

# EFFECT OF PARENTING STYLES ON THE EMOTIONAL DEVELOPMENT OF CHILDREN IN ODEDA LOCAL GOVERNMENT AREA, OGUN STATE

BY

**AKINYELE, Osemeiasoh Anthonia Ph.D.**

[tonero2g@gmail.com](mailto:tonero2g@gmail.com).

08115667881

ORCID ID: 0009-0006-2525-0673

**OFODILE, M. C Ph.D.**

[modestaofodile1@gmail.com](mailto:modestaofodile1@gmail.com)

**OLAJIDE, Betrice I, Ph.D.**

[olajidebi@funaab.edu.ng](mailto:olajidebi@funaab.edu.ng)

&

**OYUNDOYIN, Bolanle Misitura, Ph.D.**

[oyundoyin@funaab.edu.ng](mailto:oyundoyin@funaab.edu.ng)

*Department of Family and Consumer Sciences,*

*College of Food Science and Human Ecology,*

*Federal University of Agriculture, Abeokuta, Ogun State*

## **Abstract**

*Parenting styles play a significant role in shaping children's emotional, behavioural, and cognitive development. In early childhood, emotional development progresses as children acquire the ability to recognise basic emotions and understand others' emotional perspectives, which forms the foundation for empathy (Nauman et al., 2023; Denham et al., 2018). These early emotional competencies are critical for positive peer relationships and effective adjustment to structured settings such as schools. This study investigated the effect of parenting styles on the emotional development of children in Odeda Local Government Area, Ogun State, Nigeria. A descriptive cross-sectional survey design was adopted. Data were collected from 229 pupils drawn from selected public and private primary schools using a structured questionnaire. The instrument measured four parenting styles, authoritative, authoritarian, permissive, and neglectful, as well as key indicators of children's emotional development. Data*

*were analysed using descriptive and inferential statistics. The findings indicated that authoritative parenting was the most prevalent style and was significantly associated with positive emotional development. In contrast, authoritarian and neglectful parenting styles were significantly associated with emotional difficulties, including fearfulness and limited emotional expression. The findings highlight the critical role of parenting practices in children's emotional well-being and underscore the need for increased awareness and institutional support for positive parenting approaches.*

**Keywords:** Parenting styles, emotional development, children, emotional regulation, authoritative parenting.

## **Introduction**

Children's emotional development is significantly influenced by the parenting styles they experience during their early years (Tripon, 2024). Parenting style refers to the constellation of attitudes, behaviours and emotional climates that parents create through their interactions with their children (Modak et al., 2024). These parenting practices play a crucial role in shaping children's emotional competencies, psychological stability and capacity to form healthy social relationships (Tehrani, Yamini, & Vazsonyi, 2024). Importantly, the influence of parenting extends beyond immediate developmental outcomes, affecting children's long-term emotional regulation and interpersonal functioning (Ware, 2024). Empirical evidence consistently demonstrates that adolescents raised in authoritative households tend to exhibit higher self-esteem, stronger emotional intelligence and greater resilience in social contexts (Gao et al., 2024). In contrast, children exposed to uninvolved or neglectful parenting practices are more likely to experience emotional difficulties, including behavioural problems and an increased vulnerability to mental health concerns (Oktaviani et al., 2023).

Parenting styles are commonly categorised into four types, authoritative, authoritarian, permissive and uninvolved based on the dimensions of warmth and control (Zhao, 2023; Steinberg, 2016). Warmth refers to the degree of parental support, affection and open communication, whereas control encompasses rule enforcement, supervision and behavioural regulation (Martínez et al., 2017). Within this framework, parenting style serves as the primary contextual factor through which parents influence children's emotional experiences and developmental trajectories. Authoritative parenting, characterised by high warmth and appropriate levels of control, has consistently been associated with positive emotional development outcomes (Fuentes et al., 2022). Children raised in authoritative environments are encouraged to express emotions openly and are supported in developing effective emotional regulation strategies, which facilitate emotional competence and social adjustment (Nyoni, 2024). In contrast, authoritarian parenting, defined by high control and low emotional responsiveness, tends to impede emotional development. Children raised within authoritarian contexts frequently experience anxiety, low self-esteem and a reduced capacity to cope with stress (Bibi et al., 2024; Roşca, Iuga, & David, 2024). This pattern is largely attributable to an emphasis on obedience without sufficient emotional support or explanations for rules, thereby limiting children's opportunities for emotional understanding and regulation (Dewi &

Kuntoro, 2021). Permissive parenting, although emotionally nurturing, is characterised by low behavioural control and inconsistent boundaries.

From a conceptual standpoint, the absence of structure weakens the development of self-regulatory skills, often resulting in impulsivity, poor emotional control and difficulties with authority (Haftlangi, 2025; Berlyna & Fuadah, 2024). Uninvolved or neglectful parenting presents the highest risk to children's emotional health. Characterised by minimal responsiveness and engagement, this approach is associated with emotional neglect, depression, and anxiety in children (Tripon, 2024; Ugeze et al., 2024). Studies further suggest that neglectful parenting can have intergenerational effects, perpetuating cycles of emotional instability (Garcia and Gracia, 2019). Emotional development encompasses the ability to experience and understand emotions, including fear, empathy, sadness, and joy. Attachment theory suggests that secure attachments, fostered through responsive parenting, lead to more favourable emotional outcomes (Singh and Pandey, 2025; Oktaviani et al., 2023). Bronfenbrenner's bioecological systems theory emphasizes the intricate relationships between individual characteristics and social environments, including family structure, economic pressures, and cultural influences, in shaping developmental outcomes (Vasiou et al., 2023).

Emotional development constitutes a fundamental dimension of child growth, with significant implications for interpersonal functioning, academic success, and overall psychological well-being (Airin & Sharif, 2025). It involves a child's capacity to identify, interpret, express, and regulate emotions in ways that are socially and culturally appropriate. This intricate process is influenced by a dynamic interplay of internal (biological) and external (environmental and relational) factors. From a biological perspective, emotional development is shaped by neurological maturation, individual temperament, and genetic predispositions. Key brain structures such as the amygdala and prefrontal cortex are integral to emotional processing and self-regulatory functions (Szepsenwol et al., 2022). A child's inherent temperament, whether predisposed toward calmness or reactivity, also contributes to variations in emotional expression and experience. Externally, the quality of a child's environment and relational context plays a critical role in emotional growth (Melton, 2025).

Parenting style, caregiver-child attachment, socio-economic status, exposure to adversity or trauma, and peer relationships are all salient determinants. For example, children who grow up in emotionally supportive and responsive households tend to exhibit higher levels of empathy and emotional resilience, whereas those subjected to neglect or inconsistent caregiving often encounter challenges in emotional regulation. Recognising the interaction between biological predispositions and environmental contexts is essential for the development and promotion of the emotional well-being of children. Such insights are valuable to parents, educators, and policymakers aiming to create environments that support the socio-emotional competence of children (Morris et al., 2018).

The childhood stage is a period of social and psychological development. According to the United Nations Convention on the Rights of the Child (UNCRC), a child is any individual under the age of 18, warranting distinct rights and protections (Park, 2023). This period is marked by rapid developmental changes influenced by both innate and environmental factors

(Arace, Prino and Scarzello, 2021). Children begin to develop an understanding of the social world, including interpreting intentions and social cues, from infancy (Ware, 2024). These processes lay the groundwork for later emotional and social competencies. Modern sociology views children as active participants in society, contributing to the shaping of their environments. This participatory role is evident in how shared interactions between parents and children promote emotional synchrony and learning (Kausar and Afaq, 2024). Emotional development, therefore, plays a foundational role in shaping children's behaviour, social relationships, and adaptive functioning throughout life (Singh and Pandey, 2025; Tehrani et al., 2024). Emotional intelligence enables empathy, cooperation, and conflict resolution, skills essential for navigating both personal and social challenges (Crowell, 2021). Fostering emotionally healthy children requires intentional parenting, supportive environments, and culturally appropriate policy interventions that prioritise children's developmental needs.

### **Statement of the Problem**

Children's emotional development remains a key concern in developmental psychology and child welfare research, particularly in relation to the influence of parenting styles on psychological and social adjustment. Parenting styles defined by patterns of interaction, discipline and emotional climate are widely recognised as critical determinants of children's socio-emotional development. Extensive research (Wage et al., 2024; Agbaria et al., 2023) demonstrates that authoritative, authoritarian, permissive and uninvolved parenting styles are associated with distinct emotional outcomes in children. This issue has gained increased attention due to the rising prevalence of emotional and behavioural difficulties among children and adolescents. Despite substantial international evidence highlighting the benefits of authoritative parenting and the risks associated with more controlling, indulgent or neglectful practices, these findings may not be directly applicable across all socio-cultural contexts. In Ogun State, Nigeria, factors such as socio-economic conditions, cultural norms, family structure and access to support services may significantly shape parenting practices and children's emotional development. However, empirical studies examining these relationships within this local context remain limited. This lack of context-specific evidence constrains the development of culturally responsive interventions. Therefore, this study investigates the effect of parenting styles on the emotional development of children in Odeda Local Government Area, Ogun State.

### **Objectives of the study**

The primary objective of this study is to investigate the effect of parenting styles on the emotional development of children in Odeda Local Government.

The specific objectives are to;

- 1 Identify the different parenting styles in existence.
- 2 Assess the prevalent parenting styles among parents in Odeda Local Government Area.
- 3 Examine the overall effect of parenting styles on the emotional development of children

### **Research Questions**

1. What are the different parent Styles?
2. What parenting styles are commonly practiced by parents in Odeda LGA?
3. What is the effect of parenting styles on the emotional development of children?

## Methodology

This study employed a descriptive cross-sectional research design, suitable for evaluating the status of variables within a specific population at a single point in time. The study aims to investigate the effect of different parenting styles on children's emotional development.

The research was carried out in Odeda Local Government Area of Ogun State, specifically in two private and two public primary schools. Odeda is situated along the Abeokuta–Ibadan road, about 10 kilometres from Abeokuta. The area is marked by wide grassland and orchard vegetation. The study population comprises male and female children enrolled in primary schools in Odeda local government area. A multistage sampling technique was adopted to select two public and two private primary schools. A total of 229 pupils were selected from the four participating schools. Data were collected using a structured questionnaire, which was divided into four key sections: socio-demographic characteristics, parenting styles, emotional development, and emotional regulation. To ensure content validity, the questionnaire was reviewed by professionals in early childhood and primary education. Additionally, a pilot study involving 23 pupils from a non-participating school was conducted, yielding a Cronbach's alpha coefficient of 0.70, which indicates acceptable internal consistency and reliability. The questionnaires were administered in person by the researchers. Data gathered were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation with the use of Statistical Package for the Social Sciences (SPSS), version 25.

## Results

**Research Question 1:** What are the different parent Styles?

**Table 1: Types of Parenting Styles (n = 229)**

| Parenting Styles | Yes         | No          |
|------------------|-------------|-------------|
| Authoritative    | 107 (46.7%) | 122 (53.3%) |
| Authoritarian    | 70 (30.6%)  | 70 (30.6%)  |
| Permissive       | 44 (19.2%)  | 44 (19.2%)  |
| Neglectful       | 8 (3.5%)    | 8 (3.5%)    |

Table 1 indicates the distribution of parenting styles among 229 respondents. The authoritative style is the most prevalent, with 107 respondents (46.7%), suggesting that nearly half of the participants experience parenting characterized by warmth, responsiveness, and clear expectations. The authoritarian style follows with 70 respondents (30.6%), reflecting a significant proportion exposed to strict and controlling parenting. The permissive style

accounts for 44 respondents (19.2%), suggesting a smaller group experiences lenient parenting with few rules. The neglectful style is the least common, reported by only 8 respondents (3.5%), highlighting minimal exposure to uninvolved or indifferent parenting. The findings suggest that structured and responsive parenting (authoritative) is more common.

**Table 2:** What parenting styles are commonly practiced by parents in Odeda LGA?

**Commonly Parenting Styles Practiced by Parents in Odeda LGA**

| Questions                                              | Strongly Disagree F (%) | Disagree F (%) | Undecided F (%) | Agree F (%) | Strongly Agree F (%) |
|--------------------------------------------------------|-------------------------|----------------|-----------------|-------------|----------------------|
| My parents set clear rules for me to follow            | 11 (4.8)                | 67 (29.3)      | -               | 129 (56.3)  | 22 (9.6)             |
| My parents think about how I feel when doing things.   | 7 (3.1)                 | 122 (53.3)     | -               | 80 (34.9)   | 20 (8.7)             |
| My parents allow me to say how I feel.                 | 15 (6.6)                | 65 (28.4)      | -               | 137 (59.8)  | 12 (5.2)             |
| My parents don't explain why they make rules.          | 21 (9.2)                | 40 (17.5)      | 4 (1.7)         | 158 (69.0)  | 6 (2.6)              |
| My parents punish me without telling me why.           | 25 (10.9)               | 153 (66.8)     | -               | 49 (21.4)   | 2 (0.9)              |
| My parents blame me for what my brother or sister did. | 33 (14.4)               | 96 (41.9)      | -               | 98 (42.8)   | 2 (0.9)              |
| My parents allow me to do whatever I want.             | 23 (10.0)               | 132 (57.6)     | 2 (0.9)         | 68 (29.7)   | 4 (1.8)              |
| My parents don't say 'No' to me.                       | 15 (6.6)                | 117 (51.1)     | 5 (2.2)         | 82 (35.8)   | 10 (4.3)             |
| My parents don't care about what I'm doing.            | 16 (7.0)                | 106 (46.3)     | 2 (0.9)         | 96 (41.9)   | 9 (3.9)              |
| My parents don't have time for me.                     | 18 (7.9)                | 138 (60.3)     | 5 (2.2)         | 61 (26.6)   | 7 (3.0)              |

|                                                             |          |            |         |           |          |
|-------------------------------------------------------------|----------|------------|---------|-----------|----------|
| My parents don't listen to me when I have something to say. | 18 (7.9) | 139 (60.7) | 7 (3.1) | 54 (23.6) | 11 (4.7) |
|-------------------------------------------------------------|----------|------------|---------|-----------|----------|

Findings from the study revealed that a majority of the children (56.3%) acknowledged that their parents established clear rules for them to follow. 59.8% of the children agreed that their parents permit them to express their emotions freely. Regarding rule enforcement, 69.0% of the children indicated that their parents often do not provide explanations for the rules set. In comparison, 66.8% disagreed with the assertion that their parents administer punishment without justification. Perceptions of blame were divided: 42.8% of the children agreed that they were sometimes held responsible for their siblings' actions, whereas 41.9% disagreed with this statement. For permissiveness, 57.6% of the children disagreed with the idea that their parents allow them to do as they please, and 51.1% disagreed that their parents never say 'no' to their requests. Furthermore, while 46.3% of the respondents disagreed that their parents are indifferent to their activities, a notable 41.9% felt that their parents showed little concern. Similarly, 60.3% of the children disagreed with the claim that their parents do not make time for them, and 60.7% rejected the notion that their parents do not listen to them, although 23.6% believed their parents were inattentive to their needs. As seen in the study, authoritative parenting style (44.1%) was the most frequently reported, followed by authoritarian (28.8%), permissive (17.5%), and neglectful (9.6%) parenting styles.

**Research Question 3:** What is the effect of parenting styles on the emotional development of children?

**Table 3a Emotional Development Assessment**

| Questions                                                       | Strongly Disagree<br>F (%) | Disagree<br>F (%) | Undecided<br>F (%) | Agree<br>F (%) | Strongly Agree<br>F (%) |
|-----------------------------------------------------------------|----------------------------|-------------------|--------------------|----------------|-------------------------|
| I can calm myself down when I'm angry.                          | 8 (3.5)                    | 95 (41.5)         | -                  | 90 (39.3)      | 36 (15.7)               |
| When I'm sad I talk to my parents and they make me feel better. | 6 (2.6)                    | 64 (27.9)         | 2 (0.9)            | 121 (52.8)     | 36 (15.7)               |
| I like to blame others for the things I did.                    | 22 (9.6)                   | 110 (48.0)        | -                  | 95 (41.5)      | 2 (0.9)                 |
| I do whatever I want whenever I want.                           | 22 (9.6)                   | 114 (49.8)        | 2 (0.9)            | 89 (38.9)      | 2 (0.8)                 |

|                                                                   |          |            |         |            |          |
|-------------------------------------------------------------------|----------|------------|---------|------------|----------|
| I don't like when people tell me 'No'.                            | 4 (1.7)  | 50 (21.8)  | -       | 157 (68.6) | 18 (7.9) |
| I get scared easily.                                              | 6 (2.6)  | 96 (41.9)  | 4 (1.7) | 109 (47.6) | 14 (6.1) |
| I don't like trying new things.                                   | 14 (6.1) | 109 (47.6) | -       | 100 (43.7) | 6 (2.6)  |
| I'm not confident in myself.                                      | 12 (5.2) | 113 (49.3) | 6 (2.6) | 86 (37.6)  | 12 (5.2) |
| I'm scared to talk to people.                                     | 18 (7.9) | 111 (48.5) | 2 (0.9) | 94 (41.0)  | 4 (1.7)  |
| I feel scared when people shout at me.                            | 6 (2.6)  | 110 (48.0) | 2 (0.9) | 95 (41.5)  | 16 (7.0) |
| I know how to hide my feelings.                                   | 12 (5.2) | 148 (64.6) | 6 (2.6) | 53 (23.1)  | 10 (4.4) |
| I like to control others.                                         | 8 (3.5)  | 186 (81.2) | 8 (3.5) | 11 (4.8)   | 16 (7.0) |
| I am independent, I like to do things without the help of others. | 12 (5.2) | 114 (49.8) | 6 (2.6) | 85 (37.1)  | 12 (5.2) |

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The results reveal that 39.3% of the respondents indicated that they can calm themselves when angry, while a slightly higher proportion (41.5%) disagreed, suggesting inconsistencies in self-regulation abilities. In terms of emotional support, 52.8% agreed that speaking with their parents when feeling sad helped improve their mood. For personal responsibility, 48.0% of the children disagreed with the tendency to shift blame onto others, whereas 41.5% acknowledged that they often do so. Concerning impulsivity, 49.8% disagreed with acting solely on impulse or doing whatever they want at any given time. A significant proportion (68.6%) expressed discomfort with being told 'No', reflecting potential challenges with emotional control and boundary acceptance. Findings on fearfulness were mixed, with 47.6% agreeing that they become easily frightened, while 41.9% disagreed. When asked about willingness to try new experiences, 47.6% disagreed with the statement that they dislike trying new things, whereas 43.7% agreed. Self-confidence, 49.3% disagreed with the notion that they lack confidence. With social interaction, 48.5% of the children disagreed with being afraid to talk to others,

though 41.0% admitted to experiencing such fear. Additionally, 48.0% disagreed that they feel frightened when shouted at, while 41.5% confirmed such experiences. For emotional expression, a majority (64.6%) disagreed that they know how to hide their feelings, indicating openness in emotional communication. Furthermore, a large proportion (81.2%) disagreed with enjoying control over others, suggesting low tendencies toward dominance. Finally, independence was moderately expressed, as 49.8% disagreed with preferring to carry out tasks without assistance. This implies that half of the respondents (56.0%) have good emotional development.

Based on the two tables above: Table 2 (Common Parenting Styles Practiced by Parents in Odeda LGA) and Table 3a (Emotional Development Assessment), below is a summarized table showing the effect of different parenting styles on the emotional development of children.

**Table 3b: Cross-Analysis of Parenting Styles on Emotional Development of Children**

| Parenting Style Observed                  | Key Indicators from Table 2                        | Corresponding Emotional Outcome (from Table 3)                 | Observed Impact                                                             |
|-------------------------------------------|----------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|
| Authoritative (high warmth, high control) | 9. Clear rules set (Agree + Strongly Agree: 65.9%) | 12. Able to calm down when angry (Agree + Strongly Agree: 55%) | Positive emotional regulation, self-soothing, and trust in parental support |
|                                           | 10. Children are allowed to express feelings (65%) | 13. Talk to parents when sad (68.5%)                           |                                                                             |
|                                           | 11. Parents think about child's feelings (43.6%)   | 14. Emotional independence (42.3%)                             |                                                                             |
| Authoritarian (low warmth, high control)  | • Parents don't explain rules (71.6%)              | • Fear when shouted at (48.5%)                                 | Fear-based behavior, lower confidence, emotional suppression                |
|                                           | • Punish without explanation (22.3%)               | • Scared to talk to people (42.7%)                             |                                                                             |
|                                           | • High use of blame (43.7%)                        | • Poor confidence (42.8%)                                      |                                                                             |
| Permissive (high warmth, low control)     | • Allowed to do whatever they want (31.4%)         | • Do whatever they want (39.8%)                                | Lack of discipline, entitlement, poor impulse regulation                    |
|                                           | • Parents don't say "No" (40.2%)                   | • Don't like being told "No" (76.5%)                           |                                                                             |

|                                            |                               |                          |                                                |
|--------------------------------------------|-------------------------------|--------------------------|------------------------------------------------|
|                                            |                               | • Low impulse control    |                                                |
| Neglectful<br>(low warmth,<br>low control) | d. Parents don't care (45.8%) | g. Not confident (42.8%) | Emotional insecurity, low self-esteem, anxiety |
|                                            | e. No time for child (29.7%)  | h. Scared easily (53.7%) |                                                |
|                                            | f. Don't listen (28.4%)       | i. Hide feelings (27.5%) |                                                |

Table 3b indicates significant associations between parenting styles and children’s emotional development. Authoritative parenting, the most prevalent style, involved setting clear rules and encouraging emotional expression. A majority of respondents reported that their parents set clear rules (65.9%) and permitted emotional expression (65%). Correspondingly, over 55% of children could self-soothe when angry, and 68.5% felt emotionally supported during sadness, suggesting that authoritative parenting promotes self-regulation, trust, and emotional resilience.

By contrast, authoritarian parenting, characterised by rule enforcement without explanation (71.6%) and punitive measures without justification (22.3%), was linked to emotional distress. Children exposed to this style reported frequent fearfulness (53.7%), social apprehension (42.7%), and low confidence (42.8%), indicating inhibited emotional growth and heightened anxiety. Permissive parenting, reflected in children being allowed to do as they wish (31.4%) and rarely hearing “No” from parents (40.2%), was associated with impulsivity and entitlement. Nearly 40% of children admitted acting on impulse, and 76.5% disliked being denied requests, highlighting weak boundaries and limited emotional regulation. Neglectful parenting, marked by parental indifference such as not caring (45.8%) or not listening (28.4%), correlated with pronounced emotional difficulties, including low confidence (42.8%), fearfulness (53.7%), and suppressed feelings (27.5%). These findings suggest that emotional neglect fosters internalised struggles and social withdrawal.

### Discussion of Findings

#### Parenting Styles

The findings of this study indicate that authoritative parenting is the predominant style among the participants’ parents, although authoritarian, permissive, and neglectful styles were also observed to varying degrees. This reflects a diverse parenting landscape, encompassing approaches that range from balanced and responsive to controlling or disengaged practices. Authoritative parenting, characterised by warmth, responsiveness, and clear rule-setting, was the most frequently reported style and was associated with positive emotional outcomes. Children raised under this style demonstrated greater self-regulation, emotional resilience, and confidence in parental support, as reflected in their ability to calm themselves when angry (55%) and to seek comfort from parents when upset (68.5%). These results align with the findings of Wang et al. (2024), whose cross-sectional study highlighted a significant influence

of parenting styles on children's resilience and identified authoritative parenting as the most commonly practiced style.

### **Common Parenting Styles practiced by Parents in Odeda LGA**

The findings of this study revealed that parents in Odeda Local Government area of Ogun State commonly practice authoritative parenting. These findings are in line with the findings of Nyoni (2024) and Bibi et al (2024) reported that authoritative parenting is the most prevalent among parents and a strong predictor of positive emotional outcomes, due to its combination of high responsiveness, warmth, and clearly defined expectations.

### **Emotional Development**

The findings of this study indicate that parenting style has a significant influence on children's emotional development, highlighting the importance of understanding emotional growth to support children in managing challenges and forming healthy relationships. This is consistent with Nyoni (2024), who, using secondary data from Tanzania, found that parenting approaches substantially affect children's ability to regulate their emotions. Similarly, Sanvictores et al. (2022) reported that the style of parenting adopted plays a crucial role in shaping children's behaviour and decision-making as they mature. Oktaviani et al. (2023) also identified a strong association between parenting styles and emotional and behavioural difficulties among adolescents, emphasising the global relevance of parenting as a determinant of children's emotional outcomes. Parenting that combines guidance with emotional support facilitates effective emotional regulation and coping skills, whereas harsh, permissive, or neglectful approaches hinder these capacities, contributing to fearfulness, impulsivity, and emotional withdrawal. These findings underscore the central role of parenting in fostering children's emotional development. In particular, both authoritarian and permissive parenting were associated with less effective emotional regulation, highlighting the necessity of balanced parental warmth and structure to promote adaptive emotional functioning in children.

### **Conclusion**

This study investigated the effect of parenting styles on the emotional development of children in Odeda Local Government Area, Ogun State. The findings indicate that authoritative parenting is the most prevalent style among parents in the area. The results further demonstrate that parenting style plays a crucial role in shaping children's emotional competencies, including self-regulation, emotional expression, and social interaction. Authoritative parenting was consistently associated with positive emotional outcomes, whereas authoritarian and neglectful approaches were linked to difficulties in emotional adjustment. These findings highlight the importance of emotionally responsive and structured parenting in promoting healthy emotional development in children.

### **Recommendation**

Based on the findings and conclusions of this study, it is recommended that

- Parental and caregivers educational programmes and training should be organised by school management and ministries of education to promote authoritative parenting practices, emphasising the importance of warmth, communication, and consistent boundaries it brings to the children and family.
- School-Based Emotional Support should be established to integrate emotional literacy and self-regulation programmes in schools to support children from diverse parenting backgrounds.
- Policymakers should integrate parenting education into public health and early childhood development initiatives, especially within rural communities such as Odeda LGA.

### **Contribution To Knowledge**

This study provides empirical evidence from a rural Nigerian context on the prevalence of parenting styles and their impact on children's emotional development. It corroborates global findings on the benefits of authoritative parenting while highlighting the emotional challenges associated with authoritarian, permissive, and neglectful approaches. By focusing on a community-based sample in Odeda Local Government Area, Ogun State, the research offers context-specific insights that extend beyond urban or secondary-data studies. The findings emphasise the pivotal role of authoritative parenting in fostering emotional resilience, self-regulation, and positive social behaviour in children. Furthermore, the study underscores the need for targeted parenting interventions and provides a foundation for future research, policy development, and community-based programmes aimed at enhancing children's emotional well-being.

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