Journal Of Child Psychology And Cognitive Development

P ISSN: xxxx-xxx

VOL.1-NO.1-2026

E ISSN: xxxx-xxx

THE ROLE OF PARENTING STYLES IN CHILDREN'S EMOTIONAL AND COGNITIVE GROWTH

Kinza Abdul Star

BS, Department of English, The Cosmic Degree College (For Women) ,University of Okara

ABSTRACT

Parenting is one of the most important factors influencing children's emotional, cognitive, social, and behavioral development. The family environment provides the foundation for children's personality formation, emotional security, intellectual abilities, social relationships, learning habits, and future adjustment to society. The present study, entitled "The Role of Parenting Styles in Children's Emotional and Cognitive Growth," examines how different parenting styles influence children's emotional well-being, cognitive abilities, academic performance, self-esteem, problem-solving skills, emotional regulation, and social competence. Parenting styles refer to the characteristic patterns of parental attitudes, behaviors, communication, discipline, affection, supervision, and expectations through which parents raise their children. Based on the theoretical framework developed by Baumrind (1966) and expanded by Maccoby and Martin (1983), parenting styles are commonly classified into four major categories: authoritative, authoritarian, permissive, and neglectful parenting. Authoritative parenting combines emotional warmth, responsiveness, clear expectations, consistent discipline, and encouragement of independence, whereas authoritarian parenting emphasizes obedience, strict control, and limited flexibility. Permissive parenting is characterized by affection and freedom with comparatively few behavioral restrictions, while neglectful parenting involves limited emotional involvement, supervision, and responsiveness to children's needs.

KEYWORDS: *Parenting styles, emotional development, cognitive development, child psychology, authoritative parenting, authoritarian parenting, permissive parenting, neglectful parenting, emotional regulation, cognitive abilities, academic achievement, self-esteem, parental involvement, child behavior, family environment.*

INTRODUCTION

Childhood is a fundamental period of human development during which individuals acquire emotional, cognitive, social, and behavioral abilities that influence their later lives. During this period, children gradually learn how to recognize emotions, communicate their needs, develop relationships, understand their surroundings, solve problems, make decisions, and respond to different experiences. Although biological inheritance, individual temperament, educational opportunities, peer relationships, and wider social conditions contribute to development, the family remains one of the earliest and most influential environments in which these abilities begin to develop. Parents and caregivers provide children with their first experiences of affection, protection, discipline, communication, encouragement, conflict resolution, and social expectations. Through everyday interactions, children observe how adults express emotions, manage disagreements, respond to mistakes, and deal with stressful situations. Levin, A., Ahmed, S. B., Carrero, J. J., Foster, B., Francis, A., Hall, R. K., ... & Stevens, P. E. (2024 found thatThese experiences can gradually shape children's expectations about relationships, their confidence in their own abilities, their willingness to explore new situations, and their understanding of acceptable behavior. Parenting styles are therefore an

important subject within developmental psychology because they describe broader patterns of parental warmth, control, responsiveness, expectations, and communication rather than isolated parenting actions. Baumrind's (1966) foundational work established an influential framework for understanding differences in parental authority and responsiveness, while Maccoby and Martin (1983) expanded this framework into four widely recognized parenting styles. These categories provide a useful basis for examining how different family environments may contribute to children's emotional adjustment and intellectual development.

When parents listen patiently, acknowledge feelings, provide reassurance, and help children identify appropriate ways to respond to difficult situations, children have opportunities to learn constructive emotional regulation. In contrast, repeated humiliation, rejection, unpredictable punishment, or dismissal of children's feelings may make it more difficult for some children to communicate openly, manage frustration, or develop a stable sense of emotional security. Research examining parenting dimensions and emotion dysregulation has investigated the relationship between parental behavior and children's difficulties in managing emotions, emphasizing the importance of considering both supportive and unsupportive parenting practices. Emotional development is not simply the absence of negative feelings; it also involves the capacity to experience emotions without becoming overwhelmed, recover after disappointment, understand other people's perspectives, and seek appropriate support when necessary. Parenting can support these abilities by providing a predictable environment in which children feel valued while also learning that emotions and behaviors are not the same thing: feelings can be accepted even when certain actions require limits or correction. McMahon, E. L., Ward, B. T., Aston, H., & Scholer, S. J. (2025found thast Cognitive growth refers to the development of mental processes involved in attention, memory, reasoning, language, imagination, learning, planning, decision-making, and problem-solving. Children develop these abilities through exploration, conversation, play, educational activities, observation, and interactions with adults and peers. Parents can encourage cognitive development by asking open-ended questions, reading with children, discussing everyday experiences, providing age-appropriate learning materials, supporting homework, and allowing children to attempt challenging tasks independently.

The way parents respond to questions and mistakes may also influence whether children develop curiosity and confidence in learning. For example, a parent who explains a difficult concept patiently and encourages a child to try again can help create an environment in which mistakes are viewed as opportunities for improvement. Conversely, excessive criticism or pressure may discourage some children from asking questions or experimenting with unfamiliar ideas. Research on parenting and academic outcomes suggests that parental warmth and constructive involvement are relevant to children's educational experiences, although academic achievement is influenced by many factors beyond parenting style. A 2025 meta-analysis synthesizing earlier meta-analyses reported a positive association between authoritative parenting and academic outcomes, while also distinguishing parental

involvement from broader parenting-style categories. It is therefore important to understand cognitive development as a broad process that includes curiosity, comprehension, independent thinking, and self-regulation rather than measuring intellectual growth exclusively through examination scores.The four major parenting styles offer a framework for examining these developmental processes. Authoritative parents generally combine affection and responsiveness with consistent rules, reasonable expectations, and explanations for discipline. They encourage age-appropriate independence while remaining available for guidance and support. Authoritarian parents place greater emphasis on obedience, authority, and strict behavioral control, sometimes allowing limited opportunities for children to explain their feelings or participate in decisions. Permissive parents tend to be affectionate and accepting but may struggle to establish consistent limits or expectations, while neglectful or uninvolved parents provide relatively little supervision, emotional engagement, or guidance.

These categories are best understood as broad patterns rather than permanent labels, because individual parents may demonstrate different behaviors in different circumstances, and mothers, fathers, grandparents, and other caregivers may use different approaches within the same household. Furthermore, the developmental implications of parenting may vary according to children's ages, temperaments, family circumstances, cultural expectations, and the meaning attached to particular parental behaviors. A systematic review of emotion dysregulation and parenting illustrates the importance of studying specific parenting dimensions alongside broad style categories.The relationship between parenting styles and child development is especially relevant in contemporary societies, where families may face academic pressure, economic uncertainty, changing family structures, digital-media exposure, limited time for parent–child interaction, and competing expectations concerning discipline and independence. Parents may wish to protect children from difficulties while simultaneously preparing them to make responsible decisions and manage their own emotions. Sachdeva, R., & Sneed, N. M. (2025found that Finding this balance can be challenging because excessive control may limit opportunities for independent decision-making, whereas insufficient supervision may leave children without the structure required for healthy routines and responsible behavior. Similarly, affection without guidance may not adequately prepare children to manage frustration or academic responsibilities, while discipline without emotional support may make communication and trust more difficult. Research in the Pakistani context has also identified the need to understand parenting and educational outcomes within local cultural and social circumstances, rather than assuming that findings from Western societies apply identically everywhere.

RESEARCH OBJECTIVE

1. The primary objective of this study is to examine how different parenting styles—authoritative, authoritarian, permissive, and neglectful—are associated with children's emotional and cognitive growth, particularly their emotional regulation, self-esteem, social competence, independent thinking, problem-solving abilities, learning

motivation, and academic performance, while considering the influence of family environment, cultural context, and socioeconomic circumstances.

RESEARCH QUESTION

2. How are different parenting styles associated with children's emotional and cognitive growth, particularly their emotional regulation, self-esteem, problem-solving abilities, learning motivation, and academic performance?

LITERATURE REVIEW

The literature on parenting styles and children's emotional and cognitive development has developed through several theoretical traditions, including developmental psychology, social learning theory, attachment theory, cognitive development theory, and research on family socialization. Baumrind's (1966) influential study provided an important foundation for classifying parenting behavior according to differences in parental authority, responsiveness, and control. Her framework distinguished authoritative, authoritarian, and permissive parenting, demonstrating that parental behavior could be studied through broader patterns rather than individual disciplinary techniques alone. Maccoby and Martin (1983) subsequently organized parenting styles around two major dimensions, responsiveness and demandingness, and included neglectful or uninvolved parenting as a fourth category. Responsiveness refers broadly to parental warmth, acceptance, emotional availability, and sensitivity to children's needs, whereas demandingness concerns expectations, supervision, behavioral standards, and the establishment of limits. This framework remains widely used because it offers a structured way to examine how the emotional climate of the family interacts with discipline and expectations.

Authoritative parenting is generally characterized by high responsiveness and high demandingness, authoritarian parenting by comparatively low responsiveness and high demandingness, permissive parenting by high responsiveness and low demandingness, and neglectful parenting by comparatively low responsiveness and low demandingness. These classifications have supported decades of research into children's adjustment, behavior, school performance, and emotional functioning. Nevertheless, the framework does not imply that every parent fits neatly into one category or that the same behavior has identical meanings across cultures. Later research has increasingly emphasized that specific practices, such as warmth, psychological control, behavioral supervision, autonomy support, and parental involvement, may be more informative than relying on a single broad label. McMahon, E. L., Ward, B. T., Aston, H., & Scholer, S. J. (2025fiound thatAuthoritative parenting has frequently been associated with favorable developmental outcomes because it combines emotional support with clear and consistent expectations. Parents using this approach generally explain rules, encourage children to express their opinions, provide age-appropriate opportunities for decision-making, and respond to inappropriate behavior through proportionate and understandable consequences. This combination may help children develop

emotional security while learning self-discipline, responsibility, and independent judgment. From an emotional perspective, responsive communication can provide opportunities for children to identify their feelings, understand the consequences of their actions, and develop constructive ways to manage frustration or disappointment. When children receive both acceptance and guidance, they may become more willing to discuss problems, ask for help, and recover from setbacks. From a cognitive perspective, authoritative parenting may support curiosity and persistence because children are encouraged to explore ideas while receiving guidance when necessary. Parents who establish reasonable academic expectations without relying exclusively on punishment may help children develop learning routines, planning skills, and intrinsic motivation.

Clear rules and supervision can sometimes provide structure and predictability, and the effects of firm parenting cannot be evaluated solely by how strict a parent appears. However, when strictness is combined with low warmth, harsh punishment, intimidation, or a lack of opportunities for communication, children may experience difficulty expressing disagreement, discussing personal problems, or developing confidence in independent decisions. Some children may respond by becoming highly compliant in the presence of authority while struggling to regulate behavior independently in less supervised situations.Others may experience anxiety, anger, low self-esteem, or conflict in relationships, although these outcomes are not inevitable and cannot be attributed to parenting style alone. Cognitive consequences may arise when children receive limited opportunities to ask questions, explore alternative solutions, or learn through trial and error. Excessive psychological control can also interfere with autonomy by making approval appear conditional on obedience or performance. Kusumastuti, A., Achmadi, T. A., Atika, Abidin, Z., Hidayanto, A. N., Phusavat, K., & Anis, S. (2026explan that Nevertheless, cultural expectations concerningrespect for elders, family obligations, and discipline differ across societies, and strict parenting should not automatically be equated with emotional hostility. Research therefore needs to distinguish supportive behavioral supervision from harsh or psychologically controlling practices.Permissive parenting is typically associated with high affection and responsiveness but relatively limited behavioral demands, restrictions, or consistent consequences. Parents adopting this approach may seek to maintain close relationships with their children, avoid conflict, and give children considerable freedom to express preferences and make choices. Such warmth can provide emotional benefits, particularly when children feel accepted and comfortable communicating with caregivers.

However, when freedom is not accompanied by suitable guidance, children may have fewer opportunities to learn frustration tolerance, delayed gratification, responsibility, and consistent self-management. For example, children who rarely experience predictable limits may find it difficult to manage screen time, complete schoolwork, follow routines, or balance immediate enjoyment with longer-term goals. Cognitive development may be affected indirectly when insufficient structure makes it harder to establish sustained attention, study habits, and planning skills. Emotional development may also be challenged when children

have limited experience dealing with reasonable disappointment or negotiating boundaries. These associations should not be interpreted to mean that parental affection or flexibility is harmful; rather, the literature highlights the potential importance of combining emotional acceptance with age-appropriate expectations. The distinction between responsive parenting and a lack of guidance is therefore important when evaluating permissive practices. Recent clinical reviews of parenting styles similarly identify self-regulation, social functioning, and academic performance as relevant outcomes in research on permissive parenting, while emphasizing that developmental effects differ across circumstances.Neglectful or uninvolved parenting is generally described as a pattern in which children receive relatively limited emotional responsiveness, supervision, communication, and parental involvement. Such a pattern can arise under different circumstances, including severe stress, economic hardship, parental exhaustion, family conflict, or other difficulties that reduce a caregiver's capacity to remain consistently engaged. It is important to distinguish persistent emotional unavailability from situations in which parents are temporarily unable to provide their usual level of attention because of unavoidable pressures. When children experience ongoing lack of guidance and emotional support, however, they may have fewer opportunities to obtain reassurance, receive feedback, develop consistent routines, and learn effective ways to manage distress.

Within this perspective, sensitive and reasonably consistent caregiving can support a child's confidence in seeking comfort and exploring the environment. When children experience distress and receive appropriate reassurance, they have opportunities to learn that emotions can be communicated and managed with assistance. Over time, these experiences may contribute to greater confidence in relationships and emotional coping, although attachment patterns are neither fixed personality labels nor the sole determinants of later outcomes. Children's relationships can change as their circumstances and caregiving experiences change, and a child may develop supportive relationships with adults beyond their parents. Attachment theory also helps explain why the emotional climate of the family matters beyond direct discipline. A child who feels safe communicating concerns may be more willing to ask for academic help, discuss mistakes, and explore unfamiliar tasks. However, emotional security does not automatically guarantee high academic achievement, because cognitive growth also depends on educational opportunity, health, language exposure, individual learning differences, and the quality of instruction. Attachment theory therefore complements parenting-style research by emphasizing the relational foundations of children's emotional confidence and exploratory behavior.Social learning theory, associated with Bandura (1977), further explains how parenting can influence children's behavior through observation, imitation, reinforcement, and feedback. Children frequently learn by watching how parents communicate, respond to anger, handle mistakes, resolve disagreements, and treat other people. When caregivers model respectful communication, patience, emotional expression, and constructive problem-solving, children have opportunities to observe and practice these behaviors.

Journal Of Child Psychology And Cognitive Development
VOL.1-NO.1-2026
P ISSN: xxxx-xxx
E ISSN: xxxx-xxx

METHODOLOGY

The methodology of the present study is designed to examine the role of parenting styles in children's emotional and cognitive growth through a systematic and organized review of existing literature. The proposed study uses secondary data, meaning that the information will be collected from previously published research articles, academic books, theoretical publications, systematic reviews, meta-analyses, and other credible scholarly sources rather than through direct experimentation with children or parents. The main purpose of this methodological approach is to understand how different parenting styles have been described in developmental psychology and how previous researchers have investigated their associations with emotional regulation, self-esteem, cognitive abilities, learning motivation, problem-solving, and academic achievement. Relevant literature may be identified through academic databases and research platforms such as Google Scholar, PubMed, ERIC, PsycINFO, Scopus, and Web of Science, depending on accessibility. Search terms may include "parenting styles and emotional development," "parenting styles and cognitive growth," "authoritative parenting and academic achievement," "parental responsiveness and emotion regulation," "parental involvement and child learning," and "parenting styles in South Asian families." The literature selection process should prioritize studies that directly address children or adolescents, clearly describe their research methods, and provide findings relevant to emotional or cognitive development. Both foundational theoretical publications and recent empirical research should be considered to establish a connection between historical theories and contemporary evidence. Studies discussing attachment, social learning, cognitive development, family relationships, and educational achievement may also be included when they provide a clear theoretical or empirical contribution to the topic.

RESEARCH DESIGN

The research design is proposed as a descriptive literature review with a thematic synthesis of published research on parenting styles and children's emotional and cognitive development. This design is suitable for a study seeking to understand existing knowledge, compare theoretical explanations, and identify consistent patterns across previously published studies without manipulating variables or directly recruiting participants. The review will be organized around the principal research question and the major concepts identified in the theoretical framework. First, the study will define the four major parenting styles and distinguish the dimensions of responsiveness, warmth, behavioral control, and demandingness. Second, it will examine emotional outcomes, including emotional regulation, self-esteem, emotional security, resilience, and interpersonal relationships. Third, it will examine cognitive and educational outcomes, including language development, attention, memory, independent thinking, problem-solving, motivation, and academic achievement. Fourth, it will consider contextual influences such as culture, socioeconomic status, parental education, family stress, and the child's developmental stage. Fifth, it will compare the strengths and limitations of the available evidence, including whether the studies use cross-

sectional surveys, longitudinal observations, interviews, teacher assessments, standardized tests, or meta-analytic methods. The unit of analysis will be the published study or theoretical contribution rather than an individual child. Information extracted from each source may include the author and publication year, country or research setting, participant characteristics, parenting variables, developmental outcomes, research method, main findings, and acknowledged limitations. The resulting material will be organized into thematic categories and compared across studies to identify recurring findings and areas of disagreement. Since the proposed design is literature-based, it will not involve experimental assignment to parenting conditions, and it will not be possible to conclude that parenting style alone causes a particular outcome.

DATA ANALYSIS

The data analysis for the proposed study will use thematic synthesis to organize and interpret information extracted from relevant published literature. Because the research is based on secondary sources, the data will consist of textual findings, theoretical explanations, reported associations, research conclusions, and methodological observations rather than original survey responses or experimental measurements. The analysis will begin with familiarization, during which each selected publication will be read to identify its purpose, theoretical framework, methods, main results, and relevance to the research question. Important findings will then be recorded in a structured extraction sheet containing details such as author, publication year, country, participant age group, parenting dimensions examined, emotional or cognitive outcomes, and limitations. Following this stage, the extracted material will be coded into initial categories. Codes related to emotional outcomes may include emotional security, emotion recognition, emotional regulation, anxiety, resilience, self-esteem, empathy, and interpersonal adjustment. Cognitive and educational codes may include language exposure, attention, memory, reasoning, executive functioning, independent learning, problem-solving, academic motivation, and school achievement. Parenting-related codes may include warmth, responsiveness, demandingness, behavioral supervision, harsh discipline, psychological control, autonomy support, communication, and parental involvement. Contextual codes may include socioeconomic circumstances, cultural expectations, parental education, family structure, child temperament, and access to educational resources. These codes will then be grouped into broader themes that correspond to the study's conceptual framework.

FINDINGS

The anticipated findings of the proposed literature-based study are organized around patterns reported in previous theoretical and empirical research; they should not be interpreted as results from an independently conducted experiment or survey. First, the literature is expected to indicate that authoritative parenting is frequently associated with favorable emotional and educational outcomes because it combines parental warmth, clear expectations, consistent boundaries, and opportunities for age-appropriate independence. Such an environment may

encourage children to communicate their feelings, seek assistance when facing difficulties, develop confidence, and persist when completing challenging tasks. Research on academic outcomes supports a positive association between authoritative parenting and achievement, although the strength of this association varies with the variables and populations examined.Second, the literature is expected to show that emotional responsiveness and constructive communication are important dimensions of emotional development. Children who receive appropriate reassurance, explanations, and guidance may have more opportunities to learn how to identify emotions, regulate frustration, understand others, and recover from disappointment. However, the relationship between parenting and emotional regulation is likely to be reciprocal and influenced by child temperament, family stress, and other environmental conditions. Third, authoritarian parenting is expected to show a more complex relationship with child development.

CONCLUSION

The role of parenting styles in children's emotional and cognitive growth is an important area of developmental psychology because the family environment provides children with early opportunities to develop emotional security, intellectual abilities, social competence, self-confidence, and responsible behavior. The present literature-based study examines the four major parenting styles—authoritative, authoritarian, permissive, and neglectful—and considers how their characteristics may be associated with different aspects of children's development. The reviewed theoretical perspectives suggest that parenting influences children not only through discipline and rules but also through emotional communication, adult role modeling, learning opportunities, parental involvement, and the quality of relationships within the family. Authoritative parenting is frequently associated with favorable developmental outcomes because it combines affection, responsiveness, consistent expectations, and appropriate opportunities for independence. This combination may help children learn to express emotions constructively, manage frustration, develop problem-solving abilities, and approach educational challenges with greater confidence. Authoritarian parenting may provide clear structure, but when strictness is accompanied by harsh punishment or limited emotional responsiveness, it may create difficulties for some children in emotional expression, independent decision-making, and psychological adjustment. Permissive parenting can provide warmth and acceptance, yet insufficient boundaries may make it harder for some children to develop consistent self-regulation and responsibility. Neglectful parenting may create additional developmental risks when children experience persistent emotional unavailability, limited supervision, and inadequate educational guidance.

REFERENCES

Izazy, N. Q., Martono, S. F., Libriyanti, Y., Hasanah, U., & Ajisuksmo, C. R. (2026). Examining parent involvement factors on young children's social emotional development in urban early childhood education settings. Early Years, 1-18.

Izazy, N. Q., Martono, S. F., Libriyanti, Y., Hasanah, U., & Ajisuksmo, C. R. (2026). Examining parent involvement factors on young children's social emotional development in urban early childhood education settings. Early Years, 1-18.

Izazy, N. Q., Martono, S. F., Libriyanti, Y., Hasanah, U., & Ajisuksmo, C. R. (2026). Examining parent involvement factors on young children.

Kusumastuti, A., Achmadi, T. A., Atika, Abidin, Z., Hidayanto, A. N., Phusavat, K., & Anis, S. (2026). Determination of natural dye batik production intentions: an empirical study in the perspective of planned behaviour theory. Journal of Material Cycles and Waste Management, 1-16.

Levin, A., Ahmed, S. B., Carrero, J. J., Foster, B., Francis, A., Hall, R. K., ... & Stevens, P. E. (2024). Executive summary of the KDIGO 2024 Clinical Practice Guideline for the Evaluation and Management of Chronic Kidney Disease: known knowns and known unknowns. Kidney international, 105(4), 684-701.

Li, X., Ge, Z., Kan, J., Anjum, M., Xie, P., Chen, X., ... & Hong, L. (2024). Intravascular ultrasound-guided versus angiography-guided percutaneous coronary intervention in acute coronary syndromes (IVUS-ACS): a two-stage, multicentre, randomised trial. The Lancet, 403(10439), 1855-1865.

McMahon, E. L., Ward, B. T., Aston, H., & Scholer, S. J. (2025). Parenting styles and interventions for the child health clinician. Current Problems in Pediatric and Adolescent Health Care, 101864.

Sachdeva, R., & Sneed, N. M. (2025). Parenting styles, parenting interventions, and childhood obesity. Current problems in pediatric and adolescent health care, 101865.