

Behind Every Bias Is a Parenting Style: How Does Different Parenting Styles Influence Adolescent Stereotype Levels?

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Abstract. This study investigated the impact of parenting styles, determined by the level of demandingness and responsiveness, on the level of stereotype formed among adolescents. Using a sample of 100 Chinese adolescents (aged 13–18), a self-report questionnaire measured parenting styles based on scales of demandingness and responsiveness as IV, and level of stereotype through four domains (general, age-related, gender-related, race-related) as DV. Results revealed that responsiveness consistently predicted higher stereotype level across all domains, challenging conventional assumptions that warmth reduces bias. This paradoxical role of responsiveness can be contextualized within Chinese collectivist cultural dimension, where bidirectional communication may inadvertently amplify societal norms. Demandingness showed mixed effects, with generally weaker and no significance impact on general or age-related stereotypes. Parenting styles generally explained more substantial variance in general and age-related stereotypes, but less in gender and racial stereotypes, suggesting stronger external influences (e.g., media, education) in the latter domains.

Keywords: Parenting styles, stereotype, adolescent wellbeing, demandingness, responsiveness.

1. Introduction

Behavioral development has always played a crucial role in human beings' growth, especially during adolescence. As teenagers experience the transition to emotional and physical maturity, they are likely to be subjected to an overwhelmed amount of information (Mastorci, Lazzeri, Vassalle, Pingitore, 2024). Under the external influences of environment where people lumped together, such as schools and social medias, their behaviors and beliefs can be easily shaped, imposing stereotypes on themselves and each other. Parents, in this case, become an influential source of stereotyping teenagers through their styles of daily interactions. This research aims to explore how four parental styles—demandingness, responsiveness, discipline, and —impact teenage formation of stereotypes.

2. Literature Review

2.1. Types of Parenting Styles

The term “parenting style” refers to the variations in the parental attitudes and practices that produce relatively stable and identifiable patterns in child adjustment outcomes (Givertz, 2021). It is generally accepted by experts that there are four types of parenting styles. These styles are classified based on the levels of demandingness (parental control) and responsiveness (emotional warmth) shown by the parent (Baumrind, 1966). In the 1960s, psychologist Diana Baumrind identified three main styles of parenting: authoritarian, authoritative and permissive. The fourth style of “uninvolved” was expanded on Baumrind's model by Stanford researchers Eleanor Maccoby and John Martin in the 1980s.

Authoritative parenting is associated with high levels of both demandingness and responsiveness. Parents provide guidance, discipline, and warmth for their child, developing a nurturing relationship. The demandingness, in other words disciplinary methods, are used as a way of protection instead of punishment. The warmth and responsiveness promoted the frequent and appropriate level of two-way communication between parent and child. Authoritative parenting often leads to successful outcomes, where children become independent, confident, responsible, and able to effectively manage their emotion (Baumrind, 1966).

Authoritarian parenting, in contrast, is related with high demandingness but low responsiveness. Parents often tend to impose one way communication with their child, such as enforcing strict rules, expecting obedience, and conveying mistakes using punishments (Baumrind, 1966). There is little or even no room for negotiations from the child. Therefore, the relationship is usually less nurturing, resulting in children with more submissive behaviors and stronger ability to follow precise instructions required to reach a goal, but struggle to regulate problems socially (Rimaisya et al., 2024). Importantly, children who have a more aggression family may also be shy, socially inept, low self-esteem.

Permissive parenting is nonpunitive, lenient, and acceptant, offering little demandingness but high responsiveness. Parents make limited rule for orderly behavior, allow the child to regulate his/her own activities as much as possible, and does not encourage him/her to obey externally defined standards (Baumrind, 1966). Although permissive parenting can foster children's self-esteem and self-expression through nurturing relationship, freedom to this degree can lead children to become impulsive, demanding, selfish, and lack self-regulation (Sanvictores & Mendez, 2022).

Uninvolved parenting demonstrates both low responsiveness and low demandingness. Parents usually provide children's basic needs, establish no particular disciplines and expectations, and offer little nurturing with absolute freedom (Steinberg, 2001). The children of uninvolved parents are likely to better develop the abilities of resilience, independence, and self-sufficiency compared to others out of necessity. However, children from this upbringing often manifest difficulties in social development due to the lack of communication and the experience of emotional detachment (Sanvictores & Mendez, 2022).

2.2. Parenting Styles and Adolescent Social Behavior

Parental behavior can significantly influence the development of both externalizing and internalizing behaviors in adolescents. Within this field, numerous studies have examined the most suitable parenting style in aiding adolescent growth and development through lenses of typological perspectives of parenting (Lorence, Hidalgo, Pérez-Padilla, Menéndez, 2019), such as affection, punishment, dialogue, and indifferent. Previous study has supported the notion that authoritative parenting is associated with overall best outcomes for adolescents' growth, while uninvolved parenting correlates with most negative outcomes. Authoritarian and permissive parenting styles typically fall in between, with certain benefits and significant limitations.

Take authoritarian parenting and permissive parenting as examples. Specifically, authoritarian parenting, has been linked to the internalization of rigid and hierarchical worldviews (Dornbusch, Ritter, Leiderman, Roberts, Fraleigh, 1987). This authoritarian approach, emphasizing obedience to authority and the preservation of traditional values, may inadvertently encourage teens to adopt fixed stereotypes. Teens raised by authoritarian parents may be less likely to question stereotypes presented by authority figures or societal norms and more likely to adhere to group-based thinking (Smetana, 2017). Likewise, permissive parenting may also result in the same consequence of being subservient towards stereotypes (Susie D. Lamborn, Nina S. Mounts, Laurence Steinberg and Sanford M. Dornbusch, 1991). Since permissive parents often provide little guidance or control, they may unconsciously expose teens to a wide variety of unfiltered content, including stereotypes, without teaching them the critical thinking skills necessary to evaluate these ideas. As the result, permissive parenting may foster a "laissez-faire" attitude towards stereotyping, as teens are not encouraged in the awareness of evaluating societal norms with their own perspective (Susie D. Lamborn, Nina S. Mounts, Laurence Steinberg and Sanford M. Dornbusch, 1991).

While the specific effects of these four parenting styles on stereotype remains vague and unthorough, especially for authoritative and uninvolved parenting, empirical evidence has strongly supported the notion that authoritative parenting is associated with overall better outcomes for adolescents' growth, while neglectful parenting correlates with poorer outcomes. Generally, adolescents from authoritative families tend to perform better academically, less prone to externalizing behaviors, and demonstrate better behavioral regulation with high self-efficacy and self-

esteem compared to peers (Hayek, J., Schneider, F., Lahoud, N., Tueni, M., & de Vries, H, 2022). In terms of uninvolved parenting, since uninvolved parents often fail to monitor children's behavior and do not provide support for children's development of self-regulation, adolescents with uninvolved parent often demonstrated more externalizing behaviors and poorer wellbeing (Hoskins, 2014). For example, researchers discovered that by grade 12, teenagers with uninvolved parents consumed nearly twice as much alcohol and smoked twice as teens from authoritative families (Adalbjarnardottir, Hafsteinsson, L.G, 2001).

Furthermore, adolescence's growth outcome can also be largely impacted by the interplay between parenting style and influential social factors. Social media, as one of the most key approaches of communication, plays a crucial role in shaping adolescent stereotypes. Research shows that adolescents spend a significant amount of time on social platforms like Instagram, TikTok, and Snapchat, where they encounter various forms of social messaging (O'Keeffe & Clarke-Pearson, 2011). These platforms allow teens to engage in curated experiences that often perpetuate gender, racial, or class-based stereotypes. Stereotypes on social media are often reinforced through algorithms that present users with content tailored to their preferences, creating an echo chamber where certain beliefs are repeatedly validated (Kende, Hadarics, Láštiová, 2017). Teenagers raised in homes with permissive or uninvolved parenting may be particularly vulnerable to the stereotypes propagated by social media (Steinberg, 2001). Without parental guidance or boundaries, they may adopt these stereotypes as truths, using them to shape their social identities. In contrast, authoritative parenting, which encourages open dialogue and critical thinking, may help teens navigate the complexities of social media without succumbing to stereotypes (Steinberg, 2001).

In conclusion, the effect of parenting styles on adolescent social behavior, particularly stereotype creation, emphasizes the need of guidance, boundary-setting, and open discussion in promoting positive growth. Within the four dimensions of parental style evaluation, authoritative parenting and uninvolved parenting are connected with the most positive and negative results respectively, while authoritarian and permissive parenting styles fall in the middle. As social factors such as social media keep changing the landscape of adolescents' development, the findings highlight the necessity of adoring parenting practices that promote critical engagement with societal norms and allow adolescents to develop independent, well-rounded viewpoints.

2.3. The Current Study

While there is abundant research on adolescent development and changes of social behaviour as the result of numerous typological lenses of nurturing and parenting, little research has been devoted to exploring the role of parenting style in stereotype formation. Stereotyping is an important aspect of social behaviour that deserves more attention, especially given its long-term effects on an individual's development. Most prior studies targeting on parenting styles and adolescent behaviour have emphasized specific outcomes such as academic performance and emotion regulation, without considering the a a key trigger of many outcomes — the mechanisms of stereotype formation.

The lack of research in this area leaves a significant gap due to the potentially far-reaching effects of stereotypes that have not yet been fully explored. Adolescents who internalize stereotypes may experience difficulties with interpersonal relationships and social integration, further fostering prejudice, discrimination, all of which could contribute to issues like social division. According, conducting an empirical research investigating the relationship between parenting styles and teenager's stereotype formation in various is critical to understanding how these factors interact, and thus build a positive social environment.

The research question is: How does different types of parental style effect adolescence's level of stereotype (general, race, gender and age)?

3. Methodology

3.1. Participants

The participants in this study are consisted of 100 adolescents, aged from 13 to 18 years, who were recruited from a middle school and high school setting. The sample included both male and female participants. Participants were selected based on their willingness to complete the online questionnaire and provide informed consent. The recruitment process involved distributing the online questionnaire through school channels, and participants were given the opportunity to withdraw from the study at any time.

The participants were divided into different parental style groups according to their self-reported experiences, which were classified based on the four parenting styles: authoritative, authoritarian, permissive, and uninvolved.

3.2. Instruments

3.2.1. Parenting styles

The questionnaire consisted of two main sections. The first section is focused on assessing the participants' experiences with their parents' parenting styles, which were measured using two dimensions: demandingness (parental control) and responsiveness (emotional warmth). Each dimension was measured with five statements on a 5-point Likert scale, ranging from 1 (Strongly Disagree with the statement) to 5 (Strongly Agree with the statement). These statements were designed to capture the general patterns of behavior associated with each parenting style. Participants rated statements such as "My parents set clear rules and expectations for me" to assess demandingness and "My parents show affection and care for me" to assess responsiveness. Based on these scores, participants were classified into one of the four parental style groups: authoritative, authoritarian, permissive, or uninvolved.

1) Demandingness

The subtask measured the degree of parental control and structure through statements about family rule-setting and expectations. Participants rated statements such as "My parents set clear rules and expectations for me" to assess demandingness. Higher scores indicated stricter and more demanding parenting style.

2) Responsiveness

The subtask assessed the emotional warmth and support provided by parents. Participants rated statements such as "My parents show affection and care for me" to assess responsiveness. Higher scores reflected greater understanding and responsiveness in parenting.

3.2.2. Stereotypes

The second section of the questionnaire was designed to measure the participants' level of stereotype. It included a total of 20 statements, specifically five statements associated with each aspect of different stereotype, including gender stereotypes, age stereotypes, racial stereotypes, and general stereotype. These statements were also rated on a 5-point Likert scale, with the total score from these items used to determine the adolescent's overall level of stereotype.

1) General

This subtask measures participants' tendency to make broad assumptions about common people and events based on limited or superficial information. Participants rated statements such as "people from urban areas tend to be more sophisticated than those from rural areas" to assess their general stereotype. Higher scores indicate a stronger reliance on generalized beliefs.

2) Age

This subtask assesses participants' biases toward individuals of different age groups. Participants rated statements such as "Older adults are less capable of using technology compared to younger individuals" to assess their stereotype towards age. Higher scores suggest the presence of age-based stereotypes.

3) Gender

This subtask evaluates stereotypical beliefs related to gender roles and traits. Participants rated statements such as "Women are more emotional than men" to assess their stereotype towards gender. Higher scores reflect stronger adherence to biased gender expectations.

4) Race

This subtask measures racial stereotypes by assessing beliefs or assumptions based on a person's racial or ethnic background. Participants rated statements such as "Some racial groups are more family-oriented than others" to assess their stereotype towards race. Higher scores indicate greater endorsement of racially stereotypical views.

3.3. Measurement validation

3.3.1. Reliability / Cronbach alpha

Internal consistency was assessed using Cronbach's alpha. The stereotype scale (18 items) demonstrated acceptable reliability ($\alpha = 0.671$).

3.3.2. Validity

Factor analysis was conducted to evaluate construct validity. For the parenting style scale (demandingness and responsiveness), the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.845. According to the KMO criterion, values above the 0.7 threshold are generally considered acceptable. Also, Bartlett's test of sphericity was significant ($\chi^2 = 424.94$, $df = 45$, $p < 0.001$), confirming suitability for factor analysis.

For the stereotype scale, The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.714 (above the 0.7 threshold), indicating that the data were suitable for factor analysis. Furthermore, Bartlett's test of sphericity yielded significant results ($\chi^2(153) = 355.342$, $df = 153$, $p < 0.001$), further confirming the suitability of the questionnaire data for factor analysis.

3.4. Data Collection Procedure

Data for this study was collected through a self-reported online questionnaire administered to the adolescents. The questionnaire was distributed for one month, with participants given as long time as they wish to complete. Each participant was instructed to read and give an informed consent before starting the survey.

4. Results

4.1. Descriptive Statistics

Table 1. Descriptive Statistics of Key Variables

	Mean	SD	Range
Demandingness (25)	19.36	3.59	18 (7 – 25)
Responsiveness (25)	15.74619289	3.872528603	18 (7 – 25)
General Stereotype	13.16751269	5.871703192	20 (5 – 25)
Age Stereotype	10.5786802	4.568096139	16 (4 – 20)
Gender Stereotype	15.60406091	4.091502363	20 (5 – 25)
Race Stereotype	13.82741117	2.885689515	16 (4 – 20)

As shown in table 1, in dimensions measuring parenting style, demandingness, with its range of 7-25 (minimum score to maximum score), showed a moderate dispersion of $M = 19.36$, $SD = 3.59$), indicating relatively clustered scores around the mean with limited variability. In responsiveness, with its range of 7-25 (minimum score to maximum score), also exhibited a moderate dispersion of $M = 15.75$, $SD = 3.87$, suggesting similar consistency in participant responses, though slightly more variability compared to demandingness.

In measurement of stereotype indicators, General stereotypes, ranging from 5–25, had the highest mean of $M = 13.17$ and the widest dispersion of $SD = 5.87$, reflecting substantial variability in participants' adherence to generalized societal biases. In Age stereotypes, ranging from 4–20, showed lower mean of $M = 10.58$ with relatively wide variability of $SD = 4.57$. Gender stereotypes, ranging from 5–25, had the highest mean of $M = 15.60$ among stereotype categories, coupled with moderate dispersion ($SD = 4.09$). Race stereotypes ranging from 4–20, demonstrated the least variability of $M = 13.83$ with lowest $SD = 2.89$, indicating more consensus in racial bias compared to other categories.

4.2. Correlation

Pearson correlation analyses were conducted to examine the associations between two parenting style dimensions—demandingness and responsiveness—and four types of stereotype endorsement: general, age-related, gender-related, and race-related stereotypes (c.f. Fig. 1). Results revealed that responsiveness was consistently and significantly positively correlated with all four forms of stereotype endorsement. Specifically, higher levels of responsiveness were associated with stronger endorsement of general stereotypes ($r = .71, p < .001$), age stereotypes ($r = .69, p < .001$), gender stereotypes ($r = .60, p < .001$), and race stereotypes ($r = .52, p < .001$). In contrast, demandingness showed weaker and more selective associations with stereotype endorsement. It was moderately correlated with race stereotypes ($r = .48, p < .001$) and mildly correlated with gender stereotypes ($r = .26, p = .005$), but showed no significant correlation with age stereotypes ($r = .05, p = .58$) or general stereotypes ($r = .03, p = .75$). These results suggest that responsiveness—reflecting warmth, emotional attunement, and open communication in parenting, may play a more substantial role than demandingness in shaping children's or adolescents' establishment of social stereotypes.

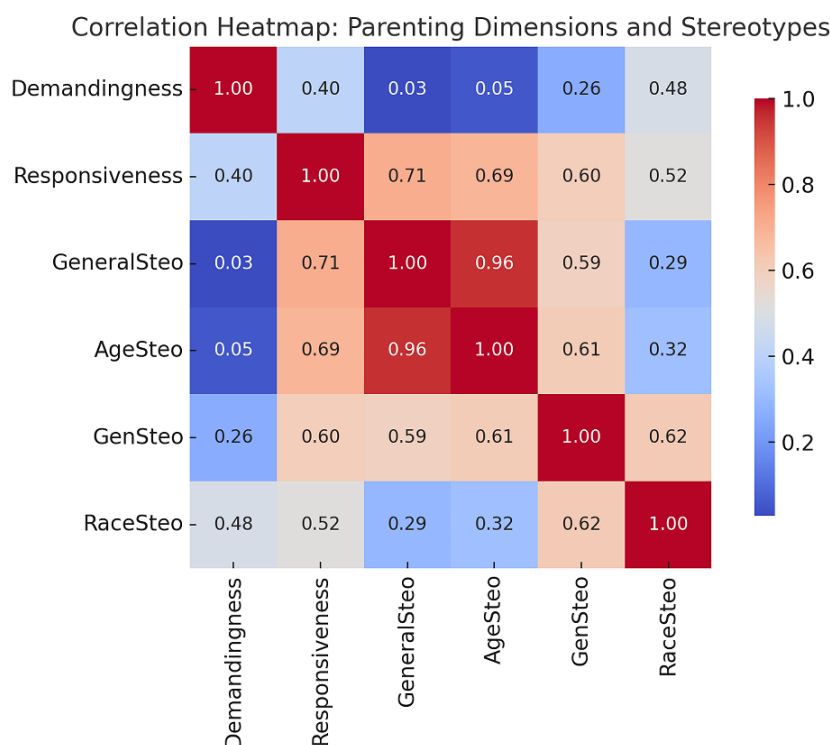


Figure 1. Heatmap of parenting styles and stereotypes

4.3. Regression

4.3.1. Demandingness

A follow up multiple regression analysis was conducted to explore the contributions of demandingness and responsiveness to the formation of stereotypes. Demandingness exhibited mixed and context-dependent associations, with relatively weaker correlation (c.f. Fig. 2). It was a positive

predictor race stereotypes ($\beta = 0.389, p < .0001$). However, it did not significantly predict endorsement of general stereotypes ($\beta = 0.046, p = .697$) or age stereotypes ($\beta = 0.066, p = .467$).

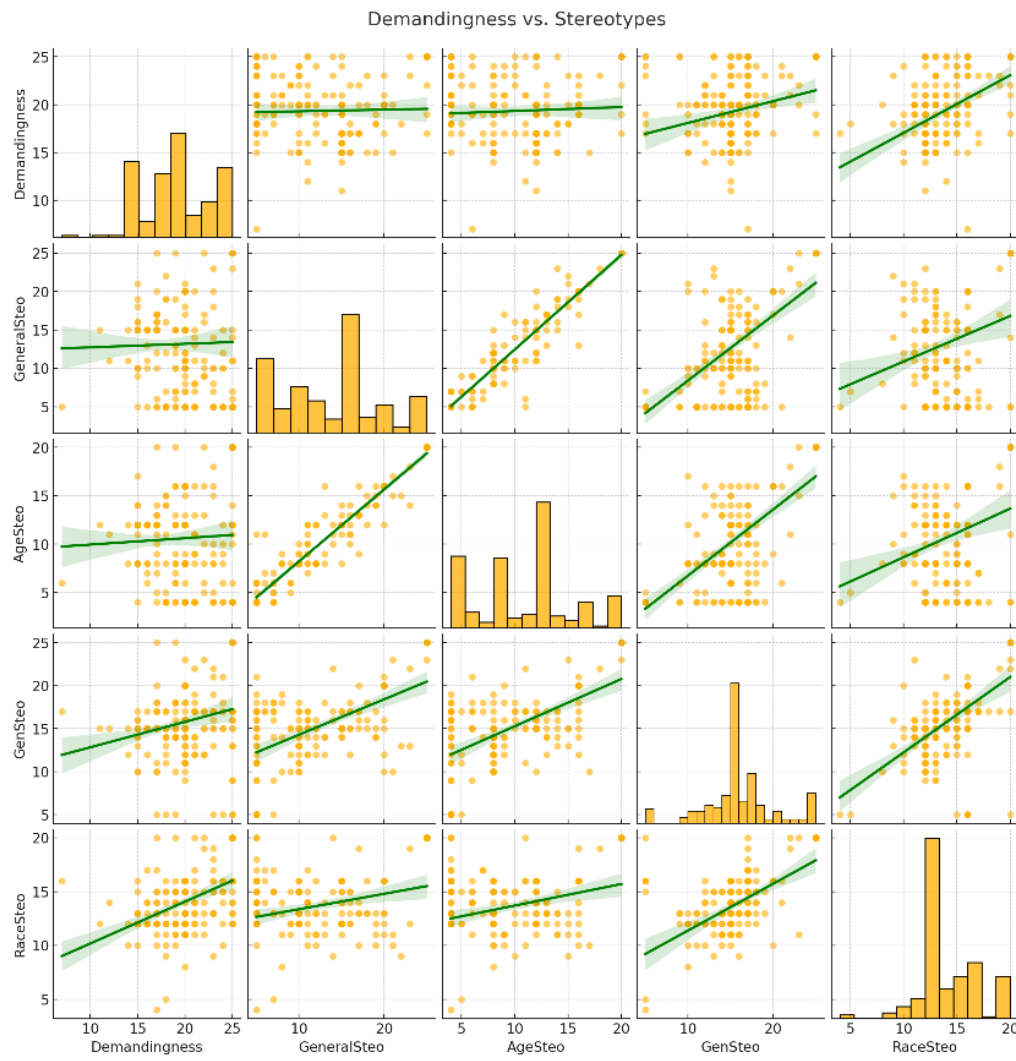


Figure 2. Pairplot with regression: predicting stereotypes from demandingness

4.3.2. Responsiveness

Additionally, regression results demonstrated responsiveness as a strong, consistent predictor of stereotype endorsement across all categories of stereotype. Higher parental responsiveness significantly increased adolescents' adherence to general stereotypes with $\beta = 1.265, p < 0.001$, and age stereotypes with $\beta = 0.938, p < 0.001$, with the strongest effects observed in these two categories. It also showed moderate increase of stereotype endorsement in gender stereotypes with $\beta = 0.628, p < 0.001$, and race stereotypes with $\beta = 0.288, p < 0.001$).

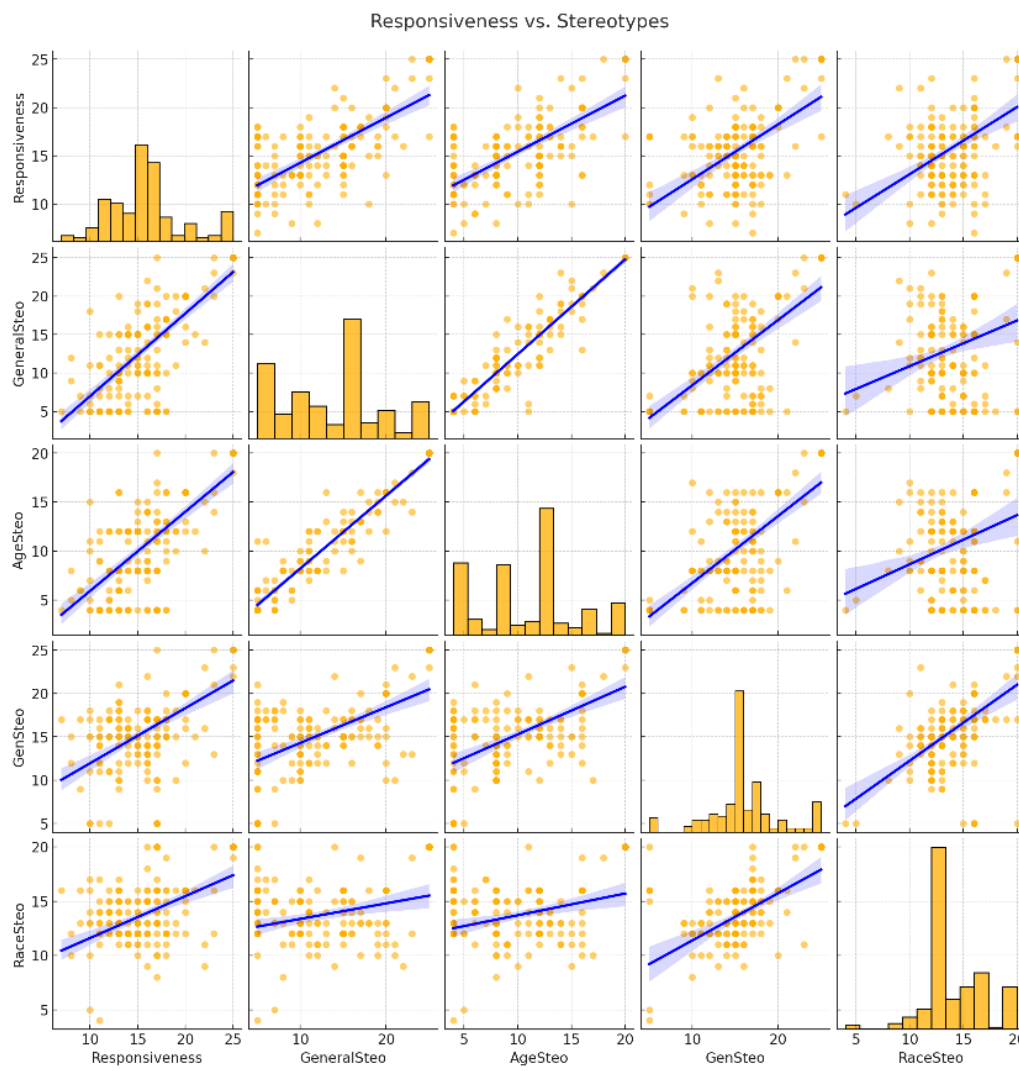


Figure 3. Pairplot with regression: predicting stereotypes from responsiveness

These results highlighted responsiveness as a consistent, robust predictor across all stereotype types, while demandingness exhibited varying effects. The variance explained further underscored that parenting styles play a stronger role in shaping general and age-related stereotypes compared to gender and racial ones. Specifically, both responsiveness and demandingness driven models accounted for 58.4% of general stereotypes and 53.1% of age stereotypes, suggesting parenting styles play a dominant role in these domains. However, for gender and racial stereotypes, the 36.3% and 35.9% variance suggested lower explanatory power, which indicated that additional influences beyond parenting, may likely be predominant.

5. Discussion

5.1. Collective contributions of demandingness and responsiveness

The substantial variance explained in general and age-related stereotypes underscores the centrality of parenting styles in shaping adolescents' social cognition. These domains may directly align with household norms, such as respect for elders and adherence to family rules, making them more susceptible to parental influence.

In contrast, the weaker explanatory power for gender and racial stereotypes highlights the limits of parenting styles in isolation. Gender and race are often more frequently reinforced by systemic and extraneous factors, such as social media, institutional discrimination, educations, that are able to operate independently of familial dynamics (Kende, Hadarics, Lášticová, 2017). For instance,

gendered stereotypes perpetuated through social media algorithms or racial biases embedded in educational curricula may overshadow parental input.

While systemic forces clearly dominate gender and racial stereotype formation, the results revealed that parental demandingness uniquely contributes to racial biases specifically. This exception suggests that unlike gender stereotypes, which appear largely resistant to parenting practices, racial categorization may be reinforced through parental control mechanisms tied to societal hierarchies.

Demandingness exhibited divergent effects depending on the stereotype type. It increased adherence to racial stereotypes, with no effect on other dimensions of stereotypes. These contrasting outcomes align with theoretical frameworks. Demandingness's positive association with racial biases may reflect implicit reinforcement of societal hierarchies. In contexts where racial norms are rigidly enforced through media or institutional policies, strict parental control could pressure adolescents to internalize categorizations as "social rules" (Chao, 1994). For example, parents who emphasize obedience may discourage questioning of racial stereotypes perceived as "common sense."

The null effect on gender, general, and age stereotypes suggests that these everyday life cultural norms are deeply entrenched and less malleable to parenting practices alone, potentially requiring broader societal shifts.

5.2. Individual contributions of demandingness and responsiveness

The finding that responsiveness emerged as a consistent positive predictor across all stereotype categories appears counterintuitive at first glance. Conventionally, emotionally supportive parenting, characterized by warmth and connection, is theorized to foster critical thinking and autonomy (Steinberg, 2001), which thus decrease the risks of adolescence being subjected to stereotypes. However, the results suggest that such responsiveness may inadvertently heighten adolescents' susceptibility to increased stereotypes.

The paradoxical link between parental responsiveness, with its associated bidirectional communication, and heightened stereotype endorsement can be explained by stereotype maintenance mechanisms inherent in interpersonal communication. Specifically, emotionally supportive parenting fosters openness to societal norms, yet also includes stereotype through heightened social attunement (Steinberg, 2001). As Lyons and Kashima (2003) demonstrated through their experiments, when stories are transmitted through bidirectional communication chains, stereotype-relevant information becomes increasingly stereotypical. For example, participants retelling a story progressively emphasized stereotype-consistent details while omitting inconsistent ones, effectively "sharpening" the stereotype. This process of serial bias reproduction occurs due to communicators unconsciously prioritize information perceived as socially shared or culturally normative (Lyons & Kashima, 2001). In the context of parent-child interactions, frequent communication, though well-intentioned, may similarly amplify stereotypes. While responsive parents intend to foster warmth and dialogue through communication, they might inadvertently validate personal or cultural narratives, and then transmit societal norms uncritically. For example, communication regarding gender roles ("boys don't cry") or racial assumptions ("certain groups are better at math") may cause children to internalize them as "common sense" (Clark & Kashima, 2007).

Not only that, stereotype-consistent information is more likely to be communicated critically because it serves a social bonding function (Clark & Kashima, 2007). It was found that people share stereotype-consistent information to strengthen bonds between individuals, as it signals shared cultural understanding. For instance, responsive parents discussing "hardworking Asians", or "athletic Black individuals" might do so to foster connection with their child, while not realizing these narratives reinforce racial categorizations. Over time, such communication patterns normalize stereotypes, as children learn to associate these biases with social acceptance (Lyons & Kashima, 2001). Therefore, responsiveness, characterized by increased social attunement and communication, may cause people to unconsciously hold and transmit stereotypes through their interactions and choices, explaining responsiveness as a predictor of increased stereotypes.

This paradox may be further contextualized within Chinese cultural dynamics, since samples are all based on adolescence living under Chinese culture. In Chinese collectivist societies, parental responsiveness is intricately associated with high demandingness as endorsed in the correlational analysis of the current study, which reflects cultural norms where love is expressed through expectations of conformity and achievement. This phenomenon is rooted in Confucian values that prioritize familial duty, academic excellence, and moral discipline (Chao, 1994). For instance, the concept of “*guan*” (framing strictness as protective care) in Chinese parenting illustrates how parents demonstrate care by rigorously guiding children toward societal and familial goals, framing strictness as a form of protection rather than control (Cheah, Leung, Tahseen, Schultz, 2009).

Children in this cultural context often interpret demandingness as an expression of parental devotion. For example, Cheah et al. (2013) found that Chinese immigrant mothers viewed strict discipline as acts of sacrificial love, aiming at securing their children’s future success in a competitive society, where children’s compliance is seen as responding to familial sacrifice (Wang & Chang, 2010). Consequently, adolescents may internalize demandingness as care, normalizing the idea that societal norms and stereotypes are integral to social acceptance and familial harmony (Bond, 1991).

Furthermore, the interplay of demandingness and societal conformity pressures creates a feedback loop that reinforces stereotypes. As Lyons and Kashima (2003) demonstrated, communication within close-knit groups (e.g., families) amplifies stereotype-consistent information, as individuals prioritize socially shared narratives to strengthen relational bonds. In Chinese families, discussions about success (e.g., “girls should prioritize modesty”) or identity (e.g., “certain ethnic groups excel in specific fields”) may inadvertently validate stereotypes, as parents frame these narratives as “protective guidance” against societal exclusion (Chen & French, 2008). Over time, children learn to associate adherence to stereotypes with social survival, perpetuating cycles of bias (Clark & Kashima, 2007).

6. Conclusion

This research investigated how parenting styles, which is determined by the scale of demandingness and responsiveness, influenced stereotype formation in adolescents. By collecting and analyzing data from 100 Chinese adolescents (13–18 years), the results showed that responsiveness parenting (characterized with emotional warmth and open communication) consistently predicted higher level of endorsement for all kinds of stereotypes (general, age, gender, race), and demanding parenting exhibited mixed and contextual associations of relatively weaker correlation between variables. This counter traditional theories linking warmth to critical thinking, suggesting instead that responsive communication may inadvertently transmit societal biases through “stereotype-consistent” storytelling and cultural norm reinforcement. Demandingness (parental control) exhibited mixed effects. It heightened racial stereotypes but generally showed no significant affect on general, gender-related, and age-related biases.

Generally, parenting styles has high explanatory power for general and age-related stereotypes, underscoring their centrality to household norms, such as respect for elders. Conversely, gender and racial stereotypes were less explained by parenting, indicating stronger influences from external factors like media or systemic discrimination. Cultural dimension was also critical in justifying these results. In China’s collectivist culture, responsiveness often coexists with demandingness (e.g., “*guan*”, framing strictness as protective care), making these aspects non-separable from each other.

Overall, this study reveals that parenting styles, particularly responsiveness parenting, play a critical role in enhancing stereotype formation. While warmth and support foster healthy development, it may also heighten susceptibility to personal recall if uncritical societal narratives are reinforced.

6.1. Implications

6.1.1. Practical Implications

The findings offer actionable insights for mitigating stereotype development in adolescents. First, enhancing parental awareness is crucial. Caregivers should balance emotional warmth with critical discussions that actively challenge stereotypes. Structured training programs could equip parents to model stereotype-questioning behaviors. Second, educational interventions must prioritize stereotypes less influenced by parenting, such as gender and racial biases. Schools and media literacy initiatives should integrate courses dissecting systemic biases in textbooks and social norms. Third, in collectivist societies like China, approaches are needed to reframe traditional concept "guidance" (e.g., *guan*) by emphasizing both autonomy and certain amount of conformity to reduce uncritical internalization of stereotypes.

6.1.2. Future Research Directions

In order to investigate this correlation beyond Chinese society and collectivist cultural dimension, future studies can replicate this study with diverse cross-cultural samples, such as samples from individualist cultural dimension. This is essential to test the generalizability of findings beyond Chinese adolescents. Second, longitudinal designs should track how parenting styles shape stereotype trajectories from childhood to adulthood, establishing clearer causality between variables.

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