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AUTHORITATIVE PARENTING AND THE IMPACT ON CHILD DEVELOPMENT

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AUTHORITATIVE PARENTING AND THE IMPACT ON CHILD DEVELOPMENT

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Abstract

Authoritative parenting, distinguished by warmth, sensitivity, and well-defined boundaries, has become a prominent method of child-rearing, supported by extensive research for its positive effects on development. This study delves into the features of authoritative parenting, its influence on child development, and how parenting strategies profoundly shape children's future paths, encompassing crucial aspects such as independence, social skills, autonomy, academic achievement, mental well-being, and their understanding of societal norms.

Keywords: authoritative, parenting, child development

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year. And to my four wonderful children, whom I've had the joy of nurturing over the last

seventeen years, your love and encouragement are truly invaluable to me. I know there

were many times when you heard the word "no" over the past year, and I hope that

achieving this milestone will enable me to provide even more for you all.

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Introduction

There is presently a wide range of parenting styles and theories, but the most extensively studied and referenced over the last several decades are the three parenting styles proposed by Diana Baumrind. Experts have consistently turned to Baumrind's concept and style for inspiration in their studies. His research and numerous subsequent studies built upon it have achieved widespread publication and recognition as a global reference.

Baumrind identified three parenting styles: authoritative, authoritarian, and permissive (Baumrind, 1966). Parenting style, involving parental attitudes and behavioral control, is widely acknowledged as a significant influence on child development. Each style is characterized by distinct approaches and methods of implementation (Fadlillah, 2022).

Authoritative parenting is characterized by high demands and high responsiveness (Baumrind, 1991). It emphasizes firm discipline alongside warmth and support, fostering an environment where children can mature and learn from their mistakes without fear of coercion or severe punishment. This approach is widely acclaimed for its many benefits to children's development across various aspects of their lives.

Authoritarian parenting is characterized by high demands and low responsiveness (Baumrind, 1991). Under this style, parents exert strict control using harsh disciplinary measures, often lacking affection and support. Children are expected to obey without questioning and are unable to express opinions or emotions. While

prevalent in many collectivistic cultures, global studies have consistently shown its detrimental effects on children's confidence, independence, and overall happiness.

Permissive parenting, characterized by low demands and high responsiveness (Baumrind, 1991), entails parents being overly attuned to their child's needs and granting considerable autonomy. Punishment is infrequent, and children are often not held accountable for their actions, leading to developmental challenges, particularly in following to societal norms and rules.

A fourth style, later identified and commonly included in research studies, is neglectful or uninvolved parenting (Maccoby/Martin, 1983). Neglectful parents exhibit low demands and low responsiveness, essentially disregarding their children's needs, lacking warmth, and setting clear boundaries. Unfortunately, children raised in such environments often experience the poorest developmental outcomes.

This research paper will concentrate on authoritative parenting and its many benefits in child-rearing. Extensive research consistently advocates for authoritative parenting due to its positive impact on crucial aspects of child development, including independence, autonomy, socialization, discipline, academic achievement, future mental health, and adherence to societal rules and norms (Ceulemans, 2019).

Independence

A necessary part of any parenting is fostering independence in children and teens; early nurturing of this skill is crucial for their development. Not only is this essential in the early stages of childhood, but it also becomes even more important during adolescence when the yearning for independence peaks. Quality parent-child relationships propel children towards self-reliance and resilience. Characteristics found in the authoritative parenting style have consistently been shown to provide children with tools to navigate life's complexities independently. In this section, the structure and nurture aspects of authoritative parenting and how it correlates with independence in children and teens are described, and it has been shown to have a profound impact on their future.

The authoritative parenting style instills obedience without being intrusive or overly restrictive. With its characteristic of high demandingness, clear boundaries are set with the expectation that the child should listen, but in turn, the parent should listen to the child. This optimal communication quality has shown the best outcomes for children to think critically, make decisions autonomously, and manage emotions effectively. This method of cultivating independence entails gradual empowerment and guidance towards a healthy sense of self. By encouraging autonomy at an early age, parents lay the groundwork for children, and teens to embrace responsibility that they can carry with them to be independent adults.

In a recent study of how teenagers who were brought up by Javanese and Sundanese moms using authoritarian parenting dealt with independence. This led to a subsequent study about correlations between authoritative parenting and adolescent

autonomy. Research was conducted with 9th graders in Ponorogo, using tests to measure parenting style and independence scales. Data revealed that about 4.8% of why adolescents were independent could be explained by authoritative parenting variables. This suggests that having a more balanced approach to parenting may serve as a predictive factor in independence in teenagers.

Baumrind's research, confirmed by numerous studies, suggests that the most well-socialized and independent preschoolers were raised in authoritative parenting households. The resources and support given to children in this style nurture confidence in their abilities to learn new things. When children take on challenges independently and witness their accomplishments, they develop a sense of competence. Authoritative parenting also encourages autonomy which cultivates resilience versus using punishment or threats. This path to independence is necessary for children to learn from their setbacks and adapt to changing circumstances. A supportive parenting style also fosters creativity and innovation. When parents support their child's ambitions and interests, it helps the child become more independent, pushing them to think creatively and find new ways to solve problems.

Authoritative parenting strategies for encouraging independence are about balancing responsiveness with consistent discipline. Current research has shown the following authoritative strategies correlate with optimal outcomes:

1. Encouraging children to have an opinion: Allowing children and teens opportunities to make decisions, such as what to wear, or leisure activities, helps them to make choices which will promote autonomy and decision-making skills.

2. Encouraging Problem-Solving Skills: Allowing children the opportunity to come up with their own solutions to problems will reinforce independence. Supportive parenting practices will guide them through the process of identifying alternatives, pros and cons, and a resolution.

3. Promoting Self-Reliance: Positive parenting will provide levels of support and warmth in a non-judgmental way as children and teens approach new tasks as opposed to authoritarian styles that quickly intervene at the first sign of struggle.

4. Establishing household chores: Encouraging children and teens to participate in household tasks like cooking, managing finances, and organizing time fosters independence, especially when they have the freedom to choose which tasks they'd like to take on.

5. Fostering Open Communication: Creating a supportive environment where children and teens can communicate their thoughts, feelings, and concerns, while actively listening, allowing them to voice their opinions and seek guidance when needed promotes independence.

6. Setting Clear Expectations: Establishing clear expectations, boundaries and rules for behavior and responsibilities, ensuring they're realistic and age-appropriate is a key tool for fostering independence. Research has shown that micromanaging or imposing rigid rules often hinders the growth of independence in children.

Greater use of authoritative parenting has consistently correlated with positive outcomes for independence in children, setting the stage for future success and fulfillment. Positive and supportive parenting practices are strongly associated with

adolescents and teens who possess autonomy and self-reliance and are better equipped to navigate the challenges of adulthood, whether in their academic, professional, or personal lives. This helps them handle difficult situations and adjust to new circumstances as they pursue their goals. Being independent allows children and teens to feel like they're in control of their own lives, allowing them to pursue their passions with confidence.

Independence is also closely associated with leadership skills. Children who have learned to think independently, make decisions confidently, and take initiative are more likely to become effective leaders in school and their future professions. They are able to inspire and motivate others, collaborate effectively, and navigate complex situations calmly.

Beyond individual success, fostering independence in children and teens contributes to the well-being of society as a whole. Independent individuals are more likely to contribute positively to their communities, whether through volunteering, starting their own businesses, or becoming involved in local issues. By nurturing autonomy and self-reliance in their children, the authoritative parent lays the foundation for their future in a society characterized by innovation, resilience, and overall progress.

In conclusion, fostering independence in children and teens is a fundamental aspect of authoritative parenting. When they give their child the skills to think for themselves, make their own choices, and handle problems on their own, they set them up to succeed in a world that's always changing. Through strategic guidance, support, and encouragement, parents can cultivate a generation of resilient, self-reliant children who are ready to make meaningful contributions to society.

Academic Achievement and Autonomy

A pivotal element influencing children's academic success is their self-regulatory behavior, a trait significantly shaped by parental approaches to parenting. The ability for self-regulation not only promotes active engagement in learning but also serves as a fundamental cornerstone for adjusting to the school environment. Research underscores the significant role of parenting styles in determining children's academic achievements, with ample evidence supporting this connection (Amani, 2020).

In a study published in the European Journal of Psychology and Education, the academic achievement of adolescent girls was assessed by considering the students' self-regulatory behavior and the impact of authoritative parenting.

The study's participants consisted of students, parents, and teachers selected through cluster multistage sampling. They were required to complete questionnaires related to self-regulation for school activities, parental authority, and academic achievement. The results revealed a positive correlation between authoritative parenting and academic achievement, while authoritarian and permissive parental styles showed no such association. Remarkably, when quality authoritative parenting was coupled with the encouragement of increased self-regulatory behavior, the positive impact on school success was even more pronounced.

What makes this study particularly intriguing is that its findings contradict arguments suggesting a positive relationship between authoritarian parenting and academic achievement in collectivist cultures. The study emphasizes that, for

adolescent girls, authoritative parenting and fostering autonomy are pivotal factors for positively influencing school success.

Research conducted in collectivistic cultures consistently reveals that, although there is some evidence of a connection between authoritarian parenting and academic achievement, the authoritative approach stands out as the superior method when it comes to academic success. Much of this distinction is attributed to the significant levels of internal distress and negative impact associated with authoritarian parenting, which, in turn, adversely affects the child's ability to perform well in school (Abubakar, 2015).

In a separate study, the influence of parenting styles on academic success was explored, encompassing all three styles identified by Baumrind in the introduction: authoritative, authoritarian, and permissive. The study acknowledged previous research affirming the positive effects of authoritative parenting on children's classroom performance. While contemporary theories discount a positive association between authoritarian parenting and academic success, earlier studies present mixed effects, suggesting that children raised in authoritarian environments may exhibit higher scores in school and psychological competence but lower scores in internal distress and problem behavior.

The study also addressed permissive parenting, noting its lack of positive impact on academic success. The primary objective was to contribute to the existing literature supporting the notion of authoritative parenting and its positive influence on academic achievement. Simple random sampling was employed to select schools and participants. The results indicated that authoritative parenting had the most significant

positive impact on school performance, followed by authoritarian parenting, while permissive parenting did not demonstrate any noteworthy influence.

For instance, in her article of Psychological Topics, author Sandra Brezetic explores the relationship parenting style has on executive function deficits in children, therefore, indirectly affecting school success. Sandra is a research assistant in the Humanities and Social Sciences department at Strossmayer University of Osajek in Osajek, Croatia.

Previous research has shown that parents play a pivotal role in the development of children's academic achievement. Specifically, authoritative parenting styles, which include motivational practices and warm responses to a child's needs are associated with enhancing academic performance. In contrast, negative parenting styles including authoritarian, permissive and uninvolved hinder a child's academic performance.

In more detailed research, this relationship is narrowed by focusing on the link between executive functions in terms of the child's cognitive capacities, and academic achievement. Executive functions of the brain are processes such as planning, organization, strategizing, paying attention to and remembering details and are strongly associated with school success and interpersonal skills. In contrast, executive function deficits have been linked to lower literacy and mathematic skills.

Parenting has a well-established link with a child's executive functions. The most current and accepted hypothesis is that authoritative style parenting enhances the growth of a child's executive functions, therefore, promoting school success. Various research projects have focused more on positive parenting approaches and its link to

academic achievement, while the effects of negative parenting are less clear. The purpose of the study was to explore particular characteristics of positive and negative parenting and if it would produce different outcomes of a child's mathematical and literary skills.

It was hypothesized that low levels of positive parenting, and high levels of negative parenting may be positively associated with a children's executive function deficits, which in turn would be negatively associated with school performance.

The study was conducted in a midsize town in Croatia with the final sample consisting of 174 parents ranging in the ages of 30-54. Educational and financial status of the participants were also included in the study.

For the measure of parenting style, a short Croatian version of Parenting Style Questionnaire was used. Thirty questions were divided into three subscales indicating authoritative, authoritarian, and permissive. A 6-point scale was used to rate each question from 1=never to 6= always.

For the measure of parenting practices, the Parental Acceptance Rejection Questionnaire/Short Form was used. This questionnaire used five subscales: warmth/affection, hostility/aggression, indifference/neglect, undifferentiated rejection, control. The last two subscales were dropped due to low internal consistency. Each scale was rated on a 4-point scale, 1=almost never true to 4=almost always true.

For the measure of the child's executive functions, parents completed the Croatian version of The Childhood Executive Functioning Inventory. The questionnaire consisted of 24 questions which were organized in to 4 subdomains of executive

functions: working memory, planning, inhibition, and regulation. Parents rated each item by a 5-point Likert-style response from 1=definitely not true to 5=definitely true.

For the measure of school success, final school grades in literacy and mathematics reported by the teachers of children in grade 2 were recorded.

Preliminary analysis reports stated that while negative parenting styles reported higher executive functioning deficits in their children, authoritative parenting showed no relation to executive function deficits. Furthermore, children rated by their parents as having higher executive function deficits had lower literacy and mathematical achievement. Child's success in school was not related to parenting style or practices.

Structure equation modeling software was used to explore a mediating role of executive function difficulties in the relationship between parenting style and practices and literacy and mathematic achievement. In this model, parents reporting more authoritarian style and practices also reported their children having greater executive function deficits, in turn, related to lower literacy and mathematic achievement. Once again, the mediation of authoritative parenting on academic achievement and executive function deficits could not be determined.

It was concluded that the findings were partially aligned with the hypothesis that high levels of negative parenting style are positively related to a child's executive function deficits which in turn, negatively effected school success. However, the mediating role of executive function deficits could not be determined in the relationship of authoritative style parenting and school success.

There is a great deal of value in this information in that school success may be indirectly determined by parenting practices. There was a clear link between negative parenting style and executive function deficits and as previous research states, executive function deficits significantly impact school success in children. Although a relationship could not be determined between authoritative parenting and school success, I believe there were many limitations in this study, therefore, future studies should analyze any variables in parenting relationships fully. Also, there is the consideration of learning disabilities and executive function deficits. Learning disabilities are neurodevelopmental and not a result of parent-child relationships (Brezeti, 2022)

As previously mentioned, examining parenting styles in the context of collectivistic and individualistic cultures reveals numerous variables influencing their relationship with academic achievement. The author highlighted the abundance of literature on collectivist cultures but noted a scarcity of data in individualistic cultures like the United States. Additionally, the study emphasized the importance of considering variables such as health status, often directly influenced by parenting styles, especially in terms of mental health.

The study's primary objective was to assess whether government involvement in parent education programs could support child development. The findings pointed to authoritative parenting as the most effective practice, predicting that children raised with this approach would have an additional 1.1 years of schooling. Furthermore, they were projected to be 18.5%, 13.6%, and 16.3% more likely to attain at least a bachelor's degree, associate's degree, and high school diploma, respectively (Majumder, 2016).

The study underscored the effectiveness of authoritative parenting, emphasizing its balanced combination of supportiveness and demandingness. It highlighted that this equilibrium fosters a healthy sense of autonomy and a positive attitude towards work, significantly contributing to children's success in school (McKinney, 2018).

While we've extensively explored studies on parental styles and their impact on early education outcomes, it's crucial to extend our focus to college students. Despite numerous findings highlighting the influential role parents play in the success of children and adolescents, the population of college students often receives less attention in understanding the connection between their past experiences with parents and their current well-being, academic engagement, and life satisfaction.

The success of emerging adults in academics and overall life satisfaction is pivotal for society, warranting careful consideration. Although various factors contribute to college students' success, parental influence and support remain crucial for academic performance and well-being. One particular study delves into parental influence and motivation types and their relationship to college success and life satisfaction.

Self-determination theory outlines three motivation types: intrinsic, extrinsic, and amotivation. Intrinsic motivation involves engaging in a behavior because it is inherently rewarding, often fostered by close relationships like parent-child bonds. Extrinsic motivation occurs when individuals engage in a behavior expecting a reward or aiming to avoid punishment, while amotivation denotes a lack of motivation. Intrinsic motivation relies on the psychological needs of autonomy, competence, and relatedness—qualities associated with authoritative parenting.

High levels of intrinsic motivation have demonstrated a link to academic achievement by enabling individuals to stay engaged in tasks for more extended periods. The study, conducted at a medium-sized university in the United States using structural equation modeling, suggests that both perceived parenting style and motivation types are crucial and interconnected factors influencing the well-being and performance of college students (Gupta, 2021).

Plenty of research has demonstrated the significant influence of authoritative parenting and family support on academic achievement and classroom adjustment in youth, extending into college years. However, many of these studies tend to narrow their focus solely on parenting style, overlooking other essential factors such as emotional well-being and overall life satisfaction, which are pivotal for long-term individual development and quality of life. Studies consistently highlight the importance of emotional well-being and life satisfaction as crucial indicators for healthy development, significantly impacting one's adjustment in academic settings and overall quality of life during college years.

When examining the impact of authoritative parenting, it becomes evident that it positively correlates with life satisfaction and emotional well-being, contributing to better adjustment in academic settings and overall psychological well-being during college years. Furthermore, some cases suggest that a combination of parenting styles, when combined with authoritative parenting, can yield positive outcomes in later life. This emphasizes the necessity of what could be termed as "situational parenting," wherein the parenting style adapts to the individual needs and personality of the child or the demands of particular situations.

Recognizing the significance of life satisfaction during early years as pivotal for adjustment and quality of life during college years, it becomes essential to acknowledge the potential benefits of various parenting styles, including authoritarian and permissive, when utilized in conjunction with authoritative parenting (Ampofo, 2021).

In a study exploring the relationship between parenting style and life satisfaction among young people, multiple linear regression analysis and a two-step cluster analysis were conducted on individuals aged 14-29 across ten Southeast European countries. The findings indicated a positive correlation between exposure to authoritative parenting during elementary years and higher levels of life satisfaction during youth.

This study also addressed the limitations of many previous studies, which often fail to consider cross-national perspectives and cultural variables, such as societal norms and values, thus compromising the reliability of their results (Lavric, 2019). This finding aligns with a study conducted by Quality & Quantity, which similarly emphasized the necessity for further research to comprehensively grasp the cultural influences of parenting styles across diverse continents. Understanding these cultural nuances and their implications on child development is essential for developing a more holistic understanding of effective parenting practices and their impact on children's outcomes (Ahmad, 2015). By analyzing data from ten different countries in Southeast Europe, this present study aimed to bridge this gap in the literature.

Furthermore, while authoritarian and permissive parenting styles were associated with lower life satisfaction among youth, there were instances where these styles had positive impacts when combined with authoritative parenting. This stressed the complexity of parenting dynamics and the need for a nuanced understanding of how

different parenting styles interact and influence outcomes for children and adolescents, and in turn, later in life as college students.

While considering a child's success in the classroom, factors such as self-regulatory behavior, autonomy, and life satisfaction are significant. However, a prevalent issue among many students in academics is perfectionism. Perfectionism entails setting exceedingly high, sometimes unattainable, standards for oneself and overreacting if these standards are not met. Studies indicate that this mindset leads to heightened levels of anxiety, depression, and low self-esteem, significantly impacting classroom participation, assignment completion, and involvement in extracurricular activities. Research suggests that such tendencies often stem from early childhood experiences, particularly concerning authoritarian parenting styles characterized by high levels of control, harshness, and unrealistic expectations imposed on children (Chan, 2023).

Error-related negativity (ERN) is a component of event-related potential (ERP) recorded via electroencephalography (EEG), typically observed following errors in various cognitive tasks.

A noteworthy investigation published in Social Cognitive & Affective Neuroscience explores the relationship between parenting style, perfectionism, and ERN in a sample of young adults. The study notes that increased ERN levels have been frequently correlated with anxiety-prone individuals, suggesting its potential as a predictive marker for anxiety disorder development. Previous research has also indicated an elevation in ERN among individuals exhibiting traits of perfectionism.

Drawing from these connections between ERN and perfectionism, as well as the influence of parental control on ERN, the purpose of this study was to merge all three aspects into one model. A key aspect of the investigation focused on personal standard perfectionism, a more adaptive form of perfectionism associated with academic success.

Findings reveal that individuals raised by controlling and harsh parents exhibit increased ERN. Furthermore, individuals demonstrating high levels of perfectionism, particularly personal standard perfectionism, also display increased ERN. Notably, the results are particularly intriguing given that the sample of individuals comprised of undergraduate students.

Considering the established literature and the study's results indicating the positive association between increased ERN and anxiety, alongside its predictive value for future mental health, parenting style emerges as a crucial consideration in understanding the implications for future psychological well-being (Meyer, 2020).

Future Mental Health

One crucial element of childhood development is its lasting influence on future mental well-being. Ongoing research has explored the connection between parenting styles and anxiety in children, consistently revealing that difficult parent-child relationships could hinder a child's capacity to cope with stress (Bijttebier, 2020). Numerous studies have found that children raised by authoritative parents, who provide support and protection, tend to exhibit lower susceptibility to anxiety and depression (Chan, 2023) (Kadoglou, 2023). Nevertheless, during times of heightened family stress, the authoritative parenting style might serve as a buffer, moderating the severity of symptoms in situations where anxiety and depression are almost unavoidable (Kwan, 2023).

In an article of Scientific Reports, authors Karina Heaton, Nicholas Camacho, and Michael Gaffrey investigate the mechanisms of authoritative parenting and how this style of parenting had a positive influence on children when facing exacerbated family stress during the Covid-19 pandemic. Karina Heaton is affiliated with the Graduate School of Applied and Professional Psychology at Rutgers University. Nicholas Camacho is affiliated with the Department of Psychology and Neuroscience at Duke University. Michael Gaffrey is affiliated with the Department of Psychology and Neuroscience and Duke University and the Division of Pediatric Psychology and Developmental Medicine at the Medical College of Wisconsin.

The "collective trauma" brought on by the Covid-19 pandemic accounting for thousands of deaths, unemployment, significant societal events such as stay at home orders, school closures, and the unknown of when it will all end has had a vast impact

on mental health. Emerging research has proven this to be particularly pronounced in youth. Previous research before the pandemic has suggested that authoritative style parenting had a long-lasting positive influence on children's mental health. Before the pandemic, caregivers were given a questionnaire on parenting style and their children's depression and anxiety symptoms. For this study, caregivers were given a questionnaire about their children's depression and anxiety symptoms after the Covid-19 stay at home mandate when faced with pandemic related family stress. The study involved investigating a sample of 106 children ranging in ages 4-8.

This study involves the guidance of Bronfenbrenner's Ecological Systems Theory (BEST). This theory suggests that an individual's reaction to a given situation or event in the outcome of many interacting factors both at the time of the event and before the event. This guide was used to help understand the interplay between factors directly acting on the child, factors that indirectly influence the experiences available to the child, and when the events occur. The main factor investigated in this study is that of parenting style, particularly authoritative and how well a child adjusts to pandemic related family stress.

It was hypothesized that child depression and anxiety would increase following the onset of the Covid-19 pandemic, that increased anxiety and depression symptom levels would be associated with elevations in pandemic-related family stress, and that increased caregiver endorsement of authoritative parenting style prior to pandemic onset would be predictive of changes in child depression and anxiety levels.

A total of 323 children and their parents were involved in the study. Parents were required to be a biologic parent and primary caregiver and have lived with the child for

at least the last 6 months. Developmental delays, premature birth, neurological conditions, substance exposure in utero, psychiatric medication use, and the presence of moderate to severe depressive symptoms using Preschool Feelings Checklist were all criteria that marked the participating child as ineligible. After ineligibilities and initial assessments, a total of 106 children made up the sample for the study.

Prior to the stay-at-home mandate, parents completed a questionnaire about their and their child's mental health, parenting styles, their child's life experiences and demographics. Following the stay-at-home mandate that resulted in the discontinuation of in-person schooling, parents were contacted and asked to complete a questionnaire regarding their children's emotions, mental health symptoms, and family stressors related to Covid-19 during the first two months following the mandate. This two-month window was chosen because it was suggested that it would be the primary time to capture the sharp adjustment and stress in relation to daily life.

The conclusive results of the study suggest that family stressors during the Covid-19 pandemic negatively impacted the anxiety symptoms in young children during the early stages of the pandemic, regardless of parenting style. In contrast, the study indicated that authoritative parenting style may have acted as a buffer for a child's vulnerability to increased depression symptoms following the onset of the pandemic.

Previous research suggests there are many gaps in the association of parenting style and children's mental health. The purpose of this study was to help fill in those gaps in existing literature that discuss parenting style and its relationship to mental health in the context of large-scale stressors. The study did not find that authoritative parenting had any significant affect on child anxiety during the onset of the pandemic

which contrasts with literature stating that this style of parenting can lower anxiety symptoms in youth. The study suggested that children's intolerance and uncertainty could be the discrepancy here due to findings that intolerance and uncertainty accounts for increased anxiety in children, youth, and adults during the Covid-19 pandemic.

The study showed significant positive effects of authoritative parenting on depressive symptoms in children during the Covid-19 pandemic. Although there were several limitations to consider when interpreting the results of the study, the goal of the research was to provide an extension of previous and current parenting research and how it may positively affect children's mental health in the face of major global disruption. Although this study was able to fill in some of the gaps when exploring the relationships of authoritative parenting style and mental health during a crisis, additional research and other variables are needed to provide parents with the best familial practices should future collective traumas occur (Camacho, 2023).

Another crucial aspect of parenting involves disciplinary approaches. This is especially important for future mental health. Numerous studies indicate that the methods parents employ to instill moral values in their children can significantly influence their development into adulthood. Research suggests that low self-esteem often originates from early-life relationships, including parenting styles. The types of punishments administered vary across different parenting styles. It's essential to acknowledge that self-esteem issues often stem from authoritarian parenting, wherein children's thoughts and feelings are disregarded, and they are merely taught to obey without question. This can have long-term effects on a child's mental health.

An article from the Journal of Child & Family Studies explores the connection between authoritarian parenting and low self-esteem in children and adolescents, aiming to consolidate various research findings on this relationship, given the significant variability observed due to cultural factors. The article begins by highlighting the positive correlation between high self-esteem and better mental health, academic achievement, and effective stress coping strategies.

The study indicates several processes that may link parental style and disciplinary practices with self-esteem. Firstly, it discusses the impact of parental warmth on a child's perception of parental approval, which fosters self-approval and enhances social skills, thus improving self-esteem. Secondly, it highlights the role of parental demandingness in influencing a child's confidence, a crucial component of self-esteem. Finally, the study emphasizes the importance of parental autonomy support in nurturing self-esteem, as it encourages a healthy sense of self rather than dependence on meeting the standards of others. These processes are characteristic of authoritative parenting and disciplinary approaches, which the study hypothesized to positively correlate with high self-esteem. In contrast, authoritarian discipline lacks these characteristics, hence was expected to correlate with low self-esteem, as previous research indicates that children of authoritarian parents often perceive themselves negatively due to harsh parental behaviors.

The study's results are based on a meta-analysis of 116 eligible studies examining the relationship between parenting styles and self-esteem in children and adolescents. The criteria examined were parenting style assessment, child self-esteem assessment, and the correlation between the two. The findings revealed a positive

association between authoritative parenting and high self-esteem in children and adolescents. Conversely, authoritarian and neglectful parenting approaches were positively associated with low self-esteem. Additionally, it was observed that children's perceptions of their parents' authoritarian methods held greater significance than what was reported by the parents themselves. Ultimately, the study suggests that nurturing self-esteem in children involves acknowledging their feelings and valuing their identity, which can have a lasting impact on their future mental health and well-being (Gerke, 2019).

When exploring disciplinary methods across different parenting styles, it's crucial to acknowledge the significance of quality parenting, consistency in implementing disciplinary measures, and the manner in which they are delivered. Misconceptions surrounding certain disciplinary methods can undoubtedly raise concerns. While a method like positive reinforcement within a nurturing and supportive framework, as found in authoritative parenting, fosters healthy development, its counterpart in authoritarian parenting may exhibit negative traits like coercive control, potentially leaving lasting detrimental impacts on children's mental well-being.

For instance, the utilization of time-out. Widely embraced as a disciplinary strategy, time-out serves as a non-physical alternative by temporarily removing the child from reinforcing stimuli in response to behaviors such as aggression, rule-breaking, and tantrums, aimed at behavior modification. Its effectiveness and safety are commonly acknowledged, and subject to adherence to evidence-based guidelines. However, recent scrutiny has cast doubt on its appropriateness and its potential role in impairing parent-child relationships. Critics argue that it may traumatize children, fostering

feelings of rejection and impeding emotional regulation. They contend that it triggers memories of past adversities and promotes negative discipline associated with authoritarian parenting.

In contrast, proponents advocate for time-out as a secure and reassuring disciplinary tool that enables children to regain emotional control. A recent study examining young adults' recollections of their childhood surveying their experiences with time-out, adversities faced, perceived parenting styles, and current mental health, revealed compelling results. Participants raised in authoritative households reported consistent and appropriate application of time-out within evidence-based parameters, correlating with better mental health and emotional regulation. These findings indicate not only the safety of time-out but also its potential for fostering long-term healthy mental development, regardless of any adversities during childhood experiences. Consequently, these findings stress the importance for healthcare providers to educate parents on the efficacy of time-out when implemented within established parameters (Dadds, 2024).

While research indicates that the improper application of disciplinary methods can result in compromised mental well-being, it's crucial to recognize that a complete absence of discipline can also contribute to negative mental health outcomes. This is particularly evident in cases of childhood anxiety, where symptoms manifest as discomfort and functional limitations that can persist into adulthood. A total lack of discipline often characterizes permissive parenting styles. Similar to authoritative parenting, permissive parenting involves high levels of parental support, warmth, and responsiveness. However, unlike authoritative parenting, permissive parenting lacks

clear boundaries, rules, and expectations. Regrettably, this lack of structure can lead to children being more prone to acting out, engaging in risky behavior, and becoming predisposed to anxiety.

In a study comparing two groups of preschool students—one with anxiety symptoms and one without—the parents of the anxious group exhibited significantly higher scores for permissive parenting compared to the non-anxious group. In fact, permissive parenting doubled the likelihood of anxiety symptoms. This effect was particularly pronounced when examining maternal permissiveness, which emerged as a stronger predictor of anxiety in preschool-aged children (Kadoglou, 2024).

Further research underscores that a parent's unequivocal rejection of disciplinary measures can negatively impact their child's psychological adjustment, rendering them less capable of coping with stressors. Multiple studies have investigated the relationship between overinvolved parenting and child anxiety, consistently finding that permissiveness—seen as a key component of the broader overprotective parenting style—hampers children's autonomy and correlates with anxiety, depression, and social isolation (Chow, 2023). The latter often stems directly from disrespectful behavior resulting from a lack of boundaries at home.

Certain parenting styles pose a significant risk of depression in children and teenagers (King, 2016). While some risk factors like family history of mental illness, socioeconomic status, ethnicity, and environmental conditions are challenging to address, risks associated with parenting styles can be mitigated. In the United States alone, an estimated 5% to 10% of children and teenagers struggle with depression, and symptoms are often first recognized during adolescence. Numerous studies have

investigated the correlation between parenting practices and depression symptoms in children.

Parenting styles such as authoritarian and permissive approaches exhibit characteristics that indicate a higher likelihood of depression, particularly in households where parental discord exists. These characteristics include harsh control, lack of warmth, excessive criticism, absence of approval, over-involvement, and blurred boundaries, all of which contribute to an unhealthy environment for the child.

Symptoms of depression in adolescents and teenagers include:

- Persistent feelings of sadness, despair, or hopelessness

- Feelings of guilt and shame

- Social withdrawal and isolation from family and friends

- Excessive crying

- Extreme mood swings

- Changes in sleep patterns (either excessive sleep or insomnia)

- Loss of interest in activities once enjoyed

- Difficulty concentrating

- Substance abuse

- Emergence or exacerbation of problems at home, school, or work

- Changes in appetite leading to weight loss or gain

- Neglect of personal hygiene and self-care

- Signs of self-harm

- Suicidal thoughts, ideation, or behaviors

Addressing these symptoms and their underlying causes requires the holistic approach seen in authoritative parenting to create a nurturing and supportive environment for children and teenagers. Previous research has shown that these positive relationships may help reduce depressive episodes in children and adolescents. However, current depression intervention programs often overlook parental factors that may contribute to depression risk. It is vital that these factors are identified and integrated into intervention efforts to enhance prevention strategies.

In a study conducted by the School of Human Services at the University of Cincinnati, participants from the United States aged 12-17 underwent interviews conducted by the Research Triangle Institute. These interviews, conducted face-to-face in selected households using a multistage area probability sample, involved 17,399 participants. The interviews utilized a survey from the National Survey on Drug Use and Health, developed by the United States Federal Government. Survey items pertinent to the study included demographic information, adolescent depression, and authoritarian parenting.

The section on authoritarian parenting assessed participants' experiences of parental behaviors over the past twelve months. Parents encompassed biological, adoptive, or other adult guardians. The queried behaviors included how frequently parents checked if homework was completed, provided assistance with homework,

assigned household chores, regulated TV and socializing time on school nights, acknowledged good performance, and expressed pride in their children's accomplishments. Participants rated these behaviors on a four-point scale ranging from always to never.

The findings revealed that 83.5% of participants experienced symptoms indicative of depression, such as persistent sadness, loss of appetite, sleep disturbances, and diminished interest in once enjoyable activities. This supports existing research highlighting the prevalence of depression among American youth. However, most notably, participants reporting experiences of authoritarian parenting were more likely to exhibit depressive episodes compared to those experiencing authoritative parenting. Furthermore, the study highlighted that while parental influence diminishes over time, the quality of the parent-child relationship continues to predict depression long term (King, 2016).

Given these results, it is imperative to incorporate positive parenting practices into psychological intervention programs. Educating key individuals in youths' lives, including parents, teachers, and peers, about warning signs and effective parenting strategies is essential for preventing and addressing youth depression comprehensively.

Socialization

Socialization during early childhood is a crucial developmental process wherein children acquire the skills, behavior patterns, ideas, and values necessary for their integration into society. The initial five years of life mark a period of significant brain development for children, making it essential for parents to prioritize fostering socialization to shape their cognitive, emotional, and social growth. While factors such as the home environment, peers, and schooling also play roles in this process, parents hold primary influence as the earliest educators, laying the groundwork for their children's readiness to engage with the world (Cheung, 2016).

Research consistently highlights authoritative parenting as fostering the highest quality parent-child relationships, contributing to the well-rounded development of social skills in children and adolescents. Through a combination of emotional support (such as acceptance, involvement, and encouragement) and firm boundaries, authoritative parents provide clear guidance for their children to navigate cultural norms, empathize with others' feelings, and handle various situations, ranging from celebrations to conflicts. Notably, recent studies indicate that elevated levels of parental warmth and affection enable children to grasp social cues and interpret nonverbal communication effectively, even in collectivistic cultures where authoritarian parenting styles are prevalent (Garcia, 2018).

Because of the supportive and demanding nature of authoritative parenting, it has been demonstrated to effectively establish social roles within the parent-child relationship. These roles nurture the self-esteem necessary for comprehending the perspectives of others, a vital skill that facilitates social connection and enriches the

child's life while shaping their self-perception. Consequently, this fosters a strong sense

of identity. Trust, a hallmark of authoritative parenting, is instilled in children through

modeling, encouraging them to trust others and which helps them to consider differing

perspectives. Conversely, parenting styles like authoritarianism have been shown to

yield negative socialization outcomes such as identity confusion, low self-esteem, and

identity crises. Therefore, nurturing positive identity development and self-worth is a

desirable aim in children's socialization to sustain their emotional well-being into

adolescence and adulthood.

Effective socialization in children significantly influences their classroom

experiences. Interactions with peers, teachers, and adults contribute to cognitive

development, motivation, and learning outcomes. These interactions encompass

activities like group projects and classroom discussions that foster critical thinking,

problem-solving, and reasoning skills. Positive relationships with teachers and peers

create a supportive learning environment that encourages academic engagement and

perseverance. Research consistently underscores the role of quality parenting in

shaping this type of classroom socialization, distinguishing it from less effective

approaches like authoritarian or uninvolved parenting, which can lead to social isolation

or negative friendships, hindering academic progress. Hence, the impact of parenting

strategies on the socialization process is pivotal for a child's classroom success and

should be carefully considered when choosing a parenting style.

Socialization holds a pivotal role in the emotional growth of children and

continues throughout life. It's through social interactions that they learn to identify and

convey their feelings and empathize with others'. Authoritative parents, with their

supportive demeanor, offer emotional security, validation, and solace in challenging times. Moreover, forging social bonds and a sense of belonging fosters happiness, fulfillment, and overall mental well-being. Conversely, experiences like social isolation or negative peer interactions may trigger loneliness, anxiety, depression, or withdrawal, often linked to unsupportive parenting styles. Hence, authoritative parenting is instrumental in cultivating positive socialization and nurturing relationships vital for emotional resilience and mental health in children.

As the demographic landscape of the United States continues to evolve, children are increasingly exposed to a variety of cultures and experiences during their socialization process. Numerous studies consistently emphasize the importance of parents modeling behaviors that foster cultural competence and appreciation for diversity. Adolescents tend to internalize parental values more effectively when parents employ authoritative parenting, characterized by responsiveness to developmental needs and consistent discipline with appropriate boundaries.

Interacting with individuals from diverse backgrounds cultivates empathy, tolerance, and respect for differing beliefs, customs, and traditions, crucial qualities for fostering anti-racist attitudes. Exposure to cultural diversity enriches children and adolescents' worldviews, broadening their horizons and enhancing their intercultural communication skills.

Research also suggests that parental racial attitudes significantly influence their children's racial attitudes in early adulthood, particularly in less supportive family environments. The authoritative parenting style offers children a healthy perspective on

diversity, facilitating the development of a more global mindset and equipping them with essential social skills for navigating a multicultural society (Glover, 2022).

Parents play a crucial role as primary influencers in shaping the socialization of children and adolescents. The manner in which parents interact with their children profoundly affects their social development. Studies indicate that the strong connections fostered by authoritative parenting act as protective measures against involvement in substance abuse, delinquency, violence, and risky sexual behaviors. Moreover, socialization offers valuable opportunities for understanding the consequences of actions, developing effective coping mechanisms, and seeking support from trusted individuals or resources when confronted with challenges or temptations. This is particularly significant in legal socialization, which involves attitudes toward and interactions with the law, influencing future compliance. By fostering positive relationships with peers and legal authorities, parents equip their children to make responsible decisions and avoid detrimental behaviors.

The influential role of parents in the socialization of their children has long been acknowledged as paramount. Research consistently highlights the significant and positive impact of the authoritative parenting style on the socialization process, affecting various aspects of children's and teenagers' lives well into adulthood. Authoritative parents prioritize fostering positive social interactions, embracing diversity, and promoting inclusion, which are vital for nurturing their children's minds and futures. Recognizing the importance of socialization and investing in authoritative strategies that encourage positive social development empower parents to guide their children toward making meaningful contributions to society.

Discipline

When analyzing the many aspects of authoritative parenting, discipline plays a crucial role throughout upbringing. Traditionally, discipline has often been more associated with punishment, enforcing compliance through fear and authority. However, authoritative parenting approaches aim for a new shift towards positive discipline, emphasizing guidance, empathy, and mutual respect. Multiple studies consistently show the benefits of authoritative disciplinary tactics, studying their impact on children's growth, behavior, and self-esteem (Holliday, 2023).

Authoritative parenting goes beyond punishment in its disciplinary methods, instead, it focuses on encouraging children to do the right thing and behave well. Parents often hold the most significant influence in their children's lives, and this is why children typically learn about relationships from the model behavior of the parents. Violent behaviors have been shown to be passed down through observation and imitation. When children witness their parents resorting to physical punishment as their primary means of discipline, they are more likely to adopt this behavior in their own future relationships. The core of discipline should teach valuable life skills in order to develop proper self-regulation. Unlike authoritarian approaches that use control and force, positive discipline emphasizes working together and productive communication. This method allows children to understand right from wrong and make good informed choices (Dobbs, 2006).

Authoritative parenting styles demonstrate principle disciplinary measures that research has shown to be effective in supporting healthy child development. Mutual

respect displays the importance of treating both parents and children with respect and dignity which helps with the development of a strong parent-child bond.

The establishment of clear boundaries is a central theme in authoritative parenting. This type of responsiveness sets understandable rules and expectations that offer children structure and guidance. By clearly communicating unacceptable behaviors and consistently upholding these standards without wielding unnecessary authority or physical punishment, parents enable their children to comprehend consequences effectively. In fact, one study pointed out that physical punishment caused children to experience sadness, anger, and fear, and they expressed that it ultimately weakened their bond with their parents. While fear and pain might result in immediate obedience, they are most likely will fail to provide the internalization of rules.

Warmth and support disciplinary methods in authoritative parenting are preferred over criticism and punishment. Studies show that children have a deep sense of justice therefore, it's important use explanations and reasoning while listening when applying discipline. Methods where they learn from examples in every situation has been shown to have better outcomes in the long run. By recognizing and listening children's emotions this helps develop resilience and helps guide children in decision-making and learning from their experiences.

From the perspective of an authoritative parent, setting rules and boundaries brings many advantages to a child's growth. It boosts their confidence, helps them communicate better, promotes self-regulation, and strengthens the bond between parent and child. When parents create a warm environment where they give affirmations and support, children feel capable and valued. By communicating openly

and actively listening, positive discipline helps encourage children to be confident in their opinions and handle relationships well. It also teaches them how to manage anxious feelings and be understanding towards others.

When parents and children treat each other with respect, it builds trust and closeness as they solve problems together. Putting positive discipline into action means using clear rules, positive reinforcement, encouraging open dialogue, and modeling respectful behavior. These methods create an environment where children feel cared for and have favorable future outcomes in the development of discipline.

Of course, implementing the principles of discipline in an authoritative parenting style is not without its challenges. Consistency is a well-known key challenge across diverse situations and environments. Parents grapple with maintaining clear boundaries and expectations amidst the chaos and pressures of daily life. One study indicated that parents unfortunately are often angry, inconsistent, and harsh when disciplining their children. Such behaviors hurt the quality of the parent-child relationship and hampers their social skills. Patience and persistence are necessary virtues for instilling new behavioral patterns in children that demand time. Problematic situations and resistance may arise, demanding steady commitment from parents.

There are also cultural norms and contextual factors to consider as far as interpretation. What works in one culture may not work in others. This has been a theme in multiple studies regarding authoritative parenting in more collectivistic cultures, emphasizing the importance of cultural sensitivity and adaptability.

Variations in children's temperaments, developmental stages, and learning styles may also necessitate a situational parenting style approach to discipline, where flexibility and responsiveness to individual needs may be appropriate.

In the cases of situational parenting and disciplinary measures, positive discipline can be integrated with other disciplinary approaches to meet children's diverse needs fully. Cognitive-behavioral techniques focus on identifying and challenging negative thought patterns and behaviors. By incorporating cognitive-behavioral strategies into positive discipline, parents can help children develop self-awareness and coping skills to manage emotions and behavior effectively. Restorative practices emphasize repairing harm and restoring relationships through dialogue and accountability. By integrating restorative principles with positive discipline, parents can foster empathy, responsibility, and conflict-solution abilities.

In conclusion, an authoritative parental discipline approach to child-rearing is grounded in principles of empathy, collaboration, and mutual respect. By focusing on encouragement over criticism, guidance over punishment, and dialogue over coercion, these disciplinary measures support healthy emotional development in children and as studies have found, are strong predictors for the best possible outcomes. While authoritative parental discipline has its challenges, its capacity to foster self-esteem, strong communication skills, and resilience outweigh the obstacles. By implementing positive discipline as a guiding measure, parents help children to navigate life's challenges with confidence, integrity, and compassion providing them with the best tools for their future.

Moral Behavior

It is crucial to delve into the repercussions of early parenting approaches and their correlation with the moral growth of adolescents and teenagers, ultimately shaping their societal roles and functional capabilities. Parenting style plays a significant role in instilling values like empathy, justice, and fairness in children. While genetics and the environment may also impact moral development, grasping the mechanisms behind childhood moral development early on is essential for steering its trajectory toward optimal societal outcomes in the future. Moreover, when discussing parenting styles and methodologies, it is important to acknowledge that they extend beyond the influence of one or two individuals in a child's life. We must consider caregiving as a collective effort, encompassing communities, extended family members (such as aunts, uncles, or grandparents), and social institutions (including teachers, coaches, and other authority figures). Nevertheless, numerous research studies indicate that early parenting practices characterized by authoritative parenting significantly shape children's moral development (Cohn, 2021) (Hoeve, 2009).

In a recent study conducted at the University of Chicago, researchers gathered toddler groups and subjected them to tests involving reactions to moral scenarios while also measuring parenting style as a variable. The study aimed to explore whether parental levels of sensitivity, warmth, and empathy could impact early moral development in toddlers. Toddlers were exposed to both prosocial situations, such as helping and sharing, and antisocial situations, such as pushing, tripping, and shoving. Researchers closely observed toddler eye movements and analyzed brain wave patterns using electroencephalography. Additionally, parents completed a questionnaire

assessing their values related to empathy, fairness, and justice. The findings revealed

that toddlers exhibited a preference for moral attributes. Moreover, parental disposition

appeared to influence their toddlers' inclinations significantly. Specifically, higher levels

of empathy in parents were positively associated with increased self-soothing behaviors

and heightened sharing activities in their toddlers.

Numerous studies have consistently demonstrated the strong correlation

between secure attachment and authoritative parenting. Drawing from Bowlby's

attachment theory, secure attachment is fostered through experiences of availability and

sensitivity, traits commonly found in authoritative parenting styles. Research indicates

that secure attachment is associated with enhanced moral behavior, whereas insecure

attachment, characterized by avoidance and anxiety, is linked to diminished moral

conduct, strained relationships, substance abuse, and moral disengagement (Cherry,

2023).

Moral disengagement refers to the psychological process wherein an individual

or a collective distances itself from conventional ethical standards, subsequently

justifying unethical behaviors often in light of perceived mitigating circumstances.

Recent research delineates moral disengagement as a four-step progression:

Step 1:   Individuals or groups engage in cognitive restructuring, constructing

narratives or contexts where the actions in question are not deemed immoral or

unethical. This can involve reasoning such as 'others are doing it' or 'it's not

prohibited by law', among other justifications.

Step 2:   They typically diminish their own sense of accountability or agency in these actions. This often entails shifting blame onto external factors such as others, the organization, or situational circumstances as the primary catalysts for the behaviors.

Step 3:   there is a tendency to overlook or outright deny the consequences of their actions or inactions.

Step 4:   There is a necessity to alter perceptions of the victim(s), either by diminishing their significance, importance, or the impact on them.

This framework illustrates how individuals or groups navigate a series of cognitive maneuvers to rationalize and justify behaviors that would otherwise contravene established ethical norms.

In this article from The Journal of Genetic Psychology, researchers delve into the interconnections among parenting styles, attachment models, and the emergence of moral competencies, particularly in terms of moral disengagement. The study encompassed 307 individuals aged 19-25. Key dimensions under scrutiny included parenting style, classified according to Baumrind's typology, attachment styles as per Bowlby's attachment theory, and moral disengagement mechanisms outlined by Bandura. Prior to the study, three hypotheses were formulated as follows:

Hypothesis 1: Authoritative parenting correlates with lower levels of anxiety and avoidance, while authoritarian and permissive styles correlate with higher levels of these traits.

Hypothesis 2: Authoritative parenting is associated with decreased levels of moral disengagement, whereas authoritarian and permissive parenting styles are linked with increased moral disengagement, aligning with Baumrind's theory.

Hypothesis 3: Anxiety and avoidance serve as mediators between parenting style and moral disengagement, drawing on prior research emphasizing insecure attachment's association with heightened moral disengagement.

To assess attachment styles, the Experiences in Close Relationships (ECR) questionnaire by Brennan was utilized, gauging anxiety and avoidance dimensions through a 7-point Likert scale. Participants were categorized as secure, preoccupied, avoidant/distancing, or avoidant/fearful. The Parenting Styles and Dimensions Questionnaire (PSDQ) by Robinson was employed for measuring parenting styles, with responses on a 5-point Likert scale ranging from "never" to "always". Moral disengagement was assessed using The Moral Disengagement Scale (TMDS) by Bandura, utilizing a 5-point Likert scale from "strongly disagree" to "completely agree."

Preliminary analysis revealed higher values among males compared to females, albeit no significant gender differences in anxiety and avoidance. Similarly, no significant gender disparities were observed in parenting style distribution, leading to the consideration of the sample as a whole.

The study consistently underscores its objective of exploring the intricate connections between parenting styles, attachment patterns, and the development of moral disengagement. It underscores the profound impact of parenting styles on human developmental trajectories.

Findings indicate a negative correlation between authoritative parenting and anxiety, avoidance, and moral disengagement, while authoritarian and permissive styles exhibit positive correlations with these traits. Additionally, significant relationships were observed between authoritarian and authoritative parenting styles and their effects on anxiety, thereby influencing moral disengagement (Pentima, 2023).

In an article in Ethical Theory & Moral Practice delves into the intersection of attachment theory and authoritative parenting, highlighting their significance in shaping moral development. Moreover, the article delves into the historical context of moral development, underscoring the influence of ancestral caregiving styles on fostering prosocial behaviors such as sharing and demonstrating support for others. Ancestral caregiving, characterized by affection, responsiveness, encouragement of free play, and provision of social support, emerges as a pivotal factor in shaping ethical orientations within societies. Within the realm of morality, parenting emerges as a focal point, with particular emphasis placed on the impact of authoritarian parenting style on societal moral norms. This style is characterized by heightened levels of punishment, coercion, and control, coupled with a tendency towards isolation. Notably, the modern term of "helicopter parenting" is posited to align closely with this authoritarian approach (Christen, 2017).

The concept of helicopter parenting has been ingrained in our society for a considerable period, initially identified within negative parent-child dynamics where parents exerted excessive control over every facet of their child's life, from activities to decisions. This style of parenting is characterized by frequent corrections, overly critical behavior, strictness aimed at ensuring the child's success, excessive protectionism, risk

aversion, and a tendency to constantly monitor and intervene, often referred to as "hovering" behavior.

This phenomenon has expanded over time, morphing into what psychologists now term "intensive parenting." Today, helicopter parenting manifests in various forms, including meticulously overseeing academic performance, assignments, and investing heavily in extracurricular activities, tutors, and coaches. This shift is partly driven by societal pressures, particularly in cultures where academic achievement is equated with future success and happiness. It's also suggested that such parenting practices may be reflective of broader shifts in social and technological landscapes. The prevalence of standardized testing exacerbates this pressure, leading parents to believe that their child's performance reflects directly on their abilities as caregivers (McGinley 2018).

Although parents adopting this approach typically have positive intentions, research consistently indicates negative moral outcomes among youth subjected to helicopter parenting. These children often experience heightened anxiety and resort to risky behaviors, such as substance abuse, as coping mechanisms for failures and setbacks. Additionally, they may exhibit narcissistic tendencies and prioritize self-importance over empathy and compassion, hindering their ability to navigate social situations empathetically.

Surprisingly, helicopter parenting persists, particularly during the college years, where administrators often recount instances of overly involved parents attempting to exert control over various aspects of their child's life. While it's typical for parental influence to wane during the transition to emerging adulthood, parenting continues to shape this pivotal period of their child's development. Research has established that the

traits of authoritative parenting significantly impact a child's emotional and psychological well-being, with these traits evolving and rebalancing throughout the child's growth to optimize outcomes. During emerging adulthood, this balance tilts toward fostering autonomy and reducing control. Put simply, parents remain engaged in their children's lives but in support of independence and self-reliance (Laible, 2019).

A critical element of effective parenting lies in finding a balance between control and autonomy. While some level of parental guidance is essential for fostering prosocial behavior, excessive control can impede moral development. Healthy parental demandingness involves monitoring, providing structure, and offering guidance through explanation and reasoning. Furthermore, maintaining warmth and secure attachment with children contributes positively to their moral development. By discussing emotions, modeling self-regulation, and responding sensitively to their needs, parents can cultivate empathy and compassion in their children, mitigating the adverse effects of helicopter parenting.

Effective communication within parent-child relationships is a hallmark of authoritative parenting. In today's digital age, marked by widespread use of online communication and social media among adolescents and teens, numerous studies explore whether distorted perceptions of norms are linked to the online environment. Research also indicates that parental norms and empathy significantly influence the online behavior of their children, as adopting anti-aggression norms can discourage them from engaging in harmful online activities like cyberbullying. Understanding the importance of children's capacity to comprehend and empathize with others' emotions is paramount, especially concerning the aggressive nature of cyberbullying and its impact

on children's grasp of societal rules and norms, as well as their decision to intervene in cyberbullying incidents (Bullo, 2022).

Empathy plays a pivotal role in regulating bystander behavior and can act as a protective factor in cyberbullying situations. In one study, participants were classified as bystanders or victims and engaged in a serious game aimed at educating and promoting awareness about intervening in cyberbullying scenarios. The game afforded participants opportunities to interact and make decisions regarding intervention in various situations. Conclusive findings revealed that participants with higher levels of empathy exhibited lower overall moral disengagement (Francisco, 2024). This underscores the importance for children to recognize the significance of their support in real-life situations, engage in prosocial behaviors, and positively influence their peer groups by setting an example (Fowers, 2022).

As children transition into adolescence, they experience increasing independence, which profoundly shapes their relationships with parents and underscores the growing influence of peers. Particularly significant in this phase is the phenomenon of peer pressure, which significantly impacts the social and emotional development trajectories of children and adolescents. Peer pressure refers to a condition where individuals feel compelled to alter their behavior in order to gain acceptance from certain individuals or groups (Badayai, 2021).

A recent study delved into adolescent smoking behavior, aiming to identify predictors with a specific focus on parenting style as a variable. Utilizing measures such as the Parental Authority Questionnaire, Questionnaire-Revised Peer Pressure, and Smoking Urge-Brief, the study revealed a noteworthy relationship between parenting

style and adolescent cigarette use. Positive parenting practices were found to serve as a protective factor against adolescent engagement in cigarette use, as they foster high levels of self-control, enabling adolescents to resist pressure to engage in risky behaviors like drug and alcohol use.

Difficulties with self-control and behavior regulation often hinder individuals' ability to adapt to their environments. This challenge is particularly evident in permissive parenting styles, where patterns of disrespectful behavior are prevalent among children. In permissive parenting, the absence of clear demands and boundaries results in children having the freedom to behave without constraints, leading to diminished self-control, discipline, and reasoning abilities (Huebner, 2004)

Research indicates that reasoning capacity reaches its peak during the ages of 12-13, highlighting a critical developmental period. During this stage, quality authoritative parenting, characterized by effective communication and empathetic behavior, plays a pivotal role in fostering moral development and understanding societal rules and norms. This influence is particularly pronounced in the early years of child development, where parental norms serve as a fundamental resource.

Delinquency, typically associated with individuals under the age of eighteen engaging in behaviors deviating from societal norms and often considered criminal, spans a spectrum from minor offenses like petty theft and truancy to severe acts such as rape and murder. While numerous factors contribute to delinquent behavior, research underscores the pivotal role of family dynamics, particularly parental influence. Studies indicate that early exposure to abusive behaviors by parents can significantly shape the development of antisocial tendencies, leading to delinquency.

Previous investigations into the correlation between parenting styles and delinquency have primarily focused on two key dimensions rather than rigid typologies. The first dimension pertains to support, which can manifest positively through warmth and acceptance, associated with lower delinquency rates, or negatively through hostility and rejection, linked to higher delinquency rates. The second dimension relates to control, which can be positive, involving guidance and acceptance of responsibility, or negative, characterized by harshness and withdrawal of affection.

Recent research has extended these dimensions to parent typologies, categorizing them as authoritative control (high support, high control) and authoritarian (low support, high control). Consistently, these studies highlight authoritative control as associated with lower delinquency rates, while authoritarian control correlates with higher rates of delinquency.

In conclusion, studies consistently demonstrate that quality authoritative parenting instills habits and values that equip children to transition into functioning adults capable of navigating societal expectations and norms effectively (Knoll, 2016). By fostering open communication and empathetic interactions, authoritative parenting lays a strong foundation for the development of moral behavior and ethical decision-making skills essential for successful integration into society (Goering, 2021).

Conclusion

In conclusion, authoritative parenting, characterized by warmth, sensitivity, and clear boundaries, has emerged as a leading approach to child-rearing, backed by extensive research for its developmental benefits. This project explores why the authoritative style stands out, drawing on supportive research to highlight its positive impact on children's development, including independence, socialization, autonomy, school performance, mental health, and understanding societal norms.

Promoting autonomy and independence is recognized as a pivotal aspect of child development, and authoritative parenting plays a crucial role in fostering these qualities. By empowering children to think for themselves, this parenting style equips them with the skills needed to thrive in a changing world. Through thoughtful guidance and encouragement, parents can nurture resilient, self-reliant individuals prepared to contribute meaningfully to society.

Emphasizing encouragement over criticism, guidance over punishment, and open dialogue over coercion, the disciplinary methods inherent in authoritative parenting support healthy emotional growth in children and are linked to favorable outcomes.

Studies consistently show the influence of parenting styles on children's academic success, with authoritative parenting shown to promote self-regulation and active engagement in learning, laying a solid foundation for academic achievement.

Furthermore, authoritative parenting is associated with the development of high-quality parent-child relationships, fostering the acquisition of social skills crucial for navigating social interactions. The supportive yet demanding nature of this parenting

style contributes to the establishment of clear social roles within the parent-child relationship.

Research also suggests a link between parenting styles and children's anxiety levels, with authoritative parenting correlated with lower susceptibility to anxiety and depression. Authoritative parents create an environment conducive to emotional well-being by providing support and protection.

Moreover, early parenting practices, particularly authoritative parenting, significantly shape children's moral development, impacting their future societal contributions. Understanding the mechanisms driving moral development early on is crucial for steering children toward positive societal outcomes.

In conclusion, parenting styles wield significant influence over child development. Extensive research demonstrates that the quality of the parent-child relationship is pivotal in determining the child's overall well-being. By incorporating warmth, support, firmness, and positive reinforcement into their parenting approach, parents can profoundly impact their children's cognitive, mental, and emotional development, laying a solid foundation for their future success in society.

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