

Research Article

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Exploring the Relationship Between Socio-economic Status and Parenting Styles: Educational Reflections from a Parental Perspective

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Abstract

Background/purpose. This study aimed to identify the prevailing parenting styles in the Bekaa region in Lebanon from the parents' perspective and to examine the relationship between these styles and parents' educational level, income level, age, and gender.

Materials/methods. A purposeful sample of 637 parents, representing the target population, was selected. Questionnaires were distributed to the parents via students in grades six and seven and were returned within 5–7 days. A quantitative research approach using a descriptive analytical design was adopted in order to examine the relationship between socio-economic status and parenting styles. Parenting styles were assessed using the Parental Authority Questionnaire (PAQ) and its updated version, the Parenting Styles and Dimensions Questionnaire (PSDQ).

Results. The results indicated that the authoritative parenting style was the most prevalent among parents in the Bekaa region. Spearman correlation analysis revealed no significant correlation between parenting styles and parents' income level or gender. However, a negative correlation was found between fathers' educational level and the authoritative parenting style, mothers' educational level and the neglectful parenting style, mothers' age and both the permissive and authoritarian parenting styles, as well as between fathers' age and the permissive parenting style. Additionally, the findings showed that mothers tended to be more authoritarian than fathers.

Conclusion. This study explored the relationship between parenting styles and various parental demographic factors, including income, educational level, gender, and age. The findings highlight that parenting style is not uniform across demographic groups, with certain variables playing a more significant role than others.



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1. Introduction

Parents play a crucial role in shaping their children's development and are considered a major influence on various aspects of their children's outcomes. The early years of a child's life are believed to significantly impact their future. Developmental psychologists have long sought to understand the relationship between parenting styles and children's behavior (Murphy, 2014).

However, establishing a clear link between parenting style and children's behavior is challenging. It is not uncommon to observe different behavioral outcomes among siblings who were raised similarly by the same parents. Parenting style refers to the strategies, techniques, and approaches that parents use in raising their children, and it plays a vital role in their development.

A landmark study on parenting styles was conducted in the 1960s by Diana Baumrind, who identified three primary styles: authoritarian, permissive, and authoritative (Baumrind, 1978). These styles are widely recognized and considered to encompass most parenting approaches. Later, Maccoby and Martin (1983) expanded this classification by introducing a fourth style: neglectful parenting (Maccoby & Martin, 1983).

Previous studies have shown that various demographic and socioeconomic factors influence parenting styles. In Cyprus, Demetrious and Hadjicharalambous found that parents with a lower educational level used authoritarian parenting styles and, at the same time, appeared to be more permissive toward their children. (Demetrious & Hadjicharalambous, 2020). Furthermore, a study done in Lebanon showed that the majority of the adolescents perceive their parents as authoritative (88.2%), while nearly equal percentages of the adolescents perceive their parents as permissive (6.0%) and authoritarian (5.8%) (Abou- Yassin et al., 2022). A study conducted in Saudi Arabia revealed that fathers' income was positively correlated with the permissive parenting style (Almudhee et al., 2023). Additionally, research from Albania showed that parenting styles are associated with parents' age; older parents were significantly more authoritative towards their children than younger parents (Kashahu et al., 2014).

While international research on parenting styles is extensive, there is a noticeable lack of empirical studies conducted in Lebanon. This study aims to address the gap by exploring the relationship between socio-economic status and parenting styles among parents in the Lebanese context.

2. Research Questions

The purpose of this study was to examine the parenting styles adopted by parents in Lebanon, specifically in the Bekaa region, and to explore the correlation between the most prevalent parenting styles and parents' income level, educational level, age, and gender. The study seeks to answer the following research questions:

1. What are the prevailing parenting styles in the Bekaa region of Lebanon?
2. Is there a relationship between parenting styles and parents' income level in the Bekaa region?
3. Is there a relationship between parenting styles and parents' educational level in the Bekaa region?
4. Is there a relationship between parenting styles and parents' age in the Bekaa region?
5. Is there a relationship between parenting styles and parents' gender in the Bekaa region?

3. Literature Review

3.1. Parenting Styles

Parenting is a complex activity that encompasses a wide range of behaviors, all of which can significantly influence a child's development and outcomes. Research suggests that the overall pattern of parenting, rather than individual practices, is a stronger predictor of a child's well-being (Darling, 1999). According to Baumrind, two main dimensions underlie parental behavior: parental responsiveness and parental demandingness. Parental responsiveness refers to a parent's ability to foster individuality, self-regulation, and self-assertion by being attuned and supportive to their children's needs and demands. Parental demandingness, on the other hand, involves the expectations and demands parents place on their children to become integrated members of the family unit. This includes setting maturity expectations, providing supervision, enforcing discipline, and confronting disobedience when necessary (Baumrind, 1971).

3.1.1. Authoritative Parenting Style

When interacting with their children, authoritative parents show high levels of warmth and control. This style of parenting provides a balance between authoritarian and permissive parenting. Authoritative parents use reasoning, discussion, and explanation and are consistent. To discipline their children, these parents use positive reinforcement and discussion of reasons and consequences. They also communicate clearly and encourage independence (Baumrind, 1973).

Authoritative parenting has been found to be positively associated with intrinsic motivation, high school achievement, peer acceptance, high self-efficacy and cognitive ability (Bronstein & Ginsburg, 1993).

3.1.2. Authoritarian Parenting Styles

The authoritarian parenting is characterized by low responsiveness and high demandingness. These parents are often emotionally detached but very controlling. They use force and power to control without questioning, discussion, or explanation (Baumrind, 1973). They exert a high degree of control and value clear, structured environment and obedience to rules. This parenting style had been negatively associated with academic achievement, expressiveness, independence, and low self-concept (Posner et al., 1998).

3.1.3. Permissive Parenting Style

Permissive parents display a high level of warmth and a low level of control. They are responsive to their children's emotional needs but are not controlling or demanding. They use love withdrawal and ridicule as means of punishment. Permissive parents are child-centered, but they are prone to anger outbursts when they reach their full capacity of tolerance (Baumrind, 1973). Children of permissive parents have high levels of confidence, but they are inclined to drug abuse, and they lack interest in schools (Steinberg et al., 1992).

3.1.4. Neglectful Parenting Style

Few demands, low responsiveness, and little communication characterize a neglectful parenting style. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children (Baumrind, 1991). Maccoby and Martin call this parenting style "Indifferent- Uninvolved" (Maccoby & Martin, 1983).

3.2. Parenting Styles and Arab Countries

In contrast to many Western countries, which fit into Baumrind's classifications of parenting styles, a cross-regional study showed that most Arab societies do not fit exclusively in these styles (Dwairy et al., 2006).

In addition, the parenting styles in traditional countries such as Yemen and Saudi Arabia were found to be more authoritarian than parenting styles in modern countries such as Lebanon and Jordan. Moreover, the parenting styles applied to girls tend to be more authoritative and less authoritarian than those applied to boys, and the parenting in rural areas tend to be more authoritarian. The socio-economic level of the family has a positive correlation with permissive and authoritative parenting styles and a negative correlation with the authoritarian style (Dwairy et al., 2006).

Furthermore, the results of a study done in Lebanon showed that the majority of the adolescents perceive their parents as authoritative (88.2%), while nearly equal percentages of the adolescents perceive their parents as permissive (6.0%) and authoritarian (5.8%) (Abou- Yassin et al., 2022).

Moreover, a study conducted in Saudi Arabia revealed that the authoritative parenting style was found to be the most commonly used style with 76.6%, followed by the authoritarian parenting style (12.5%), then the permissive parenting style (10.8%) (Almudhee et al., 2023).

3.3. Parenting Styles in Different Countries

Regarding the Latino Families, some researchers have described Latinos as permissive (Julian et al., 1994) and others as authoritarian (Steinberg & Darling, 1993). Vega found that parent and child interactions were characterized by warmth and nurturing (Vega, 1990). Some researchers have concluded that an authoritative parenting style is predictive of overall positive child outcomes in Latino families (Steinberg et al., 1992).

The results of a study conducted in China indicated that 38% of parents showed authoritative parenting style attitudes, 28% permissive, 19% authoritarian, and 15% neglectful parenting style attitudes (Chao, 2001).

Moreover, a study conducted in Albania revealed that prevail parenting style is the authoritative parenting style (Kashahu et al., 2014).

According to a study conducted by Mekonen in Ethiopia regarding the parenting styles used in Bahir town, authoritative parenting is the most common with the highest percentage, followed by authoritarian then permissive parenting style, and then the neglectful parenting style (Mekonnen, 2017).

On the contrary, one of the previous studies done in a junior high school in Indonesia in 2018 found that authoritarian was the most widely applied parenting style according to the perception of adolescents (49.9%) followed by the authoritative parenting style (37.9%) and the permissive was the least applied parenting style (12.2%) (Krisnana et al., 2019).

3.4. Parenting Styles & Parents' Educational Level

According to Dornbush educated parents show a more authoritative parenting style in comparison to the authoritarian and permissive styles (Dornbush et al., 1987). Also Teti and Candelaria suggested that parents with higher education showed an authoritative parenting style (Teti & Candelaria, 2002)

Furthermore, the study of Almutaalik showed that educated mothers, tend to be less authoritarian (Mutaalik, 1981). Moreover, the studies of Hana in Egypt (Hana, 1974) and the Sahrawi in Algeria (Al Sahrawi, 1998) showed that educated mothers tend to be more authoritative. According

to Dwairy, parenting styles in Arab countries are not influenced by social factors, such as parents' educational level (Dwairy et al., 2006). The results of several studies also showed a statistically significant relationship between parents' educational level and the authoritarian parenting styles (Al Atwi, 2006).

In addition, the study of Kashahu revealed that educated parents appear to be authoritative parents as all respondents have higher education and higher graduation level. Permissive parents have at most a high school education, while authoritarian parents are found to have a high school and 8-year education (Kashahu et al., 2014).

Also, a study conducted in Cyprus indicated that parents with lower educational levels used authoritarian parenting styles and, at the same time, appeared to be more permissive toward their children. On the other hand, parents with a higher educational level used the authoritative parenting style (Demetrious & Hadjicharalambous, 2020).

3.5. Parenting Styles and Parents' Age

The study by Alzayoud and Alrakoub, which examined the parenting styles practiced by Jordanian families from the parents' perspective, showed that there is no relationship between the age of the parents and parenting styles (Ruqoub & Al-Zayoud, 2008). While the study of Al Atwi showed a relationship between parenting styles and parental age, the greater the time difference between parents and children, the greater the chance of adopting authoritarian parenting styles in child rearing (Al Atwi, 2006).

In addition, a study conducted in Albania showed that parenting styles are associated with parents' age; older parents were significantly more authoritative towards their children than younger parents. Parents who practice authoritarian style are under age 34 (38.5%), Authoritative style between ages 35-45 (54.3%), and Permissive style at age 45 or older (20%). (Kashahu et al., 2014).

3.6. Parenting Styles and Parents' Income

Mcloyd has found that low parental income, as compared with middle-class parents, is more likely to use an authoritarian style and less likely to either support their children or provide them with stimulating learning experiences. They are more likely to use physical punishment and less likely to ask children about their wishes, reward children for positive behavior, or be responsive to children's needs (Mcloyd, 1990).

According to Thomas and Jenkins, there is a correlation between parents' income level and parenting styles; parents with low income levels are classified as authoritarian parents (Thomas & Jenkins, 1994). Also, the study by Dwairy revealed a relationship between parenting styles and parents' income level. A negative relationship was found between authoritarian parenting style and parents' income level, and a positive relationship between permissive parenting style and parents' income level (Dwairy et al., 2006). Moreover, Roiser & Corsaro found that working-class parents tend to adopt an authoritarian parenting style while middle-and upper-class parents emphasized self-direction, which is a trait of the authoritative parenting style (Roiser & Corsaro, 1993). In addition, Lorenz found that low parent's income level was directly related to authoritarian parenting style (Simons et al., 1994). Also, Posner, Vandel and Shumow reported that lower family income was associated with greater parental harshness (authoritarianism) (Posner et al., 1998). Furthermore, Al Sahrawi's study in Algeria showed that the higher the parents' income level is, the more the authoritative parenting style is adopted (Al Sahrawi, 1998). Another study conducted by Hadjicharalambous & Demetriou found that mothers with low income were more authoritarian than fathers with low income (Demetrious & Hadjicharalambous, 2020).

Fox and Timmerman's study (2007) found no relationship between parents' income level and parenting styles (Fox & Timmerman, 2007).

Furthermore, a study conducted in Saudi Arabia revealed that fathers' income was positively correlated with the permissive parenting style (Almudhee et al., 2023).

3.7. Parenting Styles and Parents' Gender

A U.S.-based study reported that mothers were rated higher in the authoritative and permissive styles compared with fathers. European American fathers, on the other hand, were found to be more permissive compared with mothers (Nadal, 2017). A study conducted by Kashahu, Osmanaga, and Bushati in Albania revealed that mothers appear to be more authoritative while fathers tend to be more authoritarian (Kashahu et al., 2014).

A study conducted in India found that fathers were more likely to use an authoritative parenting style with daughters and an authoritarian parenting style with sons (Bano & Vyas, 2016). Furthermore, a study done in Limassol in Cyprus found that the authoritarian parenting style was more common in fathers than in mothers (Demetrious & Hadjicharalambous, 2020).

4. Methodology

A quantitative research approach using a descriptive analytical design was adopted in order to examine the relationship between socio-economic status and parenting styles.

4.1. Participants' Characteristics

The sample consisted of 637 parents, selected using a purposeful sampling. We used purposeful sampling rather than random sampling; our selection process was designed to ensure that the 13 schools chosen represented the diversity of entire population of 130 public and private schools. While purposeful sampling does not aim for statistical representativeness in the same way as probability sampling does, it can yield a sample that reflects the population when clearly defined criteria guide selection. The schools were chosen to reflect key characteristics present in the population, such as geographic distribution, school size, educational type, and socio-economic context. Parents of students in grades six and seven, residing in the Bekaa region, with no history of substance abuse or divorce, were included. In addition, students at this stage are no longer in early childhood but have not yet entered adolescence.

The questionnaires were administered to students in grades six and seven from 13 public and private schools in the Bekaa region. The completed questionnaires were collected and used to answer our research questions.

4.2. Research Instrument

The instrument used in this research is a questionnaire which the researchers developed to assess parental authority from the parents' point of view. The questionnaire items were based on different standardized questionnaires: Parental Authority Questionnaire PAQ (Buri, 1991) and its updated version PSDQ (Robinson et al., 2001). The questionnaire consisted of 42 items, including 10 related to personal data about parents, such as their income level, educational level, and professions. The remaining thirty two items of this questionnaire were designed to reflect the four parenting styles previously described. Eight items treat each parenting style, and the respondents are directed to respond to each item on a 6-point Likert-type scale (ranging from 1=never to 6=always). The items were first written in English, then translated into Arabic, as it is the mother tongue in Lebanon.

To ensure validity, the questionnaire was reviewed by a panel of four experts in the field of education, who provided recommendations and suggested modifications to enhance the clarity of the items, address cultural considerations, and improve language use, thereby ensuring the tool's

validity among the Lebanese population. Subsequently, test-retest reliability was assessed to evaluate the consistency of the questionnaire. A pilot test was conducted with a group of 10 students from grades six and seven who were not included in the main study sample. Reliability was computed by Pearson's correlation (α) over time. Variables with $\alpha < 0.4$ are removed from the questionnaire. Only those with $\alpha > 0.4$ are recognized as reliable and are maintained in the final version of the questionnaire (Kowang et al., 2015).

4.3. Research Hypotheses

The null hypotheses adopted for this study are as follows:

There is no relationship between parenting styles and parents' income.

There is no relationship between parenting styles and parents' educational level.

There is no relationship between parenting styles and parents' age.

There is no relationship between parenting styles and parents' gender.

4.4. Statistical Analysis

Data from all completed questionnaires was coded and entered into Excel, then imported to SPSS for analysis. Unanswered questions were entered as "missing". Categorical variables were summarized by noting the frequency and percentages of responses for each category using tables and charts. Means and standard deviations were calculated for continuous variables.

Normality of the whole data was tested using the Shapiro-Wilk or the Kolmogorov-Smirnov. If the p-value was less than 0.05, this means that the distribution is not normal, and vice versa. In our study, the distribution is not normal; thus, non-parametric tests were used.

To compare only two variables across the different parenting styles, the Mann-Whitney U test was used. However, if more than 2 variables across the different parenting styles were compared, the Kruskal-Wallis test was used.

To assess the type of relationships between parenting styles and all the variables (parents' income, parents' educational level, parents' age, and parents' gender), Spearman's correlation was used.

All statistical analyses were conducted using SPSS 24 (Field, 2024).

5. Results and Discussion

5.1. Prevailing Parenting Styles from Parents' Perspectives

A total of 637 completed questionnaires were collected.

Results show that the mean scale (from 1-6) for authoritative style is (5.21), authoritarian style is (3.37), permissive style is (3.38) and neglectful style is (1.50), which is evidence of the authoritative Style scaled 5, while the authoritarian and permissive scaled around 3 and the neglectful style scaled 1.

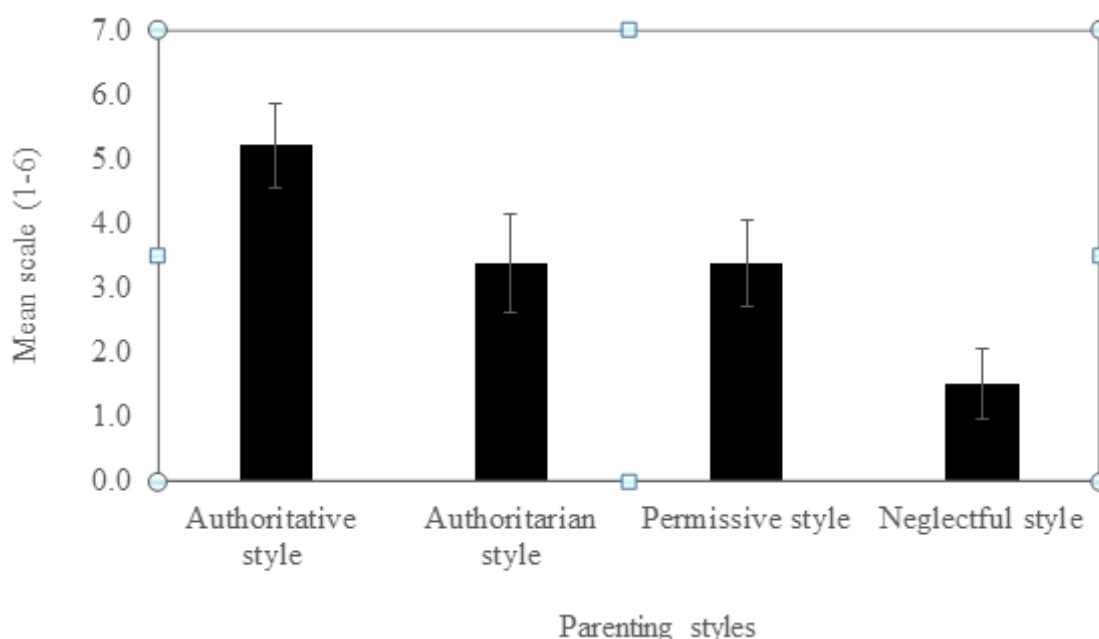


Figure 1. The Distribution of Parenting Styles Across the Studied Sample in the Bekaa Region, Lebanon (n=637)

5.2. The Relationship Between Parenting Styles and Parents' Income Level

Parents' income (from 300\$- 1500\$) is divided in to 5 groups 300\$-600\$, 601\$- 900\$, 901\$-1200\$, 1201\$-1500\$, 1500\$ and more.

The p-values for all styles are greater than 0.05, which shows that for the four styles, there is no evidence of a difference in the mean scales and parents' income level, and thus no relationship between parenting styles and parents' income.

5.3. The Relationship Between Parenting Styles and Parents' Educational Level

The parents' educational levels range from (1) PhD, (2) MS, (3) BS, (4) BACC, (5) none. The mean of both fathers' and mothers' educational level is baccalaureate.

5.3.1. Fathers' Educational Level

The p-values for all the styles are greater than 0.05, except for the authoritative style (p-value=0.042), indicating a significant difference between this style and father's educational level. In addition, a negative but weak relationship between the authoritative style and father's educational level (-0.060) was shown by spearman correlation, meaning that if father's educational level increases, the use of the authoritative style decreases. However, this correlation is not significant (p-value=0.136) (Table 1).

Table 1. Spearman Correlation Between Authoritative Parenting Style and Fathers' Educational Level (n=637).

Variable	Spearman correlation	P-value (significance)
Authoritative style	-0.060	0.136

* P-value<0.05: significant; p-value>0.05: not significant.

5.3.2 Mothers' Educational Level

At a significance level of 0.05, we have evidence of a difference in the mean scale of neglectful style (p-value=0.012) among the different mothers' educational levels only. Moreover, Spearman's

results revealed a negative relationship (-0.128) between neglectful parenting style and mother's educational level, indicating that as the mother's educational level increases, her use of the neglectful parenting style tends to decrease (p-value=0.001) (Table 2).

Table 2. Spearman Correlation Between Neglectful Parenting Style and Mothers' Educational Level (n=637).

Variable	Spearman correlation	P-value (significance)
Neglectful style	-0.128	0.001*

* P-value<0.05: significant; p-value>0.05: not significant.

5.4. The Relationship Between Parenting Styles and Parents' Age

The fathers' ages were classified into the following classes: (1) 30-50 (young), (2) 51-70 (middle), and 71-83 (old) and the mothers' ages as (1) 25-40 (young), (2) 41-60 (middle) and (3) 61-72 (old).

5.4.1. Fathers' Age

The p-values for the permissive parenting style (p-value=0.014) were less than 0.05, indicating a statistically significant difference in the mean scores across different age groups of fathers. In contrast, no significant relationships were found between fathers' age and the authoritative, authoritarian, or neglectful parenting styles. Furthermore, a significant Spearman negative correlation (-0.091) was observed between permissive parenting style and fathers' age, suggesting that as a father's age increases, his tendency to adopt a permissive parenting style decreases (p-value=0.024) (Table 3).

Table 3. Spearman Correlation Between Permissive Parenting Style and Fathers' Age (n=637).

Variable	Spearman correlation	P-value (significance)
Permissive style	-0.091	0.024*

* P-value<0.05: significant; p-value>0.05: not significant.

5.4.2 Mothers' Age

The p-values for the authoritarian and permissive parenting styles (p-values=0.050 and 0.015, respectively) are less than or equal to 0.05, indicating statistically significant differences in the mean scores for these styles across different mothers' age groups. Furthermore, a Spearman's negative relationship between both parenting styles and mothers' age was shown—that is, as a mother's age increases, the adoption of authoritarian or permissive parenting styles tends to decrease (p-values=0.041 and 0.004, respectively) (Table 4).

Table 4. Spearman Correlation Between Parenting Styles and Mothers' Age (n=637).

Variable	Spearman correlation	P-value (significance)
Authoritarian style	-0.082	0.041*
Permissive style	-0.114	0.004*

* P-value<0.05: significant; p-value>0.05: not significant.

5.5. The Relationship Between Parenting Styles and Parents' Gender

The results show that the p-value of authoritarian (p-value=0.032) is less than 0.05, indicating evidence of a difference in the mean scales among the genders. While, there is no evidence of a difference in the mean scales of the other styles.

Given that filling the questionnaire was mainly done by mothers (65.3%), we may consider that mothers are more authoritarian than fathers in this study.

6. Discussion

The first research question is "What are the parenting styles that prevail in the Bekaa region in Lebanon from parents' perspectives?" has no hypothesis since it is a descriptive question. The results reveal that the prevailing parenting style in the Bekaa region in Lebanon, according to the sample, is the authoritative parenting style with a mean of 5.2, followed by the same means for authoritative and permissive parenting styles, with means of 3.37 and 3.39 respectively, then followed by the neglectful parenting style with a mean of 1.5. This result is consistent with the findings of the studies of (Dwairy et al., 2006) (Mekonnen, 2017) (Abou- Yassin et al., 2022) (Almudhee et al., 2023), and Chao (2001), which revealed that the dominant style from parents' perspectives is the authoritative parenting style. While it contradicts the result of (Krisnana et al., 2019), which revealed that the dominant style from parents' perspective is the authoritarian parenting style.

The hypothesis "There is no relationship between parenting styles and parents' income" was accepted because the results show that, according to the sample, there is no relationship between parenting style and parents' income level. This result contradicts the findings of the studies of (Mcloyd, 1990), (Thomas & Jenkins, 1994), and (Demetrious & Hadjicharalambous, 2020), which reveal that there is a negative relationship between authoritarian parenting style and parents' income. However, this result contradicts the result of the study of (Almudhee et al., 2023), which reveals that fathers' income was positively correlated with the permissive parenting style.

The hypothesis "There is no relationship between parenting styles and parents' educational level", regarding the fathers' educational level, was rejected because the results show that, according to the sample, there is a negative relationship between authoritative parenting style and fathers' educational level. This result contradicts the findings of the study of (Dwairy et al., 2006) that showed that there is no relationship between parenting style and fathers' educational level. Also, it contradicts the findings of the studies by (Teti & Candelaria, 2002) and (Demetrious & Hadjicharalambous, 2020), which showed a positive relationship between authoritative parenting style and fathers' educational level.

Regarding the mothers' educational level, the hypothesis was rejected because the results show that, according to the sample, there is a negative relationship between neglectful parenting style and mothers' educational level. This result is consistent with the findings of the studies (Dornbush et al., 1987) and (Al Sahrawi, 1998). However, this contradicts the findings of the study by (Kashahu et al., 2014), which showed that permissive parents have at most a high school education, while authoritarian parents are found to have a high school and 8-year education.

The hypothesis "There is no relationship between parenting styles and parents' age" was rejected because the results show that, according to the sample, there is a negative relationship between permissive parenting style and fathers' age and a negative relationship between permissive and authoritarian parenting style and mothers' age. This result contradicts the findings of the study by (Ruqoub & Al-Zayoud, 2008), which showed that there is no relationship between parents' age and parenting styles.

The hypothesis "There is no relationship between parenting styles and parents' gender was rejected because the results show that, according to the sample, there is a relationship between parents' gender and authoritarian parenting style. This result contradicts the findings of the studies (Nadal, 2017) that showed that European American fathers were found to be more permissive compared with mothers.

7. Conclusion

This study explored the relationship between parenting styles and various parental demographic factors.

The results of this study indicated that there is no relationship between parenting styles and parents' income. Additionally, it showed that there is a negative relationship between the authoritative parenting style and father's educational level, and a negative relationship between the neglectful parenting style and mother's educational level. Moreover, the analysis revealed that there is a negative correlation between permissive parenting style and fathers' age and a negative relationship between authoritarian and permissive parenting styles and mothers' age. Finally, the results demonstrated that mothers are more authoritarian than fathers.

These findings underscore the importance of considering the broader socio-demographic context when assessing parenting practices. Understanding how different factors influence parenting styles can help educators and mental health professionals develop more targeted support programs for families, ultimately contributing to healthier child development and well-being.

The findings of this study have important implications on educators and counselors working with families. Future research should consider using probability sampling methods, a larger sampling size, and include more diverse geographic and cultural contexts to enhance the generalizability of the findings.

Declaration

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Data Availability Statement. The data supporting this study's findings are confidential, as the human ethics application binds them.

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