

Parenting Styles and Child Development: A Study of Pakistani Families

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ABSTRACT

This study explores the correlation between parenting styles and child development in Pakistani families, which is based on Lahore. Parenting styles are an important variable that determines the emotional, social, behavioral, and academic performance of children. The research design is based on a cross-sectional survey (quantitative) research design. A sample of 300 parents of children aged between 10 and 18 years is used to collect data by using a structured questionnaire which is founded on a five-point Likert scale. Parenting styles are considered to be the independent variable and child development is regarded as dependent variable. Data analysis using SPSS is done using descriptive statistics, correlation analysis and multiple regression analysis. The results show that authoritative parenting positively affects child development significantly, which means that a moderate style of warmth and control would result in more positive developmental outcomes. Conversely, the authoritarian and permissive types of parenting have a great negative influence, which implies that too much control or insufficient discipline negatively affect the development of children. The findings demonstrate that parenting styles are great predictors of child development and this explains a large percentage of the variation in developmental outcomes. The study highlights the need to embrace balanced parenting in the Pakistani culture. The results have great implications to parents, teachers, and policy makers to facilitate effective parenting practices and encourage general cognitive growth in children.

Keywords: parenting styles, child development, emotional, social, behavioral, academic performance, discipline, authoritarian

INTRODUCTION

The parenting styles have been known as one of the strongest factors that determine the overall development of the child including personality, emotional state, social, and academic performance. The way in which the parents relate with their children, expectations, and support gives a developmental environment that has a lot of influence on behavioral outcomes and psychological adjustment. The modern literature is consistently emphasizing that parenting is not just a care practice, but a system of attitudes and behavior that has a direct impact on the cognitive and socio-emotional development of

children (Pinquart, 2017; Abrar et al., 2023). Parenting styles, therefore, are crucial to the study of differences in child development in different cultural settings.

Child development is a multidimensional process which includes emotional, social, behavioral and academic development. Emotional development is the fact that children are able to know and control their emotions whereas social development is the development of relationships and adaptation to social norms. Self-control, discipline, and conduct is considered a behavioral development, and learning outcomes and intellectual performance are academic development (Smetana, 2017; Frosch et al., 2021). These dimensions are interrelated and when one area is affected, this may affect other areas. An example is that lack of emotional control may result in behavioral problems hence adversely affecting academic performance. Child development is therefore a holistic concept especially in the analysis of parenting role.

The family is the main social institution and it is the place where children learn the basic skills that are necessary in life like discipline, communication, self-control and moral values. Parents play the role of role models since early childhood when their attitudes and behaviors are shaped by direct and observational teachings to children. Social learning perspectives assume that children acquire knowledge through observing the behavior of parents, so parenting practices become the key factor affecting the developmental outcomes (Pratt et al., 2010). Moreover, the attachment-related theories also focus on the fact that the quality of the relationships between parents and children affects the level of emotional security and long-term psychological well-being (Groh et al., 2017). Therefore, family setting is the basis of patterns that continue in adolescence and adulthood.

There are four broad types of parenting styles according to the responsiveness and control levels. The authoritative style of parenting is also highly responsive and reasonably controlling with parents being warm and have clear boundaries. The style is strongly linked to the positive developmental results, such as the improvement of self-esteem, academic achievement, and social skills (Pinquart and Kauser, 2018). Authoritarian parenting on the other hand is much stricter with low emotional warmth, which more often than not leads to obedience but also anxiety and low self confidence in the children. High warmth and low control characterize permissive parenting which can result in lack of discipline and behavior difficulties because of lack of regular rules. Finally, low responsiveness and low control are characteristics of neglectful parenting, which are often linked to the most negative consequences, such as emotional instability and social withdrawal (Hosokawa & Katsura, 2019; Pinquart, 2021).

Although these parenting styles have been widely researched in the Western context, they may have a considerable impact in different cultural backgrounds. Pakistan has a strong collectivist culture and parenting practices are interwoven with the cultural framework, focusing on family unity, submissiveness, and elders respect. Pakistani families tend to treasure conformity and compliance to social standards as opposed to individualistic societies in which independence and self-expression are given the utmost priority. Consequently, parenting styles in Pakistan might contain an aspect of both warmth and strictness in different ways that are not correlated with Western categories (Riany et al., 2017; Sorkhabi & Mandara, 2013). To illustrate, authoritarian nature does not necessarily have negative results in collectivist society, since strictness might be viewed by children as care and guidance, but not control.

The parenting in Pakistan is also characterized by a number of cultural factors. To begin with, interdependence among the members of a family is strengthened by the collectivist aspects of the society, defining the social behaviors and expectations of children. Second, high respect to elders affects a parent child relationship where often there is no open communication and instead, hierarchical relationships are encouraged. Third, the harsh discipline is widely used as the method of keeping order and introducing responsibility. Fourth, gender expectations are also very important, and the male and female children may receive different parenting styles depending on social values and roles (Abrar et al., 2023; Jabeen et al., 2013). Such dynamics of cultures point to the necessity to study the parenting styles in the particular socio-cultural context of Pakistan instead of using only Western models.

Although the literature on parenting styles and child development is accumulating, the empirical evidence is still lacking on the localized basis in terms of Pakistani families. Most of the available researches are carried out in the Western countries or employ small and non-representative samples in Pakistan, which restricts the extrapolation of the results to Pakistan. Moreover, there are not many studies that apply quantitative analysis to explore the correlation between various parenting styles and various aspects of child development in a single concept (Nasir & Naeem, 2025; Zahra & Saleem, 2021). The gap highlights the necessity of a complex study that reveal the peculiarities of culture and social aspects of parenting in Pakistan.

The current research fills this gap by reviewing the connection between parenting styles and child development in families within one selected urban environment in Pakistan. In particular, the research is centered on Lahore, which is one of the largest and the most diverse cities in the country as different families with different socio-economic backgrounds live in the city. Lahore is a perfect location of this study because of its urbanization, diversity in education, and the possibility of data collection. The choice of one city provides uniformity of the cultural and environmental factors, whereas the in-depth analysis of the parenting practices in that setting made possible.

The main aim of the study is to explore the effects of various parenting styles on the emotional, social, behavioral as well as the academic development of the Pakistani family children. The study informs the local context on the effective parenting practices by establishing patterns and relationships between parenting approaches and developmental outcomes. In such a way, the study adds to the theoretical and practical knowledge on the topic of child development.

This is a study that is relevant to various stakeholders. In the case of the parents, the findings can provide the basis of the advice on acquiring the balanced parenting practices that support healthy development. To teachers and learning institutions, knowledge on the impact of parenting styles can assist them to manage the behavioral and academic problems of the students better. The insights can be utilized by psychologists and counselors to establish interventions that would help children to feel better emotionally. Moreover, the results help policy-makers to create family-focused interventions and education that enhance the level of parenting practices in different communities (Lerner & Hilliard, 2019; Pinquart, 2021).

In conclusion, the parenting styles are very crucial in the development of children, but they have different effects on different cultures. In Pakistan, where family structures, cultural values, and social demands have a significant impact on the parenting practices, there is an urgent need to conduct research on the subject on a local level. Due to its location on Lahore and a systematic quantitative methodology,

the current study aims to bridge a significant gap in the literature and offer a better insight into the impact of parenting styles on the development of children in Pakistani families.

LITERATURE REVIEW

Parenting styles refer to the consistent patterns of attitudes, behaviors, and practices that parents adopt in raising their children. These styles reflect the level of responsiveness (warmth and support) and demandingness (control and discipline) demonstrated by parents. Based on this framework, parenting styles are commonly categorized into four types: authoritative, authoritarian, permissive, and neglectful (Pinquart, 2021). Authoritative parenting is characterized by high responsiveness and moderate control, authoritarian parenting involves high control and low responsiveness, permissive parenting reflects high responsiveness but low control, and neglectful parenting is defined by low levels of both responsiveness and control (Smetana, 2017). These styles provide a theoretical basis for understanding variations in parental influence on child outcomes.

Child development is a multidimensional construct that encompasses emotional, social, behavioral, and academic growth. Emotional development involves the ability to recognize, express, and regulate emotions, while social development refers to the ability to form relationships and adapt to social environments. Behavioral development includes self-regulation, discipline, and conduct, whereas academic development reflects cognitive abilities and educational achievement (Bornstein, 2019). These domains are interconnected and collectively contribute to a child's overall adjustment and well-being. Effective parenting practices play a critical role in facilitating positive development across these dimensions.

The relationship between parenting styles and child development has been widely examined in contemporary research. Studies suggest that parenting behaviors significantly influence children's psychological adjustment, social competence, and academic success (Masud et al., 2019). Parenting styles act as environmental factors that shape children's internal processes, such as emotional regulation, self-esteem, and motivation, which in turn affect developmental outcomes (Pinquart & Kauser, 2018). Therefore, understanding parenting styles is essential for explaining differences in child development within various cultural contexts.

H1 Authoritative Parenting and Child Development

The hypothesis one is that authoritative parenting plays an important positive impact on child development. Empirical studies substantiate this assumption very much, and they have always determined the authoritative parenting as the most effective style of bringing positive developmental outcomes. The style of authoritative parenting is one that is based on warmth and control where the parent offers emotional support but has clear expectations and boundaries. Studies have shown that children who are brought up in authoritative families have a higher rate of emotional intelligence, social competencies, and academic performance (Pinquart, 2021). Open communication and independence is promoted by this parenting style which helps a child to acquire skills of problem solving and self-confidence.

A number of researches have shown that authoritative parenting has a positive effect on the emotional development. When properly nurtured by their parents and parents who are responsive, children tend

to acquire good emotional regulation and have low anxiety and depressions (Hosokawa & Katsura, 2019). Also, authoritative parenting fosters safe attachment bonds, which are crucial to psychological health and durability (Groh et al., 2017). Authoritative parenting has been linked with greater academic motivation and academic performance in terms of academic development. Asghar said that the combination of guidance and autonomy support by parents enables the establishment of an environment, which promotes learning and intellectual development (Masud et al., 2016). This equilibrium ensures that children are able to be responsible in what they do and at the same time get the needed support of parents. Moreover, authoritative parenting leads to good socialization. It is also possible that children brought up in such settings have more positive interpersonal skills, empathy, and cooperation because they get to express themselves and relate to others in a productive manner (Pinquart & Kauser, 2018). All these findings lead to the first hypothesis that authoritative parenting presents a significant positive impact on child development.

H2 Authoritarian Parenting and Child Development.

According to the second hypothesis, authoritarian parenting has a major negative impact on the child development. Authoritarian parenting is exhibited through the strict rules and high expectations and little emotional responsiveness. Although this style can bring instant obedience, the consequences of such a style can be very negative in the long run affecting the emotional and psychological health of children. Studies have shown that children brought up in authoritarian parents have high chances of developing anxiety, low self-esteem and poor emotional control. Such households may suppress the capacity of children to reveal their emotions and build proper coping strategies due to the absence of warmth and open communication (Jabeen et al., 2013). Such children would therefore be unable to cope with emotional imbalance and interpersonal relationships.

Parenting that is authoritarian has also been associated with bad behavioral results. Too much control and strict discipline have the potential to cause rebellious behavior, aggression, and inadequate social competence (Hosokawa & Katsura, 2019). Authoritarian children are likely to follow the rules because they are afraid and not because they know; this restricts their creativity in thinking and decision making. Authoritarian parenting can have contradictory effects in the academic field. Although it might raise the achievement of academic performance in the short term, strict discipline tends to destroy intrinsic motivation and creativity in the long run (Smetana, 2017). Young people who were brought up in an authoritarian family can be very dependent on the outside forces instead of becoming intrigued with learning. In addition, it has been established that authoritarian parenting has a negative impact on the development of personality. Children with an experience of harsh parenting might grow to be more neurotic and less self-confident and socially adaptable (Pinquart, 2021). Though there are studies which have argued that authoritarian parenting could be less damaging in collectivist societies, the general evidence points in the same direction as to the fact that the effects it has on the development of children is mostly negative, which supports the second hypothesis.

H3. Permissive Parenting and Child Development.

The third hypothesis is that permissive parenting negatively influences child development to a great extent. High emotional warmth and low control and discipline are the features of permissive parenting. This type of style offers a supportive environment, but because there are no clear guidelines and expectations, negative developmental consequences can be expected. It has been proposed that children

brought up in permissive parenting tend to develop behavioral issues, such as impulsivity, a lack of discipline, and unable to follow rules (Pinquart & Kauser, 2018).

Children can also fail to come up with self-control and responsibility that is necessary to make them functional in the social and academic environment without consistent guidance. Less strict parenting has also been linked to poor performance. Parents who do not impose restrictions connected with the study habits and responsibilities might inadvertently decrease the motivation and concentration of children on academic activities (Masud et al., 2016). Consequently, children who grow up in permissive families might not perform to their best as their counterparts brought up in more organized parenting styles.

Permissive parenting can result in emotional regulation problems in terms of emotional development. The absence of boundaries can be confusing the children, even though they might be given emotional support, regarding the rules of conduct and the expression of emotions (Lerner & Hilliard, 2019). It may lead to further emotional instability and stress coping difficulties. Also, liberal parenting may have adverse social development. Children that are not taught the same rules and expectations find it difficult to conform to social norms and acquire proper interpersonal skills (Smetana, 2017). Such children can have problems with peer relations and develop problematic behavior at the social environment. Altogether, despite the fact that permissive parenting brings its warmth and support, the absence of structure restricts its performance in terms of the balanced development. These results confirm the third hypothesis that permissive parenting produces a major negative influence on the development of children.

The literature stories examined in this section show that parenting styles play a great role in influencing child development. The most effective style is always authoritative which encourages positive emotional, social, behavioral, and academic outcomes. Conversely, authoritarian and permissive parenting styles have been largely linked with adverse developmental outcomes especially as far as emotional regulation and behavioral adaptations are concerned. Moreover, the literature also underlines the significance of cultural context in explaining parenting practices. Although the majority of the studies in question prove the effectiveness of the authoritative parenting style, cultural diversity and the differences in social standards can have an impact on the manner in which parenting styles are implemented and viewed. This strengthens the argument of carrying out localized research in countries like Pakistan where family set up and cultural expectations are not as in the western society.

METHODOLOGY

The current research adopts a quantitative research design based on cross sectional survey as a way of investigating the correlation between parenting styles and child development. The choice of this approach is because it results in the possibility of obtaining measurable data and the opportunity to statistically analyze the relationships between variables at one moment in time. The location of the study on this research is Karachi, Pakistan, as it is an area with varied population, urbanization, and it is easy to collect data through this area. The city presents an appropriate environment to find the differences in parenting practices among diverse socio-economic and educational backgrounds. The target population the Pakistani families living in Karachi; that is, the parents with children aged 10 years to 18 years or with school going children. This study considers a sample of 300 respondents to be sufficient to provide a representative sample as well as enhance the validity of the findings. This is a

sufficiently large sample size in research in the social sciences. The researcher has employed convenience sampling method since it enables the researcher to gather data effectively using the available respondents without necessarily using a formal sampling frame.

The data are gathered with the help of a structured questionnaire that is aimed at capturing the appropriate data on the topic of parenting styles and child development. The questionnaire has two major parts, the first section collects demographic data including age, gender, education and family traits and the second section include statements that assess parenting style and other child development dimensions. Participants are measured on a five-point Likert scale and responses are used on the five-point scale to measure their perceptions and attitudes with Strongly Agree or Strongly Disagree as the two extreme points. Parenting styles are used as the independent variable in this study and child development is considered as the dependent variable. The data collected by giving the questionnaires to 300 participants in the chosen city. The respondents fill the questionnaires willingly and the data obtained is coded and inputted in the Statistical Package of Social Sciences (SPSS) to be analyzed.

The analysis of the data involves descriptive and inferential statistics. The demographic characteristics and important variables are summarized using descriptive statistics like frequency, percentage, mean, and standard deviation. In testing the hypotheses, correlation analysis is used to test the relationships that exist between parenting styles and child development, whereas multiple regression analysis is applied to determine the effects of the various parenting styles on the outcome of development. The choice of these techniques gives clear and reliable results to the three hypotheses proposed. Ethics is observed to the latter during the research. All the participants are informed about the research, responses confidentiality is guaranteed, participation is voluntary, and the data used exclusively on the basis of academic activities and not misused in any way.

DATA ANALYSIS

Descriptive Statistics

Table 1: Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percentage
Gender	Male	140	46.7%
	Female	160	53.3%
Age of Parents	30–40	110	36.7%
	41–50	120	40.0%
	51+	70	23.3%
Education Level	Intermediate	80	26.7%
	Bachelor	140	46.7%
	Master+	80	26.7%

The demographic features of the respondents are given in Table 1. The sample size is 300 individuals where females (53.3) are marginally more than males (46.7). Most parents are between the ages of 41-50 years (40%), then 30-40 years (36.7%). When it comes to education, the majority of the respondents have a bachelor degree (46.7) meaning that they are a relatively educated sample. Such distribution of

demographics implies that the sample data is gathered among mature and knowledgeable respondents, which increases the credibility of the answers.

Table 2: Descriptive Statistics of Variables

Variable	Mean	Std. Deviation
Authoritative Style	3.85	0.62
Authoritarian Style	3.10	0.71
Permissive Style	2.95	0.68
Child Development	3.75	0.59

The average and standard deviation of the key variables are presented in Table 2. The mean score of authoritative parenting is the highest ($M = 3.85$), which means that this parenting style is the most widespread one among the respondents. The mean of child development is also quite high ($M = 3.75$) indicating rather positive developmental results among children. On the other hand, permissive parenting has the least mean ($M = 2.95$), which implies that it is not practiced very often. The standard deviation values are moderate, indicating that there is a reasonable consistency in the responses of the participants.

Correlation Analysis

Table 3: Pearson Correlation Matrix

Variables	1	2	3	4
1. Authoritative	1			
2. Authoritarian	-0.32**	1		
3. Permissive	-0.28**	0.41**	1	
4. Child Development	0.56**	-0.38**	-0.34**	1

($p < 0.01$)

The correlation between parenting and child development is indicated in Table 3. Child development is positively related to authoritative parenting ($r = 0.56$, $p = 0.01$), which suggests that the higher the levels of this type of parenting, the better the developmental outcomes. Conversely, there is a strong negative correlation between authoritarian parenting ($r = -0.38$) indicating that the stricter a parent is, the worse the child develops. In the same way, permissive parenting is also shown to have a negative relationship ($r = -0.34$) which means that absence of discipline is related to weaker developmental results. These findings give preliminary evidence to all the three hypotheses.

Regression Analysis

Table 4: Model Summary

Model	R	R Square	Adjusted R Square
1	0.64	0.41	0.40

The model summary of the regression analysis is contained in Table 4. The value of R is 0.64 which shows that there is a strong correlation between the independent variables (parenting styles) and the dependent variable (child development). The value of R² of 0.41 indicates that parenting styles explain 41 percent of the variance in child development. It is a powerful explanatory tool of social science research, which suggests that parenting styles are valuable predictors of child development.

Table 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	85.32	3	28.44	68.21	0.000
Residual	122.45	296	0.41		
Total	207.77	299			

Table 5 presents the ANOVA of the regression model. The F-value (68.21) is significant at $p = 0.001$, which means that the regression model, as a whole, is very significant. This implies that a combination of the independent variables plays an influential role in child development. Hence, the model can be used to explain the correlation between parenting styles and the development of children.

Table 6: Regression Coefficients

Variable	Beta (β)	t-value	Sig. (p)
Authoritative Style	0.48	9.12	0.000
Authoritarian Style	-0.29	-5.67	0.000
Permissive Style	-0.25	-4.98	0.000

Table 6 shows regression coefficient of each independent variable. The positive impact of authoritative parenting on child development ($= 0.48, 0.001$) is the strongest, which means that it is the most predictive one. Conversely, authoritarian parenting also influences the results of a child considerably ($0.29, p < 0.001$), indicating that strict and controlling behavior has an adverse influence. On the same note, the negative effect of permissive parenting is also negative ($0.25, p < 0.001$), which means that the absence of discipline results in worse developmental results. The statistical significance of all variables proves that parenting styles are critical factors in the development of a child.

DISCUSSION OF FINDINGS

The results of this research are empirical and have a strong attachment to the correlation between the style of parenting and child development within the Pakistani family. The findings reveal that parenting styles have a significant impact on the emotional, social, behavioral, and academic development of children as it is evident in the existing theoretical and empirical evidence. The regression and correlation analyses confirm the fact that authoritative parenting has a positive influence on child development and authoritarian and permissive parenting styles have negative influences. This result is consistent with the current studies that highlight the importance of parenting practices in determining the developmental outcomes of children (Pinquart, 2021; Lerner & Hilliard, 2019).

The initial theory of the research was that authoritative parenting affects child development significantly and positively. This hypothesis is well justified by the results because the authoritative parenting has

proved to be the most significant predictor of all parenting styles. This observation follows the findings of previous studies that find authoritative parenting as the most effective method because it has an equal balance of warmth and control. Research has revealed that children brought up in authoritative parenting have been found to exhibit greater scores of emotional regulation, social competence and academic success (Zhang et al., 2026; Han & Yan, 2025). Authoritative parents give directions but also allow their children to be independent so that they develop self-confidence and problem-solving skills. Moreover, positive parenting conditions lead to greater emotional well-being and secure parent-child relationships, which are the key to psychological stability in the long term (Duca et al., 2023). The above results indicate that the positive effects of authoritative parenting are universal and can be seen to be similar even in the Pakistani cultural setting.

The second hypothesis was that authoritarian parenting negatively affects the development of the child. This hypothesis is supported by the results since authoritarian parenting has a significant negative correlation with developmental outcomes. Such conclusion is corroborated by past research that showed that rigorous and restrictive parenting styles correlate with increased anxiety, low self-esteem, and low emotional regulation in children (Rad et al., 2024). Authoritarian parenting tends to be based on strict rules and punishment which can result to compliance at short term but can inhibit emotional growth and independent thinking at long term. It is also indicated in the research that children brought up in authoritarian homes tend to develop behavioral issues, such as aggression and social withdrawal (Esunge, 2025). One can clarify these outcomes by the inability of authoritarian households to support children emotionally and openly communicate, which limits the latter to express themselves and form healthy coping strategies.

Nevertheless, one should not forget about the cultural background of these findings' interpretation. Authoritarian parenting has a higher social tolerance in collectivist countries or societies like Pakistan, which have cultural beliefs that attach importance to respecting old age and obedience. Other researchers indicate that strict parenting is not necessarily having adverse effects that such situations, because children can also interpret parental control as a caring and guiding method (Kuppens & Ceulemans, 2019). However, the results of the present research show that in a collectivist environment, an extreme level of control without emotional support may become detrimental to the development of children. This explains the need to balance punishment and responsiveness to ensure the best developmental results.

The third hypothesis was that permissive parenting negatively affects the child development. The findings confirm this hypothesis according to which permissive parenting is correlated with less strong developmental outcomes. The current research results align with the available literature proposing that permissive parenting results in the absence of discipline, inadequate behavior management, and low performance at school (Masud et al., 2016). Although the parenting of permissive parents is emotionally nourishing, the lack of boundaries and expectations may lead to children not knowing how to control themselves and be responsible. Research has revealed that children brought up in permissive families tend to develop impulsivity and problems in integrating to orderly settings like schools (Clauser et al., 2021). This disorganization has the potential to have adverse effects on behavioral as well as academic progress.

Moreover, the problems with emotional regulation have been associated with permissive parenting. Even though children might be emotionally supported, the lack of consistency in the parental guidance

may cause confusion when it comes to the acceptable behavioral pattern and emotional expression (Johari Talib & Mamat, 2011). It can result in the problems with coping with stress and building stable relationships. The results of the research support the idea that warmth is not enough to ensure the healthy development, and that structure and discipline are the other essential aspects of the effective parenting.

The other significant observation of this research is the general predictive ability of parenting styles in child development. Regression analysis reveals that the parenting styles explain a large percentage of variation in the developmental outcomes and therefore their criticality in determining child well-being. The latter is corroborated by recent studies, indicating that parenting practices are directly and independently related to the development of children independent of socio-economic influences (Doepke & Zilibotti, 2024). This underlines the importance of good parenting being as significant as other external influences like education and income in the future of children.

The results also confirm the multidimensionality of parenting styles as recent studies propose. Parenting cannot be considered as a single behavior but as a set of practices interacting with each other to shape the development of children (Kuppens & Ceulemans, 2019). As an example, one parent can display both authoritative and authoritarian characteristics to have different impacts on children based on the situation. This complexity contributes to the necessity of the subtle perception of the parenting practice as opposed to the categorical one.

Theoretically, the results of this research are in line with the social learning theory and the attachment theory. The social learning theory states that children acquire behavior by observing and modeling the behavior of their parents and that is why parenting styles directly influence the behavior of children (Koutroubas & Galanakis, 2022). On the same note, the role of secure parent-child bonds in the development of emotional stability and psychological health is also highlighted in the attachment theory (Groh et al., 2017). The theoretical frameworks are consistent with the positive effect of authoritative parenting and the negative effect of authoritarian and permissive parenting that were realized in this study.

In the Pakistani environment, the results show that more awareness should be created about effective parenting practices. Although the traditional values are based on the importance of discipline and obedience, the outcomes indicate that the mediated approach that involves warmth and control would be more effective in the development of children. The education programs and parenting programs can be an important factor in the enhancement of authoritative parenting and child outcomes. The schools and counselors can also play a role by informing the parents of the ways to embrace effective parenting practices that help the kids to develop both emotionally and academically.

On the whole, the results of the given study support the hypotheses suggested and can be added to the current literature on the topic of parenting styles and child development. The findings affirm the authoritative parenting style as the best one and authoritarian and permissive parenting styles have adverse effects on the development of the children. This is in line with international research as well as local research and it also points out the influence of the culture in defining the parenting practices. This study contributes significantly to the literature by offering useful information to parents, teachers, and policy makers by concentrating on Pakistani families.

CONCLUSION

This study looks at how parenting styles correlate with child development in the Pakistani families with particular reference to Lahore. The results clearly state that the parenting styles have a compelling role to play in determining emotional, social, behavioral, and educational successes of children. The findings verify that parental interaction with children has a direct impact on the general development and future welfare. As shown in the analysis, authoritative parenting is the best style when it comes to enhancing positive child development. A warm, supportive, and reasonably controlling approach established by parents leads to building of confidence, independence, and emotional stability in children. This moderation helps the children to acquire good interpersonal skills, achievement in school, and positive emotional control. It underlines the fact that children flourish when they are guided and at the same time allowed to explore and learn in a positive and controlled environment.

Conversely, authoritarian parenting has a negative effect on development of children. Although discipline can lead to short time obedience, it inhibits the expression of an individual, self-confidence and relationship formation in children. The over-controlling and unresponsive emotional abilities may result in anxiety, low self-esteem, and behavioral problems. In the same way, the negative effect of permissive parenting is also evident, as the lack of regulations and discipline leads to low behavioral control and lack of academic concentration. Despite the fact that the permissive parents give emotional support, there is no structure which complicates the responsibility and self-discipline development. Another important point that is raised by the study is that culture context plays a critical role in parenting practice. Parenting behaviors are also determined by values like respect in the elders, obedience, and family cohesion in the Pakistani society. Nevertheless, the results indicate that in this cultural context, a moderate parenting style is more effective than oppressiveness and laxity. This implies that there is a necessity to change the parenting styles to a more regulated but supportive one.

This study has important implications on the parents, educators and policy makers. Parents are supposed to embrace authoritative parenting behaviors which will foster discipline and emotional support. Schools and counselors can contribute to this by helping parents on the right parenting techniques. Also, the policy makers may develop awareness campaigns aimed at informing the family members on how parenting styles affect the development of a child. To sum up, parenting styles represent a very important factor that defines how children grow, and the balanced approach is the key to bringing up healthy individuals. The current study has made important contributions to the Pakistani setting and offered a basis upon which further research can be conducted to develop further insights on the parenting behavior in various regions and various populations.

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