

The relationship between Future Education Orientation (FEO) and Parenting Styles(PS) and self-efficacy among Chinese youth athletes

Zhengtian Chen¹², Shuting Li^{1*}, Yuanchao Tang¹

Zhengtian Chen, PH.D Candidates, Shuting Li, Master's degree student, Yuanchao Tang, University lecturers

first author Zhengtian Chen email address¹²:chenzhengtian111@163.com,

corresponding author Shuting Li email address^{1*}:1539417563@qq.com,

third author Yuanchao Tang email address¹:2810775313@qq.com

1.School of Physical Education and Health Science, GuangXi MinZu University, Nanning,

2.SEGi University, Malaysia

Abstract: This study delves into the intricate relationship between future educational orientation (FEO), parenting styles (PS), and self-efficacy (SE) among Chinese adolescent athletes. The research encompassed a sample of registered athletes hailing from Guangxi Province, China. Utilizing a convenience sampling approach, a comprehensive survey was conducted, distributing 400 questionnaires across 24 athlete teams registered with the Guangxi Sports Bureau.

The survey was administered via the Chinese SO JUMP platform, a digital tool facilitating research data collection. To measure the constructs of parenting styles (PS), self-efficacy (SE), and future educational orientation (FEO), we employed well-established scales. Structural equation modeling (SEM) was constructed using Smart-PLS to analyze the data. However, the path coefficient for parenting styles (PS) did not yield robust results, suggesting that this study could not conclusively establish a significant influence of PS on FEO.

The findings revealed no discernible gender-based disparities in future educational orientation (FEO) among the 384 surveyed Chinese adolescent athletes. Nevertheless, the study robustly demonstrated a pronounced impact of self-efficacy (SE) on FEO within this demographic.

Keywords: Future Education Orientation (FEO) , Self-efficacy (SE), Parenting Styles (PS)

Today's world is entering the era of globalized knowledge economy, and athletes, as the main body of competitive sports, are a special group of talents essential to the country Edison et al. (2021). The discussion on the future education of athletes not only plays an important role in the healthy development of professional competitive sports teams, but is also an inevitable choice to promote the construction of a strong sports nation.

Adolescence for athletes is a time when individuals are thinking about the future and preparing for the transition to adulthood, a time of concentrated construction of new ideas, thoughts, interests, responsibilities, self-beliefs, and establishment of values (Bruner et al., 2021), and a time of rapid development, expansion, and transformation of future educational orientations (Cheng & Nguyen, 2023).

Adolescence is a period of transition from childhood to adulthood in which individuals concentrate on thinking about the future, constructing new ideas and concepts about themselves and gradually establishing values in preparation for adulthood. According to Spyrou (2020), children usually fantasize about the future, while adolescents have transformed it into an element of reality. Rahimi et al. (2020) has also pointed out that as individuals transition from adolescence to adulthood, there is an upward trend in the level of self-definition of goals and the means to reach those goals.

From the moment they enter the field of sports, most of China's outstanding adolescent athletes are burdened with the responsibility of striving for the glory of the country and promoting the superiority of socialism. Athletes grow up with a single value orientation, and are long inculcated with the concept of "winning medals and championships", which to a certain extent creates a lack of culture and education among athletes (Li et al., 2020). Some collectives and individuals focus their attention on athletic performance, neglecting the future educational orientation of young athletes and related influencing factors.

Future Education Orientation (FEO)

In psychological research, Future Education Orientation (FEO) is most fundamentally defined as an individual's thinking and planning about the future, which is an individual's ability to anticipate, plan, and evaluate future life and give it personal meaning (Lo-oh, 2021), one of the three main characteristics unique to human consciousness. As a future-oriented mental structure, future educational orientation is an important motivational guide to an individual's daily behavior, which directs and serves the individual's behavior toward future goals, and is an important motivational basis for the individual's behavior and activities (Bi et al., 2022). Individuals consistently contemplate and strategize for their forthcoming years, and the formulation of future educational pathways for young athletes holds a particularly significant position in shaping their professional trajectories. Extensive research has been carried out on the future educational paths for young athletes.

From a socio-cultural point of view the factors that influence the development of young athletes' future educational orientations include gender roles in society, and different cultures at different times have different expectations of males and females i.e. the social roles of the genders are different. Earlier studies found that according to traditional cultural values male subjects were more active in education and work life while females were more involved in family activities (Zhang et al., 2023). Ahmed (2020) studies found no significant gender differences in adolescents' future educational orientations, which may be due to the increasing social status of women with the feminist movement women's increased education. For this reason, it is necessary to explore the differences in the level of future educational orientation of

Chinese youth athletes of different genders based on the competitive environment of Chinese sports.

Parenting Styles(PS)

Adolescence is an important period of transition from childhood to adulthood, in which parents and teachers give adolescents more opportunities for choice and development, and their own social status and social roles undergo significant changes(Tervo-Clemmens et al., 2023). When individuals enter adolescence, not only do their own factors change, but social relationships also take on new characteristics. The most obvious is the gradual transition of parent-child relationship from a parent-centered unilateralism to an equal and democratic parent-child bilateralism(Nguyen et al., 2022), in which parents give more and more autonomy to adolescents and communicate with them through discussion and negotiation, which provides an important psychological background for adolescents to actively think and plan for their future.

Parents, through their influence and guidance, enable adolescents to acquire initial behavioral norms, life experiences and social knowledge(Grusec, 2002). It can be said that the family is the initial and most important developmental environment for adolescent socialization. Parents, through their parenting behaviors, transmit values, social attitudes and perceptions, and social and moral norms to adolescents, thus constituting the goals and requirements of individual social development. According to Shakiba et al. (2022), the family has a personal guidance function, that is to say, the family is able to provide adolescents with support and help in the process of transition to adulthood.

Research on parenting behaviors has found that parental acceptance leads to children who are emotionally stable, have a wide range of interests and empathy, and exhibit socially acceptable behaviors, parental rejection leads to children who are emotionally unstable, stubborn, and rebellious, parental dominance shows passive obedience, greater dependence and a lack of confidence and parental submissive behaviors lead to children who exhibit more aggression and independence(Pinquart & Ebeling, 2020). Research on the types of Parenting Styles(PS) has found that authoritative Parenting Styles(PS) are characterized by greater understanding and respect for the child, frequent communication with the child, and timely assistance to the child, which results in a more mature, independent child who shows a greater sense of social responsibility and motivation to achieve(Fatima et al., 2020). Authoritarian parenting style shows excessive supervision and constraints on children's life and behavior, requiring children to develop according to the route designed by parents, restricting children's freedom too much, and having unequal status in relationship with children, which easily makes children lack a sense of social responsibility, have a weaker ability to adapt psychologically, and are prone to develop the characteristics of anxiety, withdrawal and depression. Laissez-faire parenting is characterized by giving autonomy to the child before the child is capable of making decisions, allowing the child to implement decisions at will, and lack of control and discipline over the child, which tends to make the child have less self-control. (Seginer & Seginer, 2009)

In Jewish adolescent populations, parental acceptance behavior is a more effective predictor of

adolescents' positive expectations for the future and sense of self-efficacy than parental granting of psychological autonomy to adolescents (Dubow et al., 2000). In Arab adolescent groups, however, parental granting of psychological autonomy was a more effective predictor of adolescents' positive expectations of the future and self-efficacy than was parental acceptance behavior (Haj-Yahia & Ben-Arieh, 2000). It has also been found that parental acceptance of children is more strongly associated with adolescents' future educational orientation in modernized Chinese societies, while parenting behaviors that give children autonomy are more strongly associated with adolescents' future educational orientation in societies transitioning to modernized China, and that the relationship between parenting behaviors and adolescents' future educational orientation is influenced by the stage of social development and culture (Liu et al., 2024). In order to clarify the family environment of Chinese athletes, the relationship between parenting behaviors and future educational orientations of Chinese adolescent athletes is one of the research components of this paper.

Self-efficacy (SE)

Much of the research focusing on the future educational orientation of young athletes has included the concept of Self-efficacy (SE). According to Self-efficacy (SE) theory, behaviors, motivations, and aspirations are influenced by whether or not an individual believes he or she is capable of achieving a particular outcome (Bandura & Locke, 2003; Trost et al., 1996), which has implications for their future opportunities.

Dishion et al. (1991) suggested that adolescent athletes with higher levels of Self-efficacy (SE) were more likely than their peers with lower levels of Self-efficacy (SE) to set high, specific goals, develop reasonable plans, and challenge themselves. In addition, Bandura et al. (1996) asserted that the higher the level of perceived Self-efficacy (SE), the higher one's ambitions and the stronger one's commitment to those ambitions. Several studies have shown a positive correlation between Self-efficacy (SE) and Future Education Orientation (FEO) (Hejazi et al., 2013; Kerpelman et al., 2008). In addition, research has shown that Self-efficacy (SE) is an individual's belief in his or her own abilities, and according to Bandura et al. (1996), if an individual is not confident in his or her ability to perform a task, he or she may fail at the task or not attempt it at all. If a young athlete's beliefs about his or her own success are invalid, such as in the educational and athletic fields, then their future educational preferences in these fields are minimized. Furthermore, since Self-efficacy (SE) is shaped by prior experiences of one's own success or failure, and by perceptions of family members' successes or failures. Therefore, if the individual has had many failures themselves and those they know well, they are less likely to be optimistic about the future and less likely to engage in planning strategies to improve their future outcomes.

With the rapid development of the world's science and technology, economy and sports competition, young athletes are exposed to increasingly complex and diversified information and social relationships, and thus many Chinese young athletes show deferred reimbursement, and will continue to make various choices without a fixed developmental goal throughout their long education period. It can be expected

that effective guidance on the future educational orientations of Chinese youth athletes would promote positive youth development to a certain extent. For this reason, studying the relationship between Self-efficacy (SE) and future educational orientation of Chinese youth athletes is also the research content of this paper.

Using Chinese youth athletes as a research population, this study aimed to explore the relationship between future educational orientation and Parenting Styles(PS) and Self-efficacy (SE): based on this, we proposed the following hypotheses

H1 There is a significant difference in Future Education Orientation (FEO) of Chinese adolescent athletes in terms of gender.

H2 Chinese youth athletes' Parenting Styles(PS) have a significant effect on future educational orientation.

H3 Chinese adolescent athletes' Self-efficacy (SE) has a significant effect on Future Education Orientation (FEO) .

2. Methodology

2.1 Sample and Sampling Methods

The sample of this study was from the registered athletes of the Sports Bureau of Guangxi Province, China, and a total of 400 questionnaires were distributed to 24 athlete teams based on the principle of convenience sampling. After excluding invalid questionnaires, there were 384 valid questionnaires, with a validity rate of 96%. (n=384; 205 males,179 females).

In order to collect athletes' questionnaires effectively, this study had the following regulations for athletes:

- 1.Participants must be athletes who have been registered with the Guangxi Provincial Sports Bureau for more than one year.
- 2.Participants must be official members of sports teams in competitive sports programs.
3. participants must be youth athletes aged 12-20 years old.

2.2. Instrument

In order to form hypotheses in this study, it was necessary to have some indicators that could be used to test questionnaire instruments related to future educational orientation, Parenting Styles (PS), and Self-efficacy (SE) of Chinese youth athletes. These questionnaires were derived from (Muris, 2001; Nurmi et al., 1990; Önder & Gülay, 2009), and these questionnaire instruments have been tested in China with large sample sizes, and the results showed excellent reliability.

Future Education Orientation (FEO)

The Nurmi Questionnaire on Adolescents' Future Educational Orientation (Nurmi et al., 1990) was used. The English version of the questionnaire has been widely used in Western research on adolescents' future educational orientations and is currently the authoritative instrument in this field. The questionnaire utilizes self-reporting, and the questionnaire consists of two parts. The first section was a demographic section gender and age. The second section was structured items to examine adolescents' exploration and expectation of the main areas of future development, i.e., education Discovering and Expecting.

This study statistically analyzes adolescents' planning for the future of their educational field, with the planning process consisting of two dimensions: exploration and expectation. Both exploration and expectation items were scored on a 5-point scale from "1" to "5", with higher scores indicating higher levels of exploration and expectation. The exploration dimension consisted of three items such as "How often do you think about or plan your studies and the education you will receive in the future?" Expectations for goal attainment in future education consisted of 5 items such as "To what extent do personal competencies play a role in your realization of your future plans for education?" $\alpha=0.948$ The Future Education Orientation (FEO) Questionnaire showed good reliability in this study.

Parenting Styles (PS)

The Parenting Styles (PS) Questionnaire (Önder & Gülay, 2009) was used, which is a self-report questionnaire consisting of 15 items scored on a 5-point scale from "1" to "5" that addresses three dimensions of parenting style. The questionnaire covered three dimensions of Parenting Styles(PS): parental acceptance/involvement behaviors, which consisted of five items, such as "My parents can spend time with me"; and parental punishment/supervision behaviors, which consisted of five items, such as "If I fail to discipline myself, I will be punished by either my father or my mother"; Psychological autonomy behaviors given to adolescents by their parents included 5 items such as "My father or mother respects my privacy". $\alpha = 0.893$ The reliability of the Parenting Styles (PS) Questionnaire was acceptable in this study.

Self-efficacy (SE)

Self-efficacy (SE) was assessed using the general Self-efficacy (SE) subscale of the Self-efficacy (SE) Scale(Önder & Gülay, 2009). This subscale consists of 8 items assessing general Self-efficacy (SE) on a 5-point Likert scale ranging from (1) "Strongly Disagree" to (5) "Strongly Agree". For example, the question "If I can't do a task the first time, I will keep trying until I can do it," The Cronbach alpha reliability for the current study $\alpha=0.941$.

3.0 Data Analysis

The questionnaire of this study was synchronized with the distribution of the questionnaire during the physical examination of the athletes of Guangxi sports teams, which was explained by the research team to the teams, and the questionnaire was distributed and collected through the Chinese SOJUMP platform. The time limit was 5-20 minutes, and it was submitted with confirmation of completion. In terms of gender, a total of 384 questionnaires were collected, of which 205 were male accounting for 53.3% and 179 were female accounting for 46.6%.(Table1)

Table 1 Description of the FEO questionnaire

T-test for gender (n=384)					
	Percentage	T	df	Sig	Mean difference
Gender	Male	57.1%			
	Female	42.9%			
	FEO-DI1	.513	690.309	.608	.050
	FEO2-DI2	1.297	691.400	.195	.131
	FEO3-DI3	1.650	680.954	.099	.146
	FEO4-EX1	1.280	681.738	.201	.127
	FEO5-EX2	1.434	683.745	.152	.131
	FEO6-EX3	2.443	679.128	.015	.248
	FEO7-EX4	2.229	673.389	.026	.208
	FEO8-EX5	1.835	680.249	.067	.139
	FEO	1.848	679.094	.065	.14764

There is a significant difference between male and female youth athletes in Guangxi in terms of their expectations in future educational orientation in the items of options 3 and 4, i.e., “Do you often think or plan about your studies and the education you will receive in the future?” and “Are you sure that you will receive higher education in the future?” The differences between male and female athletes in terms of their expectations for this future educational orientation are well illustrated. Unfortunately, there is no significant difference between the other options of the exploration and expectation program. It was found that there is no significant difference between male and female Future Education Orientation (FEO) of Guangxi youth athletes ($T=-1.848$, $p=.065>0.05$), H1 “There is a significant difference in Future Education Orientation (FEO) of Chinese adolescent athletes in terms of gender” is not valid.

3.1Reliability and validity

A reflective measurement model was used to evaluate data reliability and validity. We measured the reliability using Cronbach's alpha and Composite Reliability. Convergent validity was measured using the Average Variance Extracted. (Table 2)

Table 2 Reliability and validity questionnaire

Construct	Cronbach Alpha	Composite Reliability (CR) (rho_a)	Average Variance Extracted (AVE)	Discriminant Validity (Fornell- Larcker Criterion)		
				FEO	PS	SE
Future Education Orientation (FEO)	0.948	0.952	0.736	0.858		
Parenting Styles (PS)	0.893	0.900	0.400	0.758	0.632	
Self-efficacy (SE)	0.941	0.945	0.712	0.777	0.832	0.844

3.1.2 Outer loadings

This study also displays the outer loading of each item. The outer loadings of all the items ranged from 0.537 – 0.994. Regarding the Parenting Styles (PS) external loadings, 13 items were less than 0.5. 2 items were >0.5. After the study, it was considered that Parenting Styles (PS) may not be applicable to the Chinese youth athlete environment, and for this reason this variable will be deleted from the next analysis. Self-efficacy (SE) external loadings were good, SE8 items external loadings were the highest at 0.942, and SE2,SE3,SE4,SE5,SE6 external loadings were all greater than 0.942. The overall external loadings of Self-efficacy (SE) were good, with SE8 item having the highest external loadings of 0.942, and SE2,SE3,SE4,SE5,SE6 having external loadings greater than 0.8. Regarding Future Education Orientation (FEO) the overall external loadings were good, with FEO8.EX5 having external loadings as high as 0.994.

Table 3 Outer loading

	Future Education Orientation	Parenting	Self-efficacy
FEO1.DI1	0.837		
FEO2.DI2	0.832		
FEO3.DI3	0.802		
FEO4.EX1	0.879		
FEO5.EX2	0.863		
FEO6.EX3	0.873		
FEO7.EX4	0.765		
FEO8.EX5	0.994		
PS1		0.554	
PS2		0.612	
PS3		0.748	
PS4		0.591	
PS5		0.590	
PS6		0.647	
PS7		0.701	
PS8		0.698	
PS9		0.685	
PS10		0.683	
PS11		0.656	
PS12		0.595	
PS13		0.537	
PS14		0.543	
PS15		0.599	
SE1			0.794
SE2			0.878
SE3			0.814
SE4			0.857
SE5			0.865
SE6			0.841
SE7			0.743
SE8			0.942

3.1.3 Internal consistency

To assess the reliability of the instrument, we measured its internal consistency using Cronbach's alpha and composite reliability (Table 4). Cronbach's alpha values ranged from 0.893-0.941 for all latent variables. Cronbach's alpha values greater than 0.70 showed high internal consistency. The composite reliability (CR) for all the latest variables ranges between 0.900-0.952. The recommended value regarding composite reliability is above 0.70.

3.1.4 Convergent validity

Convergent validity measures construct validity. This shows that two or more items/constructs share variances in common that are assumed to be theoretically related. The average variance extracted (AVE) was calculated to measure the convergent validity (Table 4). All latent variables had AVE values higher than 0.5, ranging between 0.528 – 0.762. The study considered AVE above 0.5 as the acceptance criteria. The findings showed about Parenting Styles (PS) was 0.400, so for this variable tool, this study did exclusion.

3.1.5 Discriminant validity.

The differences between all latent variables were determined using discriminant validity. In any construct, the uniqueness of the manifest variable, in contrast to other variables in the model, was measured through discriminant validity. We applied the Fornell- Larcker criterion to measure discriminant validity. We measured discriminant validity by comparing the square root of average variance extracted (AVE) values with the correlation coefficient values among latent variables(Alarcón et al., 2015). The square root of the AVE values was greater than the correlation coefficients among the latent variables.

3.1 Structural model and path coefficients

3.1.1Covariance assessment

Before testing the hypotheses, covariance was checked. The structural model assesses the level of significance covariance between the explanatory and predictor variables. For all items, the variance inflation factor (VIF) was calculated to check the covariance of each item separately. According to the recommendation of Daoud (2017), a VIF value of less than 5 indicates that there is no covariance problem.

3.1.2 path factor

The significance of the association between the independent and dependent variables was established by testing hypotheses 2 and 3. The β -value was determined for each potential relationship in the proposed model. the higher the β -value, the greater the effect of the independent variable on the dependent variable(Pourghasemi et al., 2013). The results used t-statistics and beta values to confirm the level of significance found throughout the analysis. Significant positive correlation was found between Self-efficacy (SE) and future educational orientation ($\beta = 0.475, p < 0.000$) and the path coefficients are shown in Figure 1.

Table 4 Structural Path

Structural Path	T-Statistic	B	P-Value
PS->FEO	8.861	0.363	0.000
SE->FEO	11.340	0.475	0.000

3.1.3 R2 and f 2 effect size

The coefficient of determination (R^2) was used to measure the overall effect size and variance explained by the dependent variable. Therefore, the coefficient of determination R^2 measures the predictive accuracy of a model. We calculated R^2 values for the dependent variables. Future Education Orientation (FEO) ($R^2=0.644$) Considered valid. When a structure is excluded or included in the model, the variability of the r^2 value is determined by the f^2 effect size. f^2 effect size describes the significant effect of the independent variable on the dependent variable when it is excluded from the model. The values of f^2 effect size were calculated for all independent variables. The results of the study showed that Self-efficacy (SE) ($f^2 = 0.196$) had a favorable effect on Education Orientation (FEO).

3.1.4 Evaluation of predictive relevance Q^2

Prediction errors were assessed using q^2 values, which are greater than 0, indicating the predictive relevance of the model to the particular variable. For Self-efficacy (SE), the q^2 value was ($Q^2 = 0.641$) indicating high predictive relevance of the selected dependent variable.

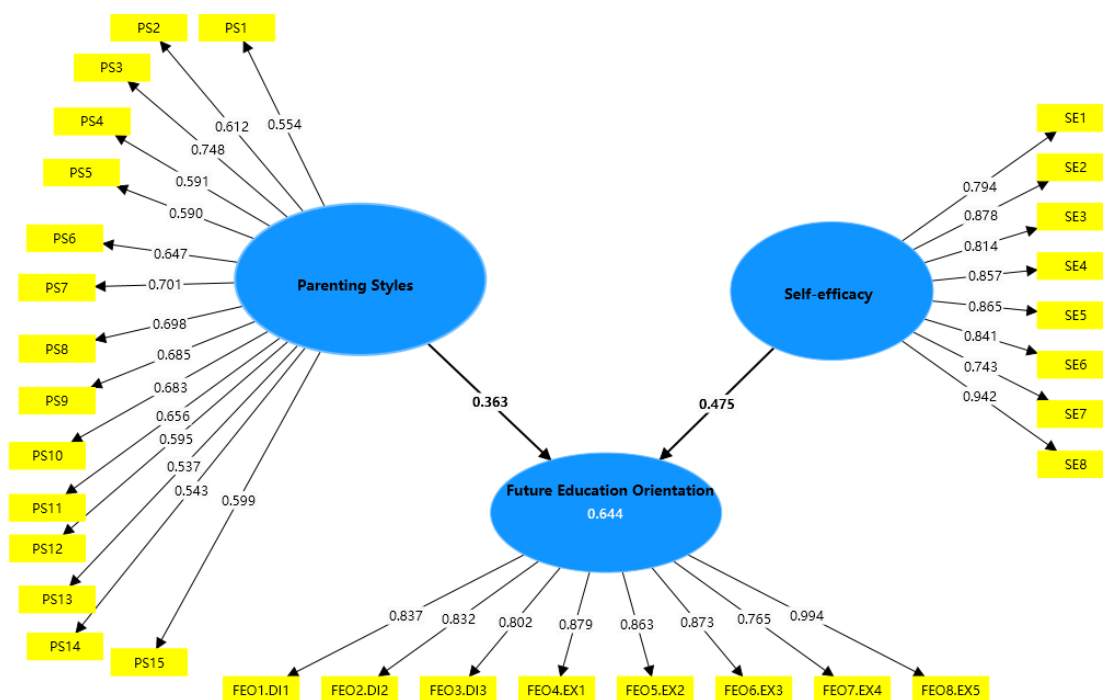


Figure 1 Structural model

4. Discussion and Conclusion

4.1 Hypothesis testing

This study focused on the relationship between Future Education Orientation (FEO), Parenting Styles

(PS) and Self-efficacy (SE) in Chinese youth athletes. The results of the study showed that there was no significant difference between male and female athletes in Future Educational Orientation (FEO) and hypothesis 1 was not valid. This study was conducted on registered athletes of the Provincial Sports Bureau, which fully illustrates the characteristics of Chinese athletes' training. The study also showed that Self-efficacy (SE) and Future Education Orientation (FEO) of Chinese adolescent athletes presented a significant effect, and Hypothesis 3 was established. However, unfortunately it failed to prove that Parenting Styles (PS) and Future Education Orientation (FEO) showed an influential relationship, and Hypothesis 2 was not established. Reliability and validity analyses, internal consistency, convergent validity, and discriminant validity were calculated with values within the acceptable range, and the results supported the model.

4.2 Significance of findings

implication and practical perspective

The results of this study can provide valuable insights for Chinese youth athletes, coaches, parents, and administrators to understand the positive and negative effects of variables on Future Education Orientation (FEO) and to develop relevant measures. In the gender test, it failed to verify the significant difference between male and female athletes in Future Education Orientation (FEO), and based on the limitations of the sample and the context, the results of this study require further extended research.

theoretical perspective

This study provides theoretical insights into Future Education Orientation (FEO) for Chinese youth athletes from an educational perspective, emphasizing the relationship between Self-efficacy (SE) and Future Education Orientation (FEO), promoting an effective theoretical framework for youth athlete development that Provides valuable research implications for athlete development.

4.3 Limitation

Uncontrolled variables

Although this study considered the background of Chinese youth athletes, it did not control for other variables affecting future educational orientation that may influence Future Education Orientation (FEO). The presence of uncontrolled factors may complicate the interpretation of the study results.

Generalizability of the data

The athletes who participated in the study were registered athletes in Guangxi Province, and there may be some limitations for other regions of China where sample collection was not possible.

Sampling size

Due to the small sample size and the restriction to registered athletes, the dissemination and implementation of the results obtained may be somewhat limited. This study will expand the geographic scope and athlete status at a later date in anticipation of obtaining the maximum number of valid samples to validate the model.

4.4. Future research

samples range

This study hopes to gradually expand to other provinces in China. At the same time, it will actively seek approval from the Chinese government to compare the future educational orientations of the provinces and cities with those of the Chinese national team members, and to propose recommendations and countermeasures that are consistent with the future educational orientations of the provinces and the national team.

Variable

Based on the results of the current literature and data, this study will continue to delve deeper into the variables and scope of the study, identifying variables that have a positive impact and potential variables that may have an impact, exploring the development of future educational orientations for youth athletes, and making rationalized recommendations.

Methodology

This study utilized quantitative results obtained from youth athletes in Guangxi, China. In the future, we will use qualitative interviews and other methods to actively seek endorsement from industry experts. Subsequent phases of this study will include the use of qualitative interviews and other methods to actively seek endorsement from industry authorities. We will also invite Chinese sport and education experts to develop a validated educational intention questionnaire and criteria that are specific to the development of young athletes in China. In addition, we will design experiments to validate the results of this study with the goal of enhancing the development of youth sports athletes.

4.5 Conclusion

The results of the study showed that there was no significant difference in future educational orientation (FEO) between male and female athletes in a sample of 384 Chinese adolescent athletes, and this study similarly demonstrated a significant effect of self-efficacy (SE) and future educational orientation (FEO) in Chinese adolescent athletes. Future research will examine this with a larger sample size and will look to find more relationships between the variables to develop a clear model for their development.

5.0 Acknowledgment

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