

Research on the Relationship between Parental Parenting Styles, Independent Personality, and School Adaptation of Adolescents

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Abstract: The school adaptation of adolescents has a profound impact on their individual growth and future development. Among them, the parenting style of parents in the family is a crucial factor that directly shapes the independent personality and school adaptation ability of adolescent students. This study selected 300 adolescents as subjects. Professional tools such as the “Adolescent Student Independence Personality Scale” compiled by Xia Lingxiang, the “Short Form of Parenting Style Questionnaire” revised by Jiang *et al.*, and the “Junior High School Student School Adaptation Questionnaire” compiled by Cui Na were used. The following conclusions were drawn: (1) All three variables have significant demographic differences; (2) There is a significant correlation among the three variables; (3) Independent personality plays an incomplete mediating role between mother’s parenting style and school adaptation; (4) Independent personality plays an incomplete mediating role between father’s parenting style and school adaptation.

Keywords: Parenting style; Independent personality; School adaptation; Adolescents

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1. Overview

The influence of parents during their children’s adolescence is directly related to the formation of their children’s values, and it has a lasting impact on studies, work, love, and family life. In Shi’s study, authoritarian parenting styles are detrimental to students’ mental health ^[1]. Further studies have shown that the more love parents give to their children, the more extroverted the children tend to be ^[2]. Studies have found that authoritarian parenting is conducive to prosocial behavior in children. Self-reliant personality is one of the important elements in adolescent education ^[3]. Huang and Li suggested that self-reliance is the process by which an individual becomes independent from past dependencies ^[4]. Xia and Zhong summarized the meaning of self-reliance as initiative, independence, and moral self-control ^[5].

Some researchers have now focused on the relationship between self-reliance and school adaptation, but most have only focused on one aspect of school adaptation, and there is still a lack of in-depth research on school adaptation. Therefore, this study will delve deeper into the relationship among three variables: parenting styles of adolescents, school

adaptation, and independent personality, providing a more detailed analysis of the effects on improving the level of independent personality and school adaptation among adolescents.

2. Research methods

The evaluation scale used in this paper is derived from the Simplified Parenting Style Questionnaire (S-EMBU-C) created by Jiang *et al.* ^[6]. It consists of a total of 42 questions, all divided into three different dimensions: “Overprotection,” “rejection,” and “emotional warmth.” A four-point scale was used for “never” with 1 point, “occasionally” with 2 points, “often” with 3 points, and “always” with 4 points. The internal consistency coefficient of S-EMBU-C was 0.74–0.84 among domestic subjects. In this study, the Cronbach’s α coefficient of the total scale was 0.691, with the Cronbach’s α coefficients of the “over-protection,” “rejection,” and “emotional warmth” dimensions in the father-raising style being 0.825, 0.807, and 0.866 respectively; For mothers, the Cronbach’s α coefficients for the dimensions of “overprotection,” “rejection,” and “emotional warmth” were 0.890, 0.809 and 0.794, respectively.

The school adaptation questionnaire for junior high school students in this article is derived from Cui’s ^[7] School Adaptation Scale for Junior High School Students, which consists of 27 questions and involves five dimensions. School attitude (evaluation of school life), peer relationship (ability to get along well and harmonically with classmates), teacher-student relationship (perceived attitude and relationship between teachers and students towards each other), academic adaptation (ability to be competent for new curriculum tasks), and routine adaptation (habit and degree of adaptation to school rules and regulations, etc.) The Likert’s five-point scoring system was adopted, with different scores assigned from “totally inconsistent” to “totally consistent.” The higher the total score, the better the adaptation. The score results can visually reflect the adaptability. The internal consistency reliability (Cronbach’s α coefficient) of the scale in this study was 0.846.

In this study, the Self-reliant Personality Scale for Adolescent Students (SPS-AS) developed by Xia and Huang ^[8] was adopted. The scale includes 10 factors in 5 dimensions of independence, initiative, responsibility, flexibility, and openness in both personal and interpersonal aspects. The scale was scored on a 5-point scale, with 5 points for “very consistent,” and the consistency reliability coefficient of the scale in this study was 0.809.

Using the three scales, a questionnaire survey was conducted among adolescents aged 13–18, and data on parenting styles, independent personality, and school adaptation were entered using SPSS, and descriptive statistics, correlation analysis, regression analysis, etc., were performed.

3. Data statistics

A random sampling method was used to select a township public middle school and a county private boarding school in Sichuan Province. Students were randomly selected from the first year of junior high school to the third year of senior high school. A total of 350 questionnaires were distributed. After excluding invalid questionnaires, 300 valid questionnaires remained, with an effective rate of 85.71%. Due to the fact that some classes were temporarily occupied at the time of questionnaire collection, the data collected varied greatly among the six age groups. Therefore, the six age groups were divided into three parts, and the composition of the subjects is shown in **Table 1**.

3.1. Correlation analysis among parenting style, independent personality, and school adaptation in adolescents

As can be seen from **Table 2**, parental rejection and parental overprotection are significantly negatively correlated with school adaptation ($P < 0.01$); Parental emotional warmth was significantly positively correlated with school adaptation ($P < 0.01$).

As shown in **Table 3**, there is a significant positive correlation between independent personality and school adaptation ($P < 0.01$).

Table 1. Frequency analysis of demographic variables

Variable	Categories	Number of people	Percentage
Gender	Boys	160	53%
	Girls	140	47%
Family status	Single-parent family	35	12%
	Non-single-parent family	265	88%
Family children	Only child	58	19%
	Not an only child	242	81%
Age	13–14	113	37.7%
	15–16	82	27.4%
	17–18	105	35%

Table 2. Correlation matrix between parenting style and school adaptation of adolescents

Variable	Father's rejection	Father's emotional warmth	Father's overprotection	Mother's rejection	Mother's emotional warmth	Mother's overprotection
School attitudes with emotions	-0.305**	0.340**	0.235	0.301	0.250**	0.245
Peer relationship	-0.132*	0.129*	0.180	0.101	0.174**	0.104
Teacher-student relationship	-0.294**	0.316**	0.279	0.276	0.277**	0.249
Academic adaptation	-0.265**	0.320**	0.169	0.195	0.241**	0.116
Conventional adaptation	-0.347**	0.286**	0.293	0.307	0.257**	0.225
School adaptation	-0.353*	0.374**	0.306	0.315	0.319**	0.256
Total score						

Note: *** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$.

Table 3. Correlation matrix between independent personality and school adaptation in adolescents

Variables	School attitudes and emotions	Peer relationships	Teacher-student relationship	Academic adaptation	Routine adaptation	Total score of adaptation
Interpersonal independence	0.218**	0.121*	0.423**	0.212**	0.076	0.289**
Interpersonal responsibility	0.313**	0.155**	0.341**	0.350**	0.296**	0.384**
Interpersonal initiative	0.176**	0.149**	0.440**	0.269**	0.157**	0.311**
Interpersonal openness	0.301**	0.171**	0.228**	0.188**	0.220**	0.306**
Interpersonal flexibility	0.155**	0.145*	0.194**	0.306**	0.206**	0.257**
Personal responsibility	0.250**	0.116*	0.275**	0.304**	0.302**	0.322**
Personal initiative	0.09	0.009	0.168**	0.330**	0.156**	0.181**
Personal independence	0.081	0.111	0.190**	0.154**	0	0.147*
Personal flexibility	0.136*	0.02	0.118*	0.272**	0.093	0.166**
Personal openness	0.025	-0.013	0.016	0.137*	-0.007	0.04
Self-reliance total score	0.428**	0.260**	0.571**	0.579**	0.381**	0.585**

Note: *** $P < 0.001$, ** $P < 0.01$, * $P < 0.05$.

3.2. Analysis of the mediating role of adolescent independent personality between parenting style and school adaptation

In the analysis of the correlation between parenting styles, independent personality, and school adaptation among adolescents in this study, it has been concluded that this significant correlation exists between each pair, which meets the preconditions for the mediating effect test according to the conditions of the mediating variable proposed by Wen Zhonglin. The mediating effect analysis was conducted with Y representing the dependent variable school adaptation, X representing the independent variable parenting style, and M representing the mediating variable independent personality (**Table 4**).

Table 4. The mediating role of independent personality between fatherly rejection of parenting style and school adaptation

	Regression equation	Regression coefficient test		R^2
Step 1	$Y = 0.353 X$	SE = 1.896	$t = 6.467^{***}$	0.125
Step 2	$M = 0.331 X$	SE = 2.448	$t = 5.995$	0.109
Step 3	$Y = 0.181 + 0.521 M X$	SE = 1.712	$t = 3.673$	0.366
		SE = 0.038	$t = 10.552^{***}$	

As shown in **Table 4**, independent personality plays an incomplete mediating role between father rejection of parenting style and school adaptation, with a mediating effect of $0.331 \times 0.521 / 0.353 = 0.489$. The path diagram is shown in **Figure 1** below.

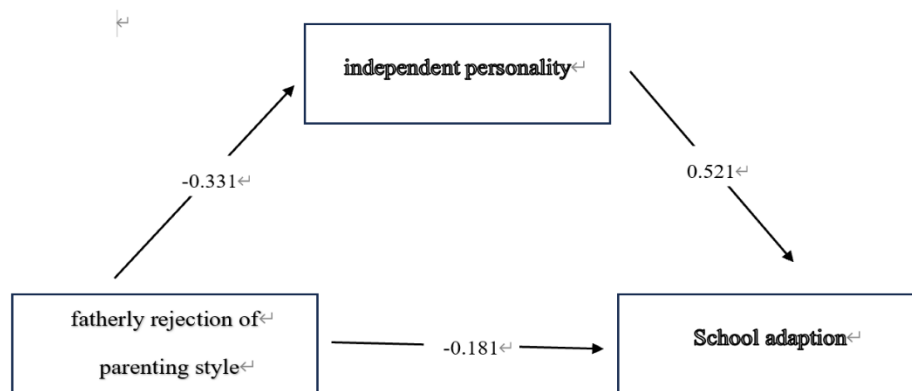


Figure 1. The mediating model of independent personality between fatherly rejection of parenting style and school adaptation

As can be seen from **Table 5**, independent personality plays an incomplete mediating role between fatherly emotional warm parenting style and school adaptation, with a mediating effect of $0.337 \times 0.514 / 0.374 = 0.463$. The path diagram is shown in **Figure 2** below.

Table 5. Mediating role of independent personality between fatherly emotional warm parenting style and school adaptation

	Regression equation	Regression coefficient test		R^2
Step 1	$YY = 0.374 X$	SE = 1.392	$t = 6.898^{***}$	0.140
Step 2	$M = 0.337 X$	SE = 1.848	$t = 6.121^{***}$	0.114
		SE = 1.264	$t = 4.079^{***}$	
Step 3	$Y = 0.201 X + 0.514 M$	SE = 0.038	$t = 10.445^{***}$	SE = 0.038

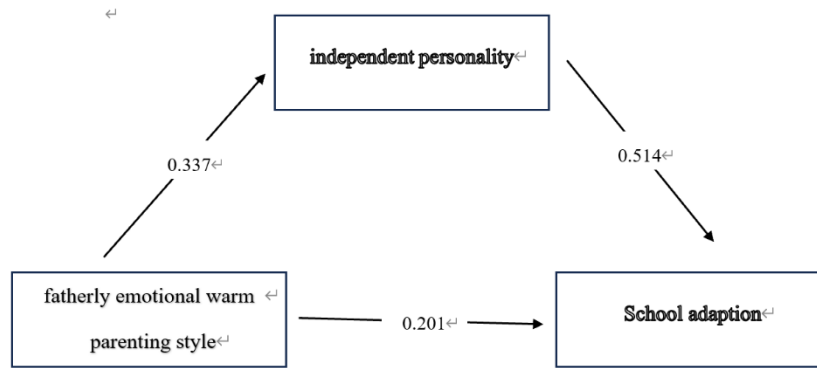


Figure 2. Mediating model of independent personality between fatherly emotional warm parenting style and school adaptation

As shown in **Table 6**, independent personality plays an incomplete mediating role between mothers' rejection of parenting styles and school adaptation, with a mediating effect of $0.309 \times 0.531 / 0.315 = 0.521$. The path diagram is shown in **Figure 3** below.

Table 6. Mediating role of independent personality between maternal rejection of parenting style and school adaptation

	Regression equation	Regression coefficient test		R^2
Step 1	$Y = 0.315 X$	SE = 1.885	$t = 5.690$	0.100
Step 2	$M = 0.309 X$	SE = 2.500	$t = 5.552^{***}$	0.095
Step 3	$Y = 0.152 + 0.531 M X$	SE = 1.680	$t = 3.067$	0.355
		SE = 0.037	$t = 10.756$	

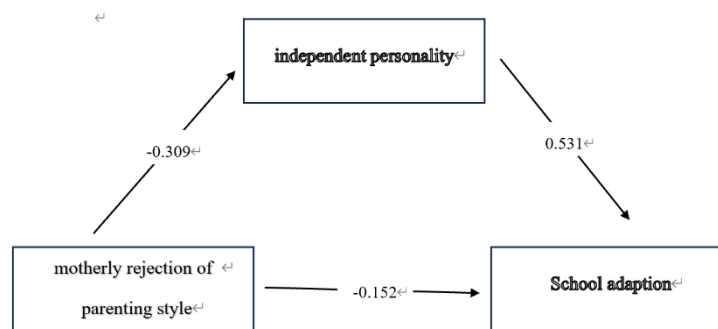
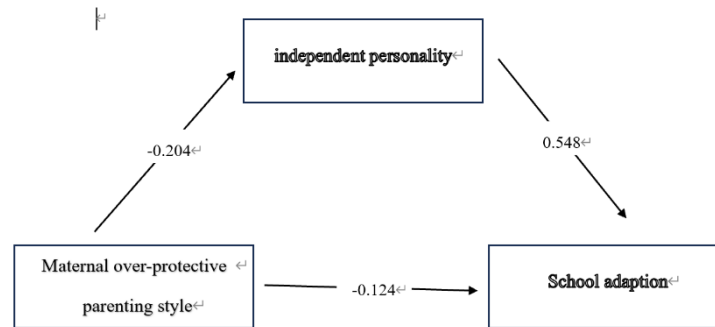


Figure 3. Mediating model of independent personality between motherly rejection of parenting style and school adaptation

As can be seen from **Table 7**, independent personality plays an incomplete mediating role between maternal overprotective parenting style and school adaptation, with a mediating effect of $0.240 \times 0.548 / 0.256 = 0.514$. The path diagram is shown in **Figure 4** below.

Table 7. Mediating role of independent personality between maternal overprotective parenting style and school adaptation

	Regression equation	Regression coefficient test		R^2
Step 1	$Y = 0.256 X$	SE = 1.842	$t = 4.532$	0.066
Step 2	$M = 0.240 X$	SE = 2.448	$t = 4.237^{***}$	0.058
Step 3	$Y = 0.124 + 0.548 M X$	SE = 1.587	$t = 2.553$	0.349
		SE = 0.037	$t = 11.271$	

**Figure 4.** Mediating model of independent personality between maternal overprotective parenting style and school adaptation

4. Discussion

4.1. Analysis and discussion on the correlation between parenting styles of adolescents, independent personality, and school adaptation

An analysis of the correlation between parenting styles and independent personality among adolescents shows a significant negative correlation between parental rejection and parental overprotection and independent personality; Parental emotional warmth shows a significant positive correlation with independent personality, which is largely consistent with previous studies^[9]. This suggests that a good parenting style helps to positively shape the independent personality of adolescents. Through good and positive parenting styles, parents can inspire their children to adopt positive methods to solve problems, and show tolerance when children make mistakes, providing them with opportunities to grow.

An analysis of parenting styles and school adaptation among adolescent parents shows a significant negative correlation between parental rejection and parental overprotection and school adaptation; Parental emotional warmth shows a significant positive correlation with school adaptation, which is largely consistent with previous studies^[10]. This indicates that the dimension of emotional warmth in parenting styles can positively predict school adaptation in adolescents. Parents' positive encouragement of their children has a very profound influence and can comprehensively promote the development of children's intelligence quotient and emotional quotient. This positive growth environment has a significant positive effect on the development of children in many aspects^[11].

The correlation analysis of independent personality and school adaptation in adolescents shows that there is a significant positive correlation between independent personality and school adaptation, which is basically consistent with previous studies. It can suggest that a higher degree of self-reliance among adolescents is closely associated with better school adaptation. A student with a high level of self-reliant personality can integrate into various social situations independently, handle relationships with classmates and teachers effectively, and follow school rules^[12].

4.2. Analysis and discussion on the mediating role of adolescent self-reliant personality between parenting style and school adaptation

In this paper, Y represents the dependent variable school adaptation, X represents the independent variable parenting style,

and M represents the mediating variable independent personality. Independent personality plays an incomplete mediating role between fatherly parenting style and school adaptation, as well as between motherly parenting style and school adaptation, which is largely consistent with previous studies^[13].

Independent personality plays an incomplete mediating role between fatherly parenting style and school adaptation. Fathers' parenting styles may include different types, such as strict, tolerant, and supportive. A tough parenting style may prompt children to learn to be independent more quickly because they need to solve problems on their own. On the contrary, a lenient father may make the child more dependent on them, which may affect their development of self-reliance. A father's parenting style may also affect a child's ability to adapt at school. A strict father may make the child more disciplined and adaptable to school rules and requirements. But if the father is too strict, it may cause the child to show anxiety or resistance at school^[14].

Independent personality plays an incomplete mediating role between maternal parenting style and school adaptation, which is largely consistent with previous studies^[15]. Mothers' parenting styles may include gentleness, care, encouragement, etc. This parenting style may foster a child's self-esteem and ability to think independently, thereby promoting their self-reliance. However, excessive indulgence may cause a child to lack autonomy and problem-solving skills, affecting their self-development. A mother's parenting style may also affect a child's ability to adapt to school. A gentle and supportive mother may make the child feel safe and confident, and it will be easier for them to build good relationships and adapt to new environments at school. However, overly protective mothers may cause children to lack the ability to cope with challenges, thereby affecting their adaptation in school.

5. Conclusion

This study found that: (1) Parental rejection and parental overprotection were significantly negatively correlated with independent personality in terms of parenting style and independent personality; Parental emotional warmth shows a significant positive correlation with independent personality; (2) Parental rejection and parental overprotection are significantly negatively correlated with school adaptation in terms of parenting style and adolescent adaptation. Parental emotional warmth is significantly positively correlated with school adaptation; (3) In terms of the relationship between independent personality and school adaptation, independent personality shows a significant positive correlation with school adaptation; (4) Independent personality plays an incomplete mediating role between parenting style and school adaptation.

Disclosure statement

The authors declare no conflict of interest.

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