

DE LA SALLE UNIVERSITY

EAC

STUDENT'S SELF-CONCEPT, LEARNING ATTITUDES  
AND PERCEPTIONS OF PARENTING STYLE AS  
CORRELATES OF ACADEMIC ACHIEVEMENT  
AMONG TAIWANESE ADOLESCENT GIRLS

~~SECRET~~

A Thesis

Presented to  
The College of Education  
De La Salle University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Guidance and Counseling

by

Meng-Pin Hsiao

May 1991

THE DLSU-EAC LIBRARY



## ABSTRACT

This study aimed to examine the relationship between academic achievement and perceived parenting style, student's self-concept and learning attitudes. Academic Achievement measured by GPA was determined, Parenting Style Test, Tennessee Self-Concept Scale, and Learning Attitudes Test were administered to 120 sophomore students at Sacred Heart Girl's High School Taipei in the school year 1990-91.

This is a descriptive study which made use of the survey method in gathering data. For statistical treatment, the Pearson Product Moment and stepwise multiple regression analysis were employed.

The main findings of the study are the following:

1. There is a significant relationship between academic achievement and two specific parenting style of expectation ( $r = -.289$ ,  $p < .01$ ) and inconsistency ( $r = .258$ ,  $p < .01$ ), which means that there is a tendency for Sacred Heart students whose parental child-rearing attitudes are less expecting and inconsistent to have a better academic achievement.



2. There is a significant relationship between academic achievement and the student's self-concept in the area of self-behavior ( $r=.194$ ,  $p < .05$ ), which means that the students who have higher scores on self-behavior in their self-concept tend to have better academic performance.

3. There is a significant relationship between academic achievement and overall learning attitudes ( $r=.270$ ,  $p < .01$ ) and four subscales, namely learning method ( $r=.268$ ,  $p < .01$ ), learning plan ( $r=.200$ ,  $p < .05$ ), learning desire ( $r=.327$ ,  $p < .01$ ), and preparation for examination ( $r=.253$ ,  $p < .01$ ), which means that learning attitudes, especially learning desire is found to be an important factor among Sacred Heart students' academic achievement.

4. There is a significant relationship between parenting style perceived by students and their self-concept ( $r=.181$ ,  $p < .05$ ) and their self-concept and their overall learning attitudes ( $r=.271$ ,  $p < .01$ ), which means that parenting style has an effect on student's self-concept, and the latter has an effect on learning attitudes - so there is an indirect effect on academic achievement.



5. Learning desire is the most predictive of academic achievement, followed by parenting styles of expectation, strictness, and inconsistency. The multiple R is .505 and MR squared is .255, which means that 25.5% of the Sacred Heart students' academic achievement is because of learning desire, expectation, strictness, and inconsistency.

The researcher recommends that programs be designed to improve the learning desire and relations with parents to enhance student's academic achievement. More significantly, educational goals should be directed not only to academic achievement, but to the development of the whole person.

