

Perceived Parenting Styles and Adolescent Development: An Integrative Evidence Review of Time-Management and Social-Competence Pathways

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ABSTRACT

Adolescence is a critical developmental period in which perceived parenting may influence self-regulation, social functioning, and overall adjustment. This integrative review examines relationships among perceived parenting styles, time management, and social skills in adolescents, while separating direct evidence from related contextual findings. The reviewed literature suggests that parenting perceived as warm, accepting, communicative, and appropriately supportive is generally associated with stronger self-control, better self-regulated learning, lower social anxiety, and stronger social competence. Conversely, rejection, overprotection, harsh-negative parenting, and limited parental availability are more often linked with poorer regulatory and psychosocial outcomes. Evidence for the parenting–time-management pathway remains promising but limited, with one direct study showing that time management tendency mediated the relationship between parental emotional warmth and Internet Gaming Disorder. Evidence on parenting and social functioning is broader, although studies use varied outcomes such as social competence, social-emotional competence, and social anxiety. Cultural, socioeconomic, family-availability, and digital contexts are important in interpreting these associations. Overall, parental warmth appears consistently beneficial, whereas strictness varies across settings. Future longitudinal and culturally responsive studies should test whether time management and social competence mediate links between perceived parenting and adolescent adjustment.

Introduction

Adolescence is commonly defined as the period from 10 to 19 years and is characterised by substantial biological, cognitive, emotional and social development. During this stage, young people encounter increasing academic expectations, changing family relationships, expanding peer networks, greater independence in decision-making and extensive digital exposure. The World Health Organization emphasises that socio-emotional learning, supportive environments and protection from adversity are central to adolescent mental health and later functioning.

Within this context, parenting remains a central developmental influence. Adolescents may spend increasing amounts of time with peers and digital media, but parental emotional availability, communication, monitoring, acceptance and autonomy support continue to shape their adjustment. Parenting styles refer to broader relational climates within which parenting practices occur. Classical typologies describe authoritative parenting as high in warmth and appropriate behavioural expectations; authoritarian parenting as high in control and comparatively low in responsiveness; permissive or indulgent parenting as high in warmth but relatively low in strictness; and neglectful parenting as low in both responsiveness and monitoring (Baumrind, 1991; Darling & Steinberg, 1993; Maccoby & Martin, 1983).

The present review concentrates on **perceived parenting styles** rather than parental intentions alone. Perception is developmentally significant because adolescents respond to parenting as it is experienced. A parent may perceive a behaviour as guidance, whereas an adolescent may experience it as acceptance, protection, criticism, rejection or intrusion. Perceived parenting is therefore particularly relevant when studying autonomy, emotional adjustment, social anxiety, self-control and time-use behavior. Two developmental competencies are central to this review: **time management** and **social skills**. Time management refers to the planning, prioritisation, monitoring and regulation of activities across competing academic, social, family and digital demands. It overlaps with, but is not identical to, self-control, procrastination, self-regulated learning or digital self-regulation. Social skills refer to learned interpersonal capacities including communication, cooperation, empathy, emotional responsiveness, conflict resolution and prosocial behaviour. Social competence is a broader construct concerning the effective application of these skills in peer, school, family and community settings.

The importance of examining these competencies together is evident. Adolescents who manage time effectively may be better prepared to organise study demands, participate in extracurricular activities, regulate digital use and maintain relationships.

Adolescents with strong social competence may also be better equipped to seek help, cope with stress and maintain supportive relationships. Parenting may contribute to both capacities through emotional warmth, behavioural guidance, autonomy support, parental knowledge and modelling of interpersonal and self-regulatory behaviour.

Nevertheless, the evidence base remains fragmented. Existing studies have examined parenting and time management in relation to internet gaming disorder, parenting and self-regulated learning, parenting and social anxiety, time planning and procrastination, social competence and later mental health, and digital communication and offline friendships. Few studies have integrated all three constructs in a single adolescent model.

This review therefore addresses the following questions:

1. How are perceived parenting styles associated with adolescents' time-management-related self-regulation?
2. How are perceived parenting styles associated with adolescents' social skills and social competence?
3. What mediating and contextual mechanisms appear relevant to these relationships?
4. What remains insufficiently established for future research?

2. Conceptual Clarification

A major weakness in earlier versions of this review was the treatment of related constructs as interchangeable. The revised manuscript distinguishes them as follows.

Table 1**Central Constructs and Analytical Boundaries**

Construct	Working Definition	Related but Non-Equivalent Constructs
Perceived parenting style	Adolescents' perception of the general emotional and regulatory climate of parenting, including warmth, acceptance, strictness, rejection and overprotection	Parental involvement, parental knowledge, parental absence, socioeconomic status
Time management	Planning, prioritising, monitoring and regulating time use for present and future demands	Self-control, procrastination, self-regulated learning, study habits, digital regulation
Social skills	Learned interpersonal behaviours such as communication, cooperation, empathy and conflict resolution	Social competence, social-emotional competence, social anxiety, resilience
Social competence	Successful interpersonal functioning in real social environments	Individual social skills alone
Self-regulation	Regulation of cognition, emotion and behaviour in pursuit of goals	Time management as one specific behavioural expression

Research on parenting increasingly recognises that parenting dimensions may be more informative than rigid global categories. Smetana (2017) argues that contemporary research has moved toward differentiated dimensions of parenting, including warmth, control, autonomy support and culturally contingent meanings of parental behaviour.

This distinction is important because high parental warmth is relatively consistently associated with favourable adolescent functioning, whereas the role of strictness varies across cultural and social contexts. Accordingly, the present review does not assume that authoritative parenting is universally superior in identical ways across populations. Instead, it examines whether adolescents' perceptions of warmth, acceptance, involvement, behavioural structure, rejection, overprotection and harshness are associated with time-management-related regulation and social functioning.

3. Method

This study used a critical integrative review design to synthesise literature on perceived parenting styles, adolescent time management, and social skills. Integrative reviews are suitable for topics involving varied study designs, outcomes, and theoretical perspectives. Following Whitemore and Knafl's (2005) framework, the review involved problem identification, literature organisation, data evaluation, analysis, and presentation. The manuscript is not presented as a systematic review because a complete database search record, duplicate-screening process, and independent risk-of-bias assessment were not available. The evidence corpus was developed from the supplied literature and verified through publisher pages, PubMed, DOI records, and official journal sources. Studies were classified as direct adolescent evidence, supporting mechanism evidence, contextual developmental evidence, or excluded evidence. Priority was given to studies involving adolescents aged approximately 10–19 years and directly examining perceived parenting, time management, social skills, social competence, or closely related outcomes. The selected studies were narratively synthesised across five themes: parenting and time management, parenting and social competence, time management and social functioning, mediating mechanisms, and contextual moderators such as culture, socioeconomic status, parental absence, and digital behaviour. Formal risk-of-bias appraisal should be conducted before systematic-review submission.

4. Characteristics of the Principal Evidence

Table 3

Verified and Directly Relevant Adolescent Evidence

Study	Context and Sample	Design	Central Variables	Contribution to Review	Evidence Role
Farley & Kim-Spoon (2017)	United States; 220 adolescent–caregiver dyads; ages approximately 13–15 across waves	Two-wave longitudinal	SES, parental knowledge, behavioural self-control, adjustment	Parental knowledge and self-control linked socioeconomic context with later adolescent adjustment	Mechanism evidence
Xu et al. (2017)	China; 1,345 adolescents from migrant families	Cross-sectional	Perceived emotional warmth, rejection, overprotection, social anxiety	Paternal warmth associated with lower social anxiety; maternal overprotection with higher social anxiety	Direct parenting–social functioning evidence
Fuentes et al. (2019)	Spain; 437 adolescents aged 12–18	Cross-sectional	Parenting styles, self-regulated learning, academic stress	Acceptance/involvement and indulgent parenting associated with favourable school adjustment	Supporting parenting–regulation evidence
Chen et al. (2020)	China; 357 high-school students	Cross-sectional mediation model	Parenting style, time management tendency,	Time management mediated associations between parental warmth and gaming	Direct parenting–time-management

			internet gaming disorder	disorder	evidence
Jeon et al. (2021)	South Korea; 778 adolescent panel responses	PLS-SEM using panel data	Supportive-positive/harsh-negative parenting, self-control, aggression, maladaptive game use, life satisfaction	Self-control and aggression functioned as pathways between parenting and digital behaviour/well-being	Mechanism evidence
Romppanen et al. (2021)	Finland; adolescents followed into young adulthood	Longitudinal	Adolescent social competence, later mental health and adaptive functioning	Better adolescent social competence associated with more favourable young-adult functioning	Social-competence outcome evidence
Kuranchie & Addo (2021)	Ghana; adolescents	Descriptive survey	Social competence, community, gender, parental type	Community location differentiated social competence	Contextual adolescent evidence
Zuo & Xiahou (2022)	China; 583 middle-school students, including left-behind adolescents	Cross-sectional	Parental absence, visitation, time-management disposition	Left-behind adolescents reported poorer time-management disposition	Family-context/time-management evidence
Alabddi	Jordan; 500	Descriptive	Perceived	Positive perceived	Direct

(2023)	public-school students aged 14–15	correlational	parenting, self-identity, social competence	parenting associated with stronger social competence	supplementary evidence
Valente et al. (2024)	Portugal; 506 students, mean age 13.7	Structural equation modelling	Short- and long-term time planning, procrastination	Long-term planning showed protective relationships with procrastination	Time-management evidence
González Moreno & Molero Jurado (2024)	Spain; 743 adolescents aged 14–19	Cross-sectional	Social skills, creativity, resilience	Social skills associated with resilience	Social-skills outcome evidence
Steinsbekk et al. (2024)	Norway; ages 10–18 across five waves	Longitudinal	Social media use, social skills, offline friendships	Social media use generally did not predict reduced social skills; socially anxious adolescents may be vulnerable	Digital-context evidence
Huttunen et al. (2025)	Finland; 2,452 adolescents aged 15	Latent profile analysis	Social-emotional skills, school relationships, school anxiety, aspirations	Social-emotional profiles differed in school experience and SES/gender distribution	Social-emotional-skills evidence
Sonbol et al. (2025)	Egypt; 105 adolescents aged 15–18 attending a psychiatric clinic	Cross-sectional	Parenting styles, social anxiety, smartphone addiction, suicidal probability	Negative parenting and smartphone addiction associated with suicidal probability	Clinical contextual evidence

The core corpus indicates that verified direct evidence is unevenly distributed. There is one particularly direct verified study examining parenting and adolescent time management, several studies connecting parenting with social or emotional functioning, and strong complementary evidence concerning time planning, social competence, digital behaviour and later mental health. No verified core study simultaneously measures perceived parenting styles, time management and social skills in the same adolescent model.

5. Findings

Overall, the reviewed evidence suggests that supportive perceived parenting is positively associated with adolescents' time-management-related self-regulation and social functioning, although the strength of evidence differs across pathways. Chen et al. (2020) provide the most direct evidence, showing that parental emotional warmth was linked to stronger time management tendency, which in turn mediated the relationship between warmth and lower internet gaming disorder. Related studies show that parental acceptance, involvement, knowledge, and availability support broader self-regulatory capacities, while parental absence may weaken time-management disposition.

Time management is also associated with reduced procrastination, especially when adolescents engage in long-term planning. Evidence on social competence is broader: parental warmth, acceptance, dialogue, and involvement are generally linked with better social competence and lower social anxiety, whereas rejection, overprotection, harsh parenting, and low availability are associated with poorer social functioning. Social skills also appear important for resilience, school adjustment, and later mental health. Digital behaviour functions as an important context, where parenting, self-control, time regulation, gaming, smartphone use, and social anxiety interact. Across cultural and socioeconomic contexts, parental warmth appears consistently beneficial, while the role of strictness varies.

Therefore, the evidence supports a cautious conclusion: perceived supportive parenting may promote adolescent adjustment through self-regulation and social-competence pathways, but more longitudinal and culturally sensitive studies are needed.

6. Discussion

The reviewed evidence shows that adolescents' perceived parenting is closely linked with both self-regulation and social development. Parenting marked by warmth, acceptance, dialogue, and involvement is generally associated with better time-management-related regulation, stronger self-regulated learning, lower social anxiety, and greater social competence, whereas rejection, overprotection, harsh parenting, and low parental availability are linked with poorer adjustment. However, the findings do not prove that one parenting style is universally best across all cultures. Parental warmth appears consistently beneficial, but the role of strictness may differ according to cultural, socioeconomic, family, and educational contexts. Time management remains a promising but underdeveloped pathway, as current evidence suggests that supportive parenting may strengthen adolescents' planning and digital self-regulation, but stronger longitudinal studies are needed. Social skills also function both as developmental outcomes and protective resources, supporting resilience, school relationships, and later mental health. Digital behaviour should be interpreted carefully: it is not always harmful, but adolescents with poor self-control, social anxiety, or negative family relationships may be more vulnerable to problematic gaming or smartphone use. Therefore, interventions should emphasise supportive communication, emotional security, planning skills, balanced digital habits, and culturally sensitive parenting practices.

12. Conclusion

Adolescents' perceived parenting is closely linked with self-regulation and social functioning. Warmth, acceptance, involvement, and supportive communication are generally associated with better time management, lower social anxiety, stronger self-regulated learning, and improved social competence. In contrast, rejection, overprotection, harsh parenting, and low parental availability are linked with poorer adjustment. Time management appears to be a promising but underexplored pathway, especially in relation to problematic digital behaviour. However, more longitudinal research is needed to confirm whether it mediates the relationship between parenting and adolescent outcomes. Overall, supportive perceived parenting may help promote adolescents' self-regulation and social competence.



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