

The Effect of Parenting Style on Family Emotional Regulation

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ABSTRACT

Introduction: Parenting styles significantly influence emotional regulation and psychological well-being within families. Supportive parenting enhances emotional skills, whereas unresponsive parenting may lead to tension in family relationships.

Objective: This review aims to analyze the impact of parenting styles on emotional regulation within families and its implications for the emotional well-being of family members.

Method: This review employed a structured search strategy across four databases, PubMed, ProQuest, Garuda, and JSTOR to identify studies on the influence of parenting styles on emotional regulation in families from 2015 to 2024. The population included parents and children, with parenting styles measured using the PSDQ and emotional regulation using the ERC. Three independent reviewers conducted the selection process following the PRISMA Flow Chart, and article quality was assessed using the CASP Checklist. Extracted data included authors, intervention types, settings, session frequency and duration, as well as the methods and media used.

Result: Based on 11 studies with 6,835 participants from Indonesia, Australia, Iran, China, Nigeria, Romania, Palestine, and India, parenting styles significantly influenced emotional regulation and well-being. The authoritative style had positive effects, while permissive and authoritarian styles had negative impacts. Parental emotional regulation, education, and cultural values were moderating factors. Interactive interventions over 6-12 sessions within 4-12 weeks were most effective.

Conclusion: Authoritative parenting fosters children's emotional regulation and pro-social behavior, whereas authoritarian and permissive styles are associated with negative outcomes. Therefore, parenting education and family therapy are essential to promoting authoritative parenting styles to support children's emotional well-being.

Keywords: emotional regulation, emotional well-being, family, parenting style

Introduction

According to (Morris et al., 2017; Suminar et al., 2024)), the family serves as the primary social unit that influences individual development. Furthermore, parents play a crucial role in determining parenting styles, which in turn affect children's emotional regulation.

(Duca et al., 2023) stated that effective emotional regulation within the family contributes to psychological well-being and fosters healthy interpersonal relationships. However, not all families exhibit adaptive emotional regulation patterns. (Șițoiu & Pânișoară, 2022) revealed that a critical element influencing the development of emotional regulation within families is the parenting style adopted by parents. (Goagoses et al., 2023) further added that inappropriate parenting styles can lead to difficulties in managing emotions, both in children and other family members, which may ultimately affect their psychological and social well-being. (Zimmer-Gembeck et al., 2022) also emphasized that challenges in emotional regulation are often associated with a lack of parental skills in providing adequate emotional support for their children.

Numerous studies highlight the significant influence of parenting styles on the development of emotional regulation patterns. (Newman, 2017) found that the authoritative parenting style, characterized by a balance between warmth and control, is associated with better emotional regulation in children. In contrast, authoritarian, permissive, or neglectful parenting styles can lead to emotional instability. (Chen et al., 2022) stated that poor emotional regulation within the family can result in prolonged conflicts, disharmony, and an increased risk of family dysfunction. Inconsistent parenting or a lack of sensitivity to children's emotional needs can exacerbate these issues, affecting family relationships.

Several theories in developmental psychology have explored the connection between parenting styles and emotional regulation within families. Baumrind's framework identifies four primary parenting styles authoritative, authoritarian, permissive, and neglectful each exerting distinct effects on children's emotional development and the broader emotional dynamics of the family (Fadlillah & Fauziah, 2022) Additionally, (Arafat et al., 2020) previously explored how cultural, socioeconomic, and parental personality factors contribute to the adoption of specific parenting styles and how these, in turn, affect emotional regulation within families.

In recent decades, research on family emotional regulation has evolved with more diverse approaches, including longitudinal studies, experiments, and systematic reviews. (Boediman & Desnawati, 2019) revealed that parenting styles influence individual emotional development. (Duriez, 2021) stated that the development of technology and social media also impacts parenting patterns, which, in turn, affects how families manage emotions. (Aghaziarati & Nejatifar, 2023) found that parental involvement in children's digital lives and the management of media exposure are also crucial factors in family emotional regulation. Furthermore, family-based interventions focused on enhancing parenting skills can significantly improve emotional regulation. (Pickering & Sanders, 2015) emphasized that evidence-based parenting training programs help parents support their children's emotional development through empathetic, consistent, and supportive parenting, ultimately fostering positive family relationships.

Therefore, (Herzog et al., 2015) emphasized that understanding the impact of parenting styles on family emotional regulation is a critical aspect of efforts to improve overall family well-being. In line with this, based on the issues and findings from previous studies, it is important to further understand how parenting styles influence emotional regulation within families. By conducting a systematic review of existing research, a more comprehensive

understanding of the relationship between parenting styles and emotional regulation within families can be obtained.

The study conducted by (Cheung Hoi Shan, 2015) also offers practical implications for parents, educators, and psychology practitioners in developing more effective parenting strategies to support the emotional well-being of families. Thus, this study not only contributes to the advancement of family psychology but also provides significant benefits to society at large in fostering more harmonious and emotionally healthy families. Additionally, the findings of (Mousavi & Juhari, 2019) can be utilized as a basis for designing policies and intervention programs aimed at improving parenting quality and emotional well-being in families across various social and cultural contexts.

Objective

This review seeks to examine how different parenting styles influence emotional regulation in families and to explore their implications for the emotional well-being of family members.

Method

Study design

This systematic literature review was conducted in accordance with the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines under registered number CRD420250645281.

Search strategy

The literature search was conducted between January 1st, 2015, to December 31st , 2024, using several databases such as PubMed, ProQuest, Garuda, and JSTOR. The search was limited to the most recent decade to capture up-to-date and relevant evidence on the subject. Given the ongoing advancement of scientific knowledge, this timeframe provides a more precise and comprehensive understanding of the field. In addition, restricting the period helps researchers control the number of studies to be screened and synthesized. The search process utilized Medical Subject Headings (MeSH) terms along with specific keywords in advanced search engines, as detailed in Appendix (Supplementary File 1). Two of the co-authors (AI and ANF) independently carried out the searches, systematically examining the aforementioned electronic databases.

Tabel 1. MeSH Terms Used in the Search Strategy Phase

Source	Link	Keyword	Num
Pubmed	https://tinyurl.com/56dzcwmd	(parenting[MeSH Terms]) AND (bond, emotional[MeSH Terms])	159
ProQuest	https://tinyurl.com/3iy7pzrx	xmainsubject(parenting and style) AND mainsubject(emotional and regulation)	200
Garuda	https://tinyurl.com/yw966nhj	parenting And emotional regulation	70

JSTOR	https://tinyurl.com/4ukubv9f	((parenting style) AND (emotional regulation)) AND la:(eng OR en)	100
Total			529

Inclusion criteria

Participant

The participants in this study include individuals who provide or receive parenting, as well as family members with children within a specified age range. There were no limitations applied with respect to gender, religion, or ethnicity.

Intervention

Parenting style is defined as the approach parents adopt in nurturing, guiding, and educating their children in daily interactions. Within the literature, three primary types are commonly identified: authoritative, authoritarian, and permissive. The authoritative style is characterized by a balanced combination of warmth and control, where parents establish clear yet adaptable rules and encourage children to express their views. This reciprocal communication is associated with the development of independence, self-confidence, and strong social competence. Conversely, the authoritarian style emphasizes rigidity and demands absolute obedience, with limited opportunities for dialogue and frequent reliance on punishment to maintain discipline. While this approach may produce compliance, it often results in lower self-confidence and weaker social interaction skills in children. The permissive style, in contrast, grants children substantial freedom with minimal boundaries, as parents function more as peers than authority figures. Such a pattern frequently contributes to deficits in self-discipline, emotional regulation, and responsibility. Among the three, the authoritative parenting style is widely acknowledged as the most effective in promoting independence, responsibility, and positive social adjustment in children.

Outcomes

This review incorporated studies that assessed parenting styles and emotion regulation through a range of validated instruments, including the Parenting Styles and Dimensions Questionnaire (PSDQ) and the Emotion Regulation Checklist (ERC).

Study design

This review incorporated cross-sectional, pre-experimental, and randomized controlled trial (RCT) studies to examine the impact of parenting styles on family emotion regulation. Studies such as single case reports, literature reviews, systematic reviews, and opinion pieces were excluded, and only articles published in English were eligible for inclusion.

Exclusion criteria

Studies published in languages other than English were excluded. Research involving participants under 12 years of age, as well as families affected by chronic illnesses or cases of mental disorders in individuals over 65 years old, was also excluded. Furthermore, articles such as single case studies, case reports, editorials, letters to the editor, correspondence, narrative reviews, scoping reviews, literature reviews, systematic reviews, conference abstracts, book chapters, and opinion papers were not eligible for inclusion in this analysis.

Study selection and data extraction

Three authors (RHP, AI, ANF) independently screened all titles and abstracts according to the predefined study design. When disagreements arose between two reviewers, senior researchers (LL, RO) made the final decision regarding article inclusion. Data extraction was independently performed by two other authors (YS, PG) for each study included in the review. The extracted information included authorship, year of publication, country, study design, sample size, interventions, measurement instruments, results, and main findings.

Assessment of risk of bias

The quality of the included studies was independently assessed by three researchers (RHP, AI, ANF). Discrepancies in their evaluations were resolved through discussion, and senior researchers (LL, RO) were consulted when additional clarification was needed. This careful approach ensured that the assessment of study quality was conducted rigorously and in accordance with scientific standards.

CASP evaluation

The Critical Appraisal Skills Programme (CASP) was utilized to assess the quality of both primary and secondary outcomes, with particular attention to the following domains: study design, risk of bias, inconsistency, indirectness, imprecision, and other pertinent factors.

Result

Study selection

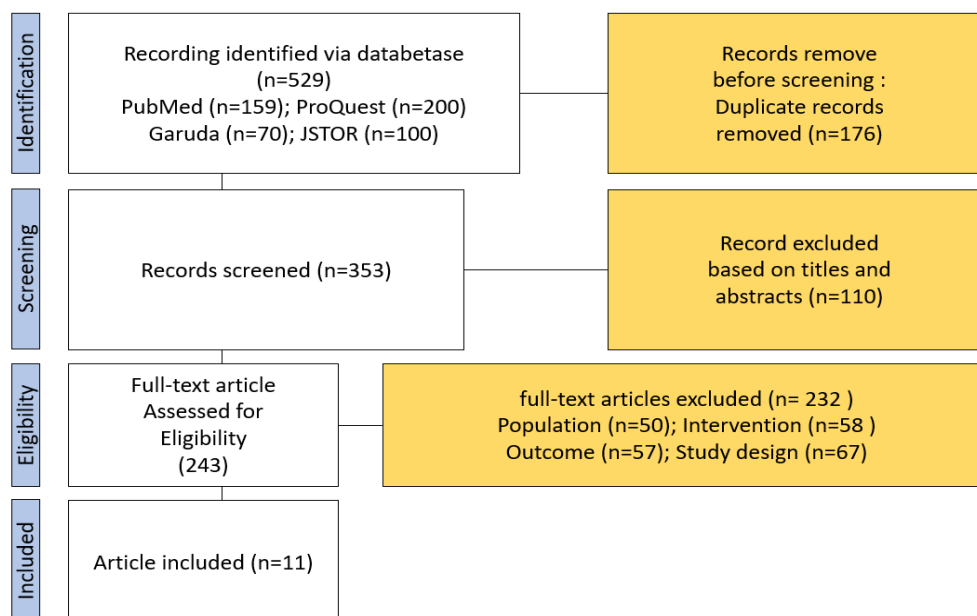


Figure 1. Screening process flowchart by PRISMA

The initial search across multiple databases identified 529 articles. Following the removal of 176 duplicates, 353 articles were retained for evaluation. Three researchers (RHP, AI, ANF) independently screened the titles and abstracts, narrowing the selection to 243 articles. Full-text screening was then conducted, from which 11 studies met the predefined inclusion and exclusion criteria. Further details are presented in Figure 1.

Study selection

Tabel 2. Characteristics of Studies

Author	Intervention, Facilitator Setting	Number of Sessions	Duration	Method or Media	Topic
(Herzog et al., 2015) Francis	- Parenting Style - The facilitators in this study are the researchers. - The setting of this study was conducted in Francis.	One session	50 minutes	Presentation or Training Module – to provide information to parents about parenting styles and emotional regulation.	Not Experienced
(Boediman & Desnawati, 2019) Indonesia	- Exploring the relationship between parenting styles and children's emotional regulation. - The setting of this study is in the urban areas of Jabotabek, Indonesia. Setting penelitian ini adalah di area urban Jabotabek, Indonesia.	Not Experienced	Not Experienced	Not Experienced	Not Experienced
(Haslam et al., 2020) Australia & Indonesia	- The study was conducted by a research team. - The setting of this study is in two countries, Australia and Indonesia.	Not Experienced	Not Experienced	Not Experienced	Not Experienced
(Bahrami et al., 2018) Teheran, Iran	- The facilitators in this study are two psychology students. - The setting of this study is in Tehran, Iran.	One session	15-30 minutes	Not Experienced	Not Experienced
(Yao et al., 2022) Tiongkok	The setting of this study was conducted in Zhejiang Province, Tiongkok.	Not Experienced	Not Experienced	Not Experienced	Not Experienced
(Gelişimi, 2024) Nigeria	The setting of this study was conducted in Ilorin West, Kwara State, Nigeria.	Not Experienced	Not Experienced	Not Experienced	Not Experienced
(Kang & Guo, 2022) Tiongkok	The setting of this study was conducted in Tiongkok.	Not Experienced	The duration of this study is one month.	Not Experienced	Not Experienced
(Șițoiu & Pânișoară,	This study was conducted in Romania.	Not Experienced	The duration of this study is one month.	Not Experienced	Not Experienced

2022)					
Romania					
(Agbaria et al., 2021) Palestina	- The study includes an educational program for parents and educators about the importance of parenting styles in children's emotional regulation. - Facilitators for this study are child psychologists, family counselors, or educators with a specialization in child development and family psychology. - The setting of this study was conducted in 10 public elementary schools in Palestine and through online platforms.	6–12 session	6–12 weeks.	- Interactive workshops with group discussions. - Simulations and role-playing between parents and children. - Use of educational videos and parenting guides. - Individual counseling for parents with specific cases.	- The role of attachment patterns in children's emotional development. - The influence of parenting styles on emotional regulation. - Strategies for building secure attachment between parents and children. - Communication techniques that support children's emotional development. - Managing children's negative emotions with appropriate approaches.
(Ebrahimi, 2015) Iran	- The intervention is an educational and training program for parents to increase their understanding of the impact of parenting styles on children's emotional regulation. - Facilitators include: - Child and family psychologists - School counsellors - Educational specialists or child development experts - The setting will take place in: - Schools (involving parents and teachers in workshops) - Community centers or child psychology clinics - Online platforms (webinars or educational modules).	6–12 sessions, each lasting 60–90 minutes.	4–8 weeks.	- Interactive workshops: Group discussions and role-playing. - Learning modules: Educational materials on parenting styles and emotional regulation. - Individual guidance: Counseling for parents with specific challenges. - Simulations and case studies: Parents are given scenarios to understand the impact of parenting styles on children's emotions. - Educational videos: Illustrations of the impact of different parenting styles on children.	- Understanding parenting styles: Authoritative, permissive, and authoritarian. - The impact of parenting styles on children's emotional regulation. - Strategies for building secure attachment between parents and children. - Effective communication techniques within the family. - How to help children manage emotions in a healthy way. - Preventing emotional and behavioral issues in children due to inappropriate parenting styles.
(Cherian, 2024) India	- The intervention involves an educational and training program aimed at improving emotional regulation and resilience in	8–12 sessions, with a duration of	6–12 weeks.	- Interactive workshop: Group discussions and case simulations. - Skill-based activities: Mindfulness exercises and coping techniques.	- Understanding emotional regulation in adolescents. - The impact of parenting styles on emotional development

adolescents, with an emphasis on the role of appropriate parenting styles. - Facilitators: - Child and adolescent psychologists - School counselors. - Child and family development experts. - Guidance and counseling teachers. - Setting: - Schools: Through classes or counseling sessions. - Community centers or psychology clinics: For a more focused approach. - Online platforms: Webinars or online courses for parents and adolescents.	60–90 minutes per session.	- Individual support: Counseling for adolescents and parents. - Educational materials: Videos, learning modules, and infographics. - Role-play: Social situation simulations to practice emotional regulation.	- Strategies for building resilience in adolescents. - Effective communication techniques between parents and children. - Stress and negative emotion management in daily life. - Implementing positive discipline in parenting.
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Tabel 3. Data Extraction

Author, year, country	Design (Sample size)	Intervention (Case)	Instrument (outcomes)	Findings
(Herzog et al., 2015) Francis	Cross-Sectional Study Number of Participants: 153 undergraduate students (Female: 90, Male: 63)	Parenting Style	PAQ, PANAS, ERICA	This study demonstrates that parenting styles significantly influence emotional regulation and individual emotional well-being. Permissive parenting is most strongly associated with elevated levels of negative emotions, whereas authoritative parenting is linked to positive emotional outcomes. The effects of authoritarian parenting appear to depend on individuals' ability to manage emotional control. Therefore, adopting a balanced parenting approach that fosters the development of emotional regulation may enhance emotional well-being in young adults.
(Boediman & Desnawati, 2019) Indonesia	Cross-Sectional Study This study involved 126 parents as participants, consisting of 120 mothers and 6 fathers.	Parenting Style	PSDQ, ERC, TEM (Trait Emotion Measures)	This study indicates that authoritative parenting is positively associated with effective emotional regulation in children, whereas authoritarian and permissive parenting are negatively linked to children's emotion regulation abilities. Parents with higher educational levels are more likely to adopt an authoritative parenting style. Consequently, it is crucial for parents to cultivate parenting approaches that promote children's emotional regulation, particularly within the Indonesian cultural context
(Haslam et al., 2020) Australia & Indonesia	Cross-Sectional Study This study involved 387 parents as	Parenting styles, as well as cultural	PSDQ, PVQ, ERC, CAPES	This study shows that cultural values play a moderating role in the relationship between parenting styles and child outcomes, although their influence is stronger on authoritative parenting than on authoritarian parenting. The emphasis on traditional

	participants, with 193 parents from Australia and 194 parents from Indonesia.	values that emphasize security, conformity, and tradition.		values can influence the positive impact of authoritative parenting on children's emotional regulation and behavior, both in individualistic cultures (Australia) and collectivistic cultures (Indonesia).
(Bahrami et al., 2018) Iran	Cross-Sectional Study This study involved 272 mothers as participants.	Parenting style	Parenting Style Questionnaire, ERQ MANOVA	This study found that mothers' parenting styles influence the emotion regulation strategies they use. Mothers with an authoritative parenting style demonstrated better emotion regulation abilities, particularly in the use of reappraisal, compared to mothers with an authoritarian parenting style. These findings highlight the importance of parenting styles in the development of emotion regulation strategies in mothers, which in turn affects child-rearing.
(Yao et al., 2022) Tiongkok	Cross-Sectional Study This study included 4,462 undergraduate students from Zhejiang Province, China.	Parenting Style	Parenting style scale, Student-faculty interaction scalr, Emotional regulation scale	This study shows that parental parenting styles, especially warm parenting styles, have a significant impact on students' emotion regulation. Academic interaction with faculty plays a key role in mediating this relationship, with significant gender differences in how this influence operates. Warm parenting styles have a direct positive effect, whereas overprotective parenting styles exert more influence through student-faculty interactions, particularly academic interactions.
(Gelişimi, 2024) Nigeria	Cross-Sectional Study This study included 200 preschool children aged between 3 and 5 years.	Parenting Style	PSQ, PCSRS	This study shows that authoritative parenting has a dominant influence on the development of preschool children's socio-emotional skills. Friendship and cooperation skills are the most developed socio-emotional skills, while empathy skills rank the lowest. Therefore, parents with an authoritative parenting style contribute more significantly to the development of children's socio-emotional skills, which may potentially impact their social and emotional well-being in the long term.
(Kang & Guo, 2022) Tiongkok	Cross-Sectional Study - Number of Participants: 307 university student	Authoritative parenting style	PSDQ, ERC, PBS (Prosocial Behavior Scale)	The authoritative parenting style influences prosocial behavior in young adults through emotion regulation, particularly through cognitive reappraisal. Expressive suppression does not serve as a mediator in this relationship. Responsive parenting and effective emotion regulation can contribute to the development of better prosocial behavior in young adults.
(Șițoiu & Pânișoară, 2022) Romania	Cross-Sectional Study - Number of Participants: 178 individuals - Female: 166 (93.3%) - Male: 12 (6.7%)	Parental emotion regulation and optimism.	SE, CR, Optimism Questionnaire, Parenting Style Questionnaire	This study shows that parental emotion regulation and optimism play an important role in the application of the authoritative parenting style. Parents who are able to regulate their emotions well and have a high level of optimism tend to prefer the authoritative style over authoritarian or permissive styles. However, emotion regulation is not influenced by the parents' age. These findings emphasize that strengthening emotion regulation and optimism can contribute to more positive parenting practices.

(Agbaria et al., 2021) Palestina	Cross-Sectional Study - Number of Participants: 150 preschool children - Child Age Range: 3 to 4 years old	Parenting Style	PSQ, ERC, AQSQ	The conclusion of this study shows that authoritative parenting style and secure attachment patterns are positively related to children's emotional regulation. In contrast, authoritarian and uninvolved parenting styles are negatively related to emotional regulation. Permissive and uninvolved parenting styles did not show significant influence. These findings emphasize the importance of a healthy parent-child relationship in supporting children's emotional regulation development.
(Ebrahimi, 2015) Iran	Pre-Experimental Study - Number of Participants: 300 students - Student Age Range: 13 to 18 years old	Parenting Style	Baumrind's Parenting Styles Questionnaire, Mars's Emotional Self-Regulation Strategies Questionnaire.	This study shows that parenting styles have a significant impact on emotional self-regulation in adolescent students. Authoritative and permissive parenting styles contribute positively to emotional regulation abilities, while authoritarian parenting style has a negative impact. These findings emphasize the importance of parental awareness regarding the effects of their parenting styles on the emotional well-being of their children. Therefore, there is a need for more intensive education for parents to implement parenting styles that better support the development of positive emotional regulation in their children, creating a healthier emotional environment for future generations.
(Cherian, 2024) India	Cross-Sectional Correlational Study - Number of Participants: 300 students - Student Age Range: 13 to 18 years old	Parenting Style	Parenting Styles Questionnaire, Emotional Regulation Scale, Resilience Scale	Preliminary analyses identified significant correlations among emotional regulation, parenting style, and resilience. Adolescents who experienced higher levels of authoritative parenting demonstrated greater emotional regulation skills and resilience compared to those raised in authoritarian or permissive parenting environments. Additionally, specific emotional regulation strategies, including cognitive reappraisal and problem-solving, were positively associated with resilience scores.

PAQ = Physical Activity Questionnaire; PANAS = Positive and Negative Affect Schedule; ERICA = Eating Regulation Inventory for Children and Adolescents; PSDQ = Parenting Styles and Dimensions Questionnaire; ERC = Emotion Regulation Checklist; TEM = Test of Emotion Management; PVQ = Personal Values Questionnaire; CAPES = Coping and Adaptation Processing Scale; PSQ = Perceive Stress Questionnaire; PCSRS = Pain Catastrophizing Scale Revised Short Form; PBS = Positive Behavior Scale; SE = Self-Efficacy; CR = Coping Resources; AQSQ = Adult Quality of Life Scale Questionnaire.

Tabel 4. CASP Checklist for the quality of studies

Author/year	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Herzog et al. (2015)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Boediman et al. (2019)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Haslam et al. (2020)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Bahrami et al. (2018)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Yao et al. (2022)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Gelişimi (2024)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Kang et al. (2022)	Y	?	Y	Y	N	Y	Y	Y	Y	Y
Sitoiu et al. (2022)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Agbaria et al. (2021)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Ebrahimi (2015)	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Cherian (2024)	Y	?	Y	Y	N	Y	Y	Y	Y	Y

Discussion

This systematic review examined multiple studies to explore the impact of parenting styles on emotional regulation within families. Parental caregiving is a key factor in the development of children's emotion regulation abilities and the overall emotional climate of the family. Evidence from previous research suggests that authoritative parenting is typically linked to more effective emotional regulation, while authoritarian and permissive approaches may be associated with challenges in managing emotions. Additionally, contextual variables such as cultural background, child attachment, and social interactions appear to moderate the relationship between parenting styles and emotional regulation. A comprehensive understanding of these interactions is essential for developing interventions aimed at enhancing emotional well-being in family contexts.

The effectiveness of interventions developed based on these findings shows great potential in enhancing children's emotional well-being and improving family dynamics. According to (Sagita & Saputri, 2024), interventions focused on enhancing authoritative parenting styles, through training and education for parents, have been proven effective in helping them understand the importance of responsiveness and emotional support in parenting. Furthermore, (Fitriyah et al., 2024) emphasize that these programs not only teach better communication techniques but also emotional management strategies for parents themselves, which ultimately has a positive impact on the child's ability to regulate their emotions. Conversely, the study by (Sumargi & Kristi, 2017) suggests that children raised in a nurturing environment, where parents adopt an authoritative parenting style, demonstrate stronger emotional regulation skills and exhibit fewer behavioral problems.

Moreover, according to (Trolan et al., 2022), positive social interactions, such as the relationships between students and faculty, have been identified as a key factor in emotional development. Interventions that promote increased academic and social interactions in educational environments can help students feel more connected and supported, ultimately strengthening their emotional regulation skills. However, to achieve optimal outcomes, interventions must be tailored to each cultural context. In collectivist cultures, for example, it is important to incorporate local values into intervention programs to ensure relevance and acceptance. Therefore, (Parsakia et al., 2024) emphasize that the effectiveness of interventions not only depends on the approach used but also on their alignment with the specific needs of parents and children in diverse cultural contexts. Furthermore, Parra- (Parra-

Cardona et al., 2017) highlight that holistic interventions involving parent education, social support, and cultural adaptation can yield significant outcomes in enhancing children's emotional well-being as well as familial relationships.

Based on various studies reviewed, it has been found that parenting styles play a significant role in the development of emotional regulation across different age groups, from children to young adults. The majority of the research employs quantitative instruments, such as questionnaires and psychological scales, to measure parenting styles, emotional regulation, as well as mediator and moderator variables, including culture, child attachment, parental optimism, and academic interactions. Some studies also combine observational methods to assess the development of children's social-emotional skills in more depth.

Research conducted by (Boediman & Desnawati, 2019; Gelişimi, 2024; Haslam et al., 2020) consistently indicates that authoritative parenting is linked to improved emotional regulation across various developmental stages, ranging from childhood to young adulthood. However, (Haslam et al., 2020) emphasize that contextual factors, including cultural influences, can moderate this association. Additionally, (Yao et al., 2022) found that child attachment and academic interactions play a significant role in mediating or moderating the relationship between parenting styles and emotion regulation. Beyond its effects on children, studies by (Bahrami et al., 2018; Şiţoiu & Pânişoară, 2022) suggest that parenting styles also affect parents' own emotion regulation abilities.

Thus, the findings of (Agbaria et al., 2021; Herzog et al., 2015; Newman, 2017) confirm that warm, responsive, and supportive parenting-particularly the authoritative parenting style-is a key factor in enhancing an individual's emotion regulation abilities. Interventions that promote the adoption of positive parenting practices while considering cultural and social environmental factors can help optimize children's and adolescents' emotional development and psychological resilience. Additionally, research by (Higgins, 2015) indicates that positive parenting fosters more harmonious family relationships, creating a safe and supportive environment for children's development. Furthermore, (Siregar & Subiyantoro, 2021) emphasize that consistent emotional support from parents enables children to better cope with life challenges and develop stronger social skills.

These studies employ structured and systematic procedures to examine the relationship between parenting styles and children's emotional development. Most research utilizes a descriptive and quantitative survey design, involving participants from diverse age groups and cultural backgrounds, including university students, parents, and preschool children from countries such as the United States, Indonesia, Iran, and Nigeria. Data collection is conducted through questionnaires incorporating measurement tools such as the Parenting Styles and Dimensions Questionnaire (PSDQ) to assess parenting styles and the Emotion Regulation Checklist (ERC) to evaluate children's emotion regulation skills.

According to (Risnawaty et al., 2021; Robinson et al., 1995), the Parenting Styles and Dimensions Questionnaire (PSDQ) is an instrument designed to assess parenting styles based on Diana Baumrind's typology, which includes authoritative, authoritarian, and permissive styles. Originally developed by Clyde C. Robinson and colleagues in 1995, this questionnaire consists of 62 items measuring various aspects of parenting behavior, such as responsiveness, control, and acceptance. Each item is rated using a Likert scale to determine the extent to which parents engage in specific parenting practices. Furthermore, according to (Rahmawati et al., 2022), studies on the validity and reliability of the PSDQ indicate strong internal

consistency, with Cronbach's alpha coefficients varying across subscales but generally exceeding 0.70, demonstrating adequate reliability.

According to (Reis et al., 2016; Shields & Cicchetti, 1997), the Emotion Regulation Checklist (ERC) is a measurement tool designed to assess emotion regulation in children. Developed by Shields and Cicchetti in 1997, this instrument consists of 24 items evaluated by parents or caregivers familiar with the child. The ERC comprises two primary subscales: Emotion Regulation (ER), which assesses a child's ability to manage and appropriately express emotions, and Lability/Negativity (L/N), which evaluates emotional instability and negative emotional responses. Responses are rated using a four-point Likert scale. Validity and reliability studies indicate that the ERC demonstrates strong internal consistency, with Cronbach's alpha values ranging from 0.73 to 0.96 for the ER subscale and from 0.77 to 0.96 for the L/N subscale, reflecting high reliability.

According to (Arsi, 2021; Hamid et al., 2019; Janna & Herianto, 2021), after data collection, analysis is conducted using statistical software such as SPSS and AMOS, employing methods such as regression analysis, analysis of variance (ANOVA), and path analysis to test the proposed hypotheses. The validity and reliability of the instruments are assessed through factor analysis and Cronbach's alpha coefficients, ensuring the trustworthiness of the results. Moreover, all these studies adhere to ethical research standards, including obtaining approval from ethics committees and ensuring the confidentiality of participant data.

The analysis demonstrates that authoritative parenting is positively linked to children's emotion regulation skills, while authoritarian and permissive parenting styles are generally associated with adverse effects. These results highlight the significant role of cultural contexts and family values in shaping children's emotional development. Consequently, educational interventions aimed at promoting positive parenting practices are essential for improving children's overall well-being.

A key strength of the studies reviewed lies in their substantial contribution to understanding the relationships among parenting styles, emotion regulation, and children's social development. These studies cover a range of cultural contexts, including participants from countries such as the United States, Indonesia, and Iran, providing valuable insights into how cultural values influence these dynamics. Moreover, the use of well-validated and reliable instruments, such as the Parenting Styles and Dimensions Questionnaire (PSDQ) and the Emotion Regulation Checklist (ERC), enhances the robustness of the findings. The methodologies employed, including path analysis and regression analysis, enable researchers to examine complex interactions among variables effectively.

However, several limitations should be considered. Most studies rely on self-reports from parents or university students, which may introduce social desirability bias and limit data accuracy. Furthermore, the predominant use of cross-sectional designs prevents definitive conclusions about causal relationships. Some studies also highlight that certain social and cultural contexts may complicate the understanding of parenting effects, as authoritarian parenting in some cultures has been found to yield positive outcomes. Another limitation is the lack of research involving fathers, who could provide a different perspective on parenting styles and their impact. Additionally, the limited focus on other influential factors, such as economic conditions and social support, may affect the overall findings. Nevertheless, these studies provide a strong foundation for educational interventions and policies aimed at improving children's emotional well-being while encouraging parents to adopt more responsive and supportive parenting styles.

The clinical implications of these findings are significant for designing interventions aimed at enhancing emotional well-being in both parents and children. Parenting programs that focus on responsiveness, open communication, and emotional support can assist parents in adopting more effective parenting strategies. Additionally, raising awareness about the potential negative effects of authoritarian and permissive parenting may encourage parents to reflect on and improve their practices, thereby reducing the likelihood of behavioral and emotional difficulties in children. By integrating culturally sensitive approaches and reinforcing social support within educational and family contexts, such comprehensive interventions can positively influence children's emotional development and overall family well-being.

Conclusion

Evidence suggests that parenting style is a key determinant of children's emotional regulation and prosocial behavior. Authoritative parenting supports optimal development, whereas authoritarian and permissive styles are generally linked to less favorable outcomes, although cultural factors may influence these effects. Social interactions within educational settings also act as important mediators in this relationship. Consequently, promoting authoritative parenting and providing parent education on effective strategies are recommended to enhance children's emotional and social development.

These findings highlight the significance of psychological interventions and psychoeducation in optimizing parenting practices to support children's emotion regulation. Family therapy and parenting skills programs should emphasize the use of authoritative parenting to foster adaptive behaviors and emotional well-being. In child and adolescent psychotherapy, assessing parenting styles can aid in identifying emotional difficulties and in developing more adaptive coping strategies. Parent psychoeducation should address the potential negative effects of authoritarian and permissive parenting while introducing more effective approaches. Additionally, fostering positive social interactions, including academic-social relationships, can serve as a protective factor for emotion regulation. Clinical interventions should also incorporate cultural considerations to ensure the effectiveness of parenting strategies across diverse social contexts.

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