

# Parenting Styles and Self-Acceptance of High School Students: The Mediating Role of Academic Self-Efficacy

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## ABSTRACT

To explore the mediating mechanism of academic self-efficacy between parenting style and senior high school students' self-acceptance, a total of 178 high school students were invited to fill in the Short-form Eigna Minnenav Bardoms Uppfostran for Chinese, Academic Self-efficacy Scale and Self -Acceptance Questionnaire for this paper. The correlation analysis showed that parenting style, academic self-efficacy and self-acceptance of senior high school students were significantly correlated with each other. Parenting style had a frankly effect on self-acceptance. The mediating effects of academic self-efficacy between parenting style and high school students' self-acceptance were significant, with the proportion of this interceding effect (0.6928) represented 78.2% among the complete effect (0.8859). This paper proves that parenting style influences high school students' self-acceptance through academic self-efficacy.

**Keywords:** *Senior high school students, Parenting style, Self-acceptance, Academic self-efficacy*

## 1. INTRODUCTION

Self-acceptance is a concept developed by American psychologist G.W.Allport proposed that, based on various theories, self-acceptance can be regarded as an attitude in which an individual readily accepts the real self. According to Six-factor Model Of Psychological Well-being, self-acceptance is one of the factors affecting personal happiness [1]. For the later period of adolescence, Uemura Yuhei conducted research verification, and the results showed that: Adolescents with high self-acceptance tend to have high self-actualization and low social adjustment, and are more adaptable and mature than other minors [2]. The role of senior high school students is closely related to their academic performance.

Parenting style is a behavioral intention of parents in the process of raising their children, and a comprehensive reflection of parents' education attitudes and education behaviors [3]. And positive parenting style is helpful to the betterment of children's self-acceptance and boost their development in self-esteem [4]. Therefore, parenting style urgently affects the psychological well-being advancement of young people in high school.

Other studies have shown that self-efficacy can directly or indirectly affect academic achievement [7], thus enabling students to evaluate themselves in

academic performance. Moreover, low self-efficacy is closely related to negative affect and hinders individual's cognitive process and academic performance on various occasions [8]. On the other hand, parenting style can also influence students' self-efficacy through cognitive flexibility [5].

The execution of self-efficacy in the learning field is defined as Academic self-efficacy, which refers to an individual's belief in the general ability to learn and the evaluation of knowledge recipients' poise in whether they can apply their abilities or skills in completing study responsibilities [6]. Studies have shown that parents' more warm care and less control and intervention are conducive to improving children's sense of academic self-efficacy and reducing their academic procrastination behavior [9], thus improving their own evaluation and acceptance level.

To sum up, there are as yet a lot of theoretical indentations on the mechanism of academic self-efficacy between parenting style and self-acceptance, so this paper based on the predecessors, to the high school students as subjects, hypothesized that parents parenting may affect children through academic self-efficacy as the mediation mechanism of academic self-acceptance. This paper explores the relationship between the three, so as to provide some suggestions for the social guidance to high school students, family education and school

psychological counseling workers, improve the education effect, and train more teenagers with healthy psychological quality for the society.

**2. METHOD**

**2.1 Subjects and Experimental Design**

A high school in Jinan city, Shandong Province was selected to complete the questionnaire through online questionnaire. 183 students participated in the experiment through online questionnaires, and the effective questionnaire rate was 97.3%. Among them, 83 are boys and 95 are girls. The age range went from 15 to 18 years of age, with a normal period of 16.47 years old.

**2.2 Research Tools**

**2.2.1 Short-form Egna Minnen av Barndoms Uppfostran for Chinese (s-EMBU-C)**

The Chinese version of the Short-egna Minnen av Barndoms Uppfostran (S-EMBU), containing 21 items in three dimensions: emotional warmth, refusal disaffirm and overprotection, was amended by Jiang Jiang, Lu Zhengrong, Jiang Beijing and Xu Yan[10]. In this study, emotional warmth dimension is used to evaluate the positive parenting style, refusal disaffirm and overprotection dimensions are used to evaluate the negative parenting style.

**2.2.2 Academic Self-efficacy Scale**

The Revised Academic Self-efficacy Scale, developed by BANDURA and revised by Liang Yusong [11], is applied to Chinese students. The scale is scored at five levels (1=completely inconsistent, 5=completely consistent).

**2.2.3 Self-Acceptance Questionnaire (SAQ)**

Compiled by Gao Wenfeng and Cong Zhong [12], the questionnaire includes two factors, self-evaluation and self-acceptance, with a total of 16 questions. The scale uses a 4-point score (1=very similar, 5=very opposite).

**2.3 Experimental Procedures**

Links to the three online questionnaires will be sent to students, the subjects completed the questionnaires in random order according to their real situation.

**2.4 Data Processing**

The corresponding parenting style, subjects' academic self-efficacy and self-acceptance is directly proportional to their questionnaire scores. SPSS for Windows 10.0 software package were disappointed to

analyze all data.

**3. CONCLUSION**

**3.1 Validity Analysis of Questionnaire Structure**

**Table 1: KMO & Bartlett Test**

<b>Short-form Egna Minnen av Barndoms Uppfostran for Chinese(s-EMBU-C)</b>	KMO		0.963
	Bartlett test of sphericity	Approximate Chi-Square	2804.205
		df	210
		p	0
<b>Academic Self-efficacy Scale</b>	KMO		0.965
	Bartlett test of sphericity	Approximate Chi-Square	2259.472
		df	190
		p	0
<b>Self-Acceptance Questionnaire(SAQ)</b>	KMO		0.968
	Bartlett test of sphericity	Approximate Chi-Square	2119.061
		df	120
		p	0

The validity of the questionnaires used in the study was verified by the KMO and Bartlett tests. The KMO test coefficients of each index were all more prominent than 0.8, and the significance of the spherical test was endlessly near 0, indicating that the questionnaires in this study had such good content validity and structural validity as well as discrimination validity, with coefficients of internal consistency of the whole scale and sub-scales were over 0.91 (coefficient  $\alpha$  of s-EMBU-C=0.913, coefficient  $\alpha$  of Academic Self-efficacy Scale=0.956, coefficient  $\alpha$  of SAQ=0.958) that can be serving empirical examination as an effective instrument, the results hint.

**3.2 Descriptive Statistics of Data Results**

**3.2.1 Frequency Analysis of Demographic Variables**

The analysis results reflect that males accounted for

46.6% and females accounted for 53.4%, with a close male-female ratio, indicating that the research group was carefully selected. As the group of this study is high school students, the age range of the respondents is concentrated between 15 and 18 years old.

**3.2.2 Analysis of Differences in Gender and Age**

Based on One-Way ANOVA, gender and age has no noticeable effect on students' scores on self-acceptance. Therefore, these two factors are not considered as control variables in the subsequent analysis.

**3.3 Correlation Analysis of Parenting Style, Academic Self-efficacy and Self-acceptance**

**Table 2:** Correlation of Three Variables

The Correlation between Parenting Style and Academic Self-efficacy			
Variable		Parenting Style	Academic Self-efficacy
Parenting Style	Pearson correlation	1	-.890**
	Sig(2-tailed)		0
Academic Self-efficacy	Pearson correlation	-.890**	1
	Sig(2-tailed)	0	
** Correlation is significant at the 0.01 level (2-tailed)			
The Correlation between Parenting Style and Self-acceptance			
Variable		Parenting Style	Self-acceptance
Parenting Style	Pearson correlation	1	-.885**
	Sig(2-tailed)		0
Self-acceptance	Pearson correlation	-.885**	1
	Sig(2-tailed)	0	

** Correlation is significant at the 0.01 level (2-tailed)			
The Correlation between Self-acceptance and Academic Self-efficacy			
Variable		Academic Self-efficacy	Self-acceptance
Academic Self-efficacy	Pearson correlation	1	-.957**
	Sig(2-tailed)		0
Self-acceptance	Pearson correlation	-.957**	1
	Sig(2-tailed)	0	
** Correlation is significant at the 0.01 level (2-tailed)			

Correlation analysis of the three variables showed that parenting style had a notable negative connection with academic self-efficacy ( $P < 0$ ) as well as a huge positive relationship with self-acceptance ( $P > 0$ ) at 99% significance level. To an equal degree, there was a markedly negative association between academic self-efficacy and self-acceptance ( $P < 0$ ).

**3.4 Analysis of The Mediating Effect**

**3.4.1 Mediation model testing and mediation effect analysis**

**Table 3:** Testing of a Mediated Model

Variables	Self-acceptance		Self-acceptance		Academic Self-efficacy	
	t	p	t	p	t	p
Gender	-0.5262	0.5994	0.208	0.8354	-0.6983	0.4859
Age	2.459	0.0149	4.7323	0	-4.004	0.0001
Parenting Style	4.0413	0.0001	26.599	0		

Academic Self-efficacy	-16.164	0			-26.82	0
R-Square	0.9238		0.8086		0.8093	
Equality of Variances	524.0162		245.0474		246.143	

**Table 4:** Mediating Effect Analysis

Mod	R	R-	Adjust	Estimat	F
1	.885a	0.784	0.783	5.927	0
2	.960b	0.921	0.92	3.597	0
a=predictive variable:(constant), parenting style					
b=predictive variable:(constant), parenting style, academic self-efficacy					
c=dependent variable: self-acceptance					

Model4 of SPSS macro assembled by Hayes in 2012 was utilized to test the interceding impact of academic self-efficacy on the connection between parenting style and self-acceptance. Parenting style had an obvious correlativity with self-acceptance ( $t=4.0413$ ,  $P<0.01$ ), and the direct predictive impact of parenting style on self-acceptance was as yet critical after the intercession of mediators ( $t=26.599$ ,  $P<0.01$ ).

### 3.4.2 Decomposition of Total Effect, Direct Effect and Intermediate Effect

As per the model fitting, non-parametric percentile Bootstrap program with inclination revision was utilized to test the significance of the interceding impact. The upper and lower bounds of the 95% confidence interval of the direct impact of self-acceptance and the interceding impact of Bootstrap did not contain 0, demonstrating that parenting style cannot just anticipate self-acceptance directly, but likewise through the interceding impact of academic self-efficacy, which has a significant interceding impact as a mediating variable. The direct impact (0.193) and mediating impact (0.6928) are amount to 21.8% and 78.2% of the aggregate impact (0.8859).

## 4. CONCLUSION

### 4.1 The Relationship between Parenting Style, Academic Self-efficacy and Self-acceptance of High School Students

The resulting data show that there is a strongly positive connection between parenting style and self-acceptance of senior secondary school students, and yet a markedly negative relationship between parenting style and academic self-efficacy, academic self-efficacy and self-acceptance. Parents' emotional warmth is a positive parenting style, which helps cultivate them to form more positive self-evaluation and a higher level of self-acceptance; but it also increases the possibility of doting parenting styles, where children may not be able to form an appropriate lifestyle, leading to unfortunate scholastic execution and reduced academic self-efficacy; however, exorbitant academic self-efficacy will induce students to fail to properly accept themselves and face up to their own values, bringing about a wrong recognition of themselves, and in this manner the lower level of self-acceptance.

### 4.2 Analysis of The Mediating Effect of Academic Self-efficacy

The results show that: (1) This mediating model reveals the system by which parenting style impacts high school students' self-acceptance: through the intervening job of academic self-efficacy. High level academic self-efficacy plays a significant intervening job between positive parenting style and positive self-acceptance. (2) The mediation model shows how parents parenting role in high school students self-acceptance, also illustrates the proportion of direct effect and indirect effect of parenting style on self-acceptance through academic self-efficacy, to research how to effectively improve the level of high school students' self-acceptance through different ways, the research has positive significance. The results show that academic self-efficacy is an important mechanism by which parenting style affects the self-acceptance of high school students, and the mediating effect accounts for 78.2% of the total effect.

### 4.3 Limitation of the Study

There are additionally a lacks of few in current research, which should be discussed and worked on in future exploration. (1) Previous researches have demonstrated that father's parenting style and mother's parenting style distinctively affect children's psychology and conduct [13]. This study did not specifically examine the influence differences between paternal parenting style and maternal parenting style, nor did it divide parenting style into dimensions strictly according to each factor. Follow-up research can conduct studies on the mechanism of each factor, thus providing more empirical

reference for more targeted intervention measures. (2) In view of the fact that the model high school is more representative of the group of high school students, and considering the ease of sampling, the model high schools are selected for research. However, the results of the study, which only looked at model high schools, need to be treated with caution when generalized to the entire high school population. (3) Due to the cross-sectional design of this study, no causal conclusions can be drawn based on the results. The causal relationship between variables needs to be further investigated and verified in combination with experiments and follow-up studies.

In conclusion, the study found that: (1) Parenting style, academic self-efficacy and self-acceptance are significantly correlated with each other, and parental rearing style can positively predict self-acceptance of senior high school students. (2) As a interceding variable, academic self-efficacy has a critical moderating impact between the independent variable parenting style and the reliant variable self-acceptance.

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