

A Study of The Effects of Parenting Styles on College Students' Implicit Truancy -- Mediated By Self-control

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Abstract

As higher education becomes more widely popular, the phenomenon of college students' truancy is becoming more and more common, among which the hidden truancy should be paid more attention to because of its covertness and universality. Hidden truancy not only has a significant impact on a student's academics, but also restricts the improvement of teaching quality in universities. It has been shown that hidden truancy is significantly positively correlated with self-control, and parenting style has a certain relationship with students' self-control ability. This study aims to explore the influence of parenting style on college students' hidden truancy behavior and the mediating role of self-control in this relationship. Through the questionnaire survey method, data were collected from about 300 college students in a certain city, and descriptive statistics, correlation analysis and mediation effect analysis were used to reveal the relationship between parenting styles, self-control and hidden truancy. It was found that parenting style had a significant effect on college students' hidden truancy, and self-discipline served as an intermediary in this outcome.

Keywords

Parenting styles, college students' hidden truancy, self-control.

1. Introduction

1.1. Background of the study

With the advancement of massification of higher education, the issue of college students' classroom participation has received increasing attention. Hidden truancy, as a special phenomenon of insufficient classroom participation, refers to the behavioral performance of students who are physically present but their attention is not in the classroom. This phenomenon not only reduces the effectiveness of student learning, but also reduces the quality of classroom teaching. Lately, scholars have started focusing on how family elements affect college students' learning behaviors, in which parenting style is considered to be an important influencing factor.

The term 'Parenting style' denotes the consistent behavioral patterns and mindsets exhibited by parents during child-rearing, significantly influencing their children's cognitive, emotional, and behavioral growth. However, existing studies mostly focus on explicit truancy behavior, pay less attention to implicit truancy, and lack a systematic exploration of the underlying mechanisms. Self-control, as an individual's ability to regulate thoughts, emotions, and behaviors, may play an important mediating role between parenting styles and implicit truancy behaviors.

Based on this, the present study aims to explore the effects of parenting styles on college students' hidden truancy behavior and to test the mediating role of self-control in it. Outcomes from the research will help people deeply understand the causes of college students' hidden

truancy behavior and provide theoretical basis and practical guidance for college education and family education.

1.2. Synthesis of research

1.2.1. Parenting styles

1.2.1.1. Conceptualization of parenting styles

This pertains to the patterns of behavior, emotional responses, and educational tactics exhibited by parents during the upbringing and education of their children. This mirrors the manner in which parents engage with their offspring, significantly influencing their psychological, behavioral, and social growth.

1.2.1.2. Types of parenting styles

Baumrind's theory of parenting styles:

Authoritative: high emotional warmth + moderate control. Parents are caring, but also set clear rules and encourage independence.

Authoritarian: Low emotional warmth + high control. Parents emphasize obedience with strict rules and harsh punishments.

Permissive: High emotional warmth + low control. Parents are lenient with children, have fewer rules, and give a high degree of freedom.

Neglectful: Low emotional warmth + low control. Parents lack concern for the child's needs and development.

At present, Parenting styles can be categorized into three orientations: dimensional orientation, practical behavior orientation, and comprehensive orientation [1,2]. According to dimensional orientation, parenting style is a consistent aspect of parental conduct in everyday life, encompassing both parents' and children's verbal and emotional interactions to foster harmony [1,3]. The most representative of these is Baumrind's (1967) three classifications: authoritative, tolerant, and authoritarian. Snow (1983) enhanced the theoretical framework by augmenting the theory of neglectful parenting. Combined with local practice, our scholars categorized parenting styles into five types: doting, democratic, permissive, authoritarian and inconsistent [1,4]. Secondly, within the framework of practical behavior orientation, parenting styles are characterized by the distinct actions of parents in nurturing their children [1,5]. Ultimately, the all-encompassing definition approach merges the initial two definitions, meaning parenting styles encompass not just the broad traits of various parental behaviors but also the attitudes and emotions of parents, as reflected in their words and actions [1,6]. Foreign scholars Schaefer (1959) measured parenting styles earlier by extracting the corresponding dimensions after analyzing children's perceptions and evaluations of their parents. Subsequently, Perris et al. (1980) improved the former study and formally developed the Evaluation of Parenting Style Scale (EMBU), including six factors of fathers' parenting style and five factors of mothers' parenting style. Later, Arrindell et al. (1999) revised the EMBU in order to solve the problem of too many EMBU questions, and obtained the short-form Parenting Style Questionnaire (s-EMBU). The Parenting Behavior Inventory (PBI) compiled by Parker (1979) has also been widely used in foreign countries, which consists of two subscales for mothers and fathers, and each subscale has three. The EMBU, s-EMBU and PBI have been revised and tested by scholars in China, possessing strong reliability and validity, it's applicable in pertinent research conducted in China. Parenting styles can be divided into positive parenting styles and negative parenting styles [1,7]. Positive parenting style refers to the existence of a positive relationship between parents and children based on emotional support, which has a promotional effect on children's physical and mental development, and mainly includes democracy, attention and help. Negative parenting style, on the other hand, is a punitive and

hostile negative relationship between parents and children, which hinders the cultivation of a healthy personality in children and causes significant destruction [1,8].

1.2.1.3. The influence of parenting styles on college students' physical and mental health

A multitude of research indicates the impact of different parenting approaches on the physical and mental growth of college students. Parenting styles that are positive tend to predict cell phone addiction negatively, whereas those that are negative demonstrate a positive predictive impact [9]. Positive approaches to parenting have an indirect impact on the Internet addiction of college students, either solely through anxiety and depression or via chain mediation [10].

1.2.2. Hidden Truancy of College Students

1.2.2.1. Core Concept Definition

Hidden truancy of college students refers to the phenomenon that students are physically present in the classroom, but they do not pay attention and do not actively participate in the classroom activities, which leads to poor learning results. Specific manifestations include:

- (1) Distraction: although students are in the classroom, their minds are not in the classroom, and they may play with cell phones, read irrelevant books or do other things.
- (2) Lack of interaction: students do not participate in class discussions, questions or answers, and show negative attitudes.
- (3) Superficial coping: Students are only trying to cope with attendance or exams and are not really engaged in learning.
- (4) Poor learning effect: Due to the lack of concentration, students do not understand the classroom content well and the learning effect is unsatisfactory.

1.2.2.2. Influence factors of college students' hidden truancy

Hidden truancy was significantly positively correlated with self-control and academic burnout, and significantly negatively correlated with study adaptation, professional commitment and academic self-efficacy; the full model of the dominance analysis consisted of academic burnout, study adaptation and professional commitment. According to the relative importance, the psychological factors affecting college students' implicit truancy were, in order, academic burnout (contribution rate of 45.76%), study adaptation (contribution rate of 37.29%) and professional commitment (contribution rate of 16.95%) [11].

Related studies have shown that boredom not only directly affects college students' implicit truancy behavior, but also indirectly leads to the increase of implicit truancy phenomenon through cell phone dependence [12]. Some scholars believe that professional identity can influence the hidden truancy of college students through the sense of meaning of life and self-control. During instruction, it's crucial to bolster college students' professional self-perception, steer them towards life's purpose, and focus on nurturing their self-discipline, enabling them to slowly cultivate effective learning methods and minimize concealed truancy [13].

1.2.3. Self-control

1.2.3.1. Core Concept Definition

Self-control (Self-control) denotes a person's capacity to proactively manage their thoughts, emotions, and actions to fulfill long-term objectives or adhere to societal standards. This subject encompasses restraining urges, postponing satisfaction, managing feelings, and sustaining focus, making it a significant area of study in psychology, sociology, and education.

1.2.3.2. Related Research

Research on the Relationship between Parenting Styles and Self-Control

The methods of parenting play a crucial role in shaping the self-discipline of children. As early as in the 1970s, Baumrind, a foreign scholar, divided parenting styles into three types: authoritative, authoritarian and permissive. Varied approaches to parenting lead to diverse

outcomes in enhancing children's self-discipline skills., which is specifically manifested in the authoritative parenting styles, which tend to be more self-confident in speech and behavior, and have better self-regulation and self-control ability, while children have poorer self-control ability under the authoritative and permissive parenting styles. However, in both authoritarian and permissive parenting styles, children showed poorer self-control. Later research indicates that various forms of parental control, such as psychological and behavioral, may diminish children's self-control [14,15]. It has also been found that parental love and warmth can positively influence children's level of self-control [14,16], whereas punishment and over-interference inhibit the development of self-control [14,17]. This indicates that nurturing and empathetic parenting approaches promote greater self-discipline [14,18], in contrast to detrimental parenting methods (excessive interference, authoritarianism) which correlate with reduced self-control [14,19]. This is due to the fact that children raised in an environment with a constructive parenting approach tend to be more open to dialogue with their parents and can meet their parents' anticipations or requirements (such as controlling their actions and focusing on their education) positively, thereby boosting their self-discipline. On the contrary, negative parenting styles are more likely to cause excessive emotional arousal in children and make it difficult for them to restrain their emotions and behaviors, which may inhibit their attentional control and thus affect the development of self-control [20].

In summary, parenting styles are strongly associated with individual levels of self-control, as evidenced by the fact that positive parenting styles positively predict self-control, whereas negative parenting styles negatively predict levels of self-control [14].

A study on the relationship between self-control and college students' hidden truancy

Some scholars have found that students' self-control has a positive effect on online hidden truancy behavior when conducting online courses (the coefficient estimate is 0.226). If students have low willpower and are unable to control their personal impulses, implicit truancy behavior will arise [11].

Direct research is scarce regarding the link between self-discipline and the unseen absence of college students., and the related literature on learning engagement, academic performance, and academic burnout can also provide reference for this study. Some foreign scholars believe that the level of academic engagement affecting children is related to motivation, will and cognitive level, in addition to self-control also plays an important role [21]. Gao Bin found that worry and cell phone addiction will consume the individual's limited psychological resources, and when consumed to a certain extent, it will lead to failure of self-control, which will inhibit the level of self-control of students, however, self-control is an important factor affecting the level of academic engagement, and in the subsequent related studies also confirmed that self-control can positively predict the level of academic engagement [22]. Zhang Lingcong found that children with strong self-control in the course of daily activities Zhang Lingcong found that children with strong self-control tend to be more confident and able to restrain their behaviors, and self-control plays a role in regulating the process and outcome of learning activities in specific activities [14,23]. Sunling et al. found through five-year longitudinal tracking that children with better self-control performance in early childhood had a significant positive impact on their academic performance and learning behavior evaluation when they entered elementary school five years later [14,24]. According to Bing Zhang suggested that the extent of self-control significantly influences both cell phone addiction and academic burnout, with diminished self-control intensifying the academic burnout [14,25]. Given that academic burnout contrasts with academic involvement, one can deduce a substantial and positive link between self-control and academic participation.

1.3. Purpose of the Study

The purpose of this study was to explore the mechanisms by which parenting styles influence college students' implicit truancy behaviors, concentrating on the intermediary function of self-regulation. The specific research objectives include:

- (1) Examining the link between various parenting styles and college students' hidden truancy behavior, and exploring the differential impact of different parenting styles on the quality of class participation.
- (2) To verify the mediating role of self-control between parenting styles and hidden truancy, and to reveal the inner path of family factors affecting learning behaviors through individual psychological mechanisms.
- (3) To provide empirical evidence for teaching management and family education in colleges and universities, and to provide targeted suggestions for improving teaching quality and optimizing the construction of learning styles by clarifying the effects of parenting styles on college students' classroom behaviors.
- (4) expand the theoretical perspective of hidden truancy research, extend the research focus from traditional teaching factors to family socialization factors, and improve the systematic understanding of college students' classroom participation behavior.
- (5) develop new ways to prevent and intervene in hidden truancy, and provide theoretical support for reducing hidden truancy through psychological ability development by confirming the mediating role of self-control.

Through empirical investigation, this study will systematically examine the influence of the interaction between family upbringing environment and individual psychological factors on college students' learning behaviors, provide new theoretical explanations for understanding the phenomenon of hidden truancy, and provide a scientific basis for related educational practices.

2. Research Design

2.1. Research hypotheses

According to the above research combining: there is a relationship between parenting styles and self-control and learning behavior, and hidden truancy is significantly positively correlated with self-control, i.e., the worse the individual's self-control, the more serious his or her hidden truancy is. Therefore, parenting style may have some relationship with college students' hidden truancy, and self-control plays a mediating role in it. Specific pathways are shown in figure 1.



Figure 1. Research hypothesis

2.2. Research Ideas

Using the Hidden Truancy Scale for College Students, the Self-Control Scale for College Students, and the Family Parenting Style Scale, a survey was conducted on college students to examine the intrinsic relationship between parenting styles and college students' hidden truancy and self-control, and to reveal the intrinsic theoretical explanations.

2.3. Research Methods

2.3.1. Research Subjects

In this study, data were collected from various universities and some graduates through an online questionnaire. All data were collected on a voluntary basis and the data collected were kept confidential. The main samples collected in this study were 289, of which 254 were valid samples.

2.3.2. Research tools

2.3.2.1. The Recessive Truancy Scale (RTS)

for college students was compiled by Su Minghong et al. It consists of 28 entries divided into 5 dimensions: academic cognition, study habits, self-adjustment, classroom cognition and learning environment. A 5-point scale from 1 to 5 was used, with higher scores representing a more severe degree of hidden truancy [7]. In this study, the total score of the scale was used as an index for the examination of hidden truancy. The Cronbach's alpha coefficient of this scale was 0.81.

2.3.2.2. Self-control Scale (SCS) for college students

Revised by Tan Shuhua and Guo Yongyu, it consists of 19 entries divided into 5 dimensions: impulse control, healthy habits, resisting temptation, focusing on work, and moderating entertainment. A 5-point scale from 1 (not at all) to 5 (fully) was used, with higher scores representing poorer self-control [25]. In this study, the total score of the scale was used as an index for the examination of self-control. The Cronbach's alpha coefficient for this scale was 0.85.

2.3.2.3. Family Parenting Style

The Chinese version of the Short-Egna Minnen av Barndoms Uppfostran for Chinese (s-EMBU-C), revised by Jiang et al., was used, which was divided into two questionnaires, the mother's and father's versions, with 21 items each, and the two parent's versions each included 3 dimensions: emotional warmth, overprotection, and rejection. The two versions for parents each included 3 dimensions: emotional warmth (7 entries), overprotection (8 entries), and rejection (6 entries), with scores of 1, 2, 3, and 4 according to the categories of "never, occasional, often, and always", of which 17 entries were scored as reverse scores (4-1 points), and the final score for each dimension was the sum of the total scores divided by the number of entries, and the scores for the three dimensions were in the order 0-28, 0-32, and 0-24. ~The scores for the three dimensions were 0-28, 0-32, and 0-24 in that order; higher scores on each dimension indicated that parents were more likely to adopt this parenting style. The Cronbach's alpha coefficients for each dimension of the scale ranged from 0.74 to 0.84.

2.3.3. Data Collection Procedures

An anonymous questionnaire was used to distribute the questionnaires using Questionnaire Star, with links to the questionnaires distributed through class groups, social media (e.g., WeChat, QQ), and emails, along with a description of the study and an informed consent form, to ensure that the subjects were aware of the purpose of the study and participated voluntarily.

2.3.4. Processing data

2.3.4.1. Descriptive statistical analysis

Calculate the mean, standard deviation, frequency, percentage and other indicators of each variable to describe the basic characteristics of the sample and the distribution of each variable.

2.3.4.2. Correlation analysis

Pearson correlation analysis was used to explore the correlation between parenting styles, self-control and implicit truancy, and the r value of correlation coefficient was calculated and tested for significance.

2.3.4.3. Mediating effect analysis

The process plug-in of spss was used to analyze the mediating role of self-control between parenting styles and hidden truancy.

3. Analysis of Results

3.1. Descriptive statistical analysis

Table 1. Gender

		Frequency	Percentage	Effective percentage	Cumulative percentage
effective	Man	52	20.5	20.5	20.5
	Woman	202	79.5	79.5	100.0
	Total	254	100.0	100.0	

Table 2. Grade

		Frequency	percentage	Effective percentage	Cumulative percentage
effective	Freshman	2	.8	.8	.8
	Sophomore	25	9.8	9.8	10.6
	junior	194	76.4	76.4	87.0
	senior	21	8.3	8.3	95.3
	doctor	1	.4	.4	95.7
	graduated	11	4.3	4.3	100.0
	total	254	100.0	100.0	

As shown in tables 1 and 2, a total of 254 valid samples were collected in this experiment, including 52 male samples (20.5%) and 202 female samples (79.5%). Most of the samples in this were junior students, accounting for 76.4%, and the rest were freshmen, sophomores, seniors, doctoral students and graduated students.

3.2. Correlation analysis

The correlation matrix in Table 3 shows the correlation between different variables including hidden truancy of college students, self-control, and three dimensions of parenting styles (rejection, emotional warmth, and overprotection). The results showed that the correlation between the variables of hidden truancy and self-control of college students was highly significant ($P < 0.01$), with a negative correlation ($r = -0.376$); while the correlation between the variables of hidden truancy and overprotection of college students was highly significant ($P < 0.01$), with a positive correlation ($r = 0.296$); and the correlation with rejection was significant ($P = 0.05$), with a positive correlation ($r = 0.176$); and the correlation with rejection was significant ($P = 0.05$), with a positive correlation ($r = 0.176$). 0.176); there was no significant difference between it and emotional warmth.

Self-control, as an intermediate variable, had a highly significant correlation ($P < 0.01$) and a negative correlation with both rejection and overprotection ($r = -0.305$ and -0.251 ,

respectively); there was no significant difference with emotional warmth. These results suggest that parenting style not only directly affects college students' implicit truancy, but also indirectly through the variable of self-control.

Table 3. Correlation

		Refuse	Emotional warmth	Emotional warmth	Emotional warmth	Hidden truancy among college students
Refuse	Pearson correlation	1	-.412**	.318**	-.305**	.176**
	Significance (two-sided)		.000	.000	.000	.005
	N	254	254	254	254	254
Emotional warmth	Pearson correlation	-.412**	1	.111	.154*	-.073
	Significance (two-sided)	.000		.076	.014	.247
	N	254	254	254	254	254
Excessive protection	Pearson correlation	.318**	.111	1	-.251**	.296**
	Significance (two-sided)	.000	.076		.000	.000
	N	254	254	254	254	254
Self-control	Pearson correlation	-.305**	.154*	-.251**	1	-.376**
	Significance (two-sided)	.000	.014	.000		.000
	N	254	254	254	254	254
Hidden truancy among college students	Pearson correlation	.176**	-.073	.296**	-.376**	1
	Significance (two-sided)	.005	.247	.000	.000	
	N	254	254	254	254	254

** . Significantly correlated at the .01 level (bilaterally).

* . Significantly correlated at the .05 level (two-sided).

3.3. Mediating Effect Analysis

To explore the mediating role of self-control between parenting styles and college students' implicit truancy, the mediating effect test was conducted by using Model4 in the SPSS macro program Process, and the mediating effect was verified and analyzed according to the method of Bootstrap provided by Hayes to analyze the mediating role of self-control between parenting styles and college students' implicit truancy.

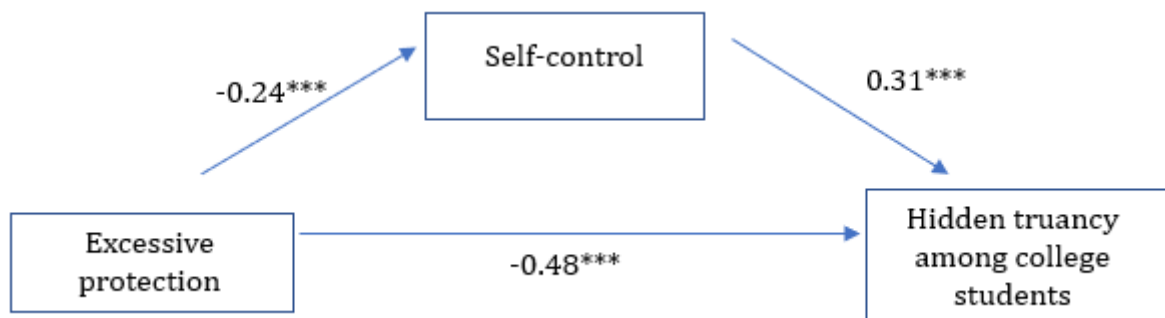


Figure 2. With Excessive protection as the independent variable

Table 4. showing the decomposition of total effect, direct effect, and mediating effect

	Efficiency value	se	LLCT	ULCT	Effect size
Overall effect	0.43	0.09	0.26	0.60	
Direct effect	0.31	0.08	0.14	0.46	73.09%
Mediating effect	0.12	0.04	0.41	0.21	27.91%

According to the above Figure 2 and Table 4, the upper and lower limits of the bootstrap 95% confidence interval for the mediating effect of overprotection on college students' hidden truancy and self-control do not contain 0, which means that overprotection not only acts as a direct effect on college students' hidden truancy, but also acts as a mediating effect on college students' hidden truancy through the variable of self-control. This direct effect (0.31) and mediating effect (0.12) accounted for 73.09% and 27.91% of the total effect (0.43), respectively.

Table 5. showing the decomposition of total effect, direct effect, and mediating effect

	Efficiency value	se	LLCT	ULCT	Effect size
Overall effect	0.29	0.10	0.09	0.47	
Direct effect	0.11	0.10	-0.09	0.30	40.38%
Mediating effect	0.17	0.05	0.08	0.28	59.62%

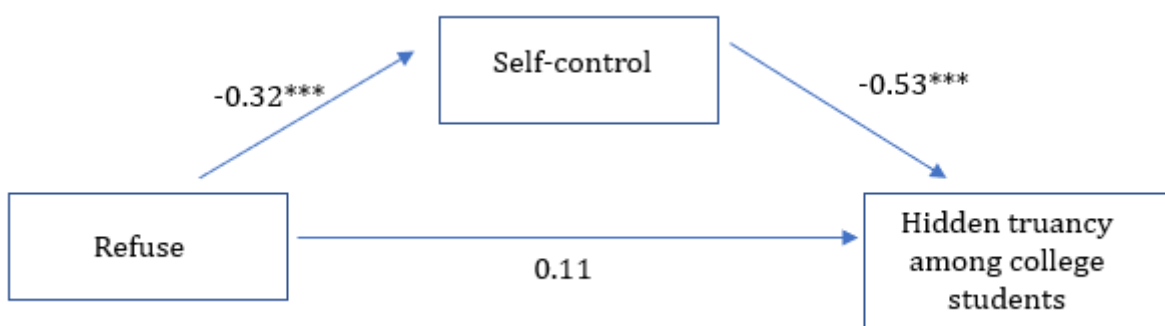


Figure 3. With Excessive protection as the independent variable

According to the table above, the upper and lower limits of the bootstrap 95% confidence interval for the mediating effect of overprotection on college students' hidden truancy and self-control contain 0, which means that rejection can play a role in the direct effect of college students' hidden truancy but cannot play a role in the mediating effect of college students' hidden truancy through the variable of self-control.

4. Discussion

Research revealed a notable inverse relationship between self-control and the occurrence of concealed absenteeism among college students, aligning with earlier findings that students exhibiting robust self-control tend to have fewer such absences.

Self-control is one of the mediating variables in the effect of overprotection in parenting style on college students' hidden truancy. Parental overprotection leads to poor self-control, which is essentially a long-term side effect of "external control instead of internal control". This model of education weakens children's self-management skills through multiple psychological mechanisms. Before going to college, parents used to help their children arrange everything, including food, clothing, housing, transportation, and even study plans, resulting in children entering the university immediately unable to adapt. The university classroom is highly free (such as the freedom of cell phone use, etc.), when there is no more parental arrangement and supervision, the probability of children with poor self-control ability in the university implicitly skipping classes naturally increases. In addition, an overprotective environment will shape children's "decision-making powerlessness", which is manifested in choice anxiety (e.g., in the face of open-ended discussions, group assignments and other scenarios requiring independent decision-making, children may choose to remain silent out of fear of making mistakes, or even play with their cell phones to avoid participation) and risk aversion (overprotectors are risk-averse) in the university classroom. and risk aversion (overprotective people who are used to being covered by their parents may refuse to interact in college for fear of being laughed at for answering questions incorrectly, and then avoid the risk by skipping classes.)

Rejection-based parenting refers to parents' low response to children's emotional needs, or even indifference and neglect, which may lead to children's low self-control ability, thus increasing the probability of hidden truancy; however, students can also make up for the family's emotional deficits by means of social support, and related studies have also shown that moderate rejection may also stimulate the motivation of "proving oneself", and students may prove their worth by "excelling in class" after entering college, thus reducing the probability of hidden truancy. However, students can also compensate for their family's emotional loss through social support, and studies have shown that moderate rejection may also motivate students to "prove themselves" and that students may prove their worth by "excelling in the classroom" when they enter college, thus reducing the probability of covert truancy.

Positive parenting styles (support, warmth and understanding) are conducive to an increased level of self-control [14,18], which reduces the probability of hidden truancy, but over-indulgent parenting may also lead to a decrease in the child's self-control and an increase in the probability of hidden truancy.

The results of this study can provide some references for reducing the hidden truancy of college students. When parents educate their children, they should not only give more emotional warmth to their children and communicate with them more, but also point out their children's deficiencies in time to improve their children's ability to resist pressure. At the same time, parents can not over-protect and control their children, they can give their children some advice and guide them, but do not help them arrange everything. Parents should learn to let go, strengthen the child's intrinsic motivation, and change from "controlling" to "scaffolding provider", which can help improve the child's self-control ability and reduce the probability of hidden truancy.

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