



The Influence of Parenting Styles on Child Development

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Abstract

The Influence of Parenting Styles on Child Development is a quantitative survey research study that investigates the intricate connection between parenting styles and their profound impact on the development of children. Employing a convenient sampling technique, the study involved a sample size of 150(83 males, 67 females) parents, aiming to explore the diverse parenting styles and their potential implications for child development across various domains. This research examines four primary parenting styles: authoritative, authoritarian, permissive, and neglectful, each characterized by distinct combinations of parental warmth and control. By surveying and analyzing the responses and behaviors of participating parents, the study illuminates the far-reaching influence of these parenting styles on child development. In terms of cognitive development, the study's findings reveal significant differences based on parenting style. Authoritative parenting, characterized by high levels of warmth and reasonable control, is associated with positive cognitive outcomes in children. Such children tend to exhibit better problem-solving skills, higher academic achievement, and greater intellectual curiosity. Conversely, authoritarian parenting, which emphasizes strict control and lacks warmth, tends to yield children with increased anxiety, lower self-esteem, and diminished cognitive growth. Emotional development is another critical dimension explored in this research. Children raised by authoritative parents typically demonstrate enhanced emotional regulation and resilience. On the contrary, children subjected to authoritarian parenting often struggle with emotional expression and may face challenges in forming healthy emotional bonds. The study also delves into social development, highlighting the profound impact of parenting styles in this realm. Authoritative parenting contributes to the development of socially competent and well-adjusted children, while authoritarian parenting may lead to social withdrawal or aggressive behavior in children. The research underscores the importance of a balanced and supportive approach to parenting in fostering healthy social relationships and interpersonal skills. Overall, this quantitative survey research study sheds light on the pivotal role of parenting styles in shaping the trajectory of child development. Its findings underscore the significance of authoritative parenting, which combines warmth and appropriate levels of control, as an effective approach to nurturing well-rounded and thriving children.

Keywords: Parenting Styles, Child Development, Parents Involvement

1. Introduction

The home is where a person forms their basic views about the world, their own physical and mental growth, their ability to communicate, and finally their attitudes, morals, and spirituality. When they raise their kids, different families use different methods, or parenting styles. A lot of things in society and the business can change how parents raise their children. A child's morals and mental health are largely shaped by the values, beliefs, and actions of their parents, which together make up their parenting style. What kind of schooling a child gets can have a big effect on who they are and how they act. There is a way that parents raise their kids and teach them ideals. This is called their parenting style. But it can't be denied that changes in national, racial, and economic norms cause changes in parenting styles. Warmth and control are the two main parts of parenting styles. Parental regulation includes the things parents do to help their kids learn how to get along with others and pass on their values. These are made through rewards and strengthening, and they have to do with parental guidance, stability, and being able to handle bad behaviour like screaming, blaming, crying, etc. Not only romantic love, but also family love, kindness, and closeness are all types of affection. There are many different ways that parents raise their kids, such as by limiting their freedom, giving them more freedom, or rewarding good behaviour. Parents have a big effect on how their kids grow up and develop, as well as on the traits and habits they show as they get older. To give an example, a child's behaviour problems may be affected by how well the mother can connect emotionally with the child (Sadeghi et al., 2007). Things parents can do: After birth, a child's personality is shaped by the media, their family and friends, their school, and other parts of their social surroundings. This is similar to how people read a blank page in the future based on what was written on it. For some, it will be their families, for others it will be the media, and for still others it will be something they learned in

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school. It has been shown that a child's family has the most impact on their socialisation, acculturation, and eventually their psychological and cultural character until they are six years old (Monadi, 2005).

Families that care a lot about education will find it hard to let their kids be exposed to cultural trends that those families don't like. Children who go to a better school than their parents may have big changes in their personalities, but this could also be because of other things. People who care about democracy and personal freedom are more likely to do two things: (1) put their children's health and safety first; and (2) get involved in making their community better. Many people believe that society will treat you passively if you don't watch in a group (Monadi, 2005).

Families have the most powerful effect on forming a child's personality than any other group. The habits and normal times that families follow are different depending on the culture. There is a difference between democracies that are male-dominated, female-centered, or child-centered based on the amount of interactive communication, discussion, negotiation, consultation, and advice given to families. Parenting styles are made up of different traits that affect how parents care for their children (Khajehpour & Athar, 2005). Because of this, it is clear that the way parents raise their kids has a big impact on how they turn out and what they believe in. Teenagers who grew up in homes where they felt loved and accepted are more likely to have healthy mental development. All types of schooling can help shape a child's personality and sense of self. Parenting styles are a big part of how people pass on their habits and behaviours to their children. As a result, kids are more likely to act creatively when they feel safe and secure in their surroundings (Khosrojerdi, 2008).

A parent's parenting style is how they connect with their child in different situations. The idea is that this makes the relationship between the two more open and talkative. It's almost hard to talk about any problems with them because of how they act, behave, and parent. People often look at parent-child ties to see how a child's home life affects their growth and development. In this study, we looked at how parents behaved in two ways: A) Parents must feel warm and caring towards their child in order to accept them. B) The power to have an effect, which can mean either stopping or pushing the child to follow directions and follow through with punishments. The habits and ideals of parents can be seen in the ways that families behave in the same ways over and over. Every parenting style aims to teach their child morals and intellectuals, find and develop their talents, teach them skills, and make them aware of the rules and laws in society. What kind of parenting a family uses has a big effect on how their children grow up, develop their personalities, and behave. Many things about a parent-child relationship change over time. Your parents may not love you now, even if they did when you were a kid. Even so, you should still love your kids and be very strict with them. It's not the parent as a whole that makes up their behaviour or personality; it's the kid. A few years ago, some researchers tried to find connections between different parts of how parents act and how often they get together with their kids. The dimensions of (affection/rejection) and (control/freedom) are very important to this work. Giving someone love and having them reject you is a good sign. Giving someone love and not having them punish you is also a good sign. Teaching a child to be neat and tidy, precise and careful with their furniture, obedient, and quiet are all ways to limit their freedom of speech and behaviour. In this case, parents may use violence or threats to get their kids to stop being apathetic. A lot of studies have found that parental anger is linked to child violence and refusal. When kids are limited, they often act alone (Dolati, 2010).

1.1. Significance of the Study

The study of the influence of parenting styles on child development holds profound significance in understanding the intricate dynamics that shape the future of our society. Parenting styles encompass a spectrum ranging from authoritative, permissive, and authoritarian, to neglectful, and each has a distinct impact on a child's cognitive, emotional, and social growth. This research sheds light on how parenting practices can either nurture resilience, self-esteem, and emotional intelligence, or conversely, lead to behavioral issues, psychological distress, and impaired social functioning. By delving into this subject, we gain critical insights into the factors that contribute to a child's overall well-being, their academic achievements, and their ability to form healthy relationships later in life. Understanding the implications of different parenting styles also holds great value for parents, educators, and policymakers. It provides a framework for crafting effective parenting strategies, designing educational programs, and shaping policies that support families. Moreover, recognizing the impact of parenting on child development encourages a more empathetic and supportive society, one that values the critical role parents play in shaping the next generation. This field of study, therefore, stands at the intersection of psychology, sociology, and education, offering invaluable lessons for creating a nurturing environment that fosters the holistic growth of our children, ultimately shaping the future of our society.

1.2. Objectives of the Study

- To Analyze the relationship between parenting styles and child development
- To Identify factors contributing to effective parenting
- To Assess the Long-term effects on adult functioning

1.3. Research Questions

- How does the authoritative parenting style impact a child's development?
- What are the observable differences in behavior and social skills between children raised in permissive and authoritarian parenting environments?
- Do children who experience neglectful parenting styles during their early years face a higher risk of developmental challenges as they grow older?

2. Literature Review

How to be a good parent is to help your kids fit in with the rules of their community. Still, there are some things that can be said about all parents that are generally true. We might make a lot of progress if we learn what kinds of parenting help kids get ready for life in the modern world. As Darling and Steinberg (1993) explain it, parental style is how people usually deal with their kids. It sets the emotional tone for all future exchanges between parent and child. How kids are raised has a big effect on how they turn out. Children's mental health and ability to get along with others are affected badly. The way most people raise their children is based on the ideals and beliefs of their own parents. A parent's style of parenting is affected by many things, such as their personality, level of schooling, culture, social background, and the influence of their spouse. Depending on their traits and the personalities of their children, the mother and father may have different ideas about how to raise their children (Belsky, 2005). As a result, the piece talks about the different ways parents raise their kids.

2.1. Patterns of Parenting Styles

We can understand the effectiveness of parenting style by considering two dimensions of parenting, as depicted in Figure 1.

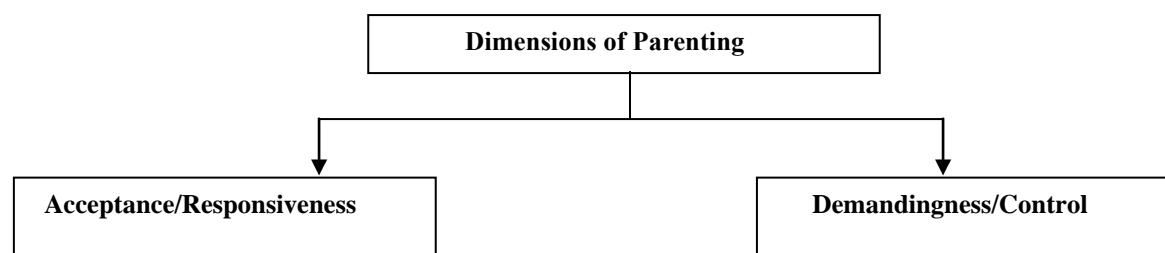


Figure 1: Dimensions of Parenting (Sigelman, 1999)

What Baumrind (1991) calls "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" is what we mean when we talk about parental acceptance and responsiveness. "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys"

By crossing these two dimensions, four basic patterns of parenting styles should be considered (see Table A).

Table A: Patterns of Parenting Styles (Ballantine, 2001)

Authoritarian Parenting	Authoritative parenting	Permissive parenting	Uninvolved parenting
High demandingness/ control and low acceptance/ responsiveness. Engagement is strictly adult-centered. These parents often fear losing control over their children, and they discourage communication.	Moderate demanding/ control and acceptance/ responsiveness. Open communication, trust acceptance and encouragement of psychological autonomy are typical to this pattern.	High acceptance/ responsiveness, but non-demanding. These parents lack parental control.	Neither responsive nor demanding. These parents often fail to monitor or supervise the child's behaviour. They are uninvolved.

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Baumrind did the first long-term research in 1967 and 1991 to name and describe authoritarian, authoritative, and permissive parenting styles. Baumrind (1967) found that preschoolers whose parents were strict were the ones who did the best with their social skills. They were happy, looked out for others, could rely on themselves, got things done, and got along with others. Kids who grow up with authoritarian parents are often grumpy, negative, and just plain unpleasant to be around. Permissive parents raised children who were more likely to act impulsively and angrily,

especially guys. They were usually obnoxious and self-absorbed, stubborn and unable to be disciplined, aimless and productive.

Neglectful, uninvolved parenting has been linked to the worst developmental effects, studies have found. Children who are not cared for often start acting badly, like hitting and throwing fits, as early as age three. As they hit their teenage years, they often become angry and antisocial (Sigelman, 1999).

Permissive parents raised children that lacked maturity. When asked to perform something that went against their immediate wants and needs, they behaved disobediently and defiantly. In preschool, they lacked the perseverance of children whose parents were more authoritative, and they were overly demanding and dependent on adults. Permissive parenting was found to be linked with dependent, low-achieving behaviour, especially among boys (Berk, 1998).

Parent-child relationships change as kids become older and spend more time at school, with friends, and in the wider community. Children may benefit or suffer from recent shifts in family dynamics, such as rising divorce rates or greater maternal employment. The amount of time a youngster spends with their parents decreases greatly during the middle school years. Issues such as internet and cell phone addiction, teen pregnancy, peer pressure, emotional distress, sexual abuse, exploitation, lack of social responsibility, and so on appear as children become increasingly self-reliant. The conventional wisdom holds that an authoritative parenting style is more conducive to a child's good growth and development. However, this could change throughout time and among cultures (Myers-Walls et al., 2006).

In one interpretation, there are as many different parenting philosophies as there are families. The five parenting styles described by E. E. LeMasters (see Table 2) are the martyr, the pal, the police officer, the teacher-counselor, and the athletic coach. Most parents' unique methods to parenting reflect a synthesis of several of the aforementioned approaches.

2.2. Authoritative Style (Decisive and Reassuring Parents (Strong))

They have a way for everyone in the family to have a say in big choices and parents and kids talk to each other normally. However, in this case, parents have a lot of power and are not limited by what their children can or can't do (Sadeghi et al., 2007). Parents taught their kids the most important things in the most commanding way, making them the best teachers. These parents are good at persuasion and often use logic and reason to keep their kids in line. At first, strict parents usually react positively when their kids talk to them (Dolati, 2010).

Parents who are authoritative have a way of showing how they feel about the balance between caring for their kids and having a tight grip on them. Children whose parents are strong often do well on tests of initiative, self-reliance, and confidence in themselves. The authoritative parenting style includes a lot of control and mental support, as well as a good amount of freedom and good relationships between parents and children. studies show that Better grades, more freedom, fewer problems, and better relationships with peers are some of the good things that happen when parents use this parenting style (Laali-Faz & Askari, 2008). People who raise their children in this way teach them to think for themselves while still making them follow rules. Family homes with strong, broad morals have a lot of warmth and relationship between parents and children (Mussen, 1990). People often think that children whose parents have strong wills are efficient and nice. When they are with their kids, authoritative parents always try to be reasonable and follow their lead. Encourage the child to talk and ask him to explain what he was thinking when he did what he did. The authoritative parenting style was connected to kids feeling a lot of acceptance and demand, which is the best mental state for growth. Setting limits and rules by strict parents is the right way to change a child's behavior.

2.3. Permissive Style (Permissive Parents)

This family always seems nice and willing to meet the needs and wants of their children. Parents who are permissive don't enforce rules on their children and don't try to get them to follow societal norms about what is moral or acceptable behavior. Due to their lack of response, these parents often put up with a wide range of bad actions from their kids. These parents used the "is not related to me" line of thought. When it comes to making decisions, kids have more freedom than their parents do. They don't know how to stop their kids from acting out when they are young. So they aren't able to internalize principles and beliefs while they are still growing up. Most of the time, these parents have to work long hours. Adolescence is the only time when a person's behavior can be controlled, so sick teens and young adults are more likely to break social and moral rules. When parents are permissive, they are more likely to use punishments, rewards, and benefits to keep their kids in line. Because they don't care about their kids, they spend less time with them. Like these parents, who don't put much value on their kids' schooling and don't encourage them to keep learning. These kids can go to both elementary and middle school. When parents are too lax, it hurts their kids' mental development. These kids have low self-esteem and don't get along with adults well (Khosrojerdi, 2008), so they act like kids and make hasty decisions. It would mean that parents care about their kids but don't expect much from them and try not to control them (Sadeghi et al., 2007). Their kids get away with a lot, and their parents aren't strict about making friends or following rules.

2.4. Despotism Style (Despotism Parents)

Authoritarian parents encourage their children to obey and favor the use of various forms of punishment to ensure that their children adhere to particular standards of behavior that they have set for them. This set of parents is reluctant to justify their actions and decisions to their children, and as a result, they favor maintaining tight reins on any form of compulsion involving their offspring. They think that parents are always right and that children should never question their authority. They forbid their youngsters from criticizing their behavior (Ghani-Abadi, 1998). The characteristics of authoritative parenting are those that are associated with both high and low social acceptance. The regulations parents set up are rather strict. Educative standards therein are severe and punitive. When children misbehave, parents often resort to physical or verbal punishment. Adults have a lower rate of expressing affection and intimacy than children. Children's perspectives and views are not sought out or considered. Kids that are affected by The parents are emotionally and mentally unstable and feel sorry for themselves. They are sensitive to stress and easily angered. These rules are necessary because verbal reactions from parents are discouraged almost universally. It may be argued that their offspring do not display any signs of change. Kind deeds rank dead last. He pays little to no attention to his child's efforts and rarely employs positive reinforcement. They show some genuine concern and care for their kids. Inactive, alone, depressed, and easily influenced, the parties to the wars are described. Parents are expected to be authoritative, and their children are expected to follow orders without question; when this is not the case, their children may become indifferent or even dismissive. The phrase "Do as I say" is a common example of parental interaction, therefore use it to conduct a conversation with your kids. Children's right to free expression is curtailed in authoritarian households, where adults make all the decisions (Ghani-Abadi, 1998).

2.5. Neglect Style (Negligent or Inattentive Parents)

The parents in this group are more loving, selfless, and relaxed than most parents. They are bad at controlling themselves; they don't want much, accept little, and act slowly. It looks like they don't care much about their kids. They are so focused on themselves that they never have time to set up and stick to rules at home. Parents who don't care about their kids get the lowest scores on the scales of control and reasonable expectations. When it comes to humanity, they're not very good or very bad. Parents should not bother their kids at jobs because kids care about how they look but don't expect much from themselves. Some parents push their child away and ignore them as a form of punishment (Dolati, 2010).

2.6. Merits and Demerits Of Parenting Styles

In what ways can you help your kids feel good about themselves and make friends quickly? The long-term effects of different parenting styles on children. The way a parent raises a child is affected by a lot of things, such as the child's age, gender, and personality; the parents' personality traits, personal background, financial situation, and other things; the needs of the whole family; and the cultural values. From Baumrind's study in 1967, we can draw the following main conclusions. Authoritarian parenting makes kids obedient and smart, but it also makes them less happy, less socially competent, and lower in self-esteem. But because their parents never let them make their own choices, they don't know how to get along with other people. The kids also don't care about anything. They'd rather be alone and depend on other people to tell them what's right. Kids who have these traits often have low self-esteem and poor social and intellectual skills. These teens aren't spontaneous or interested in new things. These kids all had one thing in common: they weren't interested in anything or eager to do anything (Cole et al., 2005). As a result, most kids who are raised with a strict parenting style become strong, confident people. Today, authoritative parenting without physical penalties is the best and least troublesome way to raise a child. A lot of different tests showed that kids from authoritative homes did better on tests of ability, social development, self-perception, and mental health than kids from permissive, neglectful, or authoritarian homes. Teenagers who get along well with their parents are less likely to have behavior problems and are more likely to do well in school and grow socially and emotionally (Ballantine, 2001). When it comes to happiness and self-control, kids whose parents are too permissive tend to do badly. These kids have a harder time following rules and usually don't do well in school. There are no rules or expectations for a child who grows up in a permissive setting. They are cared for and accepted. Permissive parents let their kids make a lot of decisions when they are too young to understand what will happen if they do something. They can eat, sleep, and watch TV as much as they want. They don't have to learn manners or do their chores. Berk (1998) says that a lot of permissive parents can't run their homes well because they don't believe they can change their kids' behavior. It doesn't matter how smart or socially competent a child is; kids whose parents are too permissive are more likely to act out. This is something that a lot of them have trouble with.

3. Methodology

The methodology for this quantitative survey research study, involving 150 parents selected through random sampling, plays a pivotal role in ensuring the reliability and validity of the collected data. The primary objective of this research is to investigate the influence of parenting styles on child development. In this study, a descriptive research approach

was employed. To collect data, a structured questionnaire was administered to the 150 (Male 83, 67 female) parents. The selection of participants was carried out through a random sampling technique, with parents voluntarily participating in the study. The self-administered questionnaire was designed to capture information on parenting styles, child behavior, emotional well-being, and demographic details related to child development. In order to gauge respondents' perspectives, a Likert scale was used to measure their agreement with statements concerning parenting styles and their impact on child development. For the data analysis phase, statistical software, specifically SPSS (Statistical Package for the Social Sciences), was utilized. This software enables the systematic processing and analysis of the collected data, allowing for the examination of relationships and patterns between parenting styles and various aspects of child development.

4. Data Analysis

Table 1: The Socio-Demographics of Parents and Children

Socio-demographics	Variable of Demographic	F	Percentage %
Gender of parents	Mother	83	55.3
	Fathers	67	44.7
Age of parents	35-45	69	46.0
	46-55	50	33.3
	56-65	31	20.7
Education of parents	Matric	18	12.0
	Inter	40	26.7
	Graduation	52	34.7
	Masters	34	22.7
	PhD	6	4.0
Employment status	Employed	88	58.7
	Unemployed	62	41.3
Income	Below 1 lac	91	60.7
	Above 1 lac	59	39.3
Children gender	Boys	62	41.3
	Girls	88	58.7
Age	15-18	61	40.7
	19-22	89	59.3
Education	Matric	29	19.3
	Inter	25	16.7
	O/A levels	31	20.7
	Graduation	52	34.7
	Masters	13	8.7
Educational institution	Government	35	23.3
	Semi-government	41	27.3
	Private	74	49.3

Table 1 shows that of the parents who were asked, 69 were between the ages of 35 and 45 and 50 were between the ages of 46 and 55. Forty percent of the parents have college degrees, but only ten percent have PhDs. These 91 families make less than one lac a year on average. 89 percent of the younger group are between the ages of 19 and 22. 61 of them are between the ages of 15 and 18. 52 people have graduated from high school, and 31 are getting an A or O.

Table 2: Pearson Correlation Between Parenting Styles and Child Development

Variable	Authoritative	Authoritarian	Permissive	Uninvolved
CD	.730	.024*	.186	.018*
Parents Age	.377	.973	.298	.431

r value is significant at .05 level CD= Child development

The Pearson association shows that authoritative and permissive parenting styles are not significantly linked to child development. On the other hand, authoritative and uninvolved parenting styles are significantly linked to child development. Also, there is no link between how the parents raise their children and their age.

Table 3: Parental Differences in Children's Perceived Parenting on Care (N=150)

Mother (n=83)			Father (n=67)				95% CI of the difference	
Variable	M	SD	M	SD	t(df)	P	LL	UL
CD	21.10	4.17	21.28	4.43	.248(148)	.804	-1.56	1.21

p>.05 CD= Child development

As shown in Table 3 (M=21.10, SD=4.17), there is no statistically significant difference between how mothers and fathers rate their parenting based on the level of care their children receive. The same is true for how mothers and fathers rate their parenting based on the level of care their children receive (M=21.28, SD=4.43). It means that fathers are beginning to show more bondage care than moms.

Table 4: Correlations between Paternal and Maternal Parenting Styles and Child Development

Variables	1	2	3	4	5	6
1. Child emotional problems ^a	-					
2. Child development problems ^a	.47***	-				
3. Paternal authoritative parenting ^b	-.24*	-.38***	-			
4. Paternal authoritarian parenting ^b	-.03	.14	.10	-		
5. Maternal authoritative parenting ^b	-.30**	-.25*	.47***	.15	-	
6. Maternal authoritarian parenting ^b	.05	.30**	-.00	.68***	.13	-
Mean ^c	1.25	20.35	3.77	1.97	3.91	2.14
Standard Deviation ^c	1.36	7.96	0.59	0.57	0.51	0.62

Note. The CAPES-Intensity was used to evaluate parental reports of their children's developmental difficulties. The PSDQ was used to evaluate paternal and maternally reported authoritative and authoritarian parenting styles. *p .05, **p .01, ***p .001; cn dads = 105, n moms = 105.

Parental involvement and mother involvement in parenting were significant predictors of child development difficulty ($F(4, 100) = 3.20$, $p = .016$; model significance). Four parenting approaches each contributed 1% to kids' emotional issues. Table 4 shows that only assertive mothering contributed significantly to emotional difficulties in children.

Table 5: Multiple Regression Analysis with Family Adjustment Factors as Predictors and Paternal and Maternal Parenting Styles as Dependent Variables

Variables	Paternal authoritative parenting			Maternal authoritarian parenting		
	<i>b</i>	<i>SE b</i>	<i>b*</i>	<i>b</i>	<i>SE b</i>	<i>b*</i>
Constant	3.87	.08		1.95	.07	
Family relationships reported by fathers	.01	.05	.03			
Parental teamwork reported by fathers	-.24	.08	-.36**			
Family relationships reported by mothers				.02	.04	.05
Parental teamwork reported by mothers				.36	.07	.51***
R^2	.12			.29		
F	6.69**			20.61***		

Note. *b* = unstandardized coefficients, *b** = standardized coefficients (beta). ** $p < .01$. *** $p < .001$.

A study that looked at mother-reported family bonds and parental teamwork as drivers of the model for authoritative parenting by mothers did not find it to be statistically significant ($F(2, 102) = .92, p = .404$). Also, the correlation studies (Table 3) showed that there was no statistically significant link between mothers' reports of family bonds and their authoritative parenting styles. The same was true for mothers' reports of parental teamwork and their authoritative parenting styles. Another study found that mothers' opinions of family bonds and parental teamwork were significant predictors of authoritarian parenting style. The dependent variable was authoritarian parenting style. There was 29% of variation in mother authoritarian parenting styles that could be explained by the two-family adjustment factors. Table 6 shows that only parental teamwork had a big effect on how common dictatorial parenting styles were among moms.

5. Discussion

The main topic of this study is how parenting affects the growth and development of children. There is also talk about how children see their parents when they are sympathetic or overprotective. The study's data show that there is no statistically significant difference between how much boys and girls grow. As Chen and Chan (2016) and To et al. (2017) found, there is no difference between boys and girls in how they grow. This means that boys and girls have the same rates of depression and life satisfaction. Li et al. (2015) show differences between boys and girls in six areas of a child's growth and show that girls have better relationships with others than boys do. The Perma theory of well-being says that raising a healthy child is important for a lifetime of happiness and success. This result fits with that theory. There is a much stronger link between authoritarian and uninvolved parenting and child growth than between other parenting types. Parents have the most important effect on how their kids grow and develop. Iqbal and Golombok (2018) say that in Asia, children who have authoritative parents are more likely to do well in life. In older works of writing, controlling, rejecting, dominating, strict, etc. parents are all seen as bad things about authoritarian parenting. Sarwar (2016), on the other hand, found that parental supervision and controlling behaviour helped shape and improve child development and well-being to better connect the environment and societies. This supports the idea that the authoritarian style is better for children to keep them from breaking the law or acting badly. The study by Tompsett and Toro (2010) also comes to the same conclusion: kids whose parents aren't involved in their lives have better social skills, psychological adaptation, physical activity, and the ability to adapt to new situations. McDermott et al. (2014) also agree that kids who grow up in homes that are caring, organised, but not too strict are more likely to have healthy parent-child relationships, be good at school, and be able to think for themselves in the future.

6. Conclusion

The study found that authoritarian and uninvolved parenting is linked with better child growth compared to authoritative and permissive parenting. Being strict, controlling, and closely watching over a child are all signs of an authoritarian parenting style. These things are good for the child because they keep them from doing bad or illegal things and help them reach their goals. Parents who are less controlling are linked to good outcomes like high academic achievement and happiness. However, this is not the case with parents who are not participating in their children's lives. When parents connect with their young children, it shapes their development and health for the rest of their lives. Both the son and the daughter also think that their parents love, care for, and overprotect them. They also think that their parents are strict, but that their child is aware of what their parents expect from them. Positive parent-child relationships are also important for a lifetime of positive parent-child outcomes. This is because parents today are more involved in their kids' lives, give them friendly advice, help them accept themselves, and let them talk and share anything with them without any restrictions.

7. Recommendations

- Parents of all educational levels should prioritize their children's emotional well-being over their physical growth and development.
- The findings of this study are helpful in contributing to the existing literature, and further research using qualitative or mixed methods would improve the quality of the results obtained here.
- Parents should be more involved with their children so that they are more involved with their parents in the adolescent and adult stages of development.

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