

## **P-418 - RELATIONSHIPS AMONG PERCEIVED TEACHERS' AND PARENTAL BEHAVIOR AND ADOLESCENT OUTCOMES: A CROSS-CULTURAL LITERATURE REVIEW**

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This article is a review of empirical studies assessing the contribution of perceived parental and teachers' behavior to children's psychological adjustment, school-conduct, and academic achievement within seven nations cross-culturally. The goal of this study was to investigate potential cross-cultural differences in major dimensions of parents and teachers behavior. There were four different strategies used to locate the relevant literature, including the data base of American Psychological Association. The review is based on a total sample of 1,731 youths averaging 12 years in age representing different cultural groups in Bangladesh, Estonia, India, Kuwait, Pakistan, Turkey, and USA. Furthermore, a cross-cultural comparison was made according to the cultural ideology. A burgeoning literature suggests that the quality of the relationship which children have with their parents and teachers has significant developmental consequences. Research in this area has indicated that security in the teacher-child relationship influences children's development in the same way that parent-child attachment does. This review exposed gender and cultural variability in the patterns of predictors associated with the outcome variables. The results of these studies have diversity in the impact of teachers' versus parents' behavior on boys' versus girls' outcomes. The findings have varied widely between cultural groups they have tended to be gender-specific, outcome-specific, and cultural-specific.