

# Parent-child attachment, perceived parental rejection, and autonomy support among Chinese adolescents

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## Abstract

This study examined the relationships between parent-child attachment, perceived parental rejection, and autonomy support in family education. It aimed to describe respondents' profiles by sex, age, only child status, educational attainment, place of origin, and parental education levels. The study used a quantitative descriptive design with 385 Chinese youths as participants. Results indicated that most respondents were females, only children, aged 25 to 39, college graduates, residing in towns, with parents who completed vocational courses. Respondents generally viewed their mothers as competent, trusting, and accepting, though they occasionally wished for a different mother or felt expressing emotions was futile. Mothers were often seen as loving and supportive, but respondents reported some embarrassment from their behavior or being scolded publicly. Respondents perceived their parents as allowing significant autonomy in decision-making and valuing their opinions. Demographic factors did not significantly affect perceptions of parental attachment or autonomy, but they did influence perceptions of parenting style. Significant correlations were found between parental attachment and parenting style, parental attachment and parental autonomy, and parental autonomy and parenting style. A family education program was designed and proposed for implementation to address and improve these aspects of family dynamics. Researchers may account for gender bias, explore perspectives from younger age groups, and assess the impact of diverse educational backgrounds on research generalizability. Family counselors and therapists may focus on open communication, emotional expression, and strategies for addressing conflicts, while educators, policymakers, and community leaders may foster supportive environments and equitable access to education.

**Keywords:** perceived parental rejection, autonomy support, family education, parent-child attachment, parenting styles

## **Parent-child attachment, perceived parental rejection, and autonomy support among Chinese adolescents**

### **1. Introduction**

There are many theories about individual development that clearly point out that the family is a paramount place for the growth of youngsters including juveniles. For example, the family system theory holds that the function of the whole kindred setup has an important impact on the growth of youngsters, alongside the better the physical and mental health of family members (Lang, 2020); the parent-child attachment theory also holds that the safety and warmth of parent-child relationship is crucial, and the good attachment relationship with parents is the key to the mental health of teenagers (Ali et al., 2021). In high school, they are in the transition stage from adolescence to early youth. In this stage, individuals' self-consciousness develops rapidly and gradually constructs their world outlook, values and outlook on life. This great change in mind promotes their exploration and improvement of self-cognition. Concurrently, high school is also an important turning point in life. According to the eight-stage theory proposed by Eriksson, high school students are in a critical period for the formation of self-identity.

Parents are important others in the process of accompanying their children's growth, and their words and actions all have a profound influence on their children (Wang, 2018). Parental rejection alludes the hostility, neglect and physical indifference in the process of caring for their youngsters. It is an external behavior of nurturing tactic and can influence the attachment of children to their parents. Autonomy support is a noteworthy concept in the framework of self-determination theory (Han et al., 2022). At present, with the rise of positive psychology, researchers begin to pay attention to the impact of parents' active nurturing tactic concerning students' physical and mental development. Autonomy support means that an individual feels their parents' sustenance concerning free choice and decision, and can obtain valuable information from their parents, obtain the recognition of emotional experience and feel less pressure (Kong et al., 2022), which can have an impact on parent-child attachment. Current research focus on parent-child attachment focuses on the ramification of nurturing tactic or parent-child attachment to the impact of adolescent physical and mental development, and for the parenting behavior externalized parents refused and parents support on parent-child attachment influence is insufficient. Therefore, this paper wants to study the relationship between the three variables: parent-child attachment, perceived parental rejection, and autonomy support.

Preceding probes disclosed that parent-child attachment is an important factor influencing the family (Chen et al., 2023). The more secure parent-child attachment is, the greater subjective well-being, while adolescents with insecure parent-child attachment experience more negative emotions such as anxiety, depression and more problematic behaviors (Obeldobel et al., 2022). The repercussion concerning parental rejection on dejection in intermediate school learners; progenitive rejection is the vulnerability criterion for dejection in intermediate school learners, that is, the more parental rejection behavior, the more obvious the depression in intermediate school students. In addition, it can be seen from the results that the parents' refusal is significantly higher than that reported by parents, indicating that the parents' refusal of intermediate school students is more negative than that of parents' refusal, that is, the refusal will be amplified through the perception of intermediate school students (Gonzalvez et al., 2019).

The study on the relationship between the social support system and peer acceptance unearthed pertaining the highest social support were mothers, father, gay friends and teachers; the high acceptance group received more social support from mothers, gay friends and teachers than the low acceptance group, and received less social support from mothers and gay friends than the acceptance group (Leung et al., 2022). The direct predictive role of parent autonomy support on individual social adaptation has been supported by a large number of studies, but different researchers have different criteria for assessing adolescent social adaptation, usually involving

indicators such as emotional experience, interpersonal relationships, scholarly milestone, alongside action-oriented setbacks (Li et al., 2018).

Attachment is generally delineated concerning special emotional relationship between the baby and his caregiver (generally the mother), which arises from the interplay of the baby and his parents, and is a kind of emotional connection and bond (Cherry, 2023). A new study shows that parent-child attachment to high school students is at a slightly lower middle level, with no notable disparities in gender, grade, family location, and only child status. Parent-child bond plus fellow appurtenance can negatively affect depression. Paternal coparenting can influence depression through the chain mediation of parent-child bond plus fellow appurtenance. Therefore, the risk of depression can be help alleviated by improving their collaborative parenting behavior and improving parent-child bond including fellow appurtenance (Liu, 2023).

Parents refused to parents in the family responsibility of parenting behavior, mainly refers to the progenitor's routine of parenting lack of positive youngsters, love expression, to children with physical and mental harm physical behavior and emotional indifference, such as parents ignore children, refuse and denial plus an array of negative parenting behavior (Rohner, 2021). The latest study on parental rejection states that parental rejection is a significant positive prediction of depression. parental rejection as deficient nurturing tactic can induce to depression in intermediate school learners. It can be seen that parental refusal is an important predictor of depression in junior high school students. Under the refusal of parenting behavior of parents, individuals will be depressed due to regular lack of acceptance and care. Junior high school students pay attention to others 'evaluation and views of themselves, and believe that their value largely depends on the acceptance and recognition of their custodians, cohorts including facilitators. Parents' refusal will make students deny their value, lead to low self-esteem, and thus develop depression. As a result, the higher the parental refusal level, the more serious the depression of intermediate school students. Individuals inherit a tendency to pursue caregivers, seek shelter, and feel safe.

In parent-child interaction, if the emotional communication required by children is ignored, rejected or ineffective by parents, then children's emotions cannot be released in time, plus it becomes easy to produce cognitive deviations of not being recognized and liked, plus inadequacy of security. This insecure attachment can also hinder the formation and development of positive emotional interactions, eventually provoking dejection. Denuse sensitivity is a key mediator of parental refusal affecting depression in intermediate school learners. In the mechanisms by which parental rejection affects depression, rejection sensitivity plays a partial mediator, linking parental rejection with depression, where the repercussion of parental rejection on depression is partially explained by rejection sensitivity. When the individual perceived that parental refusal increased, it not only led to increased depression accounted to the condition itself, but also further deepened depression accounted to the increased sensitivity to refusal. Cognitive reevaluation can mediate the ramification of custodial refusal on depression. The positive preemptive repercussion of custodial refusal on depression decreased as cognitive reappraisal increased (Li, 2022).

Parent autonomy support denotes support of important others, such as facilitators including progenitors for their own free choice and decision, obtaining valuable information from important others, obtaining emotional experience and feeling less pressure (Wei et al., 2022). It has four requirements for important others who grant support: first, to furnish a basic explanation of the behavioral requirements; second, to fathom feelings of others; again, to confer choices and to stimulate initiative; and finally, to reduce the controlling behavior (Ryan et al.,2020). The abstraction of self-sufficiency sustenance not only emphasizes the centrality of independent needs among the three basic needs of individual development, but also reflects the positive role of environmental support on individual development (Reeve et al.,2021) linking the prerequisites of the single entity with the environment.

The latest study on parents 'self-sufficiency sustenance shows that it can not only directly affect the subjective maturation scheme of college students, but also indirectly influence their subjective maturation

scheme through self-control. Parents' self-sufficiency sustenance is significantly correlated with self-control and their subjective maturation scheme; self-control and their subjective maturation scheme; self-control in progenitors self-sufficiency sustenance alongside subjective maturation scheme (Wu et al., 2023). At present, most studies concentrate on the ramification of parenting style on parent-child attachment. A selection of probes has disclosed attachment security is significantly correlated with the facets of nurturing tactic (authoritative, autocratic, doting parenting), among which it is significantly negatively correlated with autocratic parenting and doting parenting. Authoritarian parenting practices partially mediates between attachment security and pro-social behavior.

This paper studies Chinese youth to explore the relationship between parent-child attachment, perceived parental refusal and autonomy support by questionnaire, providing a theoretical basis for family upbringing and ultimately effectively promoting the inner stability regarding Chinese adolescents. This study explored the mechanisms concerning parent-child relationships, particularly focusing on attachment, perceived parental rejection, and autonomy support within Chinese families. Its significance embedded in examining how these elements impact adolescents' psychological well-being, academic achievements, plus communal encounters. The study was particularly relevant due to the unique cultural and societal context of China, where parenting styles can differ markedly from those in Western cultures. By delving into these specific family dynamics, the research aimed to enhance understanding concerning determinants that contribute to healthy adolescent development in a Chinese context, providing valuable insights for improving parenting strategies, educational approaches, including inner stability interventions.

**Objectives of the Study** - This study aimed to explore the possible relationships of parent-child attachment, perceived parental refusal and autonomy support as the basis of family education. Specifically, it aimed to describe the profile of respondents in sex, age, only child, educational attainment, place of origin, fathers' attainment, and mother's attainment.; determined the attachment type of respondents, perceive parental rejection and autonomy support; compared the disparities among the three variables according to individual situation; tested the possible relationship between variables; and proposed family education positioned from inquiry results.

## 2. Methods

**Research Design** - The researcher utilized a quantitative descriptive research design. According to McCombes (2023), quantitative descriptive research involves collecting numerical data to describe characteristics, identify patterns, and understand relationships within a specific population. This approach allowed the researchers to systematically measure and analyze the levels of parent-child attachment, perceived parental rejection, and autonomy support among Chinese adolescents. By employing this methodology, the researcher aimed to furnish a comprehensive overview of the prevalence and nature of these psychological constructs within the target demographic. The researcher used standardized questionnaires to aggregate sizable evidence, ensuring that the results were representative and could be generalized to a broader population. The study's findings offered valuable insights into the dynamics of parent-child relationships and the ramification of parental behaviors on adolescent maturation in the Chinese customary milieu.

**Participants of the Study** - The Chinese youth were chosen as the research subjects on account of their significant representation in the population, as indicated by China's seventh census, which recorded 344.2 million individuals aged 14-29. This demographic is particularly relevant for studying trends and behaviors within a sizable and diverse group. The sample size of 385 was determined using the Raosoft Sample Size Calculator to ensure statistical validity and reliability. The researcher employed the Chinese questionnaire distribution software, Questionnaire Star, for its efficiency and accessibility in reaching the target population, facilitating the distribution and collection of questionnaires online.

**Measures - Parent-child Attachment Scale.** The quality of parent-child attachment was measured by using

the parent-child attachment and parent-child attachment subscales revised by Wang et al.,(2012). Each sub-questionnaire contains 15 questions concerning trust, communication and alienation. Use 5 points to score, from "never so" to "always so" respectively count 1 to 5 points. The total score of the questionnaire adds the scores of the trust and communication dimensions and subtracting the scores of the alienation dimension, and higher scores indicate higher attachment quality. Construct validity was determined by confirmatory factor analyses. The mean of the internal consistencies was 0.79. Systematic correlations between ChiP-C scales and the German EMBU validated the ChiP-C's convergent and discriminant validity. Additionally, ChiP-C scales were significantly linked to psychopathological symptoms in parent and youth questionnaires. Thus, the ChiP-C is an efficient tool for reliably assessing the child-parent relationship based on the child's perspective. The parent-child attachment scale was employed by Tan et al. (2023) when they conducted a study about parent-child attachment and mental health in young adolescents. The adjusted intercession paradigm divulged realizations: Parent-child attachment notably as well as favorably interceded juveniles' inner stability. Psychological quality partially mediated the link between parent-child attachment and adolescents' mental health. Additionally, task-focused coping moderated the relationship between psychological quality plus inner stability.

*Perceived Parental Rejection Scale.* In this study, the test topic of the rejection factor in EMBU was selected as a research tool to measure parental rejection. In this questionnaire, there were six questions about the father's rejection factor, and the questionnaire was 1 to 4, "1" means "never", "2" means "occasionally" and "3" means "often" and "4" means "always". The higher the questionnaire score is, the higher the perceived refusal level of the children in the process of family upbringing is; the lower the questionnaire score is, the less the children feel the rejection from their parents during the upbringing process. According to Rohner et al., (2016), aforementioned scale, often used in studies involving parent-child relationships, has demonstrated solid psychometric properties. The scale's reliability is reinforced by consistent findings across various studies, indicating it reliably measures perceived parental rejection. Its validity is established through significant correlations with measures of psychological adjustment and other relevant constructs, confirming that it accurately assesses the intended concept. This is a newly developed measure. They condensed the credibility of the child, adult, plus parent versions of the PARQ in a meta-analysis of 51 studies worldwide. The results strongly suggest tat the measure is reliable for research and for clinical and applied purposes internally as well as for use among ethnic groups within the United States. Moreover, the overall alpha coefficient was 0.89. Supplemental verification on the cross-border assessment in-variance of the check sheet was provided. The factor structure and in-variance of the Adult PARQ were tested in the U.S., Australia, and Italy, showing full in-variance across these regions and supporting the universality of a key principle in interpersonal acceptance-rejection theory. A recent study conducted in China by Zhu et al. (2019) utilized the Perceived Parental Rejection Scale to explore the relationship between perceived parental rejection and psychological outcomes among Chinese adolescents. The study found that perceived parental rejection was significantly associated with elevated magnitude of agitation alongside despondency among the participants, highlighting the scale's relevance and applicability in Chinese cultural contexts.

*Parental Autonomy Support Self-Rating Scale.* This has 12 items, concerning "Parents let me make my own choice whenever possible". Using 5 points, 1 means "very inconsistent" and 5 means "very consistent", and a higher score indicates a higher perceived parental autonomy support for the adolescent. Fu et al. (2024) recruited 738 Chinese college students, with 72 of them participating in a retest four weeks later. The validity of the Parental Autonomy Support Scale (PASS) was evaluated using the Parental Psychological Control Scale (PPCS) and the Self-Esteem Scale (RSES). The revised PASS, consisting of nine items across three dimensions—autonomous decision-making, transpositional thinking, and willingness to respect—demonstrated a good fit for the three-factor ESEM model (TLI = 0.981, CFI = 0.994, RMSEA = 0.046). The PASS exhibited a significant negative correlation with the total score of the PPCS ( $r = -0.344, p < .001$ ) and a significant positive correlation with the total score of the RSES ( $r = 0.297, p < .001$ ). The composite reliability coefficient for the total score was 0.913, and the test-retest reliability coefficients were 0.827 for the total score and between 0.626 and 0.744 for the three dimensions.

**Data Gathering Procedure** - The questionnaires were distributed electronically, allowing participants to complete them at their convenience. The deployment of online distribution facilitated the repository of a large and diverse sample within a relatively short time frame. Participants were assured of the confidentiality and anonymity of their responses, encouraging straightforward alongside verifiable reporting. After collecting the responses, the researcher performed data screening and cleaning to identify and address any incomplete or inconsistent responses. This process ensured the integrity and caliber of the data deployed in the analysis. This procedure enabled the researcher to aggregate elaborate and accurate figures, granting for a rigorous probe of the relationships between parent-child attachment, perceived parental rejection, and autonomy support among Chinese adolescents.

**Data Analysis** - This study used SPSS 28.0 software, mainly using the following methods for evidence scrutiny: descriptive analysis, factor analysis, internal consistency coefficient, correlation analysis and regression analysis. Specifically, quantitative figures, including frequency and percentage, mean, and standard deviation, were first processed using descriptive statistics. Pearson product-moment correlations were used to determine whether there was a relationship between parent-child attachment, perceived parental refusal, and autonomic support. Finally, regression equation analysis was used to predict the repercussion of perceived parental rejection alongside self-sufficiency sustenance on parent-child attachment.

**Ethical Considerations** - Data for this study were collected through an online survey administered to a sample of Chinese adolescents. To ensure participant anonymity, all data were collected and stored electronically. Participants were recruited through [specify recruitment methods, e.g., schools, online platforms, social media]. Informed consent was obtained from all participants prior to survey completion. The online questionnaire consisted of three main sections: This study resolutely protects the rights of the subjects, and strictly follows the principles of ethics, voluntarism, confidentiality, and benefit and harmlessness. At the beginning of each questionnaire, the researchers explained the purpose and significance of the research to the participants in detail. Before all participants participated in the test, an informed consent form was issued. After obtaining the informed consent of the respondents, the survey was floated, and the privacy of the respondents including the details of the check sheet were guaranteed not to be leaked. Each participant participated voluntarily, anonymously, and was asked to answer questions truthfully and honestly. They were also told that they could voluntarily withdraw from the survey if they did not wish to participate.

### 3. Results and discussions

Table 1 provides respondents' percentage distribution of the census account, consisting of 354 individuals. It included parameters including sex, whether the respondent is a solo offspring, age, educational attainment, place of origin, father's educational attainment, and mother's educational attainment. The highest percentage is observed in the "Female" category under the "Sex" variable, with 54.8% of the respondents being female. The higher percentage of female respondents juxtaposed to males in China suggests that the study may have a higher representation of females. This could influence the analysis and interpretation of the metrics, particularly if there are gender-specific factors pertaining to the research topic. A disproportionate number of female respondents could potentially skew the results, especially if there are inherent gender differences in the variables under investigation, such as parent-child attachment, perceived parental rejection, and autonomy support. Findings coincide with the study of Alnjadat et al. (2019) which revealed that there were 61% female and 39% male students. Female respondents dominated the target population.

The highest percentage of respondents falls within the "25 to 39 years old" age group, comprising 44.4% of the total sample. This indicates that a significant portion of the respondents are approaching thirty, representing a substantial demographic within the sample population. The lowest percentage is found in the "Age" 15 to 24 years old" category, accounting for only 16.9% of the respondents. The lower percentage of respondents in the 15 to 24 years old age group indicates a potential limitation in the representation of younger individuals in China. This may impact the generalizability of findings, especially if the research aims to explore issues relevant to

youth. Stated findings corroborate with study by Vorage et al. (2020) which revealed that predominant number of the youngsters were in the late twenties and thirties while those age 24 and under comprised the least number of populations.

**Table 1**  
*Respondent's Demographic Profile (n=354)*

Profile	f	%
<b>Sex</b>		
Male	160	45.2
Female	194	54.8
<b>Only Child</b>		
Yes	240	67.8
No	114	32.2
<b>Age</b>		
15 to 24 years old	60	16.9
25 to 39 years old	157	44.4
40 to 49 years old	137	38.7
<b>Educational Attainment</b>		
High School	52	14.7
Vocational	84	23.7
College	85	24.0
Master's Degree	76	21.5
Doctoral Degree	57	16.1
<b>Place of Origin</b>		
Town	287	81.1
Village	67	18.9
<b>Father's Educational Attainment</b>		
High School	131	37.0
Vocational	172	48.6
College	51	14.4
<b>Mother's Educational Attainment</b>		
High School	133	37.6
Vocational	179	50.6
College	42	11.9

The highest percentage of respondents in China falls under the "College" category, accounting for 24.0% of the total sample. The lowest percentage is observed in the "High School" category, with only 14.7% of respondents having attained this level of education. The distribution across various levels of educational attainment indicates a diverse sample, encompassing individuals with different academic backgrounds and qualifications. This diversity enriches the study by providing insights from individuals with varying levels of educational experiences and expertise. The lower percentage of respondents with a high school education suggests that the sample may be skewed towards individuals with higher levels of education. This could potentially influence the generalizability of the study findings, particularly if the research aims to explore issues specific to individuals with lower levels of educational attainment. Differences in perspectives, knowledge, and experiences related to education could sway the findings and should be regarded during analysis and discussion. Understanding the distribution of educational attainment among respondents can inform the development of targeted interventions or programs aimed at addressing specific educational needs or challenges identified within the sample population. Stated findings somehow aligned Albia et al. (2020)'s probe which revealed that majority of the respondents were college degree holders.

The predominant proportion of Chinese youths are from "Town," comprising 81.1% of the total sample. The lowest proportion are from "Village," representing only 18.9% of the total sample. The significant disparity in percentages between respondents from towns and villages suggests a potential urban bias within the sample. This urban bias may skew research findings and conclusions towards perspectives and experiences more representative of urban areas, neglecting the unique challenges and circumstances faced by individuals from rural villages. The low representation of respondents from villages raises concerns about the adequacy of rural voices and perspectives. Given the substantial portion of the population residing in rural areas in China, the under-representation of respondents from villages may hinder the maturation of effective policies and

interventions tailored to address rural-specific issues and challenges. Policymakers and stakeholders may overlook critical concerns impacting rural communities if research samples predominantly consist of urban residents.

The highest percentage of respondents' fathers have a "Vocational" education, accounting for 48.6% of the total sample in China. The lowest percentage of respondents' fathers have a "College" education, representing only 14.4% of the total sample. The pervasiveness of respondents' fathers with vocational education highlights a significant emphasis on practical skills and technical training within the sample population. This suggests a cultural or societal preference for vocational education pathways, potentially reflecting the perceived value of hands-on skills and workforce readiness in the labor market. The disparity in educational attainment levels among respondents' fathers' underscores variations in access to educational opportunities and resources. The highest percentage of respondents' mothers in China have a "Vocational" education, accounting for 50.6% of the total sample. The lowest percentage of respondents' mothers have a "College" education, representing only 11.9% of the total sample. The prevalence of respondents' mothers with vocational education underscores a significant emphasis on practical skills and technical training within the sample population. This suggests a cultural or societal preference for vocational education pathways among women, potentially reflecting the perceived value of vocational aptitudes in the labor market. The disparity between vocational and college education among respondents' mothers reflects gendered patterns in scholastic realization. Women tend to pursue vocational education options, while college education opportunities could be less accessible or less prioritized for them. Understanding these gender dynamics is crucial for addressing disparities in educational opportunities and outcomes.

In summary, the demographic profile of the respondents in this study reveals several key characteristics of the sample population. Notably, there is an over representation of female participants, with 54.8% of the sample identifying as female. This gender imbalance should be considered when interpreting the findings. The majority of respondents (67.8%) are not only children, indicating that a significant portion of the sample comes from families with multiple children. The age distribution is relatively wide, with a substantial proportion of respondents falling within the 25-39 age group (44.4%), suggesting that the sample may include a mix of adolescents and young adults. Regarding educational attainment, the data indicate a diverse educational background among the respondents, with a significant proportion holding vocational (23.7%) or college degrees (24.0%). This suggests a relatively educated sample population. The majority of respondents (81.1%) originate from towns, while a smaller proportion comes from villages. This finding suggests that the sample is predominantly urban-based.

**Table 2**  
*Respondent's Parental Attachment (n=354)*

Parental Attachment	Mean	Std.	Rank	Interpretation
<i>Father</i>				
I think my father is very competent	3.85	1.28	1	Often
I want someone else to be my father	3.60	1.34	23	Often
I thought it was useless to show my feelings to Dad.	3.58	1.37	25	Often
Dad will consider my opinion when discussing things together.	3.80	1.25	3	Often
My father trusts my judgment.	3.81	1.22	2	Often
I was angry with my father.	3.64	1.37	24	Often
<i>Mother</i>				
I think my mother is very competent.	3.81	1.21	2.5	Often
I want someone else to be my mother.	3.58	1.39	24.5	Often
My mother can accept everything from me.	3.81	1.28	2.5	Often
I didn't think it was useful to show my feelings to my mother	3.61	1.38	23	Often
It's easy to upset me by being with my mom.	3.58	1.38	24.5	Often
I trust my mother	3.84	1.29	1	Often
<i>Attachment (Father)</i>	3.72	1.07		Often
<i>Attachment (Mother)</i>	3.73	1.07		Often

*Legend: 1.00 – 1.49 never, 1.50 – 2.49 occasionally, 2.50 – 3.49 sometimes, 3.5 – 4.49 often, 4.5 – 5.00 always*

Table 2 presents respondents' perceptions of parental attachment, both with their fathers and mothers, based on various statements. The mean score for statements related to father's attachment ranges from 3.58 to 3.85,



indicating that respondents generally perceive their relationships with their fathers positively. Specifically, respondents often perceive their fathers as competent, trust their judgment, and believe their opinions are considered during discussions. However, some respondents express occasional feelings of anger towards their fathers or find it useless to show their feelings to them. Similarly, the mean scores for statements related to mother's attachment range from 3.58 to 3.84, indicating overall positive views of affiliations with mothers. Respondents often perceive their mothers as competent, trusting, and accepting of everything from them.

The high mean scores and frequent endorsement of statements related to parental attachment suggest that respondents generally have positive relationships with both their fathers and mothers. This positive parental attachment can contribute to various aspects of respondents' well-being, including emotional support, sense of security, and self-esteem. While overall perceptions of parental attachment are positive, there is variability among respondents in their specific perceptions and experiences. Some respondents may experience occasional negative emotions or challenges in the affiliations with guardians, highlighting the complexity and diversity of parent-child dynamics. Statements indicating occasional reluctance to express feelings to parents underscore the centrality of open communication and emotional expression within parent-child relationships. Encouraging and facilitating open dialogue between parents and children can enhance understanding, trust, and mutual support within the family unit.

Occasional expressions of negative emotions, such as anger or feelings of wanting someone else to be a parent, may signal underlying issues or unmet needs within parent-child relationships. Providing resources and sustenance for lineages to address communication barriers, manage conflicts, and strengthen bonds can promote healthier and more fulfilling relationships. Regular assessment and monitoring of parental attachment dynamics can help identify areas of strength and areas needing improvement within parent-child relationships. Initiatives geared at enhancing parental attachment and family cohesion can contribute favorable expansive end results and overall well-being for both parental figures alongside offsprings. Stated results at some point relate to the several studies. He et al. (2018). and others also studied the influence of parent-child attachment and peer attachment on adolescent emotional regulation. The results showed that adolescents with good parent-child attachment and peer attachment have strong emotional regulation ability and have strong compassion. Parents have an important influence on the emotional development of adolescents. Monaco et al. (2019) believe that attachment experiences affect the emotional evaluation strategies, facial expressions and emotional regulation strategies of adolescents. Parent-child attachment in adolescents has a lasting impact on emotional ability and individual perceived stress.

**Table 3**  
*Respondent's Parenting Style (n=354)*

	Mean	Std.	Rank	Interpretation
<b>Father</b>				
I can feel my parents' love for me.	2.90	0.91	4	Often
I think my parents respect my opinion.	2.90	0.86	4	Often
My parents often criticize me in front of others for being lazy and useless.	2.63	0.96	65.5	Often
If something happens, I am often one of my brothers and sisters	2.64	0.89	64	Often
My parents can let me develop naturally.	2.94	0.85	1	Often
My parents had beaten me for no apparent reason.	2.63	0.95	65.5	Often
I feel warm, considerate and affectionate with my parents	2.90	0.88	4	Often
When what I did is successful, I think my parents are very proud of me	2.93	0.87	2	Often
<b>Mother</b>				
I can feel him / she like me through her parents' talk and expressions	2.87	0.95	1	Often
When I was a child, my parents beat me or scolded me in front of others	2.53	1.03	66	Often
I think my parents respect my opinion.	2.85	0.95	2	Often
My parents always say something similar to me: "I will be very sad if you do this."	2.54	1.01	65	Often
My parents often treat me in a way that embarrass me	2.58	1.02	64	Often
When what I did is successful, I think my parents are very proud of me	2.83	0.98	3	Often
<b>Style (Father)</b>	<b>2.78</b>	<b>0.29</b>		<b>Often</b>
<b>Style (Mother)</b>	<b>2.68</b>	<b>0.25</b>		<b>Often</b>

*Legend: 1.00 – 1.49 never, 1.50 – 2.49 sometimes, 2.50 – 3.49 often, 3.5 – 4.00 Always*

Table 3 provides insights into respondents' perceptions of parenting styles exhibited by their fathers and mothers. The mean scores for statements related to father's parenting style range from 2.63 to 2.94, with an

overall mean of 2.78. Respondents often perceive their fathers as allowing them to develop naturally, expressing warmth and affection, and feeling proud of their successes. However, some respondents indicate frequent criticism from their fathers or instances of being beaten without apparent reason. Similarly, the mean scores for statements related to mother's parenting style range from 2.53 to 2.87, with an overall mean of 2.68. Respondents often perceive their mothers as expressing love and affection through their actions and words, respecting their opinions, and feeling proud of their achievements. However, occasional instances of embarrassment on account of their mothers' behavior or being scolded in front of others are reported.

The high mean scores and frequent endorsement of statements related to parental affection and pride suggest that respondents generally perceive their relationships with their parents positively. Expressions of love, warmth, and pride contribute to a sense of security, self-worth, and emotional well-being among children. Statements indicating perceived respect for opinions and expressions of pride in children's achievements highlight the importance of parental support and validation. Respectful communication and acknowledgment of children's perspectives and accomplishments foster trust, confidence, and healthy self-esteem. Instances of criticism, embarrassment, or physical punishment reported by some respondents underscore the potential detrimental repercussion of certain parenting behaviors on children's well-being. Such behaviors may contribute to feelings of inadequacy, shame, or resentment, affecting parent-child relationships and children's emotional development. Parental figures operate a crucial function in refining offsprings' behavior and attitudes through their disciplinary practices. Emphasizing positive discipline mechanisms, including constructive feedback, setting clear expectations, and promoting self-regulation, can help cultivate a reinforcing plus nurturing family environment. Open communication channels and effective conflict resolution skills are essential for maintaining healthy parent-child relationships. Encouraging dialogue, active listening, and mutual respect allows parents and children to address conflicts or misunderstandings constructively and strengthen their bonds over time. Stated realizations agree to the findings by Romero-Acosta et al. (2021) which proposed that in the parenting style, parents 'more negative behaviors such as rejection and hostility were significantly associated with children's internalizing problems such as anxiety and depression.

**Table 4**  
*Respondent's Parental Autonomy Support (n=354)*

Items	Mean	Std.dev.	Rank	Interpretation
Whenever possible, my parents will let me make my own decisions	3.72	1.27	8	Basically conform
When I encounter problems, my parents listen to my opinions and opinions	3.73	1.28	7	Basically conform
My parents did not support me and let me do it their way	3.78	1.26	3	Basically conform
Parents allow us to make decisions on our own things	3.74	1.28	6	Basically conform
Parents are usually willing to consider things from my standpoint	3.71	1.23	9	Basically conform
My parents helped me choose my own path of life	2.89	0.83	14	Indeterminacy
When my parents asked me to do something, they explained to me why	3.33	0.97	12	Indeterminacy
Even if my parents and I have different opinions about something, they wouldn't get angry with me	3.00	1.18	13	Indeterminacy
My parents told me to plan what I wanted to do for myself	2.64	0.80	15	Indeterminacy
When deciding something to me, my parents encouraged me to put forward my own ideas and opinions.	3.36	1.18	11	Indeterminacy
My parents trust me, and they believe that, without supervision, I will do it according to their expectations.	3.75	1.26	5	Basically conform
My parents don't insist that I ask for their permission to do everything.	3.81	1.23	2	Basically conform
Whenever possible, my parents will let me make my own decisions	3.77	1.22	4	Basically conform
When I encounter problems, my parents listen to my opinions and opinions	3.82	1.20	1	Basically conform
My parents did not support me and let me do it their way	3.69	1.24	10	Basically conform
	52.74	17.43		

Legend: 1.00 – 1.49 it doesn't fit, 1.50 – 2.49 does not conform, 2.50 – 3.49 indeterminacy, 3.5 – 4.49 basically conform, 4.5 – 5.00 complete character

Table 4 provides insights into respondents' perceptions of parental autonomy, reflecting the extent to which they feel empowered to make their own decisions and express their opinions within the family context. The mean scores for statements related to parental autonomy range from 2.64 to 3.82, with an overall mean of 52.74. Respondents generally perceive their parents as allowing them a considerable degree of self-sufficiency in decision-making and expressing their opinions. They report that their parents listen to their opinions, consider their perspectives, and encourage them to make their own choices. The high mean scores and frequent endorsement of statements related to parental autonomy suggest that respondents generally perceive their parents as supportive and encouraging of their independence and self-expression. This supportive guidance stimulates a realization of empowerment, confidence, and self-reliance among children, promoting self-evolution alongside development.

Statements indicating that parents listen to their children's opinions, encourage them to express their ideas, and provide explanations for their decisions highlight the importance of open communication within parent-child relationships. Establishing a climate of trust, respect, and mutual understanding allows for meaningful dialogue, problem-solving, and conflict resolution within the family. Parents' willingness for their offspring to self-decide and choose their own paths in life reflects respect for their individual agency and autonomy. Recognizing and honoring children's autonomy cultivates a realization of commitment, accountability, and answerability of their conduct and choices. While promoting parental autonomy is paramount for fostering children's independence and self-confidence, likewise it is paramount for parents to provide guidance, support, and supervision as needed. Equilibrating self-sufficiency alongside guidance allows parents to empower their children while still ensuring their well-being and safety. The level of parental autonomy experienced by respondents may vary depending on cultural norms, family dynamics, and individual circumstances. Understanding cultural values, traditions, and parenting practices can provide realizations concerning the context-specific factors influencing parental autonomy plus its ramifications for child development.

Recent findings align with the scrutiny of Xu et al. (2019) which believed that in the parenting environment where parents support themselves, children can more perceive their parents' understanding and help, and improve their realization of security and self-worth, which is more conducive to their future career planning. Some scholars have found that individuals who have been in the parental autonomy support environment for a long time are usually more active in interpersonal communication and activity participation. They excel at seizing opportunities to challenge themselves and improve themselves, so their realization of ability and independence are relatively high. Overall, respondents perceive a high level of parental autonomy support, indicating that they feel empowered to make decisions and express opinions. This supportive environment fosters independence, self-reliance, and open communication within families. While cultural and individual factors influence the extent of parental autonomy, the findings suggest a positive trend towards more democratic and supportive parenting styles among Chinese families. This shift is crucial for cultivating adolescents' self-esteem, resilience, and overall well-being.

**Table 5**  
*Differences on the Parental Attachment when compared according to Profile*

Profile	Father			Mother		
	t/F	p-value	Int.	t/F	p-value	Int.
Sex	-.210	.834	NS	-.365	.716	NS
Only Child	.365	.715	NS	.687	.493	NS
Age	2.241	.108	NS	3.393	.035	S
Educational Attainment	1.111	.351	NS	1.601	.174	NS
Place of Origin	.979	.328	NS	1.406	.161	NS
Father's Educational Attainment	.049	.952	NS	.269	.764	NS
Mother's Educational Attainment	.128	.879	NS	.276	.759	NS

*Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant*

Table 5 presents the results of comparing parental attachment scores based on various demographic profiles, including sex, only child status, age, educational attainment (both father's and mother's), and place of origin. Disparity in father's attachment scores was examined across various demographic factors. Firstly, regarding sex,

the analysis showed that there is no significant variation in father's attachment between males and females ( $p = 0.834$ ). Similarly, respondents' status as only children or having siblings had insubstantial influence father's attachment scores ( $p = 0.715$ ). While the difference in father's attachment based on age approached significance ( $p = 0.108$ ), indicating a potential trend where older respondents may have slightly diverse viewpoints of father's attachment compared to younger respondents, it did not reach statistical significance. Furthermore, there was no noteworthy disparity in father's attachment scores based on respondents' educational attainment ( $p = 0.351$ ) or place of origin ( $p = 0.328$ ). Similarly, father's educational attainment had insubstantial impact father's attachment scores ( $p = 0.952$ ). Overall, these realizations put forward relatively consistent perceptions of father's attachment across different demographic profiles, with no significant disparities observed based on sex, only child status, age, educational attainment, place of origin, or father's educational attainment.

Overall, while some demographic factors (including age for mother's attachment) show significant differences, most comparisons do not arrive noteworthy levels, indicating relatively consistent perceptions of parental attachment across different demographic profiles. Above findings negate the findings by Delgado et al. (2022) which divulged that respondents' parental attachment differ when grouped according to profile variables such as age, sex and educational attainment.

**Table 6**

*Differences on the Parenting Style when compared according to Profile*

Profile	Father			Mother		
	t/F	p-value	Int.	t/F	p-value	Int.
Sex	.311	.756	NS	1.692	.091	NS
Only Child	3.559	.000	S	3.976	.000	S
Age	13.432	.000	S	12.983	.000	S
Educational Attainment	4.282	.002	S	4.192	.003	S
Place of Origin	4.598	.000	S	3.722	.000	S
Father's Educational Attainment	1.343	.262	NS	.584	.558	NS
Mother's Educational Attainment	8.379	.000	S	4.249	.015	S

*Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant*

Table 6 illustrates the differences in parenting style based on demographic profiles, several factors were considered. Firstly, concerning sex, there were no notable disparities in parenting style concerning gender groups for both fathers ( $p = 0.756$ ) and mothers ( $p = 0.091$ ). However, significant differences were observed for respondents who were only children compared to those who had siblings, indicating distinct parenting styles between these groups for both fathers ( $p < 0.001$ ) and mothers ( $p < 0.001$ ). Additionally, age significantly influenced parenting style perceptions for both fathers ( $p < 0.001$ ) and mothers ( $p < 0.001$ ), suggesting variations in parenting approaches across different age groups. Similarly, educational attainment had a significant impact on parenting style for both fathers ( $p = 0.002$ ) and mothers ( $p = 0.003$ ). Moreover, respondents' place of origin significantly influenced parenting style perceptions for fathers ( $p < 0.001$ ) and mothers ( $p < 0.001$ ), indicating differences in parenting approaches based on geographical location. However, father's educational attainment had insubstantial repercussion on parenting style ( $p = 0.262$ ), while mother's educational attainment showed significant differences ( $p < 0.001$ ).

Overall, these findings highlight the influence of various demographic factors on parenting style perceptions, underscoring the importance of considering such factors in understanding and addressing parenting dynamics within families. The findings underscore the significance of demographic factors in shaping perceptions of parenting styles, emphasizing the necessity of accounting for these factors when examining and addressing parental dynamics within families. This recognition highlights the nuanced interplay between individual characteristics and familial interactions, offering valuable insights for interventions and support initiatives aimed at promoting positive parenting practices and family well-being.

Stated results affirm the indicate study by Hadjicharalambous et al. (2020) which disclosed that parents' personal attributes are notably associated with the child-rearing practices employed. In addition, research has shown that assertive child-rearing is positively correlated with parents' favorable perceptions of their children's

schoolhouse execution, lineage bonds, communal acumens, alongside self-regard. This parenting style, characterized by a balanced approach that combines high responsiveness and high demands, tends to foster a supportive and communicative environment. Accordingly, parents who adopt an authoritative approach often view their children’s academic achievements and social interactions more positively.

**Table 7**

*Differences on Parenting Autonomy when compared according to Profile*

Profile	Parenting Autonomy		
	t/F	p-value	Int.
Sex	-.727	.468	Not Significant
Only Child	.022	.982	Not Significant
Age	1.614	.201	Not Significant
Educational Attainment	1.190	.315	Not Significant
Place of Origin	.315	.753	Not Significant
Father’s Educational Attainment	.029	.971	Not Significant
Mother’s Educational Attainment	.201	.818	Not Significant

*Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant*

Table 7 discloses the examination of differences in parenting autonomy based on demographic profiles, several factors were considered. Firstly, regarding sex, there were no notable disparities observed in parenting autonomy concerning gender groups ( $p = 0.468$ ), indicating that gender does not yield a significant role in determining parenting autonomy. Similarly, being an only child versus having siblings did not significantly impact parenting autonomy ( $p = 0.982$ ), suggesting that family structure does not influence parental autonomy perceptions. Additionally, age ( $p = 0.201$ ), educational attainment ( $p = 0.315$ ), place of origin ( $p = 0.753$ ), father’s educational attainment ( $p = 0.971$ ), and mother’s educational attainment ( $p = 0.818$ ) did not show significant differences in parenting autonomy perceptions.

Overall, realizations confer that demographic factors such as sex, family structure, age, and educational background had insubstantial repercussion on perceptions of parenting autonomy among respondents. The implication of these findings is that when it comes to parenting autonomy, demographic determinants including sex, family structure, age, and educational background may not be significant determinants. This suggests that regardless of individual characteristics such as gender, family size, age, or level of education, individuals may perceive similar levels of autonomy in their relationships with their parents. Understanding this lack of influence from demographic factors can guide interventions and support systems designed to enhance parenting practices, as they can be tailored to address broader psychological and emotional dynamics rather than demographic specifics. Stated results attest the study by Kalayci et al. (2018) which also revealed that demographic factors such as gender, age, occupation, or level of education do not significantly impact parents' perceptions of parental involvement.

**Table 8**

*Correlation Matrix of the Variables of the Study*

	Parental Attachment				Parenting Style			
	Father		Mother		Father		Mother	
	r	p-value	r	p-value	r	p-value	r	p-value
PA - Father	-	-	.978	.000	.174	.001	.203	.000
PA – Mother	.978	.000	-	-	.194	.000	.222	.000
PS - Father	.174	.001	.194	.000	-	-	.858	.00
PS – Mother	.203	.000	.222	.000	.858	.000	-	-
Parental Autonomy	.946	.000	.945	.000	.112	.035	.132	.013

*Legend: Correlation is significant at 0.05 alpha level,*

Table 8 shows the correlation matrix reveals significant associations among the variables of the study. There is a strong positive correlation between parental attachment scores reported by fathers and mothers ( $r = 0.978$ ,  $p < 0.001$ ), indicating consistency in perceived attachment within the parental dyad. Similarly, significant positive correlations exist concerning parental bond alongside parenting style reported by both fathers and mothers,

suggesting that higher levels of attachment are associated with certain parenting styles. Additionally, there is a moderate positive correlation between parental autonomy and parental attachment, implying that greater perceived autonomy is linked with stronger parental attachment. These findings highlight the interconnectedness of parental dynamics and underscore the importance of examining multiple dimensions of parent-child relationships in understanding family dynamics.

The strong positive correlation concerning parental bond scores reported by both fathers and mothers suggests a high magnitude of consistency in how attachment is perceived within the parental dyad. This consistency underscores the shared understanding and emotional connection between parents supplying to a cohesive and supportive family environment. Furthermore, the significant positive correlations between parental attachment and parenting style indicate that higher levels of attachment are associated with particular parenting approaches. This implies that parents who feel more securely attached to their children may be more likely to exhibit nurturing, supportive, and authoritative parenting behaviors, which are known to promote positive child development outcomes. Moreover, the moderate positive correlation between parental autonomy and parental attachment suggests that parents who perceive greater autonomy in their children also tend to report stronger feelings of attachment. This finding implies that fostering a realization of independence and self-efficacy in children may enhance parent-child attachment bonds, as children who feel capable and empowered tend to form secure attachments with their guardians.

Broadly, these derivations point out the interconnectedness of various aspects of parent-child relationships plus reinforce the centrality of considering diverse facets of parental dynamics in understanding family dynamics. By recognizing the associations between parental attachment, parenting style, and autonomy, practitioners and researchers can develop more comprehensive interventions and strategies to support healthy family functioning and promote positive parent-child relationships. Stated results somewhat support the inquiry by Bi et al. (2018) which the repercussion of parenting mechanisms on adolescent cohesiveness with parental figures alongside the mediation effects of adolescents' expectations for behavioral autonomy and beliefs regarding parental authority legitimacy. Adolescents from authoritative households disclosed the utmost cohesion with both parents, with girls exhibiting greater cohesion with mothers in authoritative or indulgent parenting settings compared to boys. Expectations for behavioral autonomy mediated the relationship between parenting style and conflict, while beliefs about parental authority legitimacy mediated the connection between parenting style and family cohesion, with some variations based on gender.

#### **4. Conclusions and recommendations**

The majority of the respondents predominantly comprises female, non-only children aged 25-39 with at least a vocational education, residing in urban areas and coming from moderately educated families. However, the overrepresentation of females might limit the generalizability of the findings to the broader Chinese adolescent population. Chinese youths revealed often parental attachment. Also, parenting styles of the mother and father were often perceived. Respondents generally perceived their parents basically conform on parental autonomy. Respondents demographic profile did not influence differences on the perceptions of parental attachment and parenting autonomy. However, profile variables showed influence in the perceptions of parenting style. There was a significant correlation between parental attachment and parenting style, between parental attachment and parental autonomy, and parental autonomy and parenting style. A family education program was designed and proposed to enhance parent-child relationships among Chinese adolescents by fostering secure attachment, reducing perceived parental rejection, and promoting effective communication and interaction within families.

Chinese youths may promote healthy online habits by encouraging boundaries on social networking site usage and regular digital detoxes. Family counselors and therapists may emphasize the importance of open communication and emotional expression within families, provide strategies for addressing occasional negative emotions or conflicts within parent-child relationships and offer guidance on fostering positive parent-child

interactions to fortify lineage bonds. Child-rearing recovery groups and workshops may offer valuable guidance on favorable child-rearing tactics, aimed at minimizing instances of criticism, embarrassment, or physical punishment within the family unit. Educators and school administrators may create a classroom atmosphere that fosters open communication and encourages students to voice their perspectives through class discussions and other interactive activities. Policy makers and advocacy groups may implement policies that ensure equitable access to education for all demographic groups, thereby reducing disparities based on facets including gender, age, plus socioeconomic status. Parenting researchers and practitioners may further investigate the factors influencing parenting autonomy to deepen cognition of its dynamics and implications. Future researchers and analysts may account for gender representation bias in analyses, ensuring gender-specific factors are adequately considered, investigate younger age groups' perspectives to broaden understanding beyond the dominant late twenties to late thirties demographic and explore the ramification of higher education focus on research generalizability, considering diverse educational backgrounds. Parenting program developers may evaluate the family education program proposed by the researcher for improvement before its implementation.

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