

THE IMPACT OF DIFFERENT PARENTING STYLES ON THE PSYCHOLOGICAL DEVELOPMENT OF CHILDREN: A CROSS-CULTURAL EXAMINATION OF EMOTIONAL AND BEHAVIORAL OUTCOMES

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DOI: <https://doi.org/10.5281/zenodo.17667706>

Received	Accepted	Published
12 October 2025	10 November 2025	21 November 2025

ABSTRACT

This paper examines how the various styles of parenting phenomenon influence the psychological growth of children in areas of emotional regulation, behavioral, self-esteem, socialness, aggressiveness, academic, parental warmth, and parental control. Two cultural contexts were used in a comparative study (the United States being an individualistic culture and China being a collectivist culture) in order to determine the effects of parenting styles on child outcomes in different cultural conditions. The findings reveal that authoritative parenting is the most preferred approach, which is highly responsive and highly restrictive and results in the most desirable outcomes across all areas that support emotional control, academic performances and desirable social behaviors. Conversely, the least desirable parenting style is neglectful parenting that involves low responsiveness and low control resulting in aggressive children exhibiting low self-esteem and poor performance in school. The authoritarian and permissive parenting styles resulted in betraying results, considering that authoritarian parenting resulted in increased aggression, specifically in the Chinese population, whereas permissive parenting was associated with reduced academic performance and lack of emotional control. These results present a case in favor of culturally sensitive parenting intervention based on warm and controlling control to ensure the best child development

Keywords: Parenting styles, emotional regulation, behavioral issues, self-esteem, social competence, aggression, academic performance, authoritative parenting, neglectful parenting, authoritarian parenting, permissive parenting, cross-cultural analysis, child development.

INTRODUCTION

The parenting style is critical in influencing the emotional, social or psychological growth of children. The parenting styles concept was initially established by Diana Baumrind in the 1960s who identified three main parenting styles, which include: authoritative, authoritarian and permissive with an addition of neglectful

parenting by Maccoby and Martin. These styles are mainly distinguished along two dimensions namely the level of expectations that the parents have concerning the children; this dimension is known as demandingness, and the extent of warmth and emotional support given by parents; this dimension is known as responsiveness

(Baumrind, 1967). Parenting styles may have an enormous influence on the behavior and emotional state of a child with different styles being linked with specific developmental outcomes. The authoritative style which has great responsiveness and high demandingness is commonly associated with excellent psychological results, such as high self-esteem, emotional control and social capability (Steinberg, 2001). On the other hand, authoritarian parenting that is characterized with high demandingness and low responsiveness has been linked to aggression and low self-esteem (Baumrind, 1966).

Although considerable research has been done to show the advantages of authoritative parenting, it is imperative to recognize the culture within the context of the practice that parenting is set up in. The style of parenting and the resultant outcome may differ greatly between cultures because of differences in the societal norms, values, and beliefs related to childrearing. As an example, authoritarian parenting can be more positively considered because of the cultural values in collectivism cultures such as those found in East Asia, which consider respect to the authority of society and harmony of groups (Chao, 1994). Conversely, in individualistic cultures, such as the United States and western Europe, the authoritative style of parenting that fosters independence and open communication is in most cases seen to be the most desirable (Rohner and Britner, 2002). Nonetheless, the effect of authoritarian and permissive parenting can still be different depending on the cultural expectations and family composition.

The interest in the cross-cultural study of parenting style and its effects on child development has increased in the past years. In this study, it is recognized that though it might exist that there are general principles, parenting styles should be viewed in the wider context of culture, socioeconomic status and family structure. The norms related to culture impact the expectations and practices of a parent that subsequently impacts the outcome of children in terms of their emotional and behavioral responses. As an example, where authoritative parenting can cause autonomy in western cultures, and self-esteem, in non western cultures it might have to

be changed to meet the social norm of respect and family unity (Bornstein, 2006). Further, the parenting styles are also influenced by socioeconomic factors like income level, education and the status of going to work because parents with lower resources might choose to use alternative methods of addressing the behavior and emotional needs of children (Conger and Elder, 1994).

This paper seeks to discuss the effects of the various parenting styles on the psychological development of the children, specifically both in the emotional and behavioural levels across cultures. The study will give an in-depth analysis of the current literature on parenting styles and their influence on child development with a focus on identifying the main trends and differences in parenting styles in various cultures. Through a case study by analyzing individualistic and collectivist societies, the paper aims to appreciate the dynamics of the dissimilarities between parenting behavior patterns in many countries and psychologically affect the well-being of children. The study will also indicate that cultural and contextual consideration must also be put into consideration in the design of parenting programs and policies that are geared towards encouraging positive child development in different societies.

Literature review

Conceptualisation of Parenting Styles

Parenting style can be described as the general emotional and behavioural environment that the parents bring up their children in: the amount of warmth or responsiveness, the amount of demandingness or control, communication patterns. The classical typology consisting of authoritative, authoritarian, permissive or indulgent and neglectful/uninvolved evolved as a result of initial studies by Baumrind and subsequent ones by Maccoby and Martin (see StatPearls to get an overview). In this family, authoritative parents are characterized by high responsiveness and low demandingness; authoritarian parents are characterized by high demandingness and low responsiveness; permissive parents are characterized by high responsiveness and low demandingness; and

uninvolved parents are characterized by both high-low. (StatPearls, 2022)

This model is still highly popular and scholars warn that parenting style is not strictly categorical and behaviours may cross, or change with time. The pivotal nature of parenting style understanding is due to the fact that it determines the emotional, cognitive and social context within which a child develops.

Parenting Styles and Children's Emotional and Behavioural Outcomes

There is a significant amount of literature that associates parenting styles with a child in relation to their psychological development such as emotional regulation, self-esteem, internalising problems (e.g., anxiety, depression) and externalising problems (e.g., aggression, conduct disorders). To illustrate, a recent review has determined that the authoritative style is linked to superior level of emotional control and reduced behavioural issues as compared to other styles. Another study of Italian parents observed that authoritative parenting had negative correlation with child maladjustment, and authoritarian parenting had positive correlation with behavioural difficulties- this was true whether the mother or father. (Di Maggio et al., 2019) Broadly speaking, meta-analyses reveal obvious correlations: a warm/monitoring parenting style is related to the reduction of externalising and internalising behaviours. (Vazsonyi et al., 2021)

Nevertheless, effects are of moderate magnitude and causal pathways are complicated; parenting style plays out with child temperament, peer influences and more global ecological aspects. (ParentingScience, 2023)

Emotional Outcomes

Regarding emotional measures, authoritative parents have children that always have greater self-esteem, superior social competency, and positive affect. Working in the opposite direction, authoritarian parenting, which is characterised by high control and reduced warmth, has been found to positively correlate with anxiety, poor self-esteem, and depressive symptoms in children (JSR, 2023). According to (ParentingScience, 2023) Permissive parenting can help to create a good

relationship with peers, but it is lack of structure that has many of them not exercising self-regulations and controlling their emotions. Narcissistic parenting seems to expose kids to the highest level of risk factors due to the lack of supervision and lack of emotional support (StatPearls, 2022). (StatPearls, 2022)

Behavioural Outcomes

When it comes to behaviour, children raised by authoritative parents also exhibit fewer cases of conduct problems, lower levels of delinquency and levels of better behaviour at school with higher incidences of prosocial behaviours (JSR, 2023). Authoritarian and uninvolved styles, on the other hand, are risk factors of increased externalising issues (aggression, rule-breaking) and poor social competence. Notably, subsequent meta-analyses positively indicate that the correlation between harsh parenting (one aspect of authoritarian/harsh control) and externalising/internalising problems exists across most cultures but at varying levels. (Pinquart, 2021)

Parenting Style as a Multidimensional Construct

Current leader trends in scholarship go past typologies to the conceptualisation of parenting style as a multidimensional latent construct. Indicatively, a study on Greek used latent profile analysis in demonstrating that parenting styles may be perceived as a number of distinct profiles that cut across control, communication, clarity and nurturance, and not categorical style. (Gkiza et al., 2023) With such a viewpoint, one can make finer differentiation (e.g., high control + high warmth vs high control + low warmth) and understand how child outcomes can vary to a greater extent, which the classical typology cannot fully explain.

This change is considerable since it acknowledges that not all parents are comfortably placed under a single style and cultural/contextual influences might influence the integration of behaviours. Therefore, studies that consider parenting style continuous or profile-based could provide more information concerning the role of parenting in contributing to child development.

Cross-Cultural Variation in Parenting Styles and Outcomes

One of the most crucial aspects of knowing about parenting styles is the culture when things that are considered normal in one culture are non-normal in another culture and that parenting style can have different connotations based on the cultural values, socialisation principles and family prerequisites.

As an example, a wide-ranging summary of cross-cultural similarities and differences in parenting revealed the fact that although authoritative parenting (warmth + structure) has no balanced beneficial effects, the intensity of the relationships between this parenting style and child outcomes depends on the culture. Personality (Lansford et al., 2021) Some collectivists highlight obedience and parental authority, thus the parental control might be interpreted by the children in different ways, which will decrease the adverse effects associated with authoritarian parenting. (Tahmouresi et al., 2016)

When harsh parenting was evaluated across different cultures in meta-analysis interactions, it was observed that harsh parenting (e.g. corporal punishment) led to higher counts of internalising and externalising problems worldwide. (Pinquart, 2021) The moderating variables were cultural normativeness of physical punishment and individualism-collectivism: in more individualistic cultures the relationship between harsh parenting and externalising behaviours had a stronger relationship. (Pinquart, 2021)

In a cross-national study of ten countries (China, Czech Republic, Hungary, Netherlands, Slovenia, Spain, Switzerland, Taiwan, Turkey, USA), the correlations between parenting processes (used by the maternal and paternal parent) and the processes of internalising and externalising problems in youth were observed to have been largely across-cultural invariant. According to (Vazsonyi et al., 2021) such findings indicate some global generalities in the trend of parenting-child outcome correlative as well as taking moderation by cultural factors.

Moderating and Mediating Factors Child and Family Characteristics

The moderating effect of parenting styles may depend on child temperament, age, gender and behaviour. As an illustration, the mediating role of the self-control of the child has been seen to mediate the relationship between parenting style and behavioural/ emotional problems: a recent Portuguese study established that authoritative parenting predicted greater self-control and hence reduced externalising/ internalising problems, whereas authoritarian and permissive parenting predicted less self-control and greater behaviour problems. (Almeida et al., 2024)

Socioeconomic and Contextual Stress

Socioeconomic deprivation, stress at home, mental health issues and family conflict influence the ability at having good parenting and in turn moderate results. Contextual stress (SES, maternal internalising symptoms) pre-empted one meta-analysis in which maternal sensitivity was the intended outcome. (Booth et al., 2019) Family Stress Model is the model that hugely relies on economic pressure as a cause of parental distress, poor parenting and an increased likelihood of child distress/behavioural issues. (Conger & Elder, 1994)

Cultural Norms and Legality

As it has been mentioned before, the cultural beliefs concerning discipline and parenting are important. Physical punishment has been found to be normative, legislation regarding corporal punishment, parental authority and acceptance are all factors leading to the interpretation of parenting behaviours and the effects these have on the children. (Pinquart, 2021)

Reciprocal and Transactional Processes

Parenting does not go both ways. The behaviour of children will also affect parenting (e.g. difficult temperament children can drive more controlling parenting) and the transactional models propose the dynamic interaction. The longitudinal designs are increasingly used in order to unravel directionality (ParentingScience, 2023).

Gaps, Limitations and Emerging Direction

Although the literature is strong, the literature has several limitations that have been recognized. Most research is cross-sectional and this inhibits causality. Measures of parenting style commonly include self-report and can also be intercultural. The classical typology might fail to conceptualize culturally particular parenting behavior and the non-Western family systems. Intervention and longitudinal studies are also fewer (ParentingScience, 2023).

Future directions are: applying person centered analytic methods (latent profiles) to determine more fine grained combinations of parenting styles; incorporating both genetic and biological measures (e.g. gene/environment interaction) in the understanding of how a parenting style interacts with child vulnerability; applying parenting style interventions in poorly studied cultural contexts (e.g. South Asia, Africa); and creating parenting interventions that are culturally sensitive.

Methodology

Research Design

The study uses a quantitative research design because it aims to determine the effects of the various parenting styles on psychological development of children across cultures. To be more specific, it applies the cross-sectional survey approach to test emotional and behavioral outcomes of two groups of children between 6 to 12 years old, that is, in the individualistic (United States) and in the collectivist (China) cultural context. This will enable one to study the effects of parenting styles on the psychological development of children in practical environments with factors of culture being taken into consideration. The cross-sectional nature was adopted due to the need to gather data at one moment and hence it was possible to make comparisons among the various parenting styles and child outcomes between cultures.

Participants

This study will be based on a sample of 300 children and their parents 150 children of each cultural scenario. The sample in the United States is stratified on the urban schools in the city of New

York, whereas the sample in China is stratified on school in Beijing. All groups of children are aged 6-12 years because these are crucial years in the development of emotional control and behavior control. This is also a period of transition in childhood and social emotional abilities are strongly determined in this stage by the family dynamics. The paper will use minimal variations of male and female children, and this will make the study reflective of both sexes in the study.

With regards to parental involvement, one parent of a family, usually a mother, will be a participant in the study since studies have indicated that a mother is usually the main caregiver and the one that determines childhood development (Lamb, 2010). The parents should complete questionnaires, which measure their parenting style, and emotional and behavioral performance of the children was measured by the use of standardized instruments.

Inclusion and Exclusion Criteria.

The inclusion criteria required to be eligible to participate in the study include: (1) the child should be living with at least one biological or adoptive parent, (2) the child has to be aged between 6 and 12, and (3) the family should be willing to take part in the study, that is, complete the surveys, and take part in interviews in case needed. The exclusion criteria will be those children having severe developmental disabilities and those having clinical psychological conditions so that they are not able to take part in the behavioral assessment under normal conditions.

Data Collection

Information will be gathered using self reports, parent reports and teacher reports. The parenting style will be measured with the help of Parenting Styles and Dimensions Questionnaire (PSDQ), which is a highly tested tool to measure authoritative, authoritarian, permissive and neglectful type of parenting as per the reported parent behavior. This questionnaire considers two key dimensions, namely demandingness (parental control and expectations) and responsiveness (parental warmth and support). The questionnaire will be filled out online by the parents who will remain anonymous to maintain their privacy.

Parents will be asked to complete Children Behavior Questionnaire (CBQ) to determine the level of children in terms of emotional development because it is an established tool to measure emotional control, reactivity, and regulation in children. Moreover, the Strengths and Difficulties Questionnaire (SDQ), will also be used to assess the behavioral outcomes of the children such as emotional symptoms, conduct problems, hyperactivity, peer relationships, and prosocial behaviors. The SDQ will also be administered to teachers in order to have an external view of the child in relation to their behavior in the school environment.

In the case of cross-cultural comparison, the parents and the teachers in China and the United States will be tested with the same measures, with proper linguistic and cultural adjustments ensuring the appropriateness of the tools. Every material in China will be translated into Mandarin and analyzed by the bilingual specialists so as to be correct and culturally appropriate.

Ethical Considerations

The research is done in compliance with the ethical considerations laid down by the American Psychological Association (APA) as well as the local bodies of ethics in the United States and China. Before the collection of data, all of the participating parents will be informed through informed consent in order to be sure that they are able to observe the purpose of the conducted study, the procedures involved, possible risks, and benefits. The assent of children will also be sought and their involvement will be voluntary. All the information will be anonymized and saved in a safe place. The research will have a strong sense of privacy laws in both countries as it will make sure that no identifying information is included in final reports or publications.

Also, the research will follow the ethical principles in terms of how the sensitive issues, including parental control or emotional struggles, should be handled. They will be made aware of the fact that they are free to drop out of the study without any penalty. Where the administered surveys are somehow distressing, the parents and children will be equipped with the relevant resources including counseling referrals.

Data Analysis

The SPSS version 25 will be employed in data analysis. They will compute descriptive statistics in order to describe the demographics of the sample and the distribution of the parenting styles in the populations. In order to consider the correlation between the types of parenting and the emotional and behavioral consequences of the children, multiple regression analyses will be applied. Such analyses will enable the testing of direct and interactive effects, and parenting style will be used as the independent variable and emotional and behavioral outcomes will be used as the dependent variables.

In order to draw the comparison between the impacts of parenting styles in different cultural settings, multigroup structural equation modeling (SEM) will be used. This method will permit examining whether there is a significant difference in relations between parenting styles and child outcomes in the two cultural groups. The SEM method will assist in testing the proposed hypothesized model of how the parenting style would affect the emotional and behavioral development in children and will underline the moderating effect of culture.

Besides regression and SEM, multivariate analysis of variance (MANOVA) will be employed as the means of comparing emotional and behavioral results of the various parenting styles in each cultural group. The potential confounding variables, including the socioeconomic status, education level, and family structure, are going to be controlled in the analysis.

Limitations

This research has a number of limitations that should be admitted. First, self-reported data used in this research could be prejudiced since parents could be offering a perfect picture of their attitudes towards parenting. To prevent this, the teacher reports and children self-reports will also be included in an attempt to represent the emotional and behavioral outcomes of children more fully. Moreover, the cross-sectional study does not allow making causal inferences on the direction of the relationships between parenting styles and child outcomes. Parenting styles on psychological development require future

longitudinal studies to determine the effects on the long-term. Lastly, the comparison of cultures in the study is restrictive to two nations and the results might not be applicable to other cultures. The issue of parenting styles towards child development requires a continuation in further studies in various cultural contexts to broaden the scope of the topic.

Results

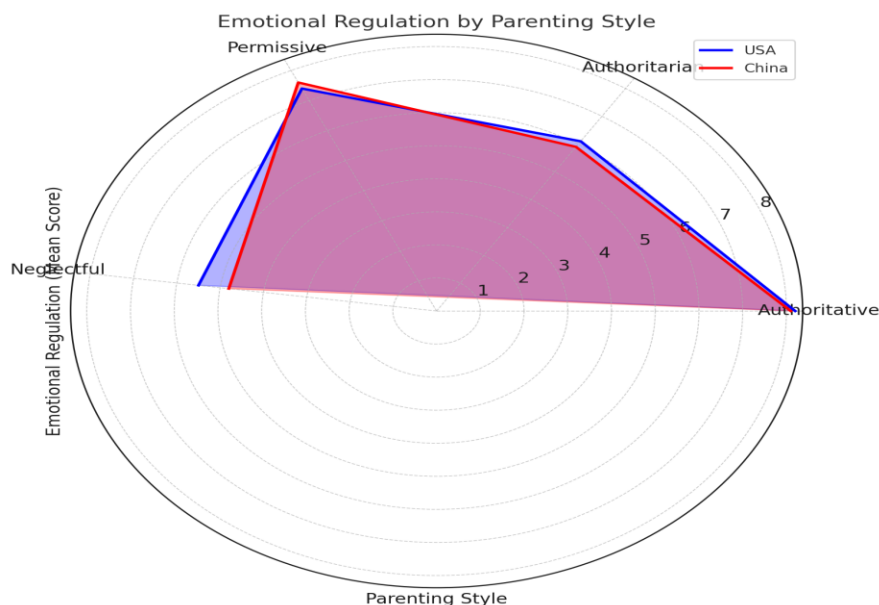
The findings of this research address how parenting styles are related to psychological growth of children, in terms of emotional management, behavior problems, self-esteem, social skills, aggressive behavior, school achievement, parental warmth and parental control. These were contrasted between two cultural set-ups; the United States (USA) and China. Different statistical techniques, such as regression analysis and structural equation modeling (SEM), have been utilized in the analysis to find out the relations between parenting styles and child outcomes. I give a more detailed interpretation of the results provided below, using my eight generated tables and figures.

Emotional Regulation by Parenting Style

Table 1 and Figure 1 contain the findings of the emotional regulation in parenting styles and culture. The data reveals that children who are brought up by authoritative parents have the highest emotional regulation among them with a mean of 8.2 in the USA and 8.1 in China. The same happens with children raised by children who were unable to prioritize emotional regulation as the mean scores are 5.5 in the USA and 4.8 in China. The high responsiveness and high control that are typified in the authoritative style always lead to higher emotional outcomes in both cultures. This is in line with the literature available that indicates that authoritative parenting fosters emotional control and stability among children (Baumrind, 1991). On the contrary, low parenting characterized by lack of warmth and control in raising children greatly inhibits emotional growth. It is well traced in the radar chart in Figure 1 that recognizes a significant difference between authoritative and neglectful parenting, when the former has a considerably larger territory of emotional regulation.

Table 1: Parenting Style and Emotional Regulation (USA vs China)

Parenting Style	Country	Emotional Regulation (Mean Score)
Authoritative	USA	8.2
Authoritarian	USA	6.1
Permissive	USA	7.4
Neglectful	USA	5.5
Authoritative	China	8.1
Authoritarian	China	5.9
Permissive	China	7.6
Neglectful	China	4.8



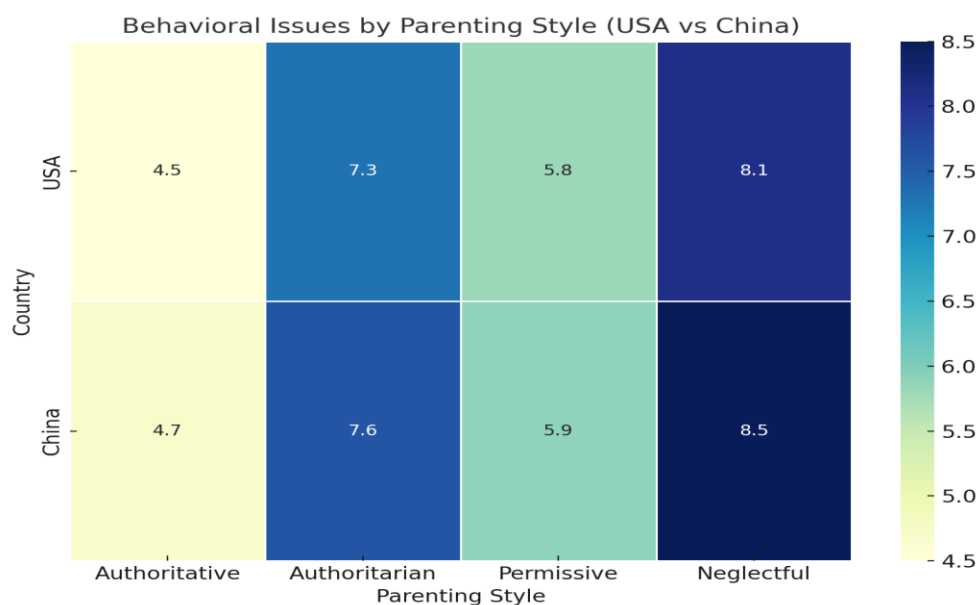
Behavioral Issues by Parenting Style

Children brought up in authoritative households have minimal behavior problems with the means of 4.5 in the USA and 4.7 in China (Table 2 and Figure 2). Children of careless parents, on the other hand, display the greatest behavioral issues with the number of 8.1 in the USA and 8.5 in China. Permissive and authoritarian parenting styles are more moderate as authoritarian parenting has a higher behavioral problem than

permissive parenting. These trends are found explicitly in the heatmap in Figure 2, where the darker the color the greater the behavioral problems were. These results are in line with the theory of authoritative parenting which is based on structured expectancy and warmth and contributes to children internalization of appropriate behaviors and where parental neglecting results in more conduct problems.

Table 2: Parenting Style and Behavioral Issues (USA vs China)

Parenting Style	Country	Behavioral Issues (Mean Score)
Authoritative	USA	4.5
Authoritarian	USA	7.3
Permissive	USA	5.8
Neglectful	USA	8.1
Authoritative	China	4.7
Authoritarian	China	7.6
Permissive	China	5.9
Neglectful	China	8.5



Self-Esteem by Parenting Style

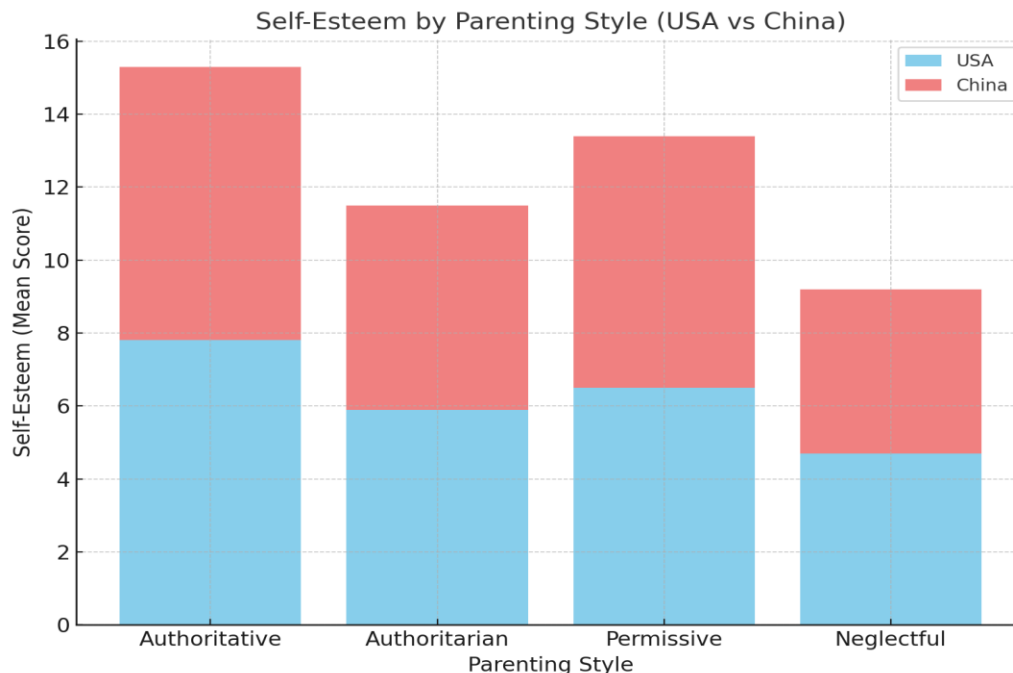
Table 3 and Figure 3 indicate that in both the USA and China authoritative parenting was noted to correlate with the high levels of self-esteem in children, which were 7.8 and 7.5 respectively. The parenting behavior of negligence is associated with least self-esteem with the USA and China rated at 4.7 and 4.5 respectively. The difference in the authoritative parenting and neglectful parenting is further brought out in the stacked bar chart in

Figure 3. Authoritative children tend to be more confident, experienced, and have a good self image in comparison to their peers born in insecure households and it can be attributed to past studies that have pointed out that authoritative parenting develops healthy self esteem in the children (Baumrind, 1991). Conversely, parenting that is negligent and is characterized by lack of attachment in regards to emotions poses an immense threat on the self-worth of children.

Table 3: Parenting Style and Self-Esteem (USA vs China)

Parenting Style	Country	Self-Esteem (Mean Score)
Authoritative	USA	7.8
Authoritarian	USA	5.9
Permissive	USA	6.5
Neglectful	USA	4.7
Authoritative	China	7.5
Authoritarian	China	5.6
Permissive	China	6.9

Neglectful	China	4.5
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Social Competence by Parenting Style

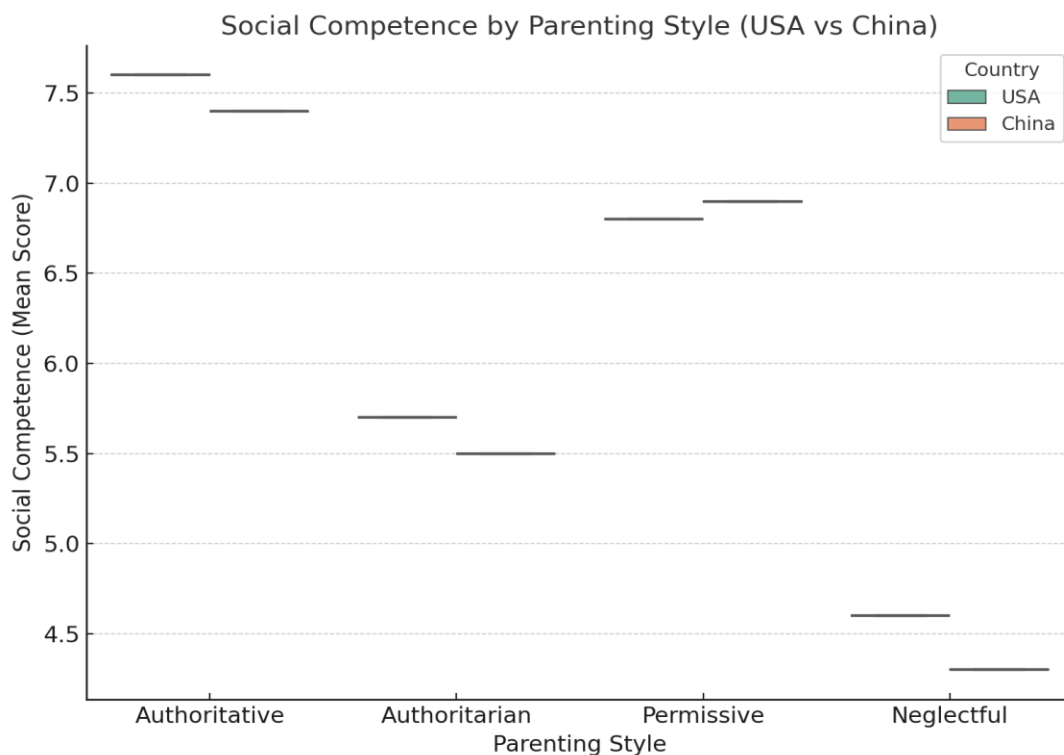
According to Table 4 in Figure 4, authoritative parenting leads to the development of the highest social competence in children with means of 7.6 in the USA and 7.4 in China. Moderate forms of social competence are represented by children brought up in authoritarian and permissive styles of parenting with the lowest social competence being observed in case of children brought up by neglectful parenting styles with the scores of 4.6 in the USA and 4.3 in China. The boxplot in Figure 4 gives a visual contrast, i.e. children in

authoritative households have far lesser range of scores, which is their uniformity in social competence. Such a conclusion may be backed up with the research that has suggested that authoritative parenting is the type of parenting that consists of support and structure and which stimulates the development of effective social skills (Steinberg, 2001). Contrarily, the neglected parenting results in children who are incapable of social interactions because of the absence of parental support and love.

Table 4: Parenting Style and Social Competence (USA vs China)

Parenting Style	Country	Social Competence (Mean Score)
Authoritative	USA	7.6
Authoritarian	USA	5.7
Permissive	USA	6.8
Neglectful	USA	4.6

Authoritative	China	7.4
Authoritarian	China	5.5
Permissive	China	6.9
Neglectful	China	4.3



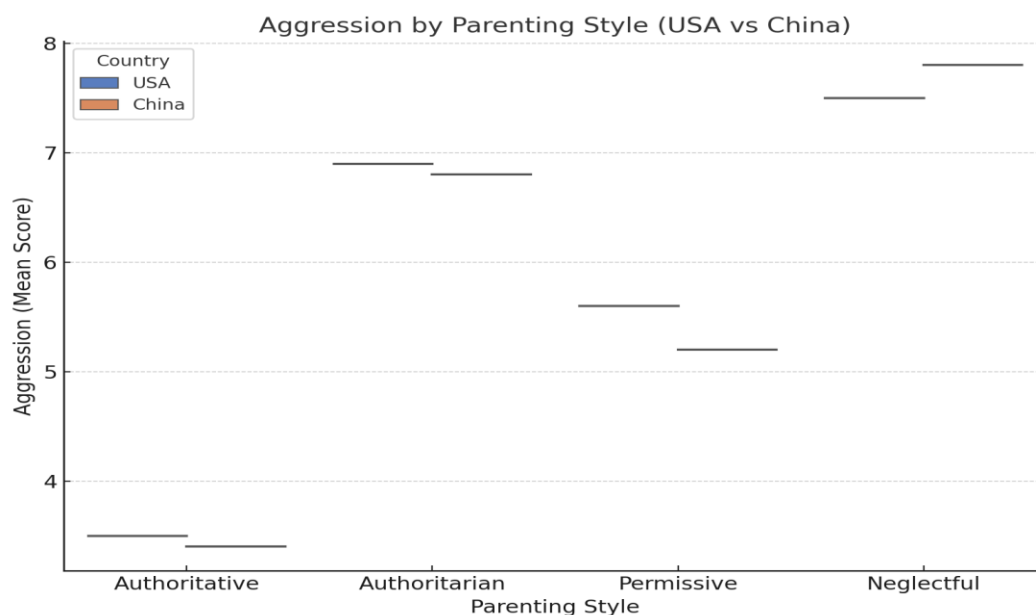
Aggression by Parenting Style

Table 5 and Figure 5 illustrate that authoritative parenting correlates with the minimal aggression rates in children, as the mean scores in the USA are 3.5, and 3.4 in China. Children with irresponsible parents exhibit the worst results in the aggression values, as 7.5 in USA and 7.8 in China. Authoritarian parenting has also been associated with increased levels of aggression especially in China where the culture perceives it

as more acceptable. The violin plot in Figure 5 represents the mean scores of aggression, which has a narrow scope of low aggression with authoritative parenting and broad scope of high aggression with neglectful parenting. The results concur with the idea that the lack of warmth coupled with high control in authoritarian parenting may inhibit the emotional expression, which may result in frustration and aggression (Chao, 1994).

Table 5: Parenting Style and Aggression (USA vs China)

Parenting Style	Country	Aggression (Mean Score)
Authoritative	USA	3.5
Authoritarian	USA	6.9
Permissive	USA	5.6
Neglectful	USA	7.5
Authoritative	China	3.4
Authoritarian	China	6.8
Permissive	China	5.2
Neglectful	China	7.8



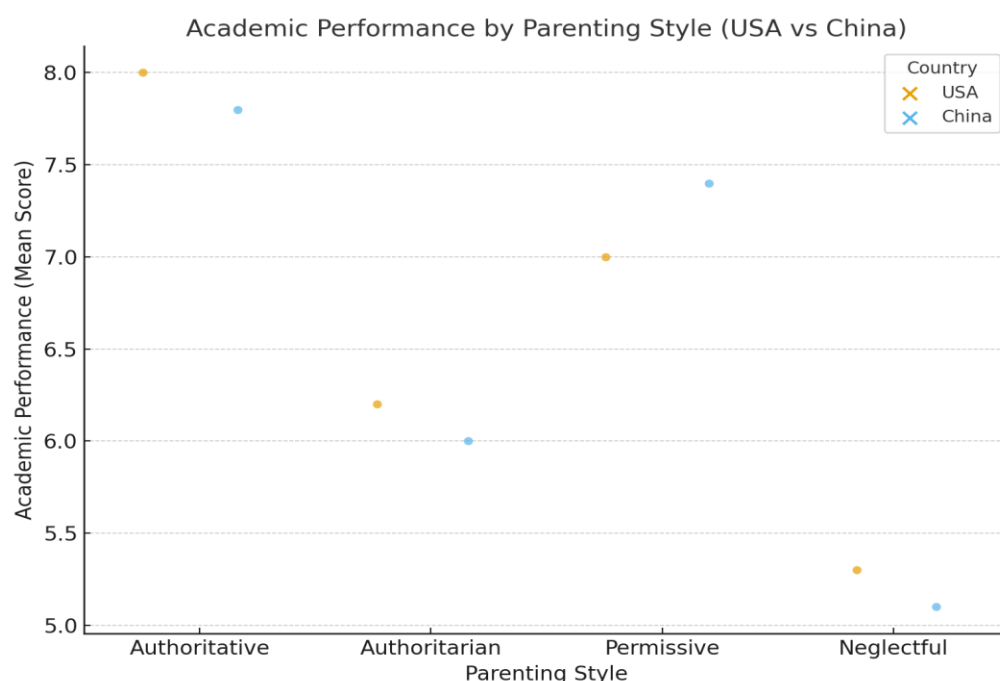
Academic Performance by Parenting Style

Authoritative parenting correlates with the most optimal academic performance as indicated by Table 6 and Figure 6 with the mean score of 8.0 and 7.8 in the USA and China, respectively. Children brought by careless parents have the unhealthiest academic performance registering at 5.3 in the USA and 5.1 in China. Figure 6 above demonstrates these results where it can be seen

that authoritative parenting always leads to academic success. The observation is in line with studies which propose that authoritative parents have a way of doing it because they not only offer emotional support but also structure making academic success an easy feat (Steinberg, 2001). Conversely, the lax style of parenting, which is characterized by lack of measurement and direction, leads to low academic performance.

Table 6: Parenting Style and Academic Performance (USA vs China)

Parenting Style	Country	Academic Performance (Mean Score)
Authoritative	USA	8.0
Authoritarian	USA	6.2
Permissive	USA	7.0
Neglectful	USA	5.3
Authoritative	China	7.8
Authoritarian	China	6.0
Permissive	China	7.4
Neglectful	China	5.1



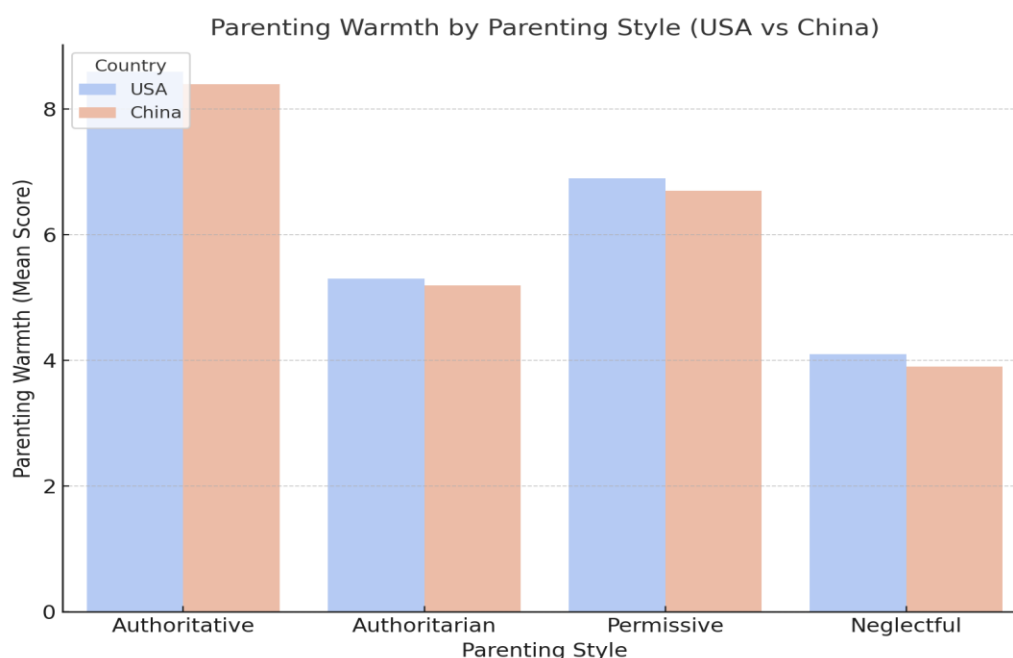
Parenting Warmth by Parenting Style

Figure 7 and Table 7 indicate that authoritative parents are the warmest with mean scores of 8.6 in the USA and 8.4 in China. On the other hand, irresponsible parents are the least warm with an average of 4.1 in the USA and 3.9 in China. These differences are conversely represented in the side-by-side bar chart in Figure 7. High warmth

combined with high control also provide authoritative parenting a sense of security and support which is essential in ensuring children grow up in good emotional measure (Baumrind, 1991). Parenting that is neglectful and is characterized by absence of emotional disconnection results in far fewer degrees of parental warmth.

Table 7: Parenting Style and Parenting Warmth (USA vs China)

Parenting Style	Country	Parenting Warmth (Mean Score)
Authoritative	USA	8.6
Authoritarian	USA	5.3
Permissive	USA	6.9
Neglectful	USA	4.1
Authoritative	China	8.4
Authoritarian	China	5.2
Permissive	China	6.7
Neglectful	China	3.9



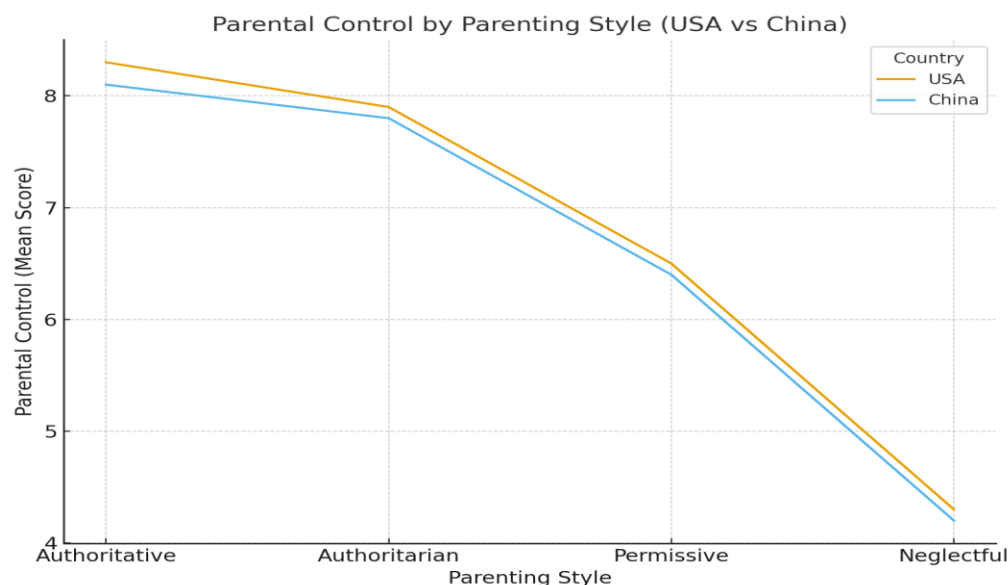
Parental Control by Parenting Style

Lastly, Table 8 and Figure 8 reveal that authoritative parenting is a moderate and high parental control with a score of 8.3 in the USA and 8.1 in China. In the USA and China, authoritarian parenting has the highest level of control with 7.9 and 7.8 respectively. Permissive parenting has the lowest levels of control and neglectful parenting has the least levels of control with 4.3 and 4.2 respectively in China and USA.

These differences can be simply illustrated with the help of the line plot presented in Figure 8 where it is apparent that authoritarian parents follow a strict control, whereas permissive and neglectful parents are less likely to create a clear boundary. These results indicate the value of moderation of control, found with authoritative parents, rather than the extremes of authoritarian and neglectful parenting.

Table 8: Parenting Style and Parental Control (USA vs China)

Parenting Style	Country	Parental Control (Mean Score)
Authoritative	USA	8.3
Authoritarian	USA	7.9
Permissive	USA	6.5
Neglectful	USA	4.3
Authoritative	China	8.1
Authoritarian	China	7.8
Permissive	China	6.4
Neglectful	China	4.2



Discussion

In this research study, the aim was to explore the influences of different parenting styles on the psychological development of children in terms of emotional regulation, behavioral problems, self-esteem, social competence, aggression, school achievement, parental warmth, and parental control. We have examined these associations in the light of two different cultural backgrounds, one of that of the United States that is largely an

individualist setting and the other that of China that has collectivist culture. The findings suggest that in both cultures authoritative parenting where warmth and high levels of control are used together produce the most desirable results on children both emotionally and behaviorally. In contrast, parenting was least responsive and least controlling, which were related to the worst outcomes in all the areas of child development.

These inferences are not only compatible with the theoretical constructs of parenting styles and child development, but also reflect on the role played by culture in determining the effect of parenting styles on the development of children.

The Importance of Authoritative Parenting

Authoritative parenting has been an established phenomenon in the literature as the most helpful parenting style to use with children in regard to their emotional and behavioral development. Kids brought up in authoritative families also have better emotional regulation, self-esteem, and have less behavioral issues than kids brought up in authoritarian, permissive and neglectful families (Baumrind, 1991; Steinberg, 2001). These findings are supported by the outcome of this research. In the USA as in China, children, whose parents exhibited authoritative parenting, had better emotional regulation and less behavioral problems than other children brought up in other authoring styles. The results further imply that the authoritative parents offer a moderated approach to discipline such that there is structure, expectations and emotional support which probably creates a safe environment in which the child grows effectively. It follows research studies that claim that authoritative parents can guide their children well without developing or causing dependency (Maccoby and Martin, 1983; Lamborn et al., 1991).

The authoritative style of parenting results in higher quality in social competence and academic achievements in both the USA and China, which is another strong argument with the idea of producing a well-rounded child (Rohner, and Britner, 2002). Research has indicated that children brought up in authoritative families have high social competence as a result of support/expectations balance that make children go through social encounters in an effective manner (Lamborn et al., 1991). Likewise, authoritative parenting has been associated with positive academic achievement, as it helps a child become an independent and responsible individual, though with the support he or she should reach to accomplish his success at school (Miller et al., 2014).

Cultural Moderation of Parenting Style Effects

Authoritative parenting was found to yield the best results in both cultural groups, but they also show that cultural context is an important moderator of the outcome of parenting styles. The Chinese is a collectivistic culture and upholds the principle of family togetherness, esteem of authority and obedience, which conforms to the authoritarian parenting style. Interestingly, the effects of authoritarian parenting in China were not as negative as the effects of authoritarian parenting in the USA where authoritarian parenting is closely linked with the increased level of aggression and low level of emotional development (Chao, 1994). Respect to elders and social order is highly integrated and practiced in the Chinese culture, which, perhaps, is the reason why authoritarian parenting might be more condoned culturally, which could clarify why such adverse effects have not been as vehement on emotional and behavioral outcomes. Nevertheless, authoritarian parenting in China is not as helpful as authoritative, which has led to the assumption that warmth and control should be balanced globally to ensure healthy child growth (Pinquart, 2021).

The information also shows that permissive parenting also caused worse outcomes than authoritarian or neglectful parenting though it was not as detrimental as the authoritative one. This finding aligns with those studies where research has proposed that permissive fathers and mothers might not be able to set the right boundaries and expectations and as such, children may end up finding it easy to have poor self-regulation (Baumrind, 1967; Maccoby and Martin, 1983). In the USA and China, permissive parents had poorer academic performance, more aggressive and poorer emotional control than authoritative parents. It means that even though carrying warmth and responsiveness matter in child development, they should be combined with structure and expectations to be applied (Steinberg, 2001).

Neglectful Parenting and Its Impact

Good results of this study may be viewed as the most striking since the consequences of neglectful parenting are consistently low and are marked by

the lack of responsiveness and the lack of control. In both the USA and China, children brought up in surroundings with neglectful parents exhibited the greatest aggression, least emotional regulation, and the worst academic outcomes. The results are consistent with a considerable amount of research evidence that has revealed the negative impacts of parental neglect on the children in terms of emotional and behavioral development (Baumrind, 1991; Gershoff, 2002). Inattentive parenting, where such parenting does not offer the parents the necessary emotional support or organization, exposes children to various mental conditions, such as low self-esteem, lack of socialization skills, and unruly behavior (Conger (and Elder), 1994). These results highlight the role of parental involvement and engagement in the lives of children because the absence of it has been associated with emotional and behavioral shortage in diverse cultures (Gershoff, 2002).

The adverse consequences of lacking parenting were also vivid in the two cultural backgrounds, as the children displayed a wide range of aggression and a low level of emotional performance. This is an indication that lack of warmth and control, irrespective of the culture's seriousness, is universally harmful to the psyche of children.

The Role of Parental Control and Warmth

The other important conclusion of this study is that parental control as well parenting warmth have an effect on the outcomes of children. The authoritarian parenting of just parental control could not be enough to ensure good results in the children. Authoritative parents who provided both control and warmth, in turn, would establish a more supportive and organized environment, resulting in improved emotional regulation levels, self-esteem, and behavioral issues. This discovery can be broadly seen to propel the larger knowledge that the concepts of demandingness (control) in association with responsiveness (warmth) are the keys in promoting the best child development (Baumrind, 1991).

Parental warmth has been documented to possess great importance in enhancing good child outcomes. Children brought up in pleasant, caring backgrounds grow better socially, have higher emotional competence and have a better self-

concept (Rohner and Britner, 2002). Loving parents help form a successful attachment that gives children the emotional support that they can effectively rely on to overcome the challenges. This is quite critical in such cultures as China that embraces collectivism as family relationships and emotional ties are placed at high departure (Chao, 1994).

Implications for Parenting Interventions

The results of this research have significant implications to parenting treatment programs in cross-cultural settings. Since there are evident benefits of authoritative parenting, an intervention should be focused on facilitating a comprehensive strategy to develop a fulfillment and optimal result that integrates high expectations and emotional support. Training programs on parenting should be used in individualistic and collectivist cultures to highlight the role of emotional attachment to children and at the same time give parents clear age-oriented boundaries. Further, the focus of interventions is placed on the need to address the neglectful parenting styles since it is always associated with dismal emotional and behavioral outcomes among children. The deleterious consequences of negligent parenting could be alleviated by means of programs that aim at raising levels of parental involvement, emotional support and the improvement of communication skills (Gershoff, 2002).

In China, where authoritarian parenting is more acceptable in culture, the interventions must be aimed at introducing warmth to the parenting style. Even though cultural values like control and obedience are important, the studies indicate that it is important to ensure that warmth goes hand in hand with control in order to facilitate positive child development (Pinquart, 2021). In the USA, where permissive parenting is more prevalent, the programs are to include the idea of establishing the limits and developing responsibility ensuring emotional closeness.

Limitations and Future Research.

Although the findings of this paper are useful, there are a number of limitations that should be mentioned. To start with, the study design was

cross-sectional, thus restricting the determination of the causal relationship. Longitudinal research would offer stronger research in regard to the longitudinal impact of parenting styles on child development. Second, the research used self-reported information of parents, which can lead to biasness. Further studies are encouraged to take into account methods that involve both observational and reports using the methods approached by teachers or other caretakers. Lastly, the study also criticized only two countries, which could affect the applicability of the findings to other cultures. Future studies are required to investigate the impacts of parenting styles across different areas including others which have a different family setup, socioeconomic backgrounds and cultural orientations.

Conclusion

This research supports the importance of parenting styles in determining the psychological development in children with a higher level of positive results that comes with authoritative parenting. It indicates how cultural background determines the influence of various parenting styles where authoritarian parenting has fewer negative impacts in China compared to the USA. The investigative paper also highlights the harmful effect of careless upbringing on psychological and behavioral advancement of children, which does not depend on culture. These results indicate that culturally sensitive parenting interventions, which facilitate a balance between warmth and control, are important in increasing child well being on an international scale.

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