

**How Does Authoritarian Parenting Style Impact Child's Emotional Wellbeing?: A
Literature Review**

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Introduction

A child's worldview and attitudes regarding personal accomplishments are created by parents or other primary caregivers, who are also in charge of shaping childhood. Children's psychological and physical needs must be met, and parents must teach them how to deal with challenges in life. Early in life, parents are the most potent motivators in establishing the seed of good mental health. One external element that affects both a child's healthy development and the etiology of psychopathology is parenting style. Parenting that is authoritarian is characterized by high demands and slow response. To find out how the authoritarian parenting style affects a child's emotional and mental well-being, 6 academic, peer-reviewed research publications were selected for this review of the literature.

Emotional relationship with foster parents who practice authoritarian discipline.

Researchers conducted a study on the parenting style of foster parents on the behavior problems of foster children. The purpose of this study was to examine how the parenting style and affective behaviors of foster parents may affect the externalizing, internalizing, and overall behavioral issues that foster children exhibit. Research using the DSM-IV determined higher rates of mental health problems and behavioral disorders among children in foster care. 57% of foster children fell within the clinical range for behavioral problems (Fuentes et al., 2015). Harsh and restrictive styles such as those based on authoritarian parenting have generally been associated with more behavioral problems in children. Children who spend greater time internalizing display more positive behavior when foster parents are more sensitive, empathic, understanding, communicative and unconditional (Fuentes et al., 2015, p. 705). Evidence in this study suggests that negative parenting styles are associated with more internalizing problems.

A cross-sectional study was performed by Fuentes and colleagues (2015), which consisted of 104 foster children (56 boys and 48 girls) with the mean age of 11 years old. These children were fostered across 86 families. The Child Behaviour Checklist, the Affect and

Communication Scale, and the Rules and Demands Scale were completed by foster parents. Linear regression analyses were performed using the stepwise method. The affect and communication scale were administered to foster parents comprising 20 items distributed across two factors. These items were scored using a 5-point Likert scale (1 = never, 5 = always). Factor I (warmth/ communication) evaluates the warmth, interest and communication expressed by foster parents in relation to the foster child. Factor II (criticism/rejection) assesses the degree of criticism or rejection shown by foster parents towards the child. The rules and demands scale was also administered to foster parents, comprising of 30 items distributed across three factors: factor I (authoritative parenting): establishment of rules and an explanation of why they must be respected; (b) factor II (authoritarian parenting): imposition of rule compliance coupled with strong demands; and (c) factor III (permissive parenting): absence of rules or weak demands that they be complied with. The CBCL instrument was also implemented to assess the behavioral problems in children and was completed by foster parents. Each item on the checklist has three response options: (0) not true; (1) somewhat or sometimes true; and (2) very true or often true.

The results of this study revealed that an authoritarian parenting style explained the internalizing problems presented by foster children (11% of the variance); if a child was criticized then they felt rejected. Authoritarian parenting explained externalizing problems (37% of the variance). Lastly, authoritarian parenting explained total problems (29% of the variance). These findings suggest foster parents should work on acquiring positive parenting strategies and work to avoid authoritarian parenting.

Child's Mental Health and Self-esteem Development

A study conducted by Shweta Singh proposed that childhood is constructed by parents or caregivers and that they are responsible for shaping a child's worldview and attitudes towards personal achievements. Parents are responsible for teaching their children how to approach

difficulties in life and satisfy their psychological and physiological needs. The seed of good mental health is planted in early childhood with parents being the most powerful catalysts. A parents' upbringing and parenting style are important factors that contribute to changing and stabilizing behavioral problems in children. Parenting style choice is responsible for promoting a positive self-esteem in children. Singh conducted a parenting style study with over 100 pre-school aged children using disciplinary strategies that identified four important dimensions of parenting (authoritative, authoritarian, permissive and uninvolved), by naturalistic observation, parental interviews, and other research.

Under authoritarian parenting, children are expected to follow the strict commands established by their parents. However, the consequences of not following such demands results in the child being reprimanded. Authoritarian parents are obedience and status oriented and expect their orders to be obeyed without having to give an explanation. They insist on perfectionist habits, such as behavioral discipline and tidiness. Authoritarian parents expect everyone in the family to contribute to the home by separating duties and following a set of rules. Consequently, children who grow up in authoritarian homes often become anxious or withdrawn or suffer from self-esteem issues (Singh, 2017, p. 1523). Males who grow up in an authoritarian household may develop anger problems while females may become dependent upon others for approval. Family dysfunction, substance abuse among family members, and educational failure result in young girls developing antisocial behavior. Children grow up exhibiting behavioral consequences including aggression, externalization, and lower emotional function. Research shows that authoritarian style of parenting yields negative results in self-esteem in children and adolescents.

Increased Risk of Depression and Binge Eating Disorders

Clinicians working in the field of psychological health indicate an increasing number of varied emotional and psychosocial disorders in adolescents and young adults. Researchers

have found a correlation between parenting style and the development of psychopathology as it pertains to cultural differences. Evidence drawn from researchers Konopka and colleagues (2018) supports that the country of origin significantly differentiates the adolescent perception of parenting style in the family. Swedish adolescents perceived their parents as less authoritarian than their Greek and Italian peers and, at the same time, less permissive as Italian peers. Greek parents were perceived as less authoritarian than Italian parents. American youths between the ages of 12 to 17 years old with authoritarian parents showed a significant increase of depressive symptoms than other parenting styles. A positive correlation between authoritarian parenting and the increase of suicidal attempts in children were also demonstrated.

An American multicenter analysis revealed an association between the parental practice of using food to calm a child's emotional state and the development of particular coping strategies, which proved an association between authoritarian mothers and the occurrence of binge eating disorders in daughters. In a study that was conducted, a mothers' authoritarian parenting style correlated with the increase of extreme weight controlling behavioral issues after five years, in comparison to adolescents whose mothers practiced other forms of parenting styles. Daughters of authoritarian mothers tended to overeat.

Intergenerational Transmission of Emotion Dysregulation

Researchers Zoey Shaw and Lisa Starr (2019) sought to examine authoritarian parenting style as a potential mechanism of the intergenerational transmission of emotion regulation and how maternal emotion regulation and family chronic stress interact to influence parenting behaviors. Emotion regulation (ER) refers to the internal and external processes involved in initiating, maintaining, and modulating the occurrence, intensity, and expression of emotion. Having the ability to regulate one's emotions is vital for interpersonal functioning, affective experience, and wellbeing. Difficulties with ER have been linked to a wide range of

outcomes, including transdiagnostic psychopathology risk and increased physical illness. Research has demonstrated links between authoritarian parenting and children's poor observational and physiological self-regulatory behaviors (Shaw & Starr, 2019, p. 3509).

The researchers in this study (Shaw & Starr, 2019) examined a total of 218 mother-adolescent dyads recruited from the community. Each dyad was assessed using a mix of self-report measures of emotion dysregulation and parenting style, and interview-based measures of family chronic stress. This study suggested that components of the authoritarian parenting style taught children to suppress negative emotions and deprived them of opportunities to learn and practice active, problem-focused ER skills in a supportive context. High levels of maternal rejection were found to be associated with low levels of ER in early adolescents. Maternal emotion dysregulation predicted higher levels of authoritarian parenting, thus increasing the risk of developing difficulty with behavior regulation. In addition, family chronic stress was suggested to amplify the link between parental ER difficulties and authoritarian parenting behaviors. It is possible that stressful family environments may amplify parents' hostile appraisals of their children, heighten feelings of helplessness and distress, and decrease perceptions of control in the family system, thus encouraging more authoritarian parenting behaviors. The results of this study indicated that authoritarian parenting and family chronic stress are important factors in the intergenerational transmission of emotion regulation.

Parenting Practices on Child Development

Parenting styles and practices play a critical role in children's socioemotional development. Parenting styles are affected by parents' values and beliefs and may drive specific parenting practices. For instance, authoritarian parenting during preschool years has been associated with adolescents who are affiliative; these adolescents experience more internalizing problems which include symptoms of depression and have lower self-esteem (Segrin & Flora, 2019, p. 4). Authoritarian parenting has also predicted externalizing in the form

of physical aggression in kindergarten students. It is also speculated that authoritarian parenting inhibits the development of children mentally and cognitively (Segrin & Flora, p. 6).

In Singapore, maternal authoritarian parenting was positively correlated with teenage emotional intelligence, emotional self-management, and emotional awareness (Segrin & Flora, p. 7). Emotional intelligence was increased with authoritative parenting and negatively correlated with parental authoritarianism in a sample of Greek teenagers. Similarly, adolescent emotional intelligence was positively and adversely correlated with parental love and control in Pakistani youth. In a European sample, parental psychological control was negatively correlated and support for parental autonomy positively correlated with teenagers' emotional intelligence. Lastly, parental love and overprotectiveness were positively and adversely correlated with social intelligence in Chinese adolescents.

Authoritarian parenting seems to impede the development of social and emotional intelligence. Similarly, overparenting during emerging adulthood promotes traits that hinder emotional and social intelligence. Negative emotional experiences in a child become teachable moments, guided by parents' validation and assistance. In fact, all parenting practices require constant adjustment throughout a child's social and emotional development.

Authoritarian Parenting and School Performance

Researchers Khalida Rauf and Junaid Ahmed (2017) sought to examine the relationship of authoritarian parenting and academic performance in school students. A sample of 100 school students (50 male and 50 female) between the ages of 9 to 17 years old were recruited from various educational institutions in Karachi, Pakistan. The authoritarian parenting style was assessed through the parental authority questionnaire. A linear Regression analysis was also performed.

Culture has been reported to play a role in the relationship between parenting styles and adolescent performance. The culture determines the type of parenting style adopted by parents. The contrast between interdependence and independence is the main cultural distinction. The autonomous, free-spirited, and self-reliant culture of the Caucasians promotes expression. Asian, on the other hand, interdependence, group cohesiveness, and social hierarchy are promoted by culture (Rauf & Junaid, p. 63). Parents are more likely to be authoritative in Western society than in Asian culture when it comes to their children.

Authoritarian parenting style accounted for 38% of the variance in scores of academic performances (Rauf & Junaid, p. 67). These findings revealed that the authoritarian parenting style was a significant predictor of academic performance in school students. It has been shown that an authoritarian parenting style has a negative impact on kids' academic performance because a relentlessly strict and demanding attitude degrades the level of success. Overly strict discipline affects children's self-esteem and diminishes their confidence, which may have a negative impact on their academic achievement.

Gaps

Few studies have analyzed the effects of parenting style used by foster parents and children's behavioral problems. No significant relationship was found between behavior problems and the characteristics of foster children (sex, age, type of maltreatment, number of previous foster placements) or of their foster family (age, type of family, level of education, experience of previous foster placements) (Fuentes et al., 2015). It is highly likely that some of these variables, such as age and number of previous foster placements were not considered when determining the outcome of behavioral problems in a child. This could also be due to the fact that the foster placements were very stable, and most of the children had not experienced

any change of foster family, thus limiting information on the effects of parenting style used by foster parents.

Conclusion

More internalizing issues are linked to negative parenting practices. Children's behavioral issues have typically been more prevalent under parenting philosophies that are strict and harsh, like authoritarian parenting. Children develop behavioral consequences as they become older, such as hostility, externalization, and diminished emotional function. Authoritarian parenting is closely associated with family dysfunction, intra-family drug usage, and academic failure. The transfer of emotion control between generations is influenced by authoritarian parenting and long-term family stress, among other things. When young adults are overparented, qualities that lower emotional and social intelligence are encouraged. The relationship between parenting practices and children's emotional and mental health is also influenced by culture. Children's self-esteem and confidence are lowered by excessively rigorous punishment, which may have a negative effect on the child as a whole.

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