

Abstract

The influences of perceived parenting styles (Parental Authoritativeness and Parental Authoritarianism) and teaching styles (Teacher Responsiveness and Teacher Control) on self-reports of frequency in engaging in School Misbehaviors and Academic Self-Concept, in fifth grade and tenth grade Hong Kong students were investigated in a longitudinal study. Perceived influences of parenting and teaching styles on School Misbehavior varied across grades, while influences on Academic Self-Concept were consistent across grades. Across outcomes, teaching styles were found to exert stronger effects than parenting styles. Across perceived ratings of parents and teachers, styles emphasizing responsiveness predicted better school adjustments in secondary school, while styles emphasizing control predicted better school adjustments in primary school. Interactions between parenting styles and teaching styles were not significant in predicting either School Misbehavior or Academic Self-Concept.