

Social Change in Parenting Practices and Emotional Development of Children

Susanna C. P. Wong-IP¹, Hong-Sheung Chui^{2*}, Caleb S. H. Lin³, Nathaniel Tong Bruce⁴

^{1,3,4}*School of Education and Psychology, GCC, Hong Kong S.A.R., CHINA*

²*President, Gratia Christian College (GCC), Hong Kong S.A.R., CHINA*

*Corresponding Author: hschui@gratia.edu.hk

Citation: Wong-IP, S. C. P., Chui, H.-S., Lin, C. S. H., & Bruce, N. T. (2026). Social Change in Parenting Practices and Emotional Development of Children . Journal of Cultural Analysis and Social Change, 11(2), 328–341. <https://doi.org/10.64753/jcasc.v11i2.4907>

Published: June 15, 2026

ABSTRACT

Social change has significantly influenced parenting practices, which in turn affect children's emotional development. These changes reflect evolving societal norms, economic conditions, and cultural landscapes. The goal of this study was to investigate the impact of different parenting styles on the development of children's emotion regulation capacities. This research is a cross-sectional study on the correlation between parenting styles, Parenting Behavior Inventory (PBI) (Lovejoy et al., 1999), and Child-Parent Relationship Scale (CPRS) (Rinaldi et al., 2023). More than 300 respondents from Hong Kong and Mainland China responded to the survey. Structural Equation Modeling was adopted to investigate the relationships between various parenting practices and children's emotional development. Parents' beliefs about children's emotions and parental stress were identified as the independent study variables. These specific variables were chosen because of the increased potential for these parental factors to influence the way parents emotionally socialize their children, thereby influencing children's overall emotional development (Root & Denham, 2010), characteristics on the development of children's emotion regulation capacities. Findings from this study highlighted the significant effect of emotion socialization on children's emotion regulation and liability.

Keywords: Social Change, Parenting Styles, Children Emotional Development, Regulation Capacities, Child-Parent Relationship, Structural Equating Modelling

INTRODUCTION

Emotional development in early childhood is a critical aspect of a child's overall growth, influencing their social interactions, cognitive development, and psychological well-being. The ages below 8 represent a formative period where children begin to experience, express, and learn to regulate their emotions. This study employs a cross-sectional design to investigate the role of parenting in shaping emotional development during these critical years, examining various parenting practices and their impact on promoting healthy emotional growth in children. A questionnaire was developed by adapting validated scales for measuring parenting and emotional regulation in children. More than 300 respondents from Hong Kong and Mainland China participated in the survey. The questionnaire was confirmed as valid and reliable through Confirmatory Factor Analysis. Structural Equation Modeling was adopted to investigate the relationships between various parenting practices and a child's emotional development. Therefore, the objective of this study was to investigate the impact of different parenting styles on the development of children's emotion regulation capacities. Ultimately, parents' actions, conversations, and the quality of their relationships with their children are powerful sources of support that foster social and emotional development.

LITERATURE REVIEW

Social Change and Parenting Practices

Social change has significantly influenced parenting practices, which in turn affect children's emotional development. These changes reflect evolving societal norms, economic conditions, and cultural landscapes. Key aspects of social change impacting parenting and child development include:

- **Evolution of Parenting Styles:** Over the past century, parenting styles have shifted from more authoritarian approaches to child-centered and, more recently, "intensive" or "helicopter" parenting. The COVID-19 pandemic also prompted a reassessment of priorities, leading to more emotionally present and flexible parenting styles (Rafi, 2025).
- **Parental Role and Child Development:** Parenting is a reciprocal process where children's development prompts changes in parenting, and vice versa. Parents adapt their warmth and behavioral control as children grow (Lansford, 2021).
- **Influence of Social Factors:** Societal shifts, including increased awareness of mental health, inclusivity, and technology literacy, are shaping modern parenting. Cultural backgrounds play a significant role in parenting dynamics and child-rearing practices (Sanvictores, 2022).
- **Emotional Socialization:** Parents are crucial in teaching children about emotions and emotion regulation. This involves soothing infants, discussing emotions, and reacting to children's emotional experiences. Authoritative parenting, characterized by warmth and support, is linked to positive social skills and emotional competence in children (Spinrad et al., 2023; Vatou, 2026).
- **Impact of Parenting Practices:** Parenting styles have a profound impact on a child's social and emotional development. Authoritative parenting tends to foster self-esteem, healthy relationships, and emotional resilience. Conversely, authoritarian parenting can lead to lower self-esteem and difficulties in relationships due to a fear of judgment (Johnson, 2022).
- **Modern Parenting Approaches:** Contemporary approaches like positive parenting emphasize encouragement, empathy, and mutual respect. However, the effectiveness of any parenting style depends on its adaptability to diverse family dynamics and cultural contexts (Friggieri et al., 2025).

The Importance of Emotional Development

Emotional development encompasses the ability to understand, express, and manage emotions effectively. Between the ages of 2 and 8, children undergo significant changes in their emotional landscape, transitioning from basic emotional responses to more complex feelings, such as empathy and self-regulation. According to Denham et al. (2012), emotional competence during these years is associated with improved social skills, academic success, and better mental health outcomes later in life.

It is generally accepted that from infancy to school entry, children follow a fairly typical continuum of social and emotional skills acquisition (Kagan et al., 2007). Halle et al. (2016) suggested there are different stages of development. During the infancy stage (0–12 months), babies learn to be comforted and soothed by caregivers, interact through smiles, and express a variety of emotions from delight to sadness to fear or anxiety. In toddlerhood (ages 1–2), young children become adept at recognizing and interacting with a variety of people, expressing a greater range of emotions, including defiance, anger, and frustration, and recognizing the changing emotional states of others. Preschoolers (ages 3–4) begin to develop emotional connections outside the family, forming friendships and understanding the difference between socially acceptable and unacceptable behaviors. (Copple & Bredekamp, 2009; Han & Kemple, 2006; Hemmeter et al., 2006). By age 5, many children start to employ strategies to manage their emotions, such as deep breathing or seeking comfort from caregivers (Thompson, 1994). By the age of 7 or 8, children become increasingly capable of self-regulation, enabling them to cope with frustration and disappointment more effectively (Zhou et al., 2010).

The social and emotional development in young children is very important for their future development (National Research Council, 2008; Isakson et al., 2009; Thompson & Lagattuta, 2006). Children's development of social and emotional skills will equip them with the confidence and competence needed to build relationships across settings, solving problems, and cope with challenges (Parlakian, 2003), academics achievements (Blair & Diamond, 2008; Konold & Pianta, 2005; Raver, 2002; Romano et al., 2010; National Research Council and Institute of Medicine, 2000), are more likely to become well-adjusted adults who have jobs and contribute positively to society (Jones et al., 2015).

The Role of Parenting in Emotional Development

Numerous research found that attachment is related to the expression and regulation of emotion (Cassidy, 1994; Mikulincer & Shaver, 2010; R. Thompson & Zuroff, 1999). Expressing emotions in early childhood is the way children start to communicate, and children with secure attachment possess abilities such as coping or

problem-solving through emotion regulation (Mortazavizadeh et al., 2022). Allan Schore (2003) found that the co-regulation through the infant–parent relationship impacts the emotional development of children. Hence parenting helps to enhance the child’s abilities to express and modulate their thoughts and emotional responses.

Parenting Styles, Parenting Practices and their Impact

Research studies show that parenting styles have a significant impact on children’s development (Darling & Steinberg, 1993). Baumrind’s (1966, 1971; 1967) typology initially identified three distinct parenting styles: permissive, authoritarian, and authoritative. The three styles vary in patterns of parental authority and reflect different parental values and naturally occurring patterns of parental behavior and were found to have significant effects on children’s various developments (Baumrind, 1971; Fadlillah & Fauziah, 2022).

There are various dimensions of parenting style such as acceptance/rejection and dominance/submission (Symonds, 1939), emotional warmth/hostility, and detachment/involvement (Baldwin, 1955). Researchers using different definitions and operationalizations of parenting, which impacts the development of survey instruments, theoretical frameworks, and the interpretation of research outcomes (Baumrind, 1966; Calders et al., 2020; Skinner et al., 2005).

Darling and Steinberg (1993) observed that there are a lot of similarities between different dimensions proposed by various researchers and proposed an integrative model which involves parental goals and values, parenting styles, parenting practices, adolescent’s willingness to be socialized and adolescent outcomes. The authors distinguish parental style and practices by proposing that parenting style describes parent-child interactions across a wide range of situations and parent practices are domain specific with a direct effect on the development of specific child behaviors and characteristics. This study proposes to investigate the effects of parenting on children’s emotional development. Hence, specific parent practices will be studied with relationships to children emotional development.

In order to find out what parent practices will be studied, a literature review on different measurement scales of parenting practices or styles relevant to this study is conducted. Some widely used parenting questionnaires are reviewed, and the dimensions of parenting proposed and measured by these instruments are summarized as follows:

1. Parenting Styles and Dimensions Questionnaire (PSDQ) (Önder & Gülay, 2009): Dimensions of parenting measured: authoritative, authoritarian, and permissive
2. Alabama Parenting Scale (APS) (Elgar et al., 2007): Dimensions of parenting measured: Positive Parenting, Inconsistent Discipline and Poor Supervision.
3. Parenting Behavior Inventory (PBI) (Lovejoy et al., 1999): two independent scales, Supportive/Engaged and Hostile/Coercive,
4. Child-Parent Relationship Scale (CPRS) (Rinaldi et al., 2023): closeness, conflict and dependency dimensions.

From the review of measurement instruments, this study proposes that there are two main dimensions of parenting practices, namely positive/supportive parenting and negative parenting. Positive parenting is referred to practices that enhance children’s emotional development and negative parenting is practices that have negative effects on children’s emotional development. Positive parenting practices include supporting children with warmth, friendly conversations, praising children’s good performance, and providing help when needed. There may be different behaviors of parents related to negative parenting practices such as inconsistent discipline, corporal punishment, and neglect in supervision. With the proposed definitions of parenting practices, and the above instruments reviewed, items of the APS were adapted in this study and translate to Chinese for measuring the parenting practices.

Parenting and Emotional Development of Children

Self-management of emotions, including emotion recognition, emotional awareness, emotion monitoring, and appropriate emotion expression, as well as emotion modification through different types of strategies, emerge during early childhood (Denham & Brown, 2010). Emotion regulation is a core aspect of emotional competence (Saarni, 1999) and consists of “the processes enabling children to control the emotions they experience. This control encompasses the regulation of the type of emotions, the way in which they are expressed, as well as their intensity and duration (Gross, 1998). Following Gross's model, ER is a multi-component and dynamic process involving interactions between the individual and their environment. Through this process, the individuals evaluate, maintain, and modify their own emotions to achieve specific goals, using strategies that are socially accepted (Thompson, 1994).

Parents are essential role models, socializers, and cultivators of emotion regulation during their children’s early years (Crespo et al., 2017; Eisenberg et al., 1998, 2001, 2004). Parents help coach emotion-regulation skills and provide context-sensitive, guidance and reflection that help broaden their children’s understanding and

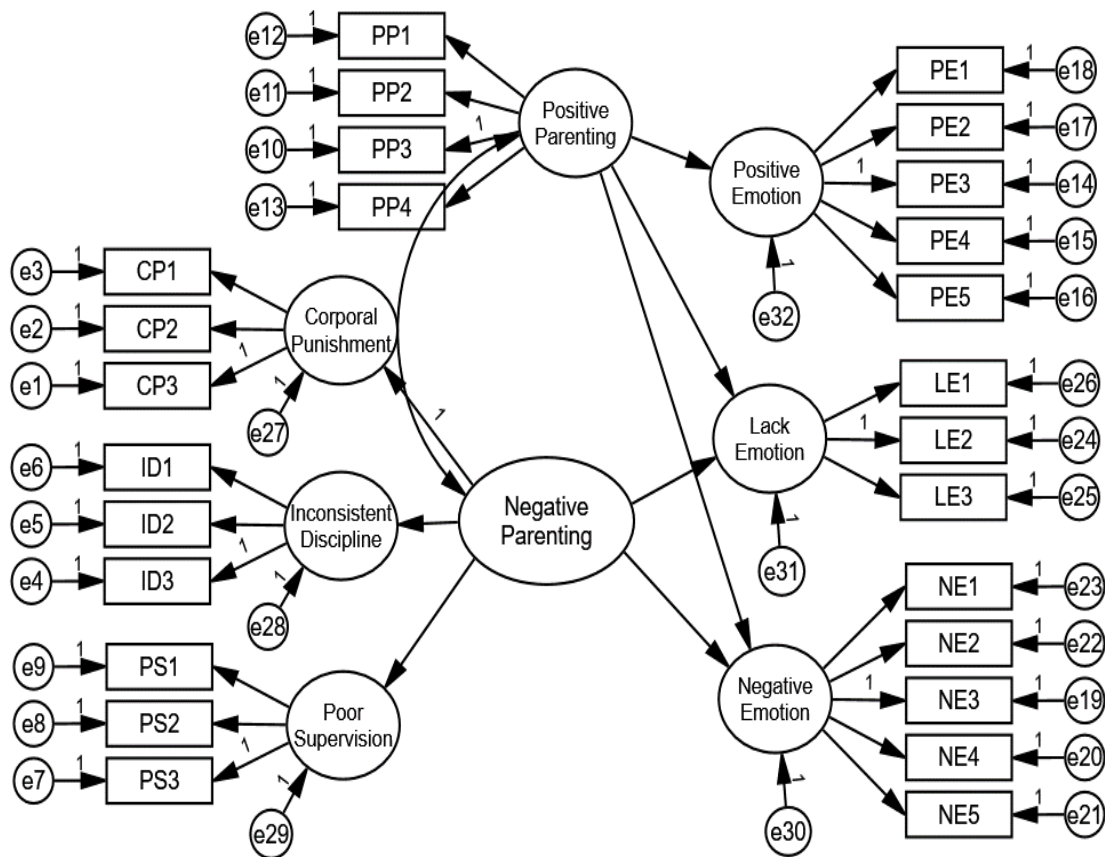
expression of emotion (Crespo et al., 2017). Children’s emotional competencies are referring to the skills and behaviors related to emotions like the expression, awareness, labeling, and understanding of emotion from emotional facial expressions and contextual clues (Brophy-Herb et al., 2011; Denham, 1998).

On the contrary, emotion dysregulation (ED) refers to difficulty in managing and responding to emotional experiences in a manner that is socially acceptable or adaptive (Sáez-Suanes et al., 2023). ED can manifest as intense, rapidly escalating, and poorly regulated negative emotional reactions, ineffective and inappropriate strategies employed in specific situations (Tull & Aldao, 2015). A consistent pattern of ineffective or inappropriate regulation often hinders later developmental achievement, resulting in difficulties in forming and maintaining interpersonal relationships, communication problems, and coping with stress and problematic situations (Cicchetti et al., 1991).

This study proposes that positive parenting practices will enhance emotional regulation and negative parenting practices will lead to emotional dysregulation. A questionnaire is developed by adapting from a validated questionnaire to measure three outcomes of emotional development, namely, positive emotion regulation and two aspects of emotional dysregulation. Characteristics of Positive Emotion regulation include cheerful disposition, proactive responses to adults and peers, being able to express fears and angers, and recovery from unhappy emotions quickly. Bad tempers, unstable emotional states, easily frustrated, impulsive reactions, delight in others’ suffering, and angry at constraints from adults are different aspects of emotional dysregulation, labelled as negative control of emotion in this study. Unable to express emotion, a regular appearance of no emotional expressions, and negative responses to interactions among peers is another aspect of emotional dysregulation, labelled as no emotional response in this study. However, no response may generate covertly many toxic emotions that will wait for more in-depth investigation in the future.

THEORETICAL FRAMEWORK

With reference to the literature review and definitions of terms used in the study, a theoretical framework is proposed in Figure-1.



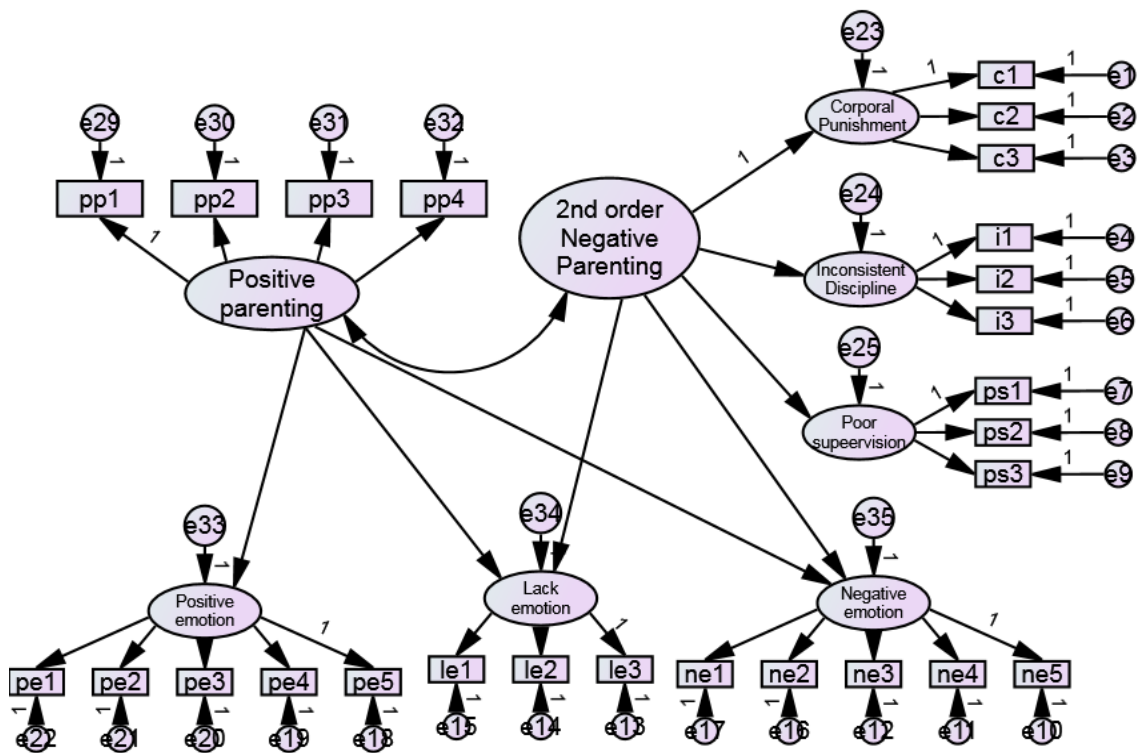


Figure 1: Theoretical Framework

Hypotheses

With reference to the theoretical framework, the following hypotheses are proposed:

- Hypothesis-1: Positive parenting practices will positively affect children’s development of positive emotion regulation.
- Hypothesis-2: Corporal punishment, inconsistent discipline and poor supervision are three parenting practices contributing to negative parenting practices.
- Hypothesis-3: Negative parenting practices will lead to development of negative emotion of children, as one aspect of dysregulation of emotion.
- Hypothesis-4: Negative parenting practices will lead to development of lacking emotion expression, as one aspect of dysregulation of emotion.
- Hypothesis-5: Positive parenting practices will reduce children’s development of negative.
- Hypothesis-6: Positive parenting practices will reduce children’s lack of emotion development

RESEARCH METHODOLOGY

This research used a cross-sectional survey with a questionnaire developed to measure four aspects of parenting practices, namely, positive practices, corporal punishment, inconsistent discipline, and poor supervision. The three aspects of emotional development of children, namely, positive emotional regulation, negative emotion, and lack of emotion expression. The choices of parenting practices and emotional development are decided through literature review. A questionnaire was decided through the following stages: 1. Review of related literature and instruments already developed; 2. Proposing constructs related to this study and defining the constructs to be measured; 3. Adapting from appropriate validated instruments according to the proposed construct and context of Chinese community in Hong Kong and China; 4. Collection of data to validate the instruments; 5. Confirmatory Factor Analyses for validating the instruments; 6. Using the Structural Equation Model to investigate the relationship among variables according to the proposed theoretical framework.

MEASUREMENT

Positive Parent Practices

Positive parent practices is defined as parent practices which will enhance children’s emotional development, which include the following aspects: cheerful disposition, proactive responses to adults and peers, able to express fears and anger, and recovery from unhappy emotions quickly. Four items adapted from

another validated questionnaire are used to measure this construct. Two examples are “I talk with my child with a friendly tone”, and “I play and work with my children in some interesting events”.

Negative Parent Practices

Negative Parent Practices is defined as parent practices which will have negative effects on children’s emotional development, which include the following three dimensions: corporal punishment, inconsistent discipline, and poor supervision.

Corporal Punishment is measured by three items adapted from other validated instruments. Two examples are “I hit my children with my hand when they do something wrong” and “I hit my children with a belt or other object when they do something wrong”.

Inconsistent Discipline is measured by three items adapted from other validated instruments. Two examples are “I discipline my children according to my emotion”, and “I stop the disciplinary requirements on my children before the agreed duration”.

Poor Supervision is measured by three items adapted from other validated instruments. Two examples are “My children do not tell me when and what they will do sometimes”, and “I do not check whether my children are staying at home”.

Positive Emotion is defined as the positive emotional development of children, which includes the following aspects: a cheerful disposition, proactive responses to adults and peers, ability to express fears and anger, and quick recovery from unhappy emotions. Five items adapted from other validated questionnaires are used to measure this construct. Two examples are “My child has a cheerful disposition”, and “My child recovers from unhappy mood and stress quickly”.

Lacking Emotion is defined as the inability to express emotions properly, characterized by a lack of facial expression or the absence of emotions during interactions with others. Three items adapted from other validated questionnaires are used to measure this construct. Two examples are “My child seems to have no emotion”, and “My child seems to be always gloomy with no energy”.

DATA COLLECTION & ANALYSIS

A questionnaire was sent to a convenient sample of more than 400 parents having children of age between 3 to 8 living in Hong Kong and Mainland China. 324 responses were collected. After cleaning of data, 242 responses with no missing data and satisfying the criteria of the study are analyzed by SPSS version 28 and AMOS version 29.

Demographic Data

There were 128 responses from Hong Kong and 112 responses from mainland China. 96.7% of the respondents analyzed are parents of their children, with 30 fathers and 210 mothers. 55.4% of children are boys, and 44.6% are girls. The mean age of parents is 37.5, and the median age is 37. There is no significant difference in age between the two groups of respondents. 44% and 76% of respondents from Hong Kong and China, respectively, have tertiary education qualifications. Eighteen and seven respondents hold master's and doctoral qualifications, respectively.

Confirmatory Factor Analysis (CFA)

The measurement scales for all seven constructs, namely positive parent practice, corporal punishment, inconsistent discipline, poor supervision, positive emotion, negative emotion, and lack of emotion, are analyzed by Confirmatory factor analysis using Amos version 29. The results of the analyses support the distinct factors with an excellent fit (CFI: 0.979; IFI: 0.980; RMSEA: 0.023; p for Chi-square = 0.071). The standardized regression weight of all items on the factor ranges from -0.177 to 0.648. The Cronbach Alpha reliability of the scale is 0.870. In CFA, the testing criterion for a good model using Chi-Square is $p > 0.05$. This criterion is quite difficult to achieve. In this study, all the criteria of an excellent model are fulfilled. Hence, it can be concluded that the measurement model has excellent reliability and validity.

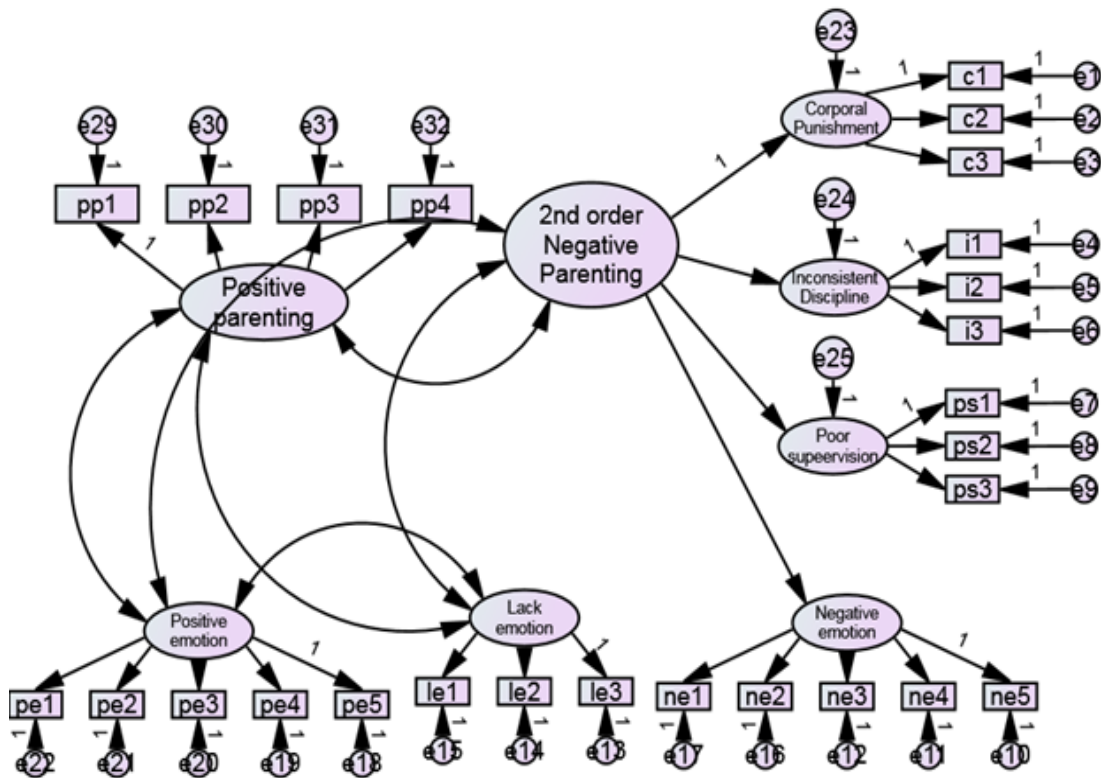
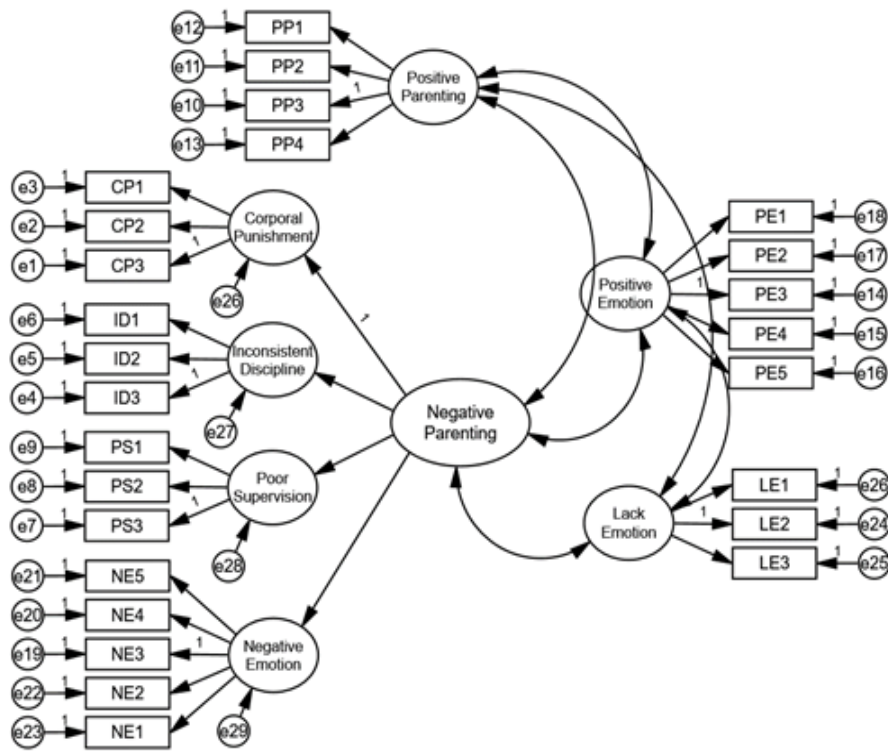


Figure 2: Confirmatory factor analysis of second factor model

Structural Equation Modeling (SEM)

In order to test the hypotheses, structural equation modelling of the model according to the theoretical framework, as shown in Figure 1, is conducted. The result of the analyses supports the model with an excellent fit (CFI: 0.978; IFI: 0.978; RMSEA: 0.024; p for Chi Square = 0.058). The standardized significant total and direct effects of positive practices and negative practices on the three emotional outcomes are shown in Table-1.

Table 1: The Three Emotional Outcomes

	Positive Practices		Negative Practices	
	Direct Effect	Total Effect	Direct Effect	Total Effect
Positive emotion	.777**	.777**	Not significant	Not significant
Negative emotion	Not significant	Not significant	.474**	.474**
Lack emotion	-.263*	-.263*	.648**	.648**

From Table 1, it can be seen that positive parenting practices have a significant standardized total and direct effect of 0.777 on positive emotion. Hence, Hypothesis 1, which states that positive parenting practices will positively affect children’s development of positive emotion regulation, is supported.

The results of the Confirmatory factor analysis of the second factor model, as shown in Figure 2, support Hypothesis 2, which states that corporal punishment, inconsistent discipline, and poor supervision are three parenting practices that contribute to negative parenting practices.

Table 1 shows that negative parenting has significant standardized total and direct effects of 0.474 on negative emotions, supporting Hypothesis 3, which states that negative parenting practices will lead to the development of negative emotions in children as one aspect of dysregulation of emotion.

Negative parenting has significant standardized total and direct effects of 0.648 on lack of emotions and supports Hypothesis 4, which states that negative parenting practices will lead to development of lacking emotion expression, as one aspect of dysregulation of emotion.

Hypothesis 5 is not supported because there are no significant effects of Positive parenting practices on children’s development of negative emotion.

Positive parenting practices have a significant standardized total and direct effect of -0.263 on the lack of emotion, which supports Hypothesis 6, indicating that positive parenting practices will reduce children’s development of a lack of emotion.

DISCUSSION

The study's findings highlight the critical influence of parenting practices on the emotional regulation capacity of children aged 3 to 8 years. This age group is selected because they are already influenced in the early days and the formulation of behavior have been established. Positive parenting practices, characterized by warmth, support, and consistent discipline, foster an environment where children can learn to understand and manage their emotions effectively. This nurturing approach encourages children to express their feelings openly, fosters good and positive communication with others, and helps them build resilience to overcome their negative emotions. Children who observe a broad range of emotional expression in their families learn about a range of emotions while children who primarily observe heightened expressions of negativity (i.e., anger) appear to develop constrained emotional understanding and heightened emotion dysregulation (Crespo et al., 2017). This idea aligns with research that found that parents with predominantly negative effects have children who experience problems in the use of adaptive coping strategies when distressed (Bouma et al., 2008). The study's findings on negative parenting practices, such as corporal punishment, inconsistent discipline, and inadequate supervision, reveal a significant detrimental effect on children's two dimensions of emotional dysfunction. Other studies have supported the link between the overall adaptive functioning and the effects of parental emotion socialization on children’s developmental outcomes. Positive parenting not only addresses the immediate emotional needs of children but also equips them with lifelong skills essential for healthy emotional functioning. The results of this study show that positive parenting practices have significant positive effects of developing children’s positive emotion and reducing the lack of emotional expressions of children during interaction with others.

The two dimensions of emotional dysfunction measured in this study are negative emotion expressions and lack of emotional expressions, respectively. Negative emotion expressions are measured by children exhibiting frequent impulsive responses, negative reactions to friends with uncontrollable behaviors and destructive emotions. Lack of emotional expressions by children is another dimension of emotional dysfunction measured in this study, which are characterized by children’s lack of emotion expressions and responses to others. Negative emotion expressions are measured by children exhibiting frequent impulsive responses, negative reactions to friends with uncontrollable behaviors and destructive emotions. Lack of emotional expressions by

children is another dimension of emotional dysfunction measured in this study, which are characterized by children's lack of emotion expressions and responses to others. This response may seem innocent and harmless but what is going on in the children's mind may be toxic and detrimental. In paper titled Dissociation Following Traumatic Stress (Schauer & Elbert, 2010) explains the seemingly immobility, showing no emotion may have triggered a large array of intrinsically responses in disorders of trauma spectrum (Brewin, 2001; van der Kolk et al., 1996). Negative parenting practices may instill fear, confusion, and insecurity, impeding children's ability to understand and regulate their emotions. As a result, children have significant negative effects leading to both dimensions.

Effects of Corporal Punishment

A structural equation model investigating the direct effects of corporal punishment, one dimension of the negative parenting practices, on the emotional outcomes of children found that corporal punishment has the significant standardized direct effect of 0.536 and 0.424 respectively on negative emotion and lack of emotion. The relations can be interpreted as follows.

Corporal punishment, one dimension of negative parenting practices, which often involves physical pain as a form of discipline, can instill fear in children. When children are consistently punished physically, they may develop anxiety about their parents' responses to their behavior. This fear can lead to internalized emotions, where children might suppress their feelings rather than express them. Over time, this can result in a pattern of avoiding emotional expression altogether, as children learn to associate feelings with potential punishment or disapproval. Children learn emotional regulation and expression through observing and imitating their parents. When parents use corporal punishment, they model aggressive behaviors. Children may come to believe that aggression is an acceptable means of resolving conflicts or managing emotions. As a result, they may express anger or frustration through aggressive actions rather than through healthy emotional communication (Crespo et al., 2017). This modeling can diminish their ability to express emotions constructively and can lead to difficulties in forming empathetic relationships with others.

Corporal punishment can lead to confusion about emotions. Children may struggle to understand their feelings of anger, sadness, or fear when these emotions are associated with punishment. This confusion can contribute to low self-esteem, as children may internalize a belief that they deserve punishment. As a result, they may hesitate to express their emotions for fear of further negative consequences or evaluation, leading to emotional numbness or inappropriate emotional responses (Duncombe et al., 2012).

Children who experience corporal punishment may not develop adequate strategies for emotional regulation. Effective emotional regulation involves recognizing and understanding one's emotions and managing them in appropriate ways. Cheung, Boise, Cummings and Davies, (2018) investigated the impact of different parenting styles and found the negative influence was significant and will predict coping problems. However, if corporal punishment leads to emotional suppression or fear, children may lack the tools to cope with their feelings healthily. They may struggle to understand their emotional experiences, which hinders their ability to express themselves openly with others (Duncombe et al., 2012).

Effect of Inconsistent Discipline and Poor Supervision

A structural equation model investigating the direct effects of inconsistent discipline and poor supervision, two dimensions of negative parenting, on the emotional outcomes of children found that inconsistent discipline has significant standardized direct effects of 0.389 and 0.560 respectively on negative emotion and lack of emotion. The respective figures for poor supervision are 0.404 and 0.681. The relations can be interpreted as follows.

Inconsistent discipline and poor supervision create an unpredictable environment for children. When rules and consequences are not applied consistently, children may feel unsure about what behaviors are acceptable and what the repercussions of their actions will be. This unpredictability can lead to feelings of insecurity and anxiety. When children lack a stable framework within which to understand their behavior and its consequences, they may struggle to regulate their emotions effectively (Nelson et al., 2009).

With inconsistent discipline and poor supervision by parents, children may not fully grasp the reasons behind rules or the importance of adhering to them. They may engage in negative behaviors without understanding the consequences, resulting in a lack of accountability. This lack of understanding can lead to emotional confusion, as children may struggle to connect their actions with feelings of guilt, remorse, or empathy for others. As a result, they might develop difficulties in processing their emotions and understanding the impact of their behavior on themselves and those around them.

Children rely on guidance from their parents to learn how to regulate their emotions. Inconsistent discipline and poor supervision can hinder this learning process. Research showed that parents who experienced increased stress were more likely to respond to children's negative emotions in a non-supportive versus

supportive manner (Nelson et al., 2009). Without clear and consistent boundaries, children may not develop the necessary skills to manage their emotions effectively. For example, if a child is sometimes punished for a behavior and other times not, they may not learn how to manage frustration or disappointment appropriately, leading to emotional outbursts or shutdowns when faced with similar situations

Inconsistent discipline may lead to behavioral problems, as children may test boundaries without knowing what is acceptable. These behaviors can escalate, resulting in conflicts with peers, teachers, and other authority figures. The resulting stress from these conflicts can compound emotional difficulties, leading to feelings of frustration, anger, or sadness. Children may also resort to maladaptive coping strategies, such as aggression or withdrawal, or suffer from emotional disorders under emotional distress. Duncombe et al. (2012) provided substantial evidence that parental stress and overall mental health have the potential to negatively impact parent's emotion-socialization, in particular parents' responses to children's emotion-related behaviors and expression. The study emphasized the effect that stress adds to the cumulative effect of other parenting factors which can often lead to unsupportive parenting responses. The results indicated that when parents who were more vulnerable to risk factors experienced increased levels of stress, they were more likely to display inconsistent parenting responses, poor monitoring, and were generally less accessible to guide their child in regulating their emotions. (Duncombe et al., 2012).

CONCLUSION

In summary, negative parenting, including corporal punishment, inconsistent discipline and poor supervision, can adversely affect children's emotional development by instilling fear, modeling aggression, undermining attachment, creating confusion about emotions, impairing emotional regulation, and leading to isolation or behavioral problems. These factors collectively contribute to a tendency for either negative or a lack of emotional expression towards others. To promote healthier emotional development, parents should adopt positive parenting practices that emphasize communication, understanding, and empathy rather than punishment. For instance, active listening, validating children's feelings, and using positive reinforcement are effective strategies. By adopting these practices, parents can facilitate healthier emotional outcomes for their children.

Furthermore, the implications of these findings extend beyond individual children to societal levels. Children who experience negative parenting may struggle with emotional regulation as they grow, potentially leading to issues in interpersonal relationships, academic performance, and overall mental health. In this context, the role of parents becomes paramount not only for the development of their children but also for the long-term health of communities as these children grow into adults.

The importance of promoting positive parenting practices suggests the need to provide education and support for parents. Parenting programs that focus on developing skills in emotional coaching, consistent discipline, and effective communication can empower parents to create nurturing environments that encourage emotional growth. The Chinese tradition and culture accept corporal punishment as an acceptable practice of parenting. Many Chinese parents experienced receiving corporal punishment before, and they may continue this practice naturally and unintentionally. However, raising awareness about the detrimental effects of negative parenting practices, particularly corporal punishment, can help shift societal norms and promote healthier approaches to discipline in the Chinese culture, offering a hopeful path for positive change.

In conclusion, the findings of this study underscore the profound impact of parenting styles on children's emotional regulation development. Positive parenting fosters resilience and emotional intelligence, while negative parenting practices hinder emotional growth and can lead to dysfunction. The implications are significant, highlighting the need for targeted interventions to support parents in adopting positive parenting techniques and to raise awareness about the risks associated with negative practices. By investing in the emotional well-being of young children through supportive parenting, parents play a crucial role in shaping the future generation, thereby benefiting society. Encouraging positive parenting is not merely a familial concern; it is a societal imperative that empowers parents to shape the emotional health of future communities. Therefore, it can be concluded that parents' actions, conversations, and the quality of their relationships with their children are powerful sources of support that foster social and emotional development.

Ethics Approval and Consent to Participate

The investigations were conducted in accordance with the principles outlined in the Declaration of Helsinki (1975, revised in 2013). According to point 23 of this declaration, approval must be obtained from the local Ethical Committee or Institutional Review Board (IRB) prior to conducting the research, ensuring that the study adheres to both national and international guidelines. More information can be found at: https://www.mdpi.com/ethics#_bookmark9

Ethical approval was granted by the Research and Ethics Committee of the Gratia Christian College with the details listed below. Written informed consents were obtained and recorded. This research is not involved in any tests on human bodies, there is no need for ethics approval and consent to participate.

Ethic Committee Name: Gratia Christian College Research and Ethical Committee

Approval Code: RSAC2023002

Approval Date: 2023-12-22

Consent for Publication

The Authors hereby provide consent for publication by the Publisher.

Availability of Data and Material

The Data and Raw Materials deployed in this research are available for access (under copyright) by the Corresponding Author.

Conflict of Interest

The author declares NO conflict of interest. There are no other third parties in the design of the study, in the collection, analyses, or interpretation of data, in the writing of the manuscript, or in the decision to publish the results.

Funding Declaration

This work was supported by the Gratia Christian College Research Office, without external funding.

REFERENCES

- Baldwin, A. L. (1955). Behavior and development in childhood. In Behavior and development in childhood. Dryden Press.
- Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior. *Child Development*, 37(4), 887. <https://doi.org/10.2307/1126611>
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1, Pt.2), 1–103. <https://doi.org/10.1037/h0030372>
- Baumrind, D., & Black, A. E. (1967). Socialization practices associated with dimensions of competence in preschool boys and girls. *Child Development*, 291–327.
- Blair, C., & Diamond, A. (2008). Biological processes in prevention and intervention: The promotion of self-regulation as a means of preventing school failure. *Development and Psychopathology*, 20(3), 899–911. <https://doi.org/10.1017/S0954579408000436>
- Bouma, E. M. C., Ormel, J., Verhulst, F. C., & Oldehinkel, A. J. (2008). Stressful life events and depressive problems in early adolescent boys and girls: The influence of parental depression, temperament and family environment. *Journal of Affective Disorders*, 105(1–3), 185–193. <https://doi.org/10.1016/j.jad.2007.05.007>
- Brewin, C. R. (2001). A cognitive neuroscience account of posttraumatic stress disorder and its treatment. *Behaviour Research and Therapy*, 39(4), 373–393. [https://doi.org/10.1016/S0005-7967\(00\)00087-5](https://doi.org/10.1016/S0005-7967(00)00087-5)
- Brophy-Herb, H. E., Schiffman, R. F., Bocknek, E. L., Dupuis, S. B., Fitzgerald, H. E., Horodyski, M., Onaga, E., Van Egeren, L. A., & Hillaker, B. (2011). Toddlers' Social-emotional Competence in the Contexts of Maternal Emotion Socialization and Contingent Responsiveness in a Low-income Sample. *Social Development*, 20(1), 73–92. <https://doi.org/10.1111/j.1467-9507.2009.00570.x>
- Calders, F., Bijttebier, P., Bosmans, G., Ceulemans, E., Colpin, H., Goossens, L., Van Den Noortgate, W., Verschueren, K., & Van Leeuwen, K. (2020). Investigating the interplay between parenting dimensions and styles, and the association with adolescent outcomes. *European Child & Adolescent Psychiatry*, 29(3), 327–342. <https://doi.org/10.1007/s00787-019-01349-x>
- Cassidy, J. (1994). EMOTION REGULATION: INFLUENCES OF ATTACHMENT RELATIONSHIPS. *Monographs of the Society for Research in Child Development*, 59(2–3), 228–249. <https://doi.org/10.1111/j.1540-5834.1994.tb01287.x>
- Cicchetti, D., Ganiban, J., & Barnett, D. (1991). Contributions from the study of high-risk populations to understanding the development of emotion regulation. Cambridge University Press New York.
- Copple, C., & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. ERIC.
- Council, N. R. (2008). Early Childhood Assessment: Why, What, and How (C. E. Snow & S. B. Van Hemel

- (Eds.). The National Academies Press. <https://doi.org/10.17226/12446>
- Crespo, L. M., Trentacosta, C. J., Aikins, D., & Wargo-Aikins, J. (2017). Maternal Emotion Regulation and Children's Behavior Problems: The Mediating Role of Child Emotion Regulation. *Journal of Child and Family Studies*, 26(10), 2797–2809. <https://doi.org/10.1007/s10826-017-0791-8>
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487–496. <https://doi.org/10.1037/0033-2909.113.3.487>
- Denham, S. A. (1998). Emotional development in young children. In *Emotional development in young children*. Guilford Press.
- Denham, S. A., Bassett, H. H., Thayer, S. K., Mincic, M. S., Sirotkin, Y. S., & Zinsser, K. (2012). Observing Preschoolers' Social-Emotional Behavior: Structure, Foundations, and Prediction of Early School Success. *The Journal of Genetic Psychology*, 173(3), 246–278. <https://doi.org/10.1080/00221325.2011.597457>
- Denham, S. A., & Brown, C. (2010). "Plays Nice With Others": Social–Emotional Learning and Academic Success. *Early Education & Development*, 21(5), 652–680. <https://doi.org/10.1080/10409289.2010.497450>
- Duncombe, M. E., Havighurst, S. S., Holland, K. A., & Frankling, E. J. (2012). The contribution of parenting practices and parent emotion factors in children at risk for disruptive behavior disorders. *Child Psychiatry & Human Development*, 43, 715–733.
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parental Socialization of Emotion. *Psychological Inquiry*, 9(4), 241–273. https://doi.org/10.1207/s15327965pli0904_1
- Eisenberg, N., Gershoff, E. T., Fabes, R. A., Shepard, S. A., Cumberland, A. J., Losoya, S. H., Guthrie, I. K., & Murphy, B. C. (2001). Mother's emotional expressivity and children's behavior problems and social competence: Mediation through children's regulation. *Developmental Psychology*, 37(4), 475–490. <https://doi.org/10.1037/0012-1649.37.4.475>
- Eisenberg, N., Spinrad, T. L., & Smith, C. L. (2004). Emotion-related regulation: Its conceptualization, relations to social functioning, and socialization. In *The regulation of emotion*. (pp. 277–306). Lawrence Erlbaum Associates Publishers.
- Elgar, F. J., Waschbusch, D. A., Dadds, M. R., & Sigvaldason, N. (2007). Development and Validation of a Short Form of the Alabama Parenting Questionnaire. *Journal of Child and Family Studies*, 16(2), 243–259. <https://doi.org/10.1007/s10826-006-9082-5>
- Fadlillah, M., & Fauziah, S. (2022). Analysis of Diana Baumrind's Parenting Style on Early Childhood Development. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2127–2134.
- Gross, J. J. (1998). The Emerging Field of Emotion Regulation: An Integrative Review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology*, 45, 8–18. <https://doi.org/10.1016/j.appdev.2016.02.003>
- Han, H. S., & Kemple, K. M. (2006). Components of Social Competence and Strategies of Support: Considering What to Teach and How. *Early Childhood Education Journal*, 34(3), 241–246. <https://doi.org/10.1007/s10643-006-0139-2>
- Hemmeter, M. L., Ostrosky, M., & Fox, L. (2006). Social and Emotional Foundations for Early Learning: A Conceptual Model for Intervention. *School Psychology Review*, 35(4), 583–601. <https://doi.org/10.1080/02796015.2006.12087963>
- Isakson, E. A., Higgins, L. B., Davidson, L. L., & Cooper, J. L. (2009). Indicators for social-emotional development in early childhood: A guide for local stakeholders.
- Johnson, Colleen Russo (2022). How a parent's influence shapes a child's social & emotional development for life, *Motherly*, Sep 15. <https://www.motherly.com/parenting/how-parents-influence-shape-child-social-emotional-development/>
- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283–2290.
- Kagan, J., Snidman, N., Kahn, V., Towsley, S., Steinberg, L., & Fox, N. A. (2007). The Preservation of Two Infant Temperaments into Adolescence. *Monographs of the Society for Research in Child Development*, 72(2), i–95. <http://www.jstor.org/stable/30163598>
- Konold, T. R., & Pianta, R. C. (2005). Empirically-derived, person-oriented patterns of school readiness in typically-developing children: Description and prediction to first-grade achievement. *Applied Developmental Science*, 9(4), 174–187.
- Lansford, Jennifer E. (2021). *Changes in Parenting as Children Develop -- How parents can adjust their*

warmth, control, and monitoring, Parenting, May 16. <https://www.psychologytoday.com/us/blog/parenting-and-culture/202105/changes-in-parenting-children-develop>

- Lovejoy, M. C., Weis, R., O'Hare, E., & Rubin, E. C. (1999). Development and initial validation of the Parent Behavior Inventory. *Psychological Assessment*, 11(4), 534–545. <https://doi.org/10.1037/1040-3590.11.4.534>
- Mikulincer, M., & Shaver, P. R. (2010). *Attachment in adulthood: Structure, dynamics, and change*. Guilford Publications.
- Mortazavizadeh, Z., Göllner, L., & Forstmeier, S. (2022). Emotional competence, attachment, and parenting styles in children and parents. *Psicologia: Reflexão e Crítica*, 35(1), 6. <https://doi.org/10.1186/s41155-022-00208-0>
- Nelson, J. A., O'Brien, M., Blankson, A. N., Calkins, S. D., & Keane, S. P. (2009). Family stress and parental responses to children's negative emotions: Tests of the spillover, crossover, and compensatory hypotheses. *Journal of Family Psychology*, 23(5), 671–679. <https://doi.org/10.1037/a0015977>
- Önder, A., & Gülay, H. (2009). Reliability and validity of parenting styles & dimensions questionnaire. *Procedia - Social and Behavioral Sciences*, 1(1), 508–514. <https://doi.org/10.1016/j.sbspro.2009.01.092>
- Parlakian, R. (2003). Before the ABCs: Promoting school readiness in infants and toddlers. ERIC.
- Rafi, Tooba (2025) Evolution of parenting, Special Report, The News, June 1. <https://www.thenews.com.pk/tns/detail/1317172-evolution-of-parenting>
- Raver, C. C. (2002). Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness. Social Policy Report. Volume 16, Number 3. Society for Research in Child Development.
- Rinaldi, C. M., Bulut, O., Muth, T., & Di Stasio, M. (2023). The Influence of Parenting Dimensions and Junior High School Students' Involvement in Bullying. *Journal of School Violence*, 22(2), 183–197. <https://doi.org/10.1080/15388220.2022.2162534>
- Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School readiness and later achievement: replication and extension using a nationwide Canadian survey. *Developmental Psychology*, 46(5), 995.
- Root, A. K., & Denham, S. A. (2010). The role of gender in the socialization of emotion: Key concepts and critical issues. *New Directions for Child and Adolescent Development*, 2010(128), 1–9. <https://doi.org/10.1002/cd.265>
- Saarni, C. (1999). *The development of emotional competence*. Guilford press.
- Sáez-Suanes, G. P., García-Villamizar, D., & Pozo Armentia, A. del. (2023). Does the gender matter?: Anxiety symptoms and emotion dysregulation in adults with autism and intellectual disabilities. *Autism Research*, 16(1), 113–121. <https://doi.org/10.1002/aur.2839>
- Sanvictores T, Mendez MD. Types of Parenting Styles and Effects on Children. [Updated 2022 Sep 18]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2026 Jan-. <https://www.ncbi.nlm.nih.gov/books/NBK568743/>
- Schauer, M., & Elbert, T. (2010). Dissociation Following Traumatic Stress. *Zeitschrift Für Psychologie / Journal of Psychology*, 218(2), 109–127. <https://doi.org/10.1027/0044-3409/a000018>
- Schore, A. N. (2003). *Affect regulation and the repair of the self* (Vol. 2). WW Norton & Company.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. <https://doi.org/10.17226/9824>
- Skinner, E., Johnson, S., & Snyder, T. (2005). Six Dimensions of Parenting: A Motivational Model. *Parenting*, 5(2), 175–235. https://doi.org/10.1207/s15327922par0502_3
- Spinrad, T/L/ , Xu, X.Y. ,Eisenberg N., Dunbar A. and Lozada, F. (2023). Parenting, Socialization of Emotion, and the Development of Coping, *The Cambridge Handbook of the Development of Coping*, Published online: 22 June. [https://doi.org/10.1111/j.1540-5834.1994.tb01276.x](https://www.cambridge.org/core/books/abs/cambridge-handbook-of-parenting/parenting-and-childrens-social-and-emotional-development-emotion-socialization-across-childhood-and-adolescence/405B0CC1C116B2136211CCEDDA4E256CSymonds, P. W. (1939). The psychology of parent-child relationships.</p><p>Thompson, R. A. (1994). EMOTION REGULATION: A THEME IN SEARCH OF DEFINITION. <i>Monographs of the Society for Research in Child Development</i>, 59(2–3), 25–52. <a href=)
- Thompson, R. A., & Lagattuta, K. H. (2006). Feeling and understanding: Early emotional development.
- Thompson, R., & Zuroff, D. C. (1999). Development of self-criticism in adolescent girls: Roles of maternal dissatisfaction, maternal coldness, and insecure attachment. *Journal of Youth and Adolescence*, 28(2),

197–210.

- Tull, M. T., & Aldao, A. (2015). Editorial overview: New directions in the science of emotion regulation. *Current Opinion in Psychology*, 3, iv–x. <https://doi.org/10.1016/j.copsyc.2015.03.009>
- Van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. (1996). Traumatic stress: The effects of overwhelming experience on mind, body, and society. In *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. The Guilford Press.
- Vatou, A., Evangelou-Tsitiridou, M., Tympa, E., Gregoriadis, A., & Vatou, A. (2026). Parenting Intervention Programs Supporting Social–Emotional Development in Preschool Children: A Literature Review. *Encyclopedia*, 6(1), 17. <https://doi.org/10.3390/encyclopedia6010017>
- Zhou, Q., Main, A., & Wang, Y. (2010). The relations of temperamental effortful control and anger/frustration to Chinese children’s academic achievement and social adjustment: A longitudinal study. *Journal of Educational Psychology*, 102(1), 180.