this argument, a decrease in demandingness with a corresponding increase in responsiveness may be explained by
parental tendencies to hold firm and maintain a solid line when disagreements escalate; however, when their adolescents are emotional, they may tend to withdraw, allowing their adolescents to resolve their own interpersonal conflicts, thereby recognizing that such a diplomatic withdrawal will leave the door open for discussion at a later time. Further, a tendency for parents to demonstrate more responsive and nurturing behaviors in light of risk-taking behaviors may serve to mediate the influence of egocentric reasoning in the adolescent’s decision-making process relative to risk-taking behavior (Lavery, Siegel, Cousins, Rubovits, 1993). Parenting style has been found to be related to adaptational outcomes (Holmbeck, Paikoff, & Brooks-Gunn, 1995). Parental responsiveness may buffer the susceptibility of the adolescent to the attractiveness and participation in risk-taking behavior.

Given a negative correlation with conflict, it is reasoned that parents may identify conflict with their adolescents differently, and that demandingness may reflect parental responses to specific behaviors of adolescents when following parental request and guidelines. Evidence from past research has suggested that parents may attempt to demonstrate more authoritarian practices in order to control their adolescents (Holmbeck et al., 1995). This may reflect an attitude noted by Buchanan et al. (1999) that parents feel as if they have the ability to influence the development of their adolescents despite their perceptions that adolescence is a turbulent and difficult time. It may be that discrepancies between the expectations of adolescents and parents contribute to conflictory relationships (Dekovic, Noom, & Meeus, 1997). Feldman and Quatman (1988) reasoned that the parents may base parenting decisions on erroneous assumptions of control and that problems may not occur until their adolescents’ behaviors exceed the limits of the parents’ comfort zone.

No significant relationships were uncovered between the storm and stress factors and the levels of teacher demandingness or responsiveness. This may suggest that teachers do not take storm and stress beliefs into account when responding to the behaviors of their students. Although teachers’ perceptions of adolescence are based on the broad, stereotypic view of adolescents, their teaching style probably reflects the reality of the classroom experience, where they do not perceive conflict, moodiness, and risk-taking on a regular basis.

When considering perceptions of classic/conforming and positive behaviors, significant relationships with levels of parent demandingness and responsiveness were found. Specifically, perceptions of classic/conforming and positive behaviors were significant contributors to parents’ overall level of demandingness. This suggests that parents tend to provide more supervision and additional restrictions and expecta-
tions in relation to the degree to which they perceive their adolescents demonstrating those "typical" adolescent behaviors such as listening to music and conforming to suggestions from their peers. Per recent research, parents may act to restrain their adolescents; such restraints, in turn, may serve to limit their adolescents' involvement in the peer culture and related teenage behaviors (Feldman & Quatman, 1988). Furthermore, when adolescents are meeting parental demands and demonstrating positive behaviors in line with parental and societal norms and expectations, parents tend to "loosen the reins" on their adolescents. In terms of responsiveness, parents' perceptions of classic/conforming behaviors contributed a significant portion of the variance. This makes sense given that the early adolescent period is marked by some disruption given disagreements over mundane issues, in addition to some emotional distancing given less involvement in family activities (Holmbeck & Hill, 1988). Increases in responsiveness or nurturing behaviors may reflect an attempt by parents to stay connected with their teens as they struggle with the discrepancies between peer and parental systems. This may also reflect stage-of-life variables. The parent respondents in this study may have been dealing with their initial adolescent experience, thereby giving them a developmental stake in the adolescent period. When compared with mean levels of parenting behaviors, these results suggest that parents' perceptions do impact their parenting style, but that their overall levels of demandingness and responsiveness indicated that parents expected their adolescents to be responsive to their expectations and requirements. At the same time, however, they also were responsive to the demands of their teenagers.

Teachers endorsed higher mean levels of classic/conforming but lower levels of positive behaviors; however, these were not significantly related to classroom structure or responsiveness. Again, it may be that teachers' beliefs become more typified and negative with experience and that they endorse stereotypes rather than actual characteristics of the students in their classrooms. Past research (Eccles et al., 1993; Midgley, Feldlauer, & Eccles, 1988) has confirmed that teachers' expectations may not be relevant to adolescents' needs; therefore teachers' classroom behaviors may not be reflective of any specific understanding of adolescence.

**Future Directions**

More research is needed to explore the relationship between perceptions held by parents and teachers and their subsequent parenting and teaching styles. An investigation of adolescents' views of home and
school environments may further provide confirmation of parenting and teaching styles. It also would be beneficial to explore the impact of school and home environment on adolescent behaviors. The current study confirms that storm and stress beliefs are held by teachers and parents. It seems warranted to encourage future research to examine the level of stereotypical beliefs in order to determine if current perceptions reflect the prominence of such beliefs or if current reports are based on a degree of adolescent behaviors that confirm a stereotypical view. Also, it is warranted to explore perceptions in terms of the respondents’ own personal adolescent experiences. Longitudinal research may further examine the relationships between storm and stress beliefs, developmental transitions, and contextual factors within the home and school environments. Initial storm and stress beliefs may contribute to a self-fulfilling prophecy in that subsequent track of parenting and teaching methods reflects beliefs about the adolescent period.

CONCLUSION

Perceptions of adolescence held by parents and teachers are important in the overall development of adolescents. The current study suggests that a negative perception of the adolescent period is still maintained by two groups with whom adolescents have significant contact, namely parents and teachers. Perceptions of moodiness, conflict, and risk-taking, individually or in combination, influence levels of parent expectations and nurturance. Teachers’ responses to certain behaviors may encourage the demonstration of other problematic behaviors that in turn serve as confirmation of storm and stress views of adolescence. Given that some degree of moodiness, conflict, and risk-taking may be present during the adolescent period, efforts should be initiated to educate parents and teachers about adolescent development, and further, to provide them with strategies for effectively addressing behavioral concerns.

REFERENCES


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