

## PARENTING STYLES AND THEIR IMPACT ON COGNITIVE AND BEHAVIORAL DEVELOPMENT IN EARLY ADOLESCENCE

Irene Florensia Situmeang<sup>1</sup>, Hasanuddin Manurung<sup>2</sup>, and Ayu Safira<sup>3</sup>

<sup>1</sup> Politeknik Karya Husada, Indonesia

<sup>2</sup> Institut Agama Kristen Negeri Kupang, Indonesia

<sup>3</sup> Universitas Muhammadiyah Aceh, Indonesia

### Corresponding Author:

Irene Florensia Situmeang,  
Department of Midwifery, Faculty of Midwifery, Politeknik Karya Husada,  
Gd Atlanta, Area RSU Bunda Margonda, Jl. Margonda Raya No. 28, Pondok Cina, Depok, Jawa Barat, Indonesia  
Email: [ireneflorensia31@gmail.com](mailto:ireneflorensia31@gmail.com)

### Article Info

Received: August 11, 2025  
Revised: November 02, 2025  
Accepted: January 20, 2026  
Online Version: February 27, 2026

### Abstract

Early adolescence is a critical developmental stage characterized by rapid cognitive growth and heightened behavioral adjustment, during which parenting practices play a central role. Parenting styles have been widely associated with adolescent outcomes, yet evidence remains fragmented regarding their combined influence on cognitive and behavioral development during early adolescence. This study aims to examine the impact of different parenting styles on cognitive and behavioral development among early adolescents. A quantitative correlational design was employed involving adolescents aged 11–14 years and their parents, selected from multiple middle schools. Data were collected using validated parenting style questionnaires, standardized cognitive assessments, and behavioral rating scales completed by parents and teachers. Descriptive statistics, correlation analysis, and analysis of variance were applied to examine developmental differences across parenting styles. The results indicate that authoritative parenting is significantly associated with higher cognitive functioning and more adaptive behavioral regulation, while authoritarian and neglectful parenting are linked to lower developmental outcomes. Permissive parenting shows moderate but less consistent effects. The findings suggest that balanced parental responsiveness and control are essential for supporting healthy cognitive and behavioral development during early adolescence. Strengthening authoritative parenting practices may contribute to improved adolescent adjustment and inform family-focused educational and mental health interventions.

**Keywords:** behavioral development, cognitive development, early adolescence, family environment, parenting styles



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp>

How to cite:

Situmeang, I. F., Manurung, H., & Safira, A. (2026). Parenting Styles and Their Impact on Cognitive and Behavioral Development in Early Adolescence. *World Psychology*, 5(1), 117–131. <https://doi.org/10.55849/wp.v4i1.1420>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

## INTRODUCTION

Early adolescence represents a critical transitional period marked by rapid cognitive, emotional, and behavioral changes. During this developmental stage, individuals experience increasing cognitive complexity, heightened sensitivity to social influences, and emerging autonomy in decision-making (Pottinger & Palmer, 2013). These changes occur alongside significant neurological development, particularly in areas related to executive functioning, emotional regulation, and social cognition. The family environment, especially parenting practices, plays a central role in shaping how adolescents navigate these developmental challenges.

Parenting styles have long been recognized as influential determinants of child and adolescent development. Conceptual frameworks commonly distinguish among authoritative, authoritarian, permissive, and neglectful parenting styles, each characterized by varying degrees of responsiveness and control. These patterns of parenting shape adolescents' cognitive engagement, emotional security, behavioral regulation, and social competence (David et al., 2014). Empirical evidence suggests that consistent parental support and structure contribute to positive developmental outcomes, while maladaptive parenting practices may increase vulnerability to behavioral problems and cognitive difficulties.

In the context of early adolescence, the impact of parenting styles becomes particularly salient as adolescents renegotiate parent–child relationships (Chiu et al., 2016). Increasing independence often coincides with heightened conflict, emotional volatility, and experimentation with new behaviors. Parenting approaches during this period may either facilitate adaptive development or exacerbate behavioral and cognitive challenges. Understanding how different parenting styles influence cognitive and behavioral development during early adolescence is therefore essential for both theory and practice.

Despite extensive research on parenting styles, inconsistencies persist regarding their specific impact on cognitive and behavioral development during early adolescence. Many studies focus predominantly on childhood or late adolescence, leaving early adolescence relatively underexplored as a distinct developmental stage (Shakespeare-Finch et al., 2002). This gap limits the precision of developmental models that seek to explain how parenting practices interact with emerging adolescent autonomy.

Existing research often examines cognitive and behavioral outcomes separately, resulting in fragmented insights into adolescent development (Kang, 2023). Cognitive development, including problem-solving, academic engagement, and executive functioning, is frequently studied independently of behavioral outcomes such as conduct problems, emotional regulation, and social behavior. This separation obscures the interconnected nature of cognitive and behavioral processes during early adolescence and restricts holistic interpretation.

Methodological variability further complicates the literature. Differences in parenting style classifications, measurement instruments, and cultural contexts lead to divergent findings across studies. Some research reports strong associations between authoritative parenting and positive outcomes, while other studies suggest context-dependent or moderated effects (Ke & Wang, 2025). The lack of methodological coherence and integrative analysis presents a challenge in drawing definitive conclusions regarding the role of parenting styles in early adolescent development.

The primary objective of this study is to examine the impact of parenting styles on cognitive and behavioral development in early adolescence (Esmailian et al., 2026). The research seeks to identify how different patterns of parental responsiveness and control relate to adolescents' cognitive functioning and behavioral adjustment. By focusing on early adolescence, the study aims to capture developmental dynamics specific to this transitional period.

A secondary objective is to analyze cognitive and behavioral outcomes within a unified analytical framework. The study intends to explore how parenting styles simultaneously

---

influence cognitive processes and behavioral regulation, recognizing the interdependence of these developmental domains (Pellerone et al., 2017). This approach is expected to provide a more comprehensive understanding of adolescent development than studies that isolate single outcome variables.

The study also aims to generate evidence-based implications for parents, educators, and mental health professionals (Li et al., 2020). By clarifying the developmental consequences of different parenting styles, the research seeks to inform parenting interventions, educational strategies, and policy initiatives that support healthy adolescent development. The objectives emphasize both theoretical contribution and practical relevance.

A critical review of existing literature reveals a conceptual gap in the treatment of early adolescence as a distinct developmental stage in parenting research. Many studies adopt broad age ranges that blur developmental boundaries, potentially masking age-specific effects of parenting styles (Xu et al., 2025). The absence of focused investigation on early adolescence limits the developmental sensitivity of existing findings.

Another gap concerns the integration of cognitive and behavioral outcomes (Creswell et al., 2008). While numerous studies examine behavioral problems or academic performance, fewer investigate how parenting styles shape cognitive development alongside behavioral adjustment. This lack of integrative analysis restricts understanding of how parenting practices influence adolescents' overall developmental trajectories.

The literature also demonstrates limited attention to contextual and cultural variability. Parenting styles are often conceptualized within Western frameworks and applied universally, despite evidence that cultural norms influence parental behavior and adolescent responses (Pyne et al., 2025). The underrepresentation of diverse contexts reduces the generalizability of findings and highlights the need for research that considers cultural and social influences on parenting and development.

The novelty of this study lies in its integrative focus on cognitive and behavioral development within the context of parenting styles during early adolescence (Deleş & Aral, 2025). By examining these domains simultaneously, the research advances developmental theory beyond fragmented outcome analysis. This approach provides a more holistic understanding of how parenting practices shape adolescent development during a critical transitional phase.

Another innovative aspect of the study is its developmental specificity. Concentrating on early adolescence allows for the identification of age-specific patterns that may differ from those observed in childhood or late adolescence (Melson et al., 1998). This focus responds to calls for more nuanced developmental research and enhances the explanatory precision of parenting models.

The justification for this research is grounded in its potential contribution to both scientific knowledge and applied practice (McGinn & Newman, 2013). Early adolescence is a pivotal period for intervention, as cognitive and behavioral patterns established during this stage often persist into later life. By addressing identified gaps and offering an integrative, developmentally sensitive analysis, the study contributes valuable insights for researchers, practitioners, and policymakers concerned with adolescent well-being.

## RESEARCH METHOD

The following sections detail the systematic approach used to examine the relationships between parenting styles and developmental outcomes in early adolescence.

### *Research Design*

This study employed a quantitative correlational research design to examine the relationships between parenting styles and cognitive as well as behavioral development in early

adolescence (Fitzgerald & Zucker, 2002). The design was selected to allow systematic measurement of naturally occurring variations in parenting practices—specifically authoritative, authoritarian, permissive, and neglectful patterns—and their associations with developmental outcomes. A cross-sectional approach was adopted to capture these patterns at a specific stage of early adolescence (Kaya-Demir & Sapancı, 2025). The conceptual framework positioned parenting styles as independent variables and cognitive/behavioral development as dependent variables, utilizing demographic factors like parental education as control variables to ensure analytical rigor.

### *Research Target/Subject*

The primary objective of this research is to identify differential associations between specific parenting practices and the cognitive and behavioral indicators of young adolescents. The study targets an understanding of how varying levels of parental responsiveness and control correlate with executive functioning, problem-solving, and social conduct. By exploring these relational patterns, the research aims to provide empirical insights that can inform family counseling and educational strategies tailored to the developmental needs of early adolescence.

The population for this study consisted of early adolescents aged 11 to 14 years and their primary caregivers. Participants were recruited from middle schools representing varied socioeconomic levels. Using a purposive sampling technique, the study selected adolescents who resided with active caregivers and excluded those with identified neurodevelopmental disorders to ensure data consistency. This specific age range was targeted to capture the developmental shift toward increased autonomy and cognitive differentiation characteristic of early adolescence.

### *Research Procedure*

The procedures commenced with obtaining ethical approval and informed consent from all participating parties (Pirzada & Valadez, 2025). Data collection was distributed across multiple informants: parenting style questionnaires were completed by caregivers, while standardized cognitive assessments were administered to adolescents in controlled school settings by trained assessors (Sugawara, 1991). Simultaneously, behavioral rating scales were completed independently by both parents and teachers to ensure a multi-dimensional perspective. Finally, the collected data were screened for missing values and normality before undergoing statistical analysis.

### *Instruments, and Data Collection Techniques*

Data were collected using a battery of standardized and validated instruments. Parenting styles were measured through a structured self-report questionnaire capturing the dimensions of responsiveness and control (Lomax-Bream et al., 2007). Cognitive development was assessed using tools focusing on executive functioning and problem-solving, while behavioral development utilized rating scales measuring emotional control and social conduct. The use of multiple informants (parents, teachers, and adolescents) served as a critical technique to reduce single-source bias and enhance the robustness of the behavioral assessments.

### *Data Analysis Technique*

The study utilized descriptive and inferential statistical analysis processed through specialized software. Analysis focused on examining the strength and direction of relationships between variables through correlation coefficients (Azhar et al., 2019). Data screening was conducted to assess assumptions of normality and linearity required for accurate correlational testing (Ramadie, 2025). By controlling for demographic variables such as age and gender, the analysis provided a clear statistical picture of how parenting styles independently relate to adolescent cognitive and behavioral maturation.

## RESULTS AND DISCUSSION

The descriptive analysis provides an overview of the main variables examined in this study, including parenting styles, cognitive development, and behavioral development in early adolescence. Data were collected from 214 adolescents and their parents across multiple middle schools. Table 1 presents the distribution of parenting styles and the corresponding mean scores for cognitive and behavioral development.

Table 1. Descriptive Statistics of Parenting Styles, Cognitive Development, and Behavioral Development

Parenting Style	N	Mean Cognitive Score	Mean Behavioral Score
Authoritative	78	82.64	85.12
Authoritarian	56	74.21	70.48
Permissive	49	76.03	72.15
Neglectful	31	68.47	65.39

The table indicates that authoritative parenting was the most prevalent style in the sample and was associated with the highest mean scores in both cognitive and behavioral development. Neglectful parenting showed the lowest mean scores across both developmental domains.

Secondary data from school academic records and behavioral reports were used to complement primary assessment data. These secondary sources provided contextual benchmarks for interpreting cognitive performance and behavioral adjustment. Alignment between primary and secondary data supported the overall reliability of the dataset.

The descriptive findings suggest clear variation in developmental outcomes across different parenting styles. Adolescents raised under authoritative parenting conditions demonstrated stronger cognitive functioning and more adaptive behavioral patterns. Higher scores reflect greater executive functioning, academic engagement, and behavioral regulation.

Lower cognitive and behavioral scores observed among adolescents exposed to authoritarian and neglectful parenting styles indicate potential developmental risks. Reduced cognitive stimulation and limited emotional responsiveness appear to constrain adolescents' cognitive engagement and behavioral self-regulation. These descriptive patterns suggest systematic associations between parenting practices and adolescent development.

Variability within each parenting category indicates that parenting style operates as a probabilistic rather than deterministic factor. Individual differences among adolescents highlight the influence of additional contextual variables such as school environment and peer interaction. These patterns justified further inferential analysis to examine the strength of observed relationships.

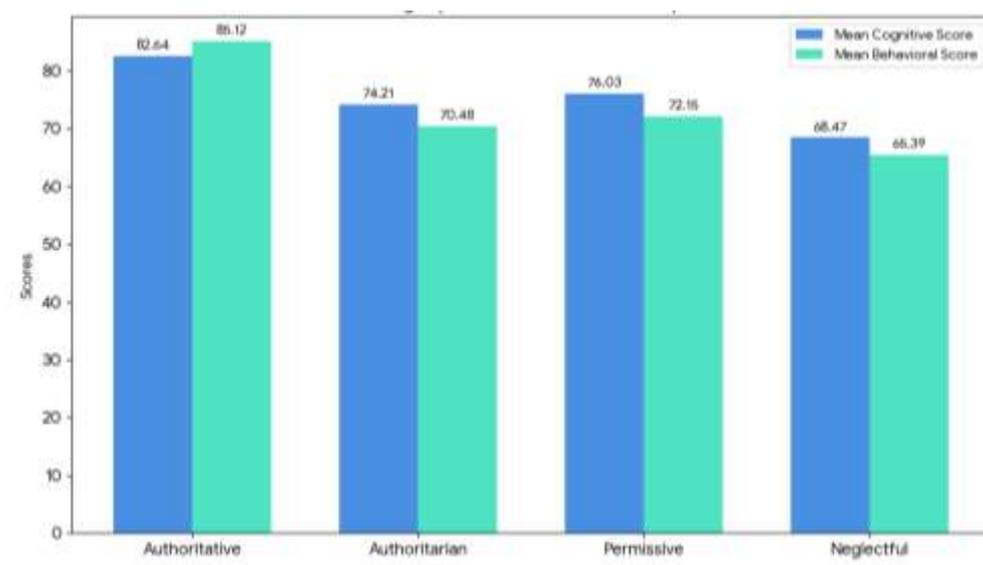


Figure 1. Parenting Styles vs. Adolescent Development

A more detailed descriptive analysis was conducted to examine cognitive development across parenting styles. Adolescents from authoritative households demonstrated higher performance in problem-solving tasks, working memory assessments, and academic-related cognitive measures. These outcomes suggest enhanced executive functioning and learning readiness.

Behavioral development data revealed similar trends, with authoritative parenting associated with higher levels of emotional regulation, social competence, and prosocial behavior. Adolescents in neglectful parenting contexts exhibited higher frequencies of behavioral difficulties, including impulsivity and social withdrawal.

Descriptive subgroup comparisons also revealed gender-based patterns. Female adolescents showed slightly higher behavioral regulation scores across parenting styles, while cognitive scores did not differ substantially by gender. These descriptive findings informed subsequent inferential testing.

Inferential statistical analysis was conducted using one-way analysis of variance to examine differences in cognitive and behavioral development across parenting styles. Results indicated a statistically significant effect of parenting style on cognitive development,  $F(3, 210) = 18.42$ ,  $p < 0.001$ . Post hoc comparisons revealed that authoritative parenting differed significantly from authoritarian and neglectful styles.

A similar analysis for behavioral development also yielded significant results,  $F(3, 210) = 22.67$ ,  $p < 0.001$ . Adolescents from authoritative households demonstrated significantly higher behavioral adjustment scores compared to those from authoritarian and neglectful households. Permissive parenting showed moderate outcomes that differed significantly from both authoritative and neglectful styles.

Effect size analysis indicated medium to large effects for parenting style on both cognitive and behavioral outcomes. These findings confirm that observed differences are not only statistically significant but also practically meaningful in early adolescent development.

Correlation analysis was conducted to examine relationships between dimensions of parenting styles and developmental outcomes. Parental responsiveness showed a strong positive correlation with cognitive development ( $r = 0.56$ ,  $p < 0.01$ ) and behavioral development ( $r = 0.61$ ,  $p < 0.01$ ). Parental control demonstrated a weaker but significant relationship with behavioral regulation.

Regression analysis further revealed that parenting style dimensions jointly explained 42% of the variance in cognitive development and 47% of the variance in behavioral development. Responsiveness emerged as the strongest predictor in both models, indicating its central role in adolescent development.

Interaction analysis suggested that high parental control combined with low responsiveness was associated with poorer behavioral outcomes. These relational patterns underscore the importance of balance between warmth and structure in parenting practices.

A focused case analysis was conducted to illustrate quantitative patterns. One representative case involved an adolescent raised in an authoritative parenting environment. The adolescent demonstrated high academic engagement, effective problem-solving strategies, and strong emotional regulation during classroom and assessment observations.

Parent interviews revealed consistent communication, clear expectations, and emotional support. Teacher reports confirmed positive classroom behavior and cooperative peer interactions. These observations aligned with high cognitive and behavioral assessment scores.

A contrasting case involved an adolescent experiencing neglectful parenting. The adolescent exhibited lower academic motivation, difficulty with task persistence, and frequent behavioral challenges. Limited parental involvement and inconsistent supervision were reported.

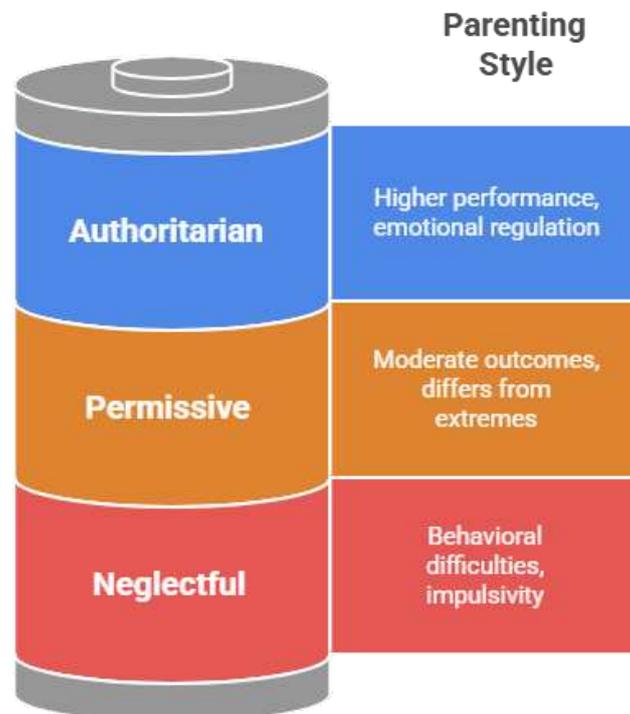


Figure 2. Parenting Styles Impact Cognitive and Behavioral Development

The case study findings help explain how parenting styles translate into everyday developmental experiences. Authoritative parenting provides adolescents with both cognitive stimulation and emotional security, facilitating adaptive cognitive and behavioral functioning. Consistent guidance and support appear to promote self-regulation and learning engagement.

Neglectful parenting limits exposure to structured learning opportunities and emotional feedback. These conditions may hinder the development of executive functioning and behavioral control. The qualitative evidence clarifies mechanisms underlying statistical associations observed in the broader dataset.

Integration of quantitative and case-based data strengthens the explanatory depth of the results. Observational insights illustrate how abstract parenting dimensions operate in real-life contexts, enhancing interpretive validity.

The results indicate that parenting styles are significantly associated with cognitive and behavioral development in early adolescence. Authoritative parenting consistently supports more positive developmental outcomes, while neglectful and authoritarian styles are associated with increased developmental risk.

The convergence of descriptive, inferential, and case-based findings supports the conclusion that balanced parental responsiveness and control play a crucial role in adolescent development. These results highlight parenting style as a key contextual factor shaping early adolescent cognitive and behavioral trajectories.

The findings of this study demonstrate that parenting styles are significantly associated with both cognitive and behavioral development in early adolescence. Authoritative parenting consistently emerged as the most adaptive style, showing the highest levels of cognitive functioning and behavioral adjustment. Adolescents raised in authoritative environments displayed stronger executive functioning, academic engagement, and emotional regulation compared to peers from other parenting contexts.

Authoritarian and neglectful parenting styles were associated with lower cognitive scores and increased behavioral difficulties. Adolescents exposed to high control with limited emotional responsiveness showed reduced problem-solving abilities and weaker behavioral self-regulation. Neglectful parenting demonstrated the most adverse outcomes across both developmental domains.

Permissive parenting produced mixed results, with moderate cognitive and behavioral outcomes. While emotional warmth was present, the lack of consistent structure appeared to limit adolescents' capacity for sustained self-regulation and goal-directed behavior. These findings suggest that warmth alone is insufficient to optimize developmental outcomes.

Inferential and relational analyses confirmed that parental responsiveness was a stronger predictor of development than control alone. The combined balance of warmth and structure explained a substantial proportion of variance in both cognitive and behavioral development, underscoring the importance of integrated parenting practices during early adolescence.

The results align closely with classical and contemporary research emphasizing the benefits of authoritative parenting for adolescent development. Numerous studies have reported that authoritative parenting fosters autonomy, academic motivation, and emotional competence. The present findings reinforce these conclusions by demonstrating consistent advantages across both cognitive and behavioral domains.

Differences emerge when comparing this study with research suggesting minimal distinctions between permissive and authoritative parenting. The current findings indicate that permissiveness without structure may undermine behavioral regulation, particularly during early adolescence when self-control is still developing. This discrepancy highlights the importance of developmental timing in interpreting parenting effects.

Some prior studies have reported that authoritarian parenting may support academic outcomes in certain cultural contexts. The present findings did not support this pattern, as authoritarian parenting was associated with lower cognitive performance and behavioral adjustment. This difference may reflect contextual factors such as school expectations, parental communication styles, or measurement approaches.

The integrative analysis of cognitive and behavioral outcomes distinguishes this study from much of the existing literature. Previous research often isolates academic or behavioral indicators, potentially underestimating their interdependence. The present findings suggest that parenting styles exert simultaneous and interconnected influences on multiple developmental domains.

The findings reflect early adolescence as a developmental stage highly sensitive to parental guidance and emotional climate. Cognitive and behavioral development during this period appears to be shaped not only by parental expectations, but also by the quality of relational engagement. Parenting styles function as developmental signals that communicate values, boundaries, and emotional security.

Authoritative parenting emerges as a marker of adaptive developmental environments. The combination of responsiveness and structure provides adolescents with cognitive stimulation and behavioral guidance while supporting emerging autonomy. This balance

---

appears to facilitate internalization of self-regulatory skills and adaptive problem-solving strategies.

The poorer outcomes associated with neglectful parenting signal the developmental risks of emotional and cognitive deprivation. Limited parental involvement may reduce opportunities for feedback, modeling, and reinforcement of adaptive behaviors. These findings highlight parenting style as an early indicator of developmental vulnerability.

Variability within parenting categories suggests that parenting styles operate probabilistically rather than deterministically. The findings reflect broader ecological influences, including school context and peer interaction, which interact with parenting practices to shape adolescent development. Parenting style therefore functions as a central but not exclusive developmental influence.

The findings carry important implications for parents and caregivers navigating early adolescence. Encouraging authoritative parenting practices may support adolescents' cognitive engagement and behavioral regulation during a period of increasing independence. Parenting education programs should emphasize the value of combining emotional warmth with consistent expectations.

Educational institutions may use these findings to strengthen family–school partnerships. Teachers and counselors can collaborate with parents to promote consistent behavioral expectations and learning support across home and school environments (Kimmes & Heckman, 2017). Alignment between parental practices and educational demands may enhance developmental continuity.

Mental health and community services can integrate parenting style assessment into early intervention strategies (Wang & Zheng, 2024). Identifying adolescents exposed to high-risk parenting environments may allow for targeted support before cognitive and behavioral difficulties escalate. Parenting-focused interventions represent a preventive approach to adolescent developmental challenges.

Policy initiatives focused on adolescent well-being may benefit from incorporating parenting support as a core component. Strengthening parental capacity during early adolescence has the potential to reduce long-term educational and behavioral disparities (Ytreland et al., 2025). The findings support investment in family-centered developmental programs.

The observed patterns can be explained through developmental and socialization theories emphasizing the role of guided autonomy (Calero Plaza et al., 2017). Authoritative parenting provides adolescents with structured opportunities to practice decision-making while receiving supportive feedback. This process supports the development of executive functioning and behavioral self-regulation.

Emotional responsiveness enhances adolescents' sense of security, which facilitates cognitive exploration and engagement. Adolescents who feel supported are more likely to persist in challenging tasks and regulate emotional responses (Kirsner et al., 2023). This mechanism helps explain the strong association between responsiveness and cognitive development.

Excessive control without warmth, characteristic of authoritarian parenting, may inhibit cognitive flexibility and internal motivation (Onatsu-Arvilommi et al., 1998). Behavioral compliance may be externally enforced rather than internally regulated, limiting adolescents' capacity for autonomous self-control. This dynamic contributes to poorer behavioral outcomes.

Neglectful parenting deprives adolescents of both guidance and emotional support. Limited parental engagement reduces exposure to cognitive stimulation and behavioral modeling (Sturge-Apple et al., 2014). The absence of consistent feedback may hinder the development of adaptive coping strategies, explaining the consistently lower outcomes observed.

Future research should employ longitudinal designs to examine how parenting styles influence developmental trajectories beyond early adolescence (Spruijt et al., 2019). Tracking changes over time would clarify the persistence or transformation of cognitive and behavioral patterns. Longitudinal evidence would strengthen causal interpretation.

Further studies should incorporate multi-informant and observational methods to capture dynamic parent–adolescent interactions. Combining self-reports with observational data may reduce bias and deepen understanding of parenting processes (Roberts et al., 2022). Mixed-method approaches could enhance explanatory depth.

Research should also examine cultural and socioeconomic moderators of parenting effects (Dumitriu et al., 2023). Parenting practices and adolescent responses are embedded within broader cultural norms and structural conditions. Context-sensitive research would improve generalizability and applicability of findings.

Practical efforts should focus on translating research insights into accessible parenting resources. Evidence-based parenting programs tailored to early adolescence can support families during this transitional period (Rindermann & Carl, 2017). The present findings provide a strong foundation for developing targeted interventions that promote healthy cognitive and behavioral development.

## CONCLUSION

The most significant finding of this study is that parenting styles are differentially associated with cognitive and behavioral development during early adolescence, with authoritative parenting consistently demonstrating the most positive outcomes. Adolescents exposed to authoritative parenting showed stronger cognitive functioning, including problem-solving and executive skills, alongside higher levels of behavioral regulation and social adjustment. In contrast, authoritarian and neglectful parenting styles were associated with lower cognitive performance and increased behavioral difficulties, while permissive parenting produced moderate but less consistent developmental outcomes. These findings highlight the importance of balanced parental responsiveness and control during a critical developmental transition.

The added value of this research lies in its integrative conceptual approach and methodological focus on early adolescence as a distinct developmental stage. By examining cognitive and behavioral development simultaneously within a single analytical framework, the study advances existing parenting research that often treats these domains separately. The use of multiple data sources, including parent reports, teacher assessments, and standardized measures, strengthens the validity of the findings and provides a more comprehensive understanding of how parenting styles shape adolescent development.

The limitations of this study include its cross-sectional design, which restricts causal inference, and reliance on self-reported parenting measures that may be influenced by social desirability bias. The sample context may also limit generalizability to different cultural or socioeconomic settings. Future research should employ longitudinal and mixed-method designs to examine developmental trajectories over time and explore contextual moderators such as culture, family structure, and educational environment to deepen understanding of parenting effects in early adolescence.

## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

---

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

## REFERENCES

- Azhar, H., Baig, Z., Koleth, S., Mohammad, K., & Petkari, E. (2019). Psychosocial associations of emotion-regulation strategies in young adults residing in the United Arab Emirates. *PsyCh Journal*, 8(4), 431–438. Scopus. <https://doi.org/10.1002/pchj.272>
- Calero Plaza, J., Grau-Sevilla, M. D., Martínez-Rico, G., & Morales-Murillo, C. P. (2017). Parenting Stress and Coping Strategies in Mothers of Children Receiving Early Intervention Services. *Journal of Child and Family Studies*, 26(11), 3192–3202. Scopus. <https://doi.org/10.1007/s10826-017-0802-9>
- Chiu, C.-D., Paesen, L., Dziobek, I., & Tollenaar, M. S. (2016). Weakened cognitive empathy in individuals with dissociation proneness. *Journal of Social and Clinical Psychology*, 35(5), 425–436. Scopus. <https://doi.org/10.1521/jscp.2016.35.5.425>
- Creswell, C., O'Connor, T. G., & Brewin, C. R. (2008). The impact of parents' expectations on parenting behaviour: An experimental investigation. *Behavioural and Cognitive Psychotherapy*, 36(4), 483–490. Scopus. <https://doi.org/10.1017/S1352465808004414>
- David, O. A., David, D., & DiGiuseppe, R. (2014). You are such a bad child! Appraisals as mechanisms of parental negative and positive affect. *Journal of General Psychology*, 141(2), 113–129. Scopus. <https://doi.org/10.1080/00221309.2013.874971>
- Deleş, B., & Aral, N. (2025). The Effect of Parent-Child Relationship on Social-Emotional Development: Bibliometric Analysis of Global Research Trends. *Child and Family Behavior Therapy*. Scopus. <https://doi.org/10.1080/07317107.2025.2576932>
- Dumitriu, C. G., Prodan, N. G., & Toma, A. M. (2023). INTRA AND INTERPARENTAL FACTORS INFLUENCING POST-DIVORCE CO-PARENTING. *Anthropological Researches and Studies*, 2023(13), 12–34. Scopus. <https://doi.org/10.26758/13.1.2>
- Esmailian, N., van Heel, M., & Baetens, I. (2026). The Interplay of Borderline Personality Features, Emotion Regulation and Parenting Styles in Early Adulthood: Insights From

- Network Analysis. *International Journal of Psychology*, 61(1). Scopus. <https://doi.org/10.1002/ijop.70156>
- Fitzgerald, H. E., & Zucker, R. A. (2002). Short and long term effects of parental alcoholism on children. *Devenir*, 14(2), 169–182. Scopus. <https://doi.org/10.3917/dev.022.0169>
- Kang, D. S. (2023). The Role of Controllability, Resources, and Effort in Reducing Prejudice Against “Unmarried” Mothers. *Journal of Experimental Psychology: Applied*, 30(1), 74–90. Scopus. <https://doi.org/10.1037/xap0000504>
- Kaya-Demir, D., & Sapanç1, A. (2025). Social media usage as a mediator in the relationship between perceived maternal narcissistic traits and obsessive beliefs. *Journal of Clinical Psychology Research*, 9(3), 301–317. Scopus. <https://doi.org/10.57127/kpd.26024438.1522702>
- Ke, X., & Wang, Z. (2025). The Longitudinal Impact of Parenting Styles on Pathological Internet Use Among College Students: The Mediating Role of Rumination and the Moderating Role of Environmental Sensitivity. *Behavioral Sciences*, 15(11). Scopus. <https://doi.org/10.3390/bs15111549>
- Kimmes, J. G., & Heckman, S. J. (2017). Parenting Styles and College Enrollment: A Path Analysis of Risky Human Capital Decisions. *Journal of Family and Economic Issues*, 38(4), 614–627. Scopus. <https://doi.org/10.1007/s10834-017-9529-4>
- Kirsner, J., Wilson, S. J., & Osborne, M. S. (2023). Music performance anxiety: The role of early parenting experiences and cognitive schemas. *Frontiers in Psychology*, 14. Scopus. <https://doi.org/10.3389/fpsyg.2023.1185296>
- Li, Y., Wang, Y., Ren, Z., Gao, M., Liu, Q., Qiu, C., & Zhang, W. (2020). The influence of environmental pressure on Internet Use Disorder in adolescents: The potential mediating role of cognitive function. *Addictive Behaviors*, 101. Scopus. <https://doi.org/10.1016/j.addbeh.2019.04.034>

- 
- Lomax-Bream, L. E., Taylor, H. B., Landry, S. H., Barnes, M. A., Fletcher, J. M., & Swank, P. (2007). Role of early parenting and motor skills on development in children with spina bifida. *Journal of Applied Developmental Psychology, 28*(3), 250–263. Scopus. <https://doi.org/10.1016/j.appdev.2007.02.004>
- McGinn, L. K., & Newman, M. G. (2013). Status update on social anxiety disorder. *International Journal of Cognitive Therapy, 6*(2), 88–113. Scopus. <https://doi.org/10.1521/ijct.2013.6.2.88>
- Melson, G. F., Windecker-Nelson, E., & Schwarz, R. (1998). Support and stress in mothers and fathers of young children. *Early Education and Development, 9*(3), 261–281. Scopus. [https://doi.org/10.1207/s15566935eed0903\\_4](https://doi.org/10.1207/s15566935eed0903_4)
- Onatsu-Arvilommi, T., Nurmi, J.-E., & Aunola, K. (1998). Mothers' and fathers' well-being, parenting styles, and their children's cognitive and behavioural strategies at primary school. *European Journal of Psychology of Education, 13*(4), 543–556. Scopus. <https://doi.org/10.1007/BF03173104>
- Pellerone, M., Iacolino, C., Mannino, G., Formica, I., & Zabbara, S. M. (2017). The influence of parenting on maladaptive cognitive schema: A cross-sectional research on a group of adults. *Psychology Research and Behavior Management, 10*, 47–58. Scopus. <https://doi.org/10.2147/PRBM.S117371>
- Pirzada, S., & Valadez, E. A. (2025). Sex Differences in the Associations Among Parenting, Socioeconomic Status, and Error Monitoring Among Adolescents. *Developmental Psychobiology, 67*(2). Scopus. <https://doi.org/10.1002/dev.70023>
- Pottinger, A. M., & Palmer, T. (2013). Whither IVF assisted birth or spontaneous conception? Parenting anxiety, styles and child development in Jamaican families. *Journal of Reproductive and Infant Psychology, 31*(2), 148–159. Scopus. <https://doi.org/10.1080/02646838.2012.762085>
-

- Pyne, B., Asmara, O., & Morawska, A. (2025). The Impact of Modifiable Parenting Factors on the Screen Use of Children Five Years or Younger: A Systematic Review. *Clinical Child and Family Psychology Review*, 28(2), 458–490. Scopus. <https://doi.org/10.1007/s10567-025-00523-9>
- Ramadie, K. J. (2025). Parenting, psychological insecurity, and mental health: Understanding the effects of adverse childhood experiences in adolescents. *Child Abuse and Neglect*, 167. Scopus. <https://doi.org/10.1016/j.chiabu.2025.107593>
- Rindermann, H., & Carl, N. (2017). Indigenous Ecuadorian children: Parental education, parental wealth and children's cognitive ability level. *Learning and Individual Differences*, 54, 202–209. Scopus. <https://doi.org/10.1016/j.lindif.2017.01.025>
- Roberts, J. P., Satherley, R.-M., & Iles, J. (2022). It's time to talk fathers: The impact of paternal depression on parenting style and child development during the COVID-19 pandemic. *Frontiers in Psychology*, 13. Scopus. <https://doi.org/10.3389/fpsyg.2022.1044664>
- Shakespeare-Finch, J., Smith, S., & Obst, P. (2002). Trauma, coping resources, and family functioning in emergency services personnel: A comparative study. *Work and Stress*, 16(3), 275–282. Scopus. <https://doi.org/10.1080/0267837021000034584>
- Spruijt, A. M., Dekker, M. C., Ziermans, T. B., & Swaab, H. (2019). Linking parenting and social competence in school-aged boys and girls: Differential socialization, diathesis-stress, or differential susceptibility? *Frontiers in Psychology*, 9(JAN). Scopus. <https://doi.org/10.3389/fpsyg.2018.02789>
- Sturge-Apple, M. L., Suor, J. H., & Skibo, M. A. (2014). Maternal child-centered attributions and harsh discipline: The moderating role of maternal working memory across socioeconomic contexts. *Journal of Family Psychology*, 28(5), 645–654. Scopus. <https://doi.org/10.1037/fam0000023>

---

Sugawara, A. I. (1991). Selected child factors moderating the impact of maternal absence on children's behavior and development. *Early Child Development and Care*, 72(1), 1–22.

Scopus. <https://doi.org/10.1080/0300443910720101>

Wang, S., & Zheng, L. (2024). Parenting style and the non-cognitive development of high school student: Evidence from rural China. *Frontiers in Psychology*, 15. Scopus.

<https://doi.org/10.3389/fpsyg.2024.1393445>

Xu, H., Li, L., Wang, W., Lv, X., Zhang, J., Zhang, L., Huang, K., & Wang, J. (2025). The influence of childhood parenting style on self in the period of youth: Analysis of chain mediation effect on DanQi. *Frontiers in Psychology*, 16. Scopus.

<https://doi.org/10.3389/fpsyg.2025.1621545>

Ytreland, K., Bania, E. V., Lydersen, S., Sund, A. M., Neumer, S.-P., Adolfsen, F., Martinsen, K. D., Rasmussen, L.-M. P., & Ingul, J. M. (2025). Parental Involvement in Child Anxiety and Depression: Exploring the Impact of Delivery Format on Modifiable Parental Factors. *Child Psychiatry and Human Development*. Scopus.

<https://doi.org/10.1007/s10578-025-01814-6>

---

**Copyright Holder :**

© Irene Florensia Situmeang et.al (2026).

**First Publication Right :**

© World Psychology

**This article is under:**

