The impact of parenting style and online self-disclosure on parental authority recognition: A case study of the "digital native" generation

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Abstract: Previous studies have found that different parenting styles can affect adolescents' parental authority recognition, but these studies have not fully considered the impact of the online environment on parental authority recognition. Therefore, this article will combine the factor of online self-disclosure to explore its role in the relationship between parenting style and parental authority recognition. By systematically understanding the relationship between these factors and taking into account the characteristics of adolescents growing up in the digital age, it aims to deeply explore the mechanism of these factors' influence on parental authority recognition, and hope to provide useful inspiration for practice and policy making to better help adolescents' mental health development.

1. Introduction

Chinese teenagers born in the 2000s have been closely connected to the Internet information age since birth, and have been deeply influenced by digital information technology, instant messaging devices and smartphones. Their lifestyles, consumption habits, behavioral norms, spiritual beliefs and values are all potentially influenced by Internet media [1][2]. Social media includes traditional social media and social software developed specifically for mobile devices, such as WeChat and mobile QQ on mobile phones and tablets, as well as social networking sites [3]. Such characteristics are often called digital natives. The concept of "digital natives" was first proposed by Prensky, who described digital natives as people who live in digital technology. Prensky believed that digital natives have a culture of interconnection, online creation and sharing. Their electronic life revolves around the Internet, where they obtain information and interact with others, such as writing blogs, playing online games, downloading music, buying and selling online, and socializing through social media networks [4][5]. Online communication stimulates online self-disclosure. Based on the theory of transpersonal communication, the typical characteristics of computer-mediated communication are the reduction of visual, auditory and contextual cues (such as social status cues). An important consequence of the reduction of these cues is that computer-mediated communicators become less concerned about how others view them and, therefore, feel less inhibited in revealing

intimate information. These processes of liberation are particularly relevant to adolescents, for whom shyness and self-consciousness are inherent in their developmental stage. According to the Internet-enhanced self-disclosure hypothesis, the development of social media has facilitated adolescents to share their opinions online, that is, to self-disclose online. This has helped them develop good social skills[6]. But at the same time, it has also brought disadvantages. At the family level, the differences between parents and children in the acceptance, use and relevant knowledge of online media are manifested as a generation gap in the digital age. The decentralized nature of media provides children with the possibility to challenge their parents' authority[7]. Authoritative control theory believes that parents' authoritative control over adolescents will promote the development of adolescent autonomy. If adolescents are given too much autonomy too early, the lack of parental authoritative control will undermine their sense of independence. The main point of this theory is that parents should exercise authoritative control over adolescents. When individuals are young, their ability to distinguish and judge is not strong. Therefore, parental authoritative control plays a guiding role in the healthy development of individuals. Bandura's social learning theory points out that individuals usually learn through imitation and vicarious learning. Therefore, the influence of parents on their children depends largely on the parents' own qualities. Children identify with their parents' behavior and will imitate their parents' behavior accordingly. In other words, parents have prestige in their minds at this time. In addition, the greater the non-power influence of parents, the greater their authoritative influence [8]. For the young generation growing up in the digital age, they grow up in an environment full of online information. Social media and the Internet have become part of their daily lives. With the significant increase in the frequency and duration of Internet use, online social networking has gradually become a popular trend. In this context, parents' parenting style and online self-disclosure have gradually emerged as the possibility of affecting parents' authoritative recognition. This relationship has not yet been fully studied and explored. Previous studies have also involved the relationship between parents' parenting style and parents' authoritative recognition to a certain extent. However, these studies have not fully considered the impact of the Internet environment on parent-child relationships, especially in this digital age.

This study aims to explore the impact of parental parenting style and online self-disclosure on parental authority recognition. This paper reviews the current research status at home and abroad, systematically analyzes the impact of parental parenting style and online self-disclosure on parental authority recognition of the "digital native" generation, and puts forward suggestions for future research.

2. Literature review

2.1. Definition and related research on parental authority recognition

Authority refers to a kind of power with prestige and dominance, and is the right of an individual to control the behavior of others[9]. Damon was the first to use dilemma stories for an empirical study on how children develop their understanding of authority. His findings revealed that this development progresses through distinct stages. Initially, children exhibit a form of blind reverence, believing that obedience to authority can help fulfill their desires. Over time, they come to see authority as a symbol of competence and legitimate power, where obedience serves to avoid punishment. Eventually, this understanding evolves into a more nuanced perspective, viewing authority as a relationship involving sharing and negotiation between parties, with obedience characterized as friendly cooperation in specific contexts[10]. Adolescence is a special period that a person will go through in the process of growing up, during which they will experience physical and behavioral changes. From a neurobiological perspective, children in adolescence like to be with

their peers and are prone to conflict with their parents. They usually hope that their parents can have less control over their lives so that they can be more independent and increase their interactions with friends[8]. The awakening of autonomy consciousness will lead to a decrease in children's recognition of parental authority. If the problems during this period are not well understood and handled, it will further affect the quality of the parent-child relationship. Smetana believes that adolescents will develop new beliefs about whether their parents have the right to control issues in different areas of their lives. This belief is defined as "parental authority identification", which includes adolescents' cognition of the rationality of parental rules, their cognition of compliance with parental rules, and their cognition of the reasons for complying with parental rules [11][12]. Parental authority cognition is a cognition of their influence in the process of educating their children. Adolescents' cognition of parental authority comes from their understanding of parental power and charisma [8].

In general, during adolescence, the parent-child relationship changes from simple obedience to parental authority to a relationship of mutual influence. Steinberg and Silverberg found through a study of adolescents aged 10 to 16 that as they grow older, adolescents' "de-idealization" of their parents gradually increases, that is, they no longer believe that their parents are omniscient and omnipotent [13].

2.2. Parenting style

Family parenting style refers to the parenting concepts and attitudes that parents uphold in the process of raising and educating children, as well as the relatively stable pattern of behavior and emotional expression in the process, which reflects the style and quality of the connection between parents and children. [14], including 6 subtypes such as emotional warmth, denial, harsh punishment, and over-protection, but generally it can be divided into positive parenting style (emotional warmth and understanding) and negative parenting style (over-interference, over-protection), rejection and denial, punishment and severity, preference) two types [15][16]. Domestic scholar Wang Meiping studied the research results and showed that adolescents' perceptions of parental authority are significantly different under different parenting styles [17]. Systems theory believes that the family is also a relatively stable system, but after a certain stage, the family system will also change. Within the family, there are unwritten rules that maintain the normal functioning of the family system, such as who has decision-making power, how much privacy family members can have, and how much freedom they have [18]. When teenagers believe that problems are within the scope of their parents' authority, they will be more likely to obey their parents [19]. Parents who adopt different parenting styles often give their children different amounts of power. Parents with higher scores on the emotional warmth dimension are more able to Communicate well with children and respect their privacy and freedom, which to a certain extent will also affect teenagers' views on parental authority.

According to the positive youth development concept, teenagers can be "nourished" from a positive environment. Micro-environments such as family are feasible and critical systems to promote the positive development of teenagers [20], and the two-way connection and interaction between the family system and teenagers are Quality often needs to be represented and displayed through different family upbringing methods [21]. According to developmental resource theory, developmental situation theory and relationship development system theory, positive family connection is an important external environmental resource and basic unit for the positive development of adolescents. Adolescents can obtain positive development through active interaction with the family environment and promote their potential advantages. Play effectively [22]. Existing research has found that as a positive aftereffect of positive parenting methods in

adolescent development, it has a significant promotion and improvement effect on a series of positive psychological and social qualities of adolescents such as behavioral, emotional, social and instrumental abilities [23]-[25], and negative parenting styles predict more negative psychological states such as anxiety and depression in adolescents [26].

2.3. Online self-disclosure

Online self-disclosure is defined as the process in which an individual uses the Internet to actively or passively convey his or her information to others in various forms such as text. As an extension of traditional self-disclosure in the Internet environment, online self-disclosure has some unique characteristics. First, the anonymity and de-identification of online self-disclosure allow individuals to be less influenced by social norms and the evaluation of others when expressing themselves, so that they can express their thoughts and emotions more freely. Second, the diversity of media for online self-disclosure allows individuals to express themselves in various ways (such as blogs, microblogs, social media, forums, etc.), which increases the flexibility and richness of expression. In addition, online self-disclosure has the characteristic of transcending time and space, allowing individuals to express themselves anytime and anywhere and communicate with people all over the world. Online self-disclosure has an important impact on the mental health of individuals. On the one hand, moderate online self-disclosure can help individuals relieve stress, vent emotions, and enhance social support, thereby promoting mental health [27]-[30].

With the increase in social media network interaction situations, everyone is more willing to express themselves through the Internet [31]. Studies have shown that parents' parenting style is also related to their children's self-disclosure. If parents work hard to establish a warm, understanding, and personal relationship with their adolescents, a family atmosphere will be created in which adolescents are more willing to talk about themselves openly [32].

On the other hand, excessive online self-disclosure may also lead to privacy breaches, cyberbullying, and other issues, which have a negative impact on the individual's mental health. Therefore, how to guide individuals to engage in healthy and moderate online self-disclosure has become an important research topic. There is a close relationship between online self-disclosure and parenting style. Parental parenting style will affect children's online self-disclosure behavior. For example, emotionally warm parents are more able to establish a positive family atmosphere and promote their children's positive online self-disclosure; while rejecting and overprotective parents may cause their children to engage in less online self-disclosure or choose to conceal their true feelings and thoughts. In addition, parents' acceptance of online media and their usage habits will also affect their children's online self-disclosure behavior. The existence of a digital generation gap may make it difficult for parents to understand their children's online behavior, which in turn affects the quality of the parent-child relationship. Online self-disclosure is not only related to parenting style, but also closely related to parental authority recognition. In the online environment, adolescents show their personality and opinions through self-disclosure, which may challenge the authority of their parents. However, moderate self-disclosure can also help adolescents communicate more deeply with their parents and enhance their understanding and recognition of parental authority. Therefore, exploring the mechanism of online self-disclosure between parenting style and recognition of parental authority has important theoretical and practical significance.

2.4. Summary of existing research

The digital native generation grew up in the digital age and is more exposed to online media and globalized culture. They may show more independent and rational thinking. In addition, the digital native generation is in adolescence, which is a critical development stage. They are actively

building their self-identity, cultivating independence, and clarifying their personal values. In this process of self-exploration, the influence of parents and parenting style play a vital role in their identity formation and autonomous development. When exploring their own identity, adolescents often cover all aspects of society, culture, personality, and values. In this process, the authoritative recognition style of parents and whether they support them may have a profound impact on their personal development. The digital native generation may show new characteristics in terms of parental authority recognition. However, in China, research on parental authority cognition is still scarce. Studies have shown that different parenting styles have different effects. Authoritative parenting style is related to positive development outcomes, such as children's self-identity, social skills, academic achievement, better family communication, intimacy, and emotional support[33][34]. Emotionally warm parents can win their children's trust and respect while establishing a positive family atmosphere and rules, which may be positively correlated with parental authority recognition. On the contrary, rejecting and overprotective parenting styles may cause children to question or resist parental authority. At the same time, in the digital age, the widespread adoption and use of online media has created a digital generation gap between parents and children, making it possible for children to challenge their parents' authority through online media [7]. Parental authority recognition may affect individuals' self-disclosure behavior on social media to a certain extent, especially adolescents.

In addition, Qin Yawei pointed out that different parenting styles have a certain impact on parental authority recognition, which is manifested in the degree of recognition of parental authority decreasing from "authoritative", "authoritarian", "indulgent" and "neglectful" [38]. The parenting style of parents is an important way for parents to convey their true emotions to their children. Through appropriate parenting styles, parents constantly try and explore appropriate ways to interact and communicate with their children, creating a harmonious and healthy parent-child relationship. Among them, the difference between adolescents and parents in the cognition of authority may lead to the deterioration of parent-child relationship and even cause parent-child conflict [39]. Rejection of parental authority increases the risk of adolescents engaging in problematic behaviors[40]. The more positive the parenting behavior, the shorter the children's actual and expected time online, the more online information behaviors and less online entertainment behaviors, the more positive online emotions and the fewer negative online emotions. In addition to the impact in the immediate situation, parenting behavior can also have a long-term impact on children's online behavior and emotional experience. Children's daily psychological needs satisfaction plays a mediating role in the impact of parenting behavior on online behavior and emotional experience.

3. Methods

3.1. Questionnaire

When exploring the relationship between parenting style, online self-disclosure and recognition of parental authority, the questionnaire method, as a quantitative research method, can systematically collect data and conduct analysis. First, determine the target sample group to ensure that the sample is representative and extensive. Consider factors such as the sample's gender, grade, and family background to facilitate more detailed analysis and comparison. The questionnaire currently used to measure recognition of parental authority is the Smetana Adolescent Parental Authority Perception Questionnaire revised by Wang Ting. The questionnaire consists of three parts: the perception of the legitimacy of parental authority, the perception of compliance with authority, and the perception of personal authority in the personal domain of adolescents. Perception of the legitimacy of parental authority: A 4-point rating is used, and the higher the score, the more

recognized parental authority. It includes two dimensions: personal domain and moral domain. The internal consistency coefficient is 0.884, and the internal consistency of the two factors is 0.876 and 0.742 respectively [35]. Perception of compliance with parental authority: A 5-point rating is used, and the higher the score, the more compliance. It includes two dimensions: personal domain and moral domain. The internal consistency coefficient is 0.901, and the internal consistency of the two factors is 0.897 and 0.768 respectively. The questionnaire for measuring parental parenting style is the simplified parenting style questionnaire revised by Chinese scholars Jiang Jiang et al., which consists of three dimensions: rejection, emotional warmth, and overprotection, with a total of 21 questions, including two versions for fathers and mothers. The scale uses a 1 to 4 rating scale, from 1 (never) to 4 (always). The internal consistency reliability of each dimension is between 0.74 and 0.84, which has a relatively good reliability [36]. The questionnaire for measuring online self-disclosure is the "Online Self-Disclosure Questionnaire" translated and revised by Cao Yu and Leung. The questionnaire has a total of 18 questions, including five dimensions: consciousness, quantity, enthusiasm, depth, and honesty, and uses a 7-point rating. The higher the total score, the higher the level of online self-disclosure [37].

3.2. Interview

Zhang Wei used the clinical interview method to study the characteristics of 5-13-year-old children's recognition of parental authority through the discussion of hypothetical problem scenarios and dilemma stories[42]. Previous studies on adolescents' recognition of parental authority have mostly used dilemma stories or created problem scenarios through clinical interviews.Select a group of adolescents and their parents from the experimental subjects for in-depth interviews, ensuring diversity in terms of age, gender, and family background. Invite adolescents to share their experiences of self-disclosure on the Internet, including the content, frequency, and associated feelings. Explore adolescents' perspectives on their parents' parenting styles and how these styles influence their recognition of parental authority. Understand adolescents' coping strategies and psychological responses when facing online challenges and family issues.Ask parents to share their parenting concepts and approaches, as well as the adjustments and challenges they face in the digital age. Inquire about parents' views on adolescents' online behavior and self-disclosure.

Examine the role and responsibilities of parents in family education and how to build effective communication and trust with adolescents. Use a semi-structured interview method, guiding the conversation according to the interview outline while encouraging participants to express themselves freely. Record key information and emotional expressions during the interviews for subsequent analysis and organization. Finally, organize and analyze the interview data to identify key themes and insights.

4. Inspiration and Suggestions

This study helps to enrich the theoretical basis of the research field of parental parenting style and adolescent online behavior, and reveals the new dynamics of family education in the Internet era. It can provide a theoretical framework for further research, such as exploring the differences in parental parenting style and online self-disclosure under different cultural backgrounds. It can provide scientific parenting strategy suggestions for parents to help them understand and effectively respond to the educational challenges in the Internet era and how to correctly guide their children's online behavior. The author makes the following suggestions:

First, the government and social organizations can develop policies and measures to support family education and promote the healthy growth and development of adolescents. Second, encourage democratic and supportive parenting styles to improve parent-child communication and

enhance children's recognition of parental authority. Offer parent training programs to help parents acquire effective parenting skills. Educate adolescents on the proper use of the Internet, including safeguarding personal privacy and avoiding over-reliance on online self-disclosure. Parents should actively engage in their children's online activities, understand their online social circles, and provide appropriate guidance and support.

Third, strengthen collaboration between families and schools to jointly monitor and guide adolescents' online behavior and development. Schools can regularly hold parent meetings to share experiences and address challenges related to Internet use and education, working together to find solutions.

5. Conclusions

This study aims to explore the relationship between parenting style, online self-disclosure and parental authority recognition of the "digital native" generation. By introducing relevant concepts and reviewing previous studies, we attempt to clarify the influencing mechanism among the three. Specifically, we will compare the differences in parental authority recognition among the "digital native" generation, examine whether different types of parenting styles are associated with the recognition of parental authority among the "digital native" generation, and also study the role of online self-disclosure in this relationship. By systematically studying the interrelationships between these factors, we hope to have a more comprehensive understanding of the dynamic interaction between parenting style, online self-disclosure and parental authority recognition, thereby providing useful inspiration for the field of family education and adolescent mental health. Based on the above background, this study fully considers the characteristics of the "digital native" generation, and further explores the influencing mechanism of parenting style and online self-disclosure on parental authority recognition. Through this study, we hope to provide more in-depth theoretical support for the practice and policy in the field of family education and adolescent mental health.

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