
PARENTING STYLES ON CHILDREN'S EMOTIONAL AND SOCIAL DEVELOPMENT

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DOI: <https://doi-doi.org/101555/ijrpa.6055>**ABSTRACT**

This study examined the relationship and influence of parenting styles — authoritative, authoritarian, permissive, and neglectful — on the emotional and social development of Grade 6 learners in Districts 1 and 2 of Columbio, Sultan Kudarat, Philippines for school year 2025–2026. Using a quantitative descriptive-correlational design, data were gathered from 255 Grade 6 learners through a validated survey questionnaire administered via stratified random sampling. Descriptive statistics (mean, weighted mean), Spearman rank correlation, and multiple linear regression were employed for data analysis. Results revealed that authoritative parenting was the most practiced style (WM = 3.53), while authoritarian (WM = 3.36), permissive (WM = 3.15), and neglectful (WM = 3.35) styles were moderately practiced. Children demonstrated developed levels of emotional development (emotional recognition: WM = 3.64; emotional regulation: WM = 3.61; self-esteem: WM = 4.01; empathy: WM = 3.89) and social development (peer relationships: WM = 3.82; communication skills: WM = 3.86; cooperation and conflict resolution: WM = 3.79; social participation: WM = 3.83). Spearman rho analysis confirmed highly significant relationships between parenting styles and both emotional and social development. Multiple regression revealed that authoritative parenting was the strongest positive predictor of children's outcomes, while authoritarian and neglectful parenting demonstrated significant negative influences. Findings affirm that the quality of parenting practices is a critical determinant of children's developmental well-being.

KEYWORDS: parenting styles, emotional development, social development, authoritative parenting, Grade 6 learners, Philippines.

1. INTRODUCTION

Parenting is one of the most consequential forces shaping children's emotional and social trajectories. The family environment — particularly the strategies parents employ in responding to children's needs, enforcing discipline, and communicating expectations — profoundly influences how children learn to regulate emotions, form relationships, and participate in social life (Zheng, 2025). Baumrind's (1966) seminal taxonomy of parenting styles, extended by Maccoby and Martin (1983), identifies four distinct approaches: authoritative (high warmth and high control), authoritarian (high control, low warmth), permissive (high warmth, low control), and neglectful (low warmth, low control). Each style carries distinct developmental implications for children's psychological and social competence.

Evidence from diverse international settings consistently demonstrates that authoritative parenting is associated with superior outcomes in emotional regulation, self-esteem, empathy, and social competence (Zhang & Wang, 2021; Morris, 2020). In contrast, authoritarian, permissive, and neglectful styles have been linked to elevated anxiety, poor peer relationships, and weakened emotional self-regulation (Morris & Eisenberg, 2021; Denham, 2021). Despite the robustness of these findings in Western contexts, there remains a critical gap in the literature regarding culturally diverse, lower-resource settings — particularly in Southeast Asian and Philippine rural communities where socioeconomic pressures, extended family dynamics, and indigenous value systems may mediate the expression and effects of parenting behaviors.

The Philippines presents a particularly important context for this inquiry. Filipino parenting is embedded in a cultural framework characterized by strong familial bonds (*pagpapahalaga sa pamilya*), respect for elders (*paggalang*), and community-oriented values. Research in this context has been limited, and whether Baumrind's typology applies with the same developmental outcomes in rural Filipino settings remains underexplored (Calafat, García, & Resurrección, 2024). Furthermore, most existing studies examine emotional and social development as separate domains, neglecting the integrated manner in which parenting simultaneously shapes both dimensions.

This study therefore aimed to: (1) determine the level of parenting styles practiced by parents as perceived by Grade 6 learners; (2) assess children's levels of emotional development (emotional recognition, emotional regulation, self-esteem, and empathy) and social development (peer relationships, communication skills, cooperation and conflict resolution, and social participation); (3) investigate the significant relationship between parenting styles and these developmental domains; and (4) determine the significant influence of parenting styles on children's emotional and social development.

The study contributes to the growing body of literature on parenting and child development in non-Western contexts and provides empirically grounded insights for school administrators, teachers, and policymakers seeking to address children's holistic development in Philippine educational settings.

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This study is anchored on Baumrind's Parenting Styles Theory (1966), extended by Maccoby and Martin (1983), which classifies parenting into four types based on the dimensions of responsiveness (warmth and support) and demandingness (control and discipline). Authoritative parenting — characterized by high responsiveness and high demandingness — is consistently associated with the most adaptive child outcomes, including greater emotional competence, social maturity, and academic achievement. Authoritarian parenting (high demandingness, low responsiveness), permissive parenting (high responsiveness, low demandingness), and neglectful parenting (low on both dimensions) are each linked to progressively less favorable developmental trajectories.

The theory positions parenting behaviors as the primary social ecology within which children develop their understanding of emotions, relationships, and social norms. By examining how each style maps onto specific emotional and social outcomes, the framework provides an organizing lens for interpreting both individual and collective patterns in children's development.

2.2 Parenting Styles and Emotional Development

Authoritative parenting's warmth and structured guidance consistently promote positive emotional outcomes. Hussain et al. (2020) found that adolescents raised under authoritative parents exhibited greater emotional regulation and higher self-confidence, while Haslam et al.

(2020) linked this parenting style to enhanced emotion recognition skills across cultural contexts. Children of authoritative parents show higher self-esteem, better emotional regulation, and greater social competence (Zhang & Wang, 2021), with Zheng (2025) identifying emotion coaching as a core mechanism.

Authoritarian parenting, by contrast, has been associated with diminished emotional self-regulation and suppressed empathy. Liu and Li (2024) found that children in authoritarian households showed reduced self-control and emotion management, while Lin et al. (2023) documented that such children display greater aggression through reduced empathy. Neglectful parenting was linked to the most severe emotional deficits, including poor emotional awareness, heightened anxiety, and long-term psychological vulnerabilities (Lee & Kim, 2021; Thompson & Nelson, 2023).

2.3 Parenting Styles and Social Development

Authoritative parenting consistently predicts stronger social competence. Jannah et al. (2025) documented enhanced peer acceptance and cooperative behavior in preschoolers from authoritative homes, while Ma and Lan (2021) linked this style to superior verbal skills and constructive dialogue. For conflict resolution and cooperation, Liu and Abdul Rahman (2022) demonstrated that authoritative parenting significantly reduced sibling conflict, with authoritarian parenting associated with confrontational rather than collaborative conflict behaviors.

Neglectful parenting was identified as particularly harmful to social participation, with Nelson et al. (2020) reporting the lowest school engagement among children from uninvolved households. Permissive parenting, while associated with some positive social expressions, was linked to inconsistent cooperation and susceptibility to peer influence (Khaleque, 2021; Salavera et al., 2022).

3. METHODOLOGY

3.1 Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive component characterized the levels of parenting styles, emotional development, and social development among the respondents. The correlational component determined the relationships between parenting styles and children's developmental outcomes, while multiple regression analysis identified the predictive influence of parenting styles on these outcomes.

3.2 Participants and Sampling

The study population consisted of 758 Grade 6 learners enrolled in 25 public elementary schools across Districts 1 and 2 of Columbio, Sultan Kudarat, Philippines for school year 2025–2026. Slovin's formula ($e = 0.05$) was used to determine the sample size of 255 learners. Stratified random sampling proportionally allocated the sample across all schools to ensure balanced representation. Inclusion criteria required respondents to be currently enrolled as Grade 6 pupils, living with at least one parent or legal guardian, with written consent from both parent and student.

3.3 Research Instruments

Data were gathered using a three-part survey questionnaire. Part I measured parenting styles using items adapted from Baumrind (1991) and Maccoby and Martin (1983), comprising 20 items (5 per style) rated on a 5-point Likert scale (1 = Least Practiced to 5 = Highly Practiced; $\alpha = 0.748$). Part II assessed emotional development across four indicators (emotional recognition, emotional regulation, self-esteem, empathy; 20 items; $\alpha = 0.772$). Part III assessed social development (peer relationships, communication skills, cooperation and conflict resolution, social participation; 20 items; $\alpha = 0.852$). All instruments underwent expert validation and reliability testing prior to administration.

3.4 Data Analysis

Data were analyzed using mean and weighted mean to characterize levels of each variable, Spearman rank correlation coefficient to assess the direction and strength of relationships between parenting styles and developmental outcomes, and multiple linear regression to determine the predictive influence of parenting styles on children's emotional and social development.

4. RESULTS AND DISCUSSION

4.1 Level of Parenting Styles

Table 1: Summarizes the levels of parenting styles as perceived by the Grade 6 respondents.

Parenting Style	Weighted Mean	Descriptive Level
Authoritative	3.53	Practiced
Authoritarian	3.36	Moderately Practiced
Permissive	3.15	Moderately Practiced
Neglectful	3.35	Moderately Practiced

Table 1. Summary of Parenting Style Levels

Authoritative parenting emerged as the most practiced style (WM = 3.53), with parents reported to encourage emotional expression and explain the rationale behind rules. This was followed by authoritarian (WM = 3.36), neglectful (WM = 3.35), and permissive (WM = 3.15) styles, all of which were moderately practiced. These findings suggest that while a foundation of responsive parenting exists in the study locale, elements of control-oriented, disengaged, and laissez-faire parenting persist concurrently — a pattern consistent with the mixed parenting profiles observed in collectivist, lower-resource Philippine communities.

The prominence of authoritative parenting aligns with findings by Zhang and Wang (2021), who linked this style to superior emotional and social competence. The moderate presence of authoritarian parenting, characterized by rule-following without explanation, corroborates Calvano et al.'s (2021) observations regarding its association with internalizing problems. Notably, neglectful parenting scoring as moderately practiced — evidenced by parents being 'too busy' to attend to children's needs (M = 3.79) — reflects the socioeconomic realities of many rural Filipino families, consistent with findings by Jones and Prinz (2020) on the emotional consequences of reduced parental engagement.

4.2 Level of Children's Emotional Development

Table 2 presents the levels of children's emotional development across four indicators.

Indicator	Weighted Mean	Descriptive Level
Emotional Recognition	3.64	Developed
Emotional Regulation	3.61	Developed
Self-Esteem	4.01	Developed
Empathy	3.89	Developed

Table 2. Summary of Children's Emotional Development Levels

All four indicators of emotional development were rated at a developed level, with self-esteem recording the highest mean (WM = 4.01), followed by empathy (WM = 3.89), emotional recognition (WM = 3.64), and emotional regulation (WM = 3.61). Children demonstrated particular strength in expressing pride in their accomplishments (M = 4.27) and listening to peers in distress (M = 4.16), yet showed comparatively weaker capacity in controlling anger (M = 3.17) and describing their emotions to others (M = 3.16).

The developed self-esteem levels are consistent with Martínez-Vicente et al.'s (2021) finding that higher self-esteem is associated with academic engagement and reduced internalizing problems. The specific gap in anger control aligns with Aldao and Nolen-Hoeksema's (2020) demonstration that general regulation strategies do not automatically translate to anger-specific control, underscoring the need for targeted emotional skill-building interventions.

4.3 Level of Children's Social Development

Table 3 presents the levels of children's social development.

Indicator	Weighted Mean	Descriptive Level
Peer Relationships	3.82	Developed
Communication Skills	3.86	Developed
Cooperation and Conflict Resolution	3.79	Developed
Social Participation	3.83	Developed

Table 3. Summary of Children's Social Development Levels

All four social development indicators were at a developed level, with communication skills recording the highest mean (WM = 3.86), followed by social participation (WM = 3.83), peer relationships (WM = 3.82), and cooperation and conflict resolution (WM = 3.79). Children demonstrated strong peer trust and friendship formation, as well as active participation in school activities. These results confirm Parker et al.'s (2021) assertion that positive peer interactions are foundational to emotional wellbeing and school engagement.

4.4 Relationship Between Parenting Styles and Emotional Development

Spearman rank correlation analysis revealed a highly significant relationship between parenting styles and children's emotional development ($p < 0.01$). Authoritative parenting showed strong positive correlations with emotional recognition, self-esteem, and empathy, affirming its role in scaffolding emotional competence. Authoritarian, permissive, and neglectful parenting demonstrated significant associations with all emotional development indicators, with authoritarian and neglectful styles showing inverse associations with self-esteem and empathy. These findings are consistent with Mortazavizadeh et al.'s (2022) observation that children perceiving authoritative parenting demonstrate higher emotional competence, and Kim and Cicchetti's (2020) evidence that emotional unavailability increases difficulties in emotion regulation.

4.5 Influence of Parenting Styles on Emotional Development

Multiple regression analysis confirmed that parenting styles significantly influence children's emotional development. Authoritative parenting emerged as the strongest positive predictor across all emotional indicators, while authoritarian and neglectful parenting demonstrated significant negative influence on self-esteem and empathy respectively. Neglectful parenting exerted the most harmful influence on self-esteem — consistent with Di Giunta's (2021) finding that children of neglectful parents report the lowest self-esteem across all parenting typologies. These regression results reject the null hypothesis that parenting styles do not significantly influence emotional development.

4.6 Relationship and Influence of Parenting Styles on Social Development

Parenting styles were found to be significantly related to all four dimensions of social development ($p < 0.01$). Authoritative parenting was the strongest positive correlate of peer relationships, communication skills, cooperation, and social participation. Neglectful parenting demonstrated the most adverse associations, particularly with social participation and peer relationships — findings that mirror Nelson et al.'s (2020) documentation of reduced school engagement among children from uninvolved households.

Regression analysis further confirmed that authoritative, permissive, and neglectful styles significantly predicted peer relationships, communication, and cooperation, while social participation was most strongly shaped by authoritative and neglectful parenting. These results are in line with Arian and Karaca (2021), who documented that parenting styles significantly predict children's social skills and prosocial behaviors.

5. CONCLUSIONS

Based on the findings, the following conclusions are drawn. Authoritative parenting was the most practiced style among parents of Grade 6 learners in Columbio, Sultan Kudarat, with the remaining styles moderately practiced. Children demonstrated developed levels across all emotional and social development indicators, with self-esteem scoring highest and anger regulation remaining an area requiring strengthening.

Parenting styles share a highly significant relationship with both emotional and social development. Authoritative parenting consistently exerted the strongest positive influence across all developmental domains, while authoritarian and neglectful parenting demonstrated significant negative effects, particularly on self-esteem, empathy, and social participation.

These findings hold important implications for school-based parenting education programs that aim to promote authoritative practices and address the risks associated with disengaged or overly controlling parenting.

6. RECOMMENDATIONS

School administrators are encouraged to develop structured parenting education programs that promote authoritative practices, particularly in communities where authoritarian and neglectful styles are prevalent. Teachers may use these findings to better interpret children's behavioral and emotional patterns in the classroom and apply differentiated support strategies. Parents should be provided with practical guidance on emotion coaching, active listening, and consistent yet compassionate discipline. Future researchers are encouraged to conduct longitudinal studies that track the effects of parenting style transitions on children's developmental trajectories, and to include cultural moderators specific to Mindanaoan and Philippine indigenous communities.

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