International Journal of Education and Humanities
ISSN: 2770-6702 | Vol. 11, No. 2, 2023

The Relationship Between Parenting Style and Subjective Well-Being: The Intermediary Role of Core Self-Evaluation

-- Take Undergraduates in Zhejiang University as An Example

Jiyunzhen Kang[1, *]

[1]Zhejiang University, Hangzhou, 310028, China

[*]Corresponding author's e-mail: 3190106294@ zju.edu.cn

Abstract: In lately research, it is sure that parenting style is totally related with subjective well-being, Research on the relationship between core self-evaluation and parenting style are very rare in China. Not just that, with core self-evaluation as a middle person variable measure, the connection between parenting style and subjective well-being was not tended to in past examinations. The main point, while estimating the connection between nurturing style and abstract prosperity, we basically do estimation between secondary school and grade school understudies and middle school understudies yet this time we use undergrads as subjects to see between their parenting style and subjective well-being is in homegrown isn't engaged with the field. In this review, 200 understudies from Zhejiang College were chosen in their rookie, sophomore, junior, and senior year. The point is to comprehend the parenting style and subjective well-being of understudies, the ongoing attributes of core self-evaluation, and examine the middle person job between nurturing style and subjective well-being. The result showed that (1) core self-evaluation played a significant mediating role in the explanation process from neglectful and spoiled to subjective well-being; (2) the mediating role of core self-evaluation in the explanation process from emotional warmth, trusting and encouraging and authoritarian to subjective well-being was not significant; and (3) the core self-evaluation played a significant negative role in subjective well-being.

Keywords: Psychology, Parenting style, Core self-evaluation, Subjective well-being.

1. Introduction

As the people closest to their children, the parenting style of parents is the factor that most deeply influences their children. And as the people who share the most time with their children, the way of life that parents bring to their children and the children's evaluation of themselves formed by having parental values will also affect the children's ability to perceive happiness. There is a view which supported and affirmed by most scholars, believes that parenting style is actually a theoretical aggregation of attitudes, behaviors, and so on, generated by parents' psychological performance towards their children [1]. Of course, despite the lack of a unified concept, the findings on the basic characteristics of child-rearing styles are more or less the same. For example, there is a definition about parenting behavior. In her study, Li Jin'e said that parenting style belongs to a kind of parenting behavior, or parenting tendency, which can reflect the concepts and attitudes of parents to educate their children. Therefore, this paper adopts Li Jin'e's concept.

As a significant positive mental nature of people, subjective well-being is firmly connected with a person's physical and psychological wellness, and It likewise straightforwardly affects their work and life. Presently, scientists at home and abroad have characterized the significance of subjective well-being according to alternate points of view, however have not yet arrived at a brought together view. The meaning of subjective well-being has been defined from different perspectives by researchers at home and abroad, but no consensus has been reached yet. However, the definition has been widely recognized [2]. Dinener's point of view is that subjective well-being refers to the individual's evaluation of the quality of life based on cognitive level and their own standards. In Dinener's definition, subjective well-being covers two aspects: first, life satisfaction, which is an individual's cognitive evaluation of the overall quality of life, and is often used in the measurement of subjective well-being; and second, affective experience, which consists of positive emotions such as pride and happiness, and negative emotions such as anger and sadness. Life satisfaction and emotional experience complement each other and can provide a more comprehensive assessment of an individual's subjective well-being. In addition to this, experts and scholars have put forward different views. others believe that the psychological experience of subjective well-being is positive, and this positive experience is a meaningful and positive feeling output by individuals in the process of interaction with products, systems or services. This study adopts Dinene:'s view that individuals use the cognitive level as a starting point for evaluating their quality of life in terms of their own standards from an overall evaluation of their quality of life is subjective well-being.

Core self-evaluation has its starting points in Appraisal Theory. Parker characterized core self-evaluation as the person's most fundamental assessment of their own most profound psyche content, and as per the substance of assessment, these assessments are isolated into three classes: assessment of oneself, assessment of others and assessment of society. Judge believed core self-evaluation to be a character quality that satisfies the three rules of self-assessment, the core self-evaluation is a character quality, and certain variables that satisfy the standards of self-evaluation,

fundamentality, and expansiveness comprise the implication of the core self-evaluation [3]. Based on this, core self-evaluation is characterized as the most essential assessment of a person's own capacities and values. Some scientists think about core self-evaluation as an all encompassing self-idea [4,5]. Core self-evaluation has its beginnings in Examination Hypothesis which characterizes center assessment as a person's most essential assessment of their own most profound psyche content, and partitions these assessments into three classes in view of the substance of the assessments: assessments of oneself, assessments of others, and assessments of society. A wellspring of control is a singular's convictions about the reasons for occasions that happen in their life. At the point when the result is accepted to be brought about by one's own way of behaving, the wellspring of control is viewed as interior, though when the result is accepted to be brought about by someone else or an outside factor, the wellspring of control is viewed as outer [6]. In recent years, a large number of studies have proved that parenting styles have an impact on adolescents' subjective well-being, and many scholars have begun to study whether there is a mediating role in this, among the previous studies showed that adolescents living in positive family environments tend to make higher evaluations of their quality of life compared with adolescents living in negative family environments [7]. Research on the correlation between parenting styles and subjective well-being of students with learning difficulties also proved that parenting styles of students with learning difficulties are closely related to subjective well-being [8], and that when parents are more understanding and concerned about their children, the children's sense of satisfaction with all aspects of their lives is stronger, and their sense of overall well-being is higher. On the contrary, when fathers and mothers are permissive or discipline their children too harshly and harshly, the children experience a sense of well-being. On the connection between core self-evaluation and parenting styles is extremely uncommon in our country. Not just that, the connection between parenting styles and subjective well-being, estimated by involving core self-evaluation as an interceding variable, has not been tended to in past examinations. Above all, while estimating the connection between parenting styles and subjective well-being, we have principally done the estimations between secondary school understudies, primary school understudies, and center school understudies; nonetheless, this time, we involved undergrads as the subjects to notice the connection between parenting styles and abstract prosperity, which is a region that has not been managed in China. The reason for this review is to comprehend the ongoing qualities of parenting styles, subjective well-being, and core self-evaluation of students, to look at the ongoing qualities of parenting styles, abstract prosperity, and core self-evaluation of students, and to break down whether there is any distinction in segment factors, for example, orientation and grade level, and whether there is any relationship between's parenting styles, abstract prosperity, and core self-evaluation of students and whether there is any distinction in the connection between's parenting styles, subjective well-being, and core self-evaluation of students. what's more, whether core self-evaluation intercedes the connection between parenting styles and abstract prosperity.

2. Material and Method

2.1. Subjects of the study

The questionnaires were administered to undergraduate students from different majors of Zhejiang University by random sampling. A sum of 212 surveys were conveyed in this review, and 212 polls were recuperated, with a recuperation pace of 100 percent. Subsequent to disposing of the surveys with clear mistakes, polls with too many middle things, surveys with sequentially exorbitant surveys of a similar choice, and surveys with too many precluded questions, 201 substantial polls were screened out, and the survey legitimacy rate was 94.8%.

2.2. Research tools

2.2.1. Parenting Style Questionnaire

This study used the Parenting Styles Questionnaire developed by Gong Yihua, a master's degree graduate in basic psychology from Southwest Normal University in 2005. The internal consistency coefficient of the questionnaire was 0.874, P<0.01; the split-half reliability was 0. 774, P<0. O1.

2.2.2. Core Self-Evaluation Scale, (CSES)

Core Self-Evaluation Scale, (CSES) translated and amended by Du Jianzheng, Zhang Xiang et al. (2012) was used, the revised scale consisted of 10 items, the coefficient of using 5 was 0. 83, split-half reliability was 0. 84, and the re-testing reliability at an interval of 3 weeks was 0. 82. The coefficient of the scale was 0. 849, with good reliability.

2.2.3. General well-being scale (GWB)

The General Well-Being Scale is a stereotypical measurement tool developed for the National Center for Health Statistics to evaluate subjects' statements about happiness, with the higher the score, the higher the level of happiness. In addition to rating general well-being, this scale also rates six factors of subjective well-being by composing its content into six subscales.

These six factors are: worry about health, energy, satisfaction and interest in life, and depressed or happy state of mind, control over emotions and behavior, and relaxation and tension relaxation and tension. The original scale consisted of 25 questions, and in this study, question 24 was deleted according to the actual situation of use, and a total of 24 questions were used. The scale was revised by Duan (1996) in China. The correlation between individual item scores of the revised scale and the total score ranged from 0.48 to 0.78, and the correlation between the subscales and the total scale was 0.560.88, with internal consistency coefficients of 0.91 in men and 0.95 in women.

2.3. Statistical methods

After screening the raw data of the questionnaire was organized into tables and the data was organized, counted and analyzed according to the research design by SPSS 20.0 software. Relevant tables and charts were produced

3. Theoretical Analysis of the Strategic Choice of Enterprise Innovation under the Shared Economy

3.1. Common method bias

Harman's one-factor test was used to conduct the common method bias test. the boundary value of Harman's one-factor test is usually set at 50%, and when the variance contribution

rate of the first extracted common factor is less than 50%, it can be assumed that there is no absolute dominant factor, i.e., the common method bias is not obvious.

Following the factor analysis with an eigenroot greater than 1 and the extraction method of maximum variance rotation, the results of the common method bias in this study are shown in Table 1, which shows that (1) for the Parenting Style Scale, the first common factor without rotation contributed 34.027% of the variance, while the first common factor extracted after using the maximum variance rotation method contributed 31.005% of the variance; (2) for the Core self-evaluation scale, the first common factor without rotation contributed 47.281 % of the variance, whereas the first common factor extracted after using the maximum variance rotation method contributed 41.494 % of the variance; (3) for the subjective well-being scale, the first common factor without rotation contributed 36.783 % of the variance, whereas the first common factor extracted after using the maximum variance rotation method contributed 32.024 % of the variance. In summary, the common method bias test for all scales in this study passed and there was no significant common method bias.

Table 1. Results of common method bias test

Scale	Unrotated common factor variance contribution	Rotated common factor variance contribution
Parenting Style Scale	34.027%	31.005%
Core self-evaluation scale	47.281%	41.494%
Subjective Well-Being Scale	36.783%	32.024%

3.2. Parenting styles, core self-evaluation, and overall subjective well-being

The descriptive statistics for each dimension of the three scales designed for this study are shown in Table 2. For the parenting styles scale, the mean scores of the topics included in each of the five dimensions were first calculated, and then descriptive statistics were performed. For the Core Self-Esteem Scale and the Subjective Well-Being Scale, the reverse-scoring questions were first standardized into forward-scoring questions, and the total scale score was calculated before descriptive statistics were performed.

Table 2. Descriptive statistical results

Scale Minimum	Dimension	N	Minimum	Maximum	Mean Standard	Deviation
Parenting Style Scale	Emotional Warmth	211	1.00	5.00	4.1422	0.8215
	Trust and Encouragement	211	1.00	5.00	4.1078	0.7551
	Neglect	211	1.00	5.00	2.5853	1.0453
	Authoritarian	211	1.00	5.00	2.6682	0.7068
	Spoiled	211	1.00	5.00	2.4858	0.9684
Core Self-Esteem Scale	-	211	10.00	50.00	33.7488	7.5276
Subjective Well-Being Scale	-	211	16.00	54.00	31.6682	6.1415

3.3. One-way ANOVA

This section used a one-way ANOVA to explore whether there were significant differences in grade levels. The results are shown in Table 3.A sum of 212 qu. As should be visible, there were no massive contrasts across grade levels for any of the three scales.

Table 3. Results of one-way ANOVA

Dimension	Freshman **(n=44)**	sophomore **(n=36)**	junior **(n=41)**	senior **(n=90)**	**F**
Emotional Warmth	4.23±0.8	4.18±0.7	4.17±0.82	4.07±0.89	0.414
Trust and Encouragement	4.16±0.73	4.1±0.63	4.12±0.71	4.08±0.84	0.136
Neglect	2.51±0.97	2.72±1.11	2.56±1.09	2.58±1.05	0.285
Authoritarian	2.59±0.63	2.58±0.64	2.68±0.62	2.74±0.8	0.624
Spoiled	2.36±0.84	2.42±0.88	2.44±1.06	2.59±1.02	0.701
Core Self-Esteem Scale	34.68±7.21	33.14±7.44	33.93±7.08	33.46±7.98	0.354
Subjective Well-Being Scale	31.64±5.57	31.64±6.17	31.85±5.75	31.61±6.64	0.016

*p<0.05; **p<0.01; ***p<0.001

3.4. Correlation analysis

Correlation analyses using Pearson's correlation coefficient for the three scales, age and grade level were conducted and the results are shown in Table 4. Emotional warmth (r=-0.387, p<0.01) and trust and encouragement (r=-0.362, p<0.01) showed a significant positive correlation with core self-evaluation; neglect (r=-0.515, p<0.01), authoritarianism (r=-0,302, p<0.01) and doting (r=-0.392, p<0.01) showed a evidently negative correlation with core self-evaluation were significantly negatively correlated; while core self-evaluation was essentially adversely related with subjective well-being (r=-0.623, p<0.01).

Table 4. Results of correlation analysis

Dimension	Emotional Warmth	Trust and Encouragement	Neglect	Authoritarian	Spoiled	Core Self-Esteem	Subjective Well-Being Scale	Age	Grade
Emotional Warmth	1								
Trust and Encouragement	0.789**	1							
Neglect	-0.255**	-0.223**	1						
Authoritarian	0.062	0.105	0.550**	1					
Spoiled	-0.026	0.040	0.501**	0.663**	1				
Core Self-Esteem Scale	0.387**	0.362**	-0.515**	-0.302**	-0.392**	1			
Subjective Well-Being Scale	-0.290**	-0.324**	0.363**	0.092	0.151*	-0.623**	1		
Age	-0.074	-0.063	0.026	0.124	0.119	-0.088	0.054	1	
Grade	-0.074	-0.039	0.003	0.091	0.095	-0.046	-0.001	0.707**	1

*p<0.05; **p<0.01; ***p<0.001

3.5. Analysis of mediation effects based on structural equation modeling

This study used AMOS 24.0 to construct structural equation modeling to analyze the mediating effects. The independent variables were the five parenting styles (emotional warmth, trust and encouragement, neglect, authoritarianism, and spoiling); the mediating variable was core self-evaluation; and the dependent variable was subjective well-being. Specifically, Bootstrap (bootstrap method) was used to validate the mediating effect by calculating 95% confidence intervals (CIs) for 500 runs of the construct under the percentile method. If the obtained 95% confidence interval does not contain 0 or the corresponding significance p-value is less than 0.05, the indirect effect is significant. The results are shown in Figures 1-2 and Table 5.

It was found that (1) core self-evaluation played a significant mediating role in the explanation process from neglectful and spoiled to subjective well-being; (2) the mediating role of core self-evaluation in the explanation process from emotional warmth, trusting and encouraging and authoritarian to subjective well-being was not significant; and (3) the core self-evaluation played a significant negative role in subjective well-being.

Table 5. Analysis of mediating effects of core self-evaluation

Effect	Path	Bias-Corrected 95%			
		Estimate	Lower bound	Upper bound	p
Total effect	Emotional Warmth-Subjective Happiness	-0.769	-1.711	0.093	0.091
	Trust and Encouragement-Subjective well-being	-0.862	-1.891	0.120	0.081
	Neglect - Subjective well-being	1.163	0.523	1.773	0.004**
	Authoritarian-Subjective well-being	-0.010	-0.882	0.858	0.887
	Spoiled-Subjective Well-Being	0.936	0.226	1.807	0.004**
Direct effect	Emotional Warmth-Core Self-Esteem	1.513	-0.176	3.367	0.091
	Trusting-Encouraging-Core Self-Esteem	1.695	-0.242	3.585	0.081
	Neglectful-Core Self-Esteem	-2.287	-3.198	-1.170	0.004**
	Authoritarian-Core Self-Esteem	0.020	-1.714	1.640	0.887
	Spoiling-Core Self-Esteem	-1.841	-3.253	-0.463	0.004**
	Core Self-Esteem-Subjective Well-Being	-0.508	-0.598	-0.409	0.004**
indirect effect	Emotional Warmth-Core Self-Esteem-Subjective Well-Being	-0.769	-1.711	0.093	0.091
	Trusting-Encouraging-Core Self-Esteem-Subjective Well-Being	-0.862	-1.891	0.120	0.081
	Neglectful-Core Self-Esteem-Subjective Well-Being	1.163	0.523	1.773	0.004**
	Authoritarian-Core Self-Esteem-Subjective Well-Being	-0.010	-0.882	0.858	0.887
	Spoiled - Core Self-Esteem - Subjective Well-Being	0.936	0.226	1.807	0.004**

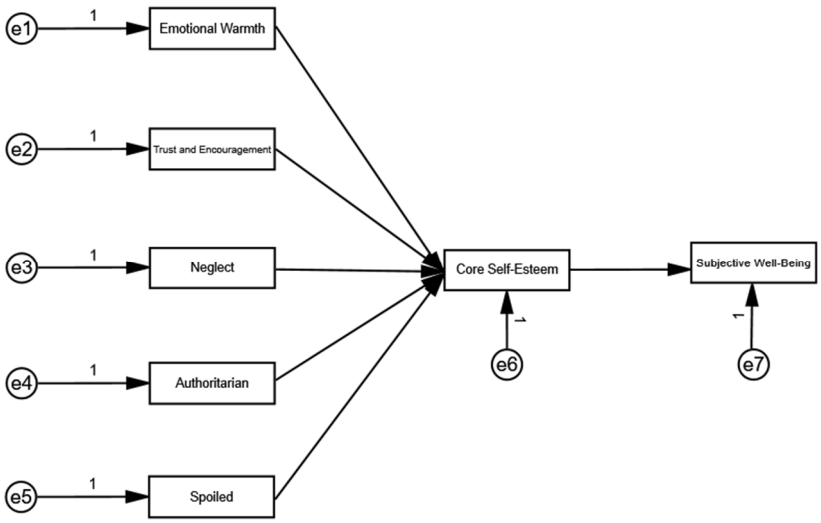

Figure 1. Structural equation model diagram for the core self-evaluation

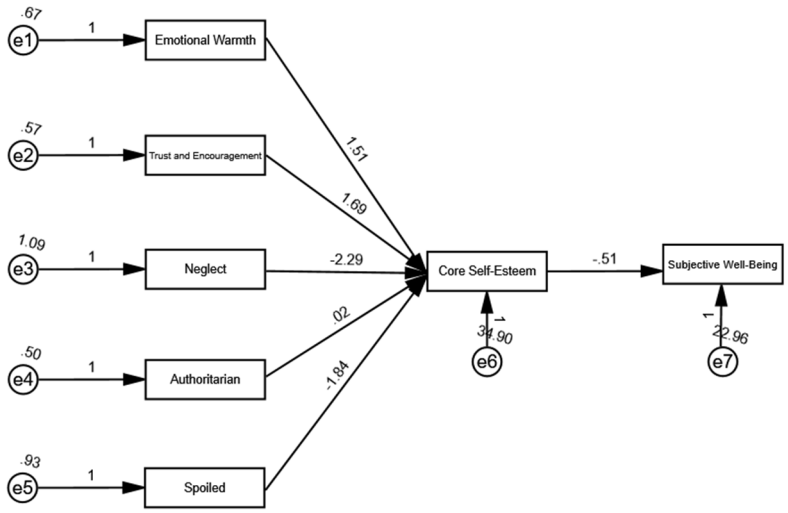

Figure 2. Model diagram of mediation effect structure equation of core self-evaluation (non-standardized path coefficient)

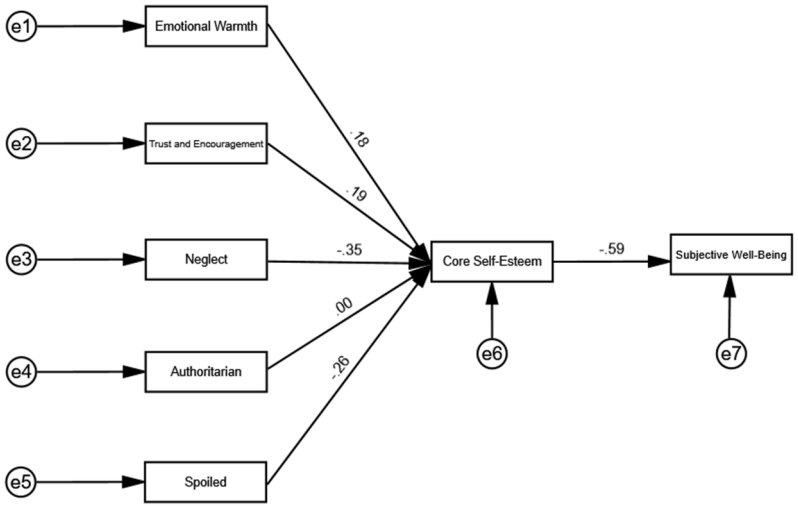

Figure 3. Structural equation model diagram of the mediation effect of the core self-evaluation (standardized path coefficient)

4. Conclusion

(1) core self-evaluation played a significant mediating role in the explanation process from neglectful and spoiled to subjective well-being; (2) the mediating role of core self-evaluation in the explanation process from emotional warmth, trusting and encouraging and authoritarian to subjective well-being was not significant; and (3) the core self-evaluation played a significant negative role in subjective well-being.

(4) Emotional warmth (r= -0.387, p <0.01) and trust encouragement (r= -0.362, p <0.01) showed significant positive correlation with core self-evaluation; neglect (r= -0.515, p <0.01), autocratic <0.01) (r= -0,302, p <0.0.1)

(5) doting (r= -0.392, p <0.01) showed significant negative correlation with core self-evaluation

(6) a significant negative correlation with subjective well-being (r= -0.623, p <0.01).

References

[1] Wang, P. (2022). The relationship between parental rearing styles, academic self-concept and learning burnout of rural primary school students. Thesis of Liaoning Normal University, 47.

[2] Diener, E. (1984). Subjective well-being. Psychological Bulletin (American Psychological Association), 95(3):542-575.

[3] Judge, T.A., Bone, J.E. (2001). The relationship of core self-evaluation traits-self-esteem generalized self-efficacy locus of control and the emotional stability-with a job performance: A meta-analysis. Journal Applied Psychology, 86(1): 80-92.

[4] Tomas, C.P., Adriane, A. (2008). Intellectual competence and academic performance: Preliminary validation of a model. Intelligence, 36(6): 564-573.

[5] Judge, T.A. (2009). Core self-evaluarions and work success. Current Directions in Psychological Science, 18(1): 58-62.

[6] Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychol Monogr., 80(1): 1-28.

[7] Zhang, H., et al. (2023). The relationship between parenting style, subjective well-being and self-perception of creative self-efficacy. Psychological Monthly Journal, 06: 90-92.

[8] Wu, L., Oh, I., Li, M. (2019). The moderated mediating effect of students' stress and student-teacher relationship between perceived parenting style and subjective well-being. Asian Journal of Education, 2.