# Study on the Influence of Parental Rearing Pattern on Self-consistency and Congruence of Senior Middle School Students

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**Abstract:** To explore the relationship between parental rearing pattern and self-consistency and congruence of senior middle school students, 885 students (480male and 405 female) aged from 16 to 19 years were measured by the Inventory for Measurement of Parental Rearing Pattern (EMBU) and the Self Consistency and congruence Scale (SCCS). Results revealed that among the senior middle school students, there are gender significant differences in father's factor II, father's factor III, father's factor VI, mother's factor II, mother's factor V among senior middle school students ($p<0.05$ or $p<0.01$). While there are no gender significant differences in father's factor I, father's factor IV, father's factor V, mother's factor I, mother's factor III, mother's factor IV ($p>0.05$). There are significant differences in self-inconsistency, self-stiffness between male and female senior middle school students ($p<0.05$ or $p<0.01$), while there are no significant differences in self-agility ($p>0.05$). Father's factor I and Mother's factor I are significantly positively correlated with self-agility, father's factor II, father's factor III, father's factor IV, father's factor V, father's factor VI, mother's factor II, mother's factor III, mother's factor IV, mother's factor V are significantly positively correlated with self-inconsistency and self-stiffness; while father's factor I and mother's factor I are significantly negatively correlated with self-inconsistency and self-stiffness, father's factor II, father's factor III, father's factor IV, father's factor V, father's factor VI, mother's factor II, mother's factor III, mother's factor IV, mother's factor V are significantly negatively correlated with self-agility ($p<0.05$ or $p<0.01$). Regression analysis shows that parental rearing pattern has significant influence on the self-consistency and congruence of senior middle school students. The conclusion is that parental rearing pattern has significant influence on the self-consistency and congruence of senior middle school students.

## 1. Introduction

Self-consistency and congruence theory is one of the most important ideas in Rogers' personality theory, it closely contacts to mental health. It refers to the self-internal coordination and the coordination between self and experience. A congruent self is one whose aspects are in psychological harmony with the actual self a generalized conception of who one "really" is [1]. Parental rearing patterns have a significant impact on individual psychological development and growth. Different rearing patterns will lead to different development direction of individual psychological health. Senior middle school students are in a critical period of psychological development. Their self-consistency and congruence degree will influence their mental health level, which relates to our country of talent training quality. Therefore, to explore the influence between parental rearing pattern and self-consistency and congruence of senior middle school students, it is of great significance to cultivate their good ability to adapt, promote social development.

## 2. Methods

### 2.1. Participants

885 senior high school students were selected from twelve classes in four senior middle schools in Jishui county, Taihe county, Xiajiang county and Xingan county, Jiangxi province. One school was

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selected from each county. Three classes were selected from each school, ranging from senior grade one to senior grade three. All students are healthy. Their age range is from 16 to 19 years old. There are 480 male students, 405 female students.

### 2.2. Measures

#### 2.2.1. Inventory for Measurement of Parental Rearing Pattern (EMBU)

The Inventory for Measurement of Parental Rearing Pattern (EMBU) is set up by Perris of Swede. And the scale was revised by Yue of Chinese [2]. It contains 66 items, using level 1~4 score (from never - always).The scale is composed of two dimensions: father and mother. The dimension of father includes six factors: factor I (emotional warmth and understanding care), factor II (punish severely), factor III (excessive interference), factor IV (favouring subject), factor V (refusal and denial), factor VI (over protection). The dimension of mother includes five factors: factor I (emotional warmth and understanding care), factor II (excessive interference), factor III (refusal and denial), factor IV (punish severely), factor V (favouring subject). The scale has stable reliability and validity. The alpha coefficient of the two dimensions and total scale of this study were 0.86, 0.87, and 0.84.

#### 2.2.2. Self-consistency and congruence Scale (SCCS)

The Self-consistency and congruence scale is the improved coordination degree of individual self between experiences [3]. The Self consistency and congruence scale is composed of two aspects self-ideal congruence and self-role congruence [4]. It contains 35 items, using level 1~5 score (i.e. from totally incompatible to fully coincidence). The scale includes three subscales: self-inconsistency, self-agility and self-stiffness. The scale has stable reliability and validity. The alpha coefficient of the three subscales and total scale of this study were 0.83, 0.85, 0.86, and 0.85.

### 2.3. Procedure

The investigation time was in October, 2018. The questionnaire-conducting adopted an anonymous way. Before the test, the participants were instructed as how to use questionnaire according to the instruction by the host and then were officially measured in about 30 minutes. Statistical data processing and analysis was used by SPSS 18.0.

## 3. Results

### 3.1. Comparison on parental rearing pattern of different gender senior middle school students

Table 1 showed that there are gender significant differences in father's factor II, father's factor III, father's factor VI, mother's factor II, mother's factor V among senior middle school students ($p<0.05$ or $p<0.01$). While there are no gender significant differences in father's factor I, father's factor IV, father's factor V, mother's factor I, mother's factor III, mother's factor IV among senior middle school students ($p>0.05$).

Table 1 Comparison on Parental Rearing Pattern of different gender senior middle school students (M ± SD)

| Variables | Male(n=480) | Female (n=405) | T | p |
|---|---|---|---|---|
| Father's factor I | 46.40±10.12 | 46.17±9.93 | 0.34 | >0.05 |
| Father's factor II | 19.40±4.22 | 18.17±4.12 | 4.80 | <0.01 |
| Father's factor III | 19.65±5.99 | 18.68±3.67 | 3.35 | <0.01 |
| Father's factor IV | 8.23±2.14 | 8.01±3.42 | 1.06 | >0.05 |
| Father's factor V | 9.01±2.44 | 8.77±2.65 | 1.46 | >0.05 |
| Father's factor VI | 10.68±2.13 | 9.77±2.89 | 5.25 | >0.01 |
| Mother's factor I | 47.68±10.31 | 47.54±10.65 | 0.20 | >0.05 |
| Mother's factor II | 33.19±7.25 | 31.65±6.19 | 3.41 | <0.01 |
| Mother's factor III | 13.45±3.21 | 13.31±2.99 | 0.67 | >0.05 |
| Mother's factor IV | 12.68±2.45 | 12.42±2.76 | 1.24 | >0.05 |
| Mother's factor V | 8.59±2.04 | 8.17±2.53 | 2.68 | <0.05 |

### 3.2. Comparison on self-consistency and congruence of different gender senior middle school students

Table 2 shows that there are significant differences in self-inconsistency, self-stiffness between male and female senior middle school students ($p$<0.05 or $p$<0.01), while there are no significant differences in self-agility ($p$>0.05).

Table 2 Comparison on self-consistency and congruence of different gender senior middle school students (M ± SD)

| Variables | Male(n=480) | Female (n=405) | T | p |
|---|---|---|---|---|
| Self-inconsistency | 44.25±7.31 | 45.71±8.22 | -2.76 | <0.05 |
| Self-agility | 41.32±8.54 | 41.67±8.11 | -0.61 | >0.05 |
| Self-stiffness | 22.45±6.23 | 20.12±5.32 | 6.01 | <0.01 |

### 3.3 Correlation analysis of parental rearing pattern and self-consistency and congruence of senior middle school students

Table 3 shows that father's factor I and mother's factor I are significantly positively correlated with self-agility, father's factor II, father's factor III, father's factor IV, father's factor V, father's factor VI, mother's factor II, mother's factor III, mother's factor IV, mother's factor V are significantly positively correlated with self-inconsistency and self-stiffness; while father's factor I and mother's factor I are significantly negatively correlated with self-inconsistency and self-stiffness, father's factor II, father's factor III, father's factor IV, father's factor V, father's factor VI, mother's factor II, mother's factor III, mother's factor IV, mother's factor V are significantly negatively correlated with self-agility ($p$<0.05 or $p$ <0.01).

Table 3 Correlation analysis of parental rearing pattern and self-consistency and congruence of senior middle school students (r)

| Variables | Self-inconsistency | Self-agility | Self-stiffness |
|---|---|---|---|
| Father's factor I | -0.24* | 0.37** | -0.33** |
| Father's factor II | 0.21* | -0.36** | 0.31** |
| Father's factor III | 0.43** | -0.22* | 0.27* |
| Father's factor IV | 0.32** | -0.18* | 0.26* |
| Father's factor V | 0.32** | -0.39** | 0.38** |
| Father's factor VI | 0.38** | -0.31** | 0.32** |
| Mother's factor I | -0.26* | 0.35** | -0.37** |
| Mother's factor II | 0.39** | -0.28* | 0.25* |
| Mother's factor III | 0.31** | -0.29* | 0.27* |
| Mother's factor IV | 0.33** | -0.45** | 0.17* |
| Mother's factor V | 0.42** | -0.48** | 0.23* |

* $p$ <0.05,** $p$ <0.01

### 3.4. Regression analysis of the influence of parental rearing pattern on self-consistency and congruence of senior middle school students

Total score of self-consistency and congruence of senior middle school students are taken as dependent factor, and father's factor I, father's factor II, father's factor III, father's factor IV, father's factor V, father's factor VI, mother's factor I, mother's factor II, mother's factor III, mother's factor IV, mother's factor V are taken as independent factors, and the significant level a=0.05 is set to make stepwise regression analysis in all objects, the results show that all the independent factors come into the regression equation ($R^2$=0.637, $F$=20.312, $p$=0.000, see table 4).

Table 4 Regression analysis of the influence of parental rearing pattern on self-consistency and congruence of senior middle school students

| Variables | Partial regression coefficient | Standard Regression coefficient | t | p |
|---|---|---|---|---|
| Father's factor I | 0.312 | 0.556 | 7.136 | 0.000 |
| Father's factor II | -0.226 | -0.327 | -7.603 | 0.000 |
| Father's factor III | -0.135 | -0.349 | -6.701 | 0.000 |
| Father's factor IV | -0.165 | -0.253 | -5.681 | 0.000 |
| Father's factor V | -0.307 | -0.531 | -7.267 | 0.000 |
| Father's factor VI | -0.208 | -0.408 | -6.481 | 0.000 |
| Mother's factor I | 0.387 | 0.543 | 8.132 | 0.000 |
| Mother's factor II | -0.201 | -0.321 | -6.219 | 0.000 |
| Mother's factor III | -0.228 | -0.417 | -7.031 | 0.000 |
| Mother's factor IV | -0.165 | -0.259 | -5.012 | 0.000 |
| Mother's factor V | -0.267 | -0.571 | -6.219 | 0.000 |

## 4. Discussion

Research shows that there are significant gender differences in parental rearing pattern of senior middle school students. Some Researches also indicated that different genders adopted different parenting styles [5-6]. Because of their parents' traditional and feudal ideas in many senior middle school students, their parents generally adopt a more strict way of rearing boys, while adopt a relatively mild way of rearing girls. In addition, many parents still have the idea that boys are more important than girls, so their attitudes and attitudes towards the upbringing of boys and girls will be different. Therefore, there must be gender differences in parenting styles of senior middle school students.

Research shows that there are significant gender differences in self-consistency and congruence of senior middle school students. Among the students, they face with the uncoordinated cases of self and experience. They couldn't accurately flexibly solve the problem to make themselves into a harmonious state in self and experience. Zentner and Renaud [7] found that the boys' self is more similar to the ideal than the girls'.

Correlation analysis and regression analysis show that parental rearing pattern has significant influence on the self-consistency and congruence of senior middle school students. The study finds that parental rearing pattern is correlated with self-consistency and congruence. The more they adopt a democratic way of parental rearing pattern, the more harmonious they will be. The more they adopt a violent way of parental rearing pattern, the more disharmonious they will be. The regression analysis shows good parental rearing patterns have positive prediction to self-consistency and congruence, but bad parental rearing patterns have negative prediction to self-consistency and congruence.

## 5. Conclusion

There are significant gender differences in parental rearing pattern and self-consistency and congruence of senior middle school students. Parental rearing pattern has significant influence on the self-consistency and congruence of senior middle school students.

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