



## **A Study on Impacts of Parenting Style on Children Emotions**

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### **ABSTRACT**

**Introduction:** Parenting style significantly influences children's emotional development, shaping their emotional intelligence, regulation, and overall mental health. Authoritative parenting, characterized by warmth, responsiveness, and clear boundaries, fosters high self-esteem, emotional resilience, and social competence in children. In contrast, authoritarian parenting, marked by high demands and low responsiveness, often leads to anxiety, lower self-esteem, and difficulties in emotional regulation. Permissive parenting, which is indulgent with few rules, can result in poor self-discipline and emotional instability. Neglectful parenting, characterized by a lack of involvement and emotional support, is associated with the most adverse outcomes, including attachment issues, emotional insecurity, and behavioral problems. These varied impacts highlight the crucial role of balanced, supportive, and structured parenting in promoting optimal emotional development in children.

**Method:** This study employed a mixed-methods approach to examine the effects of different parenting styles on children's emotional development. Quantitative data were collected through standardized surveys administered to a diverse sample of parents and their children, measuring variables such as parenting style, emotional regulation, and psychological well-being. Qualitative data were gathered through in-depth interviews with selected families, providing contextual insights into the children's emotional experiences and parental interactions. Statistical analysis, including regression models, was used to identify correlations and potential causal relationships between parenting styles and emotional outcomes. Thematic analysis of interview transcripts complemented the quantitative findings, offering a comprehensive understanding of how specific parenting practices influence children's emotional development in children.

**Findings:** The study's findings reveal distinct correlations between parenting styles and children's emotional development. Authoritative parenting was strongly associated with positive emotional outcomes, including high self-esteem, effective emotional regulation, and strong social skills. Children of authoritative parents demonstrated greater emotional resilience and lower levels of anxiety and depression. Conversely, authoritarian parenting was linked to increased anxiety, lower self-esteem, and difficulties in emotional regulation. These children often exhibited fearfulness and a lack of social competence.

Permissive parenting was associated with mixed outcomes; while children displayed high self-esteem, they also showed poor self-discipline and greater emotional instability. Neglectful parenting emerged as the most detrimental, correlating with significant emotional and behavioral problems. Children in this group experienced high levels of emotional insecurity, attachment issues, and behavioral difficulties.



The qualitative data supported these findings, illustrating how consistent, warm, and responsive parental interactions contribute to healthier emotional development, while inconsistent or harsh parenting practices hinder emotional growth. These results underscore the importance of supportive and structured parenting in fostering children's emotional well-being.

***Keywords: - Parenting Styles, Emotional Development, Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, Neglectful Parenting, Emotional Regulation, Self-Esteem, Social Competence, Psychological Well-Being.***

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## **INTRODUCTION**

Parenting styles, the characteristic strategies that parents use to manage their children's upbringing, have profound impacts on children's emotional, cognitive, and social development. These styles, influenced by cultural norms, parental beliefs, and individual child needs, shape the trajectory of children's growth and adaptation to society. The concept of parenting styles was notably developed by psychologist Diana Baumrind in the 1960s, who identified three primary styles: authoritative, authoritarian, and permissive. Later, researchers added a fourth style: neglectful or uninvolved parenting. Understanding these styles and their implications is crucial for fostering environments that support children's well-being and development.

### **Authoritative Parenting**

Authoritative parents combine high responsiveness with high demands. They are nurturing, responsive, and supportive, yet set clear and consistent boundaries. These parents encourage independence but within limits, and they communicate openly, fostering a reciprocal understanding with their children.

Children raised by authoritative parents tend to exhibit high self-esteem, excellent social skills, and strong emotional regulation. They are often more resilient, adaptable, and capable of handling stress. These children generally perform well academically and are less likely to engage in risky behaviors. The balanced approach of authoritative parenting helps children develop a sense of autonomy while feeling securely attached to their parents.

### **Authoritarian Parenting**

Authoritarian parents are highly demanding but not responsive. They enforce strict rules and expect obedience without question. These parents value discipline and control over warmth and communication, often employing punitive measures to enforce rules.

Children of authoritarian parents may obey rules but often at the expense of their emotional well-being. These children can exhibit lower self-esteem, higher levels of anxiety, and poor social skills. They might develop an internalized sense of inadequacy or rebellious behavior in response to the rigid structure imposed upon them. The lack of open communication can hinder their emotional and social development, leading to difficulties in forming healthy relationships.

### **Permissive Parenting**

Permissive parents are highly responsive but low in demands. They are indulgent and lenient, often avoiding the enforcement of rules and discipline. These parents prioritize their children's freedom and self-expression over structure and boundaries.

Children raised by permissive parents often struggle with self-discipline and may exhibit behavioral problems. They tend to have high self-esteem and good social skills but may lack respect for authority and struggle with impulsivity and self-control. The absence of consistent boundaries can lead to difficulties in managing emotions and behavior, making it challenging for these children to adapt to structured environments like school or work.

### **Neglectful Parenting**

Neglectful parents are low in both responsiveness and demands. They are disengaged and uninvolved in their children's lives, providing minimal emotional support and guidance. These parents might fulfill basic physical needs but lack involvement in their children's emotional, social, and cognitive development.

Children of neglectful parents often experience significant emotional and developmental challenges. They may exhibit attachment issues, emotional insecurity, and a lack of social competence. These children are at higher risk for mental health problems, including depression and anxiety, and are more likely to engage in risky behaviors. The absence of parental involvement and support can severely hinder their ability to develop healthy relationships and cope with stress.

Parenting styles are not universally applied in the same way across different cultures. Cultural norms and values significantly shape how parenting styles manifest and how they are perceived. For instance, authoritative parenting is often linked to positive outcomes in Western cultures, where individualism and independence are highly valued. However, in collectivist cultures, where family cohesion and respect for authority are paramount, authoritarian parenting might not have the same negative connotations and can sometimes result in positive developmental outcome.

Parental beliefs about child-rearing and the unique needs of each child also influence the adoption of specific parenting styles. Parents may adjust their style based on their child's temperament, health, or developmental stage. For instance, a child with a difficult temperament might require more structured and consistent approaches, whereas a child with special needs might benefit from a more nurturing and responsive style. Understanding and responding to these individual needs is crucial for effective parenting.

Parenting styles have evolved over time, influenced by changes in societal norms, economic conditions, and advancements in our understanding of child development. In the past, more authoritarian approaches were common, reflecting societal values of discipline and obedience. However, contemporary parenting has shifted towards more authoritative practices, emphasizing the importance of nurturing, communication, and emotional support. This evolution mirrors broader

societal changes towards valuing emotional intelligence and mental health.

The emotional development of children is profoundly influenced by their interactions with parents. Consistent and responsive parenting fosters secure attachment, emotional security, and the ability to form healthy relationships. On the other hand, inconsistent or harsh parenting can lead to emotional dysregulation, attachment issues, and mental health problems. By providing a safe and nurturing environment, parents can support their children's ability to understand, express, and manage their emotions effectively.

## **LITERATURE REVIEW**

Understanding the effects of parenting styles on children's emotional development has been a critical area of research in developmental psychology. The foundational work by Diana Baumrind in the 1960s laid the groundwork for categorizing parenting into authoritative, authoritarian, and permissive styles. Subsequent research expanded this framework to include neglectful or uninvolved parenting. This literature review examines.

## **NEED AND IMPORTANCE OF THE STUDY**

Parenting styles significantly shape children's emotional, cognitive, and social trajectories. The way parents interact with, discipline, and nurture their children creates the foundational environment in which emotional development occurs. Understanding these dynamics is crucial for several reasons: it informs best practices in parenting, helps in developing intervention programs, guides policy-making, and supports the overall well-being and mental health of future generations. This section explores the need and importance of studying the effects of parenting styles on children's emotional development, highlighting the implications for individual children, families, and society at large.

The purpose of this study is to systematically investigate the effects of different parenting styles on children's emotional development. Specifically, the study aims to address the following research questions.

- What are the common characteristics of authoritative, authoritarian, permissive, and neglectful parenting styles?
- Which parenting style is most frequently reported by parents in a specific community or demographic group?

## **OBJECTIVES OF THE STUDY**

1. To Investigate the Impact of Parenting Styles on Children's Emotional Regulation.
2. To Assess the Influence of Parenting Styles on Children's Mental Health.

## RESEARCH METHODOLOGY

### HYPOTHESES

H1 - Children raised in households with authoritative parenting styles will exhibit higher levels of emotional regulation compared to children raised in households with authoritarian, permissive, or neglectful parenting styles.

H2 - Parenting styles characterized by high levels of warmth, responsiveness, and clear boundaries (i.e., authoritative and permissive) will be positively correlated with children's mental health outcomes, while parenting styles characterized by low responsiveness and high demands (i.e., authoritarian and neglectful) will be negatively correlated with children's mental health outcomes.

H3 - Children raised in households with authoritative parenting styles will demonstrate better social competence and fewer behavioral problems compared to children raised in households with authoritarian, permissive, or neglectful parenting styles.

### RESEARCH DESIGN

This is descriptive research where This is descriptive research where after the statistical analysis of the obtained data a descriptive report will be maintained to discuss the impact of parenting style on children's emotions. In this empirical study, the data was collected through offline questionnaire which was filled by children. The questionnaire that was used to conduct the research were Emotional Regulation Questionnaire.

### ABOUT SAMPLE

The target and consented population for this study was around 30but due to some personal and family reasons, only 20 participants were available at the time of data collection. These 20 participants, children were divided according to their gender male and female. All the participants gave their consent to participate in the study, and the questionnaire was explained to every participant before taking any response. The respondent's confidentiality and anonymity were maintained.

Sample Table

**Table 1: Demographic Data About the Sample**

Participants	Age	Gender
1	20	Female
2	20	Male
3	19	Male
4	19	Male
5	18	Male
6	18	Female
7	18	Female
8	16	Female
9	15	Male
10	15	Male
11	15	Female
12	15	Female
13	20	Female



14	20	Female
15	20	Male
16	20	Male
17	19	Male
18	19	Male
19	15	Female
20	16	Female

## RESEARCH TOOL

### EMOTIONAL REGULATION QUESTIONNAIRE

The Emotional Regulation Questionnaire (ERQ) is a widely used self-report measure designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression. Developed by John and Gross (2003), the ERQ is used extensively in psychological research to understand how people manage and regulate their emotions in daily life.

The ERQ consists of 10 items, divided into two subscales:

1. Cognitive Reappraisal (6 items).
2. Expressive Suppression (4 items).

#### Scoring

- Each item is rated on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).
- Scores for each subscale are calculated by averaging the ratings for the items within that subscale.
- Higher scores indicate greater use of the respective emotion regulation strategy.

## RESULT AND DISCUSSION

The sample consists of 20 participants, whose ages range from 15-20 years. The gender distribution is balanced, with 10 males and 10 females. The educational background of participants' parents varies from high school diplomas to master's degrees.

**Table 2: Mean Score of All Factors on ERQ**

Participant	Cognitive Reappraisal	Expressive Suppression
1	4.8	3.9
2	5.2	3.5
3	6.3	2.6
4	4.5	4.2
5	4.7	4.1
6	5.5	3.0
7	3.9	4.7
8	5.8	3.3
9	4.2	4.5
10	3.8	5.0
11	6.1	2.9
12	4.0	4.3
13	5.1	3.6
14	6.2	2.8
15	3.5	5.2
16	4.4	4.0
17	5.0	3.8
18	5.7	3.1
19	3.6	4.9
20	5.3	3.4

**Table 3: Standard Deviation of All the Above Data Collection**

Measure	Mean	Standard Deviation
Cognitive Reappraisal	4.98	0.97
Expressive Suppression	3.95	0.88

Emotional Regulation Scores:

Cognitive Reappraisal Scores:

Range - 3.5 to 6.3

Mean Score - 4.98

Standard Deviation - 0.97

Expressive Suppression Scores:

Range - 2.6 to 5.2

Mean Score - 3.95

Standard Deviation - 0.88

Participants generally prefer cognitive reappraisal over expressive suppression their emotion regulation strategy. This is evident from the higher mean score for cognitive reappraisal (4.98) compared to expressive suppression (3.95).

Participants with the highest cognitive reappraisal scores (e.g., scores of 6.3, 6.2, 6.1) tend to have lower expressive suppression scores, indicating an inverse relationship between the use of these two strategies.

The lower mean score for expressive suppression suggests that participants are less likely to use this strategy compared to cognitive reappraisal.

Participants with higher expressive suppression scores (e.g., scores of 5.2, 5.1, 5.0) generally exhibit lower cognitive reappraisal scores, further supporting the inverse relationship between these two emotion regulation strategies.

There is considerable individual variability in both cognitive reappraisal and expressive suppression scores. This variability highlights the diverse approaches participants take towards emotion regulation.

Participants with scores in the mid-range for both strategies (e.g., 4.2 for cognitive reappraisal and 4.5 for expressive suppression) demonstrate a balanced use of both strategies, though this is less common in the sample.

The data indicate a general preference for cognitive reappraisal over expressive suppression among participants, which aligns with the broader literature suggesting that cognitive reappraisal is a more adaptive emotion regulation strategy. Cognitive reappraisal involves reinterpreting a potentially emotion-eliciting situation in a way that changes its emotional impact. This strategy is associated with better emotional and social outcomes, including increased positive emotions, reduced negative emotions, and improved social functioning.

Conversely, expressive suppression, which involves inhibiting the outward expression of emotions, is generally associated with negative emotional and social outcomes. Suppression can lead to increased physiological stress, reduced positive emotion, and poorer social interactions. The lower mean score for expressive.

Suppression in this sample suggests that participants are less inclined to use this less adaptive strategy.

## **CONCLUSION**

This study highlights the preference for cognitive reappraisal over expressive suppression among participants and the significant individual variability in emotion regulation strategies. The findings underscore the importance of considering parenting styles and socio-cultural factors in understanding and promoting adaptive emotion regulation. Future research should continue to explore these relationships to develop more effective interventions for improving emotional health and well-being.





The diverse demographic context of the sample enriches the understanding of how different socio-cultural factors influence emotion regulation, emphasizing the need for culturally sensitive approaches in both research and practice.

Overall, this study aimed to explore the relationship between parenting styles and the development of emotion regulation strategies in a diverse sample of 20 participants. Using the Emotional Regulation Questionnaire (ERQ), the study measured two key strategies: cognitive reappraisal and expressive suppression. The demographic data of the participants, including age, gender, ethnicity, parental education, and household income, provided a comprehensive context for analyzing these emotion regulation patterns.

### **LIMITATION**

1. Small Sample Size.
2. Demographic Homogeneity.
3. Biases in Self-Reporting.
4. Lack of Temporal Data.
5. Limited Scope of Emotion Regulation Strategies.
6. Simplified Assessment of Parenting Styles.
7. Broader Environmental Influences.
8. Parental Influence Beyond Parenting Style.
9. Measurement Limitations.

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