

# Parenting Styles and Athletic Success in Chinese Families: A Longitudinal Study

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## Abstract

Parenting styles comprise a range of methods that parents use to raise their children, including authoritative, authoritarian and permissive ways. The various parenting methods have a substantial effect on an individual's overall development, reshaping their behavior and social aptitude. Within the domain of athletic accomplishment, the interaction between parental approaches and a child's sports performance is a complicated area of research. Parenting encouragement improves a child's athletic experience by developing their desire. This study investigates the relationship between parenting methods and athletic success as well as how parenting influences the athletic development of children in Chinese families. The data-gathering process used a multi-stage methodology in prominent major cities in China. Parenting methods and athletic accomplishments were evaluated through the administration of self-reported questionnaires. We gathered a primary dataset consisting of 201 individuals, including 73 males and 128 females. The Perceptions of Sport Specialization Scale (PSSS), a 21-item scale with a range of scores of 1 to 4, was used to evaluate parental perspectives on the athletic involvement of children. Multivariate analysis of variance (MANOVA) methods were used to contrast the clusters based on their perspectives of athletic practice. Through the use of cluster analysis, it has been demonstrated that there are four distinct parent groups exhibiting different parenting styles. The results of the MANOVA analysis indicated that those belonging to the highly permissive and highly authoritarian cluster exhibited more encouragement of athletic specialization than those in the highly authoritative cluster.

**Keywords:** Parenting Styles, Athletic Success, Chinese Families, Multivariate Analysis of Variance (MANOVA)

## Introduction

Parenting methods have a significant effect on the development and overall health of children, impacting their emotional, mental and social progress (Phua, Kee, & Meaney, 2020). The parenting style adopted by parents has significant and extensive impacts on several facets of young people's lives, which includes their achievements in multiple domains (Lavrič & Naterer, 2020). Understanding parenting styles entails examining the many frameworks by which parents engage with their children, influencing their principles, behaviors and perspectives on life (Garcia et al., 2019). Authoritative parents maintain an agreeable balance among affection and strictness, establishing explicit guidelines while cultivating an encouraging atmosphere.

Authoritative parents established a high value on strict standards and compliance, lacking in emotional behavior (Palacios et al., 2022). Accepting parents exhibit a moderate approach, providing a significant amount of affection but with few rules and regulations. Neglectful parents are marked by low levels of both affection and authority (Garcia et al., 2020). These various methods have

a significant impact on the family dynamics, developing the perspectives, principles and interpersonal skills of youngsters. Parenting approaches have a noticeable effect on sports achievement (Wilson, Wilson, & Baker, 2019). Parental convictions, the extent of support and the established expectations can impact a child's engagement in sports as well as their accomplishments in that field.

Authoritative parenting has been associated to favorable success in sports activities (Rouquette et al., 2020). Children who are brought in an authoritative developing are at greater risk in cultivating self-discipline, resilience and a robust work ethic, which in effect enhances their achievements in sports (Manago, 2021). In contrast, authoritative parenting might occur in various kinds of outcomes. Although the stringent rules and high demands can motivate a youngster to succeed in sports (Preston, Allan, & Fraser-Thomas, 2021), the absence of emotional encouragement and adaptability could undermine their overall satisfaction and maintaining dedication to the activities (O'Neil, Amorose, & Pierce, 2021). Permitted parenting, which is defined by a liberal attitude, could encourage an enthusiasm for athletics but might prevent the cultivation of discipline and attention necessary for achieving high-level performance.

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Parental neglect, characterized by a deficiency of engagement, might lead to a child completely sacrificing the advantages of participating in organized sports. Parenting methods not only directly impact a child's conduct, but also form their attitudes regarding competitiveness, collaboration and achievement (Dorsch et al., 2022). Authoritative parenting promotes a constructive attitude towards competition, prioritizing individual development and involvement instead of winning. This perspective enhances a child's capacity to manage with both success and defeat by fostering resilience (Gupta & Reddy, 2023). Conversely, authoritarian parenting can develop a mindset focused entirely on winning, possibly ignoring sportsmanship and individual growth in favor of victory.

Parenting styles serve as the fundamental framework upon which children develop their identities and navigate numerous aspects of life (Ulferts, 2020). The influence of these techniques is apparent in the domain of athletic achievement, where the principles and abilities cultivated throughout early years play a pivotal role. Chinese parents have a crucial role in shaping their children's character as well as potential for achievement in sports along with other activities by finding the optimal balance among loyalty and discipline (Misener, 2020). Understanding the relationship between parenting styles and sports accomplishment provides essential knowledge into establishing a supportive environment that promotes personal development and competitive excellence.

This research aims to evaluate the correlation between parenting styles and athletic achievement, as well as explores the manner in which parenting affects the long-term athletic progress of children in Chinese families.

#### Key Contributions

- This research employs a comprehensive multi-stage methodology in significant Chinese cities, which improves the dependability of the findings.
- We obtained the primary dataset that consists of 201 people, including males and females that provide a complete perspective on parenting techniques coupled with athletic achievements.
- The "Perceptions of Sport Specialization Scale (PSSS)" provides an in-depth assessment by using a 21-item scale to analyse parental perceptions on children's engagement in athletics.
- Utilizes cluster analysis to demonstrate unique parenting techniques, focusing on the diversity of techniques in Chinese families.

The following portions of this research are divided into several parts. Section 2 comprises a comprehensive literature analysis examining different parenting methods

and their impact on athletics achievement. Section 3 provides an in-depth examination of the research approach. Section 4 demonstrates the outcomes of the research. Section 5 contains the discussion and section 6 provides the conclusion the study.

#### Related Works

The research (Qurban et al., 2019) investigated the inspiring factors of students to participate in sports by employing the concept of collaborative learning. A total of 255 pupils (71 males, 184 females) and their respective parents were given assessments. The researchers utilized "structural equation modeling (SEM)" to assess the suggested model. They determined that the hypothesized framework exhibited an excellent correlation with the collected data. The study demonstrated that confidence and inspiration had notable additional impacts on sports engagement, mediated by encouragement from parents. Researchers of Johansen and Green (2019) designed to contribute to current investigations on the influence of parents on the participation of young people in sports activities in Norway. Consequently, that was apparent sports were accepted and absorbed at a young age in this generation of Norwegian youngsters. Therefore, that appeared that parents, athletic groups and primary year's education together create a significant influence on the initial stages of young athletes' sporting journeys. Those outcomes had significance for administrators in search of guidance from Norway on how to increase involvement in sports activities.

The study (González-García & Pelegrín, 2020) examined the disparities in considered parenting educational approaches among young people exhibiting a variety of degrees of resilient behavioral characteristics. The study population comprised 502 individuals from Spain aged among 18 and 64 years. The participants performed many self-report surveys, including a sociodemographic assessments. The findings indicated that those with a hardy personality had elevated levels of parental education. Researchers of Mirehie et al. (2019) investigated that the principles of parents correlated with children's involvement in organized athletic activities. The data were gathered by face-to-face administration of questionnaires to parents present at three young athletic events. The data was analyzed using "analysis of variance (ANOVA), multiple regression and thematic analysis". The obtained findings revealed significant variations in values based on socioeconomic class, age and the age of the kid or youngster. Specifically, African-American families provided much higher ratings to determination and competitiveness.

Authors of Pynn, Dunn, and Holt (2019) focused on analyzing the ways in which exceptional parents of young athletes provide encouragement to their daughters in the context of competitive team sports. Initially, several rounds of one-on-one conversations were carried out with a total of eight instructors, employing the interpretative description approach. The outcomes were categorized into three main areas: autonomy support, fostering positive interactions and managing psychological requirements. The findings emphasized the importance of parenting techniques that promote independence and parents' emotional maturity. The investigation (Lisinskiene et al., 2019) evaluated 48 questions and enhanced the validity and reliability of a framework designed to measure the "coach-athlete-parent interaction". The initial investigation had 308 people who performed a pre-existing assessment consisting of 48 questions. The second investigation had a total of 678 individuals who finished the 15-item assessment. After examination of the studies, that was determined that 11 questions were selected to comprise the "Positive and Negative Processes in the Coach-Athlete-Parent Questionnaire (PNPCAP)".

The research (Lundy et al., 2019) investigated the impact of familial relationships and the specific responsibilities of parents and younger siblings on the subsequent growth of "Canadian interuniversity student-athletes". The study incorporated of four male and six female students who participate in sports. Every individual engaged in a "qualitative retrospective timeline interview". Those outcomes provided essential understanding of the shifting dynamics of parent and sibling interactions with sportsmen in childhood sport. The investigation (Wall et al., 2020) examined the relationship dynamics involving parents and sportsmen that participate in an early concentration sport, utilizing an "instrumental case study" methodology. The study included 5 parent-athlete pairs from Canada. The researchers utilized "contextual action theory and the action-project technique" to identify and define activities that parents usually engage in. The evaluations revealed that the cooperative efforts of "parent-athlete dyads" were categorized into three similar themes.

The study (González-García, Martínez-Martínez, & Pelegrín, 2023) investigated potential disparities in parental educational methods based on gender roles among sportsmen and their parents, considering the degree of sports achievement and the intensity of competitiveness. The researchers utilized a "sociodemographic questionnaire, the Multifactor Self-Assessment Test of Child Adjustment (TAMAI) and the Oviedo Scale of Infrequency of Response (INF-OV)" to

evaluate several factors. The findings indicated that female athletes reported perceiving their dads as more overprotective whereas male athletes reported perceiving their moms as more authoritarian. The researchers (Lisinskiene & Lochbaum, 2022) intended to determine if the "positive and negative dynamics in coach-athlete and parent-athlete" interactions were influenced by factors such as the athlete's gender, age, family structure, level of participation in sports and the specific sport they participate in. The research consisted of the "Positive and Negative Processes in the Coach-Athlete-Parent (PNPCAP)" interaction scale and socioeconomic data. The research findings indicated that beneficial procedures, as assessed by the positive PNPCAP subscale, were constant regardless of the classification factors.

The research (Moraes, 2022) examined athletes' opinion of their parents' contribution and psychological orientation as it related to their engagement in sports. The "Parental Involvement Sport Questionnaire (PISQ) and Task and Ego Orientation in Sport Questionnaire (TEOSQ)" analyzers were utilized. The findings indicated that sportsmen had a highly positive perception of the involvement of parents in the aspect of Directive Behavior. Active Participation revealed that individuals determine their parents not frequently engaging in the sports environment.

## **Research Methodology**

Parenting support for youth athletics is impacted by many parenting styles, Authoritarian parents exercise dominance by strict expectations, accommodating parents are generous and controlling parents maintain an appropriate balance. Authoritative parenting regularly yields beneficial effects, as shown by research. Research indicates that parenting methods have a significant effect on a child's perspective of their sports experience, which in turn influences their psychological development. The existing research lacks significant investigation into the impact of parental mindsets (parenting styles) and personality characteristics on children sports involvement.

### **Study Area**

The data collection technique included a multi-stage methodology carried out in significant Chinese towns and cities including Beijing, Shanghai and Guangzhou. The method of random selection was used to determine families with children who participate in sports. Surveys and questionnaires were used to evaluate parenting methods, athletic achievement and other characteristics. A subgroup of the respondents had in-depth interviews. The

dataset is varied and representative to analyze the correlation among parenting behaviors and athletic achievement in Chinese families.

### Data Acquisition

An overall amount of 218 individuals were questioned to engage in this research. Nine individuals declined to participate, while another eight were excluded from the study because of insufficient survey responses. The gathered primary data sample is presented in [Table 1](#).

**Table 1**

*Data Sample.*

Participant ID	Parenting Style	Athletic Success	Age	Gender	Economic Status	Parental Involvement Score	Academic Grade
1	Authoritative	High	15	Male	Middle Class	8	A
2	Authoritarian	Moderate	9	Female	Lower Class	6	B
3	Permissive	Low	16	Male	Upper Class	7	C
4	Authoritative	High	15	Female	Middle Class	9	A
5	Authoritative	Moderate	14	Male	Lower Class	6	B
6	Permissive	Low	12	Female	Upper Class	5	C
7	Authoritarian	High	15	Male	Middle Class	8	A
8	Authoritative	Moderate	14	Female	Lower Class	7	B
9	Permissive	Low	13	Male	Upper Class	6	C
10	Authoritarian	High	15	Female	Middle Class	9	A

**Source:** (By Author)

Individuals were personally contacted after obtaining consent from the instructors of the desired young athletic group. Before initiating participation, parents underwent an authorized consent procedure. The surveys were randomly organized and delivered to parents in paper format at the practice venue during a designated break. The questionnaire includes two specific self-reported items to assess the factors relevant to the investigation. The subsequent sections provide a description of them.

### Analytic Procedure

The PSSS, a 21-items scale scored from 1 to 4 (“strongly disagree to strongly agree”), assessed parents' views on sport specialization for children. Developed after literature review and aligned with the “Developmental Model of Sport Participation (DMSP)”, the scale underwent content validation by experts. Parents were instructed to consider specialization as “investment in a single sport through systematic training and competition.” Questions, personalized for children aged 8–16, evaluated perceptions of sport specialization, anticipating its impact on future decisions.

The remainder of the group consisted of 201 individuals, with 73 males and 128 females, who were parents of young sport athletes. Aged 8 to 16 who are engaged in hockey, volleyball, or football. The gender distribution of youngsters participating in each sport, there are a total of 51 female hockey athletes and 22 male hockey athletes. Additionally, there are 37 female football players and 28 male football players. Lastly, there are 40 female volleyball athletes and 23 male volleyball players.

Analysis of the “scree plots and factor loadings” indicated the existence of 4 unique factors with separate conceptual meanings. Overall number of twenty one items, fourteen of them were found to have loadings on one of the four factors. None of the factors loaded seven of the elements. Therefore, these elements were excluded from the analysis of the components.

The component analysis of the PSSS generated four unique factors (F1, F2, F3, F4) characterized by various patterns as mentioned in [Table 2](#). Factor 1 (F1) refers to the conviction in the advantages of high school people dedicating themselves to one sports activity. This factor consists of four components. Factor 2 (F2) represents apprehensions about the possible disadvantages of exclusive sport specialization and consists of three elements. The concept of Factor 3 (F3) highlights the significance of athletes engaging in many sports to improve their performance. This factor consists of three components. Factor 4 (F4) encompasses a complete and varied strategy for participating in high school athletics, consisting of four components.

**Table 2**

*Initial Factor Loadings for PSSS Examination.*

Scale Items	F1	F2	F3	F4
4. It is advisable for high school individuals to focus on a single athletic activity.	0.78			
1. Every participant should concentrate in one athletic activities by the time they attend senior year.	0.72			
11. For all high school participants, it is optimal to focus on one sport.	0.71			
7. High school students who focus on a single sport prefer to have a better time on the field than other students who try out for a variety of teams.	0.53			
3. High school players may achieve victory through year-round training and competition in their chosen sport.	0.42			
21. Focusing exclusively on a single sport might result in repetitive strain injuries and cognitive tiredness.		0.73		
2. The coaches put a lot of pressure on the players to play a single activity.		-0.46		
9. High school sportsmen miss out on life experiences when they focus on one sport.			0.44	
17. If an athlete wants to improve their performance in their preferred sport, they should try participating in many sports.			0.70	
16. Every high school student should be given the opportunity to engage in various athletics.			0.58	
12. An enhanced approach to high school athletic participation involves promoting players' engagement in many sports and activities.			0.49	
8. Individuals would decide to play in more than one high school sport if given the chance.				0.47
15. Parents encourage for high school players to engage in many sports.				0.43
6. High school players who focus on one sport have greater proficiency compared to their competitors who engage in various activities.				0.45
<b>Eigenvalue</b>	<b>3.24</b>	<b>2.07</b>	<b>2.01</b>	<b>2.01</b>
<b>Percentage of Variance (%)</b>	<b>12.97</b>	<b>8.30</b>	<b>8.05</b>	<b>8.04</b>

Source: (By Author)

### Parental Authority Questionnaire (PAQ) Model

The variables have changed to enable the measurement of parental patterns from the perspective of the parents. The PAQ has a total of 30 items, with 10 as authoritarian, 10 permissive and 10 as five-point Likert assessments. The “Likert scale ranges from 1 (strongly disagree) to 5 (strongly agree)”. The respondent's responses were calculated by adding together the results of every component from each category, as well as all items, to generate a total rating. The PAQ values on every component span from 10 to 50, with larger values demonstrating a higher degree of the assessed parenting style pattern.

### Evaluations Based on Statistical Data

The collected data were stored organized and evaluated with “IBM statistical package for the Social Sciences (SPSS), Version 26”. The evaluations for all research characteristics were first examined for outliers using “univariate (standardized z-scores) and multivariate (Mahalanobis distance)” testing methods. Following the methods, no outliers were detected and the overall sample

included in the research analysis consisted of 201 people. “Univariate correlational analyses” were performed to assess the level of relationship among the research parameters and detect any potential multicollinearity problems. Subsequently, MANOVA methods were used to contrast the clusters based on their perspectives of athletic practice.

The objective of this research was to investigate the differences in how parents understand sport concentration, considering their degrees of idealization and self-identified approaches to parenting in Chinese families. The procedure used in this study deviated from usual variable-centered methodologies by using a two-step approach. First, the subscale scores from the measures measuring perfectionism and approaches to parenting were standardized. Through the use of hierarchical and k-means cluster analysis, it was demonstrated that there are four unique clusters among the respondents. An additional MANOVA was conducted to examine these clusters based on their ratings on the subscales of the PSSS. If a substantial primary impact was seen, further analysis was conducted using univariate and discriminant function

analyses to examine the particular variations among the detected clusters.

## Research Findings

### Analysis of Correlations

Univariate Pearson correlational tests were performed to determine the beginning and experimental level of the association among the three sets of factors used in this research. The data analysis, as shown in Table 3, reveals that the PAQ subscales had no effect but minor connection with one another. The four PSSS subscales exhibited an insignificant to moderate correlation with one another (-0.06 to +0.65). There was a certain level of association observed across all subscale scores. Nevertheless, due to a remarkably

low to moderate extent of positive and negative connections, the analysis indicates that there is no significant multiple linearity present. Hence, it is justified to employ cluster analysis to determine particular types or groups of individuals who exhibit different profiles regarding these intrapersonal relationships variables of processing.

### Statistical Descriptions

According to the data, the averages for the PAQ subscales were all about nearby the middle. The standard deviations measurements and variation in scores demonstrated variety among individuals in the parents' replies. The average scores for the four individually calculated subscales of the PSSS were below the median. Table 3 presents statistical information such as median, SD and observed ranges for all research characteristics.

**Table 3**

*Results From Descriptive and Correlational Analyses.*

	PAQ P	PAQ A1	PAQ A2	PSSS Pro Specs	PSSS Negative Specs	PSSS Pro Multip	PSSS Focus for Skill Develop
PAQ P	-						
PAQ A1	-.10						
PAQ A2	-.23**	-.12					
PSSS Pro Specs	.26**	.20**	-.21**				
PSSS Negative Specs	-.10	.03	-.10	.10			
PSSS Pro Multip	.14*	.02	-.28**	.42**	.13		
PSSS Focus for skill develop	.23**	.18**	-.26**	.66**	-.07	.35**	
Mean value	2.07	2.94	3.99	1.90	2.48	1.96	2.15
SD value	.53	.61	.43	.58	.34	.48	.63
Gained range	1.0–4.3	1.4–4.5	2.7–4.9	1.0–4.0	1.5–3.5	1.0–3.2	1.0–4.0
Possible Score Range	1–5	1–5	1–5	1–4	1–4	1–4	1–4

**Note:** P – Permissive, A1 – Authoritarian, A2 – Authoritative, \*\* $p < .01$ , \* $p < .05$ .

**Source:** (By Author)

### Analysis of Clusters

Employing a two-step cluster analysis, four unique parent groups were observed based on values obtained from the PAQ. The data in Table 4 provides descriptive statistics, including means, standard deviations and z-scores, for these clusters. A further MANOVA analysis indicated substantial disparities across the clusters in relation to all factors pertaining to methods of parenting and perfectionism. Cluster 1 (C1) had a significant presence of permissive parenting and socially

imposed perfectionism, while Cluster 2 (C2) showed a lack of authoritarian and parental authority, along with moderate permissive behavior. Cluster 3 (C3) exhibited elevated levels of authoritative parenting across all subscales, as mentioned in Figure 1. Cluster 4 (C4) exhibited high levels of authoritative perfectionism, moderate levels of self-absorbed perfectionism and comparatively low values in the other categories. The impact size assessments demonstrated little variances on the PAQ subscales, highlighting the presence of diverse parenting styles among the four clusters.

**Table 4**

*Findings of Cluster Groups.*

PAQ Variable	C1	C2	C3	C4	F (df = 3, 198)	
P	2.68 (.60) z = 1.17	2.12 (.46) z = .05	2.07 (.39) z = -.03	1.85 (.38) z = -.44	26.85	.30
A1	2.89 (.60) z = -.10	2.65 (.55) z = -.50	3.32 (.46) z = .58	2.73 (.56) z = -.36	16.80	.22
A2	3.62 (.44) z = -.90	3.89 (.46) z = -.28	3.95 (.31) z = -.13	4.27 (.33) z = .59	24.63	.29

**Note:** The F-values were significance at  $p < .00$ , P – Permissive, A1 – Authoritarian, A2 – Authoritative.

**Source:** (By Author)

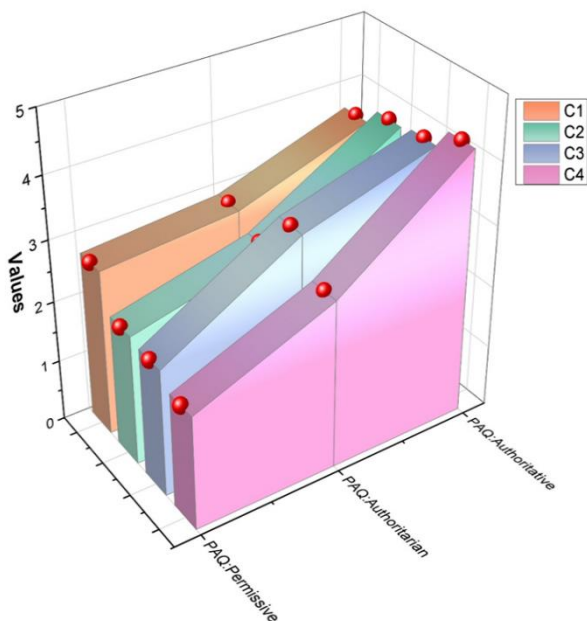


Figure 1: Findings of Cluster Groups. Source: (By Author)

Cluster Contrast Based on PSSS

A one-way MANOVA was performed to analyze the influence of approaches to parenting, perfectionism and their relationship on parents' opinions of sport specialization for children aged 8–16. The cluster groups obtained from the PAQ was analyzed in accordance with the sport focus subscales of the PSSS. Post hoc assessments revealed that parents belonging to the “High Permissive and Socially Prescribed Perfectionistic Cluster, as well as the High Authoritarian and Perfectionistic Cluster”, expressed higher levels of support for sport specialization compared to those in the “High Authoritative and Moderate Self-Oriented Perfectionistic Cluster” as mentioned in Table 5 and Figure 2. The study did not identify any disparities in the negative or positive features of athletic concentration. This indicates that parenting approaches at a broader level are correlated to diverse opinions of athletic participation in Chinese young athletics.

Table 5

Variations Between PSSS Subscale Findings of Cluster Groupings.

Cluster	Pro Specs	Negative Specs	Pro Multip	Focus on Skill Develop
C1	2.15 (.55)	2.40 (.32)	2.14 (.32)	2.46 (.46)
C2	1.87 (.57)	2.53 (.36)	1.91 (.54)	2.06 (.66)
C3	2.04 (.62)	2.50 (.34)	1.95 (.51)	2.24 (.67)
C4	1.73 (.51)	2.49 (.33)	1.90 (.48)	1.96 (.58)
value	.10	.03	.05	.1
Univariate F-value (Df = 3198)	5.74*	0.94	1.98	6.06*
Comparison of Post-hoc scheffe	1,3<4			1,3<4

Note: \*p < .00.

Source: (By Author)

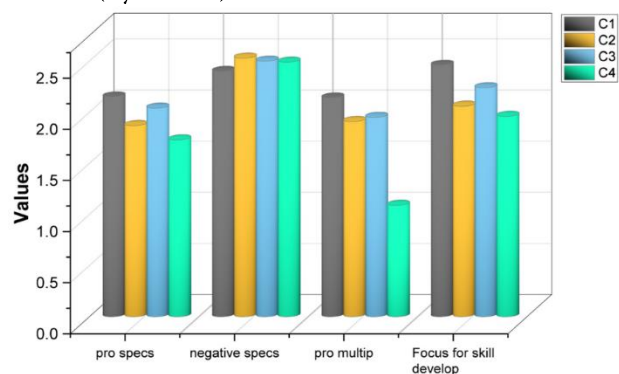


Figure 2: PSSS Subscale Findings of Cluster Groupings. Source: (By Author)

Discussion

The objective of this research was to examine the relationship among parents' perfectionism levels and self-reported parenting styles with their views of sport

specialization. Questionnaires were given to parents of young athletes to assess the factors of interest. Factor analysis revealed the presence of four separate variables that represent different perspectives on sport specialization. Cluster analysis identified four distinct parent groups that had substantial differences in Chinese families parenting style. These groups displayed various opinions on athletic specialization.

In summary, the results revealed a multifaceted and complicated aspect in how parents determine activities, emphasizing the interconnections of perfectionism, parenting style and perspectives towards athletic concentration. This research investigates the unexamined correlation between parental participation in their children's athletic events and their perspectives on athletic particularization. The cluster analyses revealed fascinating results that shed insight on the impact of parenting styles of Chinese families.

Parents belonging to the “High Authoritarian and Perfectionistic cluster” exhibited more endorsement for sport specialization in comparison to parents belonging to the “High Authoritative and Moderate Self-Oriented Perfectionistic cluster”. This implies that parents who are overprotective and perfectionists can support the idea of specialization, maybe desiring validation using their youngster's achievements. “Parents in the High Permissive and Socially Prescribed Perfectionistic cluster” encouraged particularization, suggesting distinct interactions among permissive parenting and athletic specialization.

These observations provide clarification on possible long-term implications on youngsters with perfectionistic parenting and provide important factors for athletic psychology professionals dealing with young athletes who have elevated degrees of perfectionism. The research identifies significant correlations among parental degrees of methods of parenting and perspectives on athletic concentration. Depending on correlational data restricts the comprehension of parental actions and views of athletic involvement. Parenting styles, which include overall behaviors and principles, have a significant impact on the effectiveness of the association with perspectives on athletic specialization. The authoritarian, permissive and authoritative approaches all play a role in determining this relationship. These results highlight the complicated nature of parenting in young athletes, highlighting the need of performing various aspects instead of focusing on individual variables.

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## Conclusion

The varied parenting styles have a significant impact on a person's general development, changing their behavior and social ability. The relationship between parental methods and a child's sports performance is a complex field of inquiry in the realm of athletic achievement. This study evaluated the relationship among parenting methods and athletic success and how parenting influenced the athletic development of children in Chinese families. The data gathering process used a multi-stage methodology in prominent major cities of China. Parenting methods and athletic accomplishments were evaluated through the administration of self-reported questionnaires. We gathered primary dataset consisted of 201 individuals, including 73 males and 128 females. The PSSS a 21-item scale with a range of scores of 1 to 4, was used to evaluate parental perspectives on athletic involvement of children. MANOVA methods were employed to contrast the clusters based on their perspectives of athletic practice. Through the use of cluster analysis, it has been demonstrated that there were four distinct parent groups exhibiting different parenting styles. The findings of the MANOVA analysis indicated that those belonging to the high permissive and high authoritarian cluster exhibited more encouragement of athletic specialization contrasted to those in the high authoritative cluster. This research dependence on self-reported questionnaires, which might lead to response bias and the generalizability of the results, could be limited due to the research that primarily focuses on particular cities in China. Future studies may delve into the long-term effects of diverse parenting methods on the athletic concentration and entire development of children in Chinese families.



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