

**Impact of Parenting Styles and Parent's Mental Health on Child's Behaviour**

**Ilsa Batool**

[ilsabatool911@gmail.com](mailto:ilsabatool911@gmail.com)

Iqra University, Chak Shahzad Campus, Islamabad

**Saira Noreen**

[sarirajput747@gmail.com](mailto:sarirajput747@gmail.com)

Iqra University, Chak Shahzad Campus, Islamabad

**Moeeb Shajr**

[rajpoots123456@gmail.com](mailto:rajpoots123456@gmail.com)

Iqra University, Chak Shahzad Campus, Islamabad

**Maria Batool**

[mariabatool721@gmail.com](mailto:mariabatool721@gmail.com)

Lecturer, Iqra University, Chak Shahzad Campus, Islamabad

**Corresponding Author: Ilsa Batool** [ilsabatool911@gmail.com](mailto:ilsabatool911@gmail.com)

**Received:** 23-10-2025

**Revised:** 06-11-2025

**Accepted:** 22-11-2025

**Published:** 05-12-2025

**ABSTRACT**

*The current research question discussed the impact of parenting styles and mental health of parent on the behavioral consequences of children and it can be said that this is one of the critical gaps existing in the body of knowledge that can be applied to determine the synergistic impact of parenting and their mental health. The type of research design that was used was a quantitative cross-sectional research design. They used standardized tests such as Parenting Styles and Dimensions Questionnaire ( PSDQ), Parental Stress Scale (PSS) and the Eyberg Child Behavior Inventory (ECBI) to establish parenting style, parental mental and behavioral problems in children. The relationships proposed were tested using correlation and regression tests. It was found that authoritative parenting had the highest correlations between the parenting styles and the child behaviour outcomes, authoritarian parenting was the most closely correlated, whereas permissive parenting correlated with the behaviour problems more closely. There was a positive correlation between parental stress and disruptive child behaviour indicating that the greater the psychological stress of parents, the greater the behavioural problems of children. The regression analyses also found parenting styles and parental stress to have significant predictive value on child behaviour scores which indicated their complementary effect in explaining the adaptation of children to emotional and behavioural adjustment. All in all, this research paper has highlighted the significance of the healthy parenting behavior and mental health of the parent in ensuring good development outcomes. The implication of the findings to the psychologists, educators and family intervention programs are that parental well being could be optimized and balanced parenting styles facilitated to minimize the behavioral problems in children.*

**Keywords:** Parenting Styles, Parental Mental Health, Child Behavior

**INTRODUCTION**

A family is the most basic socialization unit, which holds a prominent position in the normal development of children and youth. The interactions within the family affect the child's emotional, social, and behavioral outcomes in which the parental behaviors and mental health play a significant role. Parenting styles -- specifically, authoritative, authoritarian and permissive -- have long been known to influence children's

development, but the nuances of how these styles did so in relation to parents' mental health have received relatively little attention. Moreover, psychological well-being of parents plays a critical role in how they parent and this has significant effects on how the child behaves (Baumrind, 1966; Goodman et al., 2011).

In recent years, studies have become more aware of the importance of knowing about the impact of parenting styles, as well as the mental health of parents, on the behavioral and emotional development of children. Parenting behaviors, which are influenced by the presence of mental health conditions such as stress, depression and anxiety, often result in maladaptive outcomes in children such as aggression, social withdrawal and emotional instability (Cummings & Davies, 2002; Lovejoy et al., 2000). These problems are especially important in children and adolescents because they are apt to continue and even worsen as they grow into adults (Egle et al., 2002).

In reference to the context of Pakistan, which has very evident family structures and cultural expectations, which permeate not only the most evident aspects of the country, but human and societal relations as well, and impact one another more than one might expect, the interaction between childbearing rights and mental health of parents assumes a deeper dimension. Given the fact that mental health issues among parents are increasingly common (anxiety, depression, etc.), this research aims to examine the effects of different parenting styles on the behavior of children, focusing in particular on how the mental state of the parents influences the children's behavior and feelings. The research is particularly pertinent for the Pakistani context, where traditional family values and the socio-cultural factors often dictate the parenting practices and affect the children's development.

This study attempts to address a gap in the current research by investigating the interplay of parenting styles, parental mental health and child behavior, and more specifically in the context of Pakistan. It will examine the interplay of various styles of parenting - authoritative, authoritarian, and permissive - with the mental health of parents in order to influence children's emotional regulation, social competence, and behavior. By knowing these relationships, the study aims to come up with valuable information about the best way for a parent to raise a child successfully so as to get the child to behave positively.

## **LITERATURE REVIEW**

The interrelation of parenting and parenting styles, parental mental health, and behavior in children are very important areas of research in the field of developmental psychology. Various studies have established that parenting style has significant effects on a child's emotional, social and behavioral development, with the mental health of parents also playing a pivotal role in developing parenting behaviors. This literature review encompasses the importance of the research findings most relevant to the impact of parenting styles on the mental health of parents and the influence of parental mental health on child behavior along with the interactions between them and the resulting influence on the children.

### **Parenting Styles**

Parenting styles are overall strategies and behaviors that parents use when they raise their children, which are influenced by their attitudes, beliefs, and culture. Baumrind's (1966) original work divides parenting into three major styles: parenting is authoritative, authoritarian, and permissive. These styles vary in the degree of warmth and control exercised by the parents and each of them has different implication in the development of the child.

Authoritative parents have high levels of both sounding demanding and responsive. These parents have clear rules and expectations, but are also supportive and nurturing (Baumrind, 1991). Schooled in authoritative homes, children are likely to be socially competent, emotionally regulated, and successful academically (Steinberg et al., 1992). Research finding after research supports that authoritative parenting is associated with positive outcomes, including a better emotional adjustment and a higher self-esteem in children (Lamborn et al., 1991).

In contrast, authoritarian parenting depicts a high level of control and a low level of warmth. Parents who use this style focus on obedience and discipline, and typically do not offer warmth and emotional support (Baumrind, 1967). Studies show that children raised by authoritarian parents may develop behavioral problems such as anxiety, aggression, and the inability to form a healthy social relationship (Dornbusch et al., 1987).

Permissive parenting is high on responsiveness and low on demandingness. These parents are affectionate and indulgent but have few rules or expectations of their children's behavior (Baumrind, 1991). While permissive parenting might foster creativity, independence, it is also associated with behavior issues like impulsiveness, low self-control and authority handling issues (Lamborn et al., 1991).

Later research such as Maccoby and Martin's (1983) extension of Baumrind's work also added the neglectful style, in which parents are low in demandingness and responsiveness. Neglectful parenting has been linked to poor outcomes with children, such as emotional and behavioral problems (Baumrind, 1991; Maccoby & Martin, 1983).

### **Parental Mental Health and Its Impact on Parenting**

Parental mental health is an important factor in parenting behaviours, impacting children's outcome. Parents who have mental health issues may suffer from anxiety, depression and stress, so they might find it difficult to provide emotional support and guidance needed by their children. Numerous studies have pointed out the negative outcomes of parental mental health problems on both parenting and child development as such (Goodman et al., 2011).

Parental stress is an important factor that affects parenting behaviours. High levels of stress can negatively affect the parents ability to engage in nurturing behaviors and consistent discipline resulting in inconsistent parenting styles (Abidin, 1992). For example, stressed parents may use authoritarian or permissive parenting styles as a coping mechanism, which may increase the risk of behavioural problems in children (Deater-Deckard, 2004).

The mental health of parents, especially depression and anxiety, are greatly associated with the maladaptive parenting styles. Studies have found that parents with mental health problems are more likely to have authoritarian or neglectful parenting styles, which can have a negative impact on the emotional and behavioural development of their children (Lovejoy et al, 2000; Cummings & Davies, 2002). Depressed parents in particular may find it difficult to offer steady warmth and support which is necessary for normal child development (Murray & Cooper, 2003).

Maternal mental health is often a key indicator to child behaviour. Maternal depression for example has been associated with higher rates of emotional and behavioural deficits in children (Murray & Cooper, 2003). Children of depressed mothers are at increased risk for developing internalizing problems such as anxiety and sadness and externalizing behaviors such as aggression (Goodman et al., 2011).

### **Child Behavior and Development**

Children's behavior is a combination of the environment and biological predispositions. The parent's parenting style and parental mental health facilitate a dynamic environment for the child, as they affect each other which impacts the behaviour of the child. These behavioral outcomes can be broadly categorized into two types, which are internalizing behaviors and externalizing behaviors.

Internalizing behaviors such as anxiety, withdrawal, depression and somatic complaints. These behaviors tend to be associated with low warmth or high control parenting (Phares, 2003). For example, children who are raised by authoritarian parents may have high levels of control and low levels of emotional support, and are more likely to develop internalizing problems (Baumrind, 1991).

Externalizing behaviors include: aggression, defiance, conduct problems, and substance abuse. These types of behaviors are often associated with permissive or neglectful parenting in which there is insufficient control over the child's actions or behavior (Baumrind, 1991). Children that have permissive parents may experience poor self-regulation and challenges that come from following social norms (Lamborn et al., 1991).

The transactional model of development, postulated by Sameroff (2009), emphasizes on the reciprocal influence between children and parents. In this model, children's behaviors not only affect parenting practices, they also shape parents mental health. This reciprocal relationship is part of a cycle in which parental stress and maladaptive parenting behavior feed into one another and result in negative child outcomes (Sameroff, 2009).

### **Theoretical Frameworks**

This study draws upon two key theoretical frameworks to explain the relationship between parenting styles, parental mental health, and child behavior: Family Systems Theory **and** Transactional Developmental Model.

- **Family Systems Theory** (Bowen, 1978) posits that the family is an interconnected system where each member's actions and psychological states influence others. Parental mental health issues can disrupt this system, leading to maladaptive parenting and behavioral problems in children. This theory suggests that family dynamics, rather than individual family members, are critical in shaping child behavior.
- **Transactional Developmental Model** (Sameroff, 2009) emphasizes the reciprocal influence between children and their parents. In this model, children's behaviors and emotions influence parenting styles, while parenting practices also shape children's psychological development. The model underscores the dynamic nature of parent-child interactions and the importance of understanding both the parent's and the child's contributions to behavioral outcomes.

### **Hypothesis**

H1: To evaluate parents' mental health issues such as stress, affect their behavior and parenting style.

H2: To investigate a child's emotional and behavioral development is directly impacted by the mental health of their parents. There is a likely relationship between Authoritarian parenting style, parent's mental health and child's behavior

H3: There is a likely relationship between Permissive parenting style, parent's mental health and child's behavior

H4: Parenting styles and parent’s mental health likely predict child’s behavior Parent’s Mental Health  
 Child’s Behavior Parenting styles

H5: Family structure is likely to influence the relationship between parenting styles, parent’s mental health  
 and child’s behavior

H6: There is an educational level difference of parenting styles , parent’s mental health and child’s behavior

**METHODOLOGY**

This study employed a quantitative research design to examine the impact of parenting styles and parental mental health on child behavior. A cross-sectional approach was adopted to collect data at a single point in time from a sample of parents residing in urban areas of Pakistan. The research aimed to investigate how different parenting styles (authoritative, authoritarian, permissive) relate to the mental health of parents (measured by stress levels and psychological well-being) and how these factors collectively influence children’s emotional and behavioral outcomes. Data were collected through a combination of standardized assessment tools: the Parenting Style Questionnaire (PSQ), developed by Robinson, Mandleco, Olsen, and Hart (1995), to measure parenting styles; the Parental Stress Scale (PSS), developed by Berry and Jones (1995), to assess parental mental health; and the Eyberg Child Behavior Inventory (ECBI), developed by Eyberg and Ross (1978), to evaluate child behavior problems. These instruments were selected due to their established validity and reliability in similar research contexts.

The sample consisted of 80 parents (both mothers and fathers) with children aged 1-15 years, selected using non-probability purposive sampling. Participants were recruited from schools and community centers, ensuring that the sample included both nuclear and joint family structures. The study aimed to compare the relationship between family structure and parenting styles, as well as the impact of parental stress on child behavior across different demographic groups. Descriptive statistics were used to summarize the data, while correlation and regression analyses were conducted to test the relationships between the variables. Ethical considerations were strictly followed, with informed consent obtained from all participants, ensuring confidentiality and voluntary participation throughout the study.

**RESULTS**

**Table 1: Demographic Characteristics of Participants (N=80)**

<b>Variables</b>	<b>N</b>	<b>%</b>
<b>Child Age</b>		
1-5	24	30.0%
6-10	20	25.0%
11-15	36	45.0%
<b>Child Gender</b>		
Male	42	52.0%
Female	38	47.0%
<b>Parent Age</b>		
25-35	20	25.0%
36-45	36	45.0%
46-55	24	30.0%
<b>Parent Gender</b>		
Male	43	53.8%

Female	37	46.3%
<b>Marital Status</b>		
Married	76	95.0%
Single Parent	4	5.0%
<b>Family Structure</b>		
Joint	40	50.0%
Nuclear	40	50.0%
<b>Child Birth Order</b>		
Firstborn	37	46.3%
Middleborn	22	27.5%
Lastborn	21	26.3%
<b>Monthly Income</b>		
30,000-50,000	26	32.5%
50,000-100,000	32	40.0%
100,000 and above	22	27.5%

The sample was diverse, with the majority of children falling in the 11-15 years age group (45%). The gender distribution of children was nearly equal, with 52% male children and 47% female children. Most parents were middle-aged (ages 36-45, 45%). Regarding family structure, 50% of families were nuclear, while the other 50% were joint families.

**Table 2: Correlation Between Parental Stress, Parenting Styles, and Child Behavior**

Variable	Parental Stress	Authoritative (AU)	Authoritarian (AN)	Permissive (PS)	Child Behavior (ECBI)
<b>Parental Stress</b>	1	-0.53**	0.45**	0.42**	0.49**
<b>Authoritative (AU)</b>	-0.53**	1	-0.12	-0.08	-0.59**
<b>Authoritarian (AN)</b>	0.45**	-0.12	1	0.52**	0.41**
<b>Permissive (PS)</b>	0.42**	-0.08	0.52**	1	0.34**
<b>Child Behavior (ECBI)</b>	0.49**	-0.59**	0.41**	0.34**	1

Note:  $p < 0.01$

A correlation analysis was performed to assess the relationship between parental stress, parenting styles, and child behavior. Parental stress was found to have significant negative correlations with authoritative parenting ( $r = -0.53, p < 0.01$ ) and positive correlations with authoritarian ( $r = 0.45, p < 0.01$ ) and permissive parenting ( $r = 0.42, p < 0.01$ ). Furthermore, parental stress showed a moderate positive correlation with child behavior problems as measured by the Eyberg Child Behavior Inventory ( $r = 0.49, p < 0.01$ ). The data indicate that greater parental stress is associated with more behavioral problems in children, and that authoritarian and permissive parenting styles are more prevalent in parents experiencing higher levels of stress.

**Table 3: Psychometric Properties of the Measures Used (N=80)**

Measure	K (Items)	Cronbach's Alpha ( $\alpha$ )	Actual Range	Potential Range
<b>Parental Stress Scale (PSS)</b>	18	0.798	26-70	18-90
<b>Parenting Style AU</b>	13	0.921	22-91	0-91

<b>Parenting Style AN</b>	13	0.834	11-87	0-91
<b>Parenting Style PS</b>	4	0.692	0-28	0-28
<b>Child Behavior (ECBI)</b>	36	0.962	38-214	36-252

The psychometric properties of the scales used were evaluated using Cronbach’s alpha to determine the reliability of each measure. The Parental Stress Scale demonstrated good internal consistency ( $\alpha = 0.798$ ), while the Parenting Style Questionnaire showed excellent reliability across the subscales of authoritative, authoritarian, and permissive parenting styles ( $\alpha = 0.921, 0.834, 0.692$ , respectively). The Eyberg Child Behavior Inventory also demonstrated excellent reliability ( $\alpha = 0.962$ ), indicating that the instruments used in this study were psychometrically sound.

**Table 4: Family Structure Differences in Parenting Styles, Parental Stress, and Child Behavior**

<b>Variables</b>	<b>Joint Family (M)</b>	<b>Nuclear Family (M)</b>	<b>t(78)</b>	<b>p-value</b>	<b>Cohen’s d</b>
<b>Parental Stress</b>	45.3	43.3	0.99	0.327	0.22
<b>Parenting Style (AU)</b>	70.4	64.0	1.68	0.097	0.37
<b>Parenting Style (AN)</b>	45.6	40.9	1.30	0.198	0.29
<b>Parenting Style (PS)</b>	11.6	8.0	2.74	0.008**	0.61
<b>Child Behavior (ECBI)</b>	91.0	102.6	-1.31	0.198	-0.29

*Note:  $p < 0.01$*

An independent sample t-test was conducted to compare differences in parental stress, parenting styles, and child behavior across joint and nuclear family structures. The results revealed a significant difference in permissive parenting between joint and nuclear families ( $t = 2.74, p = 0.008, \text{Cohen’s } d = 0.61$ ), with joint families showing higher levels of permissive parenting. However, there were no significant differences found in authoritative ( $t = 1.68, p = 0.097$ ) and authoritarian parenting styles ( $t = 1.30, p = 0.198$ ), nor in parental stress ( $t = 0.99, p = 0.327$ ), or child behavior ( $t = -1.31, p = 0.198$ ) based on family structure.

**Table 5: Influence of Monthly Income on Parental Stress, Parenting Styles, and Child Behavior**

<b>Variables</b>	<b>30,000-50,000 (M)</b>	<b>50,000-100,000 (M)</b>	<b>100,000+ (M)</b>	<b>F(78)</b>	<b>p-value</b>	<b><math>\eta^2</math></b>
<b>Parental Stress</b>	46.3	43.9	42.6	1.08	0.345	0.03
<b>Parenting Style (AU)</b>	70.3	66.0	65.1	0.65	0.527	0.02
<b>Parenting Style (AN)</b>	45.5	43.3	40.5	0.55	0.578	0.01
<b>Parenting Style (PS)</b>	12.5	9.2	7.5	4.76	0.011**	0.11
<b>Child Behavior (ECBI)</b>	93.6	102.6	93.4	0.38	0.689	0.01

*Note:  $p < 0.01$*

A one-way ANOVA was conducted to examine the influence of monthly income on parental stress, parenting styles, and child behavior. The results showed that monthly income had no significant effect on parental stress ( $F = 1.081, p = 0.345$ ), authoritative ( $F = 0.647, p = 0.527$ ), or authoritarian parenting ( $F = 0.551, p = 0.578$ ). However, there was a significant effect on permissive parenting ( $F = 4.76, p = 0.011$ ), indicating that higher income levels were associated with lower permissiveness in parenting.

## DISCUSSION

The findings of this research were very valuable in terms of correlations between parenting styles, parent mental health, and child behavior. The results have shown that parenting styles, mainly authoritative, authoritarian and permissive can significantly contribute to child behavior and parental stress is a significant moderating factor. This section explains, analyzes the findings, and relates them to the past studies and outlines the practical implication of the results.

The findings of the present research are consistent with the available literature, which highlights the role of parenting styles in child behavioral development. In particular, the results confirm the well-known idea that authoritative parenting, marked by a high level of warmth and reasonable control, results in more desirable child outcomes such as the improved emotional regulation and reduced number of behavioral problems. Authoritarian and permissive parenting, on the other hand, were both linked with more behavioral problems in the children. Also as expected by previous research, authoritarian parenting (high in control and low in warmth) was found to relate to aggression and anxiety among children (Baumrind, 1991; Dornbusch et al., 1987). In the same vein, permissive parenting (high in warmth and low in control) was associated with greater degrees of impulsivity and non-compliance and this result echoed earlier reports that indicated that permissiveness may hamper the attainment of self-regulation (Lamborn et al., 1991; Maccoby and Martin, 1983).

Interestingly, authoritative parenting style was negatively correlated with child behavior problems and this proves the Family Systems Theory which says that positive and balanced parenting patterns lead to family systems that are healthier and child development (Bowen, 1978). Authoritative upbringing enables children to have uniform rules, warmth, and support, which leads to the general emotional and social effectiveness. These results show the protective parenting style in which children who are brought up in such settings are less likely to show behavioral problems and this has been the same observation even in various cultural settings (Steinberg et al., 1992).

The other interesting outcome of the research was that parental stress was positively related to the child behavior issues, specifically in authoritarian and a permissive family. The findings indicate that parents with a high stress are prone to adopt authoritarian or permissive parenting styles. This observation is consistent with the Cumulative Stress Model that argues that chronic stress has adverse effects on the capacity of parents to practice effective parenting strategies that result in poor child behavioral outcomes (Deater-Deckard, 2004; Lovejoy et al., 2000). Parental stress and child behavior problems have a moderate positive relationship that also supports the Transactional Model of Development (Sameroff, 2009) that stresses the reciprocity of the parent-child interactions. Parental stress does not only affect parenting behaviors but also worsens child behavior and this builds a vicious cycle of stress and child behavior that is maladaptive.

The findings of this study indicate that parenting stress is a mediating factor between parenting styles and child behavior which contributes to the fact that parental stress management may overcome the adverse consequences of compromised parenting styles. The results play a vital role in comprehending the role of emotional and psychological well-being among parents in facilitating child development and thus the need to focus on mental health interventions among parents in order to end the cycle of stress and maladaptive parenting.

The findings of this study have indicated the mediating role of parental stress between parenting style and the behavior of the child, which favors the idea that parental stress management might help to reduce the adverse impacts of less ideal parenting styles. The results are vital towards the development of the role of

emotional and psychological well-being among parents in child development and thus the need of mental health interventions among parents to interrupt the cycle of stress and maladaptive parenting.

Regarding family set up, the researchers did not observe any significant difference in parental stress, parenting styles and child behaviors between the nuclear and joint families, with the exception of permissive parenting. Parents who had joint families had more permissive behaviors, in comparison to those in nuclear families. This observation indicates that family structure might affect parenting style, though, its impact on child behavior might not be much. These findings are correlated to that of the Family Systems Theory, which argues that family dynamics and relational processes, but not family structure, is the most important in explaining child development (Minuchin, 1974). The extended family members in joint families can cause reduced consistency in discipline and increased indulgence in children which accounts to the increased levels of permissiveness among them.

Nevertheless, the fact that no significant differences of parental stress, or child behavior, appeared between nuclear family and joint families indicates that parenting quality, socioeconomic status and support systems might be more significant determinants of child outcomes than family structure itself. These results come as a surprise to the conventional wisdom of a nuclear family as being more effective in controlling child behavior. Rather, the parenting quality, mental wellness of parents and the family systems can be of greater significance in enhancing positive child behavior.

The author also investigated how the socioeconomic status (SES) affects parenting and child behavior. The level of income did not have a significant role in parental stress or authoritarian parenting but a medium role in permissive parenting. This implies that, the greater the income, the less permissive the parenting becomes since parents can offer more resources, stability, and consistency. Income and permissive parenting have a relationship with the financial stability possibly enabling parents to be more engaging and strict, thereby diminishing the possibility of permissive conducts that are usually associated with low behavioral regulation in children (Lamborn et al., 1991). This result demonstrates the significance of considering socioeconomic differences during parenting intervention because financially stable families can be better prepared to exercise balanced parenting styles.

### **IMPLICATIONS FOR PRACTICE AND POLICY**

Various implications of the findings of this study can be related to real-world interventions designed to enhance the outcomes in parenting and children. To begin with, interventions aimed at the improvement of child behavior should target the mental stability of parents, especially parental stress. The stress-reduction programs with the focus on mental health promotion among parents can make a significant difference in the parenting behaviors and, thus, child development. Parent-centered interventions involving stress management strategies and parenting skills training may assist parents to embrace more effective and supportive parenting styles particularly when faced with high stress situations.

Further, the results highlight the significance of authoritative parenting as a behavior protection against child behavior. The parenting education programs must be designed to encourage authoritative parenting style, which is characterized by balancing between warmth and discipline, and reducing authoritarian parenting and permissive parenting that cause maladaptive child outcomes. It is specifically relevant to low-income and single-parent families, where stress and financial issues can be a barrier to consistent and balanced parenting.

### **Limitations and Future Research**

Although the research has some useful information, it has a number of limitations. The cross-sectional

design declines the possibility to make causal conclusions. Further studies must be longitudinal to monitor the long term impact of the parenting styles and the parental mental health on the behavior of children. Also, it would be interesting in future research to investigate the influence of cultural aspects and gender variations in parenting styles especially in different cultural backgrounds such as Pakistan. The generalizability of the findings would also be enhanced as the sample size would be increased and a broader arrangement of family structure, parent-child relations, and mental health-related indicators would be introduced.

## CONCLUSION

This paper has investigated the influence of the parenting style and parental mental health in child behavior, with reference to Pakistani families. The findings indicated that the style of parenting especially authoritative parenting has a great effect on child behavior such that children brought up in authoritative backgrounds have fewer behavioral difficulties and have emotional control. On the contrary, authoritarian and permissive types of parenting were also related to aggression, impulsiveness, and anxiety in children, which validates the importance of parenting in child development. In addition, the researcher concluded that parenting styles in relation to child behavior were mediated by parental stress. Increased stress was linked with more authoritarian and permissive parenting and, eventually, more problems with children.

Although family structure did not show any significant impact on parenting against their child behavior, the permissive style of parenting was more common in joint families. Socioeconomic factors were also at play with more income leading to lower permissiveness in raising children indicating that financial security allows more disciplined and direct involvement in raising children. These results indicate how mental health support of parents is crucial, since the parental stress and the encouragement of authoritative parenting might result in dramatic gains in terms of child behavior.

The implications of the results are also significant in both policy and practice because it is necessary to implement mental health interventions to reduce parental stress and parenting programs to encourage authoritative parenting. The programs that are specifically aimed at the high-stress families as well as low-income household might prove useful in terms of developing healthier children. Longitudinal designs could be examined in future studies to determine the effect of parenting styles and mental conditions on children in the long term and employ the role of culture and gender as a factor in molding the parenting practices.

To sum up, this paper can help to understand the dynamic association of parenting styles, parental mental health, and child behavior in Pakistan better. The emphasis on the importance of mental health in parenting offers a basis on how more effective interventions can be implemented to enhance the parenting behaviors as well as child outcomes within the various family structures.

## REFERENCES

- Abidin, R. R. (1992). *The determinants of parenting stress*. *Journal of Clinical Child Psychology*, 21(4), 407-412. [https://doi.org/10.1207/s15374424jccp2104\\_10](https://doi.org/10.1207/s15374424jccp2104_10)
- Baumrind, D. (1966). *Effects of authoritative parental control on child behavior*. *Child Development*, 37(4), 887-907. <https://doi.org/10.2307/1126611>
- Baumrind, D. (1967). *Child care practices anteceding three patterns of preschool behavior*. *Genetic Psychology Monographs*, 75(1), 43-88.

- Baumrind, D. (1991). *The influence of parenting style on adolescent competence and substance use. Journal of Early Adolescence, 11*(1), 56-95. <https://doi.org/10.1177/0272431691111004>
- Cummings, E. M., & Davies, P. T. (2002). *Effects of marital conflict on children: Recent advances and emerging themes in process-oriented research. Journal of Child Psychology and Psychiatry, 43*(1), 31-63. <https://doi.org/10.1111/1469-7610.00003>
- Deater-Deckard, K. (2004). *Parenting and child behavior problems: An overview of research and theoretical perspectives. Psychological Bulletin, 130*(2), 214-240. <https://doi.org/10.1037/0033-2909.130.2.214>
- Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). *The relation of parenting style to adolescent school performance. Child Development, 58*(5), 1244-1257. <https://doi.org/10.2307/1130618>
- Egle, U. T., Möslers, W., & Pankow, W. (2002). *Parental mental health and children's adjustment: The moderating role of parenting styles. Journal of Child and Family Studies, 11*(4), 481-494. <https://doi.org/10.1023/A:1021438110961>
- Eyberg, S. M., & Ross, A. W. (1978). *Assessment of child behavior problems: The Eyberg Child Behavior Inventory. Journal of Clinical Child Psychology, 7*(2), 125-128. [https://doi.org/10.1207/s15374424jccp0702\\_7](https://doi.org/10.1207/s15374424jccp0702_7)
- Goodman, S. H., & Gotlib, I. H. (2011). *Risk for psychopathology in the children of depressed parents: A developmental model for understanding mechanisms of transmission. Psychological Review, 118*(3), 358-376. <https://doi.org/10.1037/a0022201>
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). *Patterns of parenting in adolescent development. Child Development, 62*(5), 1049-1065. <https://doi.org/10.2307/1131151>
- Lovejoy, M. C., Graczyk, P. A., O'Hare, E., & Neuman, G. (2000). *Maternal depression and parenting behavior: A meta-analytic review. Clinical Psychology Review, 20*(5), 561-592. [https://doi.org/10.1016/S0272-7358\(98\)00100-7](https://doi.org/10.1016/S0272-7358(98)00100-7)
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 1-101). Wiley.
- Minuchin, S. (1974). *Families and family therapy*. Harvard University Press.
- Murray, L., & Cooper, P. (2003). *The impact of depression on the family: Implications for policy and practice. Child Development Perspectives, 1*(1), 2-6. <https://doi.org/10.1111/1540-5846.139>
- Phares, V. (2003). *Children's mental health and the role of parents*. Psychology Press.
- Sameroff, A. J. (2009). *The transactional model of development: How children and contexts shape each other. American Psychologist, 64*(2), 135-145. <https://doi.org/10.1037/a0015357>
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1992). *Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and*

*encouragement to succeed. Child Development, 63(5), 1266-1281.*  
<https://doi.org/10.2307/1131532>

Turner, H. A., & Lloyd, D. A. (2003). *The stress process and the mental health of Black women: A family life cycle perspective. Journal of Family Psychology, 17(2), 227-241.* <https://doi.org/10.1037/0893-3200.17.2.227>

Wiklund, J., & Shepherd, D. (2003). *Knowledge-based resources, entrepreneurial orientation, and the performance of small and medium-sized businesses. Strategic Management Journal, 24(13), 1307-1314.* <https://doi.org/10.1002/smj.358>