



Effects of Abusive Parenting Styles on Social and Emotional Competence and Psychological Well-Being

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Abstract: The aim of the present study was to study the effects of abusive parenting styles on social and emotional competence and psychological well-being of young adults (17 - 25 years). Parenting is the process of nurturing and raising a child from infancy to adulthood. It entails a variety of tasks and duties, including attending to the child's bodily, emotional, and social needs, imparting morals and values, establishing rules and expectations, and directing the child's growth. Parenting that harms a child physically, emotionally, or sexually is referred to as abusive parenting. Social Competence describes the capacity to communicate clearly with others in a number of social contexts. Emotional competence is the capacity to appropriately identify and manage one's own emotions as well as those of others. Psychological well-being is a condition of excellent mental health and functioning in which people feel good, are completely present in their life, and are able to deal with stress and obstacles. A random sampling technique was used to collect a sample of 200 young adults (18 - 25 years). Multi-Dimensional Parenting Scale (MDPS) 1985, Social Competence Scale (SCS) 1992, Emotional Competence Scale (ECS) 1994 and Psychological Well-Being Scale 1989 were administered through a google form and offline mode. The data was analyzed quantitatively for correlation and regression using Statistical Package for Social Sciences (SPSS). Findings suggest that there is a significant relationship between Abusive Parenting styles with Social Competence, Emotional Competence and Psychological Well-Being of Young Adults. Also, Findings suggest that predictors explain 26.6% of variance in social competence, 25.4% of negative variance in Emotional Competence and 36.6% of negative variance in Psychological Well-Being.

Keywords: Parenting Styles, Social Competence, Emotional Competence, Psychological Well-Being.

I. INTRODUCTION

Parenting: The process of nurturing and raising a child from infancy to adulthood is referred to as parenting. It entails a variety of tasks and duties, including attending to the child's bodily, emotional, and social needs, imparting morals and values, establishing rules and expectations, and directing the child's growth. Several variables, including cultural background, individual ideas and values, and parenting style, can influence how parents approach parenting. Regardless of these variations, raising children to become healthy, content, and self-sufficient adults is the main objective of parenting. The techniques and approaches parents employ to raise and discipline their children are referred to as parenting styles.

Abusive parenting: Parenting that harms a child physically, emotionally, or sexually is referred to as abusive parenting. Abusive parenting practices are present in a variety of forms, including:

- Physical abuse:** This entails employing physical force—such as punching, slapping, kicking, or shaking—to injure a child. Physical abuse can result in severe physical harm as well as psychological and emotional harm.
- Emotional abuse:** This entails endangering a child's emotional wellbeing through words, deeds, or neglect. Belittling, criticizing, demeaning, or ignoring a child are all examples of emotional abuse. A child's sense of self-worth, sense of self-esteem, and capacity to develop healthy relationships can all be negatively impacted by emotional abuse over time.
- Sexual abuse:** This includes any type of sexual contact, fondling, or penetration between a youngster and an adult. A child's mental health and development may suffer severe physical and emotional injury in addition to long-lasting impacts from sexual assault.

- D) Neglect: This includes any form of penetration, fondling, or sexual contact between a child and an adult. Sexual assault can impact a child's mental health and development for a long time. In addition to causing significant physical and emotional harm.

Abusive parenting can gravely and permanently affect a child's physical, emotional, and social development. If parents or other carers believe they or someone they know may be exhibiting abusive parenting behaviors, it is crucial that they get help.

Social Competence: The term "social competence" describes the capacity to communicate clearly with others in a number of social contexts. It entails building and maintaining strong relationships with people through utilizing suitable social abilities like cooperation, communication, empathy, and dispute resolution. People that are socially competent are able to communicate their wants and sentiments while also respecting those of others. They exhibit empathy and sensitivity towards others, have accurate social cue recognition and interpretation skills, and are able to modify their behavior in response to various social settings and scenarios.

Emotional Competence: Emotional competence is the capacity to appropriately identify and manage one's own emotions as well as those of others. It calls for a range of skills, including emotional intelligence, restraint, empathy, and effective emotional communication. People who are emotionally capable can recognize and comprehend both their own and other people's emotional experiences. They are able to control their emotional reactions to various circumstances and communicate their feelings in constructive and suitable ways. Additionally, they have the capacity for empathy and the capacity to understand and respond to the emotions of others.

Psychological Well-Being: Psychological well-being is a condition of excellent mental health and functioning in which people feel good, are completely present in their life, and are able to deal with stress and obstacles. It is characterized by having a sense of direction and meaning, having a good social network, and feeling like you've grown and fulfilled yourself. Positive feelings like happiness, satisfaction, and fulfillment are all included in psychological well-being, which also includes a sense of autonomy, self-acceptance, and gratifying interpersonal interactions. It also entails having a sense of competence and mastery over one's surroundings, a sense of meaning and purpose, and the ability to be resilient and cope with difficulties.

II. NEED OF THE STUDY.

Abuse by parents can be physical, sexual, verbal, or emotional, among other things. The methods by which children and adults use information, attitudes, and abilities are referred to as social and emotional competence. Similar to other terminology used to describe positive mental states, such as happiness or satisfaction, psychological wellbeing (PWB) is a term that refers to these states. There is a strong correlation between abusive parenting and its impact on young adults' mental health, according to several research. This study will mainly highlight the kind of relationship that exists between Abusive Parenting Styles and Social Competence among young adults, Abusive Parenting Styles and Emotional Competence among young adults and the association between abusive parenting styles and psychological well-being among young adults. The goal of this research is to better understand how abusive parenting practices affect children's social, emotional, and psychological well-being in India.

III. RESEARCH METHODOLOGY

A quantitative, cross-sectional study approach was modified. The study's goal was to investigate how abusive parenting practises affect young adults' social and emotional competence as well as their psychological well-being. It was agreed that the effects of abusive parenting styles would be evaluated in this age group in the Indian context in order to examine the social competence, emotional competence, and psychological well-being of young adults. The samples included both males and females. Random sampling was used to choose the samples. The samples were assessed using the Social Competence Scale, Emotional Competence Scale, Psychological Well-Being Scale and Multi-Dimensional Parenting Scale. The independent variable was Abusive Parenting Styles, and the dependent variables were Social Competence, Emotional Competence and Psychological Well-Being. The samples were collected from young adults (17-25 years). After gathering the responses, scoring was done, and SPSS was used to do the analysis of the gathered data.

3.1 Population and Sample

The total sample of the study was conducted on Young Adults comprising of 200 participants; the sample was split on the basis of their age groups (17 to 25) years. For this study, Simple Random Sampling method was used to collect data.

3.2 Data and Sources of Data

The study was carried out by comprehending its goal and compiling literature reviews from earlier investigations. 200 participants were included, some received the questionnaire physically and some by email. Before distributing the questionnaires, the participants were made aware of the study's objectives. They also received clear instructions along with the questionnaire, and their informed consent was obtained for the study. In the study, four scales were applied to evaluate the Impact of Abusive Parenting Styles on Social Competence, Emotional Competence and Psychological Well-Being of Young Adults: Multi-Dimensional Parenting Scale (MDPS) 1985, Social Competence Scale (SCS) 1992, Emotional Competence Scale (ECS) 1994 and Psychological

Well-Being Scale 1989. After the data was gathered, it was tabulated in an excel sheet, followed by the use of SPSS to draw conclusions and show the whole study.

3.3 Theoretical framework

Bahmani, Naseri & Fariborzi (2022) carried out a study on the connections between parenting styles, parental addictions, and attachment styles and child abuse. The goal of this particular study was to complete the process of identifying these links. Regarding this, the interaction between parenting and attachment techniques and the mediating influence of addiction was looked at. For the study, the Addiction Severity Index (ASI), the Parenting Styles Questionnaire (PSQ), the Childhood Trauma Questionnaire (CTQ), and the Adult Attachment Scale (AAS) were all employed. The data only supported the correlation between the attachment avoidance index and the two parental affection and control components; no relationship between these components and the anxiety index was discovered. According to a study, the two elements of attachment and control, which are mediated by parental addiction, have an impact on the avoidance index simultaneously.

Sasan, Theresa, Kaligid, Aianne & Villegas (2022) conducted a study on the impact of poor parenting on the mental health of kids and teenagers. This article looked at the many parenting strategies used by households. Data from 6 people was gathered. Semi-Structured interviews were the primary strategy used in this study for data collection. This study illustrated the many approaches parents use to raise their kids as well as the many problems with contemporary parenting. It has been determined that parenting style is the primary factor in the majority of adolescent mental health issues. Based on their culture and cultural expectations, the majority of parents use a range of parenting techniques. It discussed parenting practices and how they impact kids' growth. The study also looked at how parenting style is impacted by socioeconomic level.

Peng, Hu, Yu, Xiao & Luo (2021) conducted a study on the link between parenting style and adolescent mental health: the effects of psychological rigidity and self-esteem. In order to understand how parenting style affects teenage mental health, this study looked at the mediating effects of two factors: psychological inflexibility and self-esteem. It was founded on the family systems theory, the psychological inflexibility theory, and the interpersonal acceptance-rejection theory. A sample of Chinese teenagers completed the Short Eigna Minnen Barndoms Uppfostran, Rosenberg Self-Esteem Scale, Avoidance and Fusion Questionnaire for Youth, Satisfaction with Life Scale, and Depression Subscale of the Youth Self-Report. The findings showed that psychological rigidity and self-esteem acted as mediators between parenting style and adolescent mental health. Due to the chain-mediating effects of self-esteem and psychological rigidity, parental emotional warmth specifically benefits adolescents' mental health. Adolescent mental health was negatively impacted by parental rejection and overprotection, which increased psychological rigidity and lowered self-esteem. These findings offer more advice for preventing and treating teen mental health issues.

Rachelle & Wapano (2021) conducted to see if parenting style could predict emotional IQ. This study, which involved 300 participants, looked at the connection between parenting practises and adolescents' emotional intelligence. 166 females and 134 males made up the sample. The Parental Authority Questionnaire (PAQ) and the Trait Meta Mood Scale (TMMS) are the tools that were used. The results showed that parental behaviours among adolescents strongly affected their emotional IQ. This study established the link between parenting styles and the development of emotional intelligence. The results shed light on the subject of emotional intelligence precursors and highlight the potential importance of parental influence on adolescents' emotional intelligence development.

Beyoğlu (2019) conducted a study on how Physical and Emotional Abuse, Neglect, Perceived Parenting Style, and Self-Esteem affect Emotional Intelligence in children in fourth and fifth grades in primary schools. The study examined the connections between neglect, parental style perceptions, physical and emotional abuse, self-esteem, and emotional intelligence. 250 kids in the 4th and 5th grades from 12 public primary schools in Northern Cyprus were recruited for the study both from their families and through personal contacts. The participants filled out the Coopersmith Self-Esteem Inventory, the Child Abuse Scale, the Parental Attitude Scale, and Bar-On Emotional Intelligence Scale - Child and Adolescent Form. It was found that self-esteem and parents' perceived authority strongly predicted emotional intelligence in 4th and 5th grade primary school pupils. Emotional abuse and the perception of authoritarian parenting were both strongly adversely linked with emotional intelligence. However, it was found that emotional neglect did not influence emotional intelligence in the same way that age, gender, the educational attainment of the mother, or that of the father mattered.

3.4 Descriptive Tool

A) Multi-Dimensional Parenting Scale (MDPS) was developed by Dr. N.S. Chauhan & C.P. Khokhar in the year (1985). It is a significant scale with a multidimensional nature that assesses both the maternal and paternal aspects of parental behavior. Information can be used in clinical and developmental research and in the poorly run system of adult education. It is a verbal five-point rating scale that can be administered both one-on-one and in groups in just under 30 minutes. The scale has 56 items in seven parenting-related categories and is available in the English language. You can get 8 types of scores separately for positive and negative dimensions of parenting behavior. A single score is constituted of Area*Item*Rating' value. The use of 'Stencil' gives ready scores and avoids multiplication procedure. Reliability 0.62 and 0.921 for both Positive and Negative Dimensions respectively and Validity 0.67 and 0.72 for both Positive and Negative Dimensions respectively.

B) Social Competence Scale (SCS) was developed by V.P. Sharma, Prabha Shukla and Kirna Shukla in the year (1992). There are 50 items on this scale. This scale is designed for students who are at least 14 years old and above. It measures social competence using five factors based on factor analysis: pro-social attitude, social competition, social leadership, social tolerance, and social maturity. For the scoring part, we must grade scores accordingly. For Very High we have to give 5 points. For High we have to give 4 points. For Average we have to give 3 points. For Low we have to give 2 points and for Very Low we have to give 1 point accordingly. Reliability and validity are 0.67 and 0.84 respectively

C) Emotional Competence Scale (ECS) was developed by R. Bharadwaj and H. Sharma in the year (1994). There are 30 items on this scale. It gauges emotional proficiency in five areas. I. sufficient depth of feeling, II. sufficient expression control of emotions, III. the capacity to function in the presence of emotions, IV. the capacity to deal with emotional difficulties and V. Improvement of joyful feelings both individually and collectively. It is used on the people who are 13 to 44 years of age range. It is a five-point scale based on the lines of Linkert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. Reliability and validity are 0.76 and 0.69 respectively

D) Psychological Well-Being Scale (PWB) was developed by Carol Ryff in the year (1989). The scale is a six-part model of positive psychological functioning with a theoretical foundation that encompasses multiple dimensions of wellbeing. We have used a shorter version of this scale that consists of 18 items marked as 1 for Strongly Agree and going down to 7 for Strongly Disagree accordingly. Reverse scoring is required for questions 1, 2, 3, 8, 9, 11, 12, 13, 17, and 18. Items that receive a reverse score have wording those contrasts with the scale's direction of measurement. Reverse-scoring an item is calculated with the formula [(Number of scale points) + 1 - (Respondent's answer)]

IV. RESULTS AND DISCUSSION

4.1 RELATIONSHIP BETWEEN VARIABLES

Table 1: Abusive Parenting Styles and Social Competence.

		SOCIAL COMPETENCE
1	P_ENCOURAGEMENT	0.24**
2	P_ACCEPTANCE	0.24**
3	P_INDEPENDENCE	0.14*
4	P_DOMINANCE	0.33**
5	P_HATE	0.23**
6	P_DISCOURAGEMENT	0.14**
7	P_REJECTION	0.30**
8	P_CONSERVATISM	0.36**
9	P_AUTOCRATISM	0.32**
10	P_DEPENDENCY	0.15*
11	P_SUBMISSION	0.15*

Table 1 represents correlation between Parenting Styles and Social Competence.

The association of Social Competence with encouragement, acceptance, independency, dominance, hate, discouragement, rejection, conservatism, autocratism, dependency, submission dimensions of Parenting Style was significant and positive.

[*. Correlation is significant at the 0.05 level (2-tailed)]

[**. Correlation is significant at the 0.01 level (2-tailed)]

Table 2: Abusive Parenting Styles and Emotional Competence.

		EMOTIONAL COMPETENCE
1	P_DEMOCRATISM	0.14*
2	P_PROGRESSIVISM	-0.17*
3	P_DOMINANCE	-0.39**

4	<i>P_INDEPENDENCE</i>	-0.41**
5	<i>P_HATE</i>	-0.38**
6	<i>P_DISCOURAGEMENT</i>	-0.42**
7	<i>P_REJECTION</i>	-0.38**
8	<i>P_CONSERVATISM</i>	-0.27**
9	<i>P_AUTOCRATISM</i>	-0.41**
10	<i>P_DEPENDENCY</i>	-0.26**

Table 2 represents correlation between Parenting Styles and Emotional Competence.

The association of emotional competence with democratism dimensions of parenting style was significant and positive. The association of Emotional Competence with progressivism, dominance, hate, discouragement, rejection, conservatism, autocratism, dependency, submission dimensions of parenting style was significant and negative.

Table 3: Abusive Parenting Styles and Psychological Well-Being.

		PSYCHOLOGICAL WELL-BEING
1	<i>P_ENCOURAGEMENT</i>	0.16*
2	<i>P_ACCEPTANCE</i>	0.23**
3	<i>P_DEMOCRATISM</i>	0.36**
4	<i>P_INDEPENDENCE</i>	0.35**
5	<i>P_DOMINANCE</i>	-0.31**
6	<i>P_HATE</i>	-0.24**
7	<i>P_DISCOURAGEMENT</i>	-0.25**
8	<i>P_REJECTION</i>	-0.43**
9	<i>P_CONSERVATISM</i>	-0.25**
10	<i>P_DEPENDENCY</i>	-0.31**
11	<i>P_SUBMISSION</i>	-0.20**

Table 3 represents correlation between Parenting Styles and Psychological Well-Being.

The association of Psychological Well-Being with encouragement, acceptance, democratism, independency dimensions of parenting style was significant and positive. The association of psychological wellbeing with dominance, hate, discouragement, rejection, conservatism, dependency, submission dimensions of parenting style was significant and negative.

4.2 EFFECTS OF VARIABLES

Table 4: Abusive Parenting Styles as a predictor of Social Competence.

DV: SOCIAL COMPETENCE					
	R	R SQUARE	ADJ R SQ	F	SIG
CONSERVATISM					
ENCOURAGEMENT	0.51	0.26	0.24	13.98	0.00
PROGRESSIVISM					
REJECTION					
DEPENDENCY					

Table 4 shows regression for predicting social competence using conservatism, encouragement, progressivism (positive impact), rejection, dependency (negative impact), and the model presented best fit excluding other domains. Findings suggest that predictors explains 26.6% of variance in social competence.

Table 5: Abusive Parenting Style as a predictor of Emotional Competence.

DV: EMOTIONAL COMPETENCE					
	R	R SQUARE	ADJ R SQ	F	SIG
REJECTION					
DOMINANCE	0.50	0.25	0.24	22.08	0.00
PROGRESSIVISM					

Table 5 shows the stepwise linear regression for predicting emotional competence using rejection, dominance, progressivism, and the model presented best fit excluding other domains. Findings suggest that predictors explain 25.4% of negative variance in Emotional Competence.

Table 6: Abusive Parenting Style as a predictor of Psychological Well-Being.

DV: PSYCHOLOGICAL WELL-BEING					
	R	R SQUARE	ADJ R SQ	F	SIG
REJECTION					
INDEPENDENCY	0.60	0.36	0.35	22.29	0.00
DOMINANCE					
AUTOCRATISM					
SUBMISSION					

Table 6 shows regression for predicting Psychological Well-Being using rejection (negative impact), independency, dominance (negative impact), autocratism, submission (negative impact), and the model presented best fit excluding other domains. Findings suggest that predictors explain 36.6% of negative variance in Psychological Well-Being.

The Aim of this research was to study the Effects of Abusive Parenting Styles on Social and Emotional Competence and Psychological Well Being of Young Adults. To fulfill this aim, 6 objectives were prepared. The first one was to study the relationship between Abusive Parenting Styles and Social Competence of Young Adults. The second one was to study the relationship between Abusive Parenting Styles and Emotional Competence of Young Adults. The third one was to study the relationship between Abusive Parenting Styles and Psychological Well Being of Young Adults. The fourth one was to study the effects of Abusive Parenting Styles on Social Competence of Young Adults. The fifth one was to study the effects of Abusive Parenting Styles on Emotional Competence of Young Adults. The sixth one was to study the effects of Abusive Parenting Styles on Psychological Well-being of Young Adults. Corresponding to these objectives, the following hypotheses were prepared: Hypothesis 1 was that there will be no significant relationship between Abusive Parenting Styles and Social Competence of Young Adults. Hypothesis 2 was that there will be no significant relationship between Abusive Parenting Styles and Emotional Competence of Young Adults. Hypothesis 3 was that there will be no significant relationship between Abusive Parenting Styles and Psychological Well Being of Young Adults. Hypothesis 4 was that Abusive Parenting Styles will significantly predict Social Competence of Young Adults. Hypothesis 5 was that Abusive Parenting Styles will significantly predict Emotional Competence of Young Adults. Hypothesis 6 was that Abusive Parenting Styles will significantly predict Psychological Well Being of Young Adults.

Random sampling method was used to collect the sample of 200 young adults (n=200) with the age range between (17-25) years. The questionnaires used for data collection included Social Competence Scale (SCS), Emotional Competence Scale (ECS), Psychological Well-Being Scale and Multi-Dimensional Parenting Scale (MDPS). The nature and goal of the study were explained to participants, and informed consent was sought from those who expressed interest. Participants were assured that their identities and the answers to their questions would remain confidential. The consent was completed online by some participants, whereas the majority of participants signed the consent form on paper. They were told that all information provided by them, including personal information, would be treated in complete confidence and that the study's findings would only be disclosed to participants at their express request. Participation was entirely voluntary and could be terminated at any time.

The explanation and interpretation of the results based on the hypothesis formulated for the present study are as follows: Hypothesis 1 states that There will be no relationship between the Effects of Abusive Parenting Styles on Social Competence of Young Adults. Findings suggest that the association of Social Competence with encouragement, acceptance, independency, dominance, hate, discouragement, rejection, conservatism, autocratism, dependency, submission dimensions of Parenting Style was significant and positive. Therefore, Hypothesis 1 has been rejected. This means depending on the parenting styles, Social competence will change. Li Xiang (2022) investigated The Influence of Parenting Styles on Social-Emotional Competence of Children. The result of the data analysis showed that the relationship between parenting practices and social-emotional development was discussed, along with the importance of parenting practices in the social-emotional development of children. The parenting practices' effects on children's social-emotional development were also examined.

Hypothesis 2 states that There will be no relationship between the Effects of Abusive Parenting Styles on Emotional Competence of Young Adults. Findings suggest that the association of Emotional Competence with democratism dimensions of parenting style was significant and positive. The association of Emotional Competence with progressivism, dominance, hate, discouragement, rejection, conservatism, autocracy, dependency, submission dimensions of parenting style was significant and negative.. Therefore, Hypothesis 2 has been rejected. This means depending on the parenting styles, Emotional competence will change. Li Xiang (2022) investigated The Influence of Parenting Styles on Social-Emotional Competence of Children. The result of the data analysis showed that the relationship between parenting practices and social-emotional development was discussed, along with the importance of parenting practices in the social-emotional development of children. The parenting practices' effects on children's social-emotional development were also examined.

Hypothesis 3 states that There will be no relationship between the Effects of Abusive Parenting Styles and Psychological Well Being of Young Adults. Findings suggest that the association of Psychological Well-Being with encouragement, acceptance, democratism, independency dimensions of parenting style was significant and positive. The association of psychological wellbeing with dominance, hate, discouragement, rejection, conservatism, dependency, submission dimensions of parenting style was significant and negative. Therefore, hypothesis 3 has been rejected. This means depending on the parenting styles, Psychological Well-Being will change. Loke, H. (2021) investigated the Relationship Between Parenting Style, Psychological Well-Being and Academic Performance Among University Students. The findings revealed a significant link between parenting practices and college students' psychological wellbeing.

Hypothesis 4 states that Abusive Parenting Styles will significantly predict Social Competence of Young Adults. Findings suggest that predictors explains 26.6% of variance in Social Competence. The findings support our hypothesis which suggests that the amount of Social Competence will significantly predict the parenting style an individual has been raised with. Shaffer, Burt,A. Keith,B. Obradović,J. Janette,E. Ann, S. (2009) looked at the mediating function of social competency in the intergenerational continuity in parenting quality. Even after accounting for age, IQ, socioeconomic status, rule-abiding behavior, and personality (i.e., constraint), the effects persisted across gender and ethnic minority status. It was discovered that social competency mediated the intergenerational relationship of parental effectiveness.

Hypothesis 5 states that Abusive Parenting Styles will significantly predict Emotional Competence of Young Adults. Findings suggest that predictors explain 26.6% of variance in Emotional Competence. The findings support our hypothesis which suggests that the amount of Emotional Competence will significantly predict the parenting style an individual has been raised with. Rachelle,M. and Wapano,R.(2021) investigated Does Parenting Style predict Emotional Intelligence? According to the findings, parenting practices among adolescents significantly predicted their emotional intelligence. This study proved that parenting practices influence the growth of emotional intelligence.

Hypothesis 6 states that Abusive Parenting Styles will significantly predict Psychological Well Being of Young Adults. Findings suggest that predictors explain 36.6% of negative variance in Psychological Well-Being. The findings support our hypothesis which suggests that the amount of Psychological Well-Being will significantly predict the parenting style an individual has been raised with. Kong,J.(2018) did a study on the relationship between childhood abuse and later psychological health: Current ties with the abusive parent's mediating effect According to this study, parent-child interactions continue throughout life despite childhood abuse, and maintaining a relationship with an abusive parent may harm the psychological health of adult victims.

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