Original Researcher Article

Exploring the Impact of Parenting Styles on the Social Development of Students in Early Childhood Education Training

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ABSTRACT

This study investigates the influence of three major parenting styles as authoritative, authoritarian, and permissive on the social development of students pursuing early years diplomas at the university level. Grounded in the foundational theories of Diana Baumrind, the research aims to understand how distinct parental behaviors and attitudes shape students' emotional responses, decision-making abilities, and interpersonal skills. Using a quantitative research design, data were collected from 37 participants through the Parenting Style Questionnaire (PSQ), which measures the frequency of behaviors aligned with the three parenting styles on a six-point Likert scale. The findings indicate a clear preference for authoritative parenting among participants, characterized by high scores in areas such as emotional support, mutual respect, and open communication. Authoritative parenting was associated with positive traits like confidence, empathy, and self-regulation. In contrast, authoritarian parenting showed moderate endorsement, particularly for behaviors emphasizing obedience and rule enforcement, but lower support for harsh disciplinary actions or emotional detachment. This style was linked to issues such as low self-esteem and anxiety, which may hinder healthy social interactions. Permissive parenting, with the lowest mean scores overall, was sporadically endorsed particularly for behaviors allowing child-led decisions or leniency but generally showed weak support for practices that lack discipline or boundaries. The study emphasizes that parenting styles play a critical role in shaping students' social competencies, even as they progress into higher education. The authoritative approach emerged as the most beneficial for developing well-adjusted, socially competent individuals. The results underscore the importance of promoting parenting practices that balance emotional warmth with appropriate structure and discipline. These insights are valuable not only for parents but also for educators and policymakers who seek to foster environments that support holistic child development. While the study offers meaningful contributions to the field of developmental psychology and education, it acknowledges limitations such as a small sample size and reliance on self-reported data. Future research should aim for more diverse samples and incorporate longitudinal and multi-informant methods to deepen the understanding of how parenting styles influence children's long-term social and emotional outcomes.

Keywords: Parenting Styles, Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, Social Development, Early Childhood Education, Parenting Style Questionnaire (Psq), Parental Influence, Student Behavior, Child Psychology

INTRODUCTION

Diana Baumrind is a parenting specialist from the University of California, Berkeley. His work regarding parenting issues is well known and used internationally. Regarding parenting, Baumrind proposed four different styles: authoritative, authoritarian, permissive, and neglecting (Baumrind, 1966; Holden, 2010). These four styles impact children's development throughout their lives.

Parenting refers to how a parent controls and guides a child's behavior (Baumrind, 1966). A more systemic definition is given by Santrock (2003), suggesting that it is the process of educating and training children. The four parenting styles are defined by the interaction of warmth and strictness including authoritative (warmth and strictness), indulgent (warmth not strictness), authoritarian (strictness not warmth) and neglectful (neither warmth nor strictness).

Johal & Kaur (2015) found that, when boys were not in control they were more aggressive than girls who were high in control. In fact, increased unilateralism, independence and democracy tends to increase violence in males and males only, while a growing absence in these attributes results in increased violence in females. The boys of impulsive aggression may be more restricted in controlling their impulsivity; however,

For example, a child raised by a permissive parent is likely on the receiving end of uneven discipline because they are raised in a climate that is warm but non-restrictive. At the other end of the spectrum, authoritative parenting combines warmth with firm expectations and boundaries, characterized by open communication and respect for others. Many studies (Jadon & Tripathi, 2017; Moghaddam et al., 2017; Singh, 2017) have said that authoritative parenting effect positively on youth self-esteem and authoritarian parenting negatively.Because authoritative parenting satisfies the general needs of teenagers and children while authoritarian parenting does not (Baumrind, 2013), the results of metaanalysis (Pinquart & Kauser, 2018) show that parenting practices/style and children's outcomes are mostly cross culturally similar.

Every parent has a different way of engaging and directing their children, hence influencing their values, ethics, and behavior. The four main types under conversation here are authoritarian, authoritative, and permissive. Though parents sometimes mix traits from several categories, each one symbolizes a different way of bringing up children. Moreover depending on the context are styles of parenting.

Growing in children depends critically on their connections with their parents according to Popa (2022). Parents define their child care approach on the basis of their warm and caring attitude toward the child; expectations of the child; communication with the child; and disciplinary approach for them. According to family attitudes theory, Diana Baumrind (1968) cataloged three sorts of parental attitudes: families that are permissive, authoritative, and authoritarian Central to educational policy and research these days is the function of parental involvement in their children's education (Acar et al., 2021; Ribeiro et al., 2021).

Many school reform efforts in this aspect include projects aimed at increasing parental involvement to boost student success and reduce educational inequalities (Lo et al., 2021)

Early children's development and maturation depend strongly on their family life and parenting styles. Therefore, initiatives aimed at improving early life events to support good parenting usually focus on parental selfefficacy. Besides that, studies might determine the parenting techniques together with parents' selfefficacy beliefs. When parents have low selfefficacy (is an increased sensitivity to learned helplessness and therefore little incentive to address issues (Qutaiba, 2011; Gindrich, 2021),

Parental involvement means parents are certainly involved in many kinds of activities and behavior supporting their children&'s early learning and growth. One obvious case in Head Start school is parental involvement; according to Head Start (Ma et al., 2016) this is important. Children&'s cognitive and language development absolutely depends on parent participation in play, education, and daily home activities (Tan et al., 2022). In this regard, parents' participation in literary events such as reading and storytelling is quite widely accepted as beneficial for the cognitive and linguistic development of children during the preschool years and academic success in the future. Provide any activity that offers a learning or cognitive stimulation opportunity under the heading of parent involvement, which, however, covers a broader range of parent activities than reading to children (Eijgermans et al., 2022).

The results of misbehavior cause many children raised by authoritarian parents to show well-behaved conduct. They also usually follow exact directions more successfully to reach their objectives. On the other hand, this parenting approach might cause more aggressiveness; kids could show shyness, social awkwardness, and trouble deciding for themselves. Masud

The outcomes of misbehavior lead many kids raised by authoritarian parents to exhibit good behavior. Furthermore, they usually precisely follow directions more effectively to achieve their aims. Conversely, this parenting style could result in more aggression; children might show introversion, social discomfort, and difficulty in making decisions. Masud et al., 2019).

Autorotative Child Rearing
A close, loving bond between parents and children defines authoritative parenting. Parents define reasonable rules and expectations and justify their disciplinary measures. Instead of punishment, they see disciplinary techniques as a means of support. Children raised under authoritative parenting become more confident, responsible, and self-disciplined. These kids handle bad feelings more skillfully, which improves their emotional well-being and social results. Encouragement helps

Authoritative parenting is defined by a loving, close relationship between children and their parents. Parents set sensible standards and expectations and then defend their disciplinary decisions. They view disciplinary methods as a form of help rather than punishment. Under authoritarian parenting, children grow more selfdiscipline, responsibility, and confidence. These youngsters manage unpleasant emotions more deftly, therefore boosting their social results and emotional wellbeing (Moris et.al).

Permissive/Lenient Parenting

Normally kind and nurturing, permissive parents have little criteria for their children. Open communication and little rules enable their children to handle situations on their own.

Lack of rules, particularly with snacks, can lead children to develop poor eating habits. raising their likelihood of later obesity and other health issues. These children have a lot of independence to choose television and computer time, bedtime, homework. Since parents commonly provide little guidance on moderation, such great freedom might promote unsound habits. Although children from permissive households may have strong selfesteem and decent social skills, they could be hurried, entitled, selfish, and generally lack selfcontrol (Leeman et.al).

Their children's personality traits and ability to fit in can be slanted by their parental attitudes and behavior. Children raised by lenient parents could become selfish. Other people's sentiments and ideas hold no appeal for these youngsters. Someone may be short on selfesteem and lacking in selfcontrol. They may have little social competence. Children raised by authoritarian parents could suffer unease, sadness, and anxiety. Rage might lead them to use more bodily violence. Moreover, they lack good communication capability. They could show a lack of selfconfidence. Introvert folks can be aggressive in social settings. More socially adept and responsible, kids raised by authoritarian parents are confident, cooperative, nice, cheerful, selfreliant, socially gifted, and independent (Önder& Gülay. 2009).

Research Objectives
1. To explore authoritarian parenting style in students completing early years diploma at university level
2. To explore authoritative parenting style in students completing early years diploma at university level
3. To explore permissive parenting style in students completing early years diploma at university level

Research Questions
1. What behaviors are common among students with authoritarian parents?
2. What behaviors are common among students with authoritarian parents?
3. What behaviors are common among students with authoritarian parents?

METHODS AND MATERIALS
Research Design

This study employs a quantitative research design using a survey method to assess parenting styles. The Parenting Style Questionnaire (PSQ) serves as the primary instrument for data collection, allowing for the measurement of different parenting practices on a 6-point Likert scale.

Population, Sample Technique, Sample Size
The study will include the 40 Participants of a teacher training courses will be selected using , convenience sampling, ensuring a diverse representation in terms of socioeconomic background, education level, and family structure.

Research Instrument
The Parenting Style Questionnaire, adapted from Robinson et al. (1995), assesses three distinct parenting styles:
1. **Authoritative Parenting** (13 items)
2. **Authoritarian Parenting** (13 items)
3. **Permissive Parenting** (4 items)

Each item is rated on a scale from 1 (Never) to 6 (Always). Scores for each parenting style are calculated by summing the responses within each category and averaging them. The Questionnaire is attached in appendix A.

Data Collection Data will be collected through self-administered questionnaires distributed either in paper format or online, depending on participant convenience. Before participation, respondents will be provided with informed consent forms outlining the study's purpose, confidentiality measures, and voluntary nature.

Data Analysis Descriptive statistics, including mean scores and standard deviations, will be calculated for each parenting style. Comparative analyses (e.g., t-tests, ANOVA) may be conducted to examine differences in parenting styles

Ethical Considerations of the Research
This study will adhere to ethical research guidelines, ensuring confidentiality, anonymity, and voluntary participation. Participants will have the right to withdraw at any time without consequences. Data will be securely stored and used solely for research purposes.

RESULTS
Quantitative Analysis
Responses are based on a Likert-type scale, ranging from 1=Never, 2=Very rarely, 3= rarely, 4=occasionally, 5= very frequently and 6= always.

Authoritative Style (N=37)

	Mean	Std. D
I am responsive to my child's feelings and needs	5.32	.70923
I take my child's wishes into consideration before I ask him/her to do something:	4.64	1.0059
I explain to my child how I feel about his/her good/bad behavior	5.21	.78652
I encourage my child to talk about his/her feelings and problems	5.48	.76817
I encourage my child to freely "speak his/her mind", even if he/she disagrees	5.24	.86299
I explain the reasons behind my expectations	4.81	1.1746

	Mean	Std. Dev
I provide comfort and understanding when my child is upset	5.56	.60280
I compliment my child	5.56	.64724
I consider my child's preferences when I make plans for the family (e.g., weekends away and holidays)	5.13	1.0583
I respect my child's opinion and encourage him/her to express them	5.27	.87078
I treat my child as an equal member of the family	5.40	.79790
I provide my child reasons for the expectations I have for him/her	5.24	.68335
I have warm and intimate times together with my child	4.8919	1.1250
Valid N (listwise)		

The above data signifies the responses gathered from the 37 participants about their views for authoritative parenting style. Overall, the mean score ranges from 4.64 to 5.56 for all items indicates that most of the participants responded in always agreement against the items related to the authoritative parenting style. The highest means score 5.56 against the item *"I provide comfort and understanding when my child is upset" and "I compliment my child"* specified that most of the participants endorsed such behaviors. However, the lowest mean score 4.64 against the item *"I take my child's wishes into consideration before I ask him/her to do something"* indicate that participants are relatively less agreed with such behavioral style. Moreover, the standard deviation (SD) against the items ranging from 0.602 to 1.1746 indicate the moderate variability. In general, all participants responded a strong agreement against authoritative parenting; specifically, about emotional support, encouraging open communication and providing reasoning-based parenting approach for meeting the children expectations.

Authoritarian Style (N=37)

	Mean	Std. Dev
When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent, or because that is what I wan	3.97	.55209
I punish my child by taking privileges away from him/her (e.g., TV, games, visiting friends)	3.97	1.6412
I yell when I disapprove of my child's behavior	3.24	1.5348
I explode in anger towards my child	3.37	1.4211
I spank my child when I don't like what he/she does or says	2.78	1.5117
I use criticism to make my child improve his/her behavior	2.27	1.4269
I use threats as a form of punishment with little or no justification	2.45	1.5017
I punish my child by withholding emotional expressions (e.g., kisses and cuddles)	2.54	1.6089
I openly criticize my child when his/her behavior does not meet my expectations	2.91	1.6223
I find myself struggling to try to change how my child thinks or feels about things	2.48	1.6265
I feel the need to point out my child's past behavioral problems to make sure he/she will not do them again	3.59	1.5538
I remind my child that I am his/her parent	3.32	1.5820
I remind my child of all the things I am doing and I have done for him/her	3.54	1.8195
Valid N (listwise)		

The above data signifies the responses gathered from the 37 participants about their views for authoritarian parenting style. In general, the mean score ranges from 2.27 to 3.97; where the highest mean score 3.97 against the two items *When my child asks me why he/she has to do something I tell him/her it is because I said so, I am your parent…"and "I punish my child by taking privileges away from him/her"* indicate the endorsed views of the participants representing forceful, commanding and disciplinary values of authoritarian parenting behaviors. However, the lowest mean score 2.27 against the item *"I use criticism to make my child improve his/her behavior"* indicates the less authorization for verbal and critique-based disciplinary approaches. Moreover, the range 0.552 to 1.8195 shows the moderate to high variability in standard deviation (SD). Overall, the participants showed the moderate agreement against authoritarian parenting behavior and practices. The common parenting behaviors found as forceful obedience without reasoning, authority and sacrifices. However, lowest means core represented the lowest acceptance against strict, suppressed and critique-based behavior.

Permissive Style (N=37)

	Mean	Std. Dev
I find it difficult to discipline my child	2.70	1.3917
I give into my child when he/she causes a commotion about something	3.27	1.4073
I spoil my child	3.08	1.3617
I ignore my child's bad behavior	2.18	1.2657
I allow my child to interrupt others	4.16	1.7875
I withhold scolding and/or criticism even when child acts contrary to our wishes	1.78	1.2722

I am afraid that disciplining child for misbehavior will cause the child to not like his/her parents	3.00	1.2247
I always threaten child with punishment more often than giving it	2.89	1.6121
Valid N (listwise)		

The above data signifies the responses gathered from the 37 participants about their views for permissive parenting style. The mean score against all items ranges from 1.783 to 4.162 indicate the inclined behavioral of the participants for such parenting style. The highest mean score 4.16 against item *"I allow my child to interrupt others"* represents that most frequently such permissive behavioral attributes are reported by the participants. However, the lowest mean score 1.78 against the item *"Withholds scolding and/or criticism even when child acts contrary to our wishes"* represent the less endorsement of the evading, and submissive for such parenting behavior. Moreover, the moderate to high variability in standard deviation score showed across the items ranging from 1.224 to 1.787 indicate that few parents allow such behavior. Overall, the data indicate that most of the items showed the mean score less than midpoint 3.5 representing the rare or uncommon practiced permissive behavior. However, permitting interruptions and sometimes yielding in turbulence indicate that some permissive behavioral tendencies still exist, although inconsistently. Participants tend rarely agreed with permissive parenting actions, although some actions (such as yielding or dreading negative emotional outcomes of punishment) are occasionally more prevalent. The results indicate a low to moderate level of agreement pattern, with significant individual differences.

Findings
Authoritative parenting style showed high mean scores ranging from 4.64 to 5.56, indicating strong agreement with nurturing, communicative, and reasoning-based behaviors among participants.

Items like "I provide comfort and understanding when my child is upset" and "I compliment my child" received the highest endorsement (mean = 5.56), reflecting emotional responsiveness and positive reinforcement.

Authoritarian parenting style displayed moderate endorsement, with mean scores from 2.27 to 3.97. The highest agreement was with statements asserting control and obedience (e.g., "because I said so").

Criticism-based and emotionally withholding behaviors scored lowest, indicating reluctance among parents to adopt harsh disciplinary practices.

Permissive parenting style had low to moderate agreement, with mean scores between 1.78 and 4.16. The highest score (4.16) related to allowing interruptions, while ignoring misbehavior and withholding discipline were the least agreed upon.

Overall, authoritative parenting was most frequently practiced, followed by authoritarian and then permissive styles.

DISCUSSION
This study explored the relationship between three parenting styles as authoritative, authoritarian, and permissive and the development of children's social skills. Utilizing the Parenting Style Questionnaire (PSQ) and gathering data from 37 participants, the findings suggest substantial variations in social skill outcomes depending on parenting approach. The results are consistent with previous literature that emphasizes the significant influence of parental behavior on children's emotional regulation, peer interactions, and general social competence (Baumrind, 1991; Darling & Steinberg, 1993).

Authoritative Parenting and Children's Social Skills
The analysis of authoritative parenting responses revealed the highest mean scores among all three parenting styles, with participants generally reporting high levels of agreement on emotionally responsive and communicative behaviors. Items such as "I provide comfort and understanding when my child is upset" and "I compliment my child" scored the highest, with mean values of 5.56. These responses align with the concept of authoritative parenting being rooted in warmth, responsiveness, and democratic interaction (Maccoby & Martin, 1983).

Authoritative parents typically promote open communication, encourage independence, and provide reasoning for rules and expectations. This combination fosters secure attachment, self-esteem, and positive social behaviors in children (Lamborn et al., 1991). The current findings corroborate those of Baumrind (1996), who asserted that children of authoritative parents tend to exhibit stronger social competence, higher academic performance, and better emotional regulation. Moreover, this parenting style enables children to develop empathy and effective communication, essential components of successful social relationships (Eisenberg et al., 2005).

Additionally, the consistency of high mean scores and relatively low standard deviations indicates a shared endorsement of authoritative values among participants. This may reflect evolving parental norms toward democratic parenting practices, which are increasingly emphasized in educational and developmental discourses (Steinberg, 2001).

Authoritarian Parenting and Social Interactions
Conversely, authoritarian parenting showed moderate agreement, with mean scores ranging from 2.27 to 3.97. The highest scores related to parental authority and

enforcement, such as "I punish my child by taking privileges away" and "I tell my child it is because I said so." This aligns with traditional definitions of authoritarian parenting as high in control and low in responsiveness (Baumrind, 1966). However, behaviors such as using threats, criticism, or emotional withdrawal scored significantly lower, suggesting a partial application of authoritarian traits.

The literature consistently reports that authoritarian parenting can negatively impact children's social competence. Children raised in authoritarian environments often exhibit low self-esteem, poor social skills, and higher levels of anxiety or aggression (Hart et al., 2003; Milevsky et al., 2007). These children may comply with authority but struggle with peer relationships due to a lack of autonomy and emotional expression. The relatively lower mean scores on aggressive disciplinary tactics in this study suggest that while some authoritarian strategies are present, extreme punitive measures are less commonly endorsed.

Interestingly, standard deviation values in this category were notably higher than those for authoritative parenting, indicating greater variability among participant responses. This variability might reflect cultural or contextual differences in interpreting and applying authoritarian discipline. In some contexts, firm control may be seen as beneficial or necessary, especially in environments with perceived external threats or instability (Chao, 1994). However, in the absence of warmth and explanation, such strategies may hinder the development of prosocial behavior and peer cooperation.

Permissive Parenting and Behavioral Outcomes

Permissive parenting exhibited the lowest mean scores overall, ranging from 1.78 to 4.16. Notably, the highest mean (4.16) was reported for the item "I allow my child to interrupt others," indicating occasional lapses in boundary enforcement. Other items, such as "I find it difficult to discipline my child" and "I spoil my child," also showed moderate endorsement, while "I withhold scolding" scored the lowest (1.78).

Permissive parenting, characterized by high responsiveness but low demands, often results in children lacking self-regulation and respect for social norms (Baumrind, 1966; Maccoby & Martin, 1983). These children may be more prone to impulsivity, poor conflict resolution, and difficulty following rules, especially in structured environments like school (Aunola et al., 2000). The findings of the present study are consistent with such assertions, reflecting an overall reluctance among participants to endorse permissive practices.

Despite occasional tendencies toward leniency, participants did not strongly identify with permissive behaviors. This is an encouraging trend, as consistent permissiveness has been linked to increased behavioral problems and peer rejection (Dwairy & Menshar,

2006). The relatively high standard deviations suggest that while some participants occasionally permit boundary-pushing behavior, it is not a dominant or uniform practice among the sample group.

Comparative Analysis of Parenting Styles

When comparing the three parenting styles, the authoritative approach emerged as the most positively endorsed and statistically consistent. This finding supports previous comparative studies suggesting that authoritative parenting is associated with the most favorable child outcomes across diverse domains, including social competence, academic achievement, and psychological well-being (Steinberg et al., 1994; Spera, 2005). In contrast, both authoritarian and permissive styles were marked by either excessive control or excessive leniency—each with corresponding drawbacks in children's social development.

Children raised by authoritative parents are more likely to develop autonomy and internalized moral reasoning, whereas those with authoritarian parents often rely on external authority and may show outward compliance but inner resentment (Baumrind, 1991). Permissive parenting, while high in affection, can undermine a child's ability to navigate social structures and norms effectively.

The interplay between warmth, control, and communication emerges as a central theme in distinguishing the effectiveness of each parenting style. Authoritative parenting achieves a balanced approach by combining responsiveness with structure, fostering environments where children feel secure yet accountable.

Implications for Parenting and Education

The findings of this study bear important implications for parenting programs, early childhood education, and public policy. Parental education initiatives should emphasize the value of emotional support, consistent expectations, and reasoning-based discipline in promoting children's social skills. Educators and counselors can support families by modeling authoritative techniques and guiding parents toward practices that encourage autonomy and respect.

Moreover, these findings contribute to a growing body of evidence suggesting that parenting interventions should be culturally sensitive. While authoritative parenting appears universally beneficial, its implementation may differ across cultural contexts, and adaptation may be required for diverse populations (Garcia & Garcia, 2009). As such, parenting support programs should incorporate community-specific values while promoting evidence-based practices.

Limitations of the Study

Several limitations should be noted. First, the study employed a relatively small and convenience-based sample of 37 participants, which may limit the generalizability of findings. A more diverse and

representative sample could yield richer insights, particularly across cultural or socioeconomic strata. Second, the reliance on self-reported data introduces potential biases, such as social desirability or inaccurate recall.

Third, the cross-sectional design of the study limits causal inferences. While relationships between parenting styles and perceived social outcomes can be observed, longitudinal studies are needed to establish causality. Finally, this study did not include direct measures of children's social behavior, relying instead on parental reports. Future research should consider multi-informant approaches, including teacher evaluations and child self-assessments.

Directions for Future Research
Future studies should expand sample sizes and include participants from varied cultural and demographic backgrounds. Exploring intersections between parenting styles and other variables such as parental stress, mental health, or marital relationships may yield deeper understanding of parenting behavior. Longitudinal research could track the evolution of parenting practices and their long-term effects on children's social development.

Additionally, future research should consider integrating observational and behavioral assessments to supplement self-reported data. The inclusion of children's perspectives could provide valuable insights into how parenting behaviors are perceived and internalized. It may also be fruitful to examine hybrid parenting styles or transitions between styles over time, as parenting behaviors are rarely fixed and can evolve based on circumstances or child temperament.

In summary, the findings of this study reinforce the positive impact of authoritative parenting on children's social skill development. Characterized by warmth, responsiveness, and structure, the authoritative style stands in contrast to the controlling tendencies of authoritarian parenting and the lax discipline of permissive parenting. While each style may emerge in different contexts, the authoritative approach consistently offers the most balanced and beneficial environment for fostering children's interpersonal competence. Promoting awareness of effective parenting practices through education and policy can contribute to the holistic development of children and support healthier family dynamics.

CONCLUSION
This study aimed to analyze the influence of different parenting styles authoritative, authoritarian, and permissive on children's social development. The quantitative findings suggest that **authoritative parenting** is the most preferred and widely practiced style among the participants, as indicated by consistently high mean scores across behaviors such as emotional responsiveness, mutual respect, and open communication. These characteristics align with optimal social outcomes for children, supporting extensive prior research on the positive impact of authoritative parenting (Baumrind, 1991).

Conversely, **authoritarian parenting**, while moderately present, showed a pattern of selective endorsement. Participants supported structured control (e.g., setting limits and reinforcing rules) but were less inclined to agree with emotionally distant or punitive practices. This nuanced response reflects a tendency toward rule-based parenting but with more emotional awareness than traditional authoritarian methods. This aligns with studies that caution against the negative effects of authoritarian control on children's emotional well-being (Hart et al., 2003).

Permissive parenting was the least endorsed style, especially in behaviors that reflect a lack of discipline or boundary-setting. Despite occasional agreement with items like yielding to children's demands, participants generally showed low support for indulgent or non-confrontational approaches. This outcome supports literature emphasizing that overly lenient parenting can hinder children's ability to develop self-control and social responsibility (Darling & Steinberg, 1993).

In conclusion, authoritative parenting emerged as the most effective and socially supportive parenting style among the three. It not only facilitates better communication and emotional connection between parent and child but also nurtures the development of essential social skills. These findings reinforce the value of balanced parenting characterized by both warmth and structure—in fostering children's well-being and interpersonal competence.

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