



Impact of Parenting Style on Child Social Behavior

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Abstract

The paper includes the psychological aspect of the Impact of Parenting style as related to the individual personality of parents and compares it with children's social behavior. The reasoning of this study is to empirically analyze the associations among different types of personality traits and the influence of parent's teaching styles on their children by comparing their social behavior. **Design/Approach:** A total of 150 responses were taken from both the variables, that is, first for the parenting style and then comparing that with the children's social behavior. The age that was selected for social behavior was between (16 - 22). The sample was grouped based on age, gender, and experience. The questionnaire that addressed the variables' particular characteristics was adjusted to match the instrument used to evaluate them. Parents and the children were informed about the purpose of the study, and prior consent was taken. The Likert scale is used to measure the scores of both variables for measuring different variables like behavioral problems, social vulnerability, authoritative, permissive, etc [1]. The test was given to both groups to complete in each period.

Subject Areas

Psychology

Keywords

Authoritative, Authoritarian, Permissive, Uninvolved, Social Behavior, Self-Esteem, Behavioral Issues, Emotional Health, Social Cognitive Theory, Self-Efficacy, Observational Learning, Sampling Methods, Statistical Analysis

1. Rationale

The research determined the impact of parenting style on a child's social behavior.

The behavior or the attitude of parents is the main cause or the main influence regarding the overall impact of parents, but there is little research regarding different parenting styles which affect different behavior of children. Nowadays, due to changes in the new generation, called “Gen Z” they do not listen and there is less impact on the children. Parenting style is largely affected by both the parents and the child’s temperaments and is largely based on the influence of one’s parents and culture [2]. Therefore, the relationship between parents and children is extremely important. However, there are some limitations regarding the impact of parenting style.

2. Introduction

Parenting refers to the activity of raising a child relatively, in psychology, parenting style is a psychological construct representing ordinary strategies in different disciplines. The term parenting has been defined as the process that includes nourishing, protecting, and guiding a child through their course of development [3]. Although every parent raises their children differently, there are frequently notable parallels between the habits and behaviors that parents and children share. Parents play a dominant role in molding and shaping the behaviors of children. Temperament, environment, culture and behavior of both parents and child interrupt the process of child-rearing during adolescence. The environment plays a crucial role in shaping a child’s behavior. Though it has little control over genes, proteins and time that controls the development of the brain, it shapes how children use their mental abilities. A child’s social environment is largely altered by where and how their parents live, where the child is sent for their initial schooling and the quality of relationships they form as the quality of those relationships. Developing and maintaining positive and negative social relationships characterized by trust, mutual respect, love, etc. According to psychologist Diana Baumrind, there are four types of parenting styles [1]:

- Authoritative parenting—The authoritative parenting approach is a parenting method that seems to result in kids who are socially responsible, autonomous, and goal-oriented while also having high levels of self-reliance and self-esteem. Authoritative parents have high standards and lay out clear expectations. Warmth and strong standards are combined in authoritative parenting, which frequently produces fruitful results [1]. According to research, 78% of kids raised in this manner have excellent social adaptation and self-confidence [2]. They observe using discipline grounded in logic; parents should encourage their kids to make decisions and learn from them. They are also hospitable and nurturing, showing kindness, respect, and love to their kids.

For example, Sarah’s parent’s balanced approach of establishing clear standards and offering emotional support is the reason she thrives intellectually and socially.

- Authoritarian parenting—Although the two words have a similar ring, authoritarian parenting differs from authoritative parenting in several ways. To force

a child to comply, the authoritarian parent frequently imposes strict restrictions, demands compliance, and employs techniques like withholding affection or acceptance. They have additional children. prone to inflict physical harm or insults to get the desired response. They may come out as distant to their kids because they lack the warmth of the dominant parent. Although they may be well-behaved, children's authoritarian parents are more likely to be moody and worried; they tend to be followers rather than leaders. Strict regulations that lack compassion can cause both anxiety and compliance. Research shows that 65% of kids with authoritarian parents have low self-esteem [2].

For example, Jake complies with regulations but finds it difficult to make decisions and build lasting friendships because he fears making a mistake.

- Permissive parenting—The lenient, indulgent parent is brimming with love for their children. Even when the child's welfare may be in danger, this parent may be overtly affectionate and crying yet set few or no boundaries. Little demands for maturity or performance are made by permissive, indulgent parents, and oftentimes, there are no repercussions for misbehavior. Although they are affectionate, permissive parents are undisciplined, which results in poor impulse control. Approximately 60% of these kids struggle academically and with self-control [4]. Children of permissive parents frequently struggle with impulse control; they may also exhibit immaturity and be hesitant to accept responsibilities [5].

For example, Mia's creativity flourishes, but she has trouble managing her time and clashes with authority.

- Uninvolved parenting—The same absence of restrictions or expectations that characterizes the permissive-indulgent parenting style characterizes permissive-uninvolved parenting, sometimes known as simply "uninvolved parenting." Nonetheless, the absent parent exhibits little to no warmth towards their child. The detached method can be inattentive or even involve outright rejection of the child at its most severe. Children whose parents are absent are more likely to operate poorly in a variety of areas. They typically perform badly in school and are more prone to display delinquent behavior and melancholy as they enter high school. 70% of children who experience neglectful parenting have behavioral issues, which leads to poor results [6].

Social Cognitive Theory—Bandura's social cognitive theory proposes that people are driven not by inner forces but by external factors. This model suggests that human functioning can be explained by a threefold interaction of behavior, and personal and environmental factors. This is often known as reciprocal determinism. Environmental factors are a product of situational factors and the environment in which behavior is performed; personal factors include instincts, drives, traits, and other individual motivational forces. This variable may also intervene in the process of behavior change.

- Self-efficacy—A judgement of one's ability to perform the behavior.
- Outcome expectations—A judgement of the likely consequences a behavior

will produce. The importance of this expectation may also drive behavior.

- Reinforcements—something that increases or decreases the likelihood a behavior will continue.
- Emotional coping—The ability of an individual to cope with emotional stimuli.
- Observational learning—The acquisition of behaviors, actions, and outcomes of others' behavior.

2.1. Background

The study is used to find out the relationship between parenting style and the social behavior of children. A total of four types of parenting styles are taken, and they are authoritative style, permissive style, uninvolved style, and authoritarian style. Many research papers describe different styles and show how these styles affect children and how the relationship between them works. A different test is used to measure the correlation and the demographic details about the parenting style and the social behavior of the children.

2.2. Problem Statement

Styles and the attachment of children are largely impacted by the social environment leading to an adverse impact on adolescents' development throughout their life span. Considering that there have been researchers that have thrown very little light upon social behavior as a by-product of parenting styles this research aims to thoroughly record the impact of child social behavior. The significance of this research will show the relationship between the impact of social behavior on other aspects of an individual life.

2.3. Objective

The paper's main objective is to find out the impact of parenting style on the social behavior of children. It aims to study the relationship between children and their parents. The emphasis of the study will be the social behavior of the child and the influence of parenting style on social development. The focal point of the study will be evaluating the reaction of parent's social environment on children and vice-versa. The study aims to analyze the development and maintenance of positive or negative social relationships on the grounds of trust, mutual respect, love etc.

2.4. Hypothesis

This hypothesis aligns with the study's objective of examining the correlation between parenting styles and children's social behavior.

Null Hypothesis (H0)—There is no significant relationship between parenting styles and the social behavior of children aged 16 - 22.

Alternative Hypothesis (H1)—parenting styles (authoritative, authoritarian, permissive, and uninvolved) have a significant impact on the social behavior of children aged 16 - 22, influencing their ability to develop positive social relationships

and emotional regulation.

3. Sampling Design

The sample was used to collect data on the parenting style and child's social behavior (16 - 22). The sample was classified based on snowball and convenience sampling. The categorization of the sample will be done based on age, but it can be further classified into other demographic categories.

Methodology

The methodology of the study on the impact of parenting styles on children's social behavior involved the use of a 20-item questionnaire based on a 4-point Likert scale [7]. The questionnaire was designed to evaluate both parenting styles and the social behavior of children aged 16 - 22. Data collection was facilitated through both paper-pencil methods and online Google Forms. Participants were provided with detailed instructions, a consent form, and an overview of the study's purpose and potential risks and benefits. The target population required adequate comprehension of English, with oral administration available for those with reading difficulties [7]. The study aimed to create a stress-free, distraction-free environment for participants during data collection. The methodology emphasized collecting demographic details and ensuring responses were honest and complete, enabling a thorough analysis of the correlation between parenting styles and social behaviors.

4. Materials

The parenting style and child social behavior questionnaire consist of 20 items using a 4-point rating scale. It is a paper-pencil questionnaire that can also be performed online using a Google form. The first page of the questionnaire provides the consent form, the purposes of the study, the procedure and the risks and benefits of the study. The second page records personal details of the subject (age, name, gender). The third page of the questionnaire accounts for the instructions that the subject needs to follow and the items.

4.1. Appropriate Population

The demand of the study acknowledges individuals only from ages 16 - 22 categorized as young adults. Subjects unwilling or unable to adequately complete this instrument should not be administered through this test. The respondent should possess adequate reading comprehension of the English language. In special cases where the subject is not able to read and/or write adequately, the sentence completion forms may be administered orally.

4.2. Use

- Helps illustrate the complete decision-making process, along with an in-depth analysis of specific psychological parameters and their relevance to an individual's process of decision-making to cope with lacking aspects.

- Helps in obtaining clarity to solve problems, making thorough and unbiased decisions, and better judgments.
- Helps carry out further research in cognitive psychology and any other study related to problem-solving, decision-making, self-awareness, intuitive and critical thinking.
- Helps counselors dealing with clients having problems making difficult decisions based on these psychological parameters, or those too dependent on emotional decision-making.
- Helps parents in making or deciding the effect of a child's social behavior.

Administration

The administration of the study detailed in the document involves the use of a questionnaire to examine the relationship between parenting styles and the social behavior of children aged 16 - 22. The test administrator ensures that participants fill out the 20-item questionnaire honestly in a stress-free, distraction-free environment. Both paper-pencil and online versions are available. The questionnaire includes sections for consent, demographic details, and instructions for completion. Only one individual at a time is allowed to participate, ensuring clarity and accuracy in responses. Materials needed include the questionnaire, a pen or pencil, a suitable surface for writing, or a smart device with internet access for online participants. The primary aim of the test is to explore how psychological parameters, influenced by parenting styles, impact children's social behavior and decision-making abilities.

5. Directions

This test consists of filling out a questionnaire with 20 questions, and every question needs to be answered honestly after reading attentively. The test administrator needs to ensure that no question was left by the subject on the paper pencil test and that the instructions are clear to the subject (which is made sure on the online version of the test as well). Only one individual at a time can fill out this form. The environment during answering the test should be stress-free, without distractions, calm and peaceful. The materials required for taking the tests are the questionnaire, a pen or pencil and a flat surface on which the subject can write. If performed on a smart device with internet and valid email ID.

6. Instructions

Provide each participant with the decision-style questionnaire and instruct the subjects on the following:

“The purpose of this study is to examine the psychological parameters and their effect on decision-making styles and to scale the correlation between specific influences. These include parenting style and the type and social behavior of the child. Please in all the details asked on the first page and then read the given instructions carefully. If you are willingly taking these tests fill in the consent form or else, you are free to withdraw as a part of the study. If

you have any questions as to what you are supposed to do, please feel free to ask.”

Provide further clarification of instructions when personally asked.

7. Literature Review

The research paper study states that parenting practices are becoming more valued in contemporary society. It stands for the various methods that parents employ to raise their kids. There are several challenges with modern parenting. The bulk of adolescent mental health issues have parental styles as their underlying reason. Most parents employ a range of techniques depending on their culture and societal expectations. According to societal developments, parenting practices must alter. Good parenting involves preparing kids for the needs of the culture or subculture they live in. Despite this, we can still get to some generalized conclusions about what makes for excellent parenting. Darling and Steinberg (1993) defined parenting style as the overall climate of parent-child interactions. It is an affective context of sorts that sets the tone for the parent’s interactions with the child. Parenting style is a determinant factor in child development. It affects the psychological and social functioning of the children. Parenting style is influenced by the child’s and parent’s temperaments, and the mother’s and father’s parenting philosophies may differ. As a result, the article discusses the various parenting philosophies that parents employ when raising their kids [8].

The study’s goal was to identify the prevalent parenting practices used by parents used by parents in the study area and how they affect kid’s social growth. The studies showed that most parents were regarded as using authoritative parenting techniques to raise their kids. Also, it was shown that parental practices affect children’s social growth. It is concluded that authoritative parenting, which relies on logic, understanding, agreement, and trust, produces pro-social behavior, whereas authoritarian parenting, which relies on rigid rules, coercion, threats, and physical and verbal punishment, produces anti-social behavior. So, it advised that parents try to adopt an authoritative parenting style to help their kids and wards grow up with pro-social behavior. The study’s findings are important because they will aid parents, guardians, teachers, and school administrators in understanding and appreciating the connection between parenting practices and kid’s social development. The study’s findings would be fascinating to parents who want to use an authoritative parenting style to help their kids become socially competent [9].

The proximal home environment model suggested by Gottfried and Gottfried (1984) [10] that the “proximal home environment comprises the cognitive, social-emotional, and physical formulation available to children in their family relationship (p. 141). The formulation of this model is based on Gottfried and colleagues “critique of earlier research findings on the effects of maternal employment on child development in the 1960s and 1970s. According to these psychologists, parenting practices such as parent-child interactions, parent-child cooperative activities, and parental involvement in children’s education are important for

children's development and functioning. According to Kohn (1969) [11] inequalities in adults' social reality have an impact on their parenting styles and methods for raising children. He believes that the conditions of life, particularly those related to the workplace, determine whether self-direction can be expressed in the workplace and whether it can. Additionally, these researchers hypothesized that class-related differences in parenting values and behavior reflect the distillation of parents' own experiences, particularly those based on the nature of the work they typically perform and the social competencies required to perform their job satisfactorily [2].

The results of this study show that a child's level of behavioral issues is related to the parenting styles used. From childhood and into adolescence, an authoritative parenting style continues to have a good impact on children's development. Parents with an authoritative approach have responsive and demanding aspects. Their kids are more academically successful in school and have less behavioral issues. There will be fewer internalizing and externalizing symptoms when there is high demand and responsiveness between parent and kid. Conversely, permissive parents are receptive but not strict. As a result, their offspring often develop into dependent, insensitive, passive individuals who lack social responsibility. As a result, it is expected that children's internalizing and externalizing conduct will be favorably correlated with permissive parenting. Only children's behavioral issues with a mother's parenting style type are the focus of its research [12].

This study investigated the effects of authoritarian parenting on children's self-esteem. While authoritarian parenting is tough and controlling and is generally intended to ensure safety, it hurts children's mental health, resulting in reduced self-confidence and increased insecurity. In contrast, authoritative parenting is thought to be the most beneficial, as it balances structure with limited independence while still promoting self-esteem and understanding. The findings emphasize the need to adopt balanced parenting techniques for children's emotional well-being and future security [13].

The researcher hopes to make a unique contribution by identifying gaps in the existing literature and making recommendations for future research on parents' roles in determining their children's futures. While much study has been done on the influence of parents, more comprehensive studies are needed to determine how different parenting methods affect children's behavior. Authoritarian parenting, which is characterized by excessive control, frequently results in disobedience and bad behaviors in children because it exerts more influence than necessary. In contrast, assertive parenting has been found to have a good impact, offering a balanced approach that promotes discipline and respect. According to studies, parents who spend more time with their children and engage in meaningful activities with them are less likely to witness delinquent behavior [2].

Although research has shown a strong link between parenting styles and parent-adolescent interactions, there has been little attention paid to these dynamics in mainland China, particularly the psychological processes that underpin them.

This study attempted to fill this gap by investigating how various parenting techniques affect the nature of parent-adolescent relationships. It looked specifically at how teenagers' expectations for behavioral independence and perceptions of parental control shaped these associations. Furthermore, the study investigated the potential impact of adolescent gender on these dynamics, offering insights into how gender may attenuate the consequences of parenting methods. The findings highlight the need to know not just how parenting styles affect parent-adolescent relationships, but also the underlying mechanisms, such as autonomy and authority, that lead to relationship conflict or cohesion. This study emphasizes the importance of further investigating these aspects to promote healthy parent-adolescent interactions across cultural contexts [14].

Parenting practices are becoming more valued in contemporary society. It stands for the various methods that parents employ to raise their kids. This essay examines the numerous parenting philosophies that families use. Modern parenting involves a variety of problems. In the study, it is discussed how parenting approaches differ and how those differences affect how children develop. Attention is given to how socio-economic changes in India are affecting childhood. Darling and Steinberg defined parenting style as the overall climate of parent-child interaction. It serves as a kind of effective framework that establishes the tone for how a parent will engage with the youngster. The way that parents raise their children influences how they will develop. Children's social and psychological development is impacted. The influence of one's parents has a significant impact on parenting style. Temperament, educational achievement, culture and socioeconomic conditions influence the parenting style [15].

Although all parents aspire to see their kids excel in school, not all parents are successful in making this happen. Investigating the common effect of different parenting philosophies on children's behavior and, eventually, their academic ability in school is crucial to providing appropriate support measures. The four parenting philosophies of authoritative, authoritarian, permissive and uninvolved are categorized by developmental psychologist Diana Baumrind as having various effects on a child's schooling. Examining the effects of various patterns was the main goal. The findings of our study demonstrated a link between parenting style and behavioral issues in kids. To form a more informed advance in the direction of the children's learning, the research explicitly attempted to close the gap between the child's home and school contexts [6].

Parents are a child's first and most influential teachers, with a significant impact on their growth and development. Parenting approaches have a tremendous impact on a child's intellectual, social, and emotional development, both as children and adults. Darling and Steinberg (1993) [8] defined parenting style as the overall tone of interactions between parents and children that promotes harmony through open discussion. Effective parenting approaches, defined by a balance of affection and boundaries, have a positive impact on children's intellectual development and self-control. In contrast, a lack of structure or excessive indulgence

can undermine self-discipline and lead to bad habits. A healthy parent-child relationship can encourage academic success and promote overall growth [4].

8. Analysis and Discussion

To study the difference between parenting style and child behavior between the age group of (16 - 22), mean, mode, median, SD, and t-values were found.

Table 1 shows the total represents the cumulative score of all responses related to parenting styles in the study. The average score of parenting styles, indicating the central tendency of the data, is 50.33. The middle score, when all scores are arranged in ascending order, showcases the central point of the dataset. The most frequently occurring score in the data reflects common responses. Measures the amount of variation or dispersion in the parenting style scores. A low standard deviation (5.377) indicates that most responses were close to the mean, showcasing consistency in the responses.

Table 1. Descriptive statistics of parenting style.

Measure	Total	Mean	Median	Mode	Standard Deviation
Parenting Style	6040	50.33	50.283	50	5.377

Table 2 shows the total represents the cumulative score of all responses related to child behavior in the study. The average score of child behavior. Indicating the central tendency of the data, is 81.67. The middle score, where all scores are arranged in ascending order, showcases the central point of the dataset. The most frequently occurring score in the data reflects common responses. Measures the amount of variation or dispersion in the scores. A low standard deviation (5.237) indicates that most responses were close to the mean, showcasing consistency in the responses

Table 2. Descriptive statistics of child behavior.

Measure	Total	Mean	Median	Mode	Standard Deviation
Child Behavior	9878	81.67	41	41	5.237

Table 3 the Shapiro-Wilk test is a statistical test used to determine whether a dataset follows a normal distribution. In this analysis, the test was applied to a sample of 111 data points $n = 1110$ with an average (\bar{x}) of 50.1261 and a median of 50, indicating that the data is fairly symmetrical. The standard deviation (s) of 3.6385 measures the spread of the data around the mean, while squares 1456.23 quantifies the total variation in the data. Shapiro Wilk test calculated as 0.0647. the associated p-value is 0.004892, which is less than the common significance

level of 0.05. This result suggests that the null hypothesis is normality is rejected, indicating that the data does not follow a perfect normal distribution. The skewness of 0.1528 shows a slight asymmetry in the data, but it is relatively small, implying near-symmetry. The parameter b (37.48) may refer to an intermediate or related calculation in the test process, but its role is context-dependent. Overall, the test results highlight that while the data has characteristics close to normality, it deviates sufficiently to reject the assumption of normality at the 5% significance level.

Table 3. Shapiro wilk test of parenting style.

Parameters	P-value	W	Sample Size (n)	Average (\bar{x})	Median	Sample standard deviation	Sums of squares	b	Skewness
Value	0.004892	0.9647	111	50.1261	50	3.6385	1456.23	37.48	0.1528

Figure 1 and **Figure 2** diagrams illustrate the normal distribution curve, with the green-shaded area representing the region where the null hypothesis is retained. The red-shaded areas signify the rejection region, indicating non-normality. The black line marks the position of the test statistic, which falls within the red region. This placement suggests that the null hypothesis is rejected, supporting the conclusion that the data does not follow a perfectly normal distribution. The second diagram is a histogram showing the frequency distribution of the sample data. The data appears to be centred around 50, with a peak aligning closely with the mean (50.1261) and median (50). However, there is a slight asymmetry in the distribution, reflecting the small positive skewness (0.1528). While the histogram suggests the data is approximately normal, the subtle deviations highlighted by the Shapiro-Wilk test lead to the rejection of normality. These diagrams, tighter visually and statistically, support the conclusion that the data does not meet the assumptions of a normal distribution.

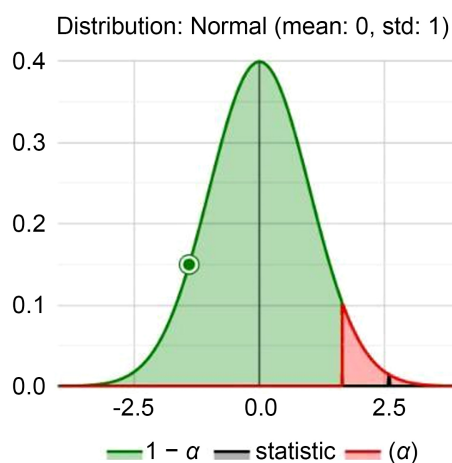


Figure 1. Bell curve indicating scores of parenting style.

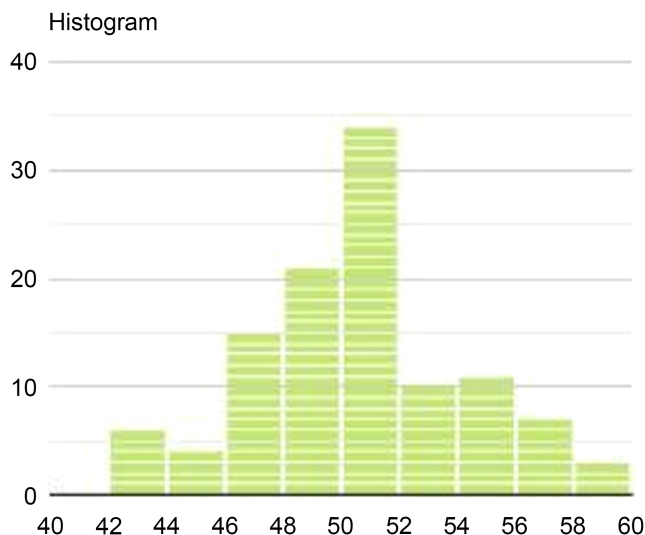


Figure 2. Bar graph indicating the data.

Table 4 data represents the results of a Shapiro-Wilk test, which assesses whether a dataset follows a normal distribution. In this analysis, the sample size is 119, with an average (mean) of 41 and a median of 41, indicating a symmetrical dataset. The sample standard deviation of 5.0068 shows the spread of the data around the mean, while the sum of squares (2958) quantifies the total variation in the dataset. The Shapiro-Wilk test statistic (WW) is 0.9886, and the associated p-value is 0.422. Since the p-value is greater than the common significance level of 0.05, we fail to reject the null hypothesis. This means there is no significant evidence to suggest that the data deviates from a normal distribution. The skewness value of -0.1393 indicates a very slight negative skew, suggesting that the data is nearly symmetrical. The parameter b (54.0759) may relate to additional calculations or intermediate steps in the analysis but does not affect the conclusion. Overall, the results suggest that the dataset is normally distributed.

Table 4. Shapiro wilk test of child behavior.

Parameters	P-value	W	Sample Size (n)	Average (x)	Median	Sample standard deviation	Sums of squares	b	Skewness
Value	0.422	0.9886	119	41	41	5.0068	2958	54.0759	-0.1393

Figure 3 and **Figure 4** show a normal distribution curve with a mean of 0 and a standard deviation of 1. The green area represents the acceptance region, while the red area is the rejection region used in hypothesis testing. The black line marks the mean or test statistic. The second diagram is a histogram showing the frequency distribution of a dataset. The x-axis represents data ranges, and the y-axis shows frequencies. The histogram peaks around 42.5 and resembles a normal distribution, suggesting the data may follow a similar pattern.

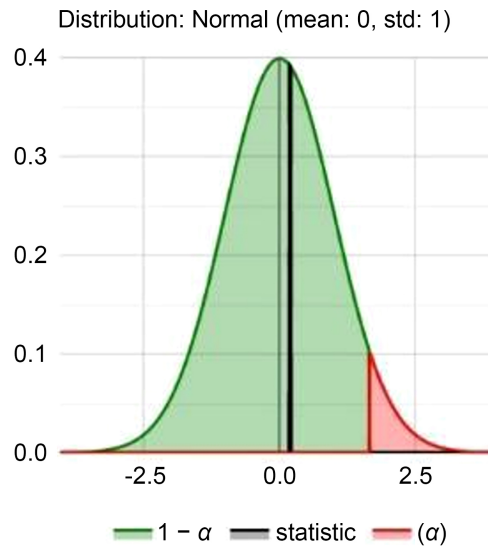


Figure 3. Bell curve indicating scores of child behavior.

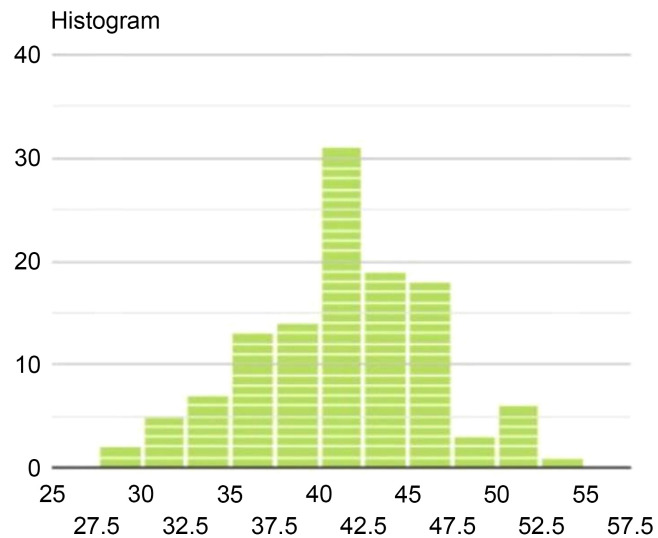


Figure 4. Bar graph indicating scores of child Behavior.

Table 5 presents data that provides statistical insights into the relationship between the X and Y ranks. X and Y ranks have an identical mean of 60.5, indicating that their central tendencies are the same. Additionally, the standard deviations of X (34.53) and Y (34.7) are very close, suggesting similar levels of variability in the data for both measures. The covariance between X and Y ranks is 98.71 which indicates a positive linear association, although the strength of this relationship is not interpreted independently from other measures. The correlation coefficient (R-value) is 0.08235 for X and 0.08325 for Y, both very low, suggesting a weak positive correlation between the two ranks. Furthermore, the P-value of 0.37121 (two-tailed) is significantly greater than the common significance threshold of 0.05, implying that the observed correlation is not statistically significant. In summary, the data does not provide strong evidence of a meaningful relationship

between X and Y ranks. The weak correlation and high P-value suggest that any observed association may be due to chance rather than a systematic relationship.

Table 5. Statistics of spearman's test results.

Measure/Ranks	Mean	Standard Deviation	Covariance	R-value	P-value (2-tailed)
X ranks	60.5	34.53	98.71	0.08235	0.37121
Y ranks	60.5	34.7	98.71	0.08325	0.37121

9. Results and Discussions

Given the findings of this study, it is necessary to pay attention to the psychological factors of defining the relation between the parenting style and social behavior of the child. Additionally, a focus on possible moderating causes of demographic factors such as gender and age group is significant. Although the implications of psychological factors on parenting style are varied, it shows how the impact will facilitate children's behavior. Parenting style is one of the important factors in this generation. It describes how your child will be nurtured in the future and how it will impact them. Children in today's generation may occasionally show resistance to direction, which emphasizes the necessity for parents to implement constructive and well-balanced punishment techniques. According to research, children benefit from warmth and firmness, while children who experience an excessively severe and authoritarian approach may experience negative consequences like low self-esteem and elevated anxiety. Parents should try to enforce rules based on reason, decency and explicit expectations.

In Western countries, research has consistently proven that parenting style has a direct relationship with children's behavior. In general, research shows that children raised by authoritative parents have the best outcomes, whereas children raised by authoritarian or permissive parents have the worst outcomes. A study found that parenting style had a significant impact on children's self-concept development. The reported level of warmth demonstrated by both their fathers and mothers had a direct relationship with the children's self-concepts but not with parental permissiveness. Moreover, another previous study discovered that family style affects the processes of acquiring self-efficacy, as outlined by Bandura (1986) [16]. According to previous studies focused on Western cultures, authoritarian and permissive parenting styles hurt children's academic achievement. All children after a certain age need to follow the parent's instructions so that the child can mould into their attention.

Different parenting philosophies have a distinct impact on kids, influencing their growth in a variety of important ways. Children's emotional, social and behavioral results are influenced by the unique traits of each parenting style: permissive, authoritarian, authoritative and uninvolved. High standards are combined with love and support in authoritative parenting, which is frequently

regarded as the most balanced method. By creating an atmosphere where kids feel respected and directed rather than dominated, this approach promotes independence and social skills. Conversely, authoritarian parenting places a strong emphasis on rigid regulation and lofty standards while paying little attention to emotional warmth. Although this method could help kids be more obedient and disciplined, it frequently comes at the expense of emotional health, which can result in anxiety, low self-esteem and trouble building relationships based on trust. Indulgence and lack of boundaries are hallmarks of permissive parenting, which can encourage self-expression and creativity but frequently leads to poor impulse control, a lack of responsibility, and trouble overcoming obstacles. Lastly, a child's growth can be seriously hampered by uninvolved parenting, which is characterized by neglect or a lack of involvement. This can result in low academic success, behavioral problems, and feelings of abandonment. The interaction of different parenting philosophies, the child's temperament, and the socioemotional emphasizes the intricacy of parental impact on a child's development and stresses the value of a caring and well-balanced parenting style. It completely depends upon the nature of the child, how they behave and how their parents are strict with them. In total, there are four types, and the characteristics of this style differ and show what characteristics parents present. The development of positive skills is critical for building a foundation for children's future relationships and late academic achievement. Social skills include behaviors such as showing empathy, participating in group or social skills, communicating with others, helping others and many more things or skills are included. But it again depends upon the behavior of the child and how the parents treat or nurture their children for their future. Without a doubt, performing psychological and educational interventions in the community and increasing people's awareness about the psychological factors of parenting style can have an effective role in nurturing children's behavior in the future.

Conflicts of Interest

The author declares no conflicts of interest.

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