

## Relationship between parenting styles and socio-emotional skills in childhood: Documented review

### Relación entre estilos parentales y habilidades socioemocionales en la infancia: Revisión documentada

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#### Abstract:

Knowing which of the parenting styles favors the development of different socio-emotional skills was the objective of this document. A bibliographic research was conducted to identify the theoretical advances around parenting styles, socio-emotional skills, and the relationship between these variables. Results: It was found that the democratic style is the one that allows greater development of socio-emotional skills due to the assertive communication that exists in the family, compliance with the rules, and the expression of emotions. The permissive style allows the development of a good level of self-esteem but hinders the development of social skills. The authoritarian exhibits behaviors of low self-esteem and low affectivity, while the negligent shows unstable behaviors in their relationships and has been associated with depression and emotional immaturity.

#### Keywords:

*Socio-emotional skills, parenting styles, family, socio-emotional education.*

#### Resumen:

Conocer cuál de los estilos de crianza favorece el desarrollo de las distintas habilidades socioemocionales fue el objetivo del presente documento. Se realizó una investigación bibliográfica con el objetivo de identificar los avances teóricos en torno al tema de los estilos de crianza, las habilidades socioemocionales y la relación que existe entre estas variables. Resultados: Se encontró que el estilo democrático es el que permite mayor desarrollo de las habilidades socioemocionales debido a la comunicación asertiva que hay en la familia, el cumplimiento de las normas y la expresión de emociones. El estilo permisivo permite el desarrollo de un buen nivel de autoestima, pero dificulta el desarrollo de habilidades sociales. El autoritario exhibe conductas de baja autoestima, escasa afectividad, mientras que en el negligente se muestran conductas de inestabilidad en sus relaciones y se ha asociado con depresión e inmadurez emocional.

#### Palabras Clave:

*Habilidades socioemocionales, estilos de crianza, familia, educación socioemocional.*

### INTRODUCCIÓN

The family is the first social environment in which a human being lives, develops, and develops over an increasingly long time. It is a fundamental system in which the child learns to relate to others through constant interactions among its members. A high degree of interdependence is created where parenting styles by parents are determinants for cognitive, emotional, and social development, given that they are daily actions and habits that fathers and mothers manifest as a response to the needs of their children.

Jorge and González (2017) argue that in order to understand the processes of socialization and child development, it is important to know and study the child's relationships with their primary

caregivers; primary caregivers can be considered the biological or adoptive mother, the father, a grandfather or grandmother, a surrogate mother.

Parents or primary caregivers are the main ones responsible for the development of children and the pioneers in practicing parenting styles that will later influence the socialization processes (Enriquez, 2018), and it is in the family where they manage to establish the strategies for the same. These strategies will develop according to the tone of the relationship, the level of communication, and how the child's behavior is channeled. Parenting styles are how adults model to their children how to solve the problems of everyday life.

Jorge and González (2017) define parenting styles as "Knowledge, attitudes, and beliefs that parents assume about health, nutrition, the importance of physical and social environments, and learning opportunities for their children at

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home," and the expressions parenting styles, parenting patterns, parenting styles, and parenting models are often used as equivalents.

Parenting involves three processes determining children's adjustment to a social context: patterns, practices, and beliefs about parenting. Parenting styles refer to the norms that parents follow and consider necessary for their children to respond to the demands of daily life. Each culture establishes a different parenting style about its customs. On the other hand, parenting practices refer to the actions and behaviors of parents that they replicate in their children in the way they were learned through their upbringing. Beliefs about parenting are those knowledge acquired from the environment, from one's education, or from the context of how to raise a child, which provides them with security in their parenting process (García et al., 2017).

Villarejo et al. (2020) argue that parental socialization is a process that takes place from childhood to adolescence, where habits and values are transferred to children, which will help them to adapt to their culture and thus become responsible for the society in which they live.

Socioemotional skills are considered important to face negative situations in life. Ruvalcaba et al. (2019) state that emotionally and socially intelligent adolescents can face stressful situations, perceive and value their moods, regulate emotions, and be more assertive in difficult situations. He also conceptualizes socioemotional skills as a set of individual and interpersonal emotional abilities that, in some way, will influence a person's ability to know how to respond to the challenges of everyday life. At the same time, he argues that being emotionally and socially intelligent is knowing how to manage changes effectively, cope with immediate situations, solve problems, and make decisions realistically and flexibly.

According to Bisquerra (2001, as cited in Oliveros, 2018), developing emotional skills is the key to positive face problem solving, emotion regulation, achieving a more positive worldview, and acting socially successfully, i.e., acting emotionally intelligent to transcend.

Following the above, this bibliographic research seeks to determine whether parenting styles play an important role in the development of socio-emotional skills and, in the future, to develop intervention strategies in the psychoeducational field based on the identification and knowledge of the parenting style of families in order to generate models that can enable socioemotional competencies in children.

## **METHOD**

This study corresponds to bibliographic research oriented to identifying theoretical advances in parenting styles, socioemotional skills, and the relationship between these variables. Likewise, it was intended to analyze the advances in the role of the family in parenting and the repercussions on the development of socio-emotional skills using the documentary review methodology.

The methodological route used was the search for key terms: parenting styles, parenting patterns, parenting styles, family and parenting, socioemotional skills, socioemotional competencies, socioemotional skills, socioemotional skills, socioemotional competencies, authoritarian, democratic, negligent, permissive; for the selection of information. Articles were found from different databases, including Redalyc, Dialnet, and Scielo. Subsequently, the most recent articles from 2015 to date were selected from the articles found.

## **RESULTS**

According to Enríquez and Garzón (2018), the family is the fundamental unit where the bases of coexistence are learned; it is the first context in which the personality is configured. The said process occurs from upbringing, where, through example and using certain methods according to the child's situation, behavior, and culture, it imposes reasonable limits and promotes the development of values and self-control. They also mention that the family is the scenario where the first behaviors are learned. They deduce that parenting guidelines are the fundamental basis for developing assertive tools in the academic context.

As mentioned by Ramírez-Lucas et al. (2015), it is in the family context where children acquire from their parents the basis for the knowledge of emotions and the development of skills through interaction, fostering emotional development. This coexistence helps in the maturation of the areas of the brain in charge of emotional awareness and regulation.

Pinta et al. (2019) state that it is in the limbic system that the development of emotions is found through the amygdala and the hippocampus, which are responsible for emotions, memories, and thoughts and which are also regulated by the frontal lobe, in charge of executive functions. The strengthening of these brain pairs has a greater impact in the first years of life. It will be of greater benefit if they occur in a positive family environment since adequate stimulation will result in the management of assertive emotions.

Cuervo (2010) states that values, norms, roles, and skills are learned during childhood and makes clear the role of the family as the main influence in the socio-affective development of the child, which, together with parenting styles and patterns are a dimension to identify and prevent risk factors and mental health problems.

How parents model and socialize emotionally with their children are the way parents react to their children's emotions, the way parents talk about emotions, how they express their emotions, and the selection of situations conducive to emotions in the family and each of the parenting styles produce differences in the child's behavior, and for such reason, the style will cause different effects depending on the strategies that caregivers choose based on their emotional skills (Ramírez-Lucas et al., 2015).

Regarding the different parenting styles, four styles have been described: authoritarian, permissive, democratic, and neglectful. Currently, the classification comes from two studies conducted by Baumrind (1967, 1971 as cited in Torres, 2019), where the objective was to evidence how parenting styles impact the formation of personality in the child and classify them into authoritarian, permissive and democratic.

According to Baumrind (1996, as cited in Simaes et al., 2019), parenting styles are defined by the control and demand of primary caregivers towards children. Simaes et al. (2019) affirm that in order to carry out the classification, Baumrind concluded that there were four dimensions in which parents differ in parenting: the demonstration of affection, discipline strategies, communication with the children, and expectations of maturity from these characteristics is where the beliefs of the caregivers on the upbringing of children influence and that parenting styles facilitate and stimulate the development process in the child and are promoters of prosocial behaviors, self-direction and acquisition of significant learning in children.

Eleanor Maccoby and John Martin (1983, as cited in Rafael & Castañeda 2021) made two major contributions to Baumrind's classification; on the one hand of the four categorical criteria he used to classify parenting styles, they elaborated two continuous poles: control (where discipline and demands are integrated) and affection (affective care and communication are integrated). Baumrind later accepted these changes and integrated more elements into each parenting style. The second great change or contribution was to add the fourth parenting style, which was called neglectful.

Each parenting style has particular characteristics. In this regard, García et al. (2017) describe the authoritarian style as characterized by being rigorous and with a high value on discipline. The way to obtain obedience from children is through punishment to achieve order, maintain traditions, and comply with the tasks set. Children obey in order to avoid punishment and obtain parental approval. In the long term, autonomy and creativity are affected.

The permissive style creates a scenario of autonomy, where the child is free from parental control, and the use of restrictions, punishments, and authority figures is avoided. The child is allowed to act freely, even at the cost of their safety. Parents do not expect their child grow up with responsibility for their actions; therefore, according to Jorge and Gonzalez (2017), this can generate antisocial behaviors, dependencies, and low maturity levels. Likewise, they tend to have difficulties assuming their responsibilities, poor impulse control, and low frustration tolerance when listening to different points of view (Bohórquez et al., 2020).

Regarding the negligent parenting style, Torres (2019) describes it as a style in which caregivers do not attend to or satisfy the affective and disciplinary needs of the child. It is similar to the permissive style in that parents do not apply control elements. However, the permissive one does not apply it for ideological reasons, while the negligent one does not do it

for lack of time, interest, or personal comfort. They are not involved in any way in the child's upbringing and lack affective, communicative, and disciplinary involvement.

García et al. (2017) state that, regarding the authoritative or democratic style, parents assume a role aimed at responding to the child's needs more intentionally, thus allowing them to assume their responsibilities with autonomy and enhancing their personal development, socioemotional skills, and self-learning. Thus, the democratic style produces skilled, independent, and autonomous children.

According to Villarejo et al. (2020), in order to identify the optimal parental style, it is important to study the variables between the differences in adjustment and psychosocial competence among the children of families with each of the 4 parental styles (authoritative, permissive, authoritarian and negligent), since they show variations depending on the cultural or ethnic context in which parental socialization takes place. He also argues that parental styles are ineffective in all cultural contexts.

Now, sociocognitive skills, according to Bisquerra (2003, as cited in Ramírez & Castro, 2018), are a set of knowledge, abilities, skills, and attitudes that are necessary to understand, become aware of, express, and appropriately regulate emotional phenomena. According to Ramírez and Castro (2018), they originate in the construct of emotional intelligence.

Colunga and García (2016) argue that emotional intelligence and socioemotional skills represent useful personal tools for achieving adaptation levels in various areas of life, such as personal, family, social, academic, and professional. Among the socioemotional skills are self-motivation, self-esteem, self-regulation, stress management, assertiveness, empathy, decision-making, teamwork, and conflict resolution.

According to Mikulik et al. (2017), socioemotional competencies can be developed throughout life due to the implementation of knowledge attitudes and determined by personality traits. Likewise, they give greater emphasis to people's interaction with the environment, giving importance to the area of learning and development.

The purpose of these competencies is to add value and promote personal well-being. Bisquerra and Bisquerra Pérez (2009, as cited in Oliveros, 2018) classify socioemotional skills into five transcendent groups, which are:

1. Emotional awareness is that which allows recognizing and identifying one's feelings and emotions and being able to name the emotion instead of saying right or wrong; it also includes the ability to become aware of the emotions of others.
2. Emotional regulation is the ability to manage emotions in an appropriate way, i.e., to be aware of the relationship between emotion, cognition, and behavior.
3. Emotional autonomy refers to characteristics and elements such as self-esteem, the ability to seek help, and the emotional self-efficacy necessary to manage emotions personally.

4. Social competence, which is useful for maintaining good relationships with the people with whom we live, involves being assertive, having good management of basic social skills, having effective communication, and having prosocial attitudes.
5. Competences for life and well-being are acquired to adopt appropriate and responsible behaviors to face the problems of daily life in a healthy and balanced way.

In recent years, it has been observed how family dynamics, structure, and parental roles have been modified, regardless of the family model, whether single-parent or two-parent. We find families whose main objective is to maintain good communication through positive coexistence and effective communication, and where conflicts are seen as opportunities, these families are described as functional families by Mebarack et al. (2016). Likewise, he tells us that another type of family with an unstable emotional climate and confusing communication fails to meet the objectives of care and protection. It calls them dysfunctional families.

As previously mentioned, the family environment is the first relationship model for children; it is the space where they acquire the main tools to establish social bonds and the strategies that will allow them to develop in society. The parenting practices established in each of the styles are the main source of social skills where, in one way or another, they will be influenced by the beliefs and values of the parents, creating behavioral models and strengthening the foundations of the child's personality (Martínez et al., 2019).

Relationship between parenting styles and socio-cognitive skills:

Nowadays, different variables have been determined to establish parenting patterns from changes in the family structure, the need for women to be linked to working life and improve their economic conditions, situations of extreme poverty, have originated a socio-political transformation where families seek support from Government Institutions for food issues, protection, situations of neglect or domestic violence, even cases where children are forced to leave their homes to be inserted in temporary shelters. Such situations have been transforming the role of the family in terms of the transmission of culture and its role in socialization (Enríquez & Garzón, 2018).

Another variable to consider is the age of the parents as Infante and Martínez (2016, as cited in Torres, 2019) conducted a study on the defining parenting variables of primary caregivers, for which they used a sample of 24 to 59 years of age, in order to know their family dynamics, parenting practices, and experience during their upbringing. The study revealed that parents of younger ages (24-39 years) were more inclined towards more negotiating practices than caregivers of later ages. Research in European and Latin American countries has been found to relate the permissive parental style with better parental socialization and presents better results in the psychosocial adjustment of the families' children compared to the

authoritative style. Likewise, they establish the relationship between the style of permissive families and authoritative families with equal or greater well-being in criteria such as self-esteem or internalization of social values (Villarejo et al., 2020). Torres (2019) shows some research results when administering tests to evaluate the educational style of parents, self-concept, and self-esteem in children, revealing that in the authoritative and permissive parenting styles, favorable results are found for the development of the child having higher and more secure self-esteem, while in the authoritarian style results of low and fragile self-esteem are observed.

They found a direct correlation between affective practices and high self-esteem and a correlation between punishment, rejection, and imposition practices and low self-esteem. It is also interesting that, although the authoritative and permissive styles reflect high self-esteem in children, the result in terms of self-concept changes since, in the authoritative style, there is a higher self-concept. This is related to the combination of affection and non-imposing control in the children, promoting self-control and self-regulation, which is not developed in the same way in the permissive style.

Although favorable results have been found for democratic and permissive parenting styles, in a study conducted in Colombia with students aged 10 to 12 years, they investigated the relationship between parenting styles and bullying, applied the Abbreviated Scale of School Bullying Questionnaire and Parenting Styles Scale and found that when relating variables in students with a democratic or authoritative style did not present levels of bullying, victimization and other symptoms of bullying; while in homes where they presented a permissive style they presented a predisposition to bullying, finding high levels of predisposition to depression, anxiety, post-traumatic stress and effects on self-esteem. In addition, they found that parenting style was a determinant, and no relationship was found with family typology (Bohórquez et al., 2020).

In the research conducted by Torres (2019), he argues that both the negligent and authoritarian parenting styles are the most harmful to the social skills of the child since they showed the lowest scores in self-esteem, autonomy, and responsibility; they also presented results with low development of their cognitive abilities, they were emotionally immature, lonely and sad.

Rafael and Castañeda (2021) state that children who are raised by a neglectful parental style tend to present violent behaviors that will negatively impact the development of social skills, asserting a higher probability of developing a pattern of antisocial behavior that will probably be persistent throughout their lives.

Morales et al. (2017, as cited in Armijos & Castro, 2018) demonstrate in a research conducted in Mexico City to parents of children from 2 to 12 years of age that the positive involvement of parents from assertive communication, understanding, flexibility manage to moderate disruptive behaviors as opposed to parents who presented parenting practices such as physical punishment, little affection and

inconsistency of parenting styles that increased oppositional, aggressive and inattentive behaviors in children.

Likewise, they showed that in a research conducted in Honduras in 2015, they concluded that parents with an authoritarian and permissive parenting style highlighted aggressive behaviors, difficulty in interpersonal relationships, and the acquisition of socio-cognitive skills in addition to emotional immaturity (Armijos & Castro, 2018).

Sometimes in families, fathers and mothers may carry an ambivalent parental style for different reasons; it may be due to environmental or mood factors where sometimes there may be a positive environment and at other times an invalidating environment, i.e., sometimes they may show love and at other times they may show rejection or mistreatment. This ambivalent style is related to suicidal risk in adolescents due to a constant feeling of hopelessness and demotivation that may be reflected in great difficulties in performing their daily activities and negative thoughts about their future (Rafael & Castañeda, 2021).

## DISCUSSION

Enríquez and Garzón (2018) describe the parenting process as a sequence that parents initiate when they are children and are part of a family. However, there is a belief that by becoming parents, they know how to raise children and are prepared to face parenthood successfully. It is for this reason that it is considered that parents should prepare themselves to be able to develop their task effectively, given that technological advances, social changes, and the historical moments that are experienced in each generation imply recognizing that parenting is transforming, that they are not static actions that are presented through repetitive behaviors.

Parenting styles do not directly influence the development of children. However, they influence the development of certain skills and abilities, such as self-esteem, empathy, self-regulation, and social competence, which are considered within the socioemotional competencies. Parenting practices of the authoritative or democratic style are the most related to full development, prosocial behavior through parental behaviors of acceptance, involvement in parenting, and rational discipline, always aiming to meet the affective and disciplinary needs of the child (Torres, 2019).

Although it is not specified which sociocognitive skills are developed specifically in each parenting style, it can be deduced that the democratic or authoritative parenting style is the most favorable, followed by the permissive one, which, although positive results are observed in self-esteem, is not so positive for the development of autonomy and self-concept. Rafael and Castañeda (2021) mention in their research that the permissive parenting style results in low social skills in children, given that this style implies the absence of rules. There is no supervision, generating consequences, behavioral problems, and scarce skills to interact with because they hardly manage to adapt to

the rules of coexistence, which is essential to develop in daily life.

The research that has been done does not consider some variables, such as the impact on parenting styles when the child is raised under combined parenting styles between parents and secondary caregivers, since the care of the children has been delegated to other instances, such as daycare centers, grandparents or members of the extended family who currently take care of the children without reaching a negligent parenting style.

On the other hand, there is a need to develop and adapt measurement instruments to the Mexican population since currently there are few, and most of them are inventories aimed at parents without taking into account the children and their perception of the parenting styles and practices they receive.

We should not forget the need to propose intervention programs on parenting practices in basic education schools through parenting school programs that can help to propose certain preventive measures for risk behaviors and thus facilitate the practice of parents through behavioral and psychoeducation programs to promote the full development of socio-emotional skills.

In the framework of the COVID pandemic, a program on socioemotional education was implemented in basic education, which, although it helped children to a great extent to learn to recognize and express emotions, the need to work in a continuum with parents became visible.

Among the limitations found in this research was the lack of sufficient information about the neglectful parental style since it was observed that many studies do not consider it and only refer to Baumrind's classification of 1993.

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