

The Relationships Among Parenting Style, Locus of Control, Learning Pressure and Academic Achievement in Adolescence.

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ABSTRACT

The first purpose of this study was to understand parenting style (authoritative ,authoritarian , permissive and indifferent-uninvolved) , locus of control, learning pressure and academic achievement in adolescence. The second purpose of this study was to examine the relationships among parenting style, locus of control, learning pressure and academic achievement in adolescence. The third purpose of this study was to examine how the parenting style, along with locus of control in adolescence predicted learning pressure and academic achievement. Provide the reference for parents ' education, teaching and guidance, administration management of school, and future study. Two hundred sixty six ninth grader from ten junior high school in Taipei, Taichung, Changhua and Tainan participated in the study. The instruments for this study were Parenting Style Questionnaire, Locus of Control Questionnaire and Learning Pressure Questionnaire. The descriptive statistic, Pearson correlations and multiple regression were conducted to test each research question. The results clearly showed that: 1. The most portion of parenting style in adolescence was 「 authoritative 」 ; the adolescence had a internal control but a lower level of learning pressure and their academic achievement was significantly different. 2. Results showed that parenting style, locus of control, learning pressure and academic achievement were associated. Adolescent whose parents was 「 authoritarian 」 parenting had higher levels of 「 luck 」 and higher learning pressure. Adolescent whose parents used 「 authoritative 」 parenting had higher levels of 「 effort 」 and 「 ability 」 . Adolescent whose parents used 「 permissive 」 parenting had lower learning pressure. Adolescent whose parents used 「 uninvolved 」 parenting had lower academic achievement. Adolescent whose locus of control were 「 luck 」 had higher 「 compulsory learning 」 . Adolescent whose locus of control were 「 fate 」 had higher 「 test anxiety 」 and 「 school work 」 . Adolescent whose locus of control were 「 effort 」 had worse academic achievement. Adolescent whose locus of control were higher levels of 「 test anxiety 」 had higher academic achievement. 3. These results showed that different kinds of parenting styles tend to have different patterns of locus of control. Furthermore, the parenting styles and locus of control showed different patterns of prediction for students ' learning pressure and academic achievement.

Keywords : Parenting style ; Locus of control ; Learning pressure ; Academic achievement

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