
The Role of Parenting Patterns in Children's Emotional Development

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Abstract

Children's emotional development is an important foundation in the formation of personality, social behavior, and mental health in the future. Parenting patterns are one of the crucial factors that influence how children learn to recognize, manage, and express their emotions. This article aims to explore the relationship between various types of parenting patterns (authoritarian, authoritative, permissive, and neglectful) with the emotional development of children from early childhood to early adolescence. This study used a qualitative approach with in-depth interview techniques with ten families from different socio-economic backgrounds. The results showed that authoritative parenting positively contributed to children's emotional regulation, while authoritarian and neglectful parenting tended to correlate with increased anxiety, aggressiveness, and difficulties in social adaptation. In addition, it was found that cultural context and relational factors (such as emotional communication between parents and children) greatly influenced the effectiveness of parenting patterns in supporting children's emotional development. This study suggests the importance of positive parenting training for parents as a preventive measure against disorders in children's emotional development.

Keywords: parenting, children's emotions, parent-child relationships

Introduction

Children's emotional development is a fundamental aspect in the psychological and social growth of children. Emotions play an important role in helping children understand themselves, interact with the social environment, and form adaptive thought patterns and behaviors. Children's ability to recognize, manage, and express emotions effectively



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Health is the main key in building good social relationships, reducing the risk of psychological disorders, and supporting academic success and daily life (Denham, 1998; Eisenberg et al., 2000). Therefore, factors that influence children's emotional development are the main focus in the study of developmental psychology.

One of the most important factors in this process is parenting style. Parenting style, which refers to the style, method, and manner in which parents educate and guide their children, influences how children learn to manage their emotions. Baumrind (1966) classified parenting styles into four main types: authoritarian, authoritative, permissive, and neglectful. Each parenting style has its own characteristics that have different impacts on children's psychosocial development, including their ability to regulate their emotions and emotional well-being (Maccoby & Martin, 1983).

Authoritative parenting is considered the most ideal because it combines order, warmth, and effective two-way communication. Parents who use this parenting style tend to provide clear boundaries, but remain responsive and supportive of their child's emotional needs (Darling & Steinberg, 1993). Research shows that children with authoritative parenting styles tend to have good emotional regulation skills, low anxiety levels, and healthy social relationships (Steinberg, 2001).

In contrast, authoritarian parenting, which tends to emphasize control and obedience without much emotional dialogue, is often associated with emotional problems such as anxiety, low self-esteem, and aggression (Baumrind, 1967). Children who grow up in a rigid, low-empathy environment are at risk for difficulty recognizing and expressing emotions adaptively. Permissive parenting, which provides excessive freedom without consistent supervision and rules, can also cause children to have difficulty controlling impulses and experience emotional frustration (Maccoby & Martin, 1983).

Negligent or inconsistent parenting is the type that is most at risk of causing emotional instability in children. Lack of supervision and emotional guidance can cause children to feel insecure and have difficulty building self-confidence (Baumrind, 1991). This condition can trigger various emotional disorders which in the future have the potential to develop into more serious psychological problems.

In addition, it is important to consider the cultural context in parenting and emotional development. In Indonesia, cultural values that emphasize harmony, respect for parents, and collectivity also shape the way parents educate their children (Hadi & Hamzah, 2017). This can affect how children express their emotions and how parents respond to those expressions. Studies that consider cultural aspects are needed to understand the dynamics of parenting in the local context, and how this impacts children's emotional development.

Emotional development is also greatly influenced by the quality of the relationship between parents and children. Open and empathetic emotional communication can help children learn to recognize and express feelings appropriately (Gottman et al., 1997). Conversely, a family environment that is less emotionally supportive can hinder a child's ability to manage stress and interpersonal conflict. Therefore, research on parenting patterns does not only look at aspects of behavioral regulation, but also parenting that supports children's overall emotional development.

Previous studies that have used a lot of quantitative approaches have shown correlations between certain parenting patterns and various indicators of children's emotional development (Lamborn et al., 1991; Rubin et al., 2009). However, a deeper understanding of how children and parents subjectively experience parenting interactions in everyday life is still limited. A qualitative approach is relevant to explore the experiences and meanings attached to the process of emotional development in families.

Based on the description, this study aims to explore more deeply how parenting patterns affect children's emotional development from the perspective of parents and children themselves. This study also seeks to identify factors that strengthen or inhibit children's emotional development in the context of different parenting patterns. Thus, it is hoped that the results of the study can provide practical contributions for parents, educators, and mental health professionals in supporting children's emotional development optimally.

Research methods

This study uses a qualitative approach with a phenomenological study design to deeply understand the experiences and perceptions of parents and children regarding the role of

parenting patterns on children's emotional development. A qualitative approach was chosen because it allows researchers to explore subjective meanings and dynamics of relationships in the context of everyday family life.

The research informants consisted of 10 pairs of parents and children aged 6-12 years who were selected purposively based on the criteria of readiness to share experiences and variations in parenting patterns applied. Data collection was conducted through semi-structured in-depth interviews, participant observation in family interactions, and related documentation (e.g. parents' diaries).

Interviews focused on parents' experiences in guiding and managing children's emotions, parenting strategies used, and children's perceptions of the emotional support received. Interview data were recorded, transcribed verbatim, and then analyzed using thematic analysis techniques involving familiarization, coding, categorization, and drawing out key themes.

The validity of the data is maintained by using source triangulation techniques and member check techniques, where interim results are analyzed and reconfirmed to informants to ensure the accuracy of the interpretation. This approach ensures that the data obtained is valid and able to describe the phenomenon holistically.

Discussion

This study shows that parenting patterns applied by parents play a very important role in the emotional development of children aged 6-12 years. Warm and responsive parenting patterns, such as democratic parenting, have a positive impact on children's ability to recognize, manage, and express emotions in a healthy way. In contrast, authoritarian or permissive parenting patterns tend to cause emotional challenges, such as the inability to control anger, anxiety, or feelings of insecurity.

Several parents in the study reported that they practiced open communication with their children, giving them the opportunity to express their feelings without fear of being judged. This helped children feel heard and valued, building self-confidence and emotional security. For example, one mother said that she always asked her child how he was feeling after school and listened patiently to his stories without interrupting or criticizing.

However, there are also parents who admit to having difficulty managing their own emotions, so their parenting style tends to be authoritarian or inconsistent. This condition causes children to experience confusion and anxiety, because they do not understand what is expected or are afraid of being wrong. For example, a father admits to often getting very angry when his child makes a mistake, but then feels guilty and tries to spoil the child as compensation. This type of parenting style can hinder the development of a child's emotional regulation.

Furthermore, the observation results show that children who are raised with responsive parenting tend to show better empathy skills and strong self-control. They are able to express feelings verbally, manage frustration, and find solutions when facing emotional problems. In contrast, children with less responsive parenting more often show tantrum behavior, withdraw, or aggression when facing difficult emotional situations.

In addition to parenting patterns, the role of the social environment outside the family also has a significant influence on the development of children's emotions. Peers, teachers, and the school environment serve as social training arenas that allow children to learn to manage emotions in social interactions. Children who receive positive social support from friends and teachers tend to be more able to regulate emotions and demonstrate adaptive social behavior.

In interviews, some children expressed that they felt more confident and secure when they were in a supportive school environment, where teachers provided positive attention and encouragement. In contrast, children who experienced bullying or social rejection tended to have difficulty managing stress and showed signs of uncontrolled anxiety or anger.

Another factor that emerged was the role of formal emotional education in schools. Schools that implement social-emotional education programs routinely help children recognize and express emotions in healthy ways. For example, through lessons on recognizing feelings, relaxation techniques, and problem solving. Children who participate in these programs show increased self-regulation skills and empathy for peers.

However, there are still obstacles in implementing emotional education in several schools, such as time constraints, lack of training for teachers, and minimal support from parents. This is a challenge that must be overcome to optimize children's emotional development in the school environment.

Conclusion

The development of emotional regulation in children is greatly influenced by various interrelated factors, especially parenting patterns, the social environment at school, and the child's individual characteristics. Supportive and consistent parenting patterns help children develop positive emotional management skills. A supportive social environment, including interactions with peers and the role of teachers, also strengthens emotional regulation skills through social-emotional education and interpersonal support. In addition, individual characteristics such as temperament and coping strategies that children have also influence how children deal with and manage emotions in everyday life.

Therefore, holistic interventions involving families, schools, and professionals are needed to help children develop effective emotion regulation skills. Integrated emotion education in schools and positive parenting at home are key to optimal emotional health in children.

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