A SYSTEMATIC REVIEW ON CHANGES IN THE EFFECTS OF PARENTING STYLE AND CHILDREN'S BEHAVIOR

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ABSTRACT

This review article analyses the influence of parents and their parenting styles on children's behavior. The article examines different parenting styles and the effects it brings over various aspects of their lives of the children. The text attempts to bring an original contribution through the identification of what is missing in the literature thus offering recommendations for future research on the role of parents in shaping the future of their children and then ends by present a suitable and succinct conclusion.

Keywords: parental style, parent-child relationship, child growth, parenting theories

Introduction

The objective of this review article is to serve as an aggregation of the scores of previous original research works contributed by various authors and then adding to the existing literature thereby becoming a quick reckoner for any possible future research. Besides, there exists a large number of studies on the concept of different parenting styles on children, yet studies specifically directed at studying the multi-dimensional effects of the currently established parenting strategies are less popular and only to be seen in the foreign academia. That said, not enough research has been done along these lines in the Indian context. Bearing this in mind, the article is an attempt to encourage original native Indian research pertaining to parenting styles and its respective impact on children. Finally, the extrapolated purpose is to present and interpret key findings that can inform the development of relevant information, education and support, to assist parents of infants and young children to fulfil this important role. Parents play a crucial role in the health, development, safety and wellbeing of their children. This holds particularly true in the early years of a child's life. However, parenting does not occur in a simple fashion (Kolar & Soriano 2000), and it is affected by a number of complex and often interrelated factors. The initial few parts of this literature review present a glimpse of the current state of knowledge about the factors that impinge upon parenting, including characteristics of the parent and child, and the social, familial and environmental contexts and theories surrounding it.

The various ways that parents shape their children's development have been a regular source of theorising by scientists, philosophers and, centre stage, by parents themselves. Within the scientific perspective, much of the empirical work linking parental behaviour to developmental outcomes in children has been produced by those working in psychology, sociology and criminology. But other disciplines have contributed both theories and methods including historians, anthropologists and biological sciences. For example, findings from ethology have demonstrated the biological basis and evolutionary significance of the child's attachment to the
parent, while research in physiology, endocrinology and genetics has influenced considerably our understanding of parenting and its effects on offspring.

A critical review of the literature (major themes)

I.   Parenting theories

Several theories have been proposed to explain the psychological significance of parent-child relationships and why they are strongly linked with children's well-being. In the first half of the twentieth century, research on these broad theoretical positions was patchy but did not inhibit strong views being advanced about the ways that parents should approach the task of parenting. Much contemporary research on parent-child relationships can be traced to three dominant perspectives: social learning theory, attachment theory, parenting styles.

Social learning theory:

Broadly put, social learning theory argues that children's real-life experiences and exposures directly or indirectly shape behaviour. For Patterson (1969, 1996) and many others, there is a focus on traditional behavioural principles of reinforcement and conditioning. The fundamental tenet is that moment-to-moment exchanges are crucial; if a child receives an immediate reward for his/her behaviour, such as getting parental attention or approval, then he/she is likely to do the behaviour again, whereas if she/he is ignored (or punished) then she/he is less likely to do it again. Other advocates have expanded this focus to consider the cognitive or 'mindful' processes that underlie the parent's behaviour (e.g. Bugenthal et al.,1989; Dix, 1992) and its effects on children (e.g. Dodge et al., 1995). Whether the assessment and conceptual focus is on behaviour or cognitions, the model suggests that children learn strategies about managing their emotions, resolving disputes and engaging with others not only from their experiences but also from the way their own reactions were responded to. For younger children especially, the primary source of these experiences is in the context of the parent-child relationship and the family environment. Given its historical emphasis on altering negative, aggressive behaviour in children, models of parenting based on social learning theory have tended to emphasise parental conflict, coercion and consistent discipline. But more theorists have incorporated positive dimensions of parenting as a way of promoting child positive behaviour and affect, improving the pleasurable nature of parents' and children's interactions with one another (e.g. Gardner, 1989).

Attachment Theory:

The theory proposes that the quality of care provided to the child, particularly sensitivity and responsiveness, leads to a 'secure' (optimal) or 'insecure' (nonoptimal) attachment. Attachment theorists use the term 'pathway' to make explicit that early attachment experiences do not shape subsequent development in a deterministic manner (Bowlby, 1988). Insecure attachment it is not synonymous with disturbance and a secure attachment does not guarantee against disturbance. We know, however, that a particular form of insecure attachment in infants and young children termed 'insecure-disorganised' is strongly related to risk for psychopathology and is a marker of particular risk in the caregiving environment (e.g. Lyons-Ruth, 1996; Greenberg, 1999). Attachment relationships are internalised and carried forward to influence expectations for other important relationships. A history of consistent and sensitive care with the parent is therefore expected to lead to the child developing a model of self and others as loveable and loving/helpful. Effective attachment-based interventions have been developed and validated for a range of clinical problems (Cicchetti et al., 2000; Bakermans-Kranenburg et al., 2003).

Parenting Styles:

The dominant model in research on parent-child relationships is most loosely associated with the early work of Diana Baumrind in the 1960s (e.g. Baumrind, 1991) and has been elaborated on by several subsequent teams of investigators (Maccoby and Martin, 1983; Steinberg et al., 1994b; Hetherington et al., 1999). Baumrind, in her naturalistic study of interactions between parents and young children, described important dimensions of parenting. These were warmth (as opposed to conflict or neglect) and control strategies. Parenting typologies were, thus, constructed from a cross of warmth, conflict and control: 'authoritative' (high warmth, positive/assertive control and in adolescence high expectations), 'authoritarian' (low warmth, high conflict and coercive, punitive control attempts), 'permissive' (high warmth coupled with low control attempts) and 'neglectful/disengaged' (low warmth and low control). These four typologies have been repeatedly associated with child outcomes. Children and adolescents of authoritative parents are consistently described as most prosocial, academically and socially competent, and least symptomatic. Children whose parents are described as authoritarian, permissive and disengaged show significantly worse outcomes, with children of authoritarian parents showing typically the most disturbed adjustment of the four parenting types.

II.   Parenting style according to Self Determination Theory

Self Determination Theory (SDT) is a socio-psychosocial theory that highlights the role of significant others in facilitating or undermining the individual's motivation and internalization of behavioural change and optimal emotional experiences (Ryan & Deci, 2017). One of its most extensively studied contexts is parenting (Joussemet, Landry, &Koestner, 2008). SDT posits that autonomy-supportive and psychologically controlling parenting are two distinct parental styles (Mabbe, Soenens, Vansteenkiste, van der Kaap- Deeder, &Mouratidis, 2018) which differ in their effectiveness in eliciting behavioural change. Autonomy-supportive parents encourage volitional functioning in their children, take the child's perspective, provide choice whenever possible, encourage exploration, and provide a meaningful rationale when the choice is constrained (Assor, Kaplan, & Roth, 2002; Mabbe et al., 2018). Psychologically controlling parents ignore the child's opinion, threaten or punish if the child does not comply, and use intrusive and manipulative strategies such as guilt-induction and shaming (Barber & Xia, 2013).

III.   Factors affecting parenting and its impact on children

Although prior research has focused on the role and quality of the parent-child relationship on the mental health of children, less is known about the continued influence on emerging adults. This may be particularly important given the increasing trend of parents continuing to support and maintain close relationships with their emerging adult children, especially those attending universities (Fingerman et al.,2016). It has been demonstrated that these relationships are a primary source of support, guidance, and structure (Fingerman et al., 2016), yet parents also may be a significant source of stress for their emerging adult children due to additional demands on energy, resources, and social expectations (Kouros, Pruitt, Ekas, Kiriaki, & Sunderland, 2017; Schiffrin et al., 2014). Some relationship characteristics or specific parenting styles may expose emerging adults to more stress and higher risk of developing psychopathology as compared to their non-affected peers. Given that many emerging adults are not living at home with their parents, these effects may be similar to findings by Taylor, Lopez, Budescu, and McGill (2012)on the influence of demanding kin (i.e., extended family) on others' parenting and adolescent internalizing and externalizing problems. They reported that mothers with socially demanding kin engaged in more psychologically controlling methods (e.g., withdrawing love or guilt induction), provided less emotional support to their children, and maintained less structure and routine in the family resulting in higher rates of adolescent internalizing and externalizing problems. The current study conceptually expanded upon the work by Taylor et al. (2012) to examine if parent-child relationship quality moderated the relationship between parenting style and emerging adult internalizing and externalizing problems. Additionally, the study explored the role of gender within parent-child dyads.

IV.   Academic performance and learning

Lee, Kushner, & Cho (2007) used a national database (Educational Longitudinal Study) to investigate the effects of parent's gender, child's gender, and parental involvement in school on the academic achievement of adolescents in single- parent families. A three way 2×2×2 parent's gender × child's gender × parental involvement) MANCOVA was conducted with four student academic achievement indicators as dependent variables and SES as a covariate. The results indicated that parent gender and child gender interact with parent involvement to affect adolescents' academic achievement differentially. Specifically, daughters who lived with highly involved single-fathers performed better academically than the other groups did. These findings suggest that researchers who study single-parents' involvement in their adolescents' academic achievement need to pay more attention to gender-specific effects.

V.   Social development of children

Family forms an important context for children's socioemotional development (Hart, Newell, & Olsen, 2003). One of the most often investigated aspects regarding family is parenting styles. The three parenting style dimensions – affection or warmth; behavioral control; and psychological control – have each been shown to be associated with children's socioemotional development. For example, warm, responsive and supportive parenting promotes the development of children's emotion regulation and social skills (Hart et al., 2003). Also parental behavioral control (e.g. setting limits, showing consistency in discipline, and demanding maturity) predicts adaptive child development and low levels of externalizing problem behavior (Barber, 1996; Hart et al.,

2003). A high level of psychological control has, in turn, been shown to lead to internalizing problems, such as depression, anxiety and internalized distress (Barber, 1996). Research on parenting of socially withdrawn children has shown that parents of such children have a tendency to use an oversolicitous style of parenting characterized by high affection combined with overcontrolling or overprotective behaviors (Rubin, Hastings, Stewart, Henderson, & Chen, 1997). Children's early shyness has also been linked to parents' later lack of encouragement for their children's independence (Rubin, Nelson, Hastings, &Asendorph, 1999). This kind of intrusive parenting has been shown to lead to an even higher level of social withdrawal later on in childhood (Degnan, Calkins, Keane, & Hill-Soderlund, 2008; Rubin et al., 2002).

VI. Emotional Quotient

Salovey and Mayer (1990), who originally invented the term - emotional intelligence involves a set of skills which contribute to the accurate appraisal and expression of emotions. According to researchers, emotional intelligence, as a capability acquired from society (Mayer et al., 2000), is correlated with physical, emotional and social health (Gottman, 2001), well-being, self-monitoring in social situations, popularity and social competence. Amongst the effective social factors in developing emotional intelligence are the parent's parenting styles and the child's ability to perceive it.

Self differentiation starts as a personal process and progresses into the transformation of relationships in the entire family system (Becvar&Becvar, 2013). The idea of human nature behind the cognitive-behavioral aspect is that we have all created a way of thinking about the environment that dictates the way we behave in any given situation. We are not motivated by our instinctive drives, but, rather, by the cognitive constructs we have developed due to our experiences; we are all rational beings and authors of our own stories (Schultz & Schultz, 2008). Defense mechanisms have long been considered a process of adaptation. These mechanisms can be unconscious, non-intentional, hierarchical, and associated with pathology. There can be immature and mature versions which are seen in individuals of all ages. In children, defense mechanisms are arranged developmentally, with immature defenses appearing first, and in adulthood, they are arranged hierarchically, with the most adaptive or mature appearing first (Cramer, 2000).

VII. Cyber or media activity

Parental mediation refers to the interactions between parents and children as regards the child's media use. These interactions aim to maximize children's benefits from online opportunities while protecting them from exposure to online dangers (Livingstone, 2007; Livingstone, Haddon, Görzig, &Ólafsson, 2011). Thus, parental mediation can serve as an important role in socializing children to be informed, responsible, and critical users of media, while at the same time mitigating the potential negative effects media can have on their lives (Lemish, 2015). The concept of parental mediation that was originally developed around children's television use was adapted later to cyber media (Livingstone &Bober, 2006). The underlying assumption is that parents use a variety of direct and indirect active, co-use or restrictive strategies to supervise and monitor children's online access and use (Clark, 2011). Studies have reframed mediation strategies to better fit the context of cyber by typologically dividing them into restrictive or instructive approaches (Jiow, Lim, & Lin, 2017). Restrictive mediation refers to rules and restrictions designed to limit children's exposure time,content, type of activities and social interactions (Kirwil, 2009). Instructive mediation refers to parents' guidance about internet use, behavior and recommendations of appropriate websites and activities (Lee &Chae, 2012).The debate over the advantages and disadvantages of parental use of restrictive strategies such as tracking and surveillance in other contexts (Stattin& Kerr, 2000) is also pertinent to the context of the mediation strategies widely used by concerned parents (Lee, 2013; Livingstone &Helsper, 2008). Although these strategies were found to be associated with fewer online risks and unsafe internet behaviors (Duerager& Livingstone, 2012; Lee &Chae, 2012), they can also lessen opportunities and undermine children's digital inclusion and skills (Livingstone et al., 2017). They can increase resistance, elicit feelings of reactance, undermine parent-child relations but also reduce the prevalence of unwanted behaviors (Legate, Weinstein, & Przybylski, 2018).

VIII. Personal behavior

Delinquent behavior is one of the most distressful problems during the period when people are considered adolescents, that is,between the age of 13 and 18. According to Griffin et al (2000),El liott, Huizinga and

Menard (2012), the list of delinquent activities include refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape. It is a fact that opinion regarding the causes of delinquent behavior vary, but it is generally agreed that delinquent behavior in adolescent years is more common than in the group of people of other age. Furthermore, it is also argued that males are more likely to commit offenses than females (Griffin et al., 2000). Nevertheless, Moitra and Mukherjee (2012) argue that there is a noteworthy role of parents in shaping the delinquent behavior of adolescents. For example, they point out that home is the place where a normal and healthy development of any child starts and the family constitutes thebackbone of an individual.

From this perspective, family is considered to be a basic ecology in which the behavior of children is manifested in their childhood by way of negative or positive reinforcement. Talib, Abdullah, and Mansor (2011) argue that the family of a child is a socio-cultural-economic arrangement that has a significant influence on not only the behavior of the children, but also on the development of their characters. Therefore, ignorance in their parenting can lead them towards unwanted damaging effects that ultimately create behavioral problems in children.

IX.   Physical health and nutrition

Understanding how children's food consumption choices are developed has the potential to benefit individuals' health over their entire lifetime. Specifically, limiting the consumption of sugar-sweetened beverages (SSBs), while increasing the consumption of healthy food choices such as fruits and vegetables, can have protective effects on people's health. In spite of this, children across several parts of the world are consuming sugars at an alarming rate, with children in the United States, United Kingdom, Mexico, and even Asian countries such as Taiwan and Singapore consuming SSBs at worrying levels. To compound the problem of sugar consumption on their diets, the consumption of fruits and vegetables among children is relatively low across the world. In the United States, 60% of children do not consume enough fruits to meet the recommended daily guidelines, while 93% of children do not consume sufficient vegetables. Mirroring the United States, European children are consuming fruits and vegetables below the recommended levels.

Parents are important socialization agents who play the role of health promoters, role models, and educators in the lives of their children. Defined as "processes whereby naïve individuals are taught the skills, behavior patterns, values, and motivations needed for competent functioning", socialization in the context of food consumption involves parents conveying learning outcomes such as norms, knowledge, attitudes and behaviors to children via a range of behaviors. Among socialization researchers, two broad concepts have been used to understand parental influence on child outcomes. First, parental practices are context-specific strategies parents use to help children achieve socialization goals. Second, general parenting style, which cuts across behavioral contexts, refers to the general emotional climate in which these parental practices are situated.

Sl.no	Parenting Styles & Authors	Country	Study Design	Sample Size & Age range in years	Other Measures	Methods of Data Collection	Findings
1	**Emerging adult psychological problems and parenting style: Moderation by parent-child relationship quality** Ellen H. Steele et.al. (2018)	USA	Descriptive design	2732 emerging adults & 18 to 25 years	Emerging adult internalizing, and externalizing problems, Parenting style, Parent-child relationship quality	TheAdult Self-Report (ASR)The Parental Authority Questionnaire (PAQ)TheParental Environment questionnaire (PEQ)	a non-significant direct effect of authoritative parenting styleon emerging adults internalizing and externalizing problem,daughters reported lower rates of internalizing and externalizing problems when reporting higher perceived paternal permissive parenting and higher father-daughter relationship quality. The interaction between parent-child relationship quality and authoritativeparenting style was significant.
2	**Influence of Parenting Style on Children's Behaviour** Samiullah Sarwar (2016)	Pakistan	Qualitative research design	two mothers who have experienced juvenile delinquency	Authoritative Parenting	in-depth interviews	The authoritarian parenting style causes the adolescents to be delinquent, as the extraordinary strictness displayed by their parents makes them rebellious. good parenting is authoritative in which parents keep eyes on their children and try to understand the mindset of their children.
3	**How Parenting Style Influences Children: A Review of Controlling, Guiding, and Parenting Styles on Children's Behavior, Risk-Taking, Mental Health, and Academic Achievement** Clare Merlin et.al. (2013)	Virginia	Review Paper	47 Literatures on parenting styles and children behaviour was reviewed	children's behavior, risk-taking, mental health, and academic achievement	Conceptual Review	The guiding parenting style produces betteroutcomes for children than the controlling or permitting parenting styles. The line between guiding parents and controlling parents is drawn between high responsiveness and low responsiveness.

4	**When parents are inconsistent: Parenting style and adolescents' involvement in cyberbullying** Idit Katz et.al (2019)	USA	cross-sectional research design	180- 7th and 8th-grade Israeli students; ranging in age from 12 to 14.5	Parents' general autonomy-supportive and psychologically controlling style; Cyberbullying and victimization Frequency and style of parental use of restrictive mediation strategies	Mageau et al. (2015) scale; Walrave and Heirman (2011) scale; Cyberbullying Inventory (CBI); Valkenburg et al. (2013) scale	when parents generally use a controlling style, their children report greater involvement in cyberbullying. Prevalence was higher when parents who generally use a controlling style were less controlling or consistent when mediating internet use.
5	**Does optimal parenting style help offspring maintain healthy weight into mid-life?** Ying Chen et.al.	USA	Longitudinal design	Data were from the Midlife in the United States (MIDUS) study. (MIDUS I), 7108 individuals aged between 25 and 74 years, (MIDUS II) took place in 2004–2005, which followed up 70% (*N*=4963)	Parenting style and body mass index (BMI) change in mid-life.	The mean BMI increase was 1.24 kg/m2 (SD=3.14) over an average of 9-years of follow-up. Participants generally reported high levels of parental warmth (mean=2.97, range: 1to 4) and parental control (mean=3.00, range: 1 to 4).	The mean BMI increase was 1.24 kg/m2 (SD=3.14) over an average of 9-years of follow-up. Participants generally reported high levels of parental warmth (mean=2.97, range: 1to 4) and parental control (mean=3.00, range: 1 to 4).participants withauthoritarian parents were 16% higher in the standardized score of BMI increase (β=0.16, 95% confidence interval [CI]: 0.05, 0.28).
6	**A Study of the Relationship between Depression and Parenting Styles among Adolescents** Susheela	Shamli Uttar Pradesh	Quantitative research design	Random sampling method. The sample consisted of 100 respondents including 50 boys and 50 girls from Shamli Uttarpradesh	**relationship of depression and parenting styles in adolescents**	**100 Secondary School students of Shamli District. Questionnaire (PAQ-R); Children Depression Inventory (CDI)**	a significant positive relationship between depression and authoritarian parentingstyles. there was significant negativerelationship between permissive parenting style and depression. In this study girls were found to be more depressive than boys.
7	**A LITERATURE REVIEW OF PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF X**	Tirupati hi, India	Systematic Review paper	Literature review on 28 papers was done	the parenting styles and emotional intelligence of adolescents	Literatures were identified from the general internet search using Google search engine and Google	Parental treatment such as screaming at the child and excessively criticizing or generallyignoring the child have harmful effect on the self–esteem of the child. Parents warmth and support predicted

	CLASS STUDENTS **P. Bhavani**				Scholar database.	lower levels of depressive symptoms and lowerlevels of irritability hostility among the young adults.
8	**Parenting styles and alcohol use among children and adolescents: A systematic review** LenkaČablová et. Al.	Czech Republic	Systematic Review paper	Total of 16 original international studies were identified Age group- 'younger children' (9–12 years), 'older children' (13–15 years), adolescence (16–22 years)	relationship between alcohol use among adolescents and parenting styles.	Literature search wasdone using the PRISMA method and evaluated 16 original studies published in the EBSCO, MEDLINE/PubMed, JSTOR, and ScienceDirect databases. The studies were classifiedaccording to their research design, the age group of the respondents, the participation of parents, the effects of parenting styles, and the sociocultural setting of the study.	there is some evidence of theprotective effect of an authoritative parenting style,there are many other individual, social, and environmentalfactors which can influence the initiation of alcohol use among children and adolescents.
9	**The Development of Self Esteem in Children: Systematic Review and Meta-Analysis** Mogeda El Sayed El Keshky et. Al.	Egypt	Systematic Review	A total of 20 studies were selected out of which 16 had only general age categorization instead of specific age references (of children)	Children psychology, their self-esteem needs, underlying characteristics and changes in personality and behaviors in different children.	Literature review were online psychological journal databases, Social Science Citation Index and other peer reviewed journals like PsychINFO, EBSCOhost, Proquest Psychology Journals, SGE Journals, PsycTESTS	The children of permissive parents are found to have the highest levels of self-esteem, whereas children of authoritarian andneglectful parents have lowest levels. The results of these studies however are unclear as authoritative and neglectful behaviors are completely different to each other with similar end results on children esteem. Hence it is still unfound which parenting style is favorable for the development of positive self-esteem.

| 10 | **The influence of parental practices on child promotive and preventive food consumption behaviors: a systematic review and meta-analysis** Andrew Z. H. Yee et. al. | Singapore | Systematic Review & Meta-Analysis | 6,448 titles extracted from Web of Science, ERIC, PsycINFO and PubMED, seventy eight studies met the inclusion criteria for a systematic review | parental variables extracted include active guidance/education, restrictive guidance/rule-making, availability, accessibility, modeling, pressure to eat, rewarding food consumption, rewarding with verbal praise, and using food as reward. The food consumption behaviors examined include fruits and vegetables consumption, sugar-sweetened beverages, and snack consumption. | A total of 6448 titles were located from the literature search (Web of Science = 1692; ERIC = 190; PsycINFO = 708; PubMED = 3858) After screening and scanning for the eligibility criteria, a total of 88 articles utilized in this review. | This study illustrates that a number of parental behaviors are strong correlates of child food consumption behavior. More importantly, this study highlights 3 main areas in parental influence of child foodconsumption that are understudied: (1) active guidance/education, (2) psychosocial mediators, and (3) moderatinginfluence of general parenting styles. |
| 11 | **ParentingStyles,FeedingStyles,FeedingPractices,andWeightStatusin4–12Year-OldChildren:ASystematicReviewoftheLiterature** *NetalieShloim et. Al.* | Switzerland | Systematic Review | 31 relevant quantitative peer reviewed Papers published in English between 2010 and February 2015 with participants aged 4– | **Parenting Styles,FeedingStyles,FeedingPractices,andWeightStatus of children** | The search was conducted using Medline (Ovid), | Associations between parenting style and child BMI were strongest and most consistent within the longitudinal studies whereas authoritative parenting was associated with a healthy BMI. |

				12years old			
12	**Literature review on outcomes of parental discipline styles, evidence on effective parenting styles and the international experience of prohibition of physical punishment in laLaura Robertson (2017)**	Scot land	non-systematic (narrative) literature review	majority of the literature search was conducted from March to July 2015 with a follow-up in January 2016. The review draws both national and international literature, published in the past 25 years.	effectiveness and outcomes of parental physical punishment; effectiveness and outcomes of other forms of parentaldisciplinary approaches; and the international experience of prohibition of physicalpunishment in law.	journal databases have been accessed: SCOPUS, ProQuest and WEST	Research has shown that both physical punishment and verbal punishment by parents are associated with negative developmental outcomes for their children. *Permissive* styles of parenting were associated with negative outcomes in adolescents.Research evidences positive outcomes of *authoritative* disciplinary styles; for example, in relation to internalisation of moral and social values.
13	**PARENTING STYLES USED WITH RESCHOOL CHILDREN AMONG ARABIMMIGRANT PARENTS IN A U.S. CONTEXT**Majedh F. Abu Al Rub(2013)	Col orad o	concurrent mixed-method design (Both Qualitative and Quantitative Design)	100participants found by convenience. A purposeful sampling was utilized for the qualitative component. Children aged between 3-5 yrs. The age range for mothers and fathers was	differences in parenting styles among Arab immigrant parents as a function of parentand child gender, perceptions	Parental AuthorityQuestionnaire (PAQ), (Buri, 1991); Semi-Structured interviews with 5 parents (couples)	most frequent parenting style reported by Arab fathers and mothers among the three subscales of parenting styles was *authoritative*followed by*authoritarian* and *permissive*.Interview results indicated that Arab parents changed their parenting practices from being strict and controlled in theircountry of origin, to being much more warm and nurturing in the U.S.

			between 25 and 45.	of Arabimmig rant parents in raising their children in the U.S., how these differ from theirexperi ences andpercepti ons in raising their children in their own countries.		
14	Examining Influences of Parenting Styles and Practices on Physical Activity and Sedentary Behaviors in Latino Children inthe United States: Integrative ReviewAna Cristina Lindsay et al	US A	integrative review - inclusion of qualitative, quantitative , and mixed- methods studies	16 reviewed studies & Latino children aged between 2 and 12 years	parents influence their children's physical activity (PA) and sedentary behaviors (SB)through their parenting styles and practices	SystematicReviews Meta-Analyses guidelines, five electronic academic databases (PubMed, SPORTDiscus, PsycINFO, PsycARTICLES, and CINAHL) were searched for peer-reviewed, full-text papers published in English. Of the 641 unique citations identified.	they provide good evidence thatparenting practices such as offering verbal encouragement, prompting the child to be physically active, providing logistic support,engaging and being involved in PA, monitoring, and offering reinforcement and rewards encourage, facilitate, or increase children'sPA. The examined studies also provide evidence that parenting practices, such as setting rules and implementing PA restrictionsdue to safety concerns, weather, and using psychological control discourage, hinder, or decrease children's PA

Interpretation of key findings

From the tabulation of systematic data, it can be said that the study ofSteele et.al (2018) finds that a direct yet non-significant effect of authoritative style of parenting on emerging adults' internalizing and externalizing problems showed that daughters tended to report lower rates of such problems when reporting effects of permissive parenting. The daughters also reported very high quality of father-daughter relationship.

A Study by Sarwar (2016) proposes that authoritarian parenting style pushes teens to become more delinquent primarily because the extreme strictness of the parents encourages them to be more rebellious. But the study also suggests that good parenting is authoritative wherein the parents are mindful of their children however they also try to understand the child's mindset to better interact with them. But a different study by Merlin et al (2016) suggests that the guiding parenting style produces better outcomes for children than the controlling or permitting parenting styles as the line between guiding parents and controlling parents lies between high and low responsiveness. Regarding cyber bullying, Katz et al (2019) observe that when parents generally use a controlling style, their children report greater involvement in cyberbullying. Prevalence was higher when parents who generally use a controlling style were less controlling or consistent when mediating internet use. Chen et al study in USA conducted a study on over 1000 participants where they found the mean BMI increase was 1.24 kg/m2 (SD=3.14) over an average of 9-years of follow-up. Participants generally reported high levels of parental warmth (mean=2.97, range: 1) especially when the parents were optimally permissive.

Susheela (2019) in her study on over 100 boys and girls in an Indian school finds that increased permissive parenting will reduce depression and increased authoritative parenting will cause major mental depression clearly establishing some of the benefits of permissive parenting. Supporting Susheela (2019) a work by Bhavani (2019) also finds that parental treatment such as screaming at the child and excessively criticizing or generally ignoring the child have harmful effect on the self–esteem of the child. Parents warmth and support predicted lower levels of depressive symptoms and lower levels of irritability hostility among the young adults.

Čablová et al conclude thatthere is some evidence of theprotective effect of an authoritative parenting style,there are many other individual, social, and environmentalfactors which can influence the initiation of alcohol use among children and adolescents. Keshky et. Al conclude their findings that the children of permissive parents are found to have the highest levels of self-esteem, whereas children of authoritarian andneglectful parents have lowest levels. The results of these studies however are unclear as authoritative and neglectful behaviours arecompletely different to each other with similar end results on children esteem. Hence it is still unfound which parenting style is favourable for the development of positive self-esteem. TheYee et. al. study illustrates that several parental behaviours strongly correlates of child foodconsumption behaviour. More importantly, this study highlights 3 main areas in parental influence of child food consumption that are understudied: active guidance/education,psychosocial mediators, and moderating influence of general parenting styles.Associations between parenting style and child BMI were strongest and most consistent within the longitudinal studies whereas authoritative parenting was associated with a healthy BMI.

Moving to punishments research has shown that both physical punishment and verbal punishment by parents are associated with negative developmental outcomes for their children. *Permissive* styles of parenting were associated with negative outcomes in adolescents.Research evidences positive outcomes of *authoritative* disciplinary styles; for example, in relation to internalisation of moral and social values. Majedh F. Abu Al Rub(2013) find that most frequent parenting style reported by Arab fathers and mothers among the three subscales of parenting styles was *authoritative* followed by *authoritarian* and *permissive.* Interview results indicated that Arab parents changed their parenting practices from being strict and controlled in their country of origin, to being much more warm and nurturing in the U.S. Lindsay et al they provide good evidence thatparenting practices such as offering verbal encouragement, prompting the child to be physically active, providing logistic support,engaging and being involved in PA, monitoring, and offering reinforcement and rewards encourage, facilitate, or increase children'sPA. The examined studies also provide evidence that parenting practices, such as setting rules and implementing PA restrictionsdue to safety concerns, weather, and using psychological control discourage, hinder, or decrease children's PA

Suggestions

With the various effects of parenting styles on their wards discussed, it is now imperative to discuss potential avenues for future research and hint some genuine areas which require deeper study, especially in India. Some of such areas where the Indian academia can study deeper is how to quantify and measure different parenting styles in different circumstances. Also, India - being very culturally diverse, it is important to develop a quantitative framework to measure the progress of parent-child relationship given the highly diverse way of upbringing in India.

- Another area that can be potentially studied is the clinical aspect of treating failing parent-child relationships and developing customised parenting interventions. However, we know little about why parents decide to engage in treatment or decline it. Before efforts to 'universalise' parenting interventions can be successful, more research has to be done about how to identify and access parents, particularly the most high-need parents who tend to be less likely to engage in interventions.

- Looking abroad, ambitious efforts to enhance children's upbringing have been suggested in many ways, including child policy changes concerned with increasing socially established childcare centres. Research on such policy changes may provide the kind of natural experiment in which alterations in financial standing may be linked with improvements in parenting and child outcomes.

- Further, with regard to raising awareness and sharing helpful information, there are few attempts to disseminate parenting advice and lessons to a wide audience using the media. Research efforts of this sort may be useful for intervention or for improving conceptions of parenting interventions so that higher levels of enrolment are attained.

- Finally, a potential area of research can be of how to arrive at financial estimates of developing and implementing parenting interventions, which then will be one of the next critical steps before rolling out parenting programmes is documenting the cost of programme implementation; that is, the recruitment, training and supervision of those who deliver the programme. We still know little about the background, training and experiences that make for effective programme leaders. Research that focuses on those delivering a parenting intervention may tell us just as much about how to improve outcomes as research on the parents taking part. Improving knowledge about the cost basis of parenting interventions will likely strengthen the case for disseminating effective programmes to the widest possible audience of parents.

Conclusion

The review allows us to conclude that the many studies show critical relationships between parenting styles and children's behavior problems. By reviewing the evidence in previous studies, it is evident that the guiding parenting style produces better outcomes for children in the areas of behavior, risk-taking, mental health, and academic achievement. The findings of this literature review have implications for parents regarding modeling the ideal parenting style. Controlling and permitting parenting styles have both harmful and beneficial effects on children, whereas the guiding parenting style has only benefits for children. Thus, Parents must heed this research knowledge, examine their own parenting styles, and possibly change their parenting styles to ensure the best outcomes for their children. Parenting style has substantial effect on children's development. However, an important fact that can be concluded from the findings here is that while parental attitudes can positively or negatively affect a child's behavior, the reverse is also true, i.e. the attitude of children can influence the impact of parenting (Chen et al., 2001).

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