

IMPACT OF PARENTING ON SOCIAL GROWTH AND DEVELOPMENT OF A CHILD UNDER NIGERIAN LAW*

Abstract

Different parenting philosophies have distinct impacts on kids, influencing their growth in a variety of important ways. Children's emotional, social and behavioural results are influenced by the unique traits of each parenting style, to wit: authoritative, authoritarian, permissive, and neglectful/uninvolved parenting styles. The purpose of this study was to appraise these dominant parenting styles and their influence on children's social growth and development. The study utilised the doctrinal research method whereof statutes and case law were utilized as primary source of data, while textbooks, journal/articles and reliable internet materials were used as secondary sources of data. Findings revealed that parenting style has influence on students' social development. It is inferred that authoritative parenting based on reasoning, understanding, consensus and trust, resulted in pro-social behaviour while authoritarian parenting based on strict rules, force, threat, verbal and physical punishments resulted in anti-social behaviour. It is, therefore, recommended that parents should endeavour to adopt authoritative parenting style to enable their children and wards to develop pro-social behaviour. This would help parents, guardians, teachers and school authorities to understand and appreciate the relationship between parenting style and children's social development. It is also recommended that for us to have a better and sane society, parents and care givers should always strive to inculcate good morals in children. This will help them grow into better adults. The study concluded that performing moral, psychological and educational interventions in the community and increasing people's awareness about the psychological factors of parenting style have an effective role in nurturing children's behaviour in the future, and that lays a solid foundation for a better society.

Keywords: Parenting, Parenting Styles, Impact, Social growth and Development.

1. Introduction

As the most important part of the social structure, the family is the foundation of society, because it is where people take their first steps into social life.¹ The adventure of socialization starts in the family and continues until the end of his/her life as a result of the interaction he/she establishes with those around him/her and the institutions he/she is involved. And in a typical African society, family which consists of a man, woman with their children (and extended family members in most situations), people are interdependent on one another.² Thus, this definition places a great deal of function on the man and the woman, or the older ones in the upbringing of the younger ones (children). A child's first teacher is his parent, chosen by nature. The four primary domains of development important to a child's wellbeing are development, physical language development, development intellectual and social development.³ Parents have an important role in all these areas of development. Social and emotional development is largely guided by the development of a moral code. Children learn acceptable and unacceptable behaviours in their environment by picking up social cues available to them through their experiences. Values play a major role in shaping personality and behavior in one's life. Values are built from the early ages of one's life and it is along with them forever. It is very vital throughout life and plays an important role in the kind of work we select as a career.

Teaching moral values is an uphill task which involves parenting style. Moral development in children is multidimensional which includes security and warmth. It also includes practices like discipline, rewards and parent child conversation. Parents have an important role in providing and regulating these life changing experiences. Though children are natural learners, they will also need help and encouragement from others, especially parents. Parents provide a 'structure' to their children. They teach them values. They give guidance to children in understanding and following rules, which helps them to change, grow and mature. According to Sari, Children are required to be able to understand something with or without the help of parents, but parents do not completely escape the responsibility of parents guiding children in studying or solving their own problems, this will accustom children to be able to have life skills and get used to living in society.⁴

Every parent has a different kind of approach in handling their children. A child's morals, principles, and conduct are generally established through this bond.⁵ Besides that, the factor that affects independence is the parenting style of the parents, this is according to what Wibowo explained parenting is a factor that influences the formation of children, namely how parents treat children, educate, guide and discipline children, communication, how to provide rules, punishments, gifts and controls to achieve maturity in accordance with the prevailing norms in the community.⁶ One of factors that affect independence is social behavior, and with the influence of peers, children can shape their development into independence. Pangestu and others explain that through the process of learning to try, children can learn a variety of behaviours that are needed in adapting to the child's

*By Benjamin O. IGWENYI, LLB (Nig), LLM (ABSU), PhD (Nig) BL, Professor of Law, Faculty of Law, Ebonyi State University (EBSU), P.M.B. 053, Abakaliki, Nigeria, Tel: 08035446502. Email. benigwenyi@gmail.com; and

*Lilian Adannaya NGENE, LLB (EBSU), LLM (EBSU), BL, PhD Candidate (EBSU), Tel: 07035350923, Email. Lilyngene1@gmail.com

¹ E Dikici, O Tire and Z S Adigüzel, *Family and Sociology*, (Konya: Eğitim, 2020), 27.

² L Adisa, *Sociology: A Contemporary Science of Human Interaction in Society*, (Ibadan: DOP Publications, 20090), 132.

³ U Prabhu, J C Sasikala and T B Devi, 'Parenting and Moral Values Development in Children', *International Journal of Multidisciplinary Research and Development*, [2023], 10(8), 14.

⁴ R Sari, 'The Relationship between Independence and Life Skills of Grade VI Students at SDN Karang Bloom 9 Banjarmasin', *Journal of Education Paradigm*, [2014], 9(1), 63-65.

⁵ M Rahmah, S Hadi and E Wahdini, 'The Influence of Roles, Parenting Patterns through Social Behavior on Children's Independence', *Journal of Advances in Education and Philosophy*, [2022], 6(7), 352-359.

⁶ A Wibowo, *Early Childhood Character Education*, (Yogyakarta: Student Library, 2012), 71.

social environment with the existence of a group of friends the same age as the child can help children to gain independence which means that they are not dependent on their parents alone, but behave in accordance with environmental demands and can express their own opinion.⁷

The purpose of this study is to describe and analyze the role of parenting with children's social behaviour, as well as parenting patterns with children's social behaviour.

2. Conceptual Clarification

Child

Ayua and Okagbue viewed the meaning of a child in the customary way and posited that the age of majority varies from one ethnic group to another due to the lack of a uniform system of customary law in Nigeria.⁸ In some ethnic groups a boy remains a child until initiated into an age grade society or until he is old enough to contribute financially to community development, or until he marries.⁹ In others, childhood terminates at puberty.¹⁰ Ajanwachuku explained this better when he stated that customary law meaning of a child in Nigeria is multiplicated. Whether or not a person is a child is dependent on the customary law of the area where the issue has arisen for determination. Within the customary law of an area, however, whether or not a person is a child is dependent on the purpose for which the inquiry is being made.¹¹ Oloko posited that the logic of this native custom is that, like children who are funded for by others, any grown adult who is unable to meet up with his obligations, either to the community or family, is not fit to be called an adult.¹² The determination of childhood is therefore anchored on the fact that the person whose age has fallen for determination has not attained the mental and social adaptation to his environment to be able to confront and solve the problems of life. Likewise, an adult who cannot solve his problems without the supervision or intervention of the parents or relatives or another adult is just like a child and is deemed to be one. The courts have also aired their voices in this regard. Thus, in *Okon v. The State*,¹³ it was held that 'under section 2(1) of the Criminal Procedure Act, a 'child' means any person who has not attained the age of fourteen years and this definition is exhaustive'. Similarly, in the case of *RvCarton*,¹⁴ it was held that the meaning of the word child 'must in every case depend on the context in which it appears'

A handful of clarifications can as well be found under the statutes. Hence, under the Nigerian Contract Law, a child is a person below the age of 21 years.¹⁵ The *Labour Law* defines a child as a young person above age 12 but below age 16 years. *Land Use Act*¹⁶ defines a child for the purposes of granting statutory right of occupancy as a person under age 21. The *Matrimonial Causes Act*¹⁷ and the *Marriage Act*¹⁸ both tag a child to mean a person below the age of 21 years. The *Children and Young Person's Act*,¹⁹ defines a child as a 'person under the age of fourteen years' and a young person to mean 'a person who has attained the age of fourteen years and is under the age of seventeen years.' The *African Charter on the Rights and Welfare of the Child* (ACRWC)²⁰ defines a child as 'every human being below the age of eighteen years'. The United Nation's Convention on the Rights of the Child²¹ defines a child as a person below the age of eighteen years except in the law applicable to the child, the age of majority is attained earlier. The Nigerian Children's Trust Fund Act defines a child as 'the person who has not attained the age of sixteen years'.²² The *Criminal Procedure Code* defined Juveniles as 'a special category of offenders; all persons under the age of 17 or 18'.²³ Also, the *Child and Young Persons law of Lagos State* defines a juvenile as 'a young person who has attained the age of 14 and is under the age of 17'.²⁴ *Section 277 of the Child Rights Act of 2003* defines a child as a person who has not attained the age of eighteen years.

Flowing from the foregoing, it is clear that the perception of age as a yardstick for determination of who is a child in Nigeria is dependent on who is defining and varies according to cultural background. Again, the lack of a comprehensive definition that

⁷S Pangestu, S Saparahayuningsih, and Delrefi, 'Children's Independence in Learning Social Emotional Development', *Journal of Potential Scientific*, [2017], 2(2), 86-90.

⁸I Ayua, and I Okagbue, *The Rights of the Child in Nigeria*, (Ibadan: Intec Printer Ltd., 1996), 30.

⁹A Paul, 'An Appraisal of the Protection of the Rights of a Child in Niger State', a Projected submitted to the faculty of Law, Ahmadu Bello University, Zaria, 2015, in A Imosemi, 'Child/Juvenile Trials under the Criminal Justice Administration in Nigeria: An Urgent Compulsion for Reforms', *International Journal of Law*, [2018], 4(4), 28.

¹⁰I Ayua, and I Okagbue, *Op. Cit.*

¹¹A M Ajanwachuku, 'An Examination of Customary and Statutory Legal Meaning of a Child in Nigeria: A Stream of Two Waters that do not Mix', *Fiat Justitia Journal of Law*, [2017], 11(1), 31.

¹²S B A Oloko, 'Introduction: Protection and Violation of Child Rights in Nigeria', in *UNICEF Child Protection in Nigeria: Summary of Research Findings on Protection and Violation of Children's Rights*, (Lagos: Jeromelaiho & Associates Ltd., 1986), 1, cited in A M Ajanwachuku, *Op. Ct.*, 32.

¹³*Okon v State* 1 NWLR (Pt. 69), 173.

¹⁴*R. v Carton* [1945], 1 CH Div 372.

¹⁵*LabinjovAbake* [1924] 5NLR 33

¹⁶*Land Use Act*, 1978.

¹⁷*Matrimonial Causes Act* Cap M7 LFN 2004.

¹⁸*Marriage Act* Cap M6 LFN 2004.

¹⁹*Section 2*, Cap 22, LFN 2010.

²⁰*Article 2*, ACRWC, 1999.

²¹CRC, 1989 which Nigeria ratified in 1991 and domesticated in 2003.

²²*Section 1(3)*, *Nigerian Children's Trust Fund Act*, 1990 LFN, 2010, Vol. II.

²³*Criminal Procedure Code*, Cap C46

²⁴*Section 2*, *The Children and Young Persons Act*, Cap 485 LFN 2010.

is applicable throughout the Nigerian jurisprudence, is a big impediment with regard to the just application of the provisions of the law.

Parenting

Parenting is a more comprehensive term than child rearing,²⁵ and it is limited to the relationships between parents and children, whereas grandparents or relatives, as well as teachers, can take part only in child rearing practices.²⁶ It is the function, role, and responsibility of the parent in the family unit²⁷ that can imply the commitment of an individual or individuals to provide for the physical and psycho social needs of a child.²⁸ In particular, parenting means the role performed by a person that possesses parental status in order to suitably and positively enhances development in every aspect of their child's life. It is the primary method used by parents for socializing children.²⁹ In terms of task and function, parenting is the task of parents in bringing up their children. It is the main task of parents that provide care for a child or children and involves responsibility for their overall well-being.³⁰ This task occurs in the everyday parental behaviours with their children based on parents' cognition, emotion, attributions and attitudes and values.³¹ Rutter emphasizes that parenting is predominantly seen as a task in relation to the socialization or education of children that includes dimensions of sensitivity to a child's needs, social communication and emotional expressiveness and disciplinary control.³² It is one of the complicating, challenging, and potentially rewarding tasks that a family or an individual can perform. These parental tasks include sharing customs and traditions,³³ fostering skills for economic and social survival, promoting interpersonal and communication skills and helping children become self-regulatory, productive and self-actualized in the society.³⁴ It is also a parental functioning in a family, focusing on child caring and socializing.³⁵ In particular, parenting is the tasks and roles that parents might be expected to perform regarding a child or children social relevance.³⁶ Parenting is a complex activity that includes many specific behaviours of parents or people that work individually and collectively to influence child outcomes in the society. Thus, positive or negative consequences can occur with both of them depending on the positive or negative parenting practice and behaviours. For example, while continuing their activities, parents can develop greater well-being, high self-esteem, and enjoyment, and have good life satisfaction.³⁷ On the other hand, negative parental effects can occur when parents are troubled while raising and educating their child in daily living. Their life satisfaction and self-esteem are decreased because of lack of recreation and rest,³⁸ and they can become nervous, depressed, and physically ill. In terms of child consequences, parenting is significantly associated with a child's consequences or outcomes in several dimensions such as academic achievement, social competencies, self-esteem and life-satisfaction, and sexual behaviors including child's and adolescent's adjustment. Positive outcomes of child/children can result from positive parenting. These outcomes include physical maturation, internalized morality, autonomy, and self-identity in the society. On the other hand, negative outcomes can result from negative parenting, such as delinquency, alcohol misuse, adolescent marijuana use, poor life satisfaction, hopelessness, depression, and general psychiatric morbidity in adolescents.

3. Theoretical Framework

Intuitive Theory of Parenting

Intuitive theory is a powerful explanatory framework for considering the structure of human knowledge and the origins of behaviour.³⁹ Parenting behaviours and decisions play an important role in determining children's early environment. There is probability that these behaviours are driven by an intuitive theory of parenting, which is a coherent set of beliefs about child development and parent-child relationships.⁴⁰ This theory refers to a set of beliefs and assumptions that parents hold about child development and their role as parents, which influences their parenting behaviour. Most times, this theory is often implicit and may not be fully conscious or articulated by the parents. They are based on a parent's life experiences, knowledge, and cultural background. Research indicates that parents' views and perceptions of their own role in a child's development largely determine how they build interactions and organize children's daily lives.⁴¹ The range of individual differences in parental

²⁵ T J Hamner, P H Turner, *Parenting in Contemporary Society*, (3rd Edn., Boston: Allyn & Bacon, 1996), 7.

²⁶ T S Berg-Nielsen, and A Holen, 'From Clinical towards Research Interview: Parenting Problems with Troubled Adolescents', *Scand J Psychol*, [2003], (44), 319-29.

²⁷ T McNeill, 'Fathers' Experience of Parenting a Child with Juvenile Rheumatoid Arthritis', *Qual Health Res*, [2004], (14), 526-45.

²⁸ S R James and J W Ashwill, *Nursing Care of Children: Principle and Practice*, (3rd edn., St. Louis: Saunders, 2007), 59.

²⁹ N Darling and L Steinberg, 'Parenting Styles as Context: An Integrative Model', *Psychol Bull*, [1993], (113), 487-96.

³⁰ S Helseth and N Ulfset, 'Parenting Experiences during Cancer', *J AdvNurs*, [2005], (52), 38-46.

³¹ J Harden, 'Parenting a Young Person with Mental Health Problems: Temporal Disruption and Reconstruction', *Sociol Health Illn*, [2005], (27), 351-71.

³² M Rutter, 'Family and School Influences on Cognitive Development', *J Child Psychol Psychiatry*, [1985], (26), 683-704.

³³ M McEvoy, C Lee, A O'Neill, A Groisman, B K Roberts, and K Dinghra, 'Are there Universal Parenting Concepts among Culturally Diverse Families in an Inner-City Pediatric Clinic?', *J Pediatr Health Care*, [2005], (19), 142-50.

³⁴ T M Eldridge, 'Parenting', in J A Fox, (Ed.), *Primary Health Care of Infants, Children and Adolescents*, (2nd Edn., St. Louis: Mosby, 2002), 20-43.

³⁵ G N Holmbeck, R L Paikoff and J Brooks-Gun, 'Parenting Adolescents', in M H Bornstein, ed., *Handbook of Parenting: Children and Parenting*, (Vol. 1, Mahwah, NJ: Erlbaum, 1995), 91-118.

³⁶ J D Gage, K D Everett and L Bullock, 'Integrative Review of Parenting in Nursing Research', *J NursScholarsh*, [2006], (38), 56-62.

³⁷ J C Pflieger, A T Vazsonyi, 'Parenting Processes and Dating Violence: the Mediating Role of Self-Esteem in Low- and High-SES Adolescents', *J Adolesc*, [2006], (29), 495-512.

³⁸ J B Brooks, *Parenting*, (3rd Edn., Mountain View, CA: Mayfield Publishing, 1991), 59.

³⁹ E Hembacher, and M C Frank, 'The Early Parenting Attitudes Questionnaire: Measuring Intuitive Theories of Parenting and Child Development', *Collabra: Psychology*, [2020], 6(1), 10.

⁴⁰ *Ibid*.

⁴¹ N Darling, and L Steinberg, 'Parenting Style as Context: An Integrative Model', *Psychol. Bull.*, [1993], (113), 487.

behaviours is largely explained by their influence on their children's upbringing and education.⁴² Furthermore, the body of these perceptions is the intuitive theory of parenting,⁴³ which is based on a parent's life experience and knowledge. Intuitive theories of parenting, such as other intuitive theories, may not be fully understood by the parents themselves.⁴⁴ Contemporary empirical research has shown that intuitive theories of parenting are reflected in actual parent behaviour.⁴⁵ For example, a parent makes decisions about the strictness of rules for the child and the degree of emotional intimacy with the child. However, there is no research on how parents' views of up-bringing and education are related to their child's emotion understanding.⁴⁶ As stated earlier, intuitive theory is a powerful explanatory framework for considering the structure of human knowledge and the origins of behaviour. The theory presents a measure of attitudes in parents of infants and young children, attempting to elucidate the components of intuitive theory of parenting. Given both the variability in attitudes towards parenting across groups and the importance of improving parenting outcomes, intuitive theory of parenting may provide a tool for better understanding links between the two.

4. Legal Responsibility of Parents towards a Child under the Nigerian Law

Section 1-2 of the Child's Rights Act, (CRA), 2003, provides for the rights and responsibilities of parents, governments, institutions for the protection of children. It also provides that the best interest of the child is of primary or paramount consideration in all actions to be taken concerning a child. Section 277 of the CRA also defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property.' Under section 20 of the CRA parents have the responsibilities to provide the necessary guidance, discipline, education, and training for the child. Additionally, they have the responsibility to generally safeguard and protect the child from any activity that is harmful to him or not in his best interest. Such activities can be gleaned from Part III sections 21-40, (Part IV) and 41-49 of the CRA. Under customary law in some parts of Igbo land, a father's legal responsibility arises only when he is married to the child's mother. Thus, where a father is unmarried, even his biological child does not belong to him unless he pays the bride price on the mother of the child. Therefore, he is not expected to perform his responsibilities as a parent. Any attempt to do so would be regarded as futile as the child is deemed to belong to his or her maternal grandfather who should be the one to carry out parental responsibilities towards the child.⁴⁷

5. Parenting Styles

There are four major parenting styles. They are (a) Authoritative parents are warm, supportive and responsive, set clear rules and have high expectations, use developmentally appropriate demands, value independence, but also maintain control of children when needed. They communicate often and well with their children, and use positive discipline strategies, like praise and rewards to reinforce positive behavior.⁴⁸ (b) Authoritarian parents show little affection and are unresponsive. They impose strict rules, expect blind obedience, exercise strong control, and do not communicate often with their children.⁴⁹ (c) Permissive parents are affectionate and responsive, but also indulgent and lenient. They have few or no rules, make few demands, exercise little control, and communicate often.⁵⁰ (d) Neglectful parents are cold, unresponsive, show little affection, and act indifferent and uninvolved. They do not impose rules, make few demands, and do not communicate often. Other related styles include (e) Attachment parenting which was introduced by an American pediatrician, William Sears.⁵¹ His book is based on the Attachment Theory developed by psychiatrist John Bowlby. This parenting style focuses on connecting early with the baby, the importance of the infancy development time, trying to meet baby's emotional needs through responsiveness, and creating a safe, warm environment (close physical contact and emotional empathy and connection); (f) Helicopter parenting is a type of over-protective, constant involvement attitude of parents (monitoring and controlling the environment of the child). These parents intervene when a difficult situation arises and reduce the opportunities children need to learn things on their own, therefore, having an overall negative effect and interfering with a child's normal and expected development. Such kids develop lower self-esteem, poor coping skills, fear failure and become less independent. (g) Tiger parenting is a strict style, most commonly known and predominant among Chinese American families. The environment is rigid, with strict rules for children, high expectations, and very little freedom or choices. (h) Free-range parenting is the opposite of helicopter parenting, allowing children to make decisions, which means more freedom, less control. This leads to children learning from the consequences of their choices, becoming responsible and developing into independent adults. This type of parenting is viewed sometimes as

⁴² *Ibid.*

⁴³ H M Wellman, and S A Gelman, 'Cognitive Development: Foundational Theories of Core Domains', *Annu. Rev. Psychol.*, [1992], (43), 337-375.

⁴⁴ P Borkenau, 'Implicit Personality Theory and the Five-Factor Model', *J. Personal.*, [1992], (60), 295-327.

⁴⁵ E Hembacher, and M C Frank, 'The Early Parenting Attitudes Questionnaire: Measuring Intuitive Theories of Parenting and Child Development', *Psychology* [2020], 6.

⁴⁶ D Bukhalenkova, M Gavrilova, N Kartushina, 'Intuitive Theories of Parenting and the Development of Emotion Understanding in Preschoolers', *Educ. Sci.*, [2021], 11(15), 2.

⁴⁷ I P Enemo and P O Chigbu, 'Legal Responsibility of a Father towards a child under the Nigerian Child's Right Act of 2003', *The Nigerian Juridical Review*, [2020-2021], (16), 300.

⁴⁸ A Alegre, 'Parenting Styles and Children's Emotional Intelligence: What do We Know?', *The Family Journal of Counseling and Therapy for Couples and Families*, [2011], 19(1), 56-62.

⁴⁹ P Li, 'Four Types of Parenting Styles and their Effects on the Child', *Parenting for Brain*, <https://www.parentingforbrain.com/4-baumrind-parenting-styles/#other>, accessed on 25th August, 2025.

⁵⁰ A Alegre, 'Parenting Styles and Children's Emotional Intelligence: What do We Know?', *The Family Journal of Counseling and Therapy for Couples and Families*, [2011], 19(1), 56-62.

⁵¹ W Sears, and M Sears, 'The Attachment Parenting Book: A Commonsense to Understanding and Nurturing Your Baby', in A Ariana, K Melissa and J Vaisarova, 'Parenting Styles and Their Effect on Child Development and Outcome', *Journal of Student Research*, [2022], 11(3), 2.

neglectful in the United States, which is actually an incorrect viewpoint, since neglectful parents are cold and unresponsive, and free-range parents are actually warm and responsive, but favor autonomy, independence and power of choice for their children.

6. Child Parenting and Societal Values

Every parent strives to pass on their values and beliefs to the next generation. The way we raise our children affect not only them but the entire society. Creating an environment that foster respect, empathy, and openness helps us to build a healthy community. When we focus on shared values with our partner, we create a strong foundation for the future of our children and the whole society. Parenting is therefore a key factor in shaping a better world. Parenting significantly shapes societal values by teaching children essential social norms, cultural heritage and morals, like empathy respect, in the early stages of development. Through methods like modeling behaviours, open communication and establishing traditions, parent instil values that foster a harmonious community and build strong societal foundation for the future. The influence of parenting extends to cultural and religious practices, impacting a child's worldview and their ability to become a contributing adult. The values instilled in children today will influence their behaviours and contributions as adults, impacting the future direction of their communities.

7. The Role of Parenting in Transmitting Values in Children

Socialization: Parents act as primary agents of socialization, guiding children to understand and adhere to social expectations and norms.

Cultural Transmission: Through family traditions, celebrations, and stories, parents pass down cultural heritage and values, fostering a connection to identity and a respect for diversity.

Moral Development: Parents are responsible for teaching moral values such as honesty, compassion, and trustworthiness, which are crucial for a child's personality and character development.

Setting a Positive Example: Parents serve as role models, and their actions and attitude in daily life significantly influence a child's understanding and adoption of societal values.

Generally, consistently demonstrating desired behaviours by parents, such as kindness, patience and responsibility, teaches children what values are important. Engaging children in discussion about what values are important and why, helps them understand the reasoning behind family beliefs. Also, a warm and encouraging home environment where children feel loved and supported promotes confidence and their ability to express themselves, fostering healthy social and emotional development. Again, family rituals and traditions provide a sense of belonging and a predictable framework for transmitting cultural and moral values. Allowing children to make their own decision and take responsibility helps them to develop independence and self-discipline.

8. Impact of Parenting Style on Child's Growth and Social Development

We have noted that there are four major parenting styles. Each of these parenting styles has their impact on the growth and social development of children.

Authoritative Parenting Style: The authoritative parenting positively impacts a child's social development by fostering self-esteem, promoting pro-social behaviours, and enhancing emotional regulation, leading to better social competence and overall well-being of the child. This style involves a balance of emotional support and firm, clear expectations, which helps children develop crucial skills for managing emotions and interacting positively with peers. Children raised authoritatively tend to have higher self-esteem, which contributes to their confidence in social situations. The combination emotional support and clear boundaries under this parenting style helps children develop skills needed for healthy social interaction and positive peer relationships. This parenting style helps children learn to manage their emotions, a skill that is vital for healthy social development and interactions. Children often display more positive and cooperative behaviours with others, leading to a high quality of life. By balancing warmth with firm guidance, authoritative parents equip their children with necessary tools to navigate social environment successfully. They learn to be independent and responsible while also understanding social norms and boundaries, which promotes overall wellbeing and their ability to reach their full potential.

Authoritative Parenting is considered to be the most positive, healthy, and effective way. Child has a variety of personalities and characteristics, yet children need emotional comfort and behavioral discipline at the same time. Psychologists believe that high demandingness and responsiveness are the best ways to raise successful children. Admittedly, Authoritative parenting is recognizable by education and psychology in various countries, but it does not mean that rational children can always be raised.⁵²

Authoritarian Parenting Style: Authoritarian parenting patterns set by parents tends to educate children with corporal punishment as a consequence of violating the rules set by parents.⁵³ The aggressiveness applied by parents to authoritarian parenting gives meaning to children that aggressive behaviour is expected. According to Dewi and Susilawati, the lack of freedom at home makes adolescent exhibit aggressive behaviour outside the home.⁵⁴ A high level of control and emotional

⁵²J Jiawen, 'The Impact of Parenting Styles on Children's Social Adjustment and Development', *Journal of Education, Humanities and Social Sciences*, [2023], (22), 869.

⁵³I Fahriza, S Cahyati, Alfaiz, and ANadya, 'Social Development of Adolescents with Authoritarian Parents', *Journal of Guidance and Counseling*, [2022], 2(2), 57-67.

⁵⁴N P A R Dewi, and L K P A Susilawati, 'Hubungan Antara Kecenderungan Pola Asuh Otoriter (Authoritarian Parenting Style) dengan Gejala Perilaku Agresif Pada Remaja', *Jurnal Psikologi Udayana*, [2016], 3(1), 71.

freedom in children in this authoritarian parenting pattern can result in exceptionally high levels of anxiety and depression. Much tension is given to teenagers, but parents give very little warmth to teenagers, which can be an essential factor that triggers it. Children anxiety levels increase. Communication that is not well established and the lack of emotional closeness between children and their parents becomes a barrier to establishing good communication between children and their parents. Therefore, parents and children do not have the closeness to express themselves and prefer to open up about their problems with their peers.⁵⁵ Through this, children in an authoritarian parenting environment tend to have friendly relationships with good peers, which is motivated by good social acceptance from the environment, and children feel accessible and valued in their peer environment.⁵⁶ This authoritarian parenting style results in further social development. Many negative things arise in children due to this authoritarian parenting style because this authoritarian parenting style tends to be pushy, does not want to listen to children's opinions, gives excessive supervision, and rarely gives praise. The social development of children with this authoritarian parenting pattern results in poor development. Namely, children are afraid to try something new. When they get to know a new environment, their emotions are out of control, and they become hyperactive, shy, silent, anxious, and less creative. So, children do not have freedom in everything because they will obey their parents' orders. If they disobey their parents, they will be punished.

Permissive Parenting Style: Lenient, indulgent parent is brimming with love for their children. Even when the child's welfare may be in danger, this parent may be overtly affectionate and crying yet set few or no boundaries.⁵⁷ Little demands for maturity or performance are made by permissive, indulgent parents, and oftentimes, there are no repercussions for misbehavior. Although they are affectionate, permissive parents are undisciplined, which results in poor impulse control. Permissive parents are receptive but not strict. As a result, their offspring often develop into dependent, insensitive, passive individuals who lack social responsibility. And so, it is expected that children's internalizing and externalizing conduct will be favourably correlated with permissive parenting. The methods used in this parenting style, such as lack of structure and control, often lead to low self-control, low self-reliance and aggression in children, which makes this approach inadequate and somewhat controversial.⁵⁸

Neglectful/Uninvolved Parenting Styles: Neglectful parenting styles can let children become independent; due to the lack of parents' attention and intervention, children are forced to solve problems and deal with emotions independently. It could boost them to develop the ability of autonomy. Moreover, they are forced to learn to depend on themselves instead of relying on others. They may develop to self-care and self-management. Hence, they can better cope with life's challenges when they become adults. Nonetheless, take the long view. Neglectful parenting brings more negative impacts. Children who are raised by this type of parents lack self-discipline and self-control. They are ambiguous about the boundaries.⁵⁹ They apparently lack sense of social responsibility, and in extreme cases have high propensity to turn to social vices. This causes difficulties in adapting to the rules and requests in society, thus, become, most times, a burden to the society. Children may struggle to form healthy relationships due to insecure attachments and a negative self-image. In some cases, children may exhibit shyness or social ineptitude, while in others, the lack of proper guidance can lead to increased aggression. The absence of attention and responsiveness from neglectful parents can lead to a lack of trust in themselves and others. Such children may feel worthless and unloved because they receive a lack of validation and emotional support from their parents. Low self-esteem, poor academic performance, increased risk of substance abuse and psychological issues like anxiety and depression, and difficulties in forming healthy social relationship are impacts of this parenting style.

9. Conclusion and Recommendations

Parents are a child's first and most influential teachers, with a significant impact on their growth and development. Parenting approaches have a tremendous impact on a child's intellectual, social, and emotional development, both as children and adults. Effective parenting approaches, defined by a balance of affection and boundaries, have a positive impact on children's intellectual development and self-control. In contrast, a lack of structure or excessive indulgence can undermine self-discipline and lead to bad habits. A healthy parent-child relationship can encourage academic success and promote overall growth. It is therefore recommended that for us to have a better and sane society, parents and care givers should always strive to inculcate good morals in children. This will help them grow into a better adult. Without a doubt, performing moral, psychological and educational interventions in the community and increasing people's awareness about the psychological factors of parenting style can have an effective role in nurturing children's behavior in the future.

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