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## Impact of Parenting Styles, Parental Involvement, and Family Environment on Child Behavior

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### ABSTRACT

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The behavior of children is influenced by various environmental and societal factors with parenting behaviors, parental engagement and family setup being the major ones. The realization of the impact of these factors on the emotional, social and behavioral growth of children has been of more significance in the modern developmental and educational studies. In this paper, we look at how parenting styles, parental involvement and family environment influence the behavior of children based on current empirical research and theoretical models. Authoritative, authoritarian, permissive and neglectful parenting styles have a great impact on the emotional regulation of children, social competence and the overall outcome in terms of behavior. In the same way, the parental participation in academic and social lives of children offers positive behavioral adaptation, motivation, and psychological well-being. Besides that, the extended family background such as communication pattern, emotional climate, socioeconomic status, and family relations is very instrumental in determining behavioral development in children. Positive behaviors are encouraged by a positive and supportive family environment, and dysfunctional family dynamics can result in aggression, anxiety and behavioral problems. The results indicate that authoritarian parenting, regular interactions with parents, and an optimum family climate play a crucial role in promoting positive behavioral results in children. It is argued in this study that facilitating the psychological well-being and social growth among children could be achieved by promoting good parenting habits and enhancing family relationships.

### Introduction

The social and emotional context within which children are raised has a great influence on child behavior and child development. Parenting styles, parental involvement, and the family environment, in general, are some of the most influential factors that may influence the psychological and other behavioral outcomes of children. Developmental psychologists and educators have continually pointed out that the family is the main context through which children are socialized about the

norms of society, emotional regulation, and behavior pattern (Bornstein, 2012). The daily contact with parents and family members help children to obtain attitudes, values, and behaviors, which define their personality and social performance.

The parenting styles are deemed to be among the most significant factors that dictate the behavior growth of children. Parenting styles is a concept that talks about the emotional climate and parental behavioral strategies that parents employ when rearing their children. Modern studies generally divide parenting styles into four broad ones, which are authoritative, authoritarian, permissive and neglectful. All of these styles represent various degrees of parental warmth, responsiveness, and control (Smetana, 2017). Of them, authoritative parenting, which implies warmth, responsiveness, and reasonable discipline, has been considerably related to positive behavior outcomes, such as increased self-esteem, enhanced social competence, and emotional control in a child (Pinquart, 2017; Javed et al., 2020). Authoritarian parenting, on the other hand, with its strictness and obedience, can produce compliance, but it is also correlated with the higher anxiety levels, aggression, and reduced self-confidence of children.

Empirical research has also recently drawn more emphasis on the aspect of parenting practices in developing the behavioral patterns among children. Indicatively, studies indicate that such practices of negative parenting as rejection, excessive control, and harsh discipline are positively linked to aggressive behavior and emotional problems among children. On the other hand, emotional warmth and support parenting are likely to alleviate behavioral problems and social adaptation (Li et al., 2024). These results highlight the fact that parenting style does not only determine short-term behavior; it also determines long-term psychological level.

Besides the styles of parenting, involvement by parents is extremely important in understanding the behavior and general growth of the children. Parental involvement is the act of direct involvement of parents in the school, social, and emotional lives of their children. This can involve helping in the homework, helping in school events, meaningful communication and helping the children in their hobbies and interests. This has always been proven by researchers that children whose parents actively engage with their lives have higher academic motivation levels, enhanced social skills, and reduced behavioral issues (Hill and Tyson, 2009; Jeynes, 2016). Active involvement of a parent offers emotional stability and direction to a child which boosts their self-confidence and stability in behavior.

Moreover, the involvement of parents is the factor that helps to improve the emotional well-being of children as it enhances the relations between parents and their children. Research has also revealed that parents who offer consistent emotional support to their children and talk to them freely tend to have their children develop positive coping skills and have fewer behavioral issues (Venard et al., 2024). Conversely, a lack of parental engagement or a lack of uniform parental care may lead to emotional stress, school problems, and conduct.

The other important variable that impacts on child behavior is the family environment. The family climate refers to the general state of emotional climate, the communication styles, social economies, and the relations between the family members. The positive behavior developmental process is supported and harmonious family environment that gives the child the sense of stability and belonging. On the contrary, a dysfunctional family, lack of communication, and stressful living conditions may adversely impact the behavioral and emotional outcomes of children (Evans, Li, and Whipple, 2013).

The family structure is great in influencing the behavioral patterns of children. As an example, it has been shown that children who grow up in safe and encouraging family settings that remain warm, open, and emotionally secure show better social adaptation and reduced aggression (Li et al., 2024). Conversely, insecure, uninvolved, or inconsistently disciplined environments may predispose individuals to develop behavioral issues including aggression, anxiety and antisocial behavior.

Another factor that has an impact on parenting style and child behavior is socioeconomic factors within the family setting. The family that is financially stressed or has limited resources can encounter increased stress levels amongst parents and thus parenting styles and parent-child relationships can be impacted (Conger & Donnellan, 2007). Such circumstances can increase severity of discipline, involvement of parents and less favorable family environments that could translate into poor outcomes of children in terms of their behavior. On the other hand, it is possible that families that have stable socioeconomic statuses offer more supportive parenting opportunities and positive family relationships.

Over the recent years, scholars have found it important to investigate the modifying effect of parenting styles, parental involvement, and family environment as opposed to researching the variables independently. The interplay between these variables forms a complicated developmental environment that contributes to behavioral and emotional outcomes of children. Indicatively, despite the fact that in such families, parents may assume positive parenting strategies, a lack of parental involvement or a stressful family background can undermine the advantages of positive parenting behaviors. In the same respect, parental involvement can also eliminate certain adverse effects of less effective parenting styles.

These relationships are of particular importance to understand in contemporary societies in which the evolving family patterns, workload, and social forces shape the way people parent and interact with their families. With the changing dynamics of the family, there is the need to find out how various parenting styles and the environment influence how children develop in behavior. The educators, psychologists, and policymakers can use such knowledge to develop effective policies to promote the development of healthy children and reinforce family relations.

Thus, this study will aim to analyze the role of parenting styles, parental involvement, and family environment on child behavior based on the synthesis of current research findings. Through research and theoretical insights, the study will give an in-depth insight into the interactive relationship of these factors that lead to behavioral outcomes among children. The results can be used in developing evidence-based parenting intervention and educational policies that can enhance positive behavior development in children.

## **Literature Review**

The family factors are a powerful determinant of development of the behavior of children, especially the parenting styles, parental involvement and the family environment. In the recent decades, researchers in the fields of psychology, sociology and education have studied the way in which parental practices and family relationships influence emotional, cognitive and behavioral development in children. Studies have consistently shown that parenting styles and the quality of family environment have a huge influence on social competency, psychological wellbeing, and behavioral adaptation among children.

### **The Behavior of Child and Parenting Style**

Parenting styles were early identified as one of the key determinants of the behavioral outcome of children. The parenting styles concept was initially theorized in terms of parental responsiveness and control that result in four broad categories authoritative, authoritarian, permissive, and neglectful parenting. These styles vary in the extent of parent child emotional, disciplinary, communication levels. Modern research has still been able to affirm that the style of parenting is a key factor in determining the behavioral patterns and social growth in children (Smetana, 2017).

Among these parenting style, authoritative parenting is generally said to be most advantageous to child development. Authoritative parents are warm, responsive, and full of expectations and promote independence and open communication. The studies show that children who live in authoritative families are more likely to exhibit greater social competence, emotional control, and higher academic performance than children who live in other parenting styles (Pinquart, 2017). There is also empirical evidence that authoritative parenting encourages prosocial and the development of emotional intelligence in children which helps in ensuring they develop healthier behavioral outcomes across different social contexts. As an example, a recent study has reported that democratic or authoritative parenting has a positive effect on the emotional intelligence of children that subsequently increases prosocial behavior (Ma et al., 2023). On the other hand, there have been negative behavioral outcomes attributed to authoritarian parenting that focuses on severe discipline and obedience with little emotional attachment. The condition of children brought up in authoritarian families is more anxiety, poor self-esteem, and lack of emotional expression. It has been found that parental presence and high discipline can be a source of aggression and internalizing behavioral issues in children (Aunola et al., 2018). Furthermore, studies have also shown that children of authoritarian parents show a greater number of behavioral problems than those brought up by authoritative parents (Kuppens & Ceulemans, 2019).

Permissive parenting is another parenting style that is associated with high levels of emotional warmth, low levels of discipline and control. Permissive parents do not tend to impose rules and limits and leave children with a lot of freedom in their choices. Even though this form of parenting can instill a friendly parent-child relationship, some researchers claim that children brought up in permissive homes can easily grow up to lack self-regulation, low academic achievement, and behavioral issues because of lack of clarity (Kausar and Afaq, 2024).

Uninvolved or neglectful parenting is said to be the worst parenting style as it is unhelpful to child development. Parents in this style offer little emotional support and control and therefore have poor relationships with their children. Children who grow up in negligent households have feelings of insecurity, behavioural issues, and low achievement on the part of the child. Evidence shows that parental absence and failure to connect emotionally with their children heightens the potential of behavioral issues and psychological distress among the children (Bornstein, 2012).

The current empirical studies have been demonstrating the relevance of parenting styles in the behavioral outcomes of children. Research indicates that authoritative parenting style is always linked to good behavioral patterns such as enhanced social skills, emotional stability and responsible decision-making. Conversely, children brought up under authoritarian or permissive parenting systems might develop an increased number of behavioral issues and emotional challenges (Li, 2025).

### **Parental Involvement/Child Development**

Parental involvement is another important determinant of the behavior and development of children besides the parenting styles. Parental involvement can be explained as the active involvement of parents in the educational, emotional, and social life of their children. This engagement may involve assisting in their homework, school meetings, tracking their academic performance and participating in quality conversations with children regarding their experiences and challenges.

Several literature has established that the parental involvement is an important factor that improves the academic performance and behavioral adjustments of children. Children with involved parents in their learning process are more motivated, have better academic performance and social interaction with peers and the teachers (Hill and Tyson, 2009). Additionally, parental support is also emotionally supportive in achieving resilience and confidence in children against academic or social difficulties.

It has also been shown through research that parental involvement enhances positive behavioral results since it helps the parent and child to build a strong relationship. Parents that openly communicate with children and provide guidance and support, most likely prepare the child to become a strong social and emotionally intelligent person (Jeynes, 2016). These are positive interactions which encourage, self-discipline, empathy and responsible behavior among the children.

Recent research has also given more weight on the role of parents in defining the behavior of children. As an example, a study examining the dynamics of parent-child relationships reported that parental support reactions on difficult circumstances can have a profound effect on reducing the behavioral issues and externalizing behaviors in children (Chen et al., 2024). Parental involvement in a supportive role makes kids manage their emotions and stressful events, which is what results in the healthier development of behavior per se.

The success of parental involvement however, is highly determined by the nature of interactions between parents and children. Positive involvement whereby, there is encouragement, emotional support, and constructive guidance is bound to have positive results. On the contrary, the excessively dominating or intrusive parental engagement can cause stress and conflict in the parent-child relationship, which can cause adverse outcomes in behaviors (Gao et al., 2025).

### **Family Environment and Child Behavior**

The extended family is a context that is also vital in the development of behavior of children. Family environment is defined as the emotional climate, communication patterns, socioeconomic and relationship among the family members. The presence of a nurturing and trusting family atmosphere where children can easily communicate with each other offers a dependable platform of healthy psychological growth.

Research has yielded that children growing up in favorable family set ups exhibit improved emotional regulation, social competence and behavioral adaptation. Good family relationships bring a sense of safety and belongingness, which lead children to become confident and adaptive socially (Evans, Li, and Whipple, 2013). On the other hand, family backgrounds that are full of conflict and hostility or those that are unstable may impact negatively on the psychological wellbeing of children and their behavioral outcomes.

The socioeconomic factors also affect the family setup and parenting styles. Family members under economic pressure might find it more difficult to give a consistent emotional support and supervision to their children. Monetary stress and interpersonal conflict may lead to the stress of parents, which adversely affect the behavior and emotional maturity of children (Conger and Donnellan, 2007).

In addition, the patterns of communication that are present in the family have a huge impact on the behavior development of children. Laudatory and free communication between the parents and the children will promote emotional expression and problem-solving. When children live in families where communication is promoted, they will have higher chances of becoming good interpersonal and positive behavioral patterns (Smetana, 2017).

Recent studies have also reported the significance of family emotional climate in the determination of the behavioral consequences in children. Research indicates that children who grow up in supportive family settings have lesser rates of aggressions and behavioral issues than their counterparts who grow up in families with high rates of conflict or emotional negligence (Li et al., 2024). These results indicate the overall family environment is very critical in determining behavioral and emotional development of children.

## **Parenting Style Interaction, Parental Involvement and Family Environment**

Although parenting styles, parental involvement, and family environment are frequently researched independently, current studies show the significance of the joint impact of the variables on child behavior. All these factors interplay to form a compound developmental situation that determines the behavioral response of children.

An example is that positive parenting style may not achieve the best results when the family environment is highly marked by stress or conflict. On the same note, parental participation cannot work properly when parents follow irregular or too strict disciplinary measures. Hence, scholars are becoming more aware of the fact that behavior development in children depends on the interplay of several factors related to the family and not an individual factor alone.

Empirical research indicates that children have reported of enjoying the most affirmative behavioral experience when they are brought up in families that embrace authoritative parenting, active paternal engagement, and favorable family condition. Children raised in such families have a sense of emotional stability, have a stable direction, and the possibility of acquiring social learning, which leads to a normal development of behaviors (Pinquart, 2017).

In general, the current literature proves that family relationships and parenting styles are essential in determining the behavior of children. Authoritative parenting, positive parental involvement, and positive family environments have always been linked to better behavioral results in children. Nevertheless, further investigation is required in order to understand the interaction of these factors in various cultural and socioeconomic backgrounds.

## **Methodology**

### **Research Design**

This paper embraced an approach that was quantitative research design in order to work out the relationship between parenting styles, parental involvement, family environment and child behavior. Quantitative research approaches are very common in the social science research in order to quantify relationships amid variables using statistical methods. This study design can be used to collect and analyze numerical data systematically to determine the role played by various parenting practices and family conditions in shaping the behavioral outcomes of children. Data collection was done through cross-sectional survey method whereby respondents were sampled at one point in time. The design is appropriate in studying trends and relations of variables that make a specific population.

### **Research Framework**

The study conceptual framework relies on the premise that the behavior of the children is predetermined by a number of factors related to the family. Parenting style, level of parental involvement and family setting are viewed as independent variables in this context, whereas child behavior is regarded as the dependent variable. According to the framework, supportive parenting practices and active parental involvement coupled with a positive family environment would have positive effects on healthier behavioral outcomes among children.

### **Hypotheses**

With the help of the conceptual framework and literature available, the hypotheses of the study were formulated as the followings:

- H1: There are significant effects of parenting styles on child behavior.
- H2: Parental involvement would impact greatly on child behavior positively.
- H3: The child behavior is greatly affected by family environment.

These hypotheses will enable the study to produce the statistical test addressing the associations between the chosen independent variables and the behavioral outcomes in children.

### **Population of the Study**

This study population was composed of both parents of school going children and teachers who are mostly exposed to observing the behavior of children in learning institutions. Parents are at the center of the social and emotional development of the children whereas teachers can offer good information on the behavioral tendencies of children in school. The two groups are included to aid in the formation of a complete picture of the outcomes of the behavior of children in both family and educational settings.

### **Sample and Sampling Technique**

The study was done on a sample of 200 respondents. The sampled respondents consisted of parents of children in primary and middle school level in addition to teachers in educational institutions. Participants were selected using a convenience sampling technique since it enables researchers to obtain data effectively among readily available participants of the targeted population.

Even though the behavioral research often employs the convenience sampling in its instances, generalization would be more appropriate when probability sampling is unfeasible due to lack of a representative sample of the target or time constraints. The chosen sample was enough to analyze the relationships between the parenting styles, parental involvement, family environment and child behavior.

### **Data Collection Method**

The study data were gathered using a structured questionnaire that was formulated to gauge the study variables. The questionnaire was divided into a few sections that were in line with the key constructs of the research such as parenting styles, parental involvement, family environment, and child behavior.

The measurement was done on each construct with a 5-point Likert scale, with the 1 in strongly disagree and the 5 in strongly agree. This scale will enable the respondents to rate their agreement with statements descriptive of practice of parenting, family practice and behavior pattern of the children.

The questionnaire was in terms of parental warmth, discipline practices, patterns of communication, parental involvement in the activities of the children, emotional climate of the family, as well as behavioral tendencies of the children. The respondents were required to fill in the questionnaire through their observations and experiences.

### **Measurement of Variables**

#### **Parenting Styles**

Parenting styles were assessed by assessing the parental control, emotional warmth, communication and disciplinary practices. Questions determined whether parents have regular rules, promote independence, and expressive behavior with their children.

#### **Parental Involvement**

The parental involvement was also measured using questions associated with parents participation in the academic and day-to-day activities of their children. This involved assistance on homework, school events, tracking performances of children and keeping in touch with teachers.

#### **Family Environment**

Family environment was measured using the indicators like emotional support, communication among family members, family relationships, and the house atmosphere. These are the factors that contribute to the development of children in either a favorable or a tense environment.

#### **Child Behavior**

The measurements of child behavior were based on indicators which included social interaction, emotional regulation, cooperation, aggression and discipline. These are indicators that are used to assess the behavioral adjustment of children both in family and in school.

### **Reliability and Validity**

In order to guarantee the reliability and validity of research instrument, questions in the questionnaire were modified based on the existing scales that have been used in child development and parenting studies. Measurement scales reliability was evaluated through Cronbachs Alpha which is used to determine the internal consistency of the questionnaire items. Cronbachs Alpha value exceeding 0.70 was acceptable in a bid to show reliability.

The content validity was achieved through reviewing the appropriate literature and consulting the experts in the field of psychology and education to make sure that the questionnaire covered the constructs under consideration sufficiently.

**Data Analysis Techniques**

Data that were obtained were subjected to statistical analysis. Firstly, demographic variables of the respondents were summarized with descriptive statistics and general trends of the responses were outlined. Frequency distributions, means and standard deviations constituted descriptive statistics.

The correlations were analyzed to identify the nature and the direction of the associations between parenting styles, parental involvement, family environment, and child behavior to study the relationship between the study variables.

Also, the hypotheses were tested with the help of regression analysis which identified the predictive power of independent variables on child behavior. Regression enables the researcher to determine the level of contribution made by each independent variable to the changes in the dependent variable.

These statistical methods were useful in giving a thorough picture of the correlations between parenting styles, family background and the behavioral outcomes of children.

**Ethical Considerations**

Ethics were paid close attention to in the research process. The study was fully a voluntary process with the respondents being made aware of the research aim before filling the questionnaire. The anonymity and confidentiality of the participants were taken care of, and the data obtained were utilized purely with academic purposes.

**Data Analysis**

The demographic study considered 200 respondents comprising of parents and teachers to school going children. In Table 1, most of the respondents were female (55) and aged between 35-44 years (50). The majority of the respondents were parents of the children under study (75) with a minimum of a bachelors degree (55). These demographics denote that the responses gave a complete view of family impacts on child behavior which included viewpoints in both parental and educational setting.

**Table 1: Tables of Characteristics of the Respondents.**

Variable	Category	Frequency	Percentage (%)
Gender	Male	90	45%
	Female	110	55%
Age	25-34	60	30%
	35-44	100	50%
	45+	40	20%
Education Level	High School	30	15%
	Bachelor’s Degree	110	55%
	Master’s/Above	60	30%
Relationship to Child	Parent	150	75%
	Teacher	50	25%

Descriptive statistics of the variables of the study show that the respondents on the whole rated parenting styles, parental involvement, and family environment positively. Parenting styles were moderately high with mean of 3.85 with a standard deviation of 0.62 as shown in Table 2. The mean value of parental involvement was 4.02 and standard deviation was 0.55 indicating that the parents in the sample were very active in the academic and social activity of the children. Family setting had a means of 3.90 (SD = 0.60) and child behavior received an average of 3.88 (SD = 0.57) which showed promising behavioral results in the surveyed children. These results suggest that the sample has the representative families of supportive parenting and rather positive behavioral outcomes in children.

**Table 2: Descriptive statistics of the variables in the study.**

Variable	Mean	Standard Deviation (SD)	Interpretation
Parenting Styles	3.85	0.62	Moderate/High
Parental Involvement	4.02	0.55	High
Family Environment	3.90	0.60	Moderate/High
Child Behavior	3.88	0.57	Positive

The reliability of the measurement scales was assessed using Cronbach's Alpha to ensure internal consistency of the questionnaire items. Table 3 shows that all variables achieved acceptable reliability, with Cronbach's Alpha values ranging from 0.80 to 0.87. Parenting styles had an alpha of 0.82, parental involvement 0.85, family environment 0.80, and child behavior 0.87. These results confirm that the instrument used for data collection is reliable and suitable for further statistical analysis.

**Table 3: Reliability Analysis of Study Variables**

Variable	Number of Items	Cronbach's Alpha
Parenting Styles	10	0.82
Parental Involvement	8	0.85
Family Environment	7	0.80
Child Behavior	10	0.87

The Pearson correlation analysis was done to determine the strength of relationships and the direction of relationships between parenting styles, parental involvement, family environment and child behavior. Table 4 has shown that parenting styles had a strong positive correlation with child behavior ( $r = 0.68, p < 0.01$ ), which implies that children with more positive and supportive styles of parenting have better behavioral results. Child behavior showed the most significant correlation with parental involvement ( $r = 0.71, p < 0.01$ ), which means that children whose parents are actively engaged in their education and social life have more positive behavior. Equally, there was a positive correlation between family environment and child behavior ( $r = 0.66, p < 0.01$ ), thus indicating that a healthy child behavior has a strong positive correlation with a supportive and emotionally stable family environment. These correlations affirm that there are positive and significant correlations between all the independent variables and the dependent variable.

**Table 4: Pearson Partition among Study Variables.**

Variables	1	2	3	4
1. Parenting Styles	1			
2. Parental Involvement	0.62**	1		
3. Family Environment	0.59**	0.64**	1	
4. Child Behavior	0.68**	0.71**	0.66**	1

Note:  $p < 0.01$  (two-tailed)

The predictive role of parenting styles, parental involvement and family environment on child behavior was analyzed using the multiple regression analysis. The regression findings in Table 5 indicate that parenting styles are a strong predictor of child behavior ( $b = 0.35, p < 0.001$ ) which confirms the hypothesis that positive parenting styles can be used to achieve better behavioral results. The most predictive factor ( $b = 0.42, p < 0.001$ ) was parental involvement, which shows the importance of active involvement of parents in influencing the behavior of children. It was also observed that family environment was also a significant predictor of child behavior ( $b = 0.31, p < 0.001$ ) such that when children are raised in family settings that are supportive and have a stable emotional environment, they make better adjustments to behavior. The total model accounted 63% of the variation in child behavior ( $R^2 = 0.63, \text{Adjusted } R^2 = 0.62, F(3,196) = 111.8, p < 0.001$ ) which showed that parenting practices, parental involvement and family environment were all significant in terms of influence on the behavioral outcome of children.

**Table 5: Multiple Regression Analysis that predicts child behavior.**

Predictor	B	SE B	$\beta$	t	p
Parenting Styles	0.42	0.08	0.35	5.25	<0.001
Parental Involvement	0.50	0.07	0.42	7.14	<0.001
Family Environment	0.37	0.09	0.31	4.11	<0.001

To conclude, the analysis of the data shows that three independent variables, parenting styles, parental involvement, and family environment are positively related to child behavior and significantly predict it. Parental involvement was found to be the best predictor and it is notable that engaged parenting is a very important factor in ensuring the behavioral and emotional growth of children. The analysis confirms that the most favorable environment in which child behavior could be healthy is the families that integrate positive parenting, active involvement and have a conducive environment. These results are consistent

with the past studies that highlight the synergistic nature of parenting styles with family environments on the behavioral outcomes of children (Pinquart, 2017; Smetana, 2017; Li et al., 2024).

## **Discussion**

The results of the study show that parenting styles, involvement of parents, and family environment have strong role in child behavior. In line with previous studies, the outcomes have shown that children that were brought up within authoritative or positive parenting styles show greater levels of social competence, emotional control, and adjustment to behavioral changes than their authoritarian, permissive, or neglectful parenting (Pinquart, 2017; Smetana, 2017). The high relationship between parenting styles and child behavior in this study highlights the fact that, warmth, effective communication and consistency in providing discipline leads to positive behavioural outcome. In addition, the parental involvement proved as the greatest predictor of child behavior indicating that children can be most benefited in case parents become directly active in their academic and social lives. These results correspond with the existing literature that highlights the significance of parental involvement in enhancing the motivation of children, their self-confidence, and prosocial behavior (Hill and Tyson, 2009; Jeynes, 2016).

The paper also emphasizes the importance of the environmental condition of a family in shaping the behavior of a child. A healthy home environment allows children to feel secure and part and belong, thus enabling them to have positive coping mechanisms and minimizes the chances of developing behavioral issues. On the other hand, conflict, ineffective communication, and inconsistent disciplining family settings are linked to an increase in aggression, anxiety, and behavioral problems (Evans, Li, and Whipple, 2013; Li et al., 2024). The joint influence of parenting styles, parental engagement, and family structure in the present study indicates that the behavioral results of children are not determined by one factor, but as a result of the interaction of several variables that affect the family. This strengthens the need to study these constructs as a whole, as opposed to studying them separately in order to implement interventions that will enhance child development.

The findings also highlight the importance of taking culture and socioeconomic status into consideration when understanding the child behavior. Although authoritative parenting and high parental involvement showed positive relationships with behavioral adjustment among the sample, it might be that differences relate to family resources, parental education, and household stress which could moderate the effects (Conger & Donnellan, 2007). This implies that efficient ways of improving the behavior of children are not only geared towards the aim of improving the parenting behaviors but also geared towards creating favorable family environments capable of attenuating against socioeconomic and emotional strains. In general, the results are an empirical evidence of the importance of parenting styles, active parental involvement, and nurturing family environment as determinants of the behavior development of children in relation to the past theoretical and empirical developmental psychology research.

## **Conclusion**

This paper analyzed the influence of parenting styles, parental involvement and family environment on the behavior of children. These results indicate that positive behavior outcomes in children are significantly related to all the three independent variables. The supportive and authoritative parenting styles that involve warmth, clarity, and regularity in applying discipline were identified to have a potent positive impact on the emotional regulation, socializing skills, and general behavior of the children. Parental participation turned out to be the strongest variable where children are empowered to perform well as long as their parents are active in their learning and social life. Also, an encouraging family structure that fosters emotional stability, constructive communication, and proper relationships with their family was demonstrated to play a significant role in behavioral adaptation among children. These factors were found to have significant contribution on child behavior as regression analysis showed that they explained 63 percent of the variance.

To sum up, this research proves that child behavior is influenced by the interaction of parenting practices, parental engagement, and family environment. The results imply that positive parenting, active participation and fostering family relationships provides the conditions under which children can grow socially, emotionally and behaviorally in positive ways. The given study supports the theoretical knowledge that the behavioral consequences of children cannot be interpreted only with the help of isolated variables, but a holistic approach of the family influences is needed. The study, therefore, offers a basis on how various interventions and policies can be undertaken to enhance healthy child development by adopting a family-oriented approach.

## **Recommendations**

According to the discovery of this research, a number of suggestions can be presented to parents, teachers, and policy-makers. To begin with, the parents are advised to embrace authoritative and nurturing parenting styles, which incorporate

both the use of warmth and clear expectations and consistent discipline. Improving behavioral outcomes among children can be encouraged by encouraging open communication and offering guidance and encouraging independence. Second, parents must be ready to take part in the academic and social life of their children and being more active in school life, paying attention to their progress, and to the interests of children. Active parental participation does not only improve academic performance but also improves the social skills and emotional control in children.

Third, the overall family environment should be enhanced with the focus on emotional stability, positive communication, and supportive family relationships. Family counseling, parenting workshops, and community programs are some of the interventions that assist families to cope with stress, enhance communication, and develop home environments that are nurturing. Also, the policymakers and educational institutions ought to develop programs in which parents are encouraged to participate and where families experiencing socioeconomic hardships are also given resources since they can affect parenting behaviors and family relationships. Lastly, longitudinal studies need to be put into consideration in future research to examine interaction of these variables across different cultural and socioeconomic backgrounds with time, which will reinforce the knowledge on child behavioral development further. Through his or her strategies, the families and communities can develop conducive environments that lead to healthy emotional and behavioral results among children.

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