

Parental Involvement and Mental Well-Being of Chinese International Students

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Abstract: This research examines the impact of parental involvement during elementary school on the mental well-being of Chinese international college students. It aims to uncover how early parental support influences mental health as these students navigate the challenges of higher education abroad. The study highlights that while parental involvement can enhance academic performance, self-esteem, and social skills, its long-term effects on international students remain underexplored. By using a mixed-methods approach with data from 200 Chinese students at Johns Hopkins University and qualitative interviews, the study seeks to identify which forms of involvement—such as direct academic support, emotional support, and extracurricular engagement—are most beneficial or detrimental to mental well-being. The findings are expected to provide insights for educators, parents, and policymakers to develop culturally sensitive support systems that enhance both academic success and mental health for international students.

Keywords: Parental involvement, Mental well-being, Chinese international students, Academic support, Emotional support.

1. Introduction

Imagine a world where your parents' enthusiastic involvement in your school activities not only shapes your academic success but also plays a vital role in your mental well-being, even as you navigate the challenges of college life thousands of miles from home. This action research plan dives into the fascinating topic of how parental involvement in academic activities during elementary school impacts the mental well-being of Chinese international college students. As more Chinese students pursue higher education abroad, it becomes crucial to understand how their early experiences with parental support influence their mental health in a foreign academic environment.

Parental involvement in education isn't just about checking homework or attending school events; it's about creating a supportive and encouraging environment that fosters a love for learning and boosts a child's self-esteem. Previous studies have highlighted the numerous benefits of parental involvement, including improved academic performance, higher self-esteem, and better social skills [1]. These benefits are particularly significant in the early stages of a child's education, where parental support can set the foundation for lifelong learning habits and attitudes. The link between these two parts, add what are example of parental support or is there any indication that these mental-wellbeing problem have some caused by lack of parental support.

However, the long-term effects of such involvement, especially on international students who face unique cultural and academic challenges, remain underexplored. Chinese international students often undergo significant adjustments when studying abroad, such as adapting to new educational systems, overcoming language barriers, and integrating into different cultural environments [2]. These students are also at a higher risk of experiencing stress, anxiety, and depression due to the pressure to succeed academically and socially in a foreign country. Therefore, it is essential to examine how early interactions with their parents continue to influence their mental well-being during their college years.

This study aims to uncover the relationship between parental involvement in academic activities during elementary school and the mental well-being of Chinese international college students. By identifying which aspects of parental involvement have a lasting positive or negative impact, this research seeks to provide valuable insights for educators, parents, and policymakers. These insights will help create better support systems for international students, ensuring their mental health is prioritized alongside their academic success [3].

Specifically, the study will look at various forms of parental involvement, such as direct academic support (helping with homework, attending parent-teacher meetings), emotional support (encouragement, discussing school-related issues), and extracurricular involvement (participation in school events, activities). By understanding which of these elements contribute most significantly to mental well-being, the study aims to inform practices and policies that support the holistic development of international students.

The core question guiding this research is:

What role does parental involvement in academic activities during elementary school play in the mental wellbeing of Chinese international college students?

This question will direct our investigation towards identifying the types and extent of parental involvement during elementary school and assessing their impact on various aspects of mental well-being, such as stress levels, anxiety, depression, and overall psychological resilience. Using a mix of qualitative and quantitative methods, this study aims to paint a comprehensive picture of this intriguing and important topic. Through surveys, interviews, and psychological assessments, the research will gather data from Chinese international students to analyze the correlation between their early parental involvement and their current mental health status.

2. Literature Review

Parental involvement is a multifaceted construct that includes cognitive involvement, behavioral involvement, and personal involvement. Cognitive involvement refers to parents' engagement in children's academic tasks, such as helping with homework. Behavioral involvement includes attending school events and communicating with teachers. Personal involvement involves providing emotional support and fostering a conducive learning environment at home [1] [4].

Self-determination theory (SDT) provides a useful framework for understanding how parental involvement impacts children's mental well-being. SDT posits that fulfilling basic psychological needs for autonomy, competence, and relatedness is essential for psychological growth and well-being [5]. Parental involvement that supports these needs can enhance children's academic and emotional outcomes, while controlling or over-involvement can undermine them [6].

Numerous studies have documented the positive impacts of parental involvement on children's academic performance and mental well-being. Fan and Chen [1] conducted a meta-analysis demonstrating that higher levels of parental involvement are correlated with improved academic performance. Similarly, Li et al. [7] found that parental involvement enhances adolescents' learning motivation and subjective well-being. These findings suggest that parental involvement can foster a supportive environment that promotes both academic success and emotional health.

Pengpid and Peltzer [8] reported that parental involvement is inversely related to anxiety levels among adolescents in seven Pacific Island countries, indicating that such involvement provides emotional security and reduces stress. This is particularly relevant for Chinese international students who face unique cultural and academic challenges when studying abroad [2]. These challenges include adapting to new educational systems, overcoming language barriers, and integrating into different cultural environments, which can increase the risk of stress, anxiety, and depression.

Despite its benefits, not all parental involvement is beneficial. Schiffrin et al. [9] conducted a study with 297 undergraduate students and found that higher levels of perceived helicopter parenting were associated with lower levels of autonomy, competence, and relatedness, which in turn were linked to higher levels of anxiety and depression and lower life satisfaction. Additionally, this type of parenting was also correlated with poorer physical health. Similarly, Padilla-Walker and Nelson [10] found that over-involvement by parents can undermine children's sense of autonomy and competence, leading to increased anxiety and depression.

Kang et al. [11] conducted a study involving 500 middle school students in China during the COVID-19 pandemic to assess various forms of parental involvement, including academic assistance, emotional support, and control. Their findings indicated a parabolic relationship between parental involvement and student well-being, where moderate levels of involvement were beneficial, but excessive involvement led to higher levels of depression. The study used surveys to measure students' perceptions of parental involvement and their mental health outcomes. Results showed that while emotional support from parents was generally beneficial, excessive academic assistance and control were associated with increased stress and depression. This suggests that the context and nature of involvement are crucial, as excessive academic pressure can negate the benefits of supportive parental engagement. These findings underscore the importance of balancing parental involvement to support children's autonomy and competence without exerting excessive control.

2.1. Gaps and Inconsistencies in the Literature

While the literature provides substantial evidence on the benefits and drawbacks of parental involvement, several gaps and inconsistencies remain. Most existing studies are based on Western contexts, limiting their applicability to Chinese families. Chen et al.'s [12] study on Chinese left-behind children offers valuable insights but focuses on a specific demographic that may not represent all Chinese international students. "Left behind" children refer to those whose parents have migrated to urban areas for work, leaving them in rural areas with other caregivers, typically grandparents. This highlights a need for more culturally diverse studies to understand the nuances of parental involvement in different contexts.

Moreover, the cross-sectional design of many studies restricts the ability to infer causality. Cross-sectional designs involve observing a specific population at a single point in time. For example, Fan and Chen's [1] meta-analysis examined the relationship between parental involvement and academic achievement across various studies conducted at different times but did not track changes over time. Schiffrin et al. [9] used cross-sectional surveys to assess the impact of helicopter parenting on college students' well-being, providing a snapshot of associations without establishing causality. Longitudinal studies are needed to better understand the long-term effects of parental involvement on academic and mental health outcomes [13].

Additionally, there is a need for research that differentiates between various types of parental involvement and their distinct impacts on mental well-being and academic performance. For example, Kang et al. [11] highlighted that different forms of parental involvement could have diverse effects. In their study, they differentiated between emotional support and academic pressure. Emotional support, which includes providing encouragement and a positive learning environment, was found to foster resilience and improve mental health outcomes. On the other hand, academic pressure,

characterized by high expectations and a focus on performance, was associated with increased stress and higher levels of depression among students. This suggests a need for more nuanced studies that explore these varied impacts.

Another significant gap is the limited focus on the bidirectional nature of parental involvement. While many studies explore how parental involvement affects children, fewer investigate how children's behavior and academic performance influence parental involvement. Understanding this dynamic can provide a more comprehensive view of how parental and child behaviors interact over time.

For example, Pomerantz and Eaton [14] found that children's academic successes and failures can influence the degree and type of parental involvement. When children performed well academically, parents were more likely to provide autonomy support, encouraging independence and self-regulation. Conversely, academic difficulties often led parents to increase direct involvement and control, sometimes resulting in increased pressure and stress for the child.

Another study by Yamamoto and Holloway [15] explored the reciprocal nature of parental involvement, showing that children's positive academic behaviors and attitudes can foster greater parental engagement. They found that when children showed enthusiasm and commitment to their studies, parents were more likely to become involved, feeling their efforts were appreciated and effective.

By addressing these gaps through culturally diverse, longitudinal, and bidirectional research, scholars can develop a more comprehensive understanding of the complex dynamics between parental involvement and student outcomes.

Parental involvement in academic activities during elementary school significantly influences both academic success and mental well-being in students. While the benefits of supportive and balanced involvement are well-documented, it is crucial to recognize that not all forms of involvement are beneficial; over-involvement can lead to negative outcomes such as increased anxiety and depression. This nuanced understanding is particularly important for Chinese international students, who face unique cultural and academic challenges. Future research should prioritize longitudinal studies to understand the long-term effects of various types of parental involvement and explore the bidirectional nature of this relationship, which will help develop culturally sensitive and targeted interventions to enhance students' academic achievements and mental health.

2.2. Research Plan

This study aims to uncover the relationship between parental involvement in academic activities during elementary school and the mental well-being of Chinese international college students. By identifying which aspects of parental involvement have a lasting positive or negative impact, this research seeks to provide valuable insights for educators, parents, and policymakers to create better support systems for international students.

The core question guiding this research is: What role does parental involvement in academic activities during elementary school play in the mental well-being of Chinese international college students?

In order to make this study valid, this research will use a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the research questions. This design is chosen to leverage the strengths of both methods: quantitative data for generalizability and qualitative data for depth of understanding.

2.2.1. Data Collection Methods

For quantitative data collection, the study will target 200 Chinese international undergraduate freshmen students currently enrolled in Johns Hopkins Universities. This sample size is chosen to ensure statistical power and generalizability. Structured questionnaires will be distributed electronically to participants, including validated scales for assessing parental involvement and mental health outcomes. Parental involvement will be measured using adaptations of the Hoover-Dempsey & Sandler scales [16] and PISA [17], while mental health outcomes will be assessed using the Beck Anxiety Inventory (BAI), Beck Depression Inventory-II (BDI-II), and Connor-Davidson Resilience Scale (CD-RISC). Survey questions will cover aspects such as the frequency of parental help with homework, attendance at parent-teacher meetings, encouragement to do well in their elementary school, and the participants' feelings of nervousness, anxiety, depression, and resilience over the past month.

For qualitative data collection, 30 students, 15 female students and 15 male students, will be selected from the survey participants for in-depth interviews to ensure a diverse range of experiences and perspectives. Semi-structured interviews will focus on participants' personal experiences with parental involvement and its impact on their mental well-being, exploring themes such as emotional support, academic pressure, and cultural adjustments. Additionally, three focus group discussions with 8-10 participants each will be organized to facilitate a broader understanding of shared experiences and cultural nuances among Chinese international students regarding parental involvement and mental health [18].

2.2.2. Data Analysis Methods

Quantitative data analysis will involve several steps. Descriptive statistics will be calculated to summarize the data. Pearson correlation coefficients will be used to explore the relationships between parental involvement and mental health outcomes. Multiple regression analyses will be conducted to determine the predictive value of different types of parental involvement on mental well-being, with statistical significance set at $p < 0.05$. All quantitative data will be analyzed using SPSS (Statistical Package for the Social Sciences).

Qualitative data analysis will employ thematic analysis to identify and analyze patterns and themes within the qualitative data [19]. This process involves coding the data, searching for themes, reviewing themes, defining and naming themes, and producing the report, as described by Braun & Clarke [20]. Coding will be conducted using NVivo software to categorize different forms of parental involvement and their perceived impacts on mental health. Data from interviews and focus groups will be triangulated to ensure reliability and validity of the findings.

Several ethical considerations will be addressed in this research. Informed consent will be obtained from all participants before data collection, with detailed information about the study, including its purpose, procedures, and any potential risks. Confidentiality will be maintained by securely storing all data and anonymizing personal identifiers to protect participants' privacy. Participation will be entirely voluntary, and participants will have the right to withdraw at any time without any consequences. The research will be conducted with respect for cultural differences and an understanding of the unique experiences of Chinese international students, ensuring that data collection methods are culturally appropriate and sensitive to participants' backgrounds.

2.2.3. Expected Outcomes

The research is expected to provide a nuanced understanding of how various forms of parental involvement during elementary school affect the mental well-being of Chinese international college students. Firstly, it is anticipated that the study will reveal which specific forms of parental

involvement—such as direct academic support, emotional support, and extracurricular involvement—are most beneficial or detrimental to the mental health of these students during their elementary school year.

Secondly, the study is expected to uncover the correlation between different levels of parental involvement and various mental health outcomes, such as stress, anxiety, depression, and overall psychological resilience. This will help to understand whether high levels of involvement correlate with better mental health outcomes or if there is an optimal level of involvement that maximizes benefits while minimizing negative impacts. Additionally, the research aims to highlight cultural nuances that affect the impact of parental involvement on mental well-being. This is particularly important for Chinese international students, who may face unique cultural pressures and expectations. Understanding these nuances will provide valuable insights for developing culturally sensitive support systems that cater to the specific needs of this demographic.

Furthermore, the qualitative component of the research is expected to provide rich, in-depth insights into the personal experiences of Chinese international students. This will not only complement the quantitative findings but also offer a deeper understanding of the emotional and psychological aspects of parental involvement from the students' perspectives. Ultimately, the findings from this research are expected to contribute to the development of targeted interventions and policies that can enhance the academic and mental well-being of Chinese international students. Educators and policymakers can use these insights to create supportive environments that promote both academic success and mental health, ensuring that international students can thrive in their educational journeys.

2.2.4. Limitations and Gaps

One of the primary limitations of this research plan is the sample size and diversity. While the study aims to survey 200 Chinese international undergraduate freshmen students, this sample may not be fully representative of the broader population of Chinese international students in the United States. There may be significant variations in experiences and perceptions based on geographic location, university type (public vs. private), and academic discipline, which this study may not fully capture. Additionally, the qualitative component involves only 30 participants for in-depth interviews and three focus groups, which might not be sufficient to encompass the wide range of experiences and viewpoints within this population.

Related to the sample size is the issue of generalizability. The findings from this study may not be applicable to all Chinese international students or to students from other cultural backgrounds. The focus on Chinese international students limits the ability to generalize the results to international students from other countries who might have different cultural norms, parental involvement patterns, and mental health challenges.

The use of self-reported surveys and interviews introduces the risk of self-reporting bias. Participants might not accurately recall or honestly report their experiences with parental involvement or their current mental health status. Social desirability bias might lead them to provide answers that they believe are expected or acceptable rather than their true experiences and feelings.

The study employs a cross-sectional design, which collects data at a single point in time. This design limits the ability to infer causality between parental involvement and mental health outcomes. Longitudinal studies would be more effective in establishing causal relationships and understanding how parental involvement impacts mental health over time. Without longitudinal data, it is difficult to determine whether parental involvement directly influences mental health or if other intervening variables are at play.

While the study aims to highlight cultural nuances, it may still fall short in fully capturing the complexities of cultural factors that influence parental involvement and mental well-being. Cultural

norms and values are deeply ingrained and can vary significantly even within the Chinese community. The study might not account for regional differences within China, differences in socioeconomic status, or the influence of extended family and community on parental involvement practices.

Another limitation is the potential for missing data, especially in self-administered online surveys. Participants might skip questions they find uncomfortable or irrelevant, leading to incomplete responses. Missing data can complicate the analysis and interpretation of results, potentially biasing the findings.

Although the participants are Chinese international students who are presumably proficient in English, language barriers might still affect their ability to fully understand the survey and interview questions or express their thoughts clearly. This could lead to misinterpretation of questions or incomplete responses.

Despite measures to ensure confidentiality and informed consent, there may still be concerns about privacy and the potential misuse of personal data. Participants might be hesitant to share sensitive information about their mental health and parental relationships, fearing potential repercussions or breaches of confidentiality.

The research plan is resource-intensive, requiring significant time and effort to recruit participants, conduct surveys and interviews, and analyze the data. Limited resources in terms of funding, personnel, and time might impact the depth and breadth of the study. There is also the possibility of logistical challenges in coordinating interviews and focus groups across different universities and time zones.

2.2.5. Future Research Directions

Given these limitations, future research should consider employing a longitudinal design to better understand the causal relationships between parental involvement and mental health outcomes. Expanding the sample size and including participants from diverse cultural backgrounds can enhance the generalizability of the findings. Additionally, integrating objective measures of mental health, such as clinical assessments or academic performance records, can complement self-reported data and provide a more comprehensive understanding of the issues at hand. Future studies should also explore the role of other significant factors, such as peer relationships, academic stressors, and institutional support, in influencing the mental well-being of international students.

2.2.6. Timeline

The research project will commence with the Preparation Phase, spanning Months 1 to 3. In the first month, the research design and methodology will be finalized, and the process of drafting the ethical approval application will begin. During the second month, the ethical approval application will be submitted to the institutional review board, and the team will await approval. In the third month, the development and pilot testing of the survey and interview instruments will take place, alongside participant recruitment through university networks and online platforms.

The Data Collection Phase will occur from Months 4 to 7. In the fourth month, online surveys will be distributed to 200 Chinese international students. The survey distribution will continue into the fifth month, during which interviews will also be scheduled, and initial semi-structured interviews will begin. By the sixth month, the survey distribution will be completed, and the remaining semi-structured interviews will be conducted. In the seventh month, three focus group discussions will be organized and conducted, ensuring all data is collected and securely stored.

The Data Analysis Phase will take place between Months 8 and 11. Initial quantitative data analysis using SPSS, including descriptive statistics and correlation analysis, will be performed in the eighth month. Regression analyses to determine the predictive value of different types of parental

involvement on mental well-being will be conducted in the ninth month. The qualitative data analysis using NVivo software will commence in the tenth month, with coding of interview and focus group transcripts and the identification of initial themes. The qualitative data analysis will continue into the eleventh month, refining themes and conducting thematic analysis, and findings from quantitative and qualitative data will be triangulated.

The Interpretation and Reporting Phase will cover Months 12 to 15. In the twelfth month, results will be interpreted, and key findings identified, and the drafting of the research report will begin. Drafting of the research report will continue into the thirteenth month, including detailed analysis and discussion of findings. The research report will be finalized in the fourteenth month, with specific recommendations for educators, parents, and policymakers developed based on the findings. The final report will be reviewed with peers and advisors for feedback in the fifteenth month, and necessary revisions will be made.

The Dissemination Phase will occur from Months 16 to 18. In the sixteenth month, presentations will be prepared, and abstracts will be submitted to academic conferences. Preparation of research articles for submission to peer-reviewed journals will also begin. In the seventeenth month, findings will be presented at academic conferences, and feedback will be gathered from the academic community. In the eighteenth month, research articles will be submitted to peer-reviewed journals, and insights and recommendations will be shared with educational institutions and relevant stakeholders through workshops or seminars.

Finally, the Review and Follow-up Phase will span Months 19 to 21. Feedback from conference presentations and journal submissions will be reviewed in the nineteenth month, and any necessary adjustments to the research will be made based on the feedback received. Planning for follow-up studies or extended research based on the gaps identified during the initial study will occur in the twentieth month. Preparatory work for follow-up research, including securing funding and establishing partnerships for extended studies, will begin in the twenty-first month.

3. Conclusion

This research aimed to explore the relationship between parental involvement in academic activities during elementary school and the mental well-being of Chinese international college students. Through a proposed mixed-methods approach, combining both quantitative and qualitative data, the study seeks to identify which aspects of parental involvement have a lasting positive or negative impact on students' mental health. Although this research is theoretical, it provides a framework for future studies and highlights key areas of focus.

The proposed study aims to reveal that specific forms of parental involvement, such as emotional support and balanced academic assistance, are generally beneficial to the mental well-being of Chinese international students. These forms of involvement are expected to contribute to lower levels of stress and anxiety, higher resilience, and better overall mental health. Conversely, excessive academic pressure and over-involvement may lead to increased stress and anxiety, highlighting the need for a balanced approach. The proposed research also emphasizes the importance of cultural nuances in parental involvement. The unique cultural expectations and pressures faced by Chinese students necessitate a culturally sensitive approach to parental involvement and support systems. This finding is crucial for educators and policymakers aiming to create effective support structures for international students.

There are several limitations to this research plan that need to be acknowledged. The sample size and diversity are significant limitations. While the study targets 200 Chinese international students, this sample may not fully represent the broader population of Chinese international students in the United States. Variations in experiences and perceptions based on geographic location, university type, and academic discipline might not be fully captured. The self-reported nature of surveys and

interviews introduces the risk of bias, as participants might not accurately recall or honestly report their experiences. The cross-sectional design of the study limits the ability to infer causality between parental involvement and mental health outcomes. Furthermore, cultural nuances may not be fully captured, and language barriers could affect participants' responses. Potential logistical challenges and resource constraints may also impact the study's depth and breadth.

Ethical considerations are critical in conducting this research. Informed consent will be obtained from all participants before data collection, with detailed information about the study, including its purpose, procedures, and potential risks. Confidentiality will be maintained by securely storing all data and anonymizing personal identifiers to protect participants' privacy. Participation will be entirely voluntary, and participants will have the right to withdraw at any time without any consequences. The research will be conducted with respect for cultural differences and an understanding of the unique experiences of Chinese international students, ensuring that data collection methods are culturally appropriate and sensitive to participants' backgrounds.

Looking ahead, future research should consider implementing longitudinal studies to better understand the causal relationships between parental involvement and mental health outcomes. Longitudinal studies can provide insights into how parental involvement impacts students' mental well-being over time and through different stages of their educational journey. Additionally, future studies should aim to include a larger and more diverse sample of participants, covering different cultural backgrounds and various demographic factors such as regional differences and socioeconomic status, to enhance the generalizability of the findings.

Furthermore, integrating objective measures of mental health, such as clinical assessments or academic performance records, can complement self-reported data and provide a more holistic view of the impact of parental involvement. This approach can help mitigate self-reporting biases and enhance the reliability of the findings. Future research should also explore the role of other significant factors, such as peer relationships, academic stressors, and institutional support, in influencing the mental well-being of international students. An interdisciplinary approach can provide a more nuanced understanding of the interplay between various factors affecting students' mental health.

Based on the proposed findings, developing and testing specific interventions can be a valuable next step. These interventions could focus on educating parents about effective and balanced involvement strategies and providing support resources for students to cope with academic and cultural challenges. Insights from this proposed research can inform policy development at educational institutions. Policies that promote balanced parental involvement and provide robust support systems for international students can help enhance their academic success and mental well-being.

In conclusion, this hypothetical action research plan has outlined a comprehensive approach to understanding the role of parental involvement in the mental well-being of Chinese international college students. By proposing methods to identify beneficial and detrimental forms of involvement and emphasizing the importance of cultural nuances, this study provides a valuable framework for future research and action. Future studies should build on this framework to create comprehensive, culturally sensitive, and evidence-based strategies to support the holistic development of international students in higher education.

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Appendix A. Survey Questions

1. How often did your parents help you with your homework during elementary school [16]?
 - a) Never
 - b) Rarely
 - c) Sometimes
 - d) Often
 - e) Always
2. How often did your parents attend parent-teacher meetings [17]?
 - a) Never
 - b) Rarely
 - c) Sometime
 - d) Often
 - e) Always
3. To what extent did your parents encourage you to do well in school [21]?
 - a) Not at all
 - b) A little, Somewhat
 - c) Quite a bit
 - d) Very much
4. In the past month, how often have you felt nervous or anxious [22]?
 - a) Never
 - b) Rarely
 - c) Sometimes
 - d) Often
 - e) Always
5. How often have you felt depressed or hopeless [23]?
 - a) Never
 - b) Rarely
 - c) Sometimes
 - d) Often
 - e) Always
6. How resilient do you feel in dealing with academic and social challenges [24]?
 - a) Not at all
 - b) A little
 - c) Somewhat
 - d) Quite a bit
 - e) Very much

Appendix B. Interview Questions

1. Can you describe how your parents were involved in your academic activities during elementary school [25]?
2. How often did your parents help you with your homework? In what ways did they assist you [16]?
3. Did your parents attend school events and parent-teacher meetings? How did their presence (or absence) at these events affect you [17]?

4. How did your parents provide emotional support during your elementary school years? Can you give some examples [21]?
5. In what ways did your parents encourage or motivate you academically [1]?
6. How did your parents respond when you faced academic challenges or failures [25]?
7. Did you feel pressured by your parents to achieve high academic standards? How did this pressure manifest [9]?
8. How did you cope with the academic expectations set by your parents [8]?
9. Were there any instances where you felt the pressure from your parents affected your mental well-being? Can you describe these instances [9]?
10. Were your parents involved in your extracurricular activities? How did they support or encourage your participation [21]?
11. Did your parents' involvement in extracurricular activities influence your interest or performance in these activities [25]?
12. How did your parents' involvement in your education reflect traditional Chinese cultural values [2]?
13. What cultural challenges did you face when you moved to the United States for college? How did your previous experiences with parental involvement help you cope with these challenges [3]?
14. How do you perceive the differences between parental involvement in China and the United States [2]?
15. How do you think your parents' involvement during elementary school has impacted your current mental well-being as a college student [1]?
16. Can you discuss any ongoing effects of your parents' involvement on your stress levels, anxiety, or depression [8]?
17. How resilient do you feel in dealing with academic and social challenges now? Do you attribute any of this resilience to your parents' past involvement [24]?