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How Do Different Parenting Styles Influence Self-Regulated Learning: A Literature Review in the East Asian Cultural Context

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Abstract. This literature review examines how authoritative, authoritarian, and neglectful parenting styles may influence students' self-regulated learning (SRL) in Chinese families within the broader East Asian cultural context. Drawing on research on parenting styles and SRL, the review synthesises evidence concerning parental autonomy support, emotional responsiveness, behavioural control, parent–child relationships, motivation, self-efficacy, academic engagement, and learning-management behaviours. The reviewed literature suggests that authoritative parenting is generally associated with conditions supportive of SRL because it combines clear expectations with emotional support and opportunities for autonomy. Authoritarian parenting may provide external structure and support academic compliance, but strong control can restrict opportunities for students to internalise goals and practise independent regulation. Neglectful parenting may weaken SRL by providing insufficient guidance and emotional resources. This study also identifies the conceptual and methodological gap which is the most of research in China's context examined engagement, motivation, or academic achievement rather than SRL directly. It therefore argues for a gradual transfer of learning responsibility from adults to students and for future longitudinal research using multidimensional measures of SRL across different educational stages.

Keywords: self-regulated learning, parenting styles, parental autonomy support, Chinese families, East Asian education

1. Introduction

East Asian society is deeply rooted in Confucian culture and has long placed great emphasis on education. Students' academic performance is often closely linked to family expectations, opportunities for further education, and future social development [1]. Especially in Chinese families, education is usually regarded as an important way to promote children's personal growth and achieve stable future development. Therefore, enabling students not only to complete set learning tasks but also to develop continuous, positive and autonomous learning behaviours has gradually become a common concern for families, schools, and society. Especially in educational environments with intense competition and the pressure of further education, if students' learning

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mainly relies on external supervision or examination requirements, they may have difficulty forming long-term learning abilities that are suitable for higher education and future career development.

With the changes in China's economy and social structure, as well as the continuous development of educational concepts, educational goals have gradually shifted from merely emphasising knowledge acquisition and test scores to placing greater emphasis on students' comprehensive abilities and autonomous development [2]. In the primary education stage, students' learning activities are largely centred around curriculum requirements, assignments and exams. However, after entering university and even the future career stage, individuals need to assume more responsibilities for regulating their own learning, including setting learning goals, managing time, solving problems and continuously updating knowledge. Therefore, self-regulated learning (SRL) is not only related to students' current classroom participation and academic performance, but also closely related to their self-management, independent development, and lifelong learning ability.

However, the formation of self-regulated learning is not solely determined by school education or students' personal abilities. As one of the most important growth environments that individuals meet and spend the most time in, parents' educational methods, parent-child communication, emotional support, and attitudes towards autonomy can all influence students' understanding of learning, learning motivation, and ways of coping with academic pressure [3]. Especially in Chinese families that place great emphasis on their children's education, although parents generally pay attention to students' academic development, different parenting styles can form completely different family education environments. Therefore, rather than simply discussing whether parents value education, it is more necessary to further analyse how parents participate in their children's education and how different family interaction methods affect the formation of students' self-regulated learning behaviours. Baumrind's [4] theory of the association between parents' styles of parenting and adolescents' autonomy is applied here. Based on his classification of parenting styles, this article will compare the characteristics of the three main types: authoritative, authoritarian, and neglectful. Authoritarian parenting generally has clear rules and emotional support, gives children some freedom, and provides a basic sense of security. Authoritarian parents demand obedience and exercise strict control according to their own standards, while neglectful parenting only meets the basic material needs of children and shows a lack of behavioural supervision and emotional support. Different parenting styles can affect students' sense of purpose in learning, stress management during study, whether their motivation to learn is driven by external pressure or internal desire, and other issues such as emotional support, communication between parents and children, autonomy space, behavioural norms, etc.

From this perspective, the impact of family on students' self-regulated learning is not limited to direct learning behaviour changes, such as knowledge teaching or homework supervision; rather, it is more likely to be manifested in the long-term formation process of students' autonomy, learning confidence and self-management skills. Therefore, by exploring the association among various family-parenting styles and students' self-regulated learning, we can better understand the reasons for differences in students' learning behavior and offer specific guidance for family education and school support.

Therefore, this article selects Chinese families in the East Asian cultural context as the research subjects and investigates how the different parenting styles of parents affect students' self-regulated learning. Specifically, this article aims to answer the following questions: First, what are the main characteristics of the different parenting styles of parents in Chinese families in terms of educational participation and parent-child interaction? Second, how do authoritative, authoritarian and neglectful parenting styles affect the formation and development of students' self-regulated learning?

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2. Literature review

2.1. Definitions

Self-regulated learning (SRL) provides a useful framework for understanding how students actively manage and direct their own learning. Rather than focusing solely on students' willingness to learn, self-regulated learning (SRL) is actually a whole process of how learners manage their thoughts, emotions and behaviours to reach educational goals [5]. Zimmerman [6] indicates that the parts of self-regulation are goal setting, time management, use of learning strategies, self-evaluation, help-seeking, and self-motivational beliefs, such as self-efficacy. The above attributes of SRL are suitable for this study because they can show whether students actively carry out their own learning and how effectively they plan, regulate, and adjust their studies independently. The same framework considers SRL is not a single kind of learning behaviour but consists of cognitive, metacognitive, behavioural, motivational and emotional dimensions. Therefore, in this review, self-regulated learning refers to students' autonomous organization of their learning, which includes setting goals, planning study, managing time, regulating motivation and behaviour, monitoring progress, and adapting strategies in the face of difficulties. It is also different from other related ideas, such as autonomous motivation and learning engagement. Autonomous motivation refers to why students choose to learn, and engagement is how much students are involved in learning cognitively, behaviourally and emotionally. These factors may promote self-regulated learning (SRL), but they are not the same as SRL.

The second framework for analysing the development of self-regulation in students is the family environment. Baumrind's study of parental authority shows that parents have different styles in terms of behaviour demands, control, emotional support and encouragement of independence for their children [4]. Based on the above, the three types of parenting behaviour in this study are authoritarian, authoritative and neglectful. Authoritative parenting has high expectations and behavioural limits but is also emotionally responsive and gives children some freedom. Authoritarian parents demand obedience and strict control over their children; they have high expectations for behaviour, and the children have very few freedoms. Neglectful parenting is characterised by relatively low levels of both behaviour management and emotional support. These differences are important for SRL because students do not learn self-regulation through direct instruction alone. The scope of their choices and lives in the family will also affect how they learn in their free time, due to factors such as emotional support and responsibility. Based on the above, parenting style can be regarded as a particular kind of family environment in which students are given different degrees of freedom, various expectations are set, and gradually different responsibilities are taken on by parents and children.

2.2. Existing evidence and research gaps

Existing empirical research provides support for connecting parenting practices with students' learning regulation, but much of the literature studies related outcomes such as academic engagement rather than self-regulated learning (SRL). Shao and Kang [3] took 280 Chinese adolescents as the subjects of this study to determine whether a good relationship between parents and children positively influenced learning motivation and academic self-efficacy, thus raising students' interest in learning. According to the above research, the quality of students' family relationships may affect their desire to learn and their sense of self-efficacy in learning. Song et al. [7] also studied how parental autonomy support relates to self-regulation; 1,908 Chinese

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undergraduates were surveyed, and it was found that parental autonomy support positively influenced behavioural, emotional and cognitive engagement in online learning through self-regulation. That is to say, parental support for students' autonomy was associated with both increased participation and enhanced self-regulation of learning by the students themselves. Liu et al. [8] conducted a similar study on 1,501 students at the primary, middle, high school and university levels in Northeast China. Based on the results, caring and autonomy-supporting parenting are positively associated with school engagement; controlling parenting is negatively associated with it. Future orientation also moderated the above relationships; that is, parenting may affect students' study habits through a student's own conception of and preparation for the future.

All of the above studies suggest that the impact of parenting on students' learning is not carried out through a single path. Emotional support can boost a student's self-confidence and will to learn; autonomy support offers an opportunity to practice independent decision-making; and reasonable behavioural expectations can foster students' planning and self-management skills. At the same time, overbearing parents may lead to a reliance on external rewards, and uninvolved parents fail to provide both direction and support. However, a significant deficiency of the current studies is that many research conducted in China focuses on measuring outcomes such as learning engagement, academic motivation and school engagement, etc., rather than self-regulated learning as the main subject. The above variables are closely related to SRL but should not be used in place of it. This difference is necessary for the current study. Rather than assuming that higher engagement automatically leads to better self-regulation, this paper will draw upon evidence from the fields of engagement, motivation, self-efficacy and autonomy-support to explore the possible paths through which different parenting styles can cultivate students' capacity for self-regulation of learning. By integrating the parenting-style framework with SRL, the review therefore focuses on how authoritative, authoritarian, and neglectful parenting may create different conditions for the development of goal setting, self-management, motivational regulation, and independent learning behaviour in Chinese students.

3. Findings

3.1. Characteristics of different parenting styles in Chinese families

The Degree of parental involvement and expectations for children vary among the different parenting styles, as do their support and freedom given to the children's emotions. The previously introduced parenting-style framework is used in this study to identify authoritative, authoritarian and neglectful parenting. The three styles provide different family environments for students to develop various attitudes toward learning and independent study.

Authoritative parenting is relatively high-demanding of behaviour but warm and respects the child's wishes. Parents set limits but allow their children to voice their opinions, take part in decision-making and be responsible for their behaviour. In an educational setting, it can be used to discuss the child's study goals, offer support when encountering difficulties, and gradually let the child organise their own class time. At the same time, authoritarian parents demand obedience from their children. Parents pay attention to the child's studies, arrange learning for them, and are concerned about exam results. Neglectful parenting is characterised by a lack of emotional responsiveness and behaviour management; thus, students may lack sufficient academic support or guidance in life.

Do not think these are all the ways to parent or culturally universal. Chao [9] believes that the Western classifications of authoritarian parenting do not fully cover Chinese child-rearing practices.

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In her study of immigrant Chinese and European American mothers, she introduced the Chinese cultural concept of "training" to emphasize parental responsibility for the growth of children. It can be inferred that the intensive participation of parents in Chinese families may stem from cultural expectations of care and education, rather than a lack of affection. Cultural expectations have not decreased the demand for differentiating between supportive guidance and psychological control.

Recent studies have also shown that Chinese parenting is not limited to one traditional model. According to the data of 9,449 students in the China Education Panel Survey, Du and Li [10] have identified four kinds of parenting styles: intensive, permissive, authoritarian, and neglectful. Based on the above studies, different parents have different combinations of demandingness, responsiveness and involvement. The researchers also found that parenting patterns were linked to family socioeconomic resources, and more advantaged families were more likely to use intensive parenting. Although the category of intensive parenting is similar to authoritative parenting in that both have a high level of involvement and responsiveness, they should not be considered the same.

Based on the above results, the primary difference among the parenting styles is not their pursuit of higher education. On the other hand, it may be that there are deficiencies in the transmission of academic expectations or insufficient parental support to enable students to develop self-regulated learning.

3.2. The influence of parenting styles on self-regulated learning

3.2.1. The different parenting styles and self-regulated learning

3.2.1.1. Authoritative parenting: emotional support and the development of self-regulation

Authoritative parents can help their children learn to manage themselves by setting reasonable goals and giving some freedom. Zimmerman [6] thinks that self-regulated learners set their own goals and modify their study according to changes in the environment. Students need to know what is required of them in school and how to study on their own. Authoritative families can help students learn these skills and give them the confidence to face problems in their studies through emotional support.

Empirical evidence from Chinese students supports the need for autonomy-supportive parenting. Song et al. [7] surveyed 1,908 undergraduates at 22 Chinese universities to study parental autonomy support, self-regulation and academic engagement in online English learning. According to the above research results, parental autonomy support was positively correlated with behavioural, emotional and cognitive engagement, and self-regulation partially mediated this relationship. Therefore, the support of parental autonomy may promote students' learning initiative through changes in their self-regulation abilities rather than by increasing the degree of parental supervision.

Shao and Kang [3] also studied 280 Chinese adolescents and found that a good relationship between parents and children is associated with increased learning engagement through learning motivation and academic self-efficacy. Although it is not a direct measure of SRL, this study will provide some psychological reasons for students' voluntary and confident engagement in academic difficulties.

Collectively, these studies indicate that authoritative parenting can promote self-regulated learning (SRL) in several ways. Emotional responsiveness can enhance students' confidence in learning, and autonomy support provides chances for planning, choosing, and regulating behaviour. Autonomy support should not be understood as the complete lack of parental expectations. In fact, it is more likely to help students transition from external control over their studies to self-management of their learning gradually.

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3.2.1.2. Authoritarian parenting: academic expectations and external regulation

Authoritarian Parenting demands obedience and control of behaviour by the child from parents. In an academic competition setting, parents may set a regular study time for their children and monitor their homework and exam results closely. Although the above activities are external supports, they do not guarantee that the students can study independently by themselves.

Cheung and McBride-Chang [11] studied the parenting behaviour of 91 Hong Kong Chinese fifth-grade students and their academic results. They found that maternal support and encouragement made up for the unique variance in children's learning motivation, and achievement demands together with restrictive parenting were associated with their actual academic performance. Therefore, these two are not the same, and the parents' behaviour that promotes academic achievement does not necessarily motivate their children to learn more eagerly.

Recent studies have also found some deficiencies in the idea of overly controlling parents. Liu et al. [8] studied 1,501 students from four levels of education in Northeast China. Based on the results, caring and autonomy-supportive parenting were positively correlated with school engagement, and controlling parenting was negatively correlated with engagement. Future orientation has also moderated the above relationships, and parenting practices may be linked to students' concepts of and preparations for future study.

Based on the above, SRL research indicates that academic compliance and regulation of independent study are not the same. Students can complete their homework and meet the goals set by their parents in the tests through external directions. With the reduction in parental supervision during the transition to university life, these students need to learn how to manage their own studies.

However, authoritarian parenting should not be assumed to result in poor academic performance in all cultures. Cheung and McBride-Chang [11] have found that, in light of Chao's [9] study on Chinese educational expectations, academic ability alone is insufficient to predict self-regulated learning. Therefore, the focus is no longer on whether parents have expectations; instead, it should be how to give students more chances to learn goals and develop self-management skills for their own study.

3.2.1.3. Neglectful parenting: limited guidance and emotional support

Neglectful parenting poses a different problem for self-regulated learning as students do not receive regular behaviour correction or emotional support. Authoritarian parenting is too focused on external control, and neglectful parenting fails to provide sufficient structure for the development of independent-study abilities.

Du and Li's [10] research shows that neglectful parenting is a type of behaviour in modern Chinese families. Based on the analysis, a few families had low parental participation, poor coordination among parents, and weak academic support. The study also found that parenting profiles were linked to socioeconomic resources, so a lack of parental involvement may not be due to a deliberate lack of care.

Fuentes et al. [12] also found more direct evidence linking parenting styles to self-regulated learning (SRL) by studying 437 Spanish adolescents aged 12-18. According to the above data, adolescents in families with neglectful behaviour exhibited more academic procrastination than those in authoritative-indulgent families. They also reported more problems with perceived control over time than adolescents from authoritative families. Based on the above, low parental responsiveness and involvement may be related to problems in sustaining effective learning-

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management behaviours. As only Spanish adolescents were studied in this research, the results may not apply to Chinese students without further studies.

The implication for SRL is the difference between independence and insufficient support. Students who receive little parental guidance may have to make their own study choices; however, it is not guaranteed that they have strong goals, plans or self-management skills. Without chances to get constructive criticism, students may not know about any problems in their studies and thus cannot solve them.

Therefore, neglectful parenting may restrict SRL by depriving individuals of the emotional and behavioural support needed for its development. It is not an authoritarian style of parenting, and excessive reliance on external regulation is not required. Both patterns may be detrimental to independent study, but in different ways.

3.2.2. Comparing the different parenting styles and their influence on self-regulated learning

In short, the collected data show that different combinations of emotional support, behavioural expectations and autonomy opportunities are related to students' self-regulatory abilities (SRL).

Authoritative parenting provides students with opportunities to learn independently in a supportive environment. Authoritarian parenting can lead to better behaviour control among students but restricts their independence in learning. Negligent parents may fail to guide their children's study or provide emotional support at home.

However, the above connections are not to be taken as general reasons. The Chinese studies in this paper mainly focus on the dimensions of parenting, motivation and academic engagement; Fuentes et al. [12] have also directly compared parenting styles and SRL in a Spanish sample. The same study also found that both authoritative and indulgent parenting were associated with higher scores in several dimensions of SRL, such as self-efficacy and metacognitive strategies. Therefore, more stringent parenting is not guaranteed to lead to higher self-regulation.

Therefore, based on the actual implementation and psychological mechanisms of the evidence, we will study parenting styles and not assume that academic achievement, engagement and self-regulated learning are the same outcomes.

4. Discussion

Based on the results of this study, to foster students' self-regulated learning abilities, parents and children need to share the responsibility of learning. In the Chinese educational context, parental participation is often linked to students' academic aspirations and test results. Increased participation is not always associated with higher SRL. The problem is how to provide ample support for students' self-study at home and in school without doing it all for them.

Therefore, the parents learned to combine reasonable school expectations with the idea of autonomy. Parents can set clear learning goals and routines, have their children help plan the study schedule, choose learning methods and evaluate their progress. Instead of fixing the children's mistakes or doing their homework for them, parents can have the children discover the problems themselves and think about solutions.

Xu et al. [13] have carried out a meta-analysis of the data from 28 studies involving 378,222 participants. Based on the above analysis, parents' involvement in their children's studies showed a weak negative correlation with academic performance overall; only the type of autonomy support positively predicted higher grades. Achievement is not the same as Self-Regulated Learning (SRL),

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and based on the above data, increasing the frequency or intensity of parental participation may not improve learning outcomes.

The above results are especially relevant to the idea of "tiger parenting", which combines warmth and close care for children with strict discipline and psychological control [14]. High academic expectations should not be equated with authoritarian parenting; in fact, t the earlier discussion of Chinese educational responsibility suggests a more nuanced interpretation. However, parents need to determine whether their participation helps children internalize the learning objectives or increases the pressure for external evaluation of academic achievements.

Students with highly controlling parents need to learn to be more independent gradually. Parents can have children choose the order of their homework or set reasonable weekly goals themselves, and then they can take the initiative in other areas of study. Families with low parental involvement will need to enhance communication, provide stable support, and create a good study environment more proactively. These are different ways to meet various developmental needs, and not all students require the same type of parental support.

Schools and teachers are also responsible for supporting students in their self-regulated learning, as the level of family support varies among students. Teachers can make the process of self-regulation explicit through goal setting, study planning, progress monitoring and self-evaluation opportunities. Set weekly learning goals, review the problems that have been solved, and change the way of studying before being led by the teacher.

The above activities will be very beneficial for students who have become overly reliant on parental supervision or who have not received adequate academic support at home. Do not assume that students will learn independently by themselves as they get older; organise some learning activities that encourage self-study. These activities build on the earlier definition of SRL as a proactive process of planning, monitoring performance and reflecting.

Change the mode of family-school communication from informing parents about exam results to discussing how the student studied. Teachers can help parents help their children plan homework, ask questions when needed, check the results, and handle any problems. At the same time, academic achievements would still be necessary, but they would no longer be the only indicators of well-rounded learning.

5. Conclusions

In short, this study investigated how authoritative, authoritarian and neglectful parenting styles affect students' self-regulated learning (SRL) in Chinese families under the general educational conditions of East Asia. Based on the above evidence, authoritarian parenting is generally not favourable for fostering self-regulated learning (SRL) due to the absence of clear goals, emotional support and autonomy. Authoritarian parenting offers students external organisation and may help them meet their academic goals, but excessive control restricts their freedom to choose goals and learn self-discipline. Neglectful parenting is also likely to fail to guide or support emotionally. In all three patterns, the quality of parental participation is more important than participation itself.

Finally, the reviewed literature shows some deficiencies in the current state of research. First, many Chinese studies focus on learning engagement, motivation and academic performance rather than SRL directly. Self-regulation is a mediating factor for online academic participation; however, it is not a complete evaluation of all components in a general self-regulation model. Second, a cross-sectional design cannot determine whether the parents' independent support for education leads to students' self-regulation ability. Third, parenting behaviour is affected by the stage of development, family conditions and culture.

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Therefore, future research may apply a long-term, multi-dimensional study design to explore Chinese students at various stages of education. Particular attention should be paid to the transition from secondary school to university, as the external supervision will be reduced and students will be expected to take more initiative in their studies.

In short, the educational implications of this study are relatively limited to motivating parents to participate in their children's education. It can be seen that there needs to be a slow transfer of learning responsibility, and suitable expectations, emotional support and opportunities for independent choice should be provided. Thus, it is expected that the students will be able to carry out their studies autonomously after leaving school and manage their own learning throughout their lives.

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