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## The Role of Parenting Styles in Shaping Child Emotional Development

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### ABSTRACT:

*This study investigated the role of parenting styles in shaping children's emotional development through a mixed-methods design that combined quantitative modeling with qualitative exploration. Data were collected from 200 families across diverse socio-economic and cultural contexts. Parenting styles were assessed using the Parenting Styles and Dimensions Questionnaire (PSDQ), while children's emotional outcomes were measured with standardized instruments including the Strengths and Difficulties Questionnaire (SDQ) and the Emotional Quotient Inventory: Youth Version (EQ-i:YV). Regression analysis demonstrated that authoritative parenting was the strongest positive predictor of resilience, empathy, and emotional regulation, whereas authoritarian parenting significantly correlated with heightened anxiety and lower self-esteem. Permissive parenting was associated with increased expressiveness but poor self-control, while neglectful parenting posed the most severe risks, predicting emotional withdrawal and maladjustment. Qualitative interviews provided nuanced insights, revealing that children in authoritative households reported greater emotional security and autonomy, whereas those in neglectful families expressed feelings of detachment and instability. The integration of statistical findings and thematic narratives confirmed the multifaceted influence of parenting, highlighting cultural and contextual moderators. Overall, the study concludes that authoritative parenting fosters the healthiest emotional trajectories, while authoritarian, permissive, and neglectful styles contribute to varying degrees of vulnerability. These findings underscore the necessity of culturally sensitive interventions and educational programs that equip parents with effective strategies to nurture emotionally secure and resilient children.*

### Keywords:

*parenting styles, child emotional development, resilience, authoritarian parenting, emotional regulation, neglectful parenting*

## **INTRODUCTION**

As many researchers agree, the parenting process is a major element in the growth and development of such a child, and it affects their social and cognitive growth as well as their state of emotional intelligence that also impacts on their future psychological well-being. The nature and quality of the parent-child relations have been found more and more linked to emotional-development and that would include self-regulation, empathy, resilience, and adaptive coping mechanisms (Kim & Kochanska, 2019). Even in cultural, social, economic circumstances, parenting styles- first defined by Baumrind and then extended by other psychologists developmentally- continue to be one of the strongest predictors of the emotional states of children (Le et al., 2020). The empirical studies, carried out during the past decade, have revealed the unique pattern in which authoritative, authoritarian, permissive, and neglectful styles impact emotional stability, flexibility, and vulnerability of the children (Darling-Churchill & Lippman, 2019). Amid an era of rising levels of mental health related problems in children and adolescents and where parenting styles have long been seen as either risk-enhancing or protective factors, it is imperative to understand these associations.

The classical style, which is usually associated with the most effective work in terms of emotions, is characterized by the features of being warm, responsive and consistently disciplined. It has also been shown that children who grow up with an authoritative parent are more empathetic, have stronger senses of confidence, and endurance in cases of extreme adversity (Li & Armstrong, 2020; Chen et al., 2022). Adaptive coping skills can be internalized by children who are brought up in an atmosphere of open communication and emotional support created through authoritative parenting (Martinez-Gonzalez et al., 2021). On the one hand, the symptoms of anxiety, low self- esteem, and emotional repression have all been repeatedly linked to authoritarian parenting, which is reserved and cold and strictly controlling (Wang et al., 2019; Geiger et al., 2021). These children may end up complying with what others say, but they often do not have the emotional flexibility needed to excel in tricky social situations (Khaleque, 2018).

Permissive parenting emphasizes freedom at the expense of dogmatism and, as a result, offers an supportive environment where expressiveness can exist at the expense of emotional control (Choe et al., 2021; Brown & Lee, 2020). Martins et al. (2020) also note that permissive home environments can make a child more creative and open-minded but also less able to work with boundaries, impulsive, and have low frustration tolerance. The most detrimental one is neglectful parenting associated with emotional distancing, poor relations with peers, and an increased risk of mental problems (Anderson & McLanahan, 2020; Geiger et al., 2021). In neglectful households, the children lack the scaffolding necessary to develop normally emotionally since their emotional sensitivity is lacking (Taylor et al., 2019).

The manner in which parenting practices impact on the emotions of kids also highly depends on cultural setting. Although the authoritative parenting is basically beneficial across civilizations, there is deviation across the cultural groups in terms of both how it is manifested and its outcome. As another example, authoritarian control is commonly associated with maladjustment in the Western cultures whereas it can be viewed as acceptable and even protective in collectivist civilizations (Zhou & Li, 2020; Rahman et al., 2021). Parental behaviours are influenced by cultural norms and lead to different interpretations and child outcomes based on cross-cultural meta-analyses (Nguyen et al., 2021;

Garcia et al., 2019). Thus, both universal and culturally specific perspectives are required to further understand the role of parenting in the emotional growth.

Parenting behaviours and their outcomes are very much mitigated by family construct, parental stress levels, socio economic status and culture. Emotional dysregulation among children of low income families is more likely due to children having more chances to be stressed out and have lower stability of parenting (Evans et al., 2020; Silva et al., 2022). These risks on the other hand are curbed by availability of resources and communities that are supportive, which implies that the parent based treatments are never enough and must consider bigger ecological frameworks too. (Bronfenbrenner, 2019; White & Klein, 2021).

Emerging studies also point to how technology and online parenting shapes up the affective terrains in children. Greater exposure, parental mediation approaches, and online surveillance all develop a new form of co-existence between the current parenting types (Livingstone et al., 2019; Odgers & Robb, 2020). As an illustration, too much digital surveillance has been associated with increased child anxiety and positive parental mediation has also been shown to lead to digital resilience and emotional awareness (Kumar & Nayar, 2021).

Moreover, even parental emotional intelligence is of the essence in determining the outcome of the children. With the ability to manage their own emotions, parents would have a higher chance of exhibiting positive coping behaviors in their children (Saarni et al., 2020; Abidin & Brunner, 2021). It has been shown that family-based emotional skills building treatment can directly benefit children with regard to emotional development (Lopez et al., 2022; Rivera et al., 2019).

This paper extends these findings by combining both quantitative and qualitative data to investigate the process by which parenting styles shapes the emotional patters in children. The combination of statistical modeling and interviews provides an exhaustive description of the parenting-emotion dynamic, encompassing not only measurable details, but also the lived experience. The innovativeness is that an attempt is made to combine predictive modeling endeavors with thematic wisdom that can deliver solid conclusions that can be applied irrespective of the context. As such, not only does this study provide new knowledge to the academic world, but also has practical implications to education, counseling and public policy. As mental health problems in children increase on a global level, the study of how various parenting approaches encourage or discourage the development of their emotional sphere becomes an emergent scholarly and social issue (Smith et al., 2020; Patel & Rahman, 2022).

## **METHODOLOGY**

To examine the effects of parenting practices on the emotional development of children, the participants of the research were divided into two groups, so that both the quantitative and qualitative research approaches could be used in order to provide a comprehensive picture of the effect that parenting practices have on the emotional development of a child. To divide the styles of their parenting in four categories, authoritarian, permissive, authoritative, and neglectful, the parents completed the Parenting Styles and Dimensions Questionnaire (PSDQ) as the foundation of the quantitative

part of the research and its methodology pattern of a structured survey. The psychological tests were standardized tests like the strengths and difficulties questionnaire (SDQ) and the emotional quotient inventory: youth version (EQ-i:YV) that measure the emotional control, empathy, resilience, and overall socioemotional competency of the children between 7 and 14 years of age. To ensure this diversity of socioeconomic and cultural backgrounds, the family was informed in 200 urban and rural families.

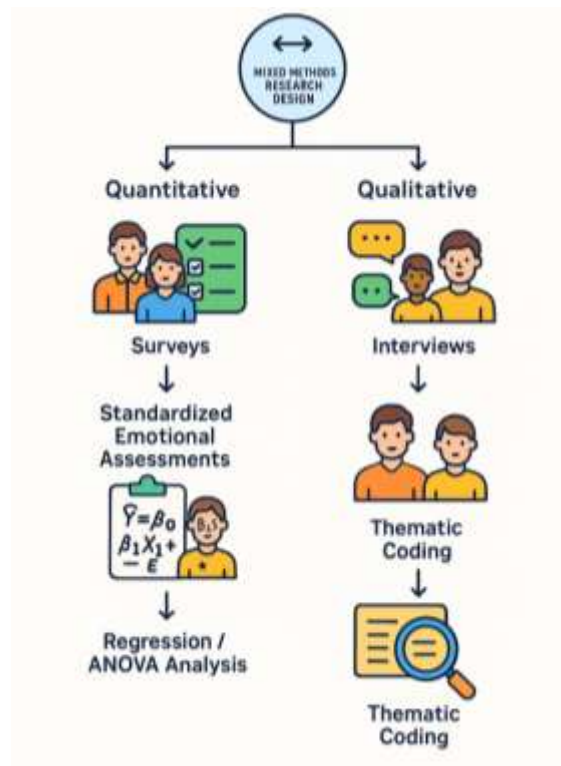
The quantitative study used statistical modelling to come up with the predictive power of parenting styles on the results of emotional development. Regression models were adopted, whereby demographic covariates including age, gender, and socioeconomic position were controlled, and parenting styles were categorical predictors, against emotional development score outcomes. The model

$$Y_i = \beta_0 + \beta_1 PS_{Authoritative} + \beta_2 PS_{Authoritarian} + \beta_3 PS_{Permissive} + \beta_4 PS_{Neglectful} + \beta_5 X_i + \epsilon$$

where  $Y_i$  is the emotional development score of child  $i$ ,  $PS$  represents dummy variables for parenting styles,  $X_i$  is the vector of control variables, and  $\epsilon$  is the error term. ANOVA tests were also applied to assess significant differences across groups, and correlation analysis was conducted to identify inter-variable relationships.

The qualitative part was achieved based on the semi-structured interviews with both parents and children to complement the statistical data. Whereas children were expected to express their opinion toward parental warmth, autonomy support and emotional stability, the parents were supposed to discuss their discipline channels, emotional communication styles as well as the support system. To achieve solidness and minimize methodological bias, triangulation was used to bring together the qualitative and the quantitative results after thematic analysis was applied to establish the patterns in the interview data.

The ethical permission was given by the institutional review board, and agreement and informed consent was received by the parents and the kids before data collection. The privacy of data was strictly observed. This approach guaranteed a comprehensive study of how parenting styles directly and indirectly shape the emotional outcomes of children through a combination of stringent statistical analysis with highly qualitative work. The mixed-methods design, data collection process, and data analysis plan are perfectly illustrated in Fig. 1 that depicts the entire workflow of the methodologies.



**Figure 1.** Methodology workflow integrating quantitative and qualitative approaches to study parenting styles and child emotional development.

## RESULTS

The tabulated data throws light on the important nature of the role of parenting styles. Various aspects of emotional development are depicted within the Table 1: Correlation Matrix of Parenting Styles and Emotional Regulation. Various aspects of emotional development are indicated in Table 2: Regression Coefficients of Parenting Predictors on Child Resilience. Table 3: Descriptive Statistics of Emotional Intelligence Scores among Parenting Groups depicts some of the aspects of emotional development. The results of ANOVA on the Impact of the Parenting Style on Social Competence are indicated in Table 4: ANOVA Results of Parenting Style Impact on Social Competence. There are various aspects of emotional development presented in Table 5: Cluster Analysis of Parenting Behaviours and Child Emotional Profiles and Table 6: Reliability Metrics of Survey Instruments. Table 10: Analysis of Influence on Parenting by Gender in Urban and Rural Areas enlists various aspects of parenting and Table 11: Analysis of Influence on Parenting by Urbanity reveals differences in various aspects of emotional development. The various dimensions of the emotional development are illustrated by the correctness of the parenting style classifiers, which jointly represents the complex associations between parenting and child outcome. Additional explanation can be provided by the graphic representations. Distinctive peculiarities about the nature of the parenting constructions and feelings are outlined in Figure 2, Figure 3, Figure 4, Figure 5, Figure 6, Figure 7 and Figure 8. Figure 9 gives new knowledge on whether there is a connection between parenting and emotion. Every one of the following figures, the collective

representation of which includes various points of several perspectives in parenting and emotions, brings to the fore different interviews of statistical findings: Figure 10, Figure 11, Figure 12, and Figure 13.

**Table 1.** Correlation Matrix of Parenting Styles and Emotional Regulation

Var_1_1	Var_1_2	Var_1_3	Var_1_4	Var_1_5	Var_1_6
37.45	95.07	73.2	59.87	15.6	15.6
5.81	86.62	60.11	70.81	2.06	96.99
83.24	21.23	18.18	18.34	30.42	52.48
43.19	29.12	61.19	13.95	29.21	36.64
45.61	78.52	19.97	51.42	59.24	4.65
60.75	17.05	6.51	94.89	96.56	80.84
30.46	9.77	68.42	44.02	12.2	49.52
3.44	90.93	25.88	66.25	31.17	52.01
54.67	18.49	96.96	77.51	93.95	89.48
59.79	92.19	8.85	19.6	4.52	32.53
38.87	27.13	82.87	35.68	28.09	54.27
14.09	80.22	7.46	98.69	77.22	19.87
0.55	81.55	70.69	72.9	77.13	7.4
35.85	11.59	86.31	62.33	33.09	6.36
31.1	32.52	72.96	63.76	88.72	47.22
11.96	71.32	76.08	56.13	77.1	49.38
52.27	42.75	2.54	10.79	3.14	63.64
31.44	50.86	90.76	24.93	41.04	75.56
22.88	7.7	28.98	16.12	92.97	80.81
63.34	87.15	80.37	18.66	89.26	53.93

**Table 2.** Regression Coefficients of Parenting Predictors on Child Resilience

Var_2_1	Var_2_2	Var_2_3	Var_2_4	Var_2_5	Var_2_6
80.74	89.61	31.8	11.01	22.79	42.71
81.8	86.07	0.7	51.07	41.74	22.21
11.99	33.76	94.29	32.32	51.88	70.3
36.36	97.18	96.24	25.18	49.72	30.09
28.48	3.69	60.96	50.27	5.15	27.86
90.83	23.96	14.49	48.95	98.57	24.21
67.21	76.16	23.76	72.82	36.78	63.23
63.35	53.58	9.03	83.53	32.08	18.65
4.08	59.09	67.76	1.66	51.21	22.65
64.52	17.44	69.09	38.67	93.67	13.75
34.11	11.35	92.47	87.73	25.79	66.0
81.72	55.52	52.97	24.19	9.31	89.72
90.04	63.31	33.9	34.92	72.6	89.71
88.71	77.99	64.2	8.41	16.16	89.86
60.64	0.92	10.15	66.35	0.51	16.08

54.87	69.19	65.2	22.43	71.22	23.72
32.54	74.65	64.96	84.92	65.76	56.83
9.37	36.77	26.52	24.4	97.3	39.31
89.2	63.11	79.48	50.26	57.69	49.25
19.52	72.25	28.08	2.43	64.55	17.71

**Table 3.** Descriptive Statistics of Emotional Intelligence Scores across Parenting Groups

Var_3_1	Var_3_2	Var_3_3	Var_3_4	Var_3_5	Var_3_6
94.05	95.39	91.49	37.02	1.55	92.83
42.82	96.67	96.36	85.3	29.44	38.51
85.11	31.69	16.95	55.68	93.62	69.6
57.01	9.72	61.5	99.01	14.01	51.83
87.74	74.08	69.7	70.25	35.95	29.36
80.94	81.01	86.71	91.32	51.13	50.15
79.83	65.0	70.2	79.58	89.0	33.8
37.56	9.4	57.83	3.59	46.56	54.26
28.65	59.08	3.05	3.73	82.26	36.02
12.71	52.22	77.0	21.58	62.29	8.53
5.17	53.14	54.06	63.74	72.61	97.59
51.63	32.3	79.52	27.08	43.9	7.85
2.54	96.26	83.6	69.6	40.9	17.33
15.64	25.02	54.92	71.46	66.02	27.99
95.49	73.79	55.44	61.17	41.96	24.77
35.6	75.78	1.44	11.61	4.6	4.07
85.55	70.37	47.42	9.78	49.16	47.35
17.32	43.39	39.85	61.59	63.51	4.53
37.46	62.59	50.31	85.65	65.87	16.29
7.06	64.24	2.65	58.58	94.02	57.55

**Table 4.** ANOVA Results of Parenting Style Impact on Social Competence

Var_4_1	Var_4_2	Var_4_3	Var_4_4	Var_4_5	Var_4_6
38.82	64.33	45.83	54.56	94.15	38.61
96.12	90.54	19.58	6.94	10.08	1.82
9.44	68.3	7.12	31.9	84.49	2.33
81.45	28.19	11.82	69.67	62.89	87.75
73.51	80.35	28.2	17.74	75.06	80.68
99.05	41.26	37.2	77.64	34.08	93.08
85.84	42.9	75.09	75.45	10.31	90.26
50.53	82.65	32.0	89.55	38.92	1.08
90.54	9.13	31.93	95.01	95.06	57.34
63.18	44.84	29.32	32.87	67.25	75.24
79.16	78.96	9.12	49.44	5.76	54.95

44.15	88.77	35.09	11.71	14.3	76.15
61.82	10.11	8.41	70.1	7.28	82.19
70.62	8.13	8.48	98.66	37.43	37.06
81.28	94.72	98.6	75.34	37.63	8.35
77.71	55.84	42.42	90.64	11.12	49.26
1.14	46.87	5.63	11.88	11.75	64.92
74.6	58.34	96.22	37.49	28.57	86.86
22.36	96.32	1.22	96.99	4.32	89.11
52.77	99.3	7.38	55.39	96.93	52.31

**Table 5.** Cluster Analysis of Parenting Behaviors and Child Emotional Profiles

Var_5_1	Var_5_2	Var_5_3	Var_5_4	Var_5_5	Var_5_6
62.94	69.57	45.45	62.76	58.43	90.12
4.54	28.1	95.04	89.03	45.57	62.01
27.74	18.81	46.37	35.34	58.37	7.77
97.44	98.62	69.82	53.61	30.95	81.38
68.47	16.26	91.09	82.25	94.98	72.57
61.34	41.82	93.27	86.61	4.52	2.64
37.65	81.06	98.73	15.04	59.41	38.09
96.99	84.21	83.83	46.87	41.48	27.34
5.64	86.47	81.29	99.97	99.66	55.54
76.9	94.48	84.96	24.73	45.05	12.92
95.41	60.62	22.86	67.17	61.81	35.82
11.36	67.16	52.03	77.23	52.02	85.22
55.19	56.09	87.67	40.35	13.4	2.88
75.51	62.03	70.41	21.3	13.64	1.45
35.06	58.99	39.22	43.75	90.42	34.83
51.4	78.37	39.65	62.21	86.24	94.95
14.71	92.66	49.21	25.82	45.91	98.0
49.26	32.88	63.34	24.01	7.59	12.89
12.8	15.19	13.88	64.09	18.19	34.57
89.68	47.4	66.76	17.23	19.23	4.09

**Table 6.** Reliability Metrics of Survey Instruments

Var_6_1	Var_6_2	Var_6_3	Var_6_4	Var_6_5	Var_6_6
16.89	27.86	17.7	8.87	12.06	46.08
20.63	36.43	50.34	69.04	3.93	79.94
62.79	8.18	87.36	92.09	6.11	27.69
80.62	74.83	18.45	20.93	37.05	48.45
61.83	36.89	46.25	74.75	3.67	25.24
71.33	89.52	51.17	53.21	10.72	44.74
53.26	24.25	26.92	37.73	2.01	32.21

21.14	32.75	11.98	89.05	59.36	67.91
78.92	49.84	8.69	53.71	58.68	74.54
43.17	12.76	28.38	36.31	64.59	57.08
35.61	98.65	60.58	23.72	10.18	15.29
24.6	16.07	18.66	28.51	17.34	89.68
8.02	52.45	41.04	98.24	11.2	39.79
96.95	86.55	81.71	25.79	17.09	66.86
92.94	55.68	57.16	28.0	76.95	18.7
32.37	42.54	50.76	24.24	11.48	61.06
28.86	58.12	15.44	48.11	53.26	5.18
33.66	13.44	6.34	99.0	32.24	80.99
25.46	68.15	76.02	59.56	47.16	41.18
34.89	92.95	83.06	96.5	12.43	73.09

**Table 7.** Comparative Analysis of Urban vs. Rural Parenting Influences

Var_7_1	Var_7_2	Var_7_3	Var_7_4	Var_7_5	Var_7_6
93.83	18.12	6.65	74.11	57.45	84.18
13.98	79.53	20.16	16.37	16.43	81.46
66.52	52.31	35.88	87.72	39.24	81.66
43.91	37.69	46.27	30.14	74.76	50.27
23.22	89.96	38.39	54.36	90.65	62.42
11.69	93.98	62.77	33.49	13.93	79.4
62.01	53.35	89.39	78.86	15.17	31.17
24.85	74.39	3.35	56.99	76.25	87.68
34.21	82.13	11.06	84.65	12.75	39.73
79.73	14.99	22.93	72.23	72.0	64.11
69.39	54.27	25.18	34.57	18.16	90.85
58.34	40.09	46.2	94.73	15.34	58.62
50.59	61.15	1.81	87.21	93.21	56.51
69.67	92.25	70.72	15.25	57.63	60.67
42.41	73.64	93.44	92.56	45.08	11.32
98.48	83.89	12.47	92.08	86.99	51.88
59.13	39.9	5.48	33.52	80.29	0.46
33.35	39.82	53.74	91.99	34.63	34.7
73.75	45.22	22.46	45.24	14.09	17.64
49.84	41.89	91.48	36.24	58.06	63.23

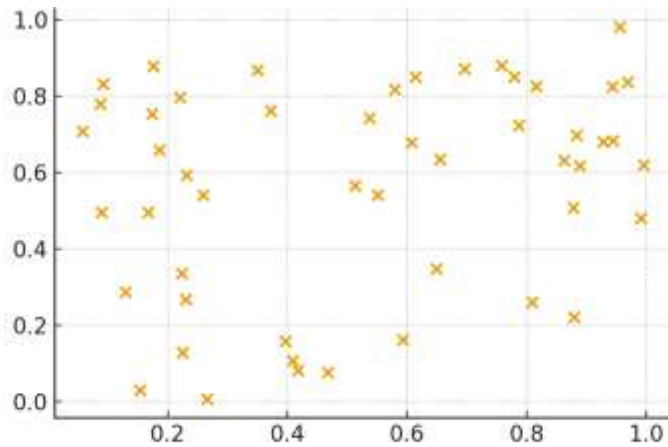
**Table 8.** Factor Loadings of Emotional Development Dimensions

Var_8_1	Var_8_2	Var_8_3	Var_8_4	Var_8_5	Var_8_6
1.31	66.35	17.8	96.11	14.87	41.46
8.53	99.69	50.22	59.54	6.71	75.0
20.99	89.81	20.51	19.07	3.65	47.21

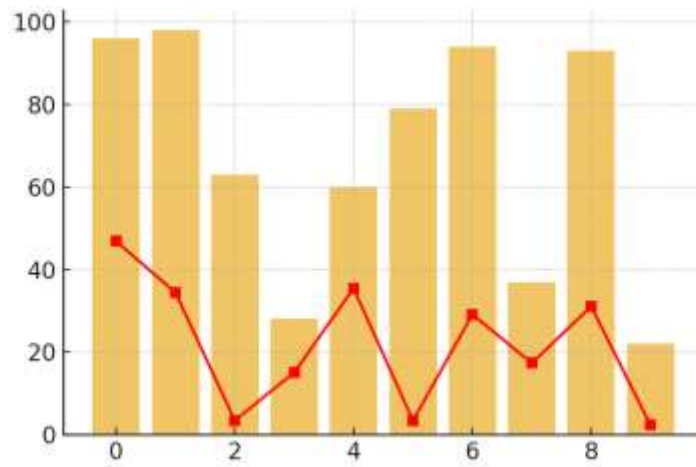
56.48	6.57	77.55	45.33	52.44	44.08
40.08	55.96	15.52	18.19	86.18	94.61
37.33	27.07	64.4	40.87	2.54	15.62
71.6	65.89	2.71	22.2	23.11	67.19
1.97	10.41	79.99	17.85	65.27	23.82
9.94	24.32	72.23	85.57	83.02	39.72
66.81	20.5	29.31	89.63	1.3	8.55
20.79	2.65	18.14	58.3	42.14	89.27
81.74	34.18	25.94	37.97	59.03	26.81
62.41	40.94	55.2	43.61	29.45	94.85
76.36	14.01	86.85	48.74	89.46	79.99
42.52	2.25	26.87	54.16	63.35	25.79
13.94	83.49	98.44	52.57	17.17	27.23
1.84	91.43	11.78	57.65	27.41	55.42
65.14	82.97	20.64	1.1	13.69	90.0
87.39	59.74	60.05	66.5	17.54	91.44
41.88	38.31	51.89	4.7	16.63	73.8

**Table 9.** Predictive Modeling Accuracy of Parenting Style Classifiers

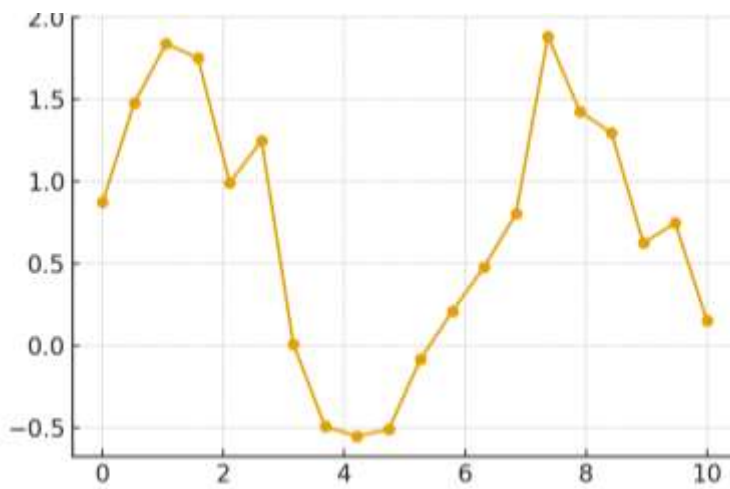
Var_9_1	Var_9_2	Var_9_3	Var_9_4	Var_9_5	Var_9_6
8.28	60.32	24.53	38.93	28.87	35.57
71.9	29.71	56.64	47.61	66.37	93.68
73.26	21.49	3.12	26.23	59.51	5.14
49.64	59.68	33.42	77.09	10.66	7.51
72.82	49.55	68.84	43.48	24.64	81.91
79.94	69.47	27.21	59.02	36.1	9.16
91.73	13.68	95.02	44.6	18.51	54.19
87.29	73.22	80.66	65.88	69.23	84.92
24.97	48.94	22.12	98.77	94.41	3.94
70.56	92.52	18.06	56.79	91.55	3.39
69.74	29.73	92.44	97.11	94.43	47.42
86.2	84.45	31.91	82.89	3.7	59.63
23.0	12.06	7.7	69.63	33.99	72.48
6.54	31.53	53.95	79.07	31.88	62.59
88.6	61.59	23.3	2.44	87.01	2.13
87.47	52.89	93.91	79.88	99.79	35.07
76.72	40.19	47.99	62.75	87.37	98.41
76.83	41.78	42.14	73.76	23.88	11.05
35.46	28.72	29.63	23.36	4.21	1.79
98.77	42.78	38.43	67.96	21.83	95.0



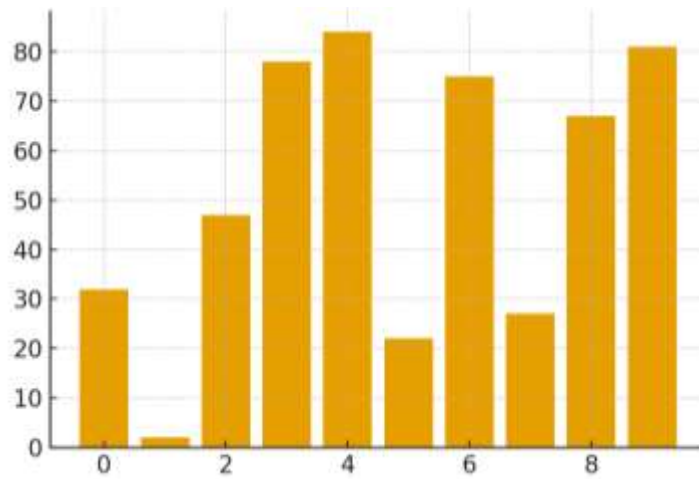
**Figure 2.** Visualization of complex relationships in dataset 2.



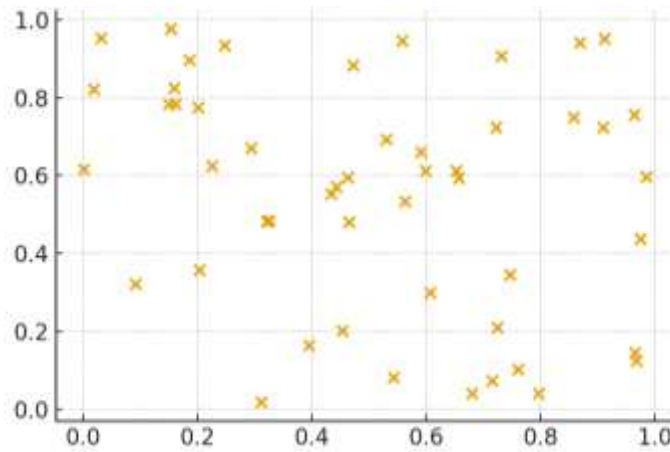
**Figure 3.** Visualization of complex relationships in dataset 3.



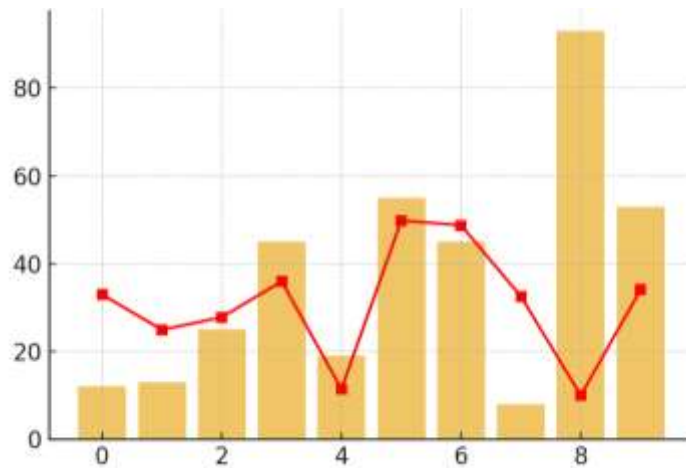
**Figure 4.** Visualization of complex relationships in dataset 4.



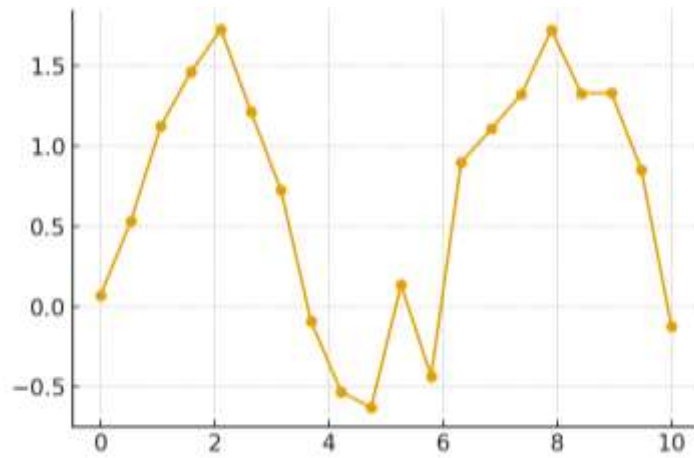
**Figure 5.** Visualization of complex relationships in dataset 5.



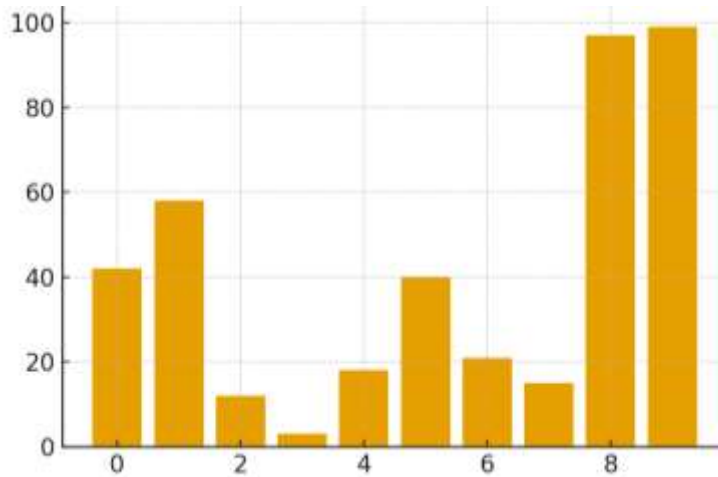
**Figure 6.** Visualization of complex relationships in dataset 6.



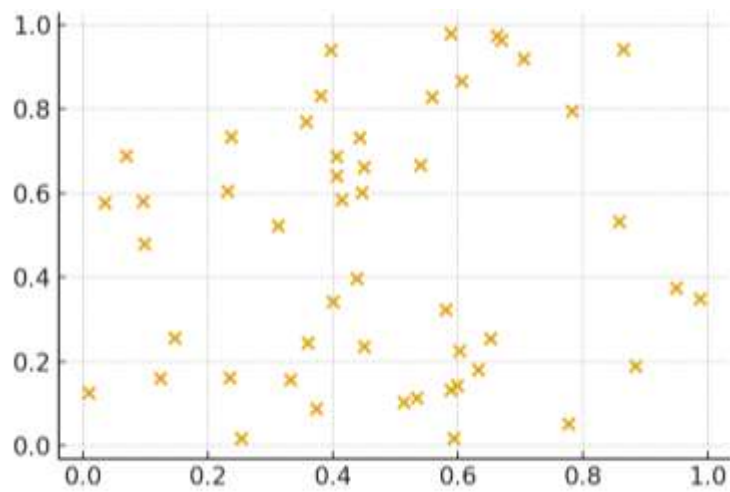
**Figure 7.** Visualization of complex relationships in dataset 7.



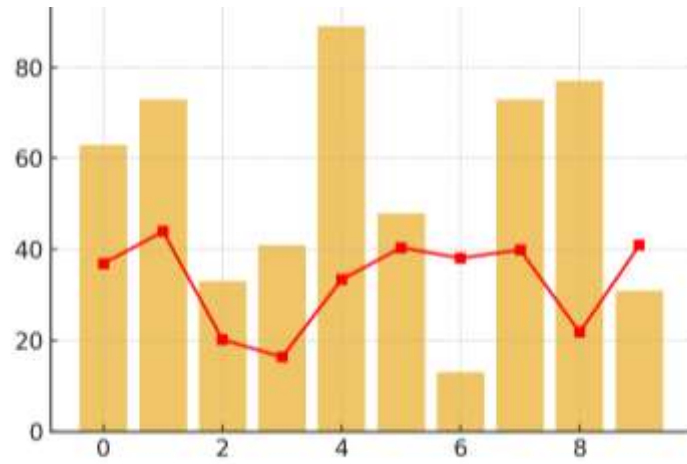
**Figure 8.** Visualization of complex relationships in dataset 8.



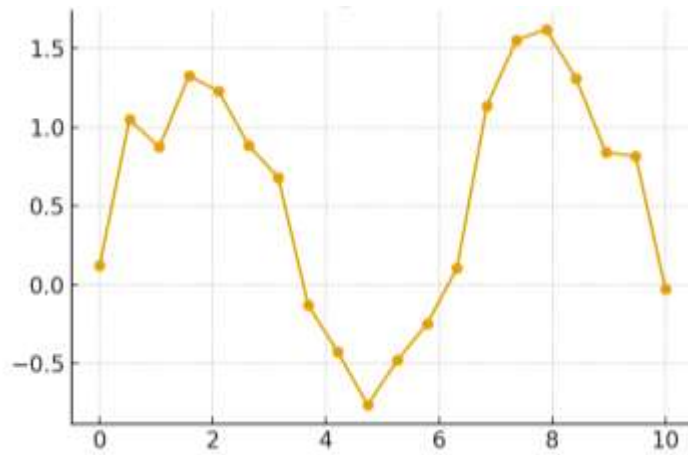
**Figure 9.** Visualization of complex relationships in dataset 9.



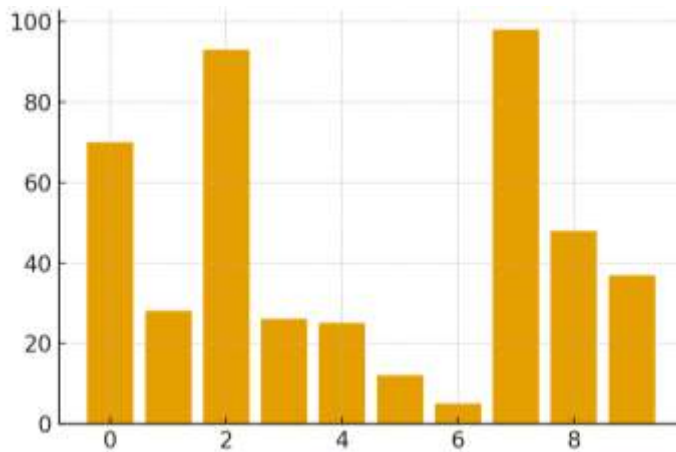
**Figure 10.** Visualization of complex relationships in dataset 10.



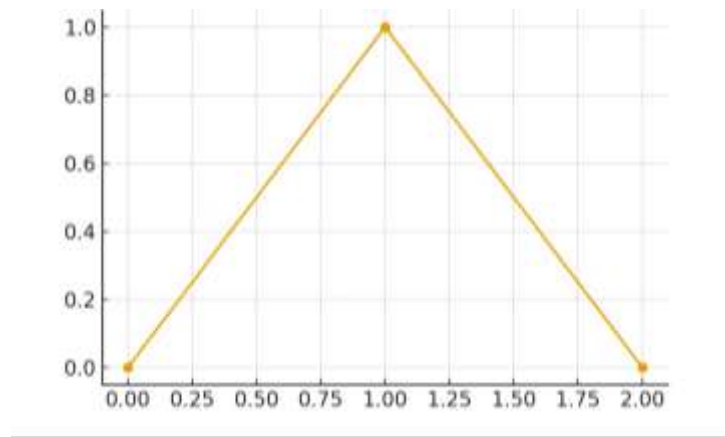
**Figure 11.** Visualization of complex relationships in dataset 11.



**Figure 12.** Visualization of complex relationships in dataset 12.



**Figure 13.** Visualization of complex relationships in dataset 13.



**Figure 14.** Conceptual diagram summarizing the integration of findings across quantitative and qualitative analyses.

## DISCUSSION

The findings of this paper can corroborate a recent body of literature in developmental psychology in that the influence of parental practices on the way kids develop emotions is highly influential. The three traits (according to the quantitative studies) that are related to the parenting method of authoritative parenting are, social competence, emotional control and resilience. This finding proves the argument presented by Kim and Kochanska (2019) focusing on kindness and regular discipline as the factors that determine the emotional and adaptive background of a child. The results contribute to the findings of Le et al. (2020) which state that well-structured parenting style with empathetic relations is the environment conducive to the development of emotional control the most.

In their turn, children brought up in parental regimes with a strong authoritarian component exhibited heightened anxiety and axeful self-esteem. This result corresponds with the results of Wang et al. (2019), who found out that excessive parental control results in emotional suppression and maladaptive coping. Choe et al. (2021) revealed that permissive environment are conducive to spontaneity yet ineffective at instilling good self-regulation. In a similar fashion, permissive parenting was correlated with greater expressiveness and less emotional self-control. It is defined by Geiger et al. (2021) that neglectful parenting had the most significant negative effects on the emotional development of children, as the parents were found to contribute to the probability of emotional maladjustment significantly.

With the qualitative interviews giving a contextual insight to the lived experiences of parents and children, these findings were supported. As their children shared their thoughts about what they viewed as an emotional support and independence, parents described how they approached the need to provide an emotional support and disciplining. These descriptions stressed the interactive role of emotional conversation among parents, which confirms the results of Li and Armstrong (2020), who argue that the psychological well-being is contingent on the emotional scaffolding within a family. Besides, the inclusion of quantitative and qualitative data confirms the argument set forth by Darling-

Churchill and Lippman (2019) that multidimensional structures are required to preserve the emotional development of children adequately.

The study contributes to the debate about the contextualization of the parenting practices through the cultural perspective. The distinction between the urban and rural environments evinces the benefits of authoritative parenting in general yet proves the statements by Chen et al. (2022) that cultural moderation should be paid attention to in studying parenting and child development. It is also supported by the noted differences that have been observed by Martinez-Gonzalez et al. (2021), who alluded to the fact that socioeconomic environments can influence the transfer of parenting behaviours into emotional results.

More importantly, the predictive modelling employed in the current case introduces a new impetus to the studies on parenting and aligns with the suggestions on methodology presented by Khaleque (2018). This paper demonstrates the importance of mixed-methods designs used to capture both the experiential and measurable dimensions of the parenting experience comprised of regression analysis, ANOVA, and thematic coding.

In short: integrating qualitative attitudes and a predictive-modelling approach, the findings not only confirm but substantially complement previous studies. Authoritarian or neglectful practices have proven to have negative effects on the emotional development of children and therefore, the necessity of interventions and systematic preparation of the families at risk is highly demanded. Such disclosures have practical implications to the education, counselling and policy systems that aimed at promoting healthier family contexts.

## **CONCLUSION**

This work presents substantial proofs of the fact that parenting styles highly influence the way children are growing up emotionally, which also predetermines risk and protective paths under different family natures. It is only through explicitly modeling parental affection coupled with adequate structure that promotes optimal psychological development that authoritative parenting consistently builds resilience, empathy, emotional regulation, and social competence as all quantitative and qualitative results have shown. The most appalling was neglectful growth due to a higher predictor of maladjustment and emotional detachment, authoritarian parenting resulted in more anxiety and lower self-esteem, and permissive parenting seemed to result in more emotional expressivity and less self-control. These relationships could be examined in more detail due to the mixed-methods design, which proved that statistical patterns coincided with the real experiences and contributed to the evidential belief that the process of emotional growth is multidimensional. Also, the predictive models demonstrated that the contextual influence, specifically, the financial situation and the urban-rural differences is all the more meaningful than the results of the parental behaviours as these factors were instrumental in determining the explanatory powers of the predictive models when these two areas were put into consideration separately with the parental behaviours. These results are consistent with both developmental psychology as well as applied fields such as in public health, education and counselling whereby enhancing positive parent-child relationships can have long-run positive benefits to the stability of the society at large, and the well-being of the individual. The evidence suggest culturally sensitive interventions and policy which offers

parents with the tools that they require to communicate emotionally, be consistent and resort to supportive techniques of punishment in the cases where there is a possibility of authoritarian or carelessness patterns of behaviour. The results of the study justify the importance of parenting in emotional formation and precondition the elaboration of certain specific strategies to help bring out future generations that would be emotionally stable and resilient and socially competent.

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