

Parenting Children for Emotion Regulation and Resilience: A Review

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Abstract: *The parenting styles have been an intensely researched topic as it has a great influence on the child's personality and behavioural consequences in all the developmental domains. The earliest studies did focus on parenting styles and their relationship to the child's personality and other traits. The studies by Baumrind on parenting are considered the foundation for future studies. The rigorous research studies have been able to establish and form an association that different parenting styles have on the outcomes for children. In addition, the recent researches have focussed on the importance of developing psycho-social skills on the mental wellbeing of children. With advanced technology, the parenting styles have extended beyond the confines of home. These narratives and researches point towards emerging trends in parenting. The interest regarding parenting styles has been re-ignited. The very fact that with technological advancements and easy accessibility the parenting has definitely moved beyond the confines of the home. Researchers have re-visited the construct of parenting styles taking into account the technological invasion and its pervasiveness across cultures. A renewed debate and research has taken a central place making space for these new technologies and their impact on outcomes in children. In this changed scenario, the best parenting method and research have focussed on critical analysis of this newly acquired technology assisted parenting styles. Concerns like Helicopter Parenting, Snow Plow parents needs to be critically assessed in terms of child caring practices and outcomes for children and adolescents.*

Keywords: Parenting styles, Emotional Regulation, Resilience, Helicopter parenting, Snow Plow Parenting, Psycho-social skills

1. Introduction

Different Styles to Parent a Child

The methods used by parents for child rearing which are normally used by them constitute the parenting style. It can be considered as a psychological construct which is representative of the standard plans of action that parents use in their child rearing (ipfs.io, internet source, Retrieved 2020) (en.wikipedia.org, retrieved 2020; The Four common types of Parenting Styles, 2010) Brooks (1991) has stated that parenting involves taking care of various aspects of child rearing. The child's needs includes proper nutrition, providing protection or nurturance and guiding a child through various stages of development (www.tandfonline.com, Retrieved 2020) cited in (Sahitya, Manohari, & Vijaya, 2019; Kuppens & Ceulemans, 2018) There is no comprehensive definition of parenting style, but, it plays a decisive role in child's development and personality. From the outset I would like to make a distinction between the Parenting Styles and practices. Parenting Practices refer to specific behaviour, for example how a parent behaves when the child has achieved something; reward the child either by display of some behaviour or not giving any extra recognition or may be asking the child to do better. These are the practices of parenting. In a broader perspective these behaviours constitute the parenting style which may display consistency in different situations across different developmental stages. Parenting practices are reflected as parenting styles(en.wikipedia.org, Internet source, retrieved 2020)(Christopher). According to Darling and Steinberg 1993 Parenting Practice is the direct observable behaviour that parents use to socialize and discipline the children cited in Kuppens & Ceulemans, 2018) (link.springer.com, Retrieved 2020). Parenting styles in essence are behaviour and attitudes which are set and predictable to a large extent. The parents use them often to manage their children's behaviour (www.tandfonline.com, Retrieved 2020). This style with

which the parents interact with children can be controlling, warmth and responsiveness, or punishment oriented (Retrieved 2020). The studies conducted to research the parenting style and its impact on the child have focussed on the quantity and quality and dimensions of parents "responsiveness, warmth, control, demandingness, discipline in parental repertoire"(www.tandfonline.com, Retrieved 2020) (Power, 2013) The quality of parenting has been found to be of far greater significance than the quantity per se (en.wikipedia.org, retrieved 2020).

Diana Baumrind (Baumrind, 1967, 1971) based on her extensive research studies, spanning over two decades forwarded a typology in order to classify/categorize the different parenting styles. Based on the responsive or unresponsive and demanding or understanding parent-child interactions, three parenting styles were initially proposed by her. The 'Authoritative', 'Authoritarian' and 'Permissive' parenting styles. The researches extensively established the behaviour, and personality of children based on the parenting style that they were exposed to.

When the parents respond with warmth and provide a supportive environment conducive to development. This indicates parents responsiveness. The degree of acceptance of the child is an important criteria while discussing responsiveness in a parental attitude (en.wikipedia.org, retrieved 2020)(Jeffery, 2013, p. 182 ,Slater & Bremner, 2017, p. 592). Demandingness implies the rules or expectations that parents have with respect to the behaviour along with expectation for children to comply with these rules and repercussions that follow if the rules are broken or not followed (Jeffery, 2013).

The parenting styles to a large extent are based on the culture and the associated practices of child rearing(Sahitya, Manohari, & Vijaya, 2019). The available theories and research studies do point to best ways to rear children. It

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provides a framework within which different child rearing practices can fit in. The very fact that interactions between a parent and the child are unique, every parent needs to work out a style which works best for them and the child. The child's temperament, cultural patterns, parental temperament and the child rearing practices to which they were exposed as children does impact the parenting styles. The culture and the cultural practices associated with child rearing practices influences the parenting style (Berger, 2011, pp. 273-279).

The **authoritative** style parenting is demanding but responsive to child's needs. This child centred approach expects mature behaviour from children, the parents do understand as to what a child is feeling. The parents teach the children, how to regulate the feelings and find appropriate outlets. The parents encourage independence, at the same time set limits on their children's behaviour. The parents believe in giving extensive verbal instructions and also encourage the children to verbalize their thoughts and feelings. If the child is punished, the parents make sure as to the reasons for punishment is known to the child. This parenting style inculcates responsible behaviour in children, with better decision making skills and emotional control. The children are "generous and capable of self-determination" (bridgingbirth.com, Retrieved 2020). This parenting style is associated with providing care and nurture in an optimum manner along with providing independence with firm control. The studies have associated authoritative style to socially skilled children with higher level of competence and proficiency in various domains (Christopher, June, 2005). Parenting, associated with love and care promotes physical and mental development in children (Biglam, Flay, Embry, & Sandler, 2012). Even though parents have high expectation of maturity, they are forgiving of any shortcomings. The parents are not wanting in their efforts to solve children's problems (Strassen, Berger, & Kathleen, 2011). Even though the parents encourage independence, still limits are placed on their behaviour. The interactions are characterized by extensive verbal give and take (Santrock, 2007). The children are allowed to give their own decisions based on reasoning.

The parenting styles influences the child's development in later years. Positive styles of parenting have been found to encourage social skills and enable children to be independent and self-reliant, able to form close relationships with others (Campione, Judith, & Ponzetti, 2019).

The **authoritarian** parenting style is restrictive and punishment oriented. This comes as a 'heavy Parenting' (Santrock, 2007; Kimberly, Retrieved) for the child. The parents expect obedience, make directions with little or no explanation. This style is characterized by high parental demands which are quiet high with little responsiveness from the parents. Corporal punishment is most often used as a discipline method by the parents. The children are expected to follow parental instructions and directions (en.wikipedia.org, retrieved 2020). The focus is only on the children and family's perception and status (Santrock, 2007) (Kimberly, Retrieved). In terms of developing outcomes for children, authoritarian method of parenting has been found to have low competence on social skills. The very fact that the children are not allowed to choose, rather they are told

what to do, places limitations of development. Even though such children are highly obedient, conformist, quiet, but they are not very happy (Berger, 2011). They are more prone to self-blame and these behaviours continue into adulthood. The children often rebel in adolescence and young adulthood (Berger, 2011). The children who experience anger and resentment during their early years' experience inhibited self-efficacy and escapist behaviour. They are high on self-blame (en.wikipedia.org, retrieved 2020).

Research studies to explore the binge drinking behaviour in adolescents and parenting styles have established a correlation between what style of parenting the child was exposed to and susceptibility to drinking behaviour during adolescence. Strict parenting which is high on accountability and low on warmth exposes the teens to the risk of irresponsible drinking behaviour (Verzello, 2010). Parenting styles directly and strongly affects adolescents when it comes to heavy drinking, irrespective of parental drunkenness. Non-authoritative parenting styles contributed to binge drinking behaviour (Zuquette, et al.).

Children who have authoritarian parents, have high risk for delinquency and significant positive correlation to depression and high suicidal risk (Sharma, Sharma, & Yadava, 2011). In another study, externalizing behaviours were significant where punitive physical behaviour, with verbal and behavioural hostility towards children. (Sharma & Sandhu, 2006). Mohra and Mukherjee (2010) in their study reported parenting style which was neglectful and authoritarian had higher risk of delinquent behaviour cited in (Sahitya, Manohari, & Vijaya, 2019). High anxiety scores have been found to be associated negatively to self-esteem in adolescents (Bakhla, et al., 2013 ; Sharma and Pandaya, 2015).

In Asian cultures, mostly authoritarian parenting styles are practiced by the parents, the studies have not established negative impact on the child (Jeffery, 2013, pp. 182-188). In a study, adolescents' perception of paternal demandingness were found to be positive predictors of preventive and instrumental coping strategies (Bhattacharyya & Pradhan, 2015).

The **permissive** parenting style is responsive but not demanding enough. This style is characterized by permissive, non-directive or linear parenting (Berger, 2011, p. 274) The parents try to act as 'friends' and fail to play the parental role. "Permissive parents while, often warm and accepting make few demands on their children. They are lenient avoid confrontation and allow considerable self-regulation" (Rosenthal, 2014). 'Lax' parenting with few punishments and control. Parents often let the children to make their own decisions, but fail to make the children understand the consequences of their decisions. The children always expect to get their way with little or no sense of responsibility and decision making skills (Rosenthal, 2014).

Research on children in the early years (3-6 years) age group by Baumrind has associated non-controlling/ permissive caring by parents results in immature, dependent, lack of impulse control and irresponsible behaviour in children (Baumrind, 1967). The children expect to get their way and

do not control behaviour (Santrock, 2007). The children from permissive families were found to be emotionally secure, with willingness to learn and accept defeat easily (en.wikipedia.org, retrieved 2020). During adolescent years, teens whose parents are indulgent tend to display high drinking behaviour (Verzello, 2010).

'Neglectful Parenting' is the fourth dimension introduced by Baumrind (Baumrind, D, 1989), based on Maccoby and Martin's work (1983). This parenting style is neither demanding nor responsive. The parents are uninvolved, detached and dismissive. They provide for the basic physical needs, but emotionally do not connect with the children. They are not concerned about the feelings or emotions of children.

Adolescents in the age group 14-18 years were studied and their behaviour was analysed on the basis of their psychosocial abilities, school achievement, internalized distress and problem behaviour (Maccoby & Martin, 1983). Based on their research findings two distinct categories were forwarded: Demanding or Undemanding (Maccoby & Martin, 1983).

Responsive but demanding parenting style was termed as Propagative which is similar to Authoritative parenting forwarded by Baumrind. Responsive but undemanding style of parenting was termed as Indulgent, which was akin to Baumrind's Permissive style. The unresponsive but demanding style of parenting was called the Totalitarian or authoritarian style of parenting in Baumrind's Typology. Unresponsive and undemanding parenting style was termed as Neglectful. These categories of parenting styles were based on the youth studies on behavioural problems, academic performance and other skills in social and emotional abilities (Chandler, Heffer, & Turner, 2009).

The attachment theory forwarded by John Bowlby and Ainsworth have focussed on the importance of early emotional bonds which the child forms with the caregivers (Cherry, 2019). Bowlby has defined attachment as connections between humans which are psychological in nature. These psychological connections are formed to last for a considerable length of time (Bowlby, 1969) cited in (Cherry, 2019)(essay4you.net,internet source, Retrieved 2020). Children experience anxiety on separation from parents/primary caregivers. A clear behavioural and motivational patterns can be observed during early childhood and infancy. The early bonds with the caregivers has a great impact throughout life(Bowlby, Attachment and loss: retrospect and prospect, 1982).

According to behavioural theorists, attachment is a learned process. Bowlby's theory views attachment as a product of evolutionary process (Draper & Belsky, 1990) cited in Cherry, 2019. Ainsworth's strange situation study with 12-18 month old infants has been able to establish the profound effects of attachment on behaviour. The responses of infants were observed when they were left alone for a short time and then again got back to their mothers (Ainsworth & Bell, 1970). Based on the observations of infants' behavioural responses three major styles of attachment among infants were identified. A secure attachment with the mother or an

insecure attachment which could be ambivalent or avoidant in nature (www.verywellmind.com, 2020 Retrieved). Later research by Main & Soloman 1986, cited in (Cherry, 2019), a fourth attachment style disorganized-insecure was established (Main & Solomon, 1986). The studies by Harry Harlow with rhesus monkey clearly established, early attachment is the result of comfort and care provided by the caregiver and not just the food per.se (Harlow, 1958).

Development of attachment has four distinct phases which are dependent on opportunities for development and the quality of caregiving received. Insecure attachment, neglect or trauma during infancy and early childhood years may lead to conduct disorders, and may also result in serious mental health consequences later in life. Early attachment impacts later relationships as well (Cherry, 2019).

Secure attachments during infancy have been found to be associated with a positive self-concept, self reliance and independence. The children with secure mother child bonds perform better in school related performance and successful social relations. They show less anxiety and less prone to depression (Cherry, 2019).

Over parenting is the term used to describe a parenting style where parents pay extremely close attention, and over involvement in children's lives. Foster Cline and Jim Fay(Cline & Fay, 1990; 2018) coined the term **Helicopter Parenting** cited in(Helicopter Parent, retrieved 2020)to describe overparenting. This is about too much presence, but wrong kind of presence. Overly.. intrusive parents tend to take too much responsibility for the child's choices, behaviours, success and defeat (Weber, retrieved 2020). Helicopter parenting has its genesis in good intentions on part of the parents. Unfortunately, it yields a negative outcome for children. This essentially stems from parental fears for the safety of children (Helicopter Parent, Retrieved 2020).

This parenting technique has disastrous effect on emerging adults. In a study conducted on college students'in terms of their mental health, over parenting has been reported to have a negative impact by (Schiffirin, 2014) cited in (Fitzke, Duncan, Greer, Fixelle, & Ferraro, 2016). Intrusive and supportive parenting behaviour was examined. The sample consisted of 461 college students, who are emerging adults from a US university. The research studies have found many similarities between helicopter parenting and parenting where excessive support for autonomy is provided. Both these styles can be considered as having a similar and related constructs based on the findings of the research (Fitzke, Duncan, Greer, Fixelle, & Ferraro, 2016). Both these parenting styles are unique but both have indirect negative effects on the following dimensions of mental health: a high level of anxiety, depression and reduced life satisfaction and negative impact on physical health with low self-efficacy. Helicopter or over- parenting has many similarities with parenting which is authoritarian. The psychological control is high which tends to undermine autonomy. Helicopter parenting is characterized by behavioural control which places limitations on autonomy, which is not age appropriate for emerging adult child (Padila-Walker and Nelson 2012) cited in (Fitzke, Duncan, Greer, Fixelle, &

Ferraro, 2016). Helicopter parenting is not conducive to wellbeing. Lower levels of emotional wellbeing, high anxiety, depression and stress along with poor academic adjustments among emerging college adults (Schiffrin, 2014).

With the advent of modern technology, parents have greater access to gadgets and programs which enables the parents to keep track of their children through various apps available on the social media, mobiles and technologically advanced systems. This can be the case of good intentions of the parents gone wrong because of easy availability of technology. The contributing factor responsible for this hovering behaviour is the cell phone. Richard Mullendore has termed it "the world's longest Umbilical cord" (Mullendore, Retrieved 2020). The psychological control, limits a child's independence.

The consequence of psychological controls for the child or the adolescent is that they are less able to regulate his/her behaviour. The psychological control entails not letting the children make their own decisions, trying to make them overly dependent on parents and invading into their privacy. Low scores on surveys of happiness and wellbeing were found by the researchers even during adulthood (Cooper). Behavioural control does not impact the psychological wellbeing. Behavioural controls like putting restraints on child's movements or not letting them have their own way. This parenting style with high behavioural control is not found to impact the psychological wellbeing.

Studied carried out over a long period in early 1940s till the group of children were well into their middle age or in their 60s reported that people who perceived their parents to be warm, caring and responsive to their needs were found to be more content well into their adulthood (Cooper, 2015 Retrieved 28th March 2020).

Snow plow parenting has been a recent form of parenting where the over enthusiastic parents try to provide an obstacle free environment. The parents do not want the children to face any disappointments or frustrations due to failures. This is characteristic of overambitious parents who view children as their prized possession. The parent behaviour as described by Miller and Bromwich in a New York time article similar to that of the machine which removes the snow from the path ahead of people walking on it (primetimeschools.com, Retrieved 2020) (Miller, Cain, & Bromwich, 2019). According to Lythcott-Haims the snow plow parents try to remove the obstacles and have it 'backward'. The children in order to acquire resilience and emotional skills do need to face disappointments, negative emotions, frustration. The coping skills are best developed when the children get the opportunities both at success and failure during their development. Very apt to state that the parents need to prepare the child for the challenges which he/she might encounter during the passage of development; not to make efforts to provide a smooth path where the child does not need to face obstacles. The child needs to be prepared for the road ahead, but there's no need to prepare the smooth road for the child to walk on. (Miller, Cain, & Bromwich, 2019) (www.nytimes.com, Retrieved 2020).

Slow parenting essentially focusses on children to explore the world at their own pace, enjoy their childhood. This sort of parenting lets children do things as their own will, thus parents tend to plan and organize less for the children.

Toxic parenting entails an interchange of verbal and physical abuse in the relationship with children. This relationship is most of the time violent. This is a self-destruction for the child's identity. Children exposed to toxic relationships have low self-esteem. The child's needs are neglected, this behaviour may continue for generations.

2. Emotion Regulation and Resilience

According to APA "Emotion Regulation is the ability to respond to the ongoing demands of experience. The ability to manage with the range of emotions that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as well as the ability to delay spontaneous reactions as needed" (en.wikipedia.org, Emotion Regulation, Retrieved 2020)

Spontaneity of emotional reactions, which are socially appropriate and acceptable is the hall mark of emotion regulation. In addition ability to defer emotions, also constitutes this skill. Research with toddlers have found emotional reactions and skills at regulation are future predictors of social behaviour. Conflicts during interactions with peers or cooperative demeanour in social interactions do have a correlation with behaviour patterns during early years (Calkins, Gill, Johnson, & Smith).

If the child lacks the ability at regulating the emotions, this might be a major contributory factor to depression and mental health related challenges later in life (Berkling, Wirtz, Svaldi, & Hofman, 2014) and also predicts alcohol use (www.dovepress.com, Retrieved 2020) (Retrieved 2020).

Studies in the areas of ability to regulate the emotions have found a significant association with psychopathology (ueaeprints.uea.ac.uk, Retrieved 2020). Deficit in emotion regulation leads to mental health problems, is one of the major findings in most of the researches in this field of study (Berkling, et al., 2012). Social emotional competence with emphasis on the skills at regulating the emotions is one of the most rigorously researched field of investigations.

The researchers still have not been able to give a precise definition of the concept of emotion regulation. Emotion regulation as a construct takes into its umbrella the emotions, cognition, and behaviours and the interactions among them to understand and research this complex trait.

As the child grows the vocabulary and competence in using the language is enhanced. This enables the child to express the feelings by using appropriate words and sentences. The recourse to language equips the child better to communicate the feelings and helps and facilitates the process to regulate emotions (docplayer.net, Retrieved 2020).

Emotion-regulation as a skill has both internal and external processes which play a role in monitoring, evaluating and modifying emotional reactions appropriately (Remmes & Ehrenreich-May, 2014) (Thompson, 1994). Cited in (Emotion Regulation, Retrieved 2020). Emotion regulation is concept which plays a facilitating role in all the spheres in life from early childhood into adult age (www.ncbi.nlm.nih.gov, Retrieved2020) (Thompson, 1994).

The dynamics of emotional self-regulation involves a broader set of skills. This includes regulation of ones feelings and those of others. To be able to initiate, inhibit or modulate one's actions and behaviour as per the situation, is the hallmark of emotion regulation. The ability to control feelings and thoughts related to emotion arousing situation along with the bodily expressions in the form of actions and physiological responses related to various emotions constitutes emotion regulation.(Emotion Regulation, Retrieved 2020). The emotion regulation is the ability to focus on a task and suppress inappropriate behaviour under instruction. This ability has great significance in the span of human development, as this is the skill needed to establish social relations, peer-relations and social acceptance (Koole, 2009).

Emotion dysregulation is the term used to describe a state where the individual faces challenges with respect to controlling the influence of emotional arousal. The mismatch between the emotional response to a situation, inappropriate expression of emotion with respect to the demands of the social environment (Zeman, Cassano, Perry-Parrish, & Stegall, 2006). The inability to control the emotions appropriately leads to many psychological maladjustment and mental health problems. Studies have found depression, anxiety, eating disorders and substance abuse to be an outcome of the inability to control the emotions (jpcp.uswr.ac.ir, retrieved 2020).

The skills to regulate emotions appropriately are considered as emotional maturity. This involves the skills to solve conflicts and problems. This ability leads to positive peer interactions, social adjustment, emotional and cognitive abilities in children (Sapra, retrieved 2020; docplayer.net, Retrieved 2020).

The research trajectories are focusing on enhancing competencies related to socio- emotional skills of children. Children who have problems in the sphere of attention and adjustment, often are the result of inappropriate emotion regulation or the inability to understand emotions in others. These are some of the topics which have received much attention in recent research studies.

In school, peer group or other social groups, children need to display the social skills. The abilities of sharing, caring, empathy, getting along with others and the ability to follow directions are the crucial social competence skills. The ability to sustain on at a task, conflict resolution are needed from early childhood. These skills are found to be positively related to school adjustment and academic outcome. In addition, anti-social behavior is significantly found to be reduced with better social skills in children. The early

interactions have a significant role in acquiring coping strategies.

The researches have focused on interventions to enhance social emotional skills from early childhood. Parenting during early years needs to be oriented towards social emotional learning. The children with challenging behaviors have benefitted from social and emotional learning (docplayer.net, Retrieved 2020).

Like a strong scaffold the competence and skills in social and emotional domains support the individual throughout the life the feelings of the child, self-concept, and experience with others are all influenced by the initial trust and bond developed with the caregivers early in life. This ability to cope with stress and to regulate the emotions appropriately are essentially developmental in nature and behavioral responses to stress(*onlinelibrary.wiley.com, retrieved 2020*)(Compas, et al., 2014). The early experiences and opportunities to learn are the building blocks of 'Trust' that a child develops in infancy. This bond is the first to develop and lasts for the life. The starting point for social and emotional development is the immediacy and affability with which parents respond to distress call of the child. Coping and emotion regulation are closely related concepts. I would like to add they are two sides of the same coin. Coordination between coping and emotion regulation abilities is dependent on the interactions between social, cognitive, affective and neural development during the child's development. The periods from childhood through adolescence are important in terms of developing these skills (PubMed; Google Scholar, retrieved 2020).

Resilience has been defined by APA 2014 as "The process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress" para4 cited in (Southwic, Bonanno, Masten, Catherine-Panta, & Yehuda, 2014).

Parenting Styles and Outcomes

The parental attitude towards child rearing and the parenting styles have been found to be of significance in terms of emotion regulation. Emotion regulation, the term coined by Salovey and Mayer(*archive.org, Retrieved 2020*)(Salovey & Mayer, 1990), refers to a set of skills which contributes to an accurate understanding of emotions and their expression. Study by Darling and Steinberg has tried to associate the parenting style to a context which impacts the parenting practice and its influence on the child. It has been argued if the research study intends to understand the role of socialization on the child, style and practices pertaining to parenting need to be examined(Darling & Steinberg, 1993). Parenting style is one of the most effective and crucial factor in developing emotion regulation in children cited in (Bhavani & Authavally, Retrieved 2020). There is no comprehensive or definitive parenting style which can be tailor made for all parents. The parenting style which a parent normally follows does influence the child's development. The negative correlation was observed in a sample of 207 children and 200 mothers. Democratic attitude of the parents was associated with less test anxiety scores in the study (Thergaonkar, Wadkar, & R, 2007).

Models which have described childhood disorders, conclusively demonstrate the role of parental behavior to be of significance. The overprotection was not found to be related to childhood anxiety or symptoms, but was significantly found to be associated with maternal anxiety (Clarke, Cooper, & Creswell, 2013). The parental role in promoting emotional wellbeing is very crucial and important. The family influence on the anxiety disorders of children have been investigated. A relationship has been established between inhibited temperament in childhood and socially reticent behavior or anxiety disorder later in life. An association to childhood anxiety related problems has been found to be associated to maternal anxiety. Parenting which is over controlling or over protective or critical negativity has found to create anxiety in children (Gar, Hudson, & Rapee, 2005).

Parental attitudes and the cultural practices associated with child rearing have been found to influence the parenting styles. Relationships of both the parents with the child have consequences for mental wellbeing, which can be long-term or short term. The study reported consistent higher mental wellbeing to be associated with paternal care (Stafford, Kuh, Gale, Mishra, & Richardds, 2016).

In a study conducted by Grolnic & Ryan to understand how parenting strategies influence the child's behavior relating to emotion regulation and school related skills. Three attributes of parental style were assessed. Parenting style, emotion regulation and school competence in grade three to six children were assessed cited in (Hardy, Padilla-walker, & Carlo, 2008). The study explored three domains of parenting which were encouragement for independence, being involved with children by providing a framework for structure.

Structured interviews were conducted for data collection. The development of autonomy and competence skills are of critical significance for the development of the child and school success. Dimension of autonomy support were found to have a sustained and strong correlation with regulating self and academic achievement. Along with this, the children had competence in the domains of social relations as well. Support from both the parents positively predicted these skills. Involvement of mother was found to be of more significance than the father in school adjustment, self-regulation and competence.

Parental support and encouragement for autonomy was a high correlate for children's report on their autonomous behavior and teacher ratings (Grolnick & Ryan, 1989). Relationship between parenting styles and emotional intelligence has been established. Effects of social contexts and parenting have been explored internalization (Grolnick, Deci, & Ryan, 1997).

In a study to assess the parenting dimensions with reference to support and control from the perspective of four parenting styles was undertaken. Authoritative, positive authoritative, authoritarian and uninvolved were the styles which were under investigation. The sample consisted of 600 Flemish families. The study simultaneously analyzed the paternal and maternal parenting dimensions especially in children 8-10

years of age. Affective nature of interactions between the parents and children with involvement, acceptance, warmth and emotional availability are some of the characteristics of parental support. Parental support was associated with positive developmental outcomes, prevention of abuse and deviance. It has been conclusively established in the study that adolescent behavior is affected by parenting style. Parental support and monitoring the behavior has important implications for adolescent behavior outcomes (Barnes & Farrel, 1992), absence of externalizing problem behavior (Shaw et al 1994 and prevention of depression and delinquency during adolescence (Bean 2006) cited in (Kuppens & Ceulemans, September 2018).

The control dimension entails both behavioral and Psychological control. Psychological control and four identity dimensions were studied in adolescents. Increased psychological control impacts the commitment dimension and its progress in a negative way. This dimension has been found to have negative outcomes in development in the form of depression and anti-social behavior in adolescence (Luyckx, Soenens, Vansteenkiste, Goossens, & Berzonsky, 2007)

Many research studies have reinforced, replicated and do resonate about the positive developmental outcomes of parenting style which is authoritative in nature. Some of the outcomes with desirable results with reference to this parenting style are Psycho-social competence in youth, resilience, positive outlook and optimism, self-reliance, socio-emotional abilities, and positive consequences related to academic tasks. Children with parents high on authoritative characteristics had adolescents with high score on the dimensions of psychosocial competence with very low scores on the measures of psychological and behavioral problems. The authoritative style of parenting promotes better mental health, self-confidence with better psycho-social skills.

Adolescents who described their parents as neglectful had reverse scores as compared to those with authoritative parents on the domains of self-concept and confidence. Adolescents with authoritarian parents were rated to be highly obedient and conformist. Such adolescents scored low on dimensions of self-concepts.

Adolescents who are brought up in an indulgent home environment, did have an innately high opinion about themselves, bursting with a strong sense of confidence in themselves, but there is a negative connotation. Indulgent parenting was found to be associated with misconduct and substance abuse. The study was conducted on 4100 families and adolescents in the age group 14-18 years (globalvisionpub.com, Retrieved 2020) (Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Permissive or indulgent parenting which is inconsistent, results in internalizing behaviors which are characterized by anxiety, depression, withdrawn behavior and somatic complaints. There are deficits in social skills, self-confidence, coping and inadequacies in problem solving behavior.

Authoritarian parenting negatively impacts the development. The outcomes in the form of aggressive, delinquent behavior, bodily complaints and anxiety were established in a study by Hoeve, et al. The undesirable and negative profound impact of parenting which is high authoritarian and neglectful can lead the children towards truancy, depression and suicide (Springerlink.com; Mohra and Mukherjee 2010; Sharma et al. 2011; Singh et al. 2012) cited in (Sahitya, Manohari, & Vijaya, 2019)

Parenting which is punitive, both verbally and physically leads to high degree of externalizing behavior. Children scored high on anxiety scores where the parents were seen as authoritarian in their parenting by the children in the study (Bakhlal A. K., et al., 2013).

A negative correlation of self-esteem has been consistently reported to neglectful and authoritarian parenting styles in researches across cultures. Neglectful parenting is one of the worst form of parenting with the least favorable results as the developmental consequences are negative and unsatisfactory in terms of mental health of children and adolescents.

The abilities to establish relationships, conflict resolution, resilience and coping behavior are the result of parent-child communication. The child's behavior and skills in the psycho-social domains are affected by the type of parenting to which the child has been associated since early years (Farzand, Cerkez, & Cavusoglu, 2017). The child's behavior, personality and motivation have been researched in a number of studies. Depression, is significantly higher in children with authoritarian parenting style and found to be positively correlated to this parenting style. Children from permissive families are least at risk for depression. Authoritative and permissive parenting are conducive to positive mental health and have a negative correlation with depression.

Many studies have clustered paternal and maternal practices to explore the joint parenting impact healthy adolescent development (Steinberg, 2001). Research on parent – adolescent relationships have conclusively and emphatically placed the important role that parenting styles have on the adolescents. Experiences in family. The other significant factor being the genetic endowment which does influence behavioral and developmental outcomes cited in www.tandfonline.com. Research has found a strong relationship to exist between drinking behavior of adolescents and the parenting style (Bahr & Hoffman, 2010).

Healthy adolescent development is the outcome of a warm and affectionate home environment, optimum support with parental control. Social and mental wellbeing in adolescents is achieved by an optimum level of affection and support from the parents along with parental control. The home environment should be able to provide opportunities to the adolescents for self-reliance, autonomy, and decision making skills (Kopo, Retrieved 2020, p. 3) cited (www.myoutofcontrolteen.com, retrieved 2020). The parenting style may also vary depending on the situation with many parents of teens.

Helicopter parenting affects the child's emotional wellbeing and behavior negatively. Children need to learn and grow in a non-interfering space. If the child does not get the opportunity to learn and explore the environment by themselves because of the parents' presence in an intrusive manner reported in APA news release. The children with over controlling parents later do face challenges in adjusting to school and other social environments. The children have problems in emotional behavior and as they may not be able to meet the challenges of growing up and demands placed by the competitive school environment. The inability of children to regulate their emotions and behavior effectively do tend to display aggression and externalizing behavior patterns. This makes it difficult for children to make friends or be accepted in a peer group (Perry N., Dollar, Calkins, Keane, & Shanahan, 2018).

The parents with snow plow parenting style ensure there are no challenges whatsoever or obstacles in the way to get the desired outcomes. The children never get the opportunity to develop resilience, which a child learns when they overcome obstacles and difficult situations. Resilience is a very important life skill which children acquire in the course of their development when they fall, rise again and pick up more responsibilities (Marcoux, 2019).

The children need to learn from their mistakes. Snowplow parenting makes the child lose this crucial opportunity which is required to learn resilience. The children need to feel their own emotions and feelings when they are denied some privilege. The children who are overly protected by the parents to experience their own negative emotions fail to have a control over their own lives and are more susceptible to develop future relationships which may not be fulfilling for them (Cohen, retrieved 2020). The child needs to feel disappointment, frustration and overcome these feelings (Marcoux, 2019).

3. Discussion

Parenting styles are believed to be set of attitudes, beliefs and other culturally prevalent practices which parents consistently tend to use in different contexts to discipline children. There are no fixed styles which a parent might use, as it may vary from context to context, gender, birth order and even the prevailing parental issues with reference to their own physical and mental wellbeing. The parenting styles also depend on the child's temperament, which subsequently impacts the parental response and their parenting styles.

Even though there can be no comprehensive or definitive parenting style, but it is the major contributor and influence on a child's development (Thergaonkar, Wadkar, & R, 2007).

Childhood anxiety disorders have been found to be associated with parental overprotection and mother's anxiety levels (Clarke, Cooper, & Creswell, 2013). Parental behavior and their religious beliefs and orientations have a major role in contributing positive emotional health of children during early years (Gar, Hudson, & Rapee, 2005) (Holden & Williamson, 2014)

Strategies used by parents to discipline children and its impact on child behavior has been a topic of research spanning more than five decades. The researchers have associated authoritative parenting with independence and self-reliance in children. This parenting style is associated with high parental responsiveness to child's needs with equally high demands for appropriate behavior. The parents set clear limits about the expected behavior and monitor them. If the child is punished, it is consistent and measured. The children are made to understand the consequences of their behavior. The parents explain the reason for punishment (Jeffery, 2013) cited in (en.wikipedia.org, retrieved 2020).

Socially, the children from authoritative homes have higher level of peer-acceptance and are capable of self-determination. They appear to be generous in their disposition (en.wikipedia.org, retrieved 2020).

In order to understand their own feelings and emotions, children look up to their parents. Parents who are able to understand the child's need in a sensitive manner are able to instill a sense of trust. When the child recognizes that parental support shall be available if a challenging situation arises, such children learn to handle challenges on their own. This results in better mental, physical health. The children perform academically better. The children are equipped well to manage their emotions and social relationships.

The children need to learn to manage their emotions and behavior. Children who are overprotected or over controlled by the parents lack the opportunity or get far less opportunities to learn emotion regulation.

In a study spanning over eight years, the results for emotion regulation and control which was inhibitory in nature had a negative correlation. Parenting received during early years has an impact on adjustment into adolescence as well. The children master self-regulation early in childhood. Children with overcontrolling parenting face with adjustment related issues and challenges in their early adolescence (Ryan, Soenens, & Vansteenkiste, 2019).

The parents need to praise not only the result but also the efforts put in by the child into any task. The children need to understand that their achievements and failures do not reflect their potential. The skills and abilities are not a constant, rather develop positively with practice and experience. The child needs to learn from mistakes and face challenges and failures in order to learn skills in the social and emotional domains (primetimeschools.com, Retrieved 2020). The presence of the mother and immediate attention when the child needs, are the beginnings for positive skills in the socio-emotional domains (docplayer.net, Retrieved 2020).

Nature has endowed the child to be geared to learn social, emotional and resilience abilities. These are inherent, but, research findings have indicated that if parental control is extreme it can inhibit the child to undertake challenges. This results in lack of initiative and responsibility taking by children, which can be a precursor to distress and psychopathology later in life.

Positive motivation, ample opportunities to take up challenges have a great significance for wellbeing. Basic psychological needs of love, care, empathy, engagement with children are the basic ingredients to enhance social emotional wellbeing in children (Ryan & Deci, 2000, January).

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