

Parenting Styles and Teachers' Teaching Styles impact on Students' Values Development

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Abstract

This study examines the effect of parenting and teaching styles on students' values development within Arab society in Israel. It aimed to determine: 1) the relationship between parenting style and students' values development from teachers' perspectives; 2) how teaching methods using English as a Second Language (ESL) strategies affect students' values development; and 3) demographic differences (sex, role, education, types of schools) among teachers in values development and parenting styles. The sample includes 280 teachers (112 male; 168 female) from Arab high schools' students in northern Israel and 200 parents (104 male; 96 female) who participated in the questionnaire. Findings indicate that authoritative parenting, which balances warmth and control, is most effective in fostering positive values, while authoritarian and permissive styles may lead to poorer outcomes in self-esteem, motivation, and behavior. Discussion-oriented and student-centered teaching approaches promote critical thinking, empathy, and ethical reasoning. No significant differences were found in the impact of teaching and parenting styles on values development based on gender, age, or educational level of teachers, except for differences in direct and delegating teaching styles. The study concludes that parenting and teaching styles are interdependent. Supportive parenting enhances the effectiveness of constructive teaching methods, and teachers' approaches can reinforce values instilled by parents. Recommendations for Arab society include promoting authoritative parenting through educational programs, encouraging discussion-based and student-centered teaching methods via teacher training and curriculum reforms, fostering school and community collaboration, addressing cultural sensitivities, and providing teachers with necessary resources and professional development opportunities.

Keywords: Parenting style, teaching style, values, development, Arab community schools.

Introduction

Values and behaviors of children are significantly shaped by the reactions and responses they observe and anticipate from their parents (Williams & Ciarrochi, 2019). Despite this, the connection between parenting practices and the transmission of values is often overlooked. Research has established links between parenting styles and their effects on children, with some suggesting these effects extend into adulthood. This highlights the critical importance for parents to be mindful of their reactions and responses to their children's behavior. Researchers have identified four main parenting styles: authoritarian, authoritative, permissive, and uninvolved. Each style employs different approaches to child-rearing and has distinct impacts on a child's personality (Bi et al., 2018).

Authoritarian parents enforce rules strictly and expect obedience without exception, showing little interest in negotiation. While children of authoritarian parents tend to follow rules, this obedience often comes at the cost of increased aggression, hostility, and deceitfulness as they try to avoid punishment. Authoritative parents also emphasize rules and consequences but value their children's opinions and feelings. Children raised by authoritative parents are generally happier and more successful, as they feel valued and respected, leading to fewer behavioral issues in the future (Johnson, 2017). Permissive parents intervene only when serious issues arise, often adopting a friend-like role. This can result in children with low self-esteem and high levels of sadness, as they lack the necessary guidance and feel lost and lonely. Uninvolved parents are often disengaged from their children's lives, providing little guidance or nurturing. Consequently, children with uninvolved parents are likely to struggle with self-esteem issues.

Effective teaching, like effective parenting, is highly personal and focused on the individual's overall development. Teachers must recognize individual differences among students and employ various teaching styles to motivate and engage them. However, many teachers do not consider how their teaching styles

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affect students. Studies have identified five main teaching styles: direct, delegating, authoritative, authoritarian and discussion style. Each style reflects the teacher's personality and curriculum, emphasizing the need for teachers to stay focused on their teaching objectives rather than trying to cater to all students simultaneously (Nadaf, 2023; Johnson, 2017).

Values play a significant role in human development as individual motivational goals. They form and evolve through interactions with close others and the surrounding environment, leading to cultural variability and change over time. Parents are primary influencers of values, as children learn and emulate behaviors from them. Schools and teachers also significantly impact students' values. Teachers encounter a diverse range of personalities, behaviors, and values daily, striving to develop and enhance their students' values (Brosch & Sander, 2015).

This research suggests that developmental values are influenced by both parenting and teaching styles. The styles adopted by parents and teachers can have positive or negative effects on children's development, making it crucial to choose appropriate styles. The focus of this study is the Arab community in Israel, which showcases a variety of parenting and teaching styles. This diversity results in differences in personalities, values, behaviors, and motivations. Arab citizens in Israel, remnants of those who stayed after the 1948 Arab-Israeli war, make up just over 20% of the country's population. Most Israeli cities have predominantly Jewish or Arab populations, with some mixed cities like Haifa and Lod. Each city, religion, and school influences a child's values, thoughts, and manners differently.

Parenting styles in the Arab community are influenced by cultural, religious, and social factors. In many Arab families, there is a strong emphasis on respect for elders and adherence to traditional values. Authoritarian parenting, with its focus on obedience and discipline, is quite common. However, there is also a growing recognition of the benefits of more authoritative parenting, which balances discipline with warmth and responsiveness. Similarly, teaching styles in Arab schools can vary widely. Some schools adhere to traditional, teacher-centered approaches, emphasizing rote learning and strict discipline. In contrast, other schools are adopting more student-centered approaches, encouraging critical thinking, creativity, and student participation. The interaction between these varied parenting and teaching styles creates a complex environment for children's value development (Dwairy & Achoui, 2010).

In mixed cities, where Jewish and Arab populations coexist, children are exposed to a broader range of cultural influences. This exposure can lead to a more diverse set of values and behaviors, as children navigate different cultural norms and expectations. The presence of mixed schools in these cities also means that children may experience a variety of teaching styles, further influencing their value development (Agbaria, 2022). Culture and religion play a significant role in shaping values in the Palestinian Arab community. Many Arab families in Israel are Muslim, and Islamic values and teachings heavily influence their parenting and teaching styles. The emphasis on community, respect, and moral conduct in Islam can shape the way parents and teachers interact with children, reinforcing certain values and behaviors (Sharabi, 2020).

This study aims to examine how these various factors—parenting styles, teachers teaching styles interact to shape the development of children's values in the Arab community in Israel. By understanding these dynamics, we can better appreciate the complex processes that contribute to value formation and identify ways to support positive value development in children.

Literature Review

Parenting styles

Parenting involves the process of raising children and providing them with protection and care to ensure their healthy development into adulthood (Kretchmar-Hendricks, 2024). Parenting styles can be defined as the attitudes and emotional environments that parents create, which are perceived by children through their behavior. Moitra and Mukherjee (2012) argue that parents play a crucial role in shaping and building adolescents' behavior. For example, if a child is raised in a normal and healthy environment, it will reflect

in their behavior and nature. Parenting style has been found to predict child well-being in various domains, including social competence, academic performance, psychosocial development, and problem behavior (Baumrind, 2013).

Since children do not come with manuals, parents often struggle to decide how to raise mentally strong, well-rounded, and successful kids. Some parents are strict, some are lenient, some are vigilant, and others are distant. This diversity in approaches illustrates the existence of different types and styles of parenting. Researchers have identified four main parenting styles: permissive, authoritative, neglectful, and authoritarian. Each style affects children's behavior differently and can be identified by certain characteristics (Karraker & Coleman, 2006).

The authoritative parenting style involves parents establishing a balanced approach to setting rules and expectations while maintaining open communication and understanding with their children. They offer consistent discipline, considering the situation, and serve as role models of the behavior they expect from their children (Trautner, 2017). Baumrind (2013) introduced the concept of authoritative parenting, which involves parents providing rational guidance to their children while maintaining a high level of demands. Effective communication and a positive parent-child relationship are valued in this style. Hoskins (2014) highlights that authoritative parents balance demandingness and responsiveness, display support for firm behavior, encourage open dialogue, and accept other opinions.

The advantages of the authoritative style include clear expectations and rules, mutual respect, supportive guidance, and positive role modeling. However, this style can be time-consuming and may vary culturally (Bornstein, 2012). Children raised in an authoritative environment are more likely to internalize values such as responsibility, respect, empathy, communication, and autonomy. Research shows that children raised in authoritative households tend to perform well academically and have positive attitudes toward learning, with a significant positive relationship between this style and academic achievement (Dehyadegary et al., 2014). Parents who practice and adopt the authoritative style often have better relationships with their kids, manage behavior effectively, and help their children excel in school activities. The authoritative parenting style has been related to fewer behavioral problems among Arab children in Israel, indicating its effectiveness across different cultures and ethnicities (Agbaria, 2022).

In contrast, the authoritarian parenting style involves a low level of responsiveness but a high level of demandingness. Authoritarian parents have extremely strict attitudes, expecting children to follow all rules without discussion. This style can result in children becoming more aggressive, unable to make their own decisions, and struggling with poor self-esteem and judgment. Nyarko (2011) states that children raised in this style have lower levels of achievement at school, higher levels of depression and hostility, and difficulties in problem-solving. While some cultures view authoritarian parenting as an expression of care and protection, recent studies associate it with poorer motivation and behavioral problems (Abu-Taleb, 2013).

Permissive parenting involves parents viewing their children as equals rather than setting clear boundaries and expectations. These parents often use gift-giving and bribery instead of imposing limits and avoid asserting authority or confrontation. While permissive parents are nurturing and emotionally supportive, they often fail to enforce rules and discipline, leading to children who are impulsive, aggressive, lack independence, and personal responsibility. Such children often seek validation from external sources rather than developing internal self-worth, leading to potential dangers (Trautner, 2017; Agbaria & Mahamid, 2023).

Uninvolved parenting is characterized by neglect and a lack of interest in the child's needs. Parents with this style often provide little affection, support, and guidance. Children raised in such environments may struggle with cognition, attachment, emotional skills, and social skills, and tend to be anxious and emotionally withdrawn (Gimenez-Serrano & Fernando, 2022). This style is also negatively associated with academic achievement, as neglectful parents are less likely to enforce rules or support their children's education, creating an unhealthy family environment (Boon, 2007).

The relationship between parents and children plays a critical role in a child's adjustment and development. Children who develop secure relationships and attachments with their parents tend to have more positive interactions in the classroom and life. Conversely, children with low levels of social-emotional adjustment and poor relationships with their parents may give up easily on challenging tasks and fail to acquire necessary skills.

Given the significant influence parents have on their children's lives, this study aims to identify the types of parenting styles adopted by parents in Arab-Palestinian areas and to measure how these styles affect the academic achievement and value development of children. By understanding these dynamics, we can better appreciate the complex processes that contribute to value formation and identify ways to support positive development in children.

In conclusion, the various parenting styles—authoritative, authoritarian, permissive, and uninvolved—each have distinct impacts on children's behavior, academic performance, and overall development. Authoritative parenting, in particular, has been associated with positive outcomes across different cultures, including the Arab community in Israel. This study will explore the prevalence and effects of these parenting styles in Arab-Palestinian areas, providing insights into how they influence children's academic and value development.

Teachers Teaching Styles Methods

Not only do parenting styles play a crucial role in shaping values and behaviors, but teachers' teaching styles also significantly influence this process. Teachers' behavior and styles are primary influences on students' achievement, motivations, and values. When students are more engaged in school, they develop a personal interest in school activities (Zerak et al., 2023). Researchers have identified three main types of teachers' teaching styles: directing, discussing, and delegating. Teachers use various methods and strategies, which can be broadly categorized into teacher-centered and student-centered approaches. One of the many challenges teachers face is finding an effective way to enhance learning activities and improve students' academic performance. Each student has different learning preferences and individual differences in personality, values, behavior, and environment. Therefore, teachers should employ multiple teaching methods to ensure all students participate in the learning process. Considering various teaching styles and students' learning styles can help produce well-rounded students with the necessary knowledge and skills to achieve better outcomes in school (Byrne et al., 2017).

The directing style, also known as explicit instruction, is a teacher-led, structured approach that aims to provide a clear and comprehensive foundation for learners. In this method, the teacher is the central figure and primary resource for students. The directing style boasts numerous benefits, including strong foundational knowledge, efficient learning, and improved standardized test scores. It focuses on oral practice, improving pronunciation and making the teaching of vocabulary, such as words and idioms, more effective and enjoyable. Additionally, this method creates a suitable environment for learning the English language (Hussain & Khan, 2022). However, the directing style also has its drawbacks. In the early stages of learning, this method can be less successful, and its emphasis on oral practice may lead to neglecting other skills like reading and writing.

The discussing style, in contrast to the directing method, takes a student-centered approach, aiming to develop critical thinking, communication, and collaboration skills through interactive dialogue. This style encourages students to engage in thoughtful conversations, ask questions, explore ideas, and challenge assumptions. The discussing style promotes self-directed learning, where students take ownership of their education by seeking out information, formulating questions, and exploring topics in depth. This approach fosters self-motivation and a sense of curiosity and exploration. It also encourages the respectful exchange of differing opinions and perspectives, enhancing students' intercultural competence and empathy (Welty, 2010). While the discussing teaching style offers numerous benefits, it requires a balance between structured instruction and open dialogue. Some topics may need more direct instruction before engaging in discussions. Additionally, skilled facilitation is necessary to ensure that discussions remain focused and respectful while encouraging exploration and critical thinking.

In the Arab-Palestinian community, where traditions and heritage are highly valued, integrating discussion-based teaching styles requires careful consideration of cultural norms. Implementing the discussion style in this community demands a culturally sensitive approach that respects local traditions while promoting open dialogue and critical thinking. By blending the benefits of interactive learning with cultural awareness, teachers can create a dynamic learning environment that engages Arab students deeply while honoring their cultural context (Khateeb, 2018).

The delegating style involves empowering students to learn through tasks and assignments they work on independently or in groups. In this style, students learn by doing: they set goals, develop plans, solve problems, and manage their time. This approach teaches students to collaborate, communicate, listen, run meetings, and influence team members. Rather than providing step-by-step instructions, teachers offer guidelines, fostering student responsibility and independence. The delegating style can significantly impact students' achievement and values by emphasizing a student-centered learning approach. When students are given the freedom to explore topics of interest, set their own goals, and make decisions about their learning, they develop a deeper understanding. Collaborative activities and group projects promote teamwork, communication skills, and the ability to work effectively with others, all valuable skills in real-world settings. Collaborative learning enhances students' understanding as they discuss and exchange ideas with their peers (Thornton, 2018). In the delegating style, teachers shift from traditional roles to facilitators and mentors, guiding students and providing resources (Thornton, 2018). This approach is popular in the Arab-Palestinian community because it involves parents in the changes in teaching methods and their children's learning journey.

In conclusion, no single teaching style is the best. Each style is effective in certain situations. Effective teachers are adaptable and flexible, choosing suitable teaching styles depending on their students' needs, ensuring they learn, grow, and achieve their potential. Teachers' teaching styles, like parenting styles, have a profound impact on students' development, making it essential to employ a variety of approaches to cater to diverse learning needs and cultural contexts.

Values Development

The word "value" can be defined as “an enduring belief upon which a person acts” (Tuulik et al., 2016). Values are similar to attitudes and beliefs in that they have cognitive, emotional, and behavioral components. However, researchers suggest that values are more enduring and long-lasting (Davis, 2021). Values play a significant role in shaping an individual's personality and behavior. Here are some common types of values (Sagiv et al., 2017):

Personal Values

These are individual beliefs that guide a person's behavior and choices, originating from personal thoughts and beliefs.

Cultural Values

These are shared beliefs and norms within a specific culture.

Ethical Values

These relate to moral principles that govern right and wrong conduct.

Religious values:

These provide a framework for understanding the world and one's purpose in life.

Environmental values

These pertain to beliefs about the environment and sustainability.

Values which a person prioritizes is crucial as it reveals much about their interests and motivations in life.

Development, defined as “the act or process of growing or causing something to grow and become larger or more advanced” (Britannica Dictionary), encompasses various types (Cornell, 2024):

Physical Development

This involves the natural evolution of a child's physical abilities, including changes in sensory perception, coordination, and physical fitness.

Cognitive Development

This pertains to the growth of mental processes such as thinking, reasoning, problem-solving, memory, and language acquisition.

Emotional Development

This involves the development of a child's ability to regulate their emotions and understand and manage their own emotions and recognize those of others.

Moral Development

This concerns the formation of a person's values, beliefs, and sense of right and wrong.

Environmental Influences

This involves how a child becomes socialized within society, influenced by cultural and environmental factors.

The interplay between these developmental aspects significantly influences an individual's motivation, behaviors, and overall well-being. Development is a complex process that shapes human attitudes and behaviors. Human values development is essential because it molds personality and behavior, determining ethical decisions based on environmental influences. Therefore, children acquire their values from their family background, school, friends, and teachers.

Researchers have found that children's values development can be influenced by two main factors: the role of the family and the role of the school. Both play a crucial role in shaping a child's personality and attitudes. Values development for students involves helping them identify and understand a set of positive and ethical principles that guide their behaviors, attitudes, and personalities. Teachers can use several strategies to promote values development in students (Gülcan, 2015):

Role Modeling

Teachers can serve as positive role models by demonstrating values through their actions and behaviors.

Open Discussions

Creating an open environment for students to discuss their opinions and thoughts can foster values development.

Reflection And Journaling

Encouraging students to reflect on their experiences and connect them with their values can aid in their development. Journaling can be a useful tool for this purpose.

Ethical Dilemmas

Presenting students with ethical dilemmas and motivating them to analyze and discuss these scenarios can help them develop their values.

Teachers should remember that values development is a gradual process requiring consistent reinforcement and support. In the Arab-Palestinian community, values development is heavily influenced by cultural norms and beliefs rather than individual needs. By respecting and integrating the cultural values and norms of the Arab community, teachers can create a supportive and culturally sensitive learning environment that promotes values development aligned with the cultural context.

Overall, values should be taken into consideration by both teachers and parents because they significantly impact a student's personality, behavior, and norms. Therefore, teachers and parents should collaborate and be actively involved in each other's processes to ensure holistic values development in children.

Parenting Style, Teachers' Teaching Styles, and Values Development

Both parents and teachers play crucial roles in shaping a child's values, personality, and behavior. Each has their own unique style—parents in their parenting and teachers in their teaching strategies. These diverse styles create varied behaviors, personalities, and values in children. Both parenting styles and teachers' teaching styles can significantly impact students' values development. There should be a balanced approach that encourages students to feel safe and supported by both teachers and parents. The attitudes and behaviors that parents demonstrate in front of their children have a significant influence on them, impacting their behaviors, attitudes, and values growth either directly or indirectly (Joan & Danyliuk, 2014).

Researchers have explored how parenting styles utilized in children's home environments impact teacher-student relationships. One study examined the effect of home parenting styles on attachment issues and relationships with teachers, especially at a young age. Based on this foundation, researchers have investigated how these parenting styles influence the relationship between teachers and students (Paschall et al., 2015). Studies suggest an interconnected effect of different parenting and teaching methods on children's values development, growth, and motivation. The classroom environment is critical for students' learning beliefs and behaviors. Teaching styles shape a period where students cultivate self-regulation, explore their independence, and forge their identity. Ineffective approaches can instill self-doubt, question the value of education, and decrease academic engagement. Teaching approaches employed by educators share many resemblances with the four types of parenting styles. Demonstrating this, a study involved college students who used the 30-item Parental Authority Questionnaire (PAQ) to evaluate instructors. Initially designed to assess parenting styles, the PAQ was adapted with minor modifications to evaluate teaching styles. In another study, university students categorized teacher vignettes as authoritative, authoritarian, or permissive and were asked if they would hire these teachers. They also related their experiences of parenting styles at home, exploring the connection between students' preferences in hiring teachers and the parenting styles they encountered in their domestic environments (Bassett et al., 2013).

In Arab-Palestinian communities, parenting styles and teachers' teaching styles play essential roles in shaping children's values, thoughts, and personalities. Arab-Palestinian parents communicate with their children's teachers and schools and prioritize academic achievement. Here is how these styles influence students' values development in the Arab community (Dwairy & Achoui, 2004):

- *Authoritarian Parenting*

Parents are strict, enforce rigid rules, and emphasize obedience and discipline. Students raised in authoritarian households may develop values such as respect for authority, conformity, and adherence to traditional norms. These norms are also found in students taught in a direct style.

- *Authoritative Parenting*

This style involves setting clear expectations while being supportive and responsive to children's needs. Students raised in this style may develop values like independence, self-confidence, and critical thinking. These values are also fostered by teachers who adopt discussing and delegating teaching styles.

- *Permissive Parenting*

Permissive parents are lenient and rarely enforce rules. Students raised in this style may develop values such as entitlement, lack of self-discipline, and difficulty accepting authority. These values can also emerge in students taught by teachers who use a permissive style.

- *Neglectful Parenting*

Neglectful parents are disengaged and provide little emotional support. Students raised in this environment may develop values such as self-reliance, independence, and a lack of trust in others.

In conclusion, values development in students is heavily influenced by the combined impact of parenting styles and teaching methods. Both parents and teachers should be actively involved in each other's processes to ensure a supportive and balanced approach to nurturing well-rounded individuals.

Understanding the influence of both parenting and teaching styles on student values development is crucial as it illuminates how these key figures shape the moral compass of young minds. It highlights the specific values influenced by these factors and the mechanisms through which they are developed. By comprehending the impact of parenting styles and teachers' teaching styles on values development, parents and educators can make informed decisions regarding their approaches. This understanding allows them to adapt their practices to promote positive values and address any potential negative influences.

The Arab-Palestinian community, like any other, has its unique cultural context, traditions, and values. Research on the impact of parenting styles and teachers' teaching styles within this community helps parents and teachers understand how cultural factors interact with their practices. This promotes cultural sensitivity and helps educators and parents tailor their approaches accordingly. By studying the effects of parenting styles and teachers' methods on students' values development, researchers can foster positive values and create an environment that supports well-rounded individuals who contribute positively to their communities.

Questions of the Study

- Is there a significant effect of parenting style on students' values development from teachers' points of view?
- What is the effect of teaching methods using English as a Second Language strategies on students' values development?
- Are there any demographic differences (sex, role, education, and types of schools) between teachers in values development and parenting styles?

Hypotheses

- There is a positive relationship between parenting styles and teaching styles with students' values development from teachers' points of view.
- There is a positive relationship between authoritarian and authoritative types and values development.
- There is a positive relationship between discussion and delegating styles with students' values development.
- There is a negative relationship between the direct style and students' values development.
- There are demographic differences (gender, age, role in school, educational certificates) between teachers' points of view on teaching styles, parenting styles, and values development.

Research Methodology

Research Method

This study uses a quantitative approach, which involves the collection and analysis of numerical data to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2023). The researcher will distribute surveys to high school teachers, asking questions about parenting styles, teaching styles, and values. The survey will be conducted using questionnaires with rating scales.

Research Population and Sample

This study focuses on high school teachers and parents in the northern district of Israel, an area comprising 20 towns and villages inhabited predominantly by Arab communities. The Northern District, with a land area of 3,324 km², is the second-largest district in Israel, where Arabs constitute the majority (53.5%). The study employs cluster sampling, dividing the population into sections or clusters that represent the overall population. The sample includes 280 teachers (112 male and 168 female) from Arab high schools in northern Israel and 200 Parents (104 male and 96 female) who participated in the questionnaire. This approach ensures a representative sample of the diverse educational landscape and community in the region.

Research Process

The researcher used an online questionnaire via Google Forms:

- *Values Questionnaire*

This survey had two sections. The first section asked whether the respondent holds or teaches certain values, with 45 values rated on a scale from 1 to 7. The second section addressed parenting styles, containing 78 questions about the four types of parenting styles and whether the respondent uses or agrees with these actions.

- *Parenting Styles Questionnaire*

This questionnaire included multiple-choice questions about the four types of parenting styles: authoritarian, authoritative, permissive, and uninvolved.

- *Teaching Strategies Questionnaire*

This had three sections. The first section focused on the direct learning strategy with 10 questions rated on a scale from 1 to 3 (always/rarely). The second section addressed problem-solving and inquiry-based teaching strategies with 20 questions. The third section covered cooperative learning strategies with 20 questions. The researcher collected and analyzed the data using the questionnaires.

Tool of the Study

The tool of the study is a questionnaire, a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. This survey was conducted online using Google Forms to ensure standardized procedures and avoid biased opinions.

Demographic Data

Table 1: Percentage of Explained Variance - Parenting style questionnaire and teachers teaching style questionnaire.

Variables	Parenting style		Teachers style	
	Gender	Male	96	Male
Female		104	Female	168

Age	23-29	28	23-29	60
	30-39	54	30-39	56
	40-49	54	40-49	106
	50-59	44	50-59	28
	60+	20	60	20
Certificate	BA	88	BA	178
	Ma	100	Ma	96
	Ph.D	12	Ph.D	6
Role	Public officer	58	Classroom teacher	112
	Private job	30	Coordinator	32
	Academic	110	Professional teacher	134
	Other	2	Principal	2

Analysis Type

Data analysis was conducted using SPSS software, version 28.0. To describe the sample according to demographic variables, frequencies and percentages were used. Descriptive statistics of the research variables were tested using central tendency (mean) and dispersion (standard deviation, minimum, and maximum values) indices. Pearson correlations were used to test the research hypothesis, suitable for testing relationships between two quantitative variables on an interval scale. A one-way ANOVA test was conducted according to education level.

Ethics

Participants in the study were free to choose to participate without any pressure or coercion and could withdraw from the study at any point without obligation. Participants' identities were kept anonymous, and their responses were not published.

Dimensions of the Questionnaires

Researchers employed three questionnaires to investigate the impact of parenting styles and teaching methods on student values development.

- *Parenting Styles Questionnaire*

This questionnaire aimed to determine whether different parenting approaches significantly influence children's value formation.

- *Values Questionnaire*

This questionnaire examined various values humans hold or develop throughout life, providing a comprehensive perspective on parental values and those acquired from the environment.

- *Teaching Methods Questionnaire*

This questionnaire assessed teaching methods and styles, exploring the influence of specific approaches, such as directing, discussing, delegating, and collaborative styles, on student values.

This multi-pronged approach aimed to gain a deeper understanding of how parenting and teaching shape the values students develop.

Findings

This chapter is divided into two parts: descriptive statistics and inferential statistics. Descriptive statistics will present the distributions and standard deviations of the dependent research variables, while inferential statistics will present the statistical analyses performed to examine the research hypotheses.

Descriptive Statistics

The data analysis indicates that the score of the direct teaching style was 1.71, the score of the discussion style was 1.36, while the score of the delegating style was the lowest at 1.35. In addition, the value scale score was particularly high at 5.39. In terms of parenting style, the authoritative style score was 3.17, the authoritarian style score was 2.94, and the permissive style score was 2.94, as presented in Table 3 below.

Table 2: means and S.D of the dependent variables

	N	Min	Max	M	S.D
Direct Style	139	1.00	4.22	1.71	0.90
Discussion Style	125	1.00	3.25	1.36	0.31
Delegating styles	132	1.00	3.88	1.35	0.37
Values Scale	138	4.87	5.78	5.39	0.21
Authoritative style	140	1.80	5.00	3.17	0.54
Authoritarian style	140	1.50	4.50	2.94	0.68
Permissive style	140	1.40	4.10	2.94	0.53

Inferential statistics

To examine the first research hypothesis: "There is a positive relationship between parenting styles and teaching styles and with students' values development from teachers' point of view" a Pearson test was conducted. The results of this test are shown in Table 3 below.

Table 3: Correlation Matrix between the dependent variables

	1	2	3	4	5	6	7
Authoritative style	1						
Authoritarian style	.160	1					
Permissive style	.403**	.154	1				
Direct Style	.088	-.298**	.084	1			
Discussion Style	.169	-.023	.149	.193*	1		
Delegating styles	.196*	.149	.113	.262**	.835**	1	
Values Scale	-.264**	.075	-.281**	-.283**	-.201*	-.029	1

** Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed).

A review of Table 3 indicates a moderate direct relationship between the authoritative style and the delegating styles ($r(140)=.20, p<.05$) and a negative relationship with the value scale ($r(140)=-.27, p<.01$). No relationship was found between the authoritative style and the direct or discussion styles. A moderate negative relationship was found between the authoritarian style and the direct style only ($r(140)=-.30, p<.01$), but no relationship was found between this style and the other variables. A similar negative relationship was found between the permissive style and the value scale ($r(140)=-.28, p<.01$). A weak direct relationship was found between the permissive style and the discussion style and the value scale. A weak relationship was found between the direct teaching style and the value scale, and a similar relationship between the discussion style and the value scale, but no relationship was found between the delegating styles and the value scale. Based on these results, the first research hypothesis can only be partially confirmed.

To examine the second research hypothesis: "There is a positive relationship between authoritarian and authoritative styles and values development," a Pearson test was conducted. The results are shown in Table 4 below.

Table 4: Pearson Correlation between Authoritative & Authoritarian style Values scale.

Variables	Values development
Authoritative style	-.27**
Authoritarian style	.08

** Correlation is significant at the 0.01 level (2-tailed).

A review of Table 4 shows a negative relationship between the authoritative style ($r(140)=-.27, p<.01$) and values development, while no significant relationship was found for the authoritarian style. Based on these results, the second research hypothesis can only be partially confirmed, suggesting that high levels of the authoritative style are related to low levels of values development, while values development is not related to the authoritarian style.

To examine the third research hypothesis: "There is a positive relationship between discussion and delegating styles with students' values development," a Pearson test was conducted, the results of which are shown in Table 5 below.

Table 5: Pearson Correlation between Discussion & Delegating style and Values scale

Variables	Values development
Discussion Style	.84**
Delegating styles	-.21*

** Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed).

A strong direct relationship was found between the discussion style and the value scale ($r(140)=.84, p<.01$). Contrary to the hypothesis, an inverse but significant weak relationship was found between the delegating styles and the value scale ($r(140)=-.21, p<.01$). Thus, high levels of the discussion style are associated with high levels of value development, while high levels of delegating styles are associated with low levels of value development. The third research hypothesis can only be partially confirmed.

To examine the fourth research hypothesis: "There is a negative relationship between direct style and students' values development," a Pearson test was conducted, the results of which are shown in Table 6 below:

Table 6: Pearson Correlation between Direct style and Values scale

Variables	Values development
Direct Style	-.29**

** Correlation is significant at the 0.01 level (2-tailed).

Table 6 show a weak negative relationship was found between the direct style and values development ($r(140) = -.29, p < .01$). According to these findings, the fourth research hypothesis is confirmed, indicating that low levels of values development are related to low levels of the direct style.

To examine the fifth research hypothesis: "There are demographic (gender, age, role in school, educational certificates) differences between teachers' points of view in teaching styles, parenting styles, and values development", two different analyses were conducted. The first is a t-test for independent variables to examine the significance of gender differences in teaching styles, parenting styles, and values development. The second test is a one-way analysis of variance (ANOVA) to examine the significance of differences in teaching styles, parenting styles, and values development according to demographic factors. The results of the t-test are shown in Table 7 below:

Table 7: t test results

Gender		M	T	Sig
Direct Style	Males	1.73	.09	N.S
	Females	1.71		
Discussion Style	Males	1.35	-.03	N.S
	Females	1.36		
Delegating styles	Males	1.33	-.68	N.S
	Females	1.38		
Values Scale	Males	5.34	-1.54	N.S
	Females	5.40		
Authoritative style	Males	3.05	-1.7	N.S
	Females	3.21		
Authoritarian style	Males	2.81	-1.45	N.S
	Females	3.00		
Permissive style	Males	2.94	0.6	N.S
	Females	2.95		

According to table 7, contrary to the hypothesis, no significant gender differences were found in teaching styles, parenting styles, and values development. The one-way ANOVA results, shown in table 8, indicate no significant differences in teaching styles, parenting styles, and values development across different age groups.

Table 8: One-way ANOVA test results

Variable	Age group	M	F	Sig
Direct Style	23-29	1.45	2.256	N.S
	30-39	1.76		
	40-49	1.64		
	50-59	1.99		
	60 +	2.39		
Discussion Style	23-29	1.36	.549	N.S

Variable	Age group	M	F	Sig
	30-39	1.42		
	40-49	1.32		
	50-59	1.32		
	60 +	1.33		
Delegating styles	23-29	1.34	.422	N.S
	30-39	1.31		
	40-49	1.40		
	50-59	1.42		
	60 +	1.29		
Values Scale	23-29	5.38	2.124	N.S
	30-39	5.39		
	40-49	5.42		
	50-59	5.37		
	60 +	5.20		
Authoritative style	23-29	3.11	.857	N.S
	30-39	3.17		
	40-49	3.25		
	50-59	2.99		
	60 +	3.09		
Authoritarian style	23-29	2.99	.608	N.S
	30-39	2.88		
	40-49	3.03		
	50-59	2.82		
	60 +	2.75		
Permissive style	23-29	2.75	1.481	N.S
	30-39	3.01		
	40-49	2.98		
	50-59	2.86		
	60 +	3.14		

To examine the significance of differences according to the role in the school, the results shown in Table 9 below indicate no significant differences in teaching styles, parenting styles, and values development, except for the direct style.

Table 9: One-way ANOVA test results

Variable	Role	M	F	Sig
Direct Style	Teacher	1.60	3.37*	.037
	Educator	1.72		
	Rakaz	2.80		
Discussion Style	Teacher	1.36	.32	N.S

	Educator	1.36		
	Rakaz	1.22		
Delegating styles	Teacher	1.33	.24	N.S
	Educator	1.38		
	Rakaz	1.36		
Values Scale	Teacher	5.39	1.92	N.S
	Educator	5.39		
	Rakaz	5.18		
Authoritative style	Teacher	3.24	.92	N.S
	Educator	3.12		
	Rakaz	3.33		
Authoritarian style	Teacher	2.87	.45	N.S
	Educator	2.98		
	Rakaz	2.83		
Permissive style	Teacher	2.96	.04	N.S
	Educator	2.93		
	Rakaz	2.90		
* The mean difference is significant at the 0.05 level.				

A Scheffe follow-up test found that the source of variance in the direct style index was subject coordinators, whose average was significantly higher than teachers, as shown in Table 10:

Table 10: Direct style Scheffe test variance analysis

Dependent Variable			Sig
Direct Style	Teacher	Educator	N.S
		Rakaz	.038
	Educator	Teacher	N.S
		Rakaz	N.S

	Rakaz	Teacher	.038
		Educator	N.S
* The mean difference is significant at the 0.05 level.			

To examine differences according to education level, Table 11 shows that no significant differences were found except in the delegating styles variable.

Table 11: One-way ANOVA test results

Variable		M	F	Sig
Direct Style	B.A	1.74	.11	N.S
	M.A	1.67		
	Ph.d	1.78		
Discussion Style	B.A	1.34	2.46	N.S
	M.A	1.33		
	Ph.d	1.55		
Delegating styles	B.A	1.36	3.8*	.025
	M.A	1.30		
	Ph.d	1.63		
Values Scale	B.A	5.39	.004	N.S
	M.A	5.39		
	Ph.d	5.39		
Authoritative style	B.A	3.21	.47	N.S
	M.A	3.14		
	Ph.d	3.07		
Authoritarian style	B.A	2.93	.04	N.S
	M.A	2.95		
	Ph.d	2.98		
Permissive style	B.A	2.96	.14	N.S
	M.A	2.92		
	Ph.d	2.92		

* The mean difference is significant at the 0.05 level.

A Scheffe follow-up test found that the source of variance in the delegating style index was teachers with a Ph.D., whose average was significantly higher than those with a master's degree, as shown in Table 12.

Table 12: Delegating style Scheffe test variance analysis

Dependent Variable			Sig.
Delegating styles	B.A	M.A	N.S
		Ph.d	N.S
	M.A	B.A	N.S
		Ph.d	.025*

	Ph.d	B.A	N.S
		M.A	.025*
* <i>The mean difference is significant at the 0.05 level.</i>			

According to these results, the third research hypothesis can only be partially confirmed, as the findings did not show significant differences according to age group or gender. No differences were found according to role in the school, except for the direct style. Furthermore, no differences were found according to education level, except in the delegating styles index.

Discussion

This study examines the impact of parenting and teaching styles on students' values development within Arab society in Israel. This section discusses the three primary research questions and the corresponding hypotheses.

The results addressing the first question: "Is there a significant effect of parenting style on students' values development from teachers' points of view?", showed a significant effect. Research in this area continues to evolve, and the relationship between parenting style and values development is subject to ongoing study. However, it is generally accepted that parents significantly influence their children's values through direct teaching and modeling behaviors and values. It's important to recognize that the effects of parenting style on values development can vary among individuals. Other factors, such as peer influences, cultural background, and the child's temperament, also play a role. Additionally, parenting is not static; parents may employ different parenting styles at different times or with different children within the same family. Parents can adapt their parenting styles to better support their children's values development. For example, parents can use authoritative parenting techniques that balance warmth and control, provide opportunities for moral discussions, and model the values they want to instill in their children (Kosterelioglu, 2018; Baumrind, 2013; Darling-Hammond et al., 2020).

The results addressing the second question: "What is the effect of teaching methods using English as a Second Language strategies on students' values development?", also show a significant effect. Values development is a complex process influenced by various factors, including family, culture, peers, and personal experiences. A teacher's teaching style, including their use of ESL strategies, is one of many factors that can shape students' values. Cultural sensitivity and inclusivity in ESL promote values related to diversity, tolerance, and respect for others. Teachers who blend diverse perspectives, multicultural literature, and discussions of cultural differences can help promote open-mindedness and empathy among students (Gibson, 2012; Banks, 2008; Gay, 2010).

The results addressing the third question: "Are there any demographic differences (sex, role, education, and types of schools) between teachers in values development and parenting styles?", partially confirm this question, as no significant differences were found according to age group or gender in teaching styles, parenting styles, and values development. Additionally, no differences were found according to role in the school, except for the direct style. Furthermore, no differences were found according to education level, except in the delegating styles index (Williams & Ciarrochi, 2019; Brophy, 1988; Hattie, 2009).

Regarding the first hypothesis: "There is a positive relationship between parenting styles and teaching styles and students' values development from teachers' point of view." It is reasonable to assume that these influences intersect. For example, students who experience consistent and supportive parenting styles at home may be better equipped to engage with constructivist teaching styles in the classroom, which encourage critical thinking and the development of values related to curiosity and independent thought. A teacher's approach to teaching and classroom management can reflect their own parenting values and beliefs, potentially influencing how they interact with students and the values they emphasize in their teaching (Garrett, 2008; Darling-Hammond et al., 2020).

In summary, both parenting and teaching styles can influence students' values development, albeit independently. The relationship between these factors is complex and likely influenced by various contextual factors, including culture and individual differences. This indicates that students' values development has no positive relationship between these two variables. However, it can be positive depending on various factors, such as teachers incorporating ethical values, encouraging critical thinking, and creating a positive classroom environment. Additionally, a moderate negative relationship was found between the authoritarian style and the direct style only.

Regarding the second hypothesis: "There is a positive relationship between authoritarian and authoritative styles and values development", the authoritative style is related to low levels of values development, while values development is not related to the authoritarian style. Authoritarian parenting styles have a low level of responsiveness but a high level of demandingness. Therefore, there is a negative influence of this style on children's values and personalities, as children raised in these environments often have poor self-esteem and judgment of character. A recent study found that authoritarian parenting styles are associated with poorer motivation and behavioral problems (Abu-Taleb, 2013). This hypothesis can only be confirmed for the authoritative parenting style, which tends to be understanding and considers situations. Parents who adopt authoritative styles tend to respect and guide their children, increasing children's values development.

Regarding the third hypothesis: "There is a positive relationship between discussion and delegating styles with students' values development". A strong direct relationship was found between the discussion style and the value scale, but there was no positive relationship between the delegating style and values development. Discussion styles encourage learning through interactions and enhance critical thinking. Additionally, this style may require skilled facilitation to ensure discussions remain focused and respectful while encouraging exploration and critical thinking (Johnson, 2017).

Regarding the fourth hypothesis: "There is a negative relationship between the direct style and students' values development". Results confirmed, indicating a negative relationship between the direct style and students' values development. This hypothesis aligns with the literature review, as the direct style does not promote essential skills and values. Moreover, communication in the direct style is considered a one-way method. This style adopts a traditional teaching approach where teachers are the center of the learning process, and students are just listeners and receivers (Renard, 2023).

Regarding fifth hypothesis: "There are demographic (gender, age, role in school, educational certificates) differences between teachers' points of view in teaching styles, parenting styles, and values development." This hypothesis involves multiple variables, requiring different analyses and findings: Gender Differences – results show no significant gender differences were found between the participants in teaching styles, parenting styles, and values development. This finding is consistent with prior research indicating that gender does not play a significant role in how teachers perceive and implement teaching styles or how they influence students' values development (Yasmin, 2018).

Regarding Age, no significant differences were found among different age groups in teaching styles, parenting styles, and values development. This suggests that teachers' perspectives on these factors are stable across different age groups, aligning with previous studies that show age is not a determining factor in teaching efficacy or parenting style impacts (Kintu, Zhu, & Kagambe, 2017).

Regarding role, no significant differences were found among participants in teaching styles, parenting styles, and values development, except in the direct style variable, where significant differences were found according to the role in the school. This implies that the role a teacher holds within a school (e.g., subject teacher, grade coordinator) can influence their preference for or effectiveness in using direct teaching styles. Teachers in leadership or specialized roles might approach teaching differently, focusing more on structured delivery (direct style) to manage larger groups or specific educational outcomes (Williams & Ciarrochi, 2019).

Regarding Education Level, no significant differences were found among participants in teaching styles, parenting styles, and values development, except in the delegating styles variable, where significant

differences were found according to education level. This indicates that teachers with different educational backgrounds might have varying inclinations towards delegating teaching styles, possibly due to differences in training or educational philosophies. Teachers with advanced degrees might be more inclined to use student-centered approaches that involve delegating tasks and encouraging independent learning (Williams & Ciarrochi, 2019).

The third research hypothesis is only partially confirmed, with differences found in delegating and direct styles (Moitra & Mukherjee, 2012). Both parents and teachers influence students' values, personality, and behavior. The lack of significant gender differences in teaching and parenting styles suggests similar methods among male and female teachers, aligning with Yasmin's (2018) findings. Professional training that transcends gender differences explains this uniformity. No significant age differences imply consistent teaching efficacy across age groups, supported by Kintu, Zhu, and Kagambe (2017). Significant differences in the direct style according to role highlight how professional responsibilities influence teaching. Teachers in leadership roles may prefer the structured direct style for managing larger groups, aligning with Williams and Ciarrochi (2019). Education level differences in delegating styles suggest teachers with higher qualifications favor student-centered approaches. Advanced training equips them with sophisticated methods, as noted by Moitra and Mukherjee (2012).

In conclusion, parents and teachers must be aware of their behaviors and styles, as both significantly influence students' values, personality, and behavior. Understanding the nuanced impacts of demographic factors allows for tailored approaches to better support students' holistic development.

Summary and Conclusions

Summary

Parenting and teachers' teaching styles are crucial in shaping children's development and values. Effective parenting and high-quality teaching significantly influence whether a child becomes a productive member of society. Proper love and support help children develop appropriately and adopt the right mindset for life's challenges. Consistent rules are essential, as they help children follow expectations without problems. Trust and autonomy foster responsibility and maturity, while overly demanding approaches may lead to rebellious behavior. Active parental involvement, open communication, and consistent guidance encourage children to seek parental assistance first. Good parenting practices should continue throughout the child's life.

Teachers should guide students positively, encouraging independent thinking and creativity. Acting as friends, parents, and protectors, teachers ensure students feel supported and valued. Both parenting and teaching significantly shape students' values and personalities. A negative, strict, or violent parenting style can harm a child's personality and values, while a positive, loving, and supportive style fosters positive development. Since students spend a significant portion of their lives in school, teachers' styles also substantially influence their development.

Conclusions

- *Significant Influence of Parenting Styles*

The study confirms that parenting styles profoundly impact children's values. Authoritative parenting, which balances warmth and control, is particularly effective in fostering positive values and behaviors. In contrast, authoritarian and permissive parenting styles may lead to poorer outcomes in self-esteem, motivation, and behavior.

- *Role of Teaching Styles*

Teaching styles play a crucial role in shaping students' values. Discussion-oriented and student-centered approaches promote critical thinking, empathy, and ethical reasoning. These styles encourage students to engage actively with learning materials and develop a deeper understanding of moral and ethical issues.

- *Interconnected Influence of Parenting and Teaching*

The relationship between parenting and teaching styles is complex and interdependent. Consistent and supportive parenting can enhance the effectiveness of constructive teaching styles, while teachers' approaches can complement and reinforce the values instilled by parents.

- *Demographic Factors*

The study found no significant differences in teaching styles, parenting styles, and values development based on gender, age, or educational level of the teachers, except for specific differences in the direct teaching style and delegating styles. This suggests that the effectiveness of these styles transcends demographic boundaries.

Implications for Arab Society

- *Promotion of Authoritative Parenting*

In the context of Arab society, promoting authoritative parenting styles can lead to more well-rounded and value-driven individuals. Programs and workshops aimed at educating parents about the benefits of authoritative parenting can be instrumental. Emphasizing the balance between discipline and warmth can help parents raise children who are both respectful and independent.

- *Educational Reforms to Encourage Discussion-Based Learning*

Educational policies should encourage teaching styles that promote critical thinking and ethical reasoning. Training programs for teachers can focus on developing skills in facilitating discussions and creating inclusive, student-centered learning environments. Integrating multicultural and diverse perspectives in the curriculum can help students develop values of tolerance and respect.

- *Community and School Collaboration*

Schools and communities should work together to create a consistent value framework for children. This can involve regular communication between parents and teachers to ensure that both are reinforcing the same values. Community programs involving both parents and teachers can foster a unified approach to children's moral and ethical development.

- *Addressing Cultural Sensitivities*

While promoting these educational and parenting styles, it is crucial to consider the cultural context of Arab society. Strategies should be culturally sensitive and adaptable to the unique traditions and values of the community. This ensures that the approaches are accepted and effectively implemented within the societal framework.

- *Support for Teachers*

Providing teachers with the necessary resources and support to implement student-centered and discussion-based teaching methods is vital. This includes professional development opportunities, access to diverse teaching materials, and a supportive school environment that encourages innovation in teaching practices.

In conclusion, fostering positive values development in children requires a collaborative effort between parents and teachers. By adopting authoritative parenting and discussion-based teaching styles, Arab society can nurture individuals who are not only academically successful but also morally and ethically grounded. This holistic approach to education and parenting will contribute to the overall well-being and development of the community.

Recommendations

Based on the findings, discussion, and conclusions, several key recommendations can foster positive values development in children and students within Arab society:

- Promoting authoritative parenting through workshops, seminars, and community support groups can educate parents on balancing warmth and control, effective communication, setting consistent rules, and fostering independence.
- Encouraging discussion-based and student-centered teaching involves developing teacher training programs that focus on open discussions, critical thinking, and ethical reasoning, and integrating multicultural perspectives and diverse viewpoints into the curriculum.
- Fostering school and community collaboration can be achieved by establishing regular communication channels between parents and teachers, organizing joint activities, and encouraging community involvement in school decision-making processes.
- Addressing cultural sensitivities involves designing culturally sensitive strategies, providing training for teachers on cultural sensitivity, and ensuring educational practices are inclusive and respectful of all students' backgrounds.

Lastly, providing support and resources for teachers includes supplying diverse teaching materials, offering access to digital resources, and continuous professional development opportunities. Implementing these recommendations can create an environment that supports the holistic development of children and students, fostering individuals who are both academically successful and ethically grounded.

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