

# The Influence of Parental Authority on Social Skills Improvement and Academic Motivation among Urban High School Students in Jinan, Shandong

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## Abstract

The way that parents treat and discipline their children has a major effect on the development of adolescents, especially in the context of urban education, wherein the pressure is so great both academics and socially. There has been hardly anything done on the subject of the impact of parenting authority through social skills and academic motivation on Chinese urban high school students. The purpose of the this study is to determine the relationship between parenting authority classifications permissive, authoritarian, and authoritative and social skills as well as school motivation of urban Chinese high school students in Jinan, Shandong, China. The study design employed was the correlational design which worked with 384 high school participants as the research sample, who underwent stratified random sampling. The methods of collecting data included a structured questionnaire used to assess parenting authority, social skills, and school motivation. The examination of the relations between the variables was done by correlation and regression analyses. Results indicated a strong positive correlation between parenting authority and social skills ( $r = 0.630$ ,  $p < 0.01$ ) and a very strong positive correlation between parenting authority and academic motivation ( $r = 0.792$ ,  $p < 0.01$ ). Results of the regression analysis showed parenting authority to account for 39.7% of the variance in social skills and the significant variance of motivation towards school. The findings give an explicit presentation of the undeniable influence of authoritative parenting. Parent adolescent relationships are so crucial that the rejection of an authoritative parenting style. Participants from highly structured and supportive families appear to be more motivated and have better social skills. In schools with high-stressed settings, parental education programs as well as policy makers are raised as the support for the development of authoritative parenting behaviors of parents. Further studies should try to figure out variations of factors in culture values, peer effects, and electronic parenting.

**Keywords:** Parenting Authority Styles, Social Skills, Academic Motivation, Urban High School Students

### Introduction

The influence of parents has a considerable effect on the development of adolescents, specifically in terms of social skills and learning motivation. The study provides that the different types of parenting most notably the authoritative type can make a significant difference in the social interaction of the students and their attitude towards school. Upcoming trends evidently show that the one of the biggest advantages of the authoritative parenting style is more sophisticated control impulses and better school results, and in return, it can be seen that children who possess those qualities are able to work effectively in the team in the future. In contrast, the study suggests that authoritarian parenting only worsens kids' competence in solving puzzles and limits their motivation to find it within (Celik, 2024; Hashem et al., 2024). The current issue of the research is highly relevant when the location is in an urban area like Jinan, Shandong whose young adults are under heavy academic stress and are experiencing complicated social problems at the same time. It has been concluded that having the parents' support and being of high social behavior leads to the students' increased motivation despite the level of urban stress (Kaani et al., 2024). This research is aimed at identifying the influence of parental authority in the development of students' social skills and improvement of academic motivation in urban secondary schools in Jinan, Shandong.

### Previous Research

Clearly, the pattern of parenting authority shows a dominant role in shaping the behavior, adaptation, social skills and academic performance of teenagers. Parents' authority, normally divided into three types of authoritative, authoritarian, and neglectful, is a significant factor in the social behavior of students and their motivation to succeed academically. The current research deals with the influence of various types of parental authority on the development of social skills and academic motivation in Jinan city middle school students based on the findings of the most recent international and Chinese studies (Hua & Xu, 2024; Chen, 2025; Celik, 2024).

Indeed, the parenting models studies find time and again that the styles built upon the positive mode of parent-child relationship, discipline, and the involvement of parents leave a favorable impact on the students. For instance, a volume of evidence collected from different studies has clearly confirmed that this form of parenting has a positive influence on both social skills and academic motivation. One study carried out found that students who were being brought up by authoritative parents were getting good grades, while those from negligent parents always failed (Kaani et al., 2024). It turns out that children from technical schools who were subjected to this form of authority were found to be good at social interaction and problem solving (Hashem et al., 2024).

In China, not leaving aside the fact that authoritarian parenting isn't the best option, the role of the parents in facilitating the students' educational and social life by being the so called authoritative parents has been seen as extremely crucial. A research conducted among a group of Chinese students Hua and Xu (2024) has not only confirmed this statement but has restressed it by connecting the educational motivation, social competence, and self-reported happiness of the students with the parenting style. The study even showed that parents'

psychological control was in relation to students' academic efficacy while no control led to students' disinterest to learn (Chen, 2025). Foreign sources based on psychological theories are in line with the thought of interdependence between psychological needs and self-control. Celik (2024) discovered that parents being autonomy support aids were the primary reason why the motivational needs for learning could be the leeway for the further strengthening of self-control and psychological needs satisfaction.

Always, in every place and not just within the borders of China, the research finds one thing, and this is that there is no wavering when it comes to the positive correlation between authoritative parenting and the mental and social performance of the students. When the line between discipline and emotional support is just right, authoritative parents build a favorable climate for the personal and academic growth of the students. This notion has been echoed in diverse sources. The authors Hashem et al. (2024) and Hua and Xu (2024) are in unison with their publication of the affirmative impact of authoritative parenting on the social and academic performance of students in Egypt and China, respectively. On the other hand, uncovering signs of social skill and academic motivation strength are the attributes of autonomous and warm mothers in addition to being the ones who are predicted as their primary drivers (Amna et al., 2024). Adoption of the parenting model in China would not only foster relationships with others but also enhance their sense of judgment about their capacity for performing tasks well, thus allowing them to cope better with educational pressure (Zimmer-Gembeck et al., 2023).

The way in which parental control is perceived by the culture is where disagreements arise as also to its favorable or negative influence on individuals. It's worth mentioning for instance that in China parental control is generally accepted in society; the light psychological control even occasionally related to self-efficacy is more likely to be understood moderate to mild (Chen, 2025). This is opposite to the West where control besides providing freedom is thought of as negative. Parental phubbing including neglecting children due to smartphone usage among Chinese students leads to burnout at school, indirectly through social anxiety and reduced self-control (Jiang et al., 2023). Research like Celik (2024), Zimmer-Gembeck et al. (2023) show that autonomy support but not control is the one that takes on the greatest importance. This is also very informative in that it corroborates what is observed in the West as the primary values of the society. The better side of parental control is shown in a study of Leonard and Homant (2022), and as it has been widely recognized, the harms of control can only be outplayed by the benefits that come from the provision of support.

Parental control is indeed a critical factor in the area of social development and academic motivation in students. In any setting, the parenting style combining both control and support that is characteristic of warm and authoritative parenting is the best. In Chinese research, the two extreme views are softened through the lens of cultural adaptation. Overuse of control and the unfitted parenting style of negligence can solely interrupt social development and education. No wonder it is similar to the relational model of being supportive or controlling of Chou and Ho (2021) in locating the place of drive towards development in which the attribute of warm control is integrated.

### *Research Design*

This study applied the correlational research design through the parental authority, social skills, and student academic motivation triangle. To ensure the acquisition of primary data, a structured questionnaire survey was used to 384 students from urban schools of Shandong Province, China. The six secondary schools in the urban area were chosen using a stratified sample plan to obtain participants representing the population in terms of socioeconomic status and demographics.

The Proposed IV Parenting Authority factor has the three categories of Authoritative, Authoritarian, and Permissive. The DVa of Social Skills factor consists of the dimensions of communication, cooperation, assertion, responsibility, empathy, engagement, and self-control. The DVb of Academic Motivation scale was implemented with these dimensions intrinsic motivation, extrinsic motivation, and amotivation. The statistical method used in this study not only depicts the unusualness of the connections between parental styles and social skills and academic motivation but also shows the strength and direction of the same through bivariate and multivariate analyses.

### *Locations, Population, and Sampling*

This research is carried out in Jinan, the capital of Shandong Province, China, it's a very bustling city with a very mixed population. Also, Jinan is known to be a city with rising urbanization, The location has its specificities to the type of life that the families lead, the work they engage.

High school students from both the urban public and private sectors in Jinan of ages 15 to 18 participants as the research sample. This specific group of the population is the most compatible with the purpose of the study to concentrate on the teens' coming of age in those tight school environments and communities. Also, the population comes from various socio-economic classes backgrounds, families of different levels of education, and also different levels of occupation.

Pursuant to the formula by Krejcie and Morgan (1970), 384 students are chosen to gather a representative and reliable sample that will permit the conduction of correlation and regression analyses for valid and generalizable results.

### *Intrument*

A survey instrument has been chosen in the present study as the principal means for data collection from a large sample of high school students. Developing an efficient questionnaire includes the questions that match the research objectives, the selection of suitable question types, and the clear and consistent pace to be maintained. (Taherdoost, 2022). Dependability means that the questionnaire is giving the same results over a period of time, while the validity refers to the questionnaire that is measuring the factor targeted very well (Wu-Fienberg et al., 2023; Parikka et al., 2023).

Details about the survey done in this research project are given in the following paragraph. The survey is made up of four parts that are closely interconnected and that have the goal of eventing the link between among different parenthood styles, the social skills, and academic motivation of young students for those living in Jinan, Shandong. Firstly, part A gathers a lot

of demographic items such as the age, sex, school (public or private school), family situation (parental education and occupation), income, and culture. Part B concerns the issue of Parenting Authority, and it contains 18 open questions from the model developed by Baumrind to measure three different types of parenting Authoritative, Authoritarian, and Permissive. The main focus of the questions is the relationship between parenting and students' academic, emotional, and social aspects. Part C presents the way social skills of students are measured by 21 questions that were created based on the Social Skills Improvement System (SSIS) and which are in line with the domains of this system: communication, cooperation, assertion, responsibility, empathy, involvement, and self-control. Finally, Part D consists of 18 items and the purpose of this part is to diagnose the motivational components of the student's study by the use of the Academic Motivation Scale (AMS). These items are to be rephrased and expressed in a different way to match the new instrument with not only intrinsic motivation but also with extrinsic motivation, and amotivation.

## Results

The analysis aims to determine which parenting styles are most effective in fostering positive social skills and encouraging academic performance among students.

### *Correlation between Parents' Authority and Social Skills*

This subsection examines the relationship between parents' authority styles and students' social skills. Table 1 below shows the Descriptive Statistics of Parent Authority and Social Skills.

Table 1

*Descriptive Statistics of Parent Authority and Social Skills*

	Mean	Std. Deviation	N
Parenting Authority IVBTOTAL	68.5208	9.02590	384
Social Skills DVCTOTAL	87.7500	11.11347	384

Table 1 is used to present the statistics where the mean score of 68.52 is an indication for Parenting Authority (IVBTOTAL) while a standard deviation of 9.03 depicts a wide range of parental authority scores among the respondents. Furthermore, the purpose of this table was to show that the rating of Parenting Authority had a mean of 68.52 and a standard deviation of 9.03, thus, people's views of that aspect were generally high with relatively less change. In contrast, the average of the Social Skills (DVCTOTAL) is found to be 87.75, and the associated standard deviation is 11.11, which depicts the overall higher social skills among the students participants, albeit with somewhat greater response variability. The data of the 384 participants included in the investigation exemplify the sentiments of the sample that parenting authority is not skewed while social skills are shown to be more subject to a wide range of different individual and contextual factors.

The table is representing the results as follows: Parenting Authority (mean 68.52, SD 9.03) in the first case was generally high with a small number of changes, the values that were used to show the Parenting Authority dimension were that of a mean of 68.52 and a standard deviation of 9.03, that is, a generally high view of people with relatively low change. By contrast, Social Skills (DVCTOTAL) incorporate an average of 87.75 and a standard deviation of 11.11, thus, the studentss social skills are more higher. Table 2 below shows the Relationship Between Parenting Authority and Social Skills.

Table 2

*Relationship between Parenting Authority and Social Skills*

		Parenting Authority IVBTOTAL	Social Skills DVCTOTAL
Parenting Authority IVBTOTAL	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	384	384
Social Skills DVCTOTAL	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	384	384

Table 2 shows the correlation between parenting authority (IVBTOTAL) and social skills (DVCTOTAL). The findings discovered that the correlation ( $r$ ) was 0.630, indicating a positive correlation of medium to high strength between the two variables. This result supports the previous statement that there is a positive influence of parenting authority on social skills. The increased parenting authority directly leads to the improvement of social skills. The strength of the relationship was highlighted by the  $p$ -value of 0.000 which is well below the standard 0.01 level. This means that the correlation is at the 99% confidence interval and hence, the likelihood of the relationship occurring by chance is minimal. The results are in tandem with the assumption of Baumrind's Parenting Styles Theory that the disparity in the level of parenting authority is a significant factor that affects social skills comprising communication, cooperation, and self-control.

More specifically, the research demonstrates that authoritative parenting, by effectively combining control and affection, can drive the development of students' social skills. This finding aligns with the current research in which it has been indicated that students growing up in an authoritative family are very likely to become individuals capable of maintaining a high level of confidence, displaying self-control, and enjoying social relationships.

According to Cohen (1988), if the correlation coefficient is between 0.1 and 0.3, it represents the weak correlation, 0.3 to 0.5 - moderate correlation, 0.5 to 0.7 - strong correlation, and above 0.7 is a very strong association. Based on Cohen's framework, a correlation coefficient of 0.630 between parenting authority and social skills indicates a very strong relationship. This points out that parental power is indeed one of the major factors in the formation of social skills in adolescents.

*Relationship between Parenting Authority and Academic Motivation*

This subsection investigates the relationship between different parenting authority styles and students' academic motivation. Table 3 below shows the Descriptive Statistics of Parent Authority and Academic Motivation.

Table 3

*Descriptive Statistics of Parent Authority and Academic Motivation*

	Mean	Std. Deviation	N
Parenting authority IVBTOTAL	68.5208	9.02590	384
academic motivation DVDTOTAL	75.0313	8.61531	384

Table 3 shows the average score of parental authority (IVBTOTAL) is 68.52 and the standard deviation is 9.03 students startled with a low number of parent authority observance. Whereas the score of student's academia preference mean (DVDTOTAL) is 75.03 it shows that the standard deviation is 8.62 the subjects, in general, have a higher desire for academic pursuits, subject however to a bit of a decrease in temperatures. It is hence not impossible that the size of 384 presents a relationship between these two aspects, as the example of number of respondents suggests that the parents are helpful in their students' academic performance.

The Pearson's Correlation Table was used to examine the relationship between Parental Authority (measured by IVBTOTAL) and Academic Motivation (measured by DVDTOTAL). This statistical analysis aims to determine whether a significant correlation exists between the level or style of parental authority perceived by students and their corresponding levels of academic motivation. By exploring this association, the study seeks to provide insights into how parenting approaches may influence students' drive and commitment toward academic success. Table 4 below shows the Pearson's Correlation Table of Parental Authority (IVBTOTAL) to Academic Motivation (DVDTOTAL).



Table 4

*Pearson's Correlation Table of Parental Authority (IVBTOTAL) to Academic Motivation (DVDTOTAL)*

		Parenting authority IVBTOTAL	Academic motivation DVDTOTAL
Parenting authority IVBTOTAL	Pearson Correlation	1	.792**
	Sig. (2-tailed)		.000
	N	384	384
Academic motivation DVDTOTAL	Pearson Correlation	.792**	1
	Sig. (2-tailed)	.000	
	N	384	384

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows Pearson's  $r$  was used to satisfy the correlation between parenting authority (IVBTOTAL) and academic motivation (DVDTOTAL). It would appear from the results that the correlation coefficient ( $r$ ) is 0.792 which is a good indicator of a really strong positive relationship between those two factors. This means that the higher the parenting authority, the higher the academic motivation is likely to be rising.

The fact that the  $p$ -value is a staggering 0.000 indicates a very strong correlation between the two not seen in the general population. The implication is that there is little if any chance that the correlation observed might have happened by chance. The correlation coefficient in the present study was in line with Cohen's (1988) classification of a weak correlation as 0.1 to 0.3, a moderate correlation as 0.3 to 0.5, a strong correlation as 0.5 to 0.7, and a very strong correlation as 0.7 and above. In practical terms, it means that parenting authority is important in the learners' motivation in the sense that it is the factor along with the learners that play a significant role in their own motivation towards the achievement of their goals in the classroom.

It was the correlation between parenting authority and study motivation confirmed by the  $p$ -value of 0.000 that was still very far from the generally accepted figure of 0.01. Here is my idea that this correlation is highly significant, and its occurrence by chance is very low. Hence, we can conclude that it is valid.

At 0.792, the correlation coefficient between parenting authority and academic motivation indicates a very strong connection. The influence of parenting authority on academic motivation, resulting in students' capability to work on the subject matter, overcome difficult situations, and motivate oneself to achieve academically, is then evident of a significantly positive relationship between them.

The positive relationship between parenting control and the motivation to learn reveals the energy that may be derived from structured and supportive parenting in students' learning motivation. Parenting styles such as authoritarian (high control, low warmth) and permissive (low control, high leniency), which give rise to different motivational outcomes, may need further analysis in the future. Table 5 below shows the Analysis and Interpretation of



Correlation Between Parenting Authority and Academic Motivation. Table 5 below shows the Analysis and Interpretation of Correlation Between Parenting Authority and Academic Motivation.

Table 5

*Analysis and Interpretation of Correlation Between Parenting Authority and Academic Motivation*

	Parenting Authority (IVBTOTAL)	Academic Motivation (DVDTOTAL)
Parenting Authority (IVBTOTAL)	1.000	.792 (**)
Sig. (2-tailed)	—	.000
N	384	384
Academic Motivation (DVDTOTAL)	.792 (**)	1.000
Sig. (2-tailed)	.000	—
N	384	384

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 5 contains the findings of an urban high school students Pearson correlation test that investigated the connection of parenting authority with academic motivation. The test depicted a strongly positive correlation ( $r = .792$ ) between learners' respect for parental authority and their enthusiastic response to school, and the relationship was statistically significant at 0.01 level ( $p = .000$ ). Consequently, young people who see their parents as operating a considerate and authoritative parenting pattern are very likely to be motivated to study. The data from the sample size of 384 students participating in the study indicate that effective parenting assisted by guidance, structure, and support plays a significant role in helping the students to stay alert, set goals and keep attitudes towards schooling.

This part is discussing a regression analysis that has the objective of examining the relationship between parenting authority and students' social skills. The section of this text contains regression analysis which includes working out variables and a dependent variable. A dependent variable is the variable that is being tested or measured in a scientific experiment. Table 6 below shows the Model Summary of The Regression Model. Table 6 below shows the Model Summary of The Regression Model.

Table 6

*Model Summary of The Regression Model*

Model Summary<sup>b</sup>

Model Summary									
			Std. Error			Change Statistics			
	R	Adjusted R Square	of the	R Square				Sig. F	Durbin-
Model R	Square	Square	Estimate	Change	F Change	df1	df2	Change	Watson
1	.630 <sup>a</sup>	.397	.395	8.64256	.397	251.305	1	382	.000
									2.266

Table 6 represents the set of results of the regression analysis of the effect of parenting authority on social skills using statistical tests to determine the dependability and significance of the relationship. An R-value of 0.630 from the model summary makes the association between parenting authority and social skills apparent as it exhibits a strong positive correlation. The coefficient of determination ( $R^2$ ) was 0.397, which implies that 39.7% of the

variation in a person's social skills is determined by parenting authority while the remaining 60.3% is contributed by factors that are not accounted for in this study. All this goes to show that from school life to social interaction with peers and personality, various factors of 60.3% have an equal power in determining a person's social skills that are not considered in the present study. The Durbin-Watson statistic equals 2.266, which suggests that the residuals are uncorrelated, providing additional evidence to support the model's validity.

## Discussion

The results from the research demonstrate a clear impact of the kind of parenting authority on both social skills and academic motivation in urban adolescent students in Jinan, Shandong. The parental authoritative style described as warm, structured, and responsive was found to be the main positive force in the field of personality and motivation of adolescents by the use of the connection and regression methods.

The data displayed that supportive parenting and social skills were highly related ( $r = 0.630$ ,  $p = 0.000$ ). The large effect size ( $r = 0.630$ ) suggested by Cohen's (1988) criteria indicated that the relationship was of strong nature, meaning that students who perceived their parents as authorities were more likely to have higher scores on social skills, which include such aspects as communication, empathy, cooperation, and self-control. Linear regression analysis also supports the strength of the relationship, with parenting authority accounting for 39.7% of the variation in social skills ( $R^2 = 0.397$ ). Notwithstanding that the data showed that the peer group, the school climate, and the individual traits of the child had a part in bringing about the relationship, the role of the parents in these results was quite comprehensible. They are in agreement with the results from the earlier research in Egypt and China where it was noted that the use of authoritative parenting was correlated with better intra/interpersonal relationships and decision-making (Hashem et al., 2024; Hua & Xu, 2024).

Correlations of the research regarding academic motivation accentuate a stronger relationship than on previous occasions. The Pearson's coefficient is 0.792 and the  $p$  value is 0.000, which shows the relationship of parenting authority and academic motivation as the strongest-few category. It is suggested that the students who are motivated academically do so due to their having warm, independent, and supportive parents, meaning the students have higher intrinsic and extrinsic motivation and lower amotivation. These results are consistent with the ones of Çelik (2024), like the idea that increased parental autonomy support can improve motivation by enhancing self-control and satisfying basic psychological needs and thus, it is in agreement with other international, which showed the positive effect of authoritative parenting on academic engagement and performance of students (Kaani et al., 2024; Çelik, 2024).

The very strong correlation and the very statistically significant  $R^2$  (0.627) in the regression model are pivotal in strengthening the explanation that parental authority is indeed responsible for a large extent of the change in academic motivation. The survey findings underscore the essentials of warmth, expectation setting, and autonomy granting as contributive factors to the development of adolescents' inner motivation and resilience. This is a case of China and the parents' moderate control which went on enhancing the academic efficacy of their children as long as it was a culturally appropriate behavior (Chen, 2025).

Among the facts, cultural divergences carry a lot of weight. Today independence is a matter of top priority in the western world, regardless of the Chinese study stating that psychological control, becoming normative at the cultural level, may play a part in a strong relationship to self-efficacy and school perseverance. However, the situation is totally different here as without overcontrol and neglect, one can expect motivation and social coordination to be built up and enhanced. That is, taking the example of the studies of the Chinese parental phubbing that the lower level of parental involvement brings as much as the high level of school burnout and social anxiety (Amna et al., 2024; Zimmer-Gembeck et al., 2023; Jiang et al., 2023).

### **Conclusion**

The results of this research are consistent with the idea of the authoritative parenting style, among other types of parenting authority, as a key factor in shaping a students' character. The study reveals that it is necessary to conscientize, not only parents, the society as a whole, about the need to encourage and insist on communication, teamwork and self-control in an appropriate manner in different cultural ecological niches so that students can effectively adapt to society and at the same time achieve their potential.

The outcomes also prove that students that live with their parents who are kind and strict are more positively inclined to develop various communication and teamwork skills and self-control. This along with the better motivation for learning related results of academic life acts as an indicator to illustrate how parenting is still the most important source of adolescent development, particularly in urban school settings with increased academic and social demands.

The findings are in agreement with previous international and Chinese studies, where the universality of authoritative parental practices was confirmed. The study acknowledges the fact that the correlation can be one of the options, however, the fact that the impactful correlations are so frequent will likely to provide the students with an evident increase in educational and social outcomes through the interventions initiated for the promotion of a balanced, supportive parenting style.

### **Implication and Suggestion**

The findings presented in this research suggest that it is important for teachers and schools to be equipped with relevant strategies. The researchers have revealed a significant contribution of school learning environment to the development of student skills and motivation. The collaboration between the classroom and the families can have a wonderful impact on students' development. Additionally, it can be seen that the social environment effects of the authoritative are quite different when they are accompanied by strict parenting style.

This study's results are of special importance for educators and schools. The pool of studies and authors suggested the need to attend to both children's rights and their participation in decision making when planning curricula for students. Furthermore, it is essential for schools to identify and define clear roles and responsibilities for parents, students, and the school, to effectively work together. Effective clinical treatment can also develop new mental habits, patterns, and thoughts in an individual.

By comparing the social style and the negligent style, it is seen that the combination of indulgent and authoritative parenting style can have a more direct impact on child development. To be sure, supportive parenting is a key mechanism for promoting the child's confidence, self-esteem, and especially, his/her courage to face new challenges.

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