

The Relationship between Parenting Styles and Psychological need Satisfaction as Perceived by High School Students

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Abstract: *The three basic psychological needs - autonomy, competence, and relatedness - play a vital role in promoting learning motivation, mental health, and holistic development among high school students. Guided by Self-Determination Theory, this study explored the relationship between parenting styles and the satisfaction of psychological needs among 311 students from two high schools in Hanoi. Parenting styles were assessed using the Perceptions of Parents Scale (Robbins, 1994), and psychological need satisfaction was measured using the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al., 2015). These instruments were previously validated for lower secondary students by Nguyen Phuc Loc and Tran Thi Le Thu (2023) and were adapted for high school students in this study. Results showed that students reported moderate levels of need satisfaction, with relatedness being the highest. Both fathers and mothers displayed positive parenting characteristics, but mothers were rated higher overall, especially in warmth. Parenting dimensions were positively correlated with the satisfaction of all three psychological needs. Multiple regression analysis revealed that parental warmth from both parents strongly predicted relatedness and autonomy, while mothers' autonomy support predicted competence. The findings highlight the significant role of parenting in fostering adolescents' psychological development and suggest the importance of culturally sensitive interventions in the Vietnamese context.*

Keywords: *parenting styles, psychological need satisfaction, high school students, Hanoi.*

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1. Introduction

Adolescence is a stage marked by profound physical, psychological, and social changes that directly influence personality formation and the development of individual identity (Truong Thi Khanh Ha, 2015). During this period, the fulfillment of basic psychological needs plays a crucial role in shaping motivation and promoting adolescents' overall development. According to Self-Determination Theory (Ryan & Deci, 2000), the degree to which the three basic psychological needs - autonomy, relatedness, and competence - are satisfied forms the

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foundation for fostering intrinsic motivation, maintaining positive relationships, and supporting healthy personal growth.

Within this framework, parenting style, comprising autonomy support, warmth, and involvement, plays a crucial role in either facilitating or hindering the satisfaction of these needs (Çelik, 2024). In more detail, autonomy support refers to encouraging children to make their own choices, respecting their opinions, and allowing them to make self-directed decisions (Robbins, 1994). This approach directly enhances autonomy, helping children perceive their actions as self-endorsed. Furthermore, opportunities for independent problem-solving strengthen the sense of competence, as adolescents develop mastery and confidence in their abilities (Deci & Ryan, 2000; Teuber et al., 2022).

Warmth reflects love, unconditional acceptance, and parents' ability to nurture a sense of personal value (Robbins, 1994). It is particularly related to the need for relatedness. When parents express warmth and care, adolescents experience a safe and trusting environment where they feel loved and valued. This fosters emotional security and stability, which support learning and social development (Abidin et al., 2022; Grolnick, 2009).

Parental involvement refers to the time and effort parents invest in supporting their children's academic and daily life (Robbins, 1994). When such involvement is supportive rather than controlling, it strengthens emotional bonds and provides the necessary guidance for overcoming challenges. This not only fulfills the need for relatedness but also enhances competence by equipping adolescents with essential skills and confidence (Ryan & Deci, 2000; Teuber et al., 2022). Thus, each aspect of parenting style uniquely influences one or more psychological needs. This relationship emphasizes both the general role of parents in fostering adolescents' wholesome development and the specific pathways that can be applied in education and family counselling.

In Vietnam, most high school students live with their parents and are deeply influenced by family environment. Therefore, examining how parenting styles affect the fulfillment of adolescents' basic psychological needs within the Vietnamese cultural context is significant. However, in-depth studies exploring this relationship among high school students remain limited. This study aims to investigate the current state of parenting styles and the satisfaction of basic psychological needs among Vietnamese high school students, as well as to analyze the relationship between these factors. The findings are expected to offer practical recommendations for helping parents create positive family interactions that foster students' holistic and sustainable development.

2. Research methodology

2.1. Research sample

The participants consisted of 311 high school students in Hanoi. After excluding nine questionnaires due to incompleteness, inconsistent responses, or patterned answering, data from 302 students were used for analysis. Detailed demographic characteristics of the participants are presented in Table 1.

Table 1. Distribution of Research Participants (N = 302)

	Variables	Number	Percentage (%)
School (location)	High school 1 (suburban)	134	44.4
	High school 2 (urban)	168	55.6
Grade	Grade 10	172	57.0
	Grade 11	86	28.5
	Grade 12	44	14.6
Academic performance (last semester)	Excellent/ very good	213	70.5
	Good	84	27.8
	Average	4	1.3
	Poor	1	0.3
Gender	Male	134	44.4
	Female	161	53.3
	Other	6	2.0
	Not specified	1	0.3
Parents' marital status	Living together	259	85.8
	Living separately	13	4.3
	Separated	4	1.3
	Divorced	16	5.3
	Widowed	9	3.0
	Not specified	1	0.3
Family socio-economic status	Low	16	5.3
	Average	260	86.1
	High	22	7.3
	Not specified	4	1.3

A total of 44.4% of students attended a suburban high school in Hanoi, while 55.6% studied at an urban school. Most participants were in Grade 10 (57%), and the smallest proportion was in Grade 12 (14.6%). The majority of students achieved excellent or very good academic performance (70.5%). Gender distribution was relatively balanced, with female students slightly outnumbering males by 8.9%. Most students lived with both parents, and the majority reported their family's living standard as average or above average.

2.2. Instruments

This study employed a quantitative survey design to examine the relationship between perceived parenting styles and the satisfaction of basic psychological needs among high school students. Data were collected through self-report questionnaires administered in classroom settings under the supervision of researchers and homeroom teachers. Participation was voluntary and confidential.

To measure the satisfaction of basic psychological needs, the study used an adapted version of the Basic Psychological Need Satisfaction and Need Frustration Scale (Chen et

al., 2015), revised by Nguyen Phuc Loc and Tran Thi Le Thu (2023) for secondary school students in Vietnam. The scale consisted of 24 items measuring three dimensions: autonomy, relatedness, and competence. Each dimension included both positively and negatively worded items. For example, autonomy was measured by items such as “*I feel free to choose the activities I engage in*” and the reverse item “*Most of the things I do feel like I have to do.*” Relatedness was measured by items such as “*People I care about also care about me*” and the reverse “*I feel excluded from the group I want to belong to.*” Competence was measured by items such as “*I feel confident that I can do things well at school*” and the reverse “*I am disappointed with many of my results.*” Responses were rated on a 5-point Likert scale ranging from 1 (completely false) to 5 (completely true). Reverse items were recoded prior to data analysis. The overall reliability coefficient for the scale was $\alpha = 0.84$, with subscale reliabilities ranging from 0.69 to 0.77.

Perceived parenting styles were measured separately for fathers and mothers, based on three key dimensions: autonomy support, involvement, and warmth. The questionnaire, developed by Nguyen Phuc Loc and Tran Thi Le Thu (2023) from the Perceptions of Parents Scale (Robbins, 1994), initially included 42 items but was refined to 40 items after removing two with low item-total correlations. It assessed six subscales: (1) mother’s autonomy support, (2) mother’s involvement, (3) mother’s warmth, (4) father’s autonomy support, (5) father’s involvement, and (6) father’s warmth. Example items include “*My father/mother allows me to choose what to do whenever possible*” (autonomy support), “*My father/mother spends time and effort helping me*” (involvement), and “*My father/mother accepts me and likes me for who I am*” (warmth). Reverse items such as “*My father/mother insists that I do everything their way*” or “*My father/mother seems very disappointed in me*” were included to balance responses. Participants rated each item on a 7-point Likert scale from 1 (completely false) to 7 (completely true). The instrument demonstrated excellent internal reliability across subscales. The overall reliability for the Perception of Parents Questionnaire was $\alpha = 0.95$, with subscales ranging from 0.78 to 0.84, indicating excellent internal consistency.

Table 2. Reliability Coefficients for the Scales

TT	Questionnaire and subscales	Cronbach’s Alpha (α)
1	<i>Basic Psychological Need Satisfaction and Frustration Questionnaire</i>	0.84
1.1	Autonomy	0.70
1.2	Relatedness	0.77
1.3	Competence	0.69
2	<i>Perception of Parents Questionnaire</i>	0.95
2.1	Mother’s autonomy support	0.84
2.2	Mother’s involvement	0.80
2.3	Mother’s warmth	0.79
2.4	Father’s autonomy support	0.84
2.5	Father’s involvement	0.78
2.6	Father’s warmth	0.80

The present study selected the questionnaires developed by Nguyen Phuc Loc and Tran Thi Le Thu (2023), originally validated with lower secondary school students, because both

instruments have demonstrated high reliability and construct validity among adolescents. As high school students fall within the same developmental stage, the measures were deemed appropriate. Moreover, the items reflect students' perceptions and experiences of parenting styles as well as their sense of psychological need satisfaction, which are shaped more by individual experiences and family environments than by school level. The structure and wording of the questions were clear and suitable for students aged 12 and above, ensuring that high school students could respond accurately and comprehensively. Finally, the use of tools already validated in the Vietnamese context ensured cultural compatibility and measurement consistency.

After data collection and preprocessing, statistical analyses were conducted using SPSS software, including descriptive statistics (mean, standard deviation, minimum and maximum values), Pearson correlation, and linear regression analyses.

3. Results

3.1. Psychological need satisfaction among high school students

The data analysis results show that the levels of satisfaction of basic psychological needs among high school students in the sample were rated at an above-average level. Among the three basic needs, the need for relatedness had the highest mean score, indicating that students generally felt they had positive relationships with people around them in the school environment. Meanwhile, the needs for autonomy and competence received slightly lower mean scores, suggesting that these needs were less fully satisfied compared to the need for relatedness.

Table 3. Psychological need satisfaction as reported by students

Psychological Need Satisfaction	M	SD	Min	Max
Autonomy	3.1	0.6	1.0	4.75
Relatedness	3.62	0.64	1.63	5.0
Competence	3.06	0.56	1.38	4.63

The results indicated that relatedness satisfaction was the most strongly perceived psychological need among students ($M = 3.62$). Many students reported that their relationships with peers, teachers, and school staff provided feelings of warmth, care, and closeness. They felt connected and attached to those who play meaningful roles in their school life, thereby developing a sense of belonging and genuine connection.

Autonomy satisfaction was rated at a moderate level ($M = 3.10$). Most students perceived that they had opportunities to make choices and decisions related to their school activities, which reflected their own preferences and sense of self. They experienced enjoyment and freedom when engaging in school activities. However, some students still felt pressured to engage in tasks not aligned with their personal choices or felt constrained by academic demands.

Competence satisfaction showed the lowest mean score among the three psychological needs ($M = 3.06$). While many students expressed confidence in their ability to accomplish learning tasks and achieve academic goals, a small number doubted their capabilities, feeling disappointed in their performance or uncertain about their academic competence.

Overall, the relatively small differences in mean scores among the three needs suggest that students perceived a comparable level of psychological need satisfaction. The wide range of scores (1 to 5) across all dimensions indicates substantial individual variation, reflecting diverse psychological experiences among students.

3.2. Parenting styles as reported by high school students

Survey results revealed that students perceived both mothers and fathers as exhibiting generally positive parenting styles across all three dimensions: autonomy support, involvement, and warmth. However, mothers were consistently rated higher than fathers in all aspects of parenting behavior. Detailed descriptive statistics are presented in Table 4.

Regarding mothers, the highest-rated dimension was warmth ($M = 5.08$), reflected in mothers' frequent expressions of affection, unconditional acceptance of their children, and efforts to make them feel valued. Autonomy support also received a relatively high mean score ($M = 4.99$), indicating that mothers often respected their children's choices, encouraged independent decision-making, and listened to their viewpoints. Maternal involvement was likewise rated positively ($M = 4.98$), as students reported that their mothers spent time talking with them, offering help, and showing interest in their concerns.

Table 4. Parenting styles as reported by high school students

	M	SD	Min	Max
<i>Mother's parenting styles</i>				
Autonomy support	4.99	1.16	1.13	7
Involvement	4.98	1.21	2	7
Warmth	5.08	1.16	2.5	7
<i>Father's parenting styles</i>				
Autonomy support	4.87	1.21	1	7
Involvement	4.62	1.24	1	7
Warmth	4.84	1.23	1	7

As for fathers, high school students also recognized the presence of all three parenting dimensions, though at slightly lower levels compared to mothers. Paternal autonomy support received the highest rating ($M = 4.87$), followed by warmth ($M = 4.84$) and involvement ($M = 4.62$). While fathers were perceived as attentive and respectful of their children's autonomy, their emotional closeness, shared time, and expressions of positive affection appeared to be more limited than those of mothers.

3.3. Correlation between high school students' psychological need satisfaction and perceived parenting styles

The results of the Pearson correlation analysis (Table 5) indicate that all dimensions of parenting style, for both from mothers and fathers, were positively and significantly correlated with the level of satisfaction of the three basic psychological needs among high school students. This suggests that when parents demonstrate higher levels of autonomy support, warmth, and involvement, students tend to experience greater fulfillment of their needs for autonomy, competence, and relatedness.

Table 5. Correlation between high school students' psychological need satisfaction and perceived parenting styles

	Autonomy	Relatedness	Competence
<i>Mother's parenting styles</i>			
Autonomy support	0.33**	0.34**	0.33**
Involvement	0.31**	0.33**	0.25**
Warmth	0.34**	0.42**	0.34**
<i>Father's parenting styles</i>			
Autonomy support	0.30**	0.35**	0.26**
Involvement	0.23**	0.33**	0.28**
Warmth	0.33**	0.40**	0.31**

Note: **: $p < 0.01$.

The results indicate that the more mothers demonstrate an autonomy-supportive style, such as respecting their child's personal choices, encouraging independent decision-making, and avoiding excessive control, the more students report higher satisfaction of their needs for autonomy ($r = 0.33$), relatedness ($r = 0.34$), and competence ($r = 0.33$). Similarly, when mothers show active involvement, such as spending time listening to their children, discussing school and daily life, and offering help when difficulties arise, students experience greater satisfaction of relatedness ($r = 0.33$) and autonomy ($r = 0.31$). Notably, maternal warmth, expressed through acceptance, affection, and behaviors such as expressing joy when seeing their children, shows the strongest correlation with relatedness ($r = 0.42$), and is also positively related to competence ($r = 0.34$) and autonomy ($r = 0.34$).

Students' evaluations of their fathers reveal a similar pattern, though with slightly lower correlation coefficients compared to mothers. Specifically, when fathers exhibit autonomy support, allowing children to express opinions and refraining from imposing decisions, students report higher satisfaction of relatedness ($r = 0.35$) and autonomy ($r = 0.30$). Fathers' active involvement, such as engaging in conversations and showing concern for their children's worries and difficulties, is associated with greater satisfaction of relatedness ($r = 0.33$) and competence ($r = 0.28$). Moreover, paternal warmth, reflected in acceptance, positive emotional expression, and joy when interacting with their children, shows a strong positive correlation with relatedness ($r = 0.40$), autonomy ($r = 0.33$), and competence ($r = 0.31$).

Overall, the findings highlight that psychological support from both parents plays a crucial role in satisfying adolescents' three basic psychological needs, with warmth and autonomy support emerging as the most influential factors.

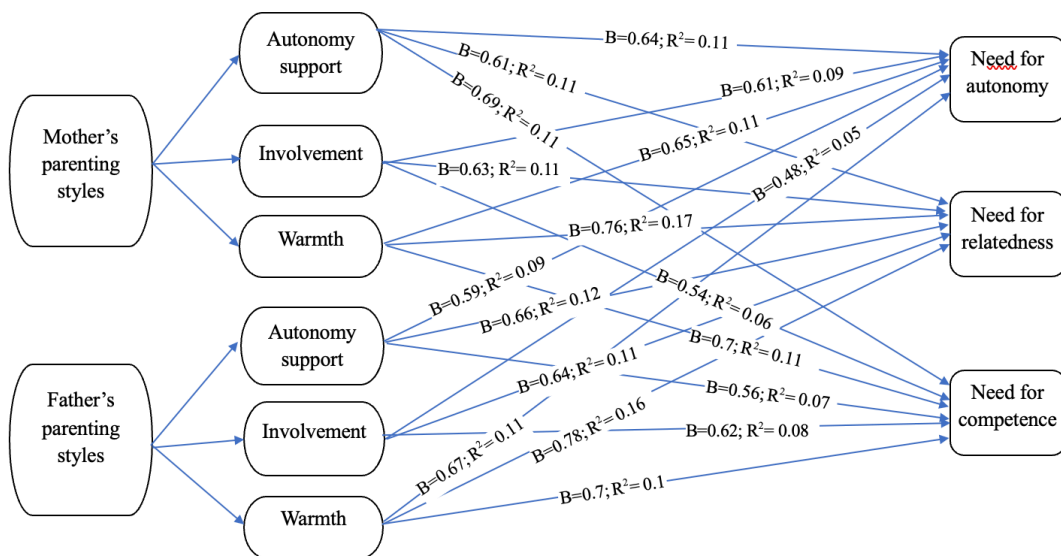
3.4. The influence of parenting styles on the satisfaction of psychological needs as perceived by high school students

The study conducted simple linear regression analyses, in which the dependent variables were autonomy need, relatedness need, and competence need, while the independent variables were the parenting styles of both mothers and fathers. Simple regression was used to examine whether each of the six independent variables had an independent effect on the satisfaction of students' psychological needs. The DurbinWatson test was also performed to

analyze the correlation between residuals and the composite of residuals for independent variables (R), and the results indicated that all regression models were appropriate, with no violation of assumptions ($d < 2$).

The results of the linear regression analyses showed that among the mother-related factors, maternal warmth had the strongest effect on the need for relatedness ($B = 0.76$; $R^2 = 0.17$) and also had a significant influence on the need for autonomy ($B = 0.65$; $R^2 = 0.11$) and competence ($B = 0.7$; $R^2 = 0.11$). Maternal autonomy support and maternal involvement had relatively consistent effects across the three needs, with beta coefficients ranging from 0.48 to 0.78 and R^2 values from 0.06 to 0.11. Similarly, among the father-related factors, paternal warmth was the strongest predictor of the need for relatedness ($B = 0.78$; $R^2 = 0.16$), and also influenced the need for autonomy ($B = 0.67$; $R^2 = 0.11$) and competence ($B = 0.7$; $R^2 = 0.10$). In addition, paternal autonomy support ($B = 0.59$; $R^2 = 0.09$, for autonomy) and paternal involvement ($B = 0.62$; $R^2 = 0.08$, for competence) also played significant roles.

Figure 1. Univariate models of the effects of parenting style on the satisfaction of psychological needs



Note: $p < 0.01$; B = unstandardized coefficients; R^2 = coefficient of determination.

The results of the six separate simple linear regression models clearly demonstrate the direct effects of each parenting style on the satisfaction of students' psychological needs. However, in practice, parenting involves a complex interaction of multiple behaviors. To ensure the reliability of the multiple regression models, the Variance Inflation Factor (VIF) of each variable was calculated to test for multicollinearity. All VIF values were below 5, indicating an acceptable level of multicollinearity (Hair et al., 2010) and suggesting that multicollinearity did not significantly affect the analysis results.

The multiple regression model for autonomy need showed an adjusted coefficient of determination (R^2_{adj}) of 0.14, indicating that approximately 14% of the variance in autonomy need could be explained by the independent variables included in the model. Among the

parenting style dimensions analyzed, father’s warmth emerged as the only statistically significant predictor ($\beta = 0.25, p < 0.05$), even after controlling for the levels of autonomy support and involvement from both parents.

The model predicting relatedness need yielded an adjusted R^2 of 0.20, suggesting that 20% of the variance in students’ relatedness need could be explained by parenting styles when all variables were considered simultaneously, controlling for mutual influences. Within this context, both mother’s warmth ($\beta = 0.25, p < 0.05$) and father’s warmth ($\beta = 0.23, p < 0.05$) were statistically significant predictors. This finding indicates that students’ emotional connectedness and attachment needs are primarily influenced by the degree of warmth demonstrated by both parents, even after accounting for other parenting style factors.

Table 6. Multiple regression models of parenting style predicting the psychological needs satisfaction

Model	A dependent variable	Independent variables	β	VIF	Adj R^2	F	d	
1	Autonomy	Autonomy (Mother)	support	0.13	3.09	0.14	9.01	1.81
		Involvement (Mother)		0.12	2.6			
		Warmth (Mother)		0.04	3.92			
		Autonomy (Father)	support	0.04	3.79			
		Involvement (Father)		-0.13	2.86			
		Warmth (Father)		0.25*	4.22			
2	Relatedness	Autonomy (Mother)	support	-0.03	3.09	0.2	13.08	1.91
		Involvement (Mother)		0.06	2.6			
		Warmth (Mother)		0.25*	3.92			
		Autonomy (Father)	support	0.03	3.79			
		Involvement (Father)		-0.02	2.86			
		Warmth (Father)		0.23*	4.22			
3	Competence	Autonomy (Mother)	support	0.22*	3.09	0.13	8.41	1.72
		Involvement (Mother)		-0.06	2.6			
		Warmth (Mother)		0.1	3.92			
		Autonomy (Father)	support	-0.12	3.79			
		Involvement (Father)		0.09	2.86			
		Warmth (Father)		0.21	4.22			

Ghi chú: *: $p < 0,05$; ; β = standardized regression coefficient; VIF: Variance Inflation Factor, Adj R^2 : adjusted coefficient of determination; d: Hệ số Durbin- Watson.

For the model predicting competence need, the adjusted R^2 reached 0.13, indicating that approximately 13% of the variance in competence need was explained by parenting styles when controlling for the simultaneous effects of all predictors. The only statistically significant factor was mother's autonomy support ($\beta = 0.22, p < 0.05$). Other variables did not reach statistical significance, although they still contributed to the overall model.

The results of the multivariate regression analysis suggest that, when considering the combined effects of both parents' parenting styles, certain factors stand out in their ability to predict the satisfaction of students' psychological needs. This analytical approach allows for the identification of the unique contributions of each factor, controlling for overlapping effects among variables. The fact that some predictors remained significant within the multivariate context does not imply that both parents must simultaneously display all of these parenting characteristics in practice. Rather, the findings indicate that whenever a specific parenting behavior is present, it exerts a meaningful impact even after accounting for the influence of other factors.

4. Discussion and conclusion

This study explored the relationship between parenting styles and the satisfaction of psychological needs among high school students in Hanoi. The findings revealed that students in the sample generally reported a moderately high level of psychological need satisfaction, with relatedness being the most strongly fulfilled need, followed by autonomy and competence. Regarding parenting styles, students perceived both mothers and fathers as displaying autonomy support, involvement, and warmth, although mothers were generally rated higher than fathers. In particular, maternal warmth was most saliently perceived by students, whereas paternal involvement received the lowest ratings.

Pearson correlation analysis indicated that all dimensions of parenting styles, for both mothers and fathers, were positively and significantly correlated with the satisfaction of students' three basic psychological needs. Notably, higher levels of maternal and paternal warmth were associated with greater satisfaction of relatedness needs. Similarly, when parents granted greater autonomy, students reported higher satisfaction in both autonomy and relatedness needs. Parental involvement, however, showed weaker correlations with students' perceived competence.

The positive association between parental warmth and students' psychological need satisfaction aligns with prior research. A study conducted in urban Vietnam found that both maternal and paternal warmth were positively correlated with adolescents' positive affect, happiness, and overall well-being (Nguyen et al., 2020). The present study extends these findings by demonstrating that warmth from both parents is also positively related to the satisfaction of psychological needs, a critical component of adolescents' mental health and holistic well-being. Similarly, research in Bangladesh reported a positive link between both maternal and paternal warmth and children's academic achievement (Uddin, 2011). Previous studies have also highlighted the connection between warm parenting and psychological need satisfaction, which serves as a foundation for learning motivation (Nguyen Phuc Loc & Tran Thi Le Thu, 2023) and academic outcomes.

Research conducted in Indonesia has further shown that supportive parenting, characterized by warmth, structure, and autonomy support, is positively related to the

satisfaction of basic psychological needs, thereby promoting adolescents' mental health (Abidin, Yudiana, & Fadilah, 2022). This consistency across studies reinforces the crucial role of supportive parenting in adolescent psychological development across diverse cultural contexts. The convergence of these findings suggests that the relationship between parenting styles and students' need satisfaction may be universal, as proposed by Self-Determination Theory (SDT), while also being sensitive to cultural factors. In Vietnam, for instance, tensions between traditional collectivist values and emerging individualistic orientations in an increasingly globalized society may shape the effectiveness of different parenting styles in meeting adolescents' psychological needs. For example, an overly controlling or authoritarian style, although often driven by parents' desire for their children's success and happiness, may inadvertently undermine adolescents' autonomy, leading to dissatisfaction and mental health problems (Van Mai & Van Le, 2023).

The multivariate regression models offered a deeper understanding of the complex relationships between parenting styles and psychological need satisfaction, complementing the results of the univariate analyses. It is important to emphasize that including multiple variables in the same model does not imply that parents must simultaneously display all these styles at high levels. Rather, this analytical approach helps identify the unique contribution of each factor after controlling for overlapping influences. Across models, parental warmth consistently emerged as a significant positive predictor of all three psychological needs, particularly relatedness and autonomy, consistent with Psychological Needs Theory (Ryan & Deci, 2017). Meanwhile, maternal autonomy support played a pivotal role in fostering students' sense of competence, echoing prior findings by Grolnick et al. (1997) and Soenens & Vansteenkiste (2010), which emphasized that timely and appropriate autonomy support enables students to feel capable, agentic, and motivated to learn. The regression models also highlighted the growing importance of the father's role in promoting adolescents' healthy psychological development, as paternal warmth and involvement repeatedly appeared as meaningful predictors. This finding reflects a shift in modern parenting roles and aligns with the global evolution of family values (Li, Kim, & Hossain, 2024).

This study's strengths include its relatively large sample size; however, several limitations should be acknowledged. First, reliance on self-reported data from high school students may introduce social desirability bias. Second, as a cross-sectional study, causal relationships between parenting styles and psychological need satisfaction cannot be firmly established. Third, since the sample was drawn exclusively from Hanoi, generalizability to high school students across Vietnam remains limited.

Future research should include longitudinal and in-depth studies to better clarify the long-term effects of different parenting styles and levels of psychological need satisfaction on adolescents' mental health and overall development. It is also essential for future studies to incorporate Vietnamese cultural values into the analysis. Moreover, the development and evaluation of prevention and intervention programs that promote autonomy-supportive, warm, and appropriately involved parenting styles could substantially enhance the satisfaction of psychological needs among Vietnamese adolescents while maintaining cultural relevance.

Note: Data for this article were derived from the institutional-level research project (2025) titled "The Influence of Parenting Styles on Learning Motivation among High School Students in Hanoi", supervised by Dr. Nguyen Phuc Loc.

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