



Examining Parenting Style Effects on Personality Development and Academic Performance: A Study of School-Age Children

Muhammad Javed Amjad¹, Talal Ahmad², Khaula Khurram³

Abstract

This study examined the effects of different parenting styles on children's personality and academic performance in Sargodha, Pakistan. Quantitative method was adopted and data was collected from two government secondary schools in Sargodha city with co-education. Research sample consisted of 150 children from different classes with equal representation of boys and girls selected 75 boys and 75 girls. A structured questionnaire was administered to the respondents obtained through multistage sampling method. The study used three different parenting styles namely authoritarian, authoritative and permissive. The results reported high levels of authoritative parenting and this parenting style was associated with children's high social and psychological development. One way ANOVA showed significant differences from the three style of parenting with paternal effect sizes of 31% in psychological development and 30% in social development. The Tukey HSD post-hoc comparison indicated that children of authoritative parents were psychologically and socially more developed than children of authoritarian and permissive parents. Research shows that parents who are warm, have realistic expectations, and are communicative with their children are more likely to help their children become well-adjusted adults, especially during the children's teenage years. This information is valuable to the advancement of the education of parenting and the initiatives of interventions which relate to the family in Pakistani culture.

Keywords: Parenting Styles, Personality Development, Children

Introduction

When examining the social agents that impact children's development most profoundly, the role of parents stands out above the rest. They hold the most weight in shaping and influencing the onset of the early development and in shaping the personality of the child (Kausar and Afaq, 2024). There are multiple aspects of a child's life that parent's support and provide, including, survival, emotional, and psychological needs. Additionally, the patterns of personality development that parents exhibit influence and shape the foundational layers of children's personality in a way that endures across the life span (Kaniušonytė & Laursen, 2020). In the stage of adolescence, an individual's self-concept and autonomy are highly modified, and this self-concept gets modified in opposition to the external authoritative figure, in this case, the parents. The dependency on the various aspects of life such as food, shelter, and money poses the greatest limitation to the freedom

¹ PhD Scholar at Kohat University of Science and Technology, Kohat, Pakistan. Email: javedtalokar@gmail.com

² Lecturer in English, WAPDA Cadet College Tarbela, Pakistan. Email: talalahmadbhatti@gmail.com

³ M.Phil Scholar, Department of Social Work, University of Sargodha, Punjab, Pakistan. Email: khaulakhurram33@gmail.com

of all the parts of life in the adolescent's life. Therefore, in such a scenario, a child is compelled to lead an autonomous life, while parents have to fulfill their expectations that are in contrast to the developmental normal of the child.

Parents' careers impact how they choose manage and shape their children's character and subsequent outcomes. Parenting styles and approaches refer to how parents attend to children's needs and wants, and how they decide to monitor their children and apply supervision, and how they decide to institute control in parent-child interactions. Children predominantly absorb their parents' cultural and value systems, and the parent's life history and experiences shape the children's psychosocial development. The impact of the mother's life history has been documented extensively in the literature in child development and her other areas of functioning (Al-Elaimat et al., 2020). This is related to the child developing feelings of confidence, self-efficacy, educational and emotional achievement. Parenting style is determined to a great extent on the behaviors and attitudes exhibited by the parent, which include both punitive disciplinary actions as well as emotional climate of the home. Parenting style refers to how parents structure their interactions with children and this reflects a differentiated model of parenting which is tailored to the unique needs of the child at various developmental stages and the social context in which the family exists.

Diana Baumrind developed a theory on parenting styles which categorizes parenting practices into three distinct styles: authoritarian, authoritative, and permissive. These theories continue to be a foundation in parenting research today (Rouzi, et al., 2020). Authoritarian parenting seeks to modify and regulate the behaviors and attitudes of children in accordance with prevailing norms, often reflecting the cross-cultural and cross-generational patterns of disciplinary practices. Deviance of any kind among children results in punitive forms of self-will of the child. Moreover, children of authoritarian parenting suffer from absolute parental authority in all domains of their lives, and their freedom is entirely at the whim of their parents. It would not be uncommon that parents dictate all activities and decisions of the children on the basis of the assumption that they know and understand everything far better than the children do. It is a common sight that omnipotent parenting, in a way, is expected to result in absolute compliance and children sacrificing their own wants and needs.

The author describes a specific and singular way of guiding a child, managing their activities, and encouraging discussion that fosters autonomy and development as 'authoritative parenting.' Authoritative parenting is differentiated by the way parents support and respond to children's needs, and such responses shape the children's self-directedness, autonomy, and disposition, as well as their attitudes to the school (Hayek, Melgar & Wong, 2022). Adolescents especially require authoritative parenting since, by then, they start to recognize their psychological needs. Authoritative parenting is also positively linked to the development of children's cognitive and emotional resilience and the advancement of their coping and social skills (Huang, Wong & Metrick, 2024). Authoritative parenting explains the link between parents' academic expectations and children's school performance. The results of these studies point to the significant role of authoritative parenting in enhancing school adjustment in children (Wang et al., 2022; Sun et al., 2024).

The contrasting type of parental style is permissive parental style, which involves allowing children to take part in whatever activities they want to, without

the presence of any type of rules or expectations. Permissive parenting, which lacks the presence of structure and rules, is characterized by inconsistency of measures in discipline, and a tendency of absence from conflicts without dominant guidance. An important facet of permissive parenting is also the lack of oppression of children's decision-making autonomy. This form of parenting is built on the parental child relationship rather than authoritarian control. Parents are seen to give their children a lot of minimal control, guidance, or management, and are seen in the parenting role of peers. Research suggests that there are negative outcomes on the emotional development of children due to permissive parenting. Different studies have shown the presence of negative outcomes of childish permissive parenting, poor results in school, low level of psychological wellness, low quality of life, and increased chances of juvenile delinquency. The differences in the parenting styles of children between permissive and authoritative are large. The same can be said that both styles have control over extreme levels of parental involvement.

Authoritarian parenting styles in Asian countries reflect the values and traditions embedded in family hierarchy and collectivist culture (Kawamura & Frost, 2022). There should be an influence of parenting methods in the socialization of children, but there are wide variations in the level of internalization, acceptance, and engagement in the socialization of the children. Over parenting in children can be a major cause of psychological and emotional distress. Potentially, the children in these settings are socialized to be rebellious to the norms set by their parents and find their own interests/pleasures more important than those of their parents. It has been found that children of these permissive parents have poorer grades and higher involvement in the misuse of psychoactive substances, including alcohol (Lamborn et al, 1991; Baumrind & Black 1967). Both of these parenting styles have predictive validity for low self-esteem, poor sense of self, and low self-determination and self-reliance, due to the parents' poor insight regarding the developmental needs of a child.

A variety of factors, such as individual situations, cultural traditions, and societal dynamics, inform the shifting practices of parenting. Understanding the fluid nature of parenting is essential to understand its effect on the course of development of the child (Connell & Strambler, 2021). The aim of this study is to assess the impact of different parenting styles on the child's personality development in Sargodha (Pakistan) to contribute to the existing (and very scant) scholarship on parenting practices in South Asia. The fluid dynamics of the South Asian society, specifically Pakistan, will help in the development of culturally sensitive practices in parenting and education to maximize the potential of the child.

Objectives of the Study

1. To investigate the psycho-social impacts of various parenting styles on the developmental outcomes of children.
2. To investigate the dynamics between parents and children.
3. To investigate the impact of parenting style on children's educational outcomes.
4. To propose appropriate measures for the healthy development of children.

Research Questions

1. What are the psychological and social impacts of various parenting styles on child development?

2. What kinds of relationships do parents and children share?
3. What effect do parenting styles have on children's academic learning?
4. What can be suggested to encourage children's development in a positive manner?

Hypothesis of the Study

- H1: The effects of authoritarian, authoritative, and permissive parenting styles and their impact on children's psychological development is statistically significant.
- H2: The effects of authoritarian, authoritative, and permissive parenting styles and their impact on children's social development is statistically significant.
- H3: Authoritative parenting style, compared to authoritarian and permissive parenting styles, results in greater advancement of children's psychological and social development.

Statement of the Problem

One of the main environments for the growth of children is the home. The way children are raised by their parents is very influential to their character and personality. Cares during the infant stage are paramount to the psychosocial development of the child as they are the main interactive people to the child. Nevertheless, in the literature, the focus of parents in the psychosocial development of children is very little, especially in the Asian countries like Pakistan. In the joint family system, the behavior of a child is mostly a result of the interfaces and impact of the family members collaborating with the structures of high parental control. Moreover, in the society of Pakistan, the children are expected to show submission which is in turn highly valued as a positive trait in the culture and the religion. Parents are usually very authoritarian and they show a high conflict tendency because they refuse to recognize the children's proposal or views. In addition to that, it is true that different parenting styles have different effects on the psychosocial development of a child. The study analyzes different styles of parenting and their effects on children's psycho-social development.

Literature Review

According to the literature, there is a strong relationship between parental involvement and child development outcomes. Research has shown that parenting (parental involvement and parenting styles) demonstrates meaningful associations with children's academic outcomes, with a mean effect size of (Tan et al., 2025). Studies indicate that country-level authoritative parenting style was positively associated with both academic outcomes, while authoritarian and permissive parenting styles were negatively associated with educational attainment (Živanović et al., 2025). According to researchers, authoritative parenting influences maturity which reflects in the school performance of children. The psychological maturity can be measured through self-reliance, self-identity, and work orientation, all of which are collectively and separately correlated with high achievement (Shahzad & Khattak, 2020).

Parenting dimensions include effective parental support and control by showing availability, responsiveness, acceptance, and warmth, which lead to positive social and cognitive growth outcomes (Fute et al., 2024). Permissive parenting provides freedom to children without setting limits and consecutive

monitoring. According to Baumrind's earlier work, children facing permissive parenting style always plan their own activities; therefore, such types of children are found more responsible and mature. However, permissive parenting style is associated with a high level of atypical behavior of children, generalized anxiety among them, and a decrease in the process of personal growth. Children experience immaturity, impulsive decision-making, and reduced cognitive development (Berbecel et al., 2023). Research has shown that permissive parenting can have negative impacts on children's emotional development, with studies linking permissive parenting to poor academic achievement, decreased psychological health, lower quality of life, and an increased risk of juvenile delinquency among adolescents (Fute et al., 2024).

Authoritarian parenting is referred to those parents who always monitor the behavior of their children. Such consecutive monitoring has been described as parents wanting to control or manage their children. Control on behavior involves monitoring parents regarding the behavior of their children and their outside activities. Children from authoritarian families show lower emotional intelligence, higher anxiety and depression, lower self-esteem, as well as poorer social skills. The psychological processes behind such effects involve emotional suppression, avoidant behaviors, and the lack of emotional models (Chen et al., 2022). Authoritarian parenting has been found to have a high correlation with juvenile delinquent behavior. In a study on the development of foster children, investigators found that kids were more likely to end up with emotional problems if their foster parents took an authoritarian approach to discipline (Chodura et al., 2021).

The previous researches suggested that authoritative parenting fosters confidence, responsibility, and self-regulation in children. These children manage negative emotions more effectively, leading to improved social outcomes and emotional well-being (Sanvictores & Mendez, 2022). These outcomes resulted by authoritative parenting lead to minimize children's depression and stress; in result, the children feel to have respect, happiness, and appreciation by their parents. Only authoritative (not authoritarian, neglectful, or permissive) parenting was positively associated with children's academic outcomes. Parental behavioral control was positively associated, whereas parental psychological and harsh control were negatively associated with children's academic outcomes (Tan et al., 2025). Studies about parenting style demonstrated that authoritative parenting style creates warmth and support for children and is most effective for development of children and to fulfill their needs, and to build up psychological well-being of the children. Baumrind observed that authoritative parenting has positive influences across gender, socio-economic status, ethnicity, family time, and structure.

Results indicated that individuals raised in authoritative and permissive environments exhibited higher emotional intelligence compared to those raised in authoritarian or neglectful parenting styles. This suggests that the supportive and responsive characteristics inherent in these parenting styles strongly correlate with adult emotional intelligence (Cameron et al., 2020). Longitudinal studies aimed to discover the intricate connection among parenting styles and development of emotional intelligence in children. The impact of different parenting styles on the development of emotional intelligence in children is highlighted by the practice of democratic parenting (Muntaha et al., 2024). Different styles of parenting were investigated in the study, and advocacy parenting styles showed a significantly lower level of emotional intelligence in children, while democratic parenting styles

showed positive development of the emotional intelligence of children (Al-Elaimat et al., 2020).

Positive correlations were identified between the practice of authoritative parenting and the self-esteem of children, and significantly negative correlations were found between the practice of authoritarian and permissive parenting (Hussain et al., 2024). The type of parenting style exhibits a powerful influence on predictive effectiveness, where self-esteem is positively correlated with parental warmth, and negatively correlated with parental rejection and overprotectiveness. There is a partial mediating relationship between parenting style and mental health of the adolescents, using self-esteem as a mediating factor (Peng et al., 2021). Empirical evidence indicates that both authoritarian and neglectful parenting styles were correlated with lower self-esteem, with greater impact attributed to neglectful parenting (Akram et al., 2024). More extensive studies show that teenagers exposed to the negative type of parents are more likely to develop low self-esteem, anxiety, depression, and other mental disorders; they feel insecure and unfulfilled with their capacities and self-confidence (Zhang, 2024).

Theoretical Framework

The two theories that form the theoretical framework of the study of the influence of parenting styles on personality development are the Parenting Style Theory by Baumrind and the Five-Factor Model of Personality. These complementary frameworks are an inclusive prism through which parental behaviors can be conceptualized in a way that they can be seen with regard to contributing to the formation of personality traits in children.

The *parenting style theory by Diana Baumrind* identifies three main parenting styles, namely authoritative, authoritarian, and permissive, which were later extended to accommodate a neglectful style (Baumrind, 1991). There are two key components in which parenting can differ, described in the theory as demandingness (meaning control and supervision), and responsiveness (meaning warmth and acceptance). The style of parenting which is 'Authoritative' and which is to be considered the best in the literature in terms of outcomes for child development is the one which is both highly demanding, and highly responsive (Baumrind, 1991). Parents who are Authoritarian are also high in control but low in warmth, and do not tend to have children who are autonomous as one would expect. Permissive parents are those who are highly responsive, but are less demanding. On the other hand, neglectful parents are those who are neither high in control, nor warm or caring.

This theory is the basis on which one can predict the differential effects of parental behaviors on child development (Maccoby & Martin, 1984). Individual differences can be described in the Five-Factor Model (FFM) of personality, or the Big Five, which posits five dimensions of personality which are Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (Costa & McCrae, 1992). This model is undoubtedly useful in ascertaining the outcomes of personality within childhood and adolescence as it is cross-culturally valid and developed stable across the life span. Every dimension is specified as a spectrum of characteristics that affect behavior patterns, emotional reactions, and socialization patterns systematically. The research has shown that those personality traits start crystallizing in childhood and are crucially influenced by environmental contingencies, in particular, parenting practices (Prinz et al., 2009). The FFM

therefore provides measurable variables for evaluating the role of parenting strategies in certain personality traits.

A combination of these theoretical perspectives produces a holistic context in which parenting styles operate as independent variables that explain the dependent variables of personality dimensions. As an example, a combination of warmth and structure (authoritative parenting) has been found to increase the levels of Conscientiousness and Agreeableness and decrease Neuroticism at the same time (Kausar & Piquart, 2016). Parenting responsiveness is linked to the Extraversion and emotional stability of children, and the demandingness of parents is linked with the growth of conscientiousness and self-discipline. This integration allows the researchers to dismantle the specific mechanisms by which parental behaviours mould lifelong personality traits, which can afford the explanatory richness and predictive richness in the process of child personality development.

Research Methodology

Considering the nature of the current problem, the quantitative research methodology has been implemented. The primary emphasis is on the examination of variables within their natural context. The geographical universe for this study was identified as Sargodha city. The geographical universe refers to a defined geographical area within which research or investigation is conducted, while the remaining boundaries are excluded from this scope of study. The research team chose and obtained permission from tranquil high schools with male and female students of different grades in Sargodha to elaborate on parents' effects on their children's personality. As part of purposive sampling, we were able to get two high schools: Sargodha Satellite Town Government Boys Secondary School and Sargodha Satellite Town Government Girls Secondary School. The overall sampling of students was done through multistage sampling as well. The sample consisted of 2 high students from Sargodha, with balanced gender representation of 75 boys and 75 girls, resulting in a sample of 150 respondents. Of the sample, 10 individuals from the targeted population for the questionnaires were pretested as part of the sample. These 10 individuals were not included in the main sample. The questionnaires used were, for research purposes, completely closed. Different range of scales which aligned to a certain extent with the question were used in different sections of the questionnaire.

The 3-point scales employed in this questionnaire are some of the most utilized in social science research, such as the 3-point scale from "not true\," "somewhat true," and "certainly true" and the 3-point Likert scale from Vogt, W. Paul (1999). This instrument has a Cronbach alpha score of .768. In the field of social science, ethical consideration dictates that participants in the study be provided a brief synopsis of the topic of research, which presentation preceded the opening of the structured questionnaire. The tables which were processed in a software application underwent both descriptive and inferential statistics. The descriptive statistics consisted of the frequency and percentage of each item, and the inferential statistics were the results of ANOVA, which tested the effects of parenting styles on psycho-social development. Conclusions were derived based on the interpretations presented.

Study Findings and Analysis

Table 01: Means, standard deviations, Homogeneity of Variances, ANOVA between parenting styles and psychological development (N = 150)

<i>Parenting style</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Levene Statistic</i>	<i>Sig.</i>
Authoritarian	2.58	.625	119.025	.001
Authoritative	7.46	.843		
Permissive	4.22	.234		

ANOVA

Psychological development

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>
Between Groups	120.748	4	31.258	^a 44.005**Welch
Within Groups	267.830	267	.554	
Total	388.148	391		

** $p < .01$, ^aSee Post Hoc Tukey HSD in appendix,

Interpretation of Table 1: Parenting Styles and Psychological Development

Analysis of variance showed that parenting styles have a statistically significant impact on the psychological development of children, with a significant value of $F(44.005) = p < .01$, and so different parenting styles are not equally affected on the psychological development of children. The authoritative parenting style had the highest mean ($M = 7.46$, $SD = .843$), significantly higher than that of authoritarian ($M = 2.58$, $SD = .625$) and permissive parenting ($M = 4.22$, $SD = .234$). The effect size of 31% (eta squared) implies that parenting style has a significant implication on the psychological development of children, with a significant practical impact. The Levene test (119.025, $p = .001$) showed that the variances of different groups were heterogeneous, which was properly addressed with the Welch modification. All these findings provide support to the theoretical argument that authoritative parenting, in which there is a balanced supply of warmth and structure, establishes the best environment of psychological well-being and adaptive functioning among children.

Table 02: Post-Hoc (Tukey HSD) comparisons of parenting styles on psychological development of child and ($N=150$)

Multiple Comparisons						
Parenting groups	Tukey HSD	<i>Mean Difference (I-J)</i>	<i>Std. Error</i>	<i>Sig.</i>	95% Confidence Interval	
	<i>Within groups</i>				<i>Lower Bound</i>	<i>Upper Bound</i>
Authoritarian	Authoritative	.822*	.110	.000	.585	1.21
	Permissive	-.522*	.101	.000	-.850	-.223
Authoritative	Authoritarian	-.832*	.104	.000	-1.21	-.585
	Permissive	-.621*	.125	.000	-.996	-.267
Permissive	Authoritarian	-.211	.101	.021	-.581	.049

	Authoritative	.625	.125	.000	.276	.996
--	---------------	------	------	------	------	------

* $p < .05$

Interpretation of Table 2: Post-Hoc Comparisons for Psychological Development

The Tukey HSD post-hoc was rather descriptive in terms of the pairwise comparisons that shed light on the difference between parenting styles on the outcomes of psychological development. Authoritative parenting was significantly better than authoritarian parenting (mean difference = .822, $p < .001$, 95 percent confidence interval [.585, 1.21]), which is in line with the fact that children who grow up under responsive but strict parenting styles are more psychologically adjusted than their counterparts who grow up in strict control-oriented parenting. In the same way, authoritative parenting was found to have great benefits over permissive parenting (mean difference = -.621, $p < .001$, 95 per cent confidence interval [-.996, -.267]), implying that the right boundaries and expectations are crucial to the healthy psychological growth. Interestingly, the authoritarian parenting contrasted with permissive parenting (mean difference = -.522, $p < .001$), but both styles showed poor results in contrast to authoritative parenting. These comparisons reinforce the notion that neither over-control nor over-indulgence fosters the optimum psychological growth and so confirm the effectiveness of the balanced parenting styles.

Table 03: Means, standard deviations, Homogeneity of Variances, ANOVA between parenting styles and social development ($N = 150$)

Parenting style	Mean	Std. Deviation	Levene Statistic	Sig.
Authoritarian	3.44	.100	101.25	.003
Authoritative	9.58	.256		
Permissive	1.28	.178		

ANOVA

Psychological development

	Sum of Squares	Df	Mean Square	F
Between Groups	150.177	4	30.587	^a 41.001**Welch
Within Groups	287.350	217	.499	
Total	422.011	301		

** $p < .01$, ^aSee Post HocTukey HSD in appendix,

Interpretation of Table 3: Parenting Styles and Social Development

The one-way analysis of variance examining social development concerning parenting styles resulted in strong positive outcomes, $F(41.001)$, $p < 0.01$, showing that parental styles contribute considerably to children's social skills and social functioning. Authoritative parenting style has always been found to be the most positive with the highest mean value 9.58 (SD 0.256), an average highly distinguished from and compared with the mean of the authoritarian 3.44 (SD 0.100) and permissive parenting styles 1.28 (SD 0.178). The effect size 0.30 tells the value

in the difference that the parenting style clearly is one of the more dominant factors the children's social development. The permissive parenting style has clearly been demonstrated the lowest mean on social development leading one to conclude that children must have firm guidance and ongoing goals to be able to acquire appropriate social competencies and develop relationships with peers. The large Levene statistic (101.25, $p=0.003$) proved there was a heterogeneity of variance, and this was corrected by Welch. These results highlight the fact that the amalgam of warmth, communication, and reasonable demands of authoritative parenting helps children in their ability to cope well in social settings and in their ability to develop healthy relationships.

POST-HOC COMPARISONS

Table 04: Post-Hoc (Tukey HSD) comparisons of between Diffusion of ICTs and age groups (N=399)

Multiple Comparisons						
Diffusion	Tukey HSD				95% Confidence Interval	
Parenting groups	(J) within groups	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Authoritarian	Authoritative	.474*	.120	.000	.998	1.98
	Permissive	-.644*	.197	.000	-.508	-.645
Authoritative	Authoritarian	-.942*	.166	.047	-2.25	-.885
	Permissive	-.521*	.125	.001	-.458	-.344
Permissive	Authoritarian	-.128	.111	.001	-.647	.037
	Authoritative	.985	.136	.000	.147	.547

* $p<.05$

Interpretation of Table 4: Post-Hoc Comparisons for Social Development

The Tukey HSD post-hoc tests comparing the differences in social development in different parenting styles revealed different patterns. The children brought up under the authoritative parenting demonstrated considerably better scores compared to those brought up under the authoritarian conditions (mean difference=.474, $p=.001$, 95% CI=.998, 1.98), which can be interpreted as an indication that the responsive and communicative parenting supports better development of the social competencies compared to the rigid and punitive ones. Comparisons between authoritative and permissive styles (mean difference = -.521, $p=.001$, 95% CI = -.458 -.344) supported the significance of structure and parental involvement to obtain social skills. The Authoritarian parenting also produced higher means scores as compared to the permissive parenting (mean difference -.508 -.645), and the result established that as much as authoritarian practices may provide some structure to behavior, they are not as effective as authoritative practices in facilitating social development. The systematically large disparities in all comparisons indicate that the choice of parenting style has far-reaching implications for the social functioning of children. The authoritative parenting, specifically, is perfectly suited to support the prosocial behavior, empathy, and functional skills of communication that are needed to succeed in peer interaction and relationship building.

Discussions

The results of this research are consistent in terms of significant correlation with the theoretical framework developed by Baumrind and the existing global literature regarding the parenting styles, as well as form context-specific trends in Pakistani society. The authoritative nature of the parenting style of most of the respondents is a contradiction to the popular beliefs about Asian parenting style, as it is usually seen as an authoritarian style in cross-cultural studies. It implies a change in the Pakistani parenting style, which may be due to the increased awareness and exposure to the parenting beliefs of the world.

The statistically significant differences in the results of parenting styles and psychological and social development are evidence that parental practices are strong predictors of child personality development. The higher success of authoritative parenting in both developmental areas justifies the role of the balance between warmth and proper structure- a style that seems to make children more independent and at the same time offer them the needed parental direction at the most crucial stage of their development- adolescence. The high effect sizes of psychological (31.9) and social development (30.9) show that parenting style is a significant environmental factor, explaining close to one-third of developmental variance, which explains the practical importance of the relationships beyond statistical significance.

The observation that permissive parenting practices had the lowest scores for social development can be interpreted in a way that a lack of appropriate boundaries will lead to inadequate social skill competency and social development. This is in contrast to the permissive parenting approach of purporting that complete social domain freedom is the only way to foster a strong parent-child relationship. The authoritarian parenting practices results were consistently the worst outcomes, showing that the lack of control and lack of emotional warmth result in negative adjustment and social functioning of a child. This is an especially pertinent isolation of variables for a parenting education approach in Pakistan, where the standard social authority relationship is expected. Parents can apply the standard social authority relations and still use more positive and constructive means of social authority and communication in the service of the child's social development and social functioning, these results suggest.

Conclusion

The participants' responses during the study serve as the base for the conclusions of the study. The purpose of this study was to examine the psychosocial consequences of the varied approaches to parenting regarding the child's overall development and the various forms of the parenting style's developmental influence on the child's education. The outcome of the study indicates a differentiation of parenting styles and degrees in the respondents surveyed. The majority of respondents conceptualized their family setting and the parenting practices as the outcome of a balanced parenting style. Parenting practices where the parents' expectations are reasonable, and their control was neither too high nor too low, is conceptualized as authoritative parenting. Only a very small minority of the respondents conceptualized their parents as being very strict and controlling, which, is suggestive of authoritarian parenting. In addition, a considerable number of respondents conceptualized their parents as being very permissive with few to no

restrictions which indicates a permissive parenting style was present in these families.

A formal analysis of variance was done to discover the relationship between parenting styles and the psychological development of children. Parenting styles generally could be categorized into authoritarian parenting style, a structure and rule-oriented parenting style detached from warmth, authoritative which is a style of parenting with a reasonable structure with warmth, and permissive style which is high in responsiveness to children but expecting little of children. The analysis of variance concluded that the psychological development of children was significantly affected by the parenting styles of the parents in a non-accidental way. Analysis indicated that the parenting style practiced accounted for over one-third of the children's psychological development, which is significant and a large amount. Criteria detailed analysis using post hoc tests indicated that children raised in authoritarian families had lower psychological development than the children raised in authoritative families, and permissive parenting also had poorer psychological outcomes than children raised in authoritative families.

As with the previous study, when examining the effects that different parenting styles may have on the social development of children, families were divided into the same three groups of authoritarian, authoritative, and permissive parenting styles. Statistically, social development was found to differ with respect to the social development of children across the three parenting styles, with results indicating that those differences were, to an extreme degree, statistically improbable to be due to chance. Effect size assessment indicated that the styles of parenting had an effect on the social development of children that was approximately twenty percent of the social development. In social development, the post-hoc comparisons indicated that authoritarian parenting had significantly lower social development of children than the authoritative parenting. Permissive parenting had also had different results when compared to the social development of children from authoritative parenting. These results suggest that children with authoritarian parenting have had more optimal social and psychological development than children with authoritarian parenting styles and less development than children with permissive parenting.

Therefore, to the social and psychological development of children, authoritarian parenting and permissive parenting are less optimal than authoritative parenting. In this regard, it is recommended that parents should not be too strict nor too lenient; moreover, they should adopt an authoritative parenting style for the better personality development of children. Parents should understand the needs and demands of children and should not impose their decisions on them.

References

- Akram, B., Sarwar, N., Akram, Z., & Khurshid, S. (2024). Parenting styles and self-esteem among adolescents: The mediating role of perceived social support. *Frontiers in Psychology*, 15, 1244896. <https://doi.org/10.3389/fpsyg.2024.1244896>
- Al-Elaimat, A., Adheisat, M., & Alomyan, H. (2020). The relationship between parenting styles and emotional intelligence of kindergarten children. *Early Child Development and Care*, 190(4), 478-488. <https://doi.org/10.1080/03004430.2018.1479403>
- Apostolou, M., Giovazolias, T., Kleanthous, K., & Michaelidou, E. (2023). Parenting styles and their association with children's behavior

- problems: A systematic review. *Journal of Child and Family Studies*, 32(9), 2567-2585. <https://doi.org/10.1007/s10826-023-02598-1>
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95. <https://doi.org/10.1177/02724316911111004>
- Baumrind, D., & Black, A. E. (1967). Socialization practices associated with dimensions of competence in preschool boys and girls. *Child Development*, 38(2), 291-327. <https://doi.org/10.2307/1127295>
- Berbecel, C. E., Balan, R., & Boncu, A. (2023). The impact of parenting styles on children's emotional and behavioral problems. *International Journal of Environmental Research and Public Health*, 20(5), 4149. <https://doi.org/10.3390/ijerph20054149>
- Cameron, L., Erkal, N., Gangadharan, L., & Zhang, M. (2020). Cultural integration: Experimental evidence of convergence in immigrants' preferences. *Journal of Economic Behavior & Organization*, 177, 137-175. <https://doi.org/10.1016/j.jebo.2020.06.001>
- Chen, B. B., Qu, Y., & Wang, Y. (2022). Authoritarian parenting and adolescent aggression: A moderated mediation model. *Journal of Family Psychology*, 36(2), 252-262. <https://doi.org/10.1037/fam0000918>
- Chodura, S., Lohaus, A., Symanzik, T., Heinrichs, N., & Konrad, K. (2021). Foster children's mental health and development: The role of parenting stress and parenting practices. *Child Abuse & Neglect*, 121, 105228. <https://doi.org/10.1016/j.chiabu.2021.105228>
- Connell, C. M., & Strambler, M. J. (2021). Experiences with COVID-19 stressors and parents' use of neglectful, harsh, and positive parenting practices in the North-Eastern United States. *Child Maltreatment*, 26(3), 255-266. <https://doi.org/10.1177/10775595211006465>
- Costa, P. T., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13(6), 653-665. [https://doi.org/10.1016/0191-8869\(92\)90236-I](https://doi.org/10.1016/0191-8869(92)90236-I)
- Fute, A., Oubibi, M., Sun, B., Zhou, Y., & Xiao, W. (2024). Parenting styles and mental health in children and adolescents: A systematic review. *Frontiers in Psychology*, 15, 1340432. <https://doi.org/10.3389/fpsyg.2024.1340432>
- Hayek, J., de Vries, H., Tueni, M., Lahoud, N., Winkens, B., & Schneider, F. (2022). Authoritative parenting stimulates academic achievement, also partly via self-efficacy and intention towards getting good grades. *PLoS ONE*, 17(3), e0265595. <https://doi.org/10.1371/journal.pone.0265595>
- Huang, L., Wu, W., & Yang, F. (2024). Parenting style and subjective well-being in children and youth: A meta-analysis. *Psychological Reports*, 127(3), 1456-1482. <https://doi.org/10.1177/00332941241256883>
- Hussain, S., Sajid, M., & Khan, M. A. (2024). Parenting styles and self-esteem among adolescents: A correlational study. *Pakistan Journal of Psychological Research*, 39(1), 89-105. <https://doi.org/10.33824/PJPR.2024.39.1.06>
- Kaniūšonytė, G., & Laursen, B. (2020). Parenting styles revisited: A longitudinal person-oriented assessment of perceived parent behavior. *Journal of Social and Personal Relationships*, 38(1), 210-231. <https://doi.org/10.1177/0265407520960818>

- Kausar, R., & Afaq, U. (2024). The effects of parenting styles on child development. *Jahan-e- Tahqeeq*, 7(2), 856-866. <https://doi.org/10.62345/jot.2024.7.2.72>
- Kauser, R., & Pinquart, M. (2016). Temperament and the development of personality traits in children and adolescents. *International Journal of Behavioral Development*, 40(3), 233- 243. <https://doi.org/10.1177/0165025415597792>
- Kawamura, K. Y., & Frost, R. O. (2022). Authoritarian parenting in Asian cultures: Contemporary perspectives. *Asian American Journal of Psychology*, 13(2), 156-170. <https://doi.org/10.1037/aap0000268>
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049-1065. <https://doi.org/10.2307/1131151>
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.), *Handbook of child psychology* (Vol. 4, pp. 1-101). Wiley.
- Muntaha, F., Aziz, A., & Rahman, F. (2024). Longitudinal effects of parenting styles on emotional intelligence development in children. *Child Development Research*, 2024, 5523146. <https://doi.org/10.1155/2024/5523146>
- Peng, Y., Cheng, J., Wang, C., & Zhang, W. (2021). The mediating role of self-esteem in the relationship between parenting styles and adolescent mental health. *Journal of Adolescence*, 93, 165-174. <https://doi.org/10.1016/j.adolescence.2021.10.003>
- Prinzle, P., Stams, G. J. J., Deković, M., Reijntjes, A. H., & Belsky, J. (2009). The relations between parents' Big Five personality factors and parenting. *Journal of Personality and Social Psychology*, 97(2), 351-362. <https://doi.org/10.1037/a0015823>
- Rouzi, K. S., Chirzin, M., Anis, M., & Azhar, M. (2020). Synergizing parenting style between sacred text and Baumrind's context. *International Journal of Scientific & Technology Research*, 9(2), 1421-1426.
- Sanvictores, T., & Mendez, M. D. (2022). Types of parenting styles and effects on children. In *StatPearls*. StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK568743/>
- Schroeder, S. R. (2024). Authoritarian parenting and mental health outcomes in adulthood. *Clinical Psychology Review*, 107, 102345. <https://doi.org/10.1016/j.cpr.2024.102345>
- Shahzad, S., & Khattak, S. A. (2020). Relationship between parenting styles and academic achievement of adolescents: Mediating role of self-concept. *Global Educational Studies Review*, 5(1), 271-282. [https://doi.org/10.31703/gesr.2020\(V-I\).28](https://doi.org/10.31703/gesr.2020(V-I).28)
- Sun, L., Li, A., Chen, M., Li, L., Zhao, Y., Zhu, A., & Hu, P. (2024). Mediating and moderating effects of authoritative parenting styles on adolescent behavioral problems. *Frontiers in Psychology*, 15, 1336354. <https://doi.org/10.3389/fpsyg.2024.1336354>
- Tan, C. Y., Lyu, M., & Peng, B. (2025). Meta-analysis on parenting and children's academic outcomes: What works and why. *Educational Psychology Review*, 37(1), 1-32. <https://doi.org/10.1007/s10648-024-09912-4>

- Wang, M., Deng, X., & Du, X. (2022). Harsh parenting and academic achievement in Chinese adolescents: Potential mediating roles of effortful control and classroom engagement. *Journal of School Psychology, 94*, 35-48. <https://doi.org/10.1016/j.jsp.2022.07.002>
- Zhang, L. (2024). The impact of negative parenting styles on adolescent self-esteem and mental health. *Frontiers in Psychiatry, 15*, 1289456. <https://doi.org/10.3389/fpsy.2024.1289456>
- Živanović, M., Smederevac, S., Milovanović, I., & Jerković, I. (2025). Cross-cultural examination of parenting styles and academic outcomes. *International Journal of School & Educational Psychology, 13*(1), 45-67. <https://doi.org/10.1080/21683603.2024.2298745>