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Navigating Child Development:

Insights into Parenting Styles, Cultural Influences,

and Emotional Competence

This book explores the complex and fascinating world of child development, delving into parenting styles, cultural influences, and the crucial role of emotional competence. Understanding these factors provides parents, educators, and caregivers with invaluable knowledge to nurture healthy growth and well-being in children.

Editors:
- **Assistant Professor Dr Saeid Motevalli**
- **Professor Dr Mansor Abu Talib**

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UCSI University®

Editors: Dr. SAEID MOTEVALLI
& Professor Dr Mansor Abu Talib

Wellbeing Research Center

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Navigating Child Development:

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Emotional Competence

THE AUTOPSY OF PAIN AND VIOLENCE IN PRISON

Acknowledgments

Writing a book is not a solitary endeavor, and we are immensely grateful for the invaluable support and assistance we have received from numerous individuals.

To all those who offered their suggestions and help during this book's creation, we deeply appreciate your contributions. Your insights and input have enriched this work and made it possible to share meaningful knowledge in the field of child psychology.

Thank you all for being an integral part of this journey, and for your continued support in our pursuit of contributing to the realm of psychological research.

Preface

This book, Perspectives on Children's Social, Emotional, and Cognitive Development, is the result of extensive research by a group of child psychology students led by Dr. Saeid Motevalli, Head of Child Psychology and Professor Dr Mansor Abu Talib at UCSI University's Faculty of Social Sciences and Liberal Arts. Through the seven chapters of this volume, we provide a thorough examination of the numerous elements of child development, including social, emotional, and cognitive components.

Our investigation is founded on the fact that parenting styles have a substantial impact on child development. According to studies, parenting styles have a significant impact on a child's experiences and development. Positive parenting practices are often connected with better outcomes, whereas negative ones may have the opposite impact. Understanding these approaches is essential for determining their influence on a child's social, emotional, and cognitive development.

This book places a strong emphasis on the importance of Adverse Childhood Experiences (ACEs). The groundbreaking CDC-Kaiser research from 1995 demonstrated the substantial consequences of ACEs on health and development. According to the American Psychological Association (APA), ACEs are disruptive experiences that occur during the formative years and have long-term consequences for family relations and child development.

Social and emotional competence are emphasised as crucial components of a child's development, frequently overshadowing academic understanding. Social competence includes self-awareness, empathy, and successful communication, whereas emotional competence is the capacity to identify, express, and manage emotions. These skills are essential to a child's entire developmental trajectory.

This book also investigates the influence of cultural factors on infant development, with a special emphasis on the settings of Malaysia and China. Malaysia's diversified society provides an ideal setting for investigating how diverse cultural influences impact cognitive and socio-emotional development. Similarly, China's distinct cultural settings give useful insights on the impact of cultural factors on infant development.

Additionally, the importance of play in early development is discussed, with a focus on its intellectual, social, and emotional advantages. Play is more than just an activity; it is an important educational tool that encourages creativity and promotes developmental progress.

The chapters in this collection cover a wide range of research interests and conclusions. This study collection examines the interactions of many elements influencing child development in depth, providing significant views for both researchers and practitioners in the field of child psychology. We believe that this book will be a great resource for understanding the complex dynamics of children's development, as well as contribute to current discussions and research in this critical field of psychology.
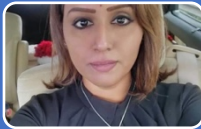
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CHAPTER ONE

INFLUENCE OF PARENTING STYLES ON CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

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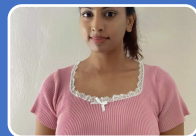
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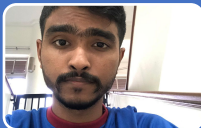
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ABSTRACT

Introduction: Every parenting style has a specific impact on a child's social, emotional, and cognitive development. When it comes to parenting styles, positive parenting styles are beneficial to a kid's life experiences, whereas negative parenting styles could be detrimental to the children. The four major parenting styles discussed are (i) Authoritarian, (ii) Authoritative, (iii) Permissive, and (iv) Uninvolved.

Objective: The purpose of this research is to define and investigate four unique parenting styles: authoritarian, permissive, neglectful, and authoritative parenting styles, as well as the influence these styles have on the social, emotional, and cognitive development of children.

Method: This study analyzes several perspectives and behavioral implications of the four parenting styles concerning the current literature. The research discusses nurturing levels, authority utilization, communicative understanding, anticipation management, and positive engagement.

Discussion: Children with authoritarian parents are more aggressive out to the world because their parents are too demanding and not comforting. Permissive parents are good at nurturing their children, but they have limited influence over them. As a consequence, their children internalize problems and become more persistent. A lack of participation on the side of neglectful parents may contribute to the development of probable depressive conditions in their children. When parents are authoritative, they establish a balance between caring and authority, which helps children develop healthy self-management skills and develop emotional intelligence.

Conclusion: Differences in children's behavior and mental well-being may be attributed to the fact that parenting styles have significant impacts on the impact that parents have on their children's development. For holistic child development, a balanced authoritative parenting style is the most effective. This contrasts authoritarian, permissive, and uninvolved parenting styles, all of which have adverse consequences.

Keywords: Parenting Styles, Children, Children's Social and Emotional Development

INTRODUCTION

      Parents have an extensive impact on their children's lives from infancy to maturity. Parents offer both positive and negative assistance to children. Parents exercise their authority to raise and develop their children into persons (Agbaria et al., 2021). Bronfenbrenner's socioecological paradigm which views progress as an interpersonal affair resulting from interactions between individuals and their environment implies that parents are one of the most important intermediate socialization mediators in children's development (Vasiou et al., 2023). Parents have the most essential environmental influences on a child's development. Parents are crucial mentors during their children's emotional, cognitive, and social development.

      Parenting has a significant impact on children's socioemotional development and behavioral adaptation as is widely recognized. Children's behavior and temperamental traits may thus affect or evoke parenting, while parenting can impact children's behavior. Positive parenting styles enhance a child's life experiences, whilst bad parenting methods cause harm to them (Zarra-Nezhad et al., 2020). Parents' positive engagement with their children is reflected in interactions typified by mutual pleasant feelings and respect which have been linked to a wide range of favorable outcomes in adolescents such as adaptive emotion management, self-worth, and social relationships. Parenting style is a compilation of parents' perspectives, behaviors, and thoughts. As a result, we may consider parenting styles as generic forms of child-rearing that resemble parents' normal approaches and attitudes (Lin et al., 2021). This research identifies four distinct parenting styles: authoritarian, permissive, neglectful, and authoritative.

      Authoritarian parents have shown strong demands for authority and maturity as well as poor levels of nurturing and conversational clarity (Lin et al., 2021). Authoritarian parents are extremely strict, exercise enormous control, demonstrate minimal warmth, and fail to connect effectively with their children (Batool & Lewis, 2020). This parenting style involves shaping and controlling their children's behavior based on a defined set of principles that they developed, with the expectation that they will respect these norms and implement consequences for noncompliance. They show minimal emotion, use just a few phrases to communicate their demands to their children and assume them to take what they say at their level (Vasiou et al., 2023). Authoritarian parents' behavior, which has never been characterized by responding parents and emotional accessibility, but by parental control, limits children's autonomy, values blind obedience, and adopts hostile one-way communication (Agbaria et al., 2021).

Permissive parents have shown high degrees of nurturing and conversational clarity, with a low degree of authority and maturity requirement (Lin et al., 2021). Permissive parents are not strict as they are accessible and affectionate with little authority (Batool & Lewis, 2020). Parents with this approach maintain a minimal amount of parental control while providing high levels of assistance for their children, reacting favorably to their children's activities with no punishment. This type of parent appears to the child as a resource for providing its needs, instead of an engaged individual capable of guiding its behavior. Permissive parenting promotes responsiveness despite the lack of parental control and maturity requirements, as well as consistent and explicit discipline and interaction (Vasiouet al., 2023). A permissive parenting style comprises a lack of inconsistent punishment, disregard for the child's noncompliance, and a deficiency of credibility in the parental position (Agbaria et al., 2021). Permissive parents usually reprimand, promote autonomy, and provide unconditional assistance to their children.

For uninvolved or inattentive parents, these types of parents show few expectations, exert little authority, and seldom exhibit their affection or express their feelings, emotions, and preferences (Batool & Lewis, 2020). Parents with this approach opted to stay detached from the requirements of their kids, giving the impression of indifference or neglect. Children reared by parents who lack emotional receptivity or love may struggle to build emotional relationships with people throughout their lives (Agbaria et al., 2021). While authoritative parents show control, nurturing, clear communication, and maturity requirements (Batool & Lewis,2020).

Authoritative parents, also known as democratic parents, make reasonable expectations and manage their children's behavior, when necessary, but they are welcoming, receptive and encourage positive interaction with their children (Lin et al., 2021). Parents with this approach try to deliver a high level of authority with solid parental assistance, offering their children straightforward regulations that they endeavor to implement, but also recognizing the children's desires and personal perspectives, and trying to influence the behavior of their kids while providing justifications and employing negotiation methods (Vasiou et al., 2023). Authoritative parents value responsiveness and authority. They do not, however, connect with their children by being invasive, criticizing, disciplining, or frightening, as authoritarian parents are known to do. In addition, they attempt to comprehend their children's requirements. They interact in a friendly, loving, and dialogic manner. They also offer advice and direction by recommendations, clarifications, and arguments. Furthermore, they establish developmentally appropriate standards while displaying responsiveness and tolerance by allowing children to practice autonomy and independence (Agbaria et al., 2021).

Child development professionals from numerous professions such as education, medicine, and child welfare recognize the significance of beneficial emotional and social growth in the child's well-being. Social-emotional competence has been classified down into five majors, associated domains by the Collaborative of Academic Social-Emotional Learning (CASEL) which includes self-awareness, self-management, social awareness, relational skills, and responsible decision making. The capacity to recognize the impact of one's own feelings, ideas, and moral principles on actions is known as self-awareness while the capacity to control one's feelings, ideas, and behavior under various circumstances is known as self-management. Next, the capacity to comprehend and sympathize with people from diverse origins and cultures is known as social awareness. Furthermore, the capacity to establish and preserve healthy interactions, along with certain communication and cooperation skills, is known as interpersonal ability. Making wise decisions after considering all available options while considering one's own needs as well as those of others and society at large is defined as responsible decision-making (Li, 2022).

Additionally, children's socioemotional competencies can be recognized through several positive and negative behaviors. Positive activities such as sharing, assisting, and cooperating can be classified as prosocial behavior while negative behaviors are frequently discussed in terms of externalizing and internalizing issues (Vasiou et al., 2023). Externalizing difficulties are characterized as a range of disruptive actions such as aggression, conduct problems, and impulsivity that represent a person's negative impact on his or her surroundings. Internalizing disorders such as depressive, anxiety-like symptoms are behaviors geared toward oneself rather than the outer world and are characterized by challenges in dealing with negative emotions (Zarra-Nezhad et al., 2020). Personal traits such as emotional intelligence and prosocial behavior as well as the sincerity of interpersonal connections are all influenced by a social environment, and parents are significant players in their social background.

Emotional understanding and self-regulation of emotions both influence preschool children's capacity to conform to social norms of behavior. A child participates in a network of relationships from a very young age, because of which they learn emotional experience and establish a unique style of behavior. A child's capacity to comprehend the idea of emotions, also known as emotional knowledge, is a complex concept that includes the comprehension of the components of emotions and the variables that influence the existence of positivity or negativity impact, as well as the recognition of their capacity to regulate their feelings. They acquire the distinction between socially acceptable and unacceptable behavior and gain abilities such as dedication when accomplishing challenging assignments, and resilience which includes

paying attention for a longer period of duration; expressing one's feelings in a society-appropriate way; and addressing social issues independently. Emotional self-regulation is an element of emotional growth that enables the enhancement of skills. These include self-distancing, compassion, and affection (Alwaelyet al., 2020). According to Mayer and Salovey (1997), the beginning of emotional skill learning occurs through interactions throughout the home setting, in which parents educate their children on how to associate their feelings with the social events that they encounter.

One of the main socialization processes, social experience is important for both emotional and cognitive development. It has a significant role in shaping perspectives, behaviors, and beliefs. In recent years, researchers from a wide range of fields have become increasingly interested in and attentive to the emergence and ongoing existence of prosocial behaviors in children and adolescents. Prosocial behaviors are any actions that are meant to assist or benefit those who are in need. It falls into three different categories: sharing, consoling, and assisting (Batool & Lewis, 2020). Children's prosocial behavior is influenced by their parents and their concerns (Batool & Lewis,2020). Warm parenting and positive discipline techniques help kids develop prosocial behavior and enhance their obligation to honor and take care of others. When parents develop determination, love, and connection in their children and model other-oriented behavior, youngsters can be more open to socialization techniques that promote empathy and caring for others. Parental practices significantly impacted how well children and adolescents got along with their peers. An additional conceptual foundation for thinking about how parenting influences peer interactions directly is provided by social learning theory. The extent to which teenagers imitate aspects of parent-child or parent-parent relationships in their peer relationships is the subject of several recent studies. Adolescent prosocial behaviors seemed to be strongly correlated with parenting styles, mostly because of their direct relationship to empathy and sympathy. Individuals' prosocial behavior has an impact on peer connections as well (Vasiou et al., 2023).

Positive parenting has been linked to beneficial results in children's development such as less externalizing behavior and more self-control, emotional control and emotional intelligence prosocial behavior, and affection and reverence for others which may indicate more healthy interactions with others and quality of friendship (Vasiou et al., 2023). Parental openness, emotion-related training, positive demandingness, and responsiveness are associated with higher emotional intelligence in children, but parental unaffected control, negative demandingness, and a critical attitude are associated with lower emotional intelligence. Research studies have demonstrated that parenting styles and practices promote children's

emotional intelligence, as well as a variety of other developmental results. Parental warmth is significantly connected to children's emotion awareness, emotion comprehension, emotion control, and early adolescent overall emotional intelligence. People who exhibit higher levels of prosocial behavior also exhibit lower levels of violent and antisocial behavior and are more likely to be accepted by their peers. Children can more effectively understand their parents' feelings when they see them as responsive and emotionally active adults. Furthermore, kids acquire greater emotional intelligence when parents allow them to talk to them about upsetting experiences and communicate their feelings. Children's understanding of their own emotions is adversely correlated with parental emotion-dismissing behaviors, such as minimization, correction, and agonizing responses to their outward displays of negative emotions (Vasiou et al., 2023). In summary, a child's profile demonstrating sufficient emotional abilities is associated with an appropriate balance of parenting styles, meaning that more positive practices are used, and fewer negative practices and severe control are used (Vasiou et al., 2023). In this paper, researchers will mainly discuss the impact of different parenting styles on children's social and emotional development.

DISCUSSION

The Influence of Parenting Style on Children's Socio-Emotional Skills

The Influence of Authoritative Parenting Style on Children's Social and Emotional Competence

Studies have shown over and over that children's social and emotional development is better when their parents are authoritative and show warmth, responsiveness, and fair expectations. Baumrind (1966) initially presented the notion of parenting styles, highlighting the positive effect of authoritative parenting on children's emotional regulation, compassion, and interpersonal abilities (Darling & Steinberg, 1993). Children who are reared by authoritative parents typically have elevated levels of social competence, emotional control, and self-esteem. This is because they grow up in a stable and supportive atmosphere that encourages their independence while still providing appropriate boundaries (Alegre & Benson, 2010).

Authoritative parenting promotes the development of stable attachment in children, establishing the basis for positive social connections and emotional self-regulation. This cultivates a robust sense of trust and security, therefore augmenting their emotional well-being. Establishing well-defined limits and unwavering principles promotes the development of self-

control and self-management, resulting in enhanced aptitude for collaboration, understanding, and positive conduct. Open communication and open decision-making in authoritative homes help kids learn how to talk to each other and solve problems, which are important for making friends, getting along with others, and healthily sharing their feelings. Children who are brought up in authoritative homes are more prone to displaying emotional intelligence and empathy. In general, the use of authoritative parenting has a favorable effect on the social and emotional competence of children.

The Influence of Authoritarian Parenting Style on Children's Social Skills

On the other hand, the authoritarian parenting style, which can be understood by enforcing strict expectations and showing minimal responsiveness, has been associated with negative effects on children's social and emotional growth. Studies indicate that children brought up in authoritarian parenting settings may display lowered levels of social skills, emotional comprehension, and empathy (Baumrind, 1967; Darling & Steinberg,1993).

Authoritarian parenting is defined by high expectations and rigid rules, which frequently lead to an absence of empathy and comfort for the child. This approach can impede children's capacity to acquire social skills, such as assertiveness, initiative in social situations, and problem-solving abilities, by reducing their chances of autonomy and independence. Dependence on external figures of authority for decision-making might impede their capacity to establish peer connections and express themselves in social environments. The prioritization of compliance and conformity can also restrict children's capacity to genuinely express themselves and cultivate genuine social connections. Insufficient emotional support can also affect children's ability to manage their emotions and interact effectively with others, resulting in issues in developing supportive friendships and facing emotional difficulties in peer interactions. In general, the practice of authoritarian parenting can have adverse consequences for children's social aptitude.

The Influence of Permissive Parenting Style on Children's Socio-Emotional Skills

Permissive parenting, which can be described as a high degree of warmth and a low level of control, has been related to various impacts on children's socio-emotional skills. Children who grew up in permissive environments may exhibit greater levels of emotional openness and social creativity However, they may also encounter difficulties in managing their feelings, developing self-discipline, as well as accepting responsibility for their actions (Darling & Steinberg, 1993; Pinquart & Kauser, 2018). Lack of clearly understood limits and

regular enforcement of rules in permissive parenting might potentially contribute to difficulties that children have in regulating their emotions and understanding social boundaries.

Application to Child Psychology and Education:
How Parenting Styles Impact Children's Behavior in Educational Settings
There is a substantial relationship between parenting methods and the behavior of children in educational environments. Studies suggest that children who are raised by authoritative parents show higher levels of academic motivation, engagement, and accomplishment. This is attributed to the development of solid self-regulation abilities and a positive mindset towards learning (Steinberg et al., 1992; Villodas et al., 2011). Children who come from authoritarian or permissive parents could encounter challenges in school because they lack insight into how to regulate themselves, remain motivated, or act in a way that corresponds to the circumstances (Dornbusch et al., 1987; Hill et al., 2014).

The Role of Parenting Styles in Building Resilience and Adaptive Skills in Children
Parenting styles significantly influence the development of children's ability to pick themselves back from challenging circumstances and their capacity to adjust and thrive. Authoritative parenting enhances resilience by cultivating autonomy, problem-solving skills, and emotional control, bolstering children's ability to manage stress and overcome challenges (Chang et al., 2018; Masten & Barnes, 2018). In contrast, both authoritarian and permissive parenting styles can impede the growth of resilience in children. This is because children may face difficulties in either adhering excessively to rules or lacking the essential emotional regulation and problem-solving abilities needed to effectively handle challenges (Hosokawa & Katsura, 2017; McKee et al., 2007).

Implications for Child Psychology and Educational Interventions
An in-depth comprehension of how parenting styles affect the social and emotional development of children holds significant implications for the fields of child psychology and educational approaches. Parenting training programs and other interventions that encourage authoritative parenting can improve kids' social and emotional skills, academic success, and general health (Sanders et al., 2014; Zhou et al., 2020). For example, school-based programs that teach parents about the effects of different parenting styles and help them adopt forceful methods can have a positive effect on children's social and emotional development and academic results (Gross et al., 2018).

Manifestation of Social and Emotional Development in Cognitive Abilities and Linking Social and Emotional Competence to Cognitive Development

A strong correlation has been shown between the development of children's cognitive abilities and their social and emotional skills. Studies indicate that children who possess greater levels of emotional intelligence and social skills have improved cognitive abilities, such as enhanced problem-solving, critical thinking, and academic achievement (Brackett et al., 2011; Denham et al., 2012). Understanding and controlling emotions, making friends, and figuring out how to get along with others are all skills that help kids' cognitive flexibility and general cognitive performance.

Cognitive Effects of Healthy Social and Emotional Development in Children

There is a significant correlation between children's healthy social and emotional development and their cognitive growth. Children who grow up in supportive and emotionally caring situations, where authoritative parenting techniques are present, tend to show better cognitive abilities, such as greater levels of attention, memory, and executive functioning (Hay et al., 2019; Taylor et al., 2014). Children with authoritarian or permissive parenting styles, on the other hand, may have cognitive problems like less ability to focus, forget things, and be flexible in their thinking. This is because their social and emotional development is slowed down (Hosokawa & Katsura, 2017; Ridout et al., 2018).

Meanwhile, impaired concentration can result from impaired attention and focus on activities, hindering their acquisition of knowledge and academic advancement. Memory retention challenges can result from the decelerated development of social and emotional skills, leading to difficulties in remembering and recalling information. Cognitive inflexibility can also occur in children without proper social and emotional development, preventing them from adjusting to new knowledge or changing situations.

The correlation between robust social and emotional development and cognitive advancement emphasizes the importance of establishing loving, supporting, and emotionally enriching settings for children. These settings are crucial in influencing not only their social and emotional welfare but also their cognitive capacities and overall achievements in various aspects of life.

The Interplay Between Parenting Styles, Social and Emotional Development, and Cognitive Abilities

The way that parenting styles, social and emotional growth, and cognitive skills all affect each other shows how closely these things are linked. Authoritative parenting enhances

children's social and emotional development, resulting in favorable cognitive results, however authoritarian and permissive parenting styles can have negative impacts on both socio-emotional and cognitive aspects (Darling & Steinberg, 1993; Lansford et al., 2018). The interdependence of these factors highlights the necessity of comprehensive strategies that target parenting methods to enhance children's socio-emotional and cognitive growth.

Parenting approaches have long-lasting impacts on the behavior and well-being of children that continue into adulthood. Individuals who were brought up by authoritarian parents during their childhood frequently have elevated levels of empathy, assertiveness, and the capacity to establish and maintain positive, nurturing relationships (Schwartz et al., 2011). On the other hand, persons who were brought up in an authoritarian parenting style may face difficulties in developing closeness, trust, and emotional openness, which can have negative effects on their adult relationships and mental well-being (Smetana et al., 2006). Permissive parenting can result in difficulties in establishing suitable limits and managing disagreements in adult relationships, impacting persons' overall welfare (Padilla-Walker & Carlo, 2014). In the long run, parenting styles also affect how well children do in school and their careers. Studies have demonstrated that people who were brought up with authoritative parenting tend to exhibit more academic accomplishment, motivation, and goal-directed behavior in their scholastic endeavors (Steinberg et al., 1992). Whereas children raised by authoritative parents may adhere to school norms, they may struggle with self-motivated learning and intrinsic motivation, which can negatively impact their future education and employment opportunities (Dornbusch et al., 1987). Permissive parenting can result in difficulties in creating goals, making decisions, and maintaining tenacity, which can impact an individual's professional path and job satisfaction (Lamborn et al.,1991).

Moreover, the way parents raise their children significantly influences their mental health and entire state of being. According to Russell et al. (2010), individuals who were raised by authoritarian parents during the early stages of life tended to have higher levels of psychological well-being, self-esteem, and efficient coping strategies when they encountered stress and challenging situations. In contrast, persons who were brought up in an authoritarian parenting style may encounter elevated levels of worry, self-questioning, and difficulty managing their emotions, which can have long-term effects on their mental well-being. Permissive parenting, although caring, might result in difficulties in cultivating a sense of responsibility, which in turn can hinder the ability to handle stress and develop resilience. Parenting styles significantly influence the social and emotional development of children. Authoritative parenting has a beneficial impact, whereas authoritarian and permissive parenting

has different outcomes. These results have important implications for child psychology and education because they show how important it is to encourage authoritative parenting to improve kids' resilience, social and emotional skills, and cognitive abilities. Gaining a deep understanding of how parenting styles, social and emotional development, and cognitive capacities interact with one another can offer useful insights for creating holistic treatments that promote children's overall well-being and academic achievement.

Strengths & Limitations of Parenting Styles

Parenting styles have a significant impact on children's development, particularly in shaping their social-emotional competence. Understanding the strengths and limitations of different parenting styles are crucial for effective child-rearing. There were a few journal articles reviewed and based on these articles, the strengths and limitations were extracted. Authoritative, Authoritarian, Permissive, and Neglectful parenting philosophies are commonly used. According to Baumrimd (2019), authoritative parenting includes providing unequivocal rules, attending to the requirements of kids, and promoting independence. Rigid rules, high expectations, and a lack of response are the hallmarks of authoritarian parenting (Steinberg et al., 2017). Low demands along with high responsiveness are traits of permissive parenting (Sutanti, 2020). Low expectations and low response are characteristics of negligent parenting (Darling & Steinberg, 1993).

Strengths of Authoritative Parenting Styles

Based on the excerpts provided from the reviewed articles, Authoritative parenting is associated with positive outcomes such as promoting self-awareness, self-management, relationship skills, and responsible decision-making in children. First, according to Lambold, Mounts, Steinberg, and Dornbusch (1991), authoritative parenting fosters children's **cognitive, social, and emotional growth**. According to a study by (Qin et al., 2021), positive social behavior, performance in school, and the mental health of kids are all positively correlated with authoritative parenting. This implies that children's general development and achievement are influenced by their parents' comfort, encouragement, and realistic expectations. It is often regarded as one of the most effective and beneficial approaches to raising children. According to (Mortazavizadeh et al., 2022), authoritative parenting style **creates positive developmental outcomes**. Authoritative parents create a warm and responsive environment, set clear rules, and provide support and explanations for disciplinary actions. This approach promotes self-awareness, self-management, relationship skills, and responsible decision-making in children. Authoritative parents encourage **independence and responsibility** in children by allowing

them to make choices within acceptable limits. This fosters a sense of autonomy and self-regulation. The article also speaks about **positive communication.** Authoritative parents use reasoning, explanation, and encouragement to guide their children's behavior. This open communication style helps children understand the reasons behind rules and consequences, promoting a healthy parent-child relationship (Hart et al., 2003).

Strengths of Authoritarian Parenting Styles

Based on the (Pinquart & Gerke, 2019) article, "Effect of Authoritarian Parenting Style on the Self-Esteem of Children", the Authoritarian parenting style discusses its potential impact. According to (Mendi & Eldeleklioğlu, 2016), Authoritarian parents typically establish **clear rules and expectations** for their children, providing structure and discipline. This parenting style can help establish boundaries and promote obedience. Zhou and Xie (2020) looked at the connection between parenting practices and prosocial behavior in teenagers in this meta-analysis. They found a slight benefit of authoritarian parenting on prosocial behavior, implying that stringent rules and demands could motivate teenagers to behave in a way that is beneficial and adheres to societal norms. Besides that, this paper cited (DeHart et al., 2006) mentioning this parenting style often emphasizes **obedience and compliance,** which can lead to well-behaved children in certain situations. Another strength that could be considered is **safety and security**. Authoritarian parents may prioritize keeping their children safe and secure, which can be beneficial in certain contexts (Zakeri & Karimpour, 2011).

Strengths of Permissive Parenting Styles

Based on the articles read and reviewed, the Permissive parenting style has its own set of strengths that can influence children's development. Permissive parenting is related to **warmth and nurturance**. The parents are often warm, loving, and responsive to their children's emotional needs (Muhliawati et al., 2023). The focus that permissive parenting places on creating a positive and affectionate bond among both parents and their kids is one of its main advantages (Baumrind, 1966). Children who have this strong link may have higher levels of self-worth, emotional stability, and interpersonal skills (Robinson et al., 1995). For example, (Xiang Niu et al., 2023) study discovered a favorable correlation between prosocial behavior with confidence in kids and permissive parenting. This can create a supportive and affectionate environment that fosters a strong parent-child bond. Furthermore, according to (Papalia et al., 2009) Permissive parenting style **encourages self-expression** and allows children the freedom to express themselves and explore their interests without fear of strict

consequences. Permissive parenting has the benefit of fostering children's independence and creativity (Robinson et al., 1995). In a loving atmosphere with minimal authority, children are encouraged to discover passions, take chances, and learn how to solve challenges. According to research by (Kerr et al., 2012), kids from permissive homes showed more autonomy and self-reliance than kids from more authoritarian homes. This can promote creativity, independence, and self-confidence in children. (Sarwar, 2016) also revealed that permissive parents tend to give **flexibility** in terms of responsiveness and have **open communication** with their children, allowing for discussions and negotiations about rules and decisions. This can help children develop critical thinking skills and autonomy. Children are more inclined to communicate their opinions and emotions honestly and to discover how to resolve disagreements with others when parents are less controlling and more tolerant (Lamborn et al., 1991). According to a study by (Miller et al., 2002), teenagers with permissive parenting have improved communication and conflict resolution abilities.

Limitations of Parenting Styles
Authoritative

While authoritative parents set clear rules and expectations, there is a risk of setting standards that may be too high for the child to consistently meet. This can lead to feelings of pressure and stress in children with **overwhelming expectations** (Denham, 2016). It is the risk of setting expectations that may be too demanding for children to consistently meet. The emphasis on autonomy and responsibility can create pressure for children to excel in various areas, leading to stress and feelings of inadequacy. Besides that, **struggling with consistency** is also another limitation of an authoritative parenting style. Maintaining a balance between warmth and discipline, which is a hallmark of authoritative parenting, can be challenging for parents. Inconsistencies in parenting behavior or responses may confuse children and undermine the effectiveness of the approach. Children's **behavioral and intellectual development** may become **rigid** because of strict authoritative parenting (Lareau & Conley,2008). Due to their upbringing in an environment with rigid rules and expectations, children may find it difficult to adjust to new circumstances or deal with sudden changes (Baumrind, 1971). This rigidity may make it more difficult for them to learn how to solve problems and negotiate challenging social circumstances (Lareau& Conley, 2008). Furthermore, in many cultural situations, authoritarian parenting might not always work (Lareau & Conley, 2008). According to Rothbaum, Morelli, and Winton (2001), some cultures place a higher importance on obedience and respect for authority, whereas authoritative

parenting places a greater focus on independence and self-determination. Under such circumstances, authoritative parenting may result in disputes involving parents and kids as well as challenges in integrating into the community (Lareau & Conley, 2008).

Authoritarian

To begin with, children who experience authoritarian parenting tend to have issues with their mental health. According to a study by Baumrind (2014), children raised under authoritarian parenting had **higher rates of anxiety and despair**. In a similar vein, the articles reviewed (Peng et al., 2021) found that internalizing issues like pessimism and nervousness were more common among kids nurtured in authoritarian homes. When contrasted with the nurturing, adaptable, and authoritative parenting style, the authoritarian approach is more **rigid and harsh**. Authoritarian parents tend to be rigid and inflexible in their approach to parenting. They often have strict rules and expectations that leave little room for negotiation or compromise. Another limitation of authoritarian parenting is authoritarian parents rely heavily on punishment, coercion, and discipline to control their children's behavior. This can lead to a punitive environment where children may fear making mistakes or expressing themselves freely (Stan, 2018). The authoritarian parenting style **suppresses children's autonomy** and independence by imposing strict control over their actions and decisions. This can hinder the development of critical thinking skills and self-reliance in children. Furthermore, it has been discovered that authoritarian parenting prevents kids from growing up to be independent and confident in themselves. According to a 2017 study by Steinberg and colleagues, kids within more open-minded homes expressed higher levels of autonomy and self-esteem than those kids from authoritarian households. This result is in line with studies by (García et al., 2018), which showed that children's independence and self-esteem were badly impacted by authoritarian parenting.

Permissive

Researchers have shown curiosity about the concept of permissive parenting, which is defined as focusing on the psychological well-being of the child, minimizing supervision, and exhibiting a lack of punishment. Numerous journal publications have addressed the limitations that have been linked to this parenting approach. One of the main limitations of permissive parenting is the **lack of clear rules and boundaries** for children to follow. Without consistent guidance, children may struggle with self-regulation, discipline, and decision-making. The low rigidity component of the permissive parenting style refers to the way a parent sets rules concerning their children as well as how they discipline their children by those rules. According to (Santrock, 2014), parents ought to prevent taking on a permissive parenting style since it

results from showing their kids too much love and making them think of them as "bosses." The possible effect of permissive parenting on kids' future accomplishments and achievement in school is one of its main drawbacks. Permissive parenting has been associated with **inferior academic accomplishment** because, as noted by (Grolnick & Ryan, 1989), these parents frequently give minimal control and instruction, which might impair their children's drive and disciplined behavior. Furthermore, with a permissive parenting approach, **the Risk of Entitlement** is higher as it leads to children feeling entitled or believing they can always get their way. This may result in challenges with respecting authority, following rules, and understanding limits (Sarwar, 2016). According to (Muhliawati et al., 2023), parenting style is associated with higher levels of **disruptive behavior and delinquency in adolescents**. Without appropriate guidance and structure, children may exhibit difficulties in social interactions and academic performance. They are more inclined to display insufficient social abilities and encounter rejection from peers, both of which can exacerbate emotional and behavioral issues.

Uninvolved

The uninvolved parenting style, also known as indifferent parenting, has several limitations that can impact children's development negatively. Some limitations of the uninvolved parenting style extracted from the journals reviewed include that uninvolved parents often show little to no emotional support or warmth towards their children with **a lack of emotional support**. This lack of emotional connection can lead to feelings of neglect and insecurity in children (Garcíaet al., 2018). Besides that, according to (Morris et al., 2017), uninvolved parents provide **minimal guidance, supervision, and structure for their children**. This lack of parental involvement can result in children feeling lost, unsupported, and unsure of boundaries. It also reduces socialization opportunities. Children raised by uninvolved parents may have limited opportunities for social interaction and may struggle to develop social skills and form healthy relationships with others. Furthermore, they have a **higher risk of behavioral issues**. (Pinquart & Gerke, 2019) suggests that children of uninvolved parents may be at a higher risk of engaging in deviant behavior, exhibiting low self-control, and experiencing difficulties in self-regulation. The lack of parental involvement and emotional support uninvolved parenting can contribute to **low self-esteem**, feelings of worthlessness, and a lack of confidence in children and eventually facing academic challenges due to the lack of parental encouragement, support, and involvement in their education. It is important to note that an uninvolved parenting style can have long-term detrimental effects on children's emotional, social, and cognitive development. Parents and caregivers are encouraged

to seek support and resources to adopt more positive and involved parenting practices for the well-being of their children (Sarwar, 2016).

CONCLUSION

Numerous studies have been conducted on a range of topics, including parenting, parent-child interactions, parenting style, effortful parenting, the idea of parenting, and parents' and children's cognitive development. The primary objective of the current study includes child development, maturation, and parental styles. The first year of life is when children begin to grow cognitively, and it then advances steadily after that. Positive parenting is necessary for children in a variety of difficult circumstances. A child has the confidence to tackle important and difficult issues via parenting. The child's maturity and cognitive growth depend on sensitive parenting and caregiving. It has been noted that media has a critical role in enhancing strategies for parenting.

Emotional and behavioral control is a prerequisite for parents to take care of their kids. Infants, young children, and adolescents encounter a variety of issues. Permissive parenting, authoritarian parenting, authoritative parenting, and uninvolved parenting are the four styles of parenting that are commonly observed (Gralewski & Jankowska, 2020; Jankowska & Karwowski, 2019; Zhao & Yang, 2021). To be a successful parent, one must understand the notion of parenting, the value of parenting and meeting the needs of children, the elements of parenting, and the outcomes of parenting.

Parenting styles, particularly authoritative and democratic participation, have been found to positively influence children's social, emotional, and cognitive development (Li, 2019). However, the influence of parenting styles on children's cognitive ability may not be as significant as family socioeconomic-demographic characteristics (Tiller, 2003). Positive parenting, including sensitive caregiving and effortful control, is crucial for children's cognitive development (Lanjekar, 2022). Additionally, parental stress and behavior, such as laxness, can impact children's theory of mind and emotional understanding (Guajardo, 2019).

Research consistently shows that parenting styles significantly impact children's social, emotional, and cognitive development. Authoritative parenting, characterized by high demand and response, warmth, and encouragement, is associated with positive outcomes in all these areas. In contrast, authoritarian, and permissive parenting styles, which are characterized by low warmth and high control, and high warmth and low control respectively, are linked to negative outcomes in these domains (Velasco-Rauda, 2021).

The process of nurturing and advancing a child's social, mental, emotional, and physical growth is known as parenting. Parenting characteristics that are linked to a child's cognitive development include sensitivity, positive response, liveliness, cognitive stimulation, physical care, parent-child synchronization, and quality of instruction (Chen, 2021). To provide sensitive caregiving impacts on children's cognitive development, research primarily focuses on enhancing parental support and responsibility to enhance children's cognitive capacities. In times of pain or stress, parenting provides the kid with care and support; in less stressful or unpleasant circumstances, it instills confidence. A sensitive parenting style fosters an emotional environment for young children.

Children can feel secure and confident when their parents are supportive and empathetic; they encourage self-initiation in social and non-social activities as well as fair rules. Children who get self-sufficient assistance are sensitive, and have caring traits, such as the highest emotions, develop their brains and cognitive abilities early. The affective and behavioral development of children raised by sensitive parents is demonstrated by their responsiveness, positive reinforcement for accomplishments, expressions of gratitude or praise, stimulation, and persistence (Plopa,2008; Puchalska-Wasyl &Jankowski, 2020). Every parent is always concerned about the health, conduct, growth, and parenting style of their children. In these situations, seeking expert assistance is necessary to resolve the issue. Parenting awareness and knowledge are only raised through social media. As well as improving parenting styles and lowering stress, anxiety, and depression, it also aids parents in their efforts to strengthen their relationship with their children and promotes their health and well-being.

Effective parenting involves addressing children's needs by shifting cultural norms that are passed down through the generations. After the first year of life, cognitive development continues to advance steadily. In difficult and varied circumstances, children need positive parenting. A kid gains the self-assurance to tackle important and difficult issues via parenting. A child's maturity and cognitive development depend on sensitive parenting and caregiving. A child's appropriate cognitive development depends on sensitive parenting. Emotional control requires adequate emotional management. Positive parenting assists the child in overcoming social or non-social issues. Emotional equilibrium, early cognitive development, and cognitive maturity all depend on positive parenting. Negative and unfriendly parenting causes social and cultural issues as well as despair. A child's conduct can be psychologically impacted by the parenting styles of authoritative, authoritarian, permissive, and uninvolved parenting.

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CHAPTER TWO

ADVERSE CHILDHOOD EXPERIENCES ON CHILDREN'S SOCIAL, EMOTIONAL, AND COGNITIVE DEVELOPMENT
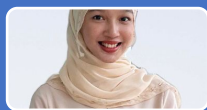
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	AYISHA SADAT

ABSTRACT

Introduction: Adverse Childhood Experiences (ACEs) became prominent following the CDC-Kaiser study in 1995, which investigated the subsequent impact of such experiences on health. The American Psychological Association (APA) defines ACEs as disruptive experiences that happen within the child's early 18 years of age and have a major impact on family relationships and child development.

Objective: This paper investigates the complex relationships between ACEs and children's social, emotional, and cognitive development, employing various theories and empirical evidence.

Method: A comprehensive review synthesizes findings, using the ACE study as a focal point, with relevant theories as the foundation for investigating ACE linkages and results.

Discussion: The literature review supports the correlation between ACEs and diverse developmental and health consequences. Emphasizes the need for holistic therapies, coping skills, and resilience in minimizing the impacts of ACEs, as well as personalized interventions that go beyond individual psychological consequences.

Conclusion: The collective evidence underscores the urgent need for comprehensive interventions to address ACEs at various levels, from individual coping strategies to broader societal factors. Acknowledging the challenges faced by those with ACE histories is crucial for fostering resilience, positive social outcomes, and well-adjusted individuals. The complex relationship between ACEs and developmental outcomes calls for an informed and compassionate approach to support affected individuals in the long term.

Keywords: ACEs, Social Development, Emotion Development, Cognitive Development

INTRODUCTION

Adverse Childhood Experiences, known by its acronym 'ACEs' originated in a 1995 groundbreaking study carried out by the Centers for Disease Control (CDC), and the Kaiser Permanente Healthcare Organization in California (Felitti et al., 1998). It was one of the largest investigations conducted into the consequences of unfavorable childhood experiences on later-life health and well-being. The American Psychiatric Association (APA) defines ACEs as "The disruptions to the promotion of safe, stable, and nurturing family relationships, characterized by stressful or traumatic events that occur during an individual's first 18 years of life." According to APA, studies have consistently indicated that limiting adverse childhood experiences is central to healthy child development and wellness across an individual's lifespan (American Psychiatric Association, n.d.).

Therefore, ACE refers to stressful or traumatic events that occur during childhood, namely abuse, neglect, household dysfunction, or exposure to violence (Felitti et al., 1998). They encompass emotional, physical, or sexual exploitation during childhood. There is no argument for the fact that exposure to any kind of stressful event during a child's developmental stages can leave a lasting mark on the child's overall well-being. Unlike other single-incident traumas, ACEs are considered to last longer or remain repeated. This is regarded as causing a child's developing brain to remain fixed or stuck in a physiological state of threat. When this continues over time, this threat or stress may become "toxic" to their emotional, cognitive, and psychological development, in turn affecting their overall health and well-being (Kovács-Tóth et al., 2021). The burden of sickness and disability all over the world can be attributed in large part to child maltreatment and household dysfunction during childhood. The prevalence of ACEs is high worldwide, indicating its seriousness, thereby making it a public health issue (Swedo et al., 2023)

Classification of ACEs

ACEs are typically classified into three main categories:

1. Abuse,

2. Neglect,

3. Household Dysfunction, which is further classified into sub-categories of abuse is classified into:

   1. Physical abuse: Infliction of physical harm or injury by a parent or caregiver.

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2. Emotional abuse: Verbal or emotional mistreatment, including constant criticism, rejection, or humiliation.

3. Sexual abuse: Inappropriate or coercive sexual contact or exposure to sexual situations.

Neglect is classified into:

1. Physical neglect: Failure to provide necessities such as food, shelter, and supervision.

2. Emotional neglect: Lack of emotional support, attention, and nurturance.

Household dysfunction is classified into:

1. Substance abuse: A family member's excessive use of alcohol or drugs.

2. Mental illness: Presence of mental health issues in a family member.

3. Domestic violence: Exposure to physical or verbal abuse between adults in the household.

4. Criminal behavior: Involvement of a household member in criminal activities.

This framework for ACEs was developed through research by the CDC and Kaiser Permanente, and it must be understood that this is not an exhaustive list of all potential childhood adversities, but they represent key categories that have been extensively studied (Felitti et al., 1998).

The Original ACE Study
The original study of ACEs was carried out by researchers Felitti et al. (1998). The study was a collaboration between the Centers for Disease Control and Prevention (CDC) and Kaiser Permanente's Department of Preventive Medicine in San Diego, California.

The concept of Adverse Childhood Experience grew out of Felitti's work when he was helping individuals who were obese, trying to lose weight through Positive Choice Programs in the mid-1980s. Felitti noticed that most of the patients who dropped out of the program were the ones who successfully lost weight. He realized that many of them were abused as children and used obesity as a shield against unwanted sexual attention or physical attacks. Several of them at some point used drugs to cope with their past adversity.

Felitti et al. (1998) teamed up to investigate the topic and that's where the study of ACE grew. They designed the study to determine whether adverse experiences before one's 18th birthday could be related to negative health outcomes in adulthood by surveying nearly 17,000

adults who had healthcare coverage through Kaiser Permanente. Participants were asked about their exposure to different categories of unpleasant experiences during childhood, including mistreatment, neglect, and household dysfunction.

The results were surprising, and over 50% of the participants reported having at least one of the adverse events across the seven areas of domestic dysfunction and abuse. Felitti, et al. (1998) discovered that increasing exposure to ACEs increased the chance of negative outcomes, including disease risk factors, poor self-rated health, lack of healthcare utilization, and mortality. In addition, it was discovered that, as the number of ACEs rose, so did the prevalence and risk of drunkenness, drug use, and injection, reporting 50 or more sexual partners, and a history of STDs. Participants who had four or more types of ACEs throughout their childhood showed a clear association with illness conditions, while those who experienced none showed no such correlation. According to the findings, ACEs are frequent, connected, and linked to unfavorable health consequences. Therefore, evaluating and recognizing these experiences would be beneficial for practitioners in medicine and public health. The topic of discussion has been moving more toward examining the potential connections between childhood experiences and present-day social and health issues.

David Farrington is also a prominent contributor to the field of ACE studies. He is a criminologist known for his extensive research on criminal behavior, longitudinal studies, and risk factors for antisocial behavior. While he is not directly associated with the development of the ACEs framework, his work has contributed to the understanding of elements that can influence criminality and delinquency, some of which overlap with the ACEs concept. Farrington's work focuses on how early experiences, familial dynamics, and personal traits shape criminal behavior. It emphasizes the importance of considering long-term trends and risk factors that may contribute to criminality throughout one's lifetime (Farrington, 1989).

While ACEs primarily originated from the collaboration between the CDC and Kaiser Permanente, Farrington explored the link between ACEs and various health outcomes, including criminal behavior, which is part of his broader research themes. Both ACEs and Farrington's work underscore the significance of understanding early-life factors in shaping individuals' future outcomes, whether in terms of health or involvement in criminal activities.

Theories Associated with ACEs

Understanding the relationship between adverse childhood experiences (ACEs) and subsequent outcomes is aided by several ideas. The following theories are among them:

Attachment Theory

According to attachment theory, a person's emotional and social development is greatly influenced by the early relationships they have with their caregivers, especially during infancy and early childhood (Bowlby, 1984). Healthy psychosocial functioning is based on secure attachment, which is characterized by comfort trust, and a sense of safety in relationships. Adverse childhood experiences (ACEs) include anything from abuse and neglect to parental absence or neglect (Felitti et al., 1998). ACEs have the potential to break stable attachment relationships and impede the growth of healthy self-esteem, social skills, and emotional control. The inability to regulate their emotions, closeness, and trust in adulthood can be problematic for people with insecure or chaotic attachment styles, making it challenging to establish and sustain positive relationships (McLeod, 2024).

Biological Embedding

According to the biological embedding theory, biological systems like the brain, immune system, and stress response can all be shaped by experiences during critical developmental stages. Chronic stress, trauma, or adversity are examples of ACEs that can cause dysregulation of various biological systems, resulting in long-term alterations that heighten susceptibility to mental and physical health issues. Long-term stimulation of the stress response system can impact immunological dysregulation, inflammation, and brain development. This system includes the autonomic nervous system, the hypothalamic-pituitary-adrenal (HPA) axis, and inflammation. Additionally, it can alter cortisol and other stress hormone levels. These biochemical changes may account for the correlation between ACEs and several health consequences, including substance misuse, obesity, depression, anxiety, and cardiovascular disease (Berens et al., 2017).

Social Learning Theory

The social learning theory places a strong emphasis on how behavior is shaped by imitation, reinforcement, and observational learning. People pick up knowledge via the actions and experiences of others, especially important role models like parents, guardians, and peers (Bandura, 1977). Adverse childhood experiences (ACEs), which include violence, substance abuse, or dysfunctional family dynamics, can serve as role models for violent behaviors, maladaptive coping mechanisms, or substance use patterns that people subsequently take up in their own lives. Growing up in violent, unstable, or dysfunctional families can cause children to

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adopt similar attitudes and behaviors, which can lead to intergenerational trauma cycles and maladaptive coping mechanisms.

Psychodynamic Theory

Psychodynamic theory emphasizes the significance of unconscious processes, early childhood experiences, and intrapsychic conflicts in forming personality development. They are based on the research of Sigmund Freud and other theorists, including Erik Erikson. Examples of ACEs include trauma, neglect, and disordered attachment. These experiences can result in the development of defensive and maladaptive coping strategies, including repression and denial, that people use to deal with strong emotions or upsetting memories. Adversity in childhood can leave psychological tensions unresolved, which might show up as anxiety, depression, personality disorders, or other mental health issues in adulthood.

Resilience Theory

This theory concentrates on the elements that people need to be able to adjust to and prosper in the face of hardship. Resilience characteristics serve as a protective barrier against the deleterious consequences of stress and trauma. They can be internal (coping skills, self-esteem) or external (supporting relationships, resource accessibility). Resilient people show the capacity to overcome adversity, create healthy coping mechanisms, and sustain positive functioning, even while ACEs raise the chance of unfavorable consequences (Oshri et al., 2020).

Social Determinants of Health

Access to healthcare, family dynamics, childhood experiences, financial status, and community resources are just a few examples of the social, economic, and environmental factors that shape health outcomes, according to the social determinants of health framework. ACEs are regarded as important social determinants of health, and accumulated adversity plays a role in lifelong health inequalities and disparities. To promote health equity and enhance population health outcomes generally, the social determinants of health must be addressed, particularly the prevention and mitigation of the impacts of childhood adversity (WHO, 2024).

These theories provide complementary insights into the intricate interplay of early adversity, biological processes, social settings, and health outcomes. Researchers can improve their understanding of how Adverse Childhood Experiences (ACEs) affect people's lives by

integrating many theoretical frameworks and designing interventions that promote resilience and overall well-being.

ACEs on Children's Social, Emotional, and Cognitive Development
ACEs on Children's Social Development

ACEs have arisen as a crucial area of research, providing light on the complex links between early trauma and children's social development. This section investigates the diverse effects of ACEs on children's social development, using fundamental theories and empirical data to present a comprehensive view of this complicated issue.

Attachment theory, pioneered by John Bowlby and Mary Ainsworth, provides a core paradigm for understanding the long-term impact of ACEs on social development. Trauma disrupts stable relationships in children facing ACEs, causing challenges in building and maintaining meaningful social connections. ACEs can disrupt the establishment of secure attachments that are crucial for successful social relationships, leading to trust issues and difficulty in forming positive connections with peers and adults (Lee, 2023). Grady et al. (2017), Raby et al. (2017), Miller et al. (2011), and Bellis et al. (2014) have found that ACEs have a substantial impact on social skills, behavior, and peer relationships. In addition, the consequences of ACEs on attachment last beyond early life, affecting adult relationships and overall well-being.

A thorough review of the literature reveals that ACEs have a substantial role in the development of behavioral issues ranging from aggression to impulsivity and disengagement. These behaviors, resulting from negative experiences, can impair a child's ability to engage in pleasant social relationships (Valtorta et al., 2016). Research has demonstrated that early traumatic events can have a significant influence on the formation of antisocial behavior, such as dating violence and adult violence perpetration. A study in the United States by Bellis et al. (2014) discovered that adverse childhood experiences (ACEs) might explain 52% of adult violence perpetration, which is a worrying finding for adult relationships.

Children who have experienced adversity struggle to build and maintain positive relationships with peers, which frequently leads to socially disconnected or aggressive behavior. Those who have had ACEs tend to struggle to form healthy relationships. This is mostly because they usually have poor emotional regulation skills, lack trust, and utilize maladaptive coping mechanisms (Hyland et al., 2019; Herrenkohl et al., 2016; McCrory et al., 2019). Studies have

established that ACEs are positively correlated with social isolation and loneliness in adults (Sheikh, 2018a, 2018b; Forster et al., 2020; Ku et al., 2021).

Karatekin and Ahluwalia (2016) found that undergraduate university students with greater ACEs had higher levels of stress and lower levels of social support (Wang et al., 2023). While difficulty with social relationships and a lack of social support are common among adults who have experienced childhood maltreatment, there is evidence that these difficulties extend to social communication. Wang et al. (2023) conducted a two-decade systematic review (1999-2019) of the connection between peer relationships and Adverse Childhood Experiences. The study found that ACEs negatively correlate with both the quantity and status of peer relationships; ACEs do not have a significant relationship with peer support; and the connections between ACEs and the quality of peer relationships, as well as peer characteristics, have mixed results with some being negative and others non-significant. Furthermore, a recent article has revealed that those who have experienced ACEs, specifically emotional abuse and neglect, may experience difficulties with social interaction skills, making it challenging for them to initiate and maintain conversations, resolve conflicts, and balance control in relationships. (Melkman & Benbenishty, 2018; Wang et al., 2023).

Adverse childhood experiences have a negative consequence on a child's communication skills, both verbal and nonverbal. Trauma prevents children from developing proper interpersonal abilities, making it difficult to express themselves and comprehend others (Bowlby, 1984; Ainsworth et al., 1982) Those exposed to ACEs, especially individuals who have experienced physical abuse, sexual abuse, emotional neglect, or a household member with mental illness or suicidal ideation, may have impaired social interaction skills, causing difficulties in initiating and maintaining conversations, resolve conflicts, and maintain equilibrium in relationships (Nietlisbach & Maercker, 2009; Stevens & Jovanovic, 2018; Robertson, 2019).

Notably, the impact of ACEs stretches beyond internalizing and externalizing behaviors to encompass adaptive behaviors like prosocial behavior development. There has been limited research on how Adverse Childhood Experiences (ACEs) could impact prosocial behaviors such as sharing, being kind to peers, and helping others. Research has shown that engaging in prosocial behavior has a positive influence on overall adjustment, academic achievement, and well-being (Nantel-Vivier et al., 2014). A study by Gorniak (2021) of a dual-factor model that includes social-emotional learning (SEL) skills and ACEs provides a more comprehensive explanation of behavioral problems, which suggests that individuals with higher SEL skills can reduce the

impact of ACEs, especially if they have had fewer adverse experiences (Valtorta et al., 2016). It is also worth noting that most interventions fail to address the social interventions that mediate the consequences of ACEs (Lorenc, 2020). A 20-year longitudinal study published in 2019 underlined the importance of coping mechanisms as a focus point for those who have experienced ACEs in discovering routes to adult resiliency (Sheffler et al., 2019).

To summarize, recognizing the numerous obstacles experienced by people with a history of ACEs is essential for promoting resilience through specific interventions, which are crucial factors in minimizing the societal consequences of ACEs. These efforts help to break the cycle of adversity, promote positive social outcomes, and foster the development of well-adjusted individuals despite early traumatic experiences (Bowlby, 1984; Ainsworth et al., 1978; Sheffler et al., 2019).

ACEs on Child's Emotional Development

Anyone who has been around infants for even a brief time detects that they are emotional beings. Not only do infants express emotions, but these emotions serve important functions in their relationships. Emotion-linked interchanges provide the foundation for the infant's developing attachment to the parent (Santrock, 2011). Children's early emotional development takes place in the dynamic interaction between the parent-child relationship and the environment in which they are developing. Parental behaviors and attitudes toward children have a great role in determining the emotional climate of the family. Peers can also be powerful forces that facilitate or undermine a child's emotional development. Peer relationships can contribute negatively to social-emotional development through bullying, exclusion, and deviant peer processes.

Early childhood experiences that are adverse become exceptionally stressful for children because they have an immediate effect on their relationships. Safe, stable, and nurturing relationships are important aspects of proper child development, but early exposure to familial adverse situations causes them to create untrustworthy representations, which lead to disordered emotional states. Furthermore, toxic stress has a significant role in altering brain circuitry, hence it is unsurprising that ACEs lead to poor emotional health. (Kovács-Tóth et al., 2021).

Several child development theories stress the importance of healthy emotional development throughout a child's growing stages. ACEs have significant implications for children's emotional development, and these effects can be analyzed through the lens of various child development theories.

In 2024, Lin and Chiao investigated the connection between problematic internet use (PIU) and adverse childhood experiences (ACEs), considering the impact of emotional regulation issues such as hostility and loneliness. The study discovered that youngsters utilize problematic internet use as a maladaptive coping technique in reaction to loneliness and aggression. According to attachment theories, a child may find it difficult to acquire useful coping mechanisms if they have insecure attachments or don't have a stable base. In these situations, people may go to other resources, like the Internet, to deal with feelings of animosity or loneliness. In the lack of safer and healthier coping mechanisms that would normally be formed through strong caregiver-child relationships, this reliance on problematic internet use is a maladaptive coping mechanism (Lin & Chiao, 2024).

Zhu et al. (2023) elucidated the correlation between ACEs and child health in a Chinese study, as well as the part resilience plays in the development of emotional issues in early Chinese children affected by ACEs. According to the findings, three-year-old children who had early ACEs were likely to have emotional difficulties. Additionally, children with higher levels of exposure to adverse childhood experiences (ACEs) were found to be less resilient, suggesting a larger likelihood of emotional difficulties. According to Bronfenbrenner's Ecological Systems theory, ACEs are a component of the microsystem, which is a child's immediate environment that has a direct impact. Thus, the emotional issues that were noted at age three may have resulted from early ACEs upsetting their microsystems. The lower resilience in these children may be linked to a compromised attachment system, impacting their ability to cope with adversity (Evans, O. G., 2024).

In 2020, Ray et al. did a study that examined the connection between Adverse Childhood Experiences (ACEs), social-emotional skills, and problem behaviors in kids, particularly in elementary school. ACEs have been shown to affect children's physical and mental health throughout their lives. Additionally, they may have detrimental impacts on a child's socialization, learning abilities, internalizing and externalizing behaviors, and other developmental issues. One significant conclusion was that children who had more ACEs also had more behavioral issues and weaker social-emotional abilities (Ray et al., 2020). This finding can also be viewed through the lens of attachment theory, highlighting the critical role of early experiences in shaping a child's psychological and emotional well-being.

The importance of parent-child relationships in shaping emotional and behavioral outcomes in children is known through the Attachment Theory. Rebicova et al. (2020) sought to

understand whether the association between ACEs and Emotional & Behavioural problems (EBPs) could be moderated by family communication. With supporting evidence that ACEs along with poor family communication and support can increase EBPs, it was concluded that EBP among adolescents is related to difficult communication with parents, and the correlation of ACEs with emotional/behavioral issues can be moderated by adolescents' communication with fathers. Difficult communication with parents impacts the attachment or bond adolescents have with their parents. Additionally, the family is an interconnected system in which difficulties in one part, could affect the system, as highlighted by the Family Systems Theory (Watson, W. H., 2012). So, difficult communication with parents may disturb the entire system, contributing to EBPs among children.

There is strong evidence that ACEs have negative impacts on mental health. However, a study by Grusnick et al. (2020), examined the relationship between ACEs and emotions, affect, and personality. It was revealed that they are significantly associated, with a greater effect observed at higher ACE scores and with ACE abuse type. Eriksons theory highlights the specific psychological crisis that individuals must resolve at each developmental stage, to deal with further conflicts in the upcoming stages. ACEs in early stages can disrupt the development of trust thereby impacting emotional well-being and the formation of emotions and personality. This disruption caused due to experiencing consistent mistrust may also extend to later stages in Erikson's theory. It has been established that ACEs are harmful to overall health. Research has shown the particularly striking impacts of ACEs on a person's emotional and mental health (Struck et al., 2021; Tzouvara et al., 2023). Prior studies have discovered a substantial correlation between expressive hostility and ACEs or similar experiences through family members (Zhu et al., 2023). Moreover, emotional maltreatment during childhood fosters mistrust, or the conviction that others are looking to take advantage of them, which leads to the development of negative attributes toward other people. This could be because ACEs such as maltreatment damage one's self-image or perception about oneself, thereby resulting in loneliness (Harter & Vanecek, 2000), which is an emotional distress.

ACEs on Child's Cognitive Development
A child's environment has an impact on both their executive function and overall cognitive capacity as they develop cognitively. We may therefore anticipate that the child who experiences numerous challenges in their social environment will likely not develop cognitively well. Studies have shown that abuse, neglect, and other ACEs are the most potent risk factors for the development of mental wellness and drug use problems. Such negative health-related

outcomes parallel the growing brain's exposure to the stress response, which impairs a variety of brain structures and functions. Unfortunately, a large number of people do not have their fundamental requirements satisfied during early growth. Rather, they experience early-life hardship in the form of maltreatment, disregard, and dysfunctional families. (Finkelhor, 2020).

Negative health consequences are predicted by adverse childhood experiences (ACEs) in several biological, psychological, social, and, more recently, neurocognitive domains. Studies have shown people who have experienced ACEs exhibit widespread and clinically significant impairments in a variety of cognitive domains, including verbal comprehension, processing speed, executive function, memory, and perceptual reasoning. The timing of exposure matters as the brain develops rapidly during childhood and certain areas could be sensitive to environmental threats. According to research by Loewy et al. (2019), ACEs are linked to an increased risk of anxiety disorders, depression, and psychotic disorders, among other health issues.

Several functional deficiencies may arise from ACE-related brain alterations that affect the hypothalamus-pituitary-adrenal (HPA) axis (Isvoranu, et al., 2017). The complex interactive character of ACE can be seen here. Recent studies have concentrated on the domains of the various types of ACEs. For instance, compared to females who had not experienced sexual assault, those who had experienced it had more learning difficulties, signs of anxiety and despair, and poorer self-esteem (Trickett et al., 2011). In contrast to children who have only encountered one negative event, children who have had several negative experiences perform worse cognitively than children who have had only one negative experience (Rutter, 1979; Sameroff et al., 1987).

In research conducted by Blodgett & Lanigan (2018), 44% of students said they had encountered at least one ACE, while 13% said they had encountered three or more. The findings imply that one key tactic for enhancing the academic trajectory of at-risk kids may be to recognize and address their ACE profile. Further support for this can come from John Bowlby's attachment theory, which contends that a child's early relationships—particularly those with caregivers—have a lasting impact on their cognitive and emotional development. Unfavorable situations like abuse or neglect can shatter secure attachment bonds and lead to issues with emotional regulation and cognitive function.

Studies reveal a positive relationship between ACEs and CRP, adding to the growing body of evidence linking ACEs to poor physical, cognitive, and emotional health in adults. According to research, depression symptoms may be a mediator between adult traumatic

experiences and cognitive deterioration in later years (Lowry et al., 2022). The cognitive-developmental approach, advanced by theorists such as Jean Piaget, explains this by stating that negative experiences might impede the normal course of cognitive growth. A child's ability to complete higher-order thinking tasks can be hampered by stress and trauma, which can impair their general cognitive abilities and problem-solving skills.

Research has also revealed significant rates of ACE exposure among young adolescents living in low- and middle-income nations' resource-poor neighborhoods; boys are disproportionately exposed to ACEs; and there is a substantial correlation between ACE exposure and the occurrence of violent crimes and depressed symptoms (Blum et al., 2019). This further illustrates the role that socioeconomic status plays since ACEs are frequently linked to poorer socioeconomic levels, which can affect cognitive development in a few ways, including access to high-quality healthcare, nutrition, and education. Prolonged poverty and the challenges that come with it might worsen cognitive impairments.

Takeo Fujiwara's (2022) research investigated the detrimental effects that Adverse Childhood Experiences (ACEs) might have on an individual's body and brain over an extended period. The ecological model was proposed to account for several levels surrounding children, including the following: micro-level (genetic, epigenetic, nutritional), meso-level (family, friends), macro-level (school, community), exo-level (cultural, society), and chrono-level (natural disaster, man-made disaster) elements. ACEs need to be handled at all societal levels.

CONCLUSION

The literature on Adverse Childhood Experiences (ACEs) reveals a significant and multifaceted impact on children's social, emotional, and cognitive development. The disruption of stable relationships appears as an important subject through the perspective of attachment theory, pioneered by John Bowlby and Mary Ainsworth, preventing the creation of secure attachments necessary for successful social interactions (Bowlby, 1984; Ainsworth et al., 1978). This condition continues into adulthood, hindering positive relationships and overall well-being (Bellis et al., 2014).

The literature review reveals the extensive impact of ACEs, including behavioral issues, social isolation, and loneliness in adulthood (Sheikh, 2018a, 2018b; Forster et al., 2020; Ku et al., 2021). The complex relationship between ACEs and coping mechanisms highlights the importance of tailored interventions that go beyond minimizing individual psychological effects

(Sheffler et al., 2019). Coping strategies are vital for developing adult resilience in individuals who have experienced ACEs (Lorenc, 2020).

Regarding emotional development, ACEs have proven to be influential barriers, distorting internal working models and instilling negative anticipations, fear of intimacy, and difficulty building healthy relationships (Danese et al., 2017). Insights from numerous child development theories, such as Erikson's psychosocial periods and Vygotsky's focus on social interactions, highlight the extensive impact of ACEs on psychosocial traits and social abilities (Erikson, 1959; Vygotsky, 1978).

When viewed through the lens of cognitive development, ACEs have a significant long-term impact on a child's mental health and cognitive outcomes in the long term (Felitti et al., 1998; Collishaw et al., 2007). The complex influence on cognitive regions such as verbal comprehension, processing speed, executive function, and memory highlights the necessity for a sophisticated approach (Danese et al., 2017). ACEs not only lead to mental health issues but they are also linked to poor academic performance and an increased risk of developmental delays (Cprek et al., 2019).

The collective results of multiple studies consistently confirm the negative consequences of ACEs on general health, emphasizing the critical need for comprehensive interventions (Centres for Disease Control Prevention (CDC), Kaiser Permanente, 2017). To break the cycle of adversity, it is crucial to address ACEs at all levels, from individual coping strategies to broader social influences (Sheffler et al., 2019). Understanding the difficulties people with a history of ACEs face is critical in developing interventions that foster resilience, promote positive social outcomes, and cultivate well-adjusted individuals regardless of the repercussions of traumatic childhood events (Bowlby, 1984; Ainsworth et al., 1978; Sheffler et al., 2019). This recognition of the complex association between adverse experiences and developmental outcomes establishes the foundation for a more enlightened and compassionate approach to assisting persons affected by ACEs.

In conclusion, research investigating the influence of ACEs on children's development reveals a complex interaction between early traumatic experiences and long-term consequences. This stresses the significance of a comprehensive approach that addresses social, emotional, and cognitive aspects. It builds resilience and guides developmental pathways towards positive outcomes while dealing with adversity. Recognizing the nuanced pathways through which ACEs shape development enables us to design interventions that not only address immediate adversity

but also contribute to the long-term well-being of those affected by these negative experiences (CDC Kaiser Permanente, 2017; Sheffler et al., 2019; Bowlby, 1984; Ainsworth et al., 1978).

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CHAPTER THREE

EFFECTS OF EARLY CHILDHOOD EDUCATION ON SOCIAL AND EMOTIONAL COMPETENCE

MU YE

SHIH, PEI-YIN

SHEN QI

ABSTRACT

Introduction: Social and emotional competence plays an important role in a child's success, often deemed more crucial than professional knowledge. Social competence was defined as the ability to relate meaningfully with others, social competence encompasses various skills such as self-awareness, empathy, communication, emotional regulation, cooperation, problem-solving, and understanding social norms. Emotional competence is defined as the capacity to perceive, express, and regulate emotions in oneself and others.

Objective: The objective is to fill knowledge gaps regarding the long-term effects of early educational interventions on children's social, emotional, and cognitive development, and to identify effective strategies for fostering these competencies in early childhood.

Method: The review employs a systematic approach to consolidate peer-reviewed articles written between 2019 and to the present day. Articles on the influence of early education settings, family involvement, and teachers' roles on social-emotional development are reviewed. The searches of articles exclude non-peer-reviewed sources and focus on recent publications to ensure a current and thorough understanding of how early education settings contribute to children's social and emotional competence.

Discussion: The review reveals that family dynamics, such as parental education, income, beliefs, and home learning environments, significantly influence children's social-emotional development. Structured educational settings, including care centers and preschools, provide essential environments for observational learning and interaction. Teachers play an active role in promoting these skills through positive interactions and support.

Conclusion: This article highlights the need for policy support and integrating social-emotional learning into educational curricula. This article also emphasizes the importance of continuous professional development for educators in this domain.

Keywords: *Social and Emotional Competence, Early Childhood Education, Social- Emotional Learning, Parental Engagement.*

INTRODUCTION

Social Competence

Dale Carnegie believed that the reason for a person's success is 15% due to professional knowledge and 85% due to interpersonal skills (Naseem & Abbas, 2022). This significant emphasis on interpersonal abilities leads us directly into the broader concept of social competence. Social competence extends beyond the mere possession of interpersonal skills to encompass an individual's adeptness at applying these skills effectively and appropriately across a variety of social contexts. Junge et al. (2020) define social competence as the ability to relate meaningfully with others. It is an important ability that may be improved through treatments. Nonetheless, it remains challenging to determine which children, which stages in a child's life, and which underlying capabilities are most suited to treatments. Social competence development is difficult to characterize because (a) it is context-dependent; (b) it is served by multiple relevant processes that develop at different times in a child's life; and (c) multiple, potentially conflicting, ways to index a child's social competence have been coined over time (Junge et al., 2020).

Children's social competencies Children's social competencies are a multifaceted concept that depends on a variety of factors during early school-age development, including cognitive aspects, emotional regulation, parental upbringing, peer interactions, teacher relationships, and sociocultural influences (Antopolskaia, 2019). It's important to note that the first few years of life are crucial for the development of basic social abilities, laying the groundwork for effective social development (Tuerk et al., 2020). It is believed that social competence (SC), including prosocial behavior and social initiative gradually develop throughout childhood and adolescence (Huber, Plötner, & Schmitz, 2019). Therefore, it is essential to consciously cultivate children's social skills from an early age, including but not limited to: (a) Self-awareness: the ability to recognize oneself and develop a positive understanding of oneself, such as confidence and self-esteem. (b) Empathy: the ability to notice others, understand their feelings, and respond appropriately to those feelings, which helps us better connect with others.

(c) Communication skills: this refers to the use of speech, expressions, body movements, and other ways to effectively express their thoughts and feelings, but also to understand the information conveyed to them by others. (d) Emotional cognition and regulation are the ability to acknowledge that you and others experience emotions and to respond to them appropriately so that you can better control yourself and prevent emotions from controlling you.

(e) Cooperation: working together with others, including sharing, taking turns, and negotiating, to achieve common goals or complete tasks. (f) Problem-solving or conflict resolution: the ability to identify and address social conflicts, find peaceful solutions, and practice compromise, forgiveness, and apology. (g) Understanding social rules and norms: recognizing and adhering to social rules and behavioral codes, such as taking turns speaking and following etiquette rules (Steve, 2020).

Humans are social beings, and the growth of children often necessitates the imitation of others (Meltzoff, 2018). From the initial attachment relationships with parents to later intimate relationships with peers, the process is always accompanied by the establishment of relationships and social interactions (De Meulenaere et al., 2021). First and foremost, a positive parent-child relationship can provide children with love, a sense of security, and belonging (Johnson 2020). This initial one-on-one attachment forms a solid foundation for subsequent social interactions. With a strong attachment relationship, children can engage in more positively and joyful interactions with peers, learning to share and care for others more easily, thus better accomplishing socialization (Suatin, 2020). Good social skills not only ensure a child's sense of happiness in their academic journey, preventing social anxiety and school bullying but also better adapt them to society in adulthood, achieving their social value (Abrahams, 2019). Conversely, a lack of these skills in childhood can be a precursor to future psychological health problems, poorer academic performance, and even difficulties in the workplace (Nweze, 2020). Almost all societal issues can be traced back to human problems, which in turn, are often dependent on issues faced in the early years (Khasanova 2021). Helping children to develop a good sense of interpersonal and rule awareness, along with healthy social habits early on, will benefit them for a lifetime and contribute to reducing crime rates and the stable development of society.

Emotional Competence

A range of studies have delved into the relationship between emotional competence (EC) and social competence, shedding light on the multifaceted nature of these essential skills. Grounded in emotional intelligence theory, EC is defined as the capacity to perceive, express, and regulate emotions in oneself and others. As Davis and Qualter reported in 2020, this involves a range of emotion-related abilities that are important for reducing stress, improving mental health, and improving academic performance. Building on this, Schoonin 2021 proposed a classification that includes multiple social-emotional abilities, specifically noting the importance of interpersonal skills, affective cognitive skills, and task-processing skills.

Similarly, Denham 2019 identifies emotional competence as the ability to feel different emotions, to adjust emotional expression when appropriate, and to purposefully understand your own and others' emotions.

How a child's emotional abilities develop is influenced by many things. Their socio-cultural background, family situation, and gender roles play a very important role. For example, the way parents express emotions, how they teach children to understand and manage emotions, and how they interact with each other are all influenced by the culture in which they live (Capobianco, 2019). Whether children can safely rely on their parents is very important for them to learn to regulate their emotions; If children rely on their parents in an unsafe way, it may prevent them from learning these essential skills (Yettie, 2019). Other studies have found that boys and girls may express and interpret emotions differently, possibly due to socio-cultural expectations of different gender roles (Alwaely, Yousif, & Mikhaylov, 2020). At the same time, the way teachers express emotions, their handling of children's emotional reactions, and the good relationships they establish with students also contribute to the development of children's emotional abilities (Denham & Bassett, 2019).

How children and adolescents express, regulate, and understand their emotions is critical to their ability to thrive socially and academically. This learning process is crucial for their adaptation and well-being (Denham,2019). However, the cultivation of children's emotional competence is often a capability that parents overlook or even undermine. Many psychological issues in adulthood stem from childhood, where unrecognized or unaddressed emotions accumulate, creating barriers over time (Mulraneyet al., 2021). Numerous cases exist where outstanding university students have succumbed to suicide or depression due to psychological reasons (Makhubela, 2021). Even global figures, like Steve Jobs, faced significant personal challenges; Jobs' notoriously temperamental nature led to his dismissal by the board of the very company he founded, and he passed away at the age of over 40 due to illness (Choi et al., 2022). Therefore, an individual's emotional competence impacts not only their academic and social success but also significantly influences their mental and physical health. Perhaps a person with good interpersonal relationships always starts with being in a good mood.

Early Childhood Education

Education, derived from the Latin "educare" (to bring up) and "educere" (to bring forth), emphasizes its role in developing attitudes and skills, highlighting its nurturing and revealing aspects in shaping individuals' knowledge and character (Mazid, 2020). Early Childhood

Education (ECE) is pivotal as the foundational phase that establishes the trajectory for lifelong learning. Early education involves the development of many aspects, such as physical health, thinking skills, social skills, and emotional control, to create an environment conducive to the learning and growth of children, which can stimulate their curiosity, creativity, and all-round development. The period from birth to 8 years of age is particularly important for brain development, so early educational interventions have great benefits for children's long-term development (Aly, 2023). Early education includes learning in school settings, such as kindergartens and preschools, as well as learning activities at home (Rentzou, 2017). Studies have shown that parental involvement in a child's early educational environment (whether at school or home) has a strong impact on the child's future educational outcomes (Barnett, 2020). At the same time, teachers act as key planners and implementors of children's learning and development, and their extensive experience in early childhood education and care is closely linked to children's achievement (McMullen et al., 2020). Kelemen (2020) proposes the need to create an educational environment in which children are excited and actively engaged, and adequate training is given to teachers to ensure that children receive a quality education. Moreover, play is seen as an integral part of children's education, and it is the primary way children learn and develop basic skills (Ansariet al., 2019).In addition to the factors mentioned above, we should also note the impact of the socioeconomic environment and technological progression of early education (Kulic et al., 2019).

"Education is the foundation of character development," highlighting its pivotal role in personal growth and societal progress (Minas, 2020). Early education, marking the beginning of a child's educational journey, is crucial, focusing on the holistic development encompassing cognitive, emotional, social, and physical well-being (Alif, 2020). The transition from a passive phase of growth to active learning involves significant changes, with parents, peers, teachers, and the surrounding environment playing vital roles. Education, as a means of nurturing children into competent societal members, assumes a guiding responsibility (Zukorlić & Nikolić, 2022). The story of an international supermodel who was inspired by a single Barbie doll bought by her grandfather during a childhood marked by poverty and being raised by grandparents due to her parents' work commitments, illustrates how a small act of warmth in childhood can impact one's entire life. Although the doll was obtained after much pleading, it became a source of dreams and aspirations. This narrative underscores the profound effect of early educational experiences, good early education not only supports the immediate well-being and development of children but also lays the groundwork for their future roles as active,

contributing members of society. Creating an enriching and supportive educational environment from the earliest stages of life, recognizing the long-term benefits that extend beyond individual success to broader societal and national well-being (Ramey, 2023).

Before this study, we already had a comprehensive understanding of how children develop socially, emotionally, and cognitively. Now, we want to take a closer look at how interactions between family life, school, and teachers play an under-appreciated role in these developments. While there have been studies that have given us a lot of useful information, we still don't know enough about how these factors interact from a long-term perspective and across different cultural contexts around the globe. In particular, our answers to questions about how early childhood programs affect children's social and emotional development and how structured educational environments can help improve children's cognitive abilities are not clear enough. The purpose of this review is to fill in these knowledge gaps by carefully analyzing and discussing the existing literature on children's social, emotional, and cognitive development and to reveal the impact of early childhood educational interventions on children's long-term development. By doing so, we hope to identify areas where further research is needed and provide some effective ways to develop strong social, emotional, and cognitive abilities in children. In doing so, we highlight how an organized educational environment can support a child's well-rounded development, which is critical to forming a complete body of knowledge about best practices in early childhood education and care.

METHOD

This literature review meticulously investigates the pivotal influence of early childhood education on children's development of social and emotional competence, employing a methodical approach that encompasses a comprehensive search across esteemed databases such as Google Scholar, Scopus, and Web of Science. The inquiry zeroes on the dynamic interplay between familial influences, educational methodologies, and the indispensable role of educators in molding the social skills and emotional intelligence of young learners. The search employed keywords and phrases pertinent to the research objectives, including "children's social development," "emotional competence in early childhood," "impact of early childhood education," "parental influence on child development," "educator's role in early learning", and "social-emotional learning interventions.". The timeframe for the publication of the journal articles included in this review extended from 2019 to 2023, aiming to focus on the most recent research while making an exception for seminal literature that lays the foundational understanding of the field.

Exclusion criteria were set to omit thesis dissertations, technical reports, publications available only in abstract form, and case studies to ensure the review focused on comprehensive, peer-reviewed research articles. The selection process involved a detailed examination of the titles, abstracts, and, subsequently, the full texts of the articles to ascertain their relevance and contribution to the understanding of early childhood education's effects on social and emotional competencies. This meticulous approach ensured the inclusion of studies that provided significant insights into the research question. Given the nature of this review, which synthesizes findings from publicly available documents, no ethical approval was necessitated for the conduct of this literature review. This method facilitated a structured and focused examination of contemporary research findings, thereby contributing to a nuanced understanding of the variables influencing children's development in early educational settings.

LITERATURE REVIEW

The Most Crucial Institution_ Family
Per Bronfenbrenner's ecology theory, the family is the most important institution of the microsystem, and parents are the significant socialization agent in the family. Parents have a great influence on shaping children's behavior, thoughts, attitudes, beliefs, and so on. Family is the first institution that offers an educational environment for children to develop their social-emotional competence. The early family interactions and experiences have great implications, setting the foundation for children's understanding of relationships, emotions, and social norms (Evan, 2023).

Li et al. (2023) conducted a quantitative study in China aimed to investigate the influence of family characteristics (e.g., income, education) and parental beliefs (e.g., educational expectations) on children's social-emotional skills. The study also investigated the implication of a home learning environment on social-emotional development in terms of gender. The results indicated the parental influences on children's social-emotional development. Children who had higher-educated parents and whose parents value education and have strong interests and higher income tend to have better social-emotional development. Parental education, income, beliefs, and interests have contributed to the quality of home learning environment, hence advanced the development of social-emotional skills of children. Moreover, the study also found that the education process at home tends to have a higher influence on girls than boys.

Aikaterini et al. (2023) used a person-centered approach to identify unique parenting profiles based on multiple parenting dimensions: control, maturity demands, communication,

and nurturance, and to investigate the impact of these dimensions on children's behavior problems and prosocial behavior. The results showed that children with highly authoritative parents had less internalizing and externalizing problems, hence better social behavior. It directly points out that parenting has a significant influence on the social-emotional development of children.

The research of Szcześniak and Tułecka (2020) firmly stated the positive association between family dynamics such as closeness, adaptability, and communication with life satisfaction; therefore, higher emotional intelligence that boosting the well-being of the individuals. The result of the research suggested that family experience can affect an individual's emotional intelligence, hence influencing their happiness throughout life. The study highlighted the significance of positive family dynamics in fostering emotional intelligence and impacting well-being in the long term. Despite the targeted population of the research being adults, the result indirectly pointed out the implication of family dynamics on the social and emotional development of an individual and the vital role of family dynamics.

Perry et al. (2020) concluded that parents play a crucial role in shaping their children's emotional regulation skills and the implications have lasted to adolescent adjustment. A longitudinal approach was implemented in that the researchers followed targeted children for over 10 years. The study found that supportive parental reactions led to better emotion regulation in children thus associated with positive adjustment in adolescence on social skills, academics, behavior, and mental health. On the other hand, non-supportive parental reactions led to poorer emotion regulation in children therefore associated with negative adjustment in adolescence. The result echoed with other studies that underscored the importance of parents in shaping children's social and emotional competencies and emphasized the implications.

Structured and Educational Atmosphere Care Centre and Preschools

Albert Bandura's social learning theory highlights the significance of the environment of early childhood education in fostering the social and emotional competence of children. The theory emphasizes the interaction of environmental and cognitive factors (e.g. thoughts and beliefs) in influencing human learning and behaviors. The concept of observational learning points out individual learns from observing others (models). Early school settings give children opportunities to meet "models" such as teachers and peers. The stimulations in schools shape children's behaviors and the experiences from these interactions affect how children learn and interact with others. Early educational settings facilitate children to adapt to social context and thus enhance their social and emotional skills in their early years (Mujahidah, 2023).

Egan et al. (2021) examined the implication of closed early childhood education and care during COVID-19 lockdowns on the social-emotional development of young children in Ireland. The lack of a school setting disturbed children's routine and structure and limited the interaction opportunities with other children hance affected children's social-emotional development. Parents reported children displayed anxiety, low mood, boredom, under-stimulation, and regression in language skills. The study directly emphasized the importance of early childhood education and care in providing a nurturing environment and structure to support healthy social and emotional skills development of children.

Murano et al. (2020) conducted a meta-analysis report to investigate the effectiveness of social and emotional learning (SEL) interventions for preschoolers and the result is positive. The study found that both universal and targeted interventions had positive impacts on developing social and emotional skills and reducing problem behaviors even though the effectiveness of intervention varied depending on the program that had applied. The SEL seems to be more useful in enhancing the social and communication skills of children than self-regulation. In addition, targeted interventions had a greater impact on at-risk children than universal interventions.

Jaggy et al. (2023) investigated the link between social pretend play and the development of social competencies of children in preschool. The research introduced the context and the significance of social competencies. Researchers believe that social play can be beneficial in developing the social competencies of children and aim to inspect the potential of promoting social pretend play quality to foster social development. The result of the study was mixed. Although the results indicated that social pretend play with adequate tutoring such as coaching social interaction and providing materials fosters preschoolers' social behavior skills and enhances positive peer relationships, there were no direct indicators to show the improvement of social-cognitive and social-emotional skills of the children. Due to limitations on the investigation period and age of participation, researchers suggested further studies to explore the association. However, per the result of the study, researchers reiterated the implications of the value of play in schools and underscored the importance of quality social pretend play in promoting the social development of children.

Catalá et al. (2022) studied the potential of robot-enhanced storytelling tables in helping the social-emotional development of preschoolers. Researchers stated that emotion recognition is vital for the social-emotional development of children and picture books is a useful tool in aiding children to learn about emotions. The study aimed to explore the impact of storytelling

with guidance on fostering preschoolers' emotion recognition skills. The results concluded that both human and robot guidance during storytelling led to better presentation, improved engagement with guidance, and enhanced emotional recognition of children when compared to storytelling without guidance.

Educators' Influential

Early childhood education impacts children's social and emotional competencies significantly in numerous ways, and teachers play a vital role in facilitating the social and emotional development of children. According to Jerome Bruner's theories, the teacher is the scaffold in a child's developmental stage. Teachers play active roles in shaping and supporting the learning process of children. They are the facilitators, guides, and bridges of children. Teachers give support and structures within the school environment that facilitate children to build upon their existing knowledge and master new skills (Saracho, 2021).

Fajriyah (2023) conducted a qualitative literature review to explore the effective approaches to teaching social and emotional (SE) skills in young children. The study, along with other research, highlighted the significance of positive role models as children learn by observing and imitating the behavior of caregivers. In addition, explicit and guided instruction with constructive feedback and encouragement of self-reflection is vital for promoting SE development in children. The researcher acknowledged the implication of educators' knowledge and skills on children's SE development and underlined the importance of investing in educators' training and professional development to enhance their understanding of SE skills.

Gimbert et al. (2021) emphasized the significance of social-emotional learning (SEL) not only for children but also for educators. The researchers stated that educators with advanced SEL skills can better facilitate the development of the social and emotional of the students. CASEL framework was applied to define the core competencies of the SEL. Based on the study, the researchers concluded that strong educator SEL competence can lead to positive student outcomes, and school leaders should support teachers' SEL development.

Pakarinen et al. (2020) focused on exploring the correlation between teachers' emotional support and the social competence of preschoolers, highlighting the critical role of social competence in preparing children for school. The research pointed out the impact of the preschool environment on social-emotional skills and the significant role of teacher-child interactions on social-emotional outcomes. The study aimed to understand the reciprocal association between teacher emotional support and preschooler's social competence. Despite

the limitations on the sample size and the potential bias on the reliance on the teachers' rating; a positive association was found that a high level of emotional support from teachers led to prosocial behaviors (cooperation and empathy) in children. On the other hand, there was a slight indication that children who received less emotional support from the teacher had displayed disruptiveness.

Salminen et al. (2021) investigated the relationship between the quality of teacher-child interaction and toddlers' self-regulation skills using a sociocultural approach. The review aimed to explore the implications of different cultural values on the aforesaid relationship and was conducted in Finland (individualistic) and Portugal (collectivistic) respectively. Researchers pinpointed that toddlers need teachers' support to develop self-regulation skills like attention, working memory, and inhibitory control; and high-quality teacher-child interactions are associated with better self-regulation of children aged 3 or above. The study found that high-quality interactions were associated with better attention and inhibitory control of children in Finland. In Portugal, because of cultural influence, only inhibitory control showed an association with high-quality interaction support. Despite cultural differences, both Finland and Portugal demonstrated the potential benefits of high-quality teacher-child interactions for children's self-regulation development.

Grosse et al. (2022) evaluated the association between the quality of teacher-child interaction and social-emotional development of children attending early childhood institutions. This study suggests that high-quality interactions with teachers are beneficial for the development of specific aspects of social-emotional skills, such as working memory and behavioral regulation, in preschoolers within childcare settings. The study found that higher quality interactions were associated with better working memory and less disruptive behavior. The result affirmed the significance of positive interactions in childcare settings and the vital roles of the teachers.

DISCUSSION

This review aimed to investigate the impact of early childhood education on the social and emotional competence of children. The study explores the significant influence of family, parents, care settings, and teachers on fostering children's social and emotional development. Family is the most vital institution in an individual's life.

The search on the association between family and social and emotional competencies of children is a consistent finding echoed the other studies. The research of Zhu et al. (2022) concluded that a positive family dynamic including strong communication, mutual respect and

trust, and a supportive environment establishes a warm and nurturing atmosphere in the family, hence enhancing the development of social and emotional competence of children. The study of Eisenberg, Cumberland, and Spinrad on the socialization of children's emotions and self-regulation 20 years ago further supports the result by linking children's emotions and family context. The study stated that family organization can influence an individual's behavior. A well-functioning family promotes parent's-self-regulation and replies to children's emotions with supportive responses, hence boosting the positive development outcome on children's emotions and self-regulation (Spinrad et al., 2020).

Parents in general are the first and primary role models who shape children's social and emotional skills through interactions, educational approaches, and parenting styles. Bowlby's attachment theory emphasizes the secure bond between a child and caregiver; and Bandura's social learning theory underscores the impact of observational learning. Again, children learn from their parents through daily interactions. Parents' responsiveness, competence of self-regulation, and social and emotional skills have contributed to children's development of social and emotional competence.

Early childhood education setting offering structure learning environment and opportunities to prep children for social interactions. Again, children learn from observation, the interactions with teachers and peers enhance the cognitive development and improve the social and emotional skills of children. The regular routines with predictable schedules in preschools offer a sense of security that children know what to expect throughout the day and help to manage their emotions. As mentioned above, the lack of regular routines during COVID-19 lockdowns tended to increase the anxiety, boredom, and low mood of children at home. In addition, children learn to think critically, plan and solve problems while participating in play activities in preschools. Per the study of Cankaya et al. (2023), play is a cornerstone of early learning. From sensorimotor to pretend play, children learn to take turns, share, and resolve conflicts ultimately, and enhance their social and emotional skills.

Teachers are one of the vital models in shaping children's social and emotional development. The above study found several journals to highlight the significance of teachers in children's learning environment. Like parents, teachers' positive interactions, guidance, and emotional support contribute to the development of self-regulation, social competence, and emotional recognition skills of children. Bailey et al. (2022) investigated the consistent emotional support of teachers for children's adjustment in preschools and found that the consistent support led to positive outcomes in children's emotion regulation. In addition,

teachers themselves with strong social and emotional competencies tend to provide better support and guidance to children's learning. As a result, school leaders should promote the development and continuing training of social and emotional competence for teachers.

Based on the review above, we found that both family and early childhood education programs are indispensable in boosting the social emotional development of children. Parents and teachers working together through sharing strategies, progress reports, and open communication channels can develop a consistent and holistic learning environment that optimizes children's social and emotional growth. Lang et al. (2020) concluded the significance of the co-caring relationship that support of co-caring linked to greater social-emotional competence and less parent-child conflict. It emphasized the need for parent-teacher partnerships. Moreover, the study by Smith et al. (2019) on the effectiveness of family-school partnership (FSP) intervention pinpointed the positive impacts of family involvement on children's learning and well-being and intervention of FSP at creating connections between home and school had led to a positive outcome on children's academic achievement, behavior, social skills, and mental health. This collaborative approach fosters a joined support system and ensures children receive consistent social-emotional learning techniques at home and in early childhood education settings leading to better outcomes.

CONCLUSION

This article, as a whole and comprehensive in-depth discussion of the quality level of early childhood education directly and its long-term impact on children's social skills development and emotional skills development. Research has been highlighting the combination of factors such as a young child's home environment, the schooling received in kindergarten, and the level of interaction between teachers and students to lay the foundation for the development of children's social and emotional skills.

Family education has always been regarded as the earliest education received by children and an education model that has a long-term influence on the lifelong development of children and is crucial to the growth of children. Different family atmospheres directly lead to differences in children's development. In contrast, relaxing and healthy, respecting the physical and mental characteristics of children's development, giving children full recognition and support, and experiencing strong family cohesion in a positive living environment, with equal and free effective communication, such an environment provides solid support for children's rapid development of social emotional skills. This view is also validated by the research of Zhu Rongji et al. (2019), while Bobby's attachment theory and Bandura's social learning theory

provide a theoretical basis for emphasizing the importance of family relationships and social behavior patterns in children's learning of social and emotional skills.

As an important place for children to receive school education, the environment in kindergarten also plays an important role in children's growth trajectory. Of course, the kindergarten environment is a kind of creation of the material environment, including the discussion of children's experiences in the psychological environment. According to the social learning theory of Egan et al. (2021) and Albert Bandura, these physical and psychological environments provide a platform for children to interact with their peers and teachers around them. In this kind of platform can observe and exchange children's stable daily life, in addition to promoting the child's social and emotional development. Kankaya et al. (2023) further found that the early educational environment can greatly affect children's basic social skills and emotions.

In the school education environment, the identity of early childhood educators is to promote the implementation of early childhood education and teaching organizers. Play an important role in promoting children's learning. Jimbert et al. (2021) believes that educators can help create a better learning environment for young children. In other words, this

environment can promote children's social and emotional development. They need to effectively demonstrate and communicate the core principles of socio-emotional learning (SEL), which are key to a child's overall development.

Taken together, we have a comprehensive understanding of the factors that influence children's emotional and social development, including family dynamics, peer interactions, the school environment, and the role of educators. At the same time, the study also points to future research directions, such as the long-term effects of early childhood interventions and the adaptation of interventions to different cultural backgrounds and family structures. Through a literature review, we explore in depth how family dynamics, educational environments, and educators in early childhood education work together to promote children's social and emotional development. Despite some limitations in the existing literature, these discussions provide valuable insights into early childhood development.

The limitation is a lack of integration between studies on family dynamics and those focusing on educational settings. While both are acknowledged as crucial, there is insufficient examination of how these environments interact and influence each other in the context of children's development. This oversight underscores the necessity for research that bridges the

gap between home and school environments, exploring how they can collaboratively support children's social and emotional growth.

While existing literature lays a strong foundation, this study has pinpointed certain critical gaps that suggest a clear agenda for future research aimed at deepening our understanding of the drivers of children's social and emotional development. Subsequent studies, by addressing these limitations, can provide more refined insights and more actionable guidance to the parents, educators, and policymakers working to ensure children progress into adults who are caring, capable adults.

RECOMMENDATION

Early childhood education is important to help children develop social and emotional skills. For children to grow up healthily, we recommend an integrated approach that includes both direct teaching in the school and indirect support outside the school. In short, it is to focus on the growth of children both in the classroom and in daily life.

Integrating Social-Emotional Learning (SEL) into Curriculum

Integrating socioemotional learning (SEL) into the education system is important to help adolescents upgrade their social and emotional skills. Research shows that SEL courses can have a positive impact on the growth of preschool children, so schools should choose the appropriate SEL course according to their conditions. This means that SEL should not be seen as an additional teaching component, but rather as a natural part of everyday teaching.

To make SEL lessons more effective, there are many ways to do, such as having organized activities, such as classroom group discussions on how to deal with emotions and solve problems, or teachers can take advantage of random teaching times throughout the day. The key to the integration of SEL programs is to help children understand and recognize emotions in themselves and others, develop empathy, build good interpersonal relationships, improve their decision-making skills, and effectively face challenges. Through interactive teaching methods such as storytelling, role-playing and team play, children develop these skills in an environment that is encouraged and supported. If SEL courses can consider cultural differences and include respect and reflection of students' different cultural backgrounds, this teaching method can not only improve the learning effect, but also promote students' respect and understanding of the learning environment.

Professional Development for Educators

Considering that the professional level of children's educators will directly affect the lifelong development of children; to promote the development of children's social and emotional abilities, we must implement pre-service training and after-service training of early childhood educators, especially cannot neglect to provide high-quality professional training for early childhood educators. As pointed out by Gimbert et al. (2021), teachers need to learn how to integrate social emotional learning (SEL) into daily teaching, including mastering the basics of SEL and how to practice SEL naturally in daily activities and teaching.

For SEL to be effective, schools and early childhood education centers need to provide ongoing support and resources for teachers. Such support networks can help teachers create a learning environment that helps develop children's emotional intelligence and social skills. Practical resources may include access to SEL curricular materials and instructional supports, opportunities for educators to collaborate in planning and reflecting with their colleagues, and extended professional learning opportunities, such as coursework, coaching, or workshop participation, as they seek continuously to learn and apply the most current research and effective practices in social-emotional learning. When schools and early childhood education centers invest in the professional development of their teaching staffs, they ensure that their educators are well-versed in promoting the social and emotional learning of their students, and that they, along with their school or center, in turn are well-set to demonstrate the social and emotional health of its members—guaranteeing the success of their students today, and the well-being of their students in the future.

Parental and Community Engagement

Ensuring that social and emotional learning (SEL) extends beyond the classroom and into parents' homes and the broader community is crucial. Coming together to extend SEL beyond schools and weave it into our homes and community ensures children receive consistent messages and support in their efforts to develop social and emotional competencies. These could include workshops for parents focusing on key concepts of socio-emotional learning (SEL), family-based activities aimed at boosting emotional intelligence, and organizing community events aimed at nurturing and celebrating social networks. By partnering with local organizations, schools, and early childhood institutions can provide more opportunities to leverage community resources to expand SEL learning, thereby fostering an environment that supports children to become socially and emotionally capable adults. Not only does this approach enrich children's experience of living in the community, but it also builds a

community consensus and shared commitment to ensure that children grow up to be well-rounded, mentally healthy individuals.

Implement Nature-Based Education

As researchers such as Johnstone pointed out in 2020, exposing young children to education in a natural environment has many benefits for them. This approach creates a learning environment in which children increase social contact with each other by participating in outdoor group activities. These outdoor activities naturally highlight teamwork, which is very helpful for children to learn how to work together as a team and improve communication skills and basic social skills. By participating in these activities, children can practice problem-solving skills, and develop a spirit of cooperation, self-study ability, and a desire to explore.

Outdoor adventures stimulate children's multiple senses and promote their emotional growth. The sensory experiences of nature, such as touch, sight, smell and sound, help them establish deeper emotional connections and enable them to perceive and express their emotions more effectively. Exploring nature in a supportive and cooperative social environment ultimately helps improve children's emotional resilience and drives their emotional and social development.

Continuous Research, Evaluation, and Improvement

Continuous exploration of environmental science and nature-based research is an important part of the ECE framework, which allows us to discover materials that are more suitable for the development needs of young children in the continuous process of growth and exploration. At the same time, kindergartens should adjust their teaching goals according to the latest research results and the needs of social development and make corresponding adjustments to the teaching organization to ensure that they can effectively promote the growth of children.

To ensure that social and emotional learning (SEL) and nature-based early childhood education programs are both effective and contextually appropriate, we need ongoing research and evaluation. That means taking a closer look at environmental science and Nature-based ECE work, with the aim of gathering some practical data on what works and where improvements are needed. It is important to regularly evaluate SEL and nature-based approaches to early childhood education so that we know how to more effectively meet the needs of children, teachers, and communities, and to continually improve these approaches as time and circumstances change.

Hopefully, by focusing on evidence-based approaches, we can ensure that social and emotional learning (SEL) interventions and nature-based early childhood education programs not only hold up in theory but also work in practical teaching Settings. Ultimately, the goal is to help children develop socially and emotionally.

By assessing the effectiveness of SEL interventions, teachers can adapt their teaching methods based on this feedback. In this way, when they encounter various challenges, students will be more confident and able to deal with them. This approach to continuous improvement can help create an active educational environment where students develop empathy, adaptability, and communication skills. As teachers constantly adapt and optimize their teaching methods, they create a more inclusive and rewarding learning environment for students, so that children can grow up healthier both academically and emotionally.

Policy and Funding Support

For social and Emotional Learning (SEL) and nature-based education programs in kindergartens to proceed smoothly and achieve the desired results, we particularly need to have a firm policy and funding support. This refers to the need for a policy push to make SEL and Nature-based ECE a central part of educational standards and curricula and to ensure that sufficient funding is available to start these programs and keep them operational. This investment should include professional training for teachers, resources for innovative programs, and scientific research to evaluate whether programs are effective.

On the other hand, policies should also promote multi-stakeholder cooperation among schools, families, and community organizations around the establishment of a comprehensive support network, such a network environment more conducive to children's social and emotional growth. Of course, this requires effective communication and collaboration among policymakers, funders, and educators to ensure that policy and funding priorities support the development of these important capacities.

By developing and implementing this comprehensive policy and funding programs, stakeholders can ensure that social and emotional learning (SEL) interventions and nature-based early childhood education programs are supported not only in theory but also in practice, thus creating a strong foundation for children's social and emotional development. This comprehensive support will create a more inclusive and growth-friendly learning environment for early childhood education, which will help children achieve outstanding development and lay a solid foundation for their full growth in learning and emotions.

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CHAPTER FOUR

THE CULTURAL FACTORS ON MALAYSIA AND CHINA CHILDREN'S SOCIAL, EMOTIONAL, AND COGNITIVE DEVELOPMENT

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ABSTRACT

Introduction: Culture has a huge impact on children's development, impacting their social interactions, emotional reactions, and cognitive maturation. Children learn to navigate their surroundings, establish a sense of identity, and gain necessary skills through shared values, traditions, and rituals. The cultural milieu consequently plays an important impact in their overall developmental trajectory.

Objective: The main objective of this paper is to examine the cultural factors' effect on children's social and emotional development through studying the contexts of Malaysia and China.

Method: The article synthesizes findings from previous empirical research studies on the effects of culture on child development in the Malaysian and Chinese contexts. The review employs a systematic approach to consolidate peer-reviewed articles published between 2019 and the present day.

Discussion: Firstly, the culture in both Malaysia and China has been reviewed in this paper, exploring their social, emotional, and cognitive characteristics. Moreover, the effect of Malaysian cultural factors has been investigated based on discussion on various aspects, which are food culture, socioeconomic, and family culture. Meanwhile, the effect of Chinese culture has also been investigated in this paper however it focused on discussing the aspects of travelling culture in China.

Conclusion: Overall, it is found that parents play an important role in children's social, emotional, and cognitive development, no matter which culture.

INTRODUCTION

Cognitive functioning consists of a variety of mental competencies, such as learning, reasoning, thinking, remembering, solving problems, making decisions, and paying attention (Fisher et. al., 2019). According to Piaget (1964), it was said that cognitive development is an approach that addresses all the knowledge structures. This article will review past literature on the social and emotional development of children to the influences of culture in Malaysia and China. At the same time, this article will also investigate and discuss the cultural effects on both Malaysian and Chinese children's cognitive development.

Reviewing Malaysia and China Culture

Social and Emotional Development in Malaysian Culture

There are three big ethnic groups: Chinese, Malay, and Indian in Malaysia which have different customs, traditions, and values. These differences can have an impact on the social and emotional development of children. Firstly, religion can influence the perception of children's cognitive development. According to Sulaiman et. al. (2022), the absence of conscience and guilt is highly associated with a weak relationship with God. Islamic disciples felt that there would be a higher chance of participating in unethical behavior when they paid no notice of the Islamic rules. It was also said that the lack of conscience will also lead to unethical behavior even though disciples are very religious due to the high exposure to immoral practices in their daily lives. Hence, Islamic parents would discipline their children strictly with the rules written in the al-Quran to prevent their children from engaging in immoral activities such as drinking alcohol or gambling.

Families who believe in Buddhism are highly convinced by the concept of karma. In the study of Chong et. al. (2019), karmic believers believed that there would be greater repercussions for both good and bad deeds in this life and the next. This is due to the Buddhist disciple belief that karma is comparable to a bookkeeping system wherein good and bad deeds and thoughts are recorded and credited. However, the results showed that disciples were more

worried about the punishment in the afterlife compared to the promise of rewards which influenced the people's cooperative behavior. Thus, parents who are Buddhist would educate their children with positive behaviors to prevent their children from suffering in the afterlife. As for this, both religions use different ways to promote good behavior, however, the perceptions of the believers are completely distinct in that one hopes to prevent something bad from happening, and the other one hopes to prevent suffering.

Other than religion altering one's perception, different ethnic may portray a variety of customs and beliefs that affect the social and emotional development of children. Chinese cultures are usually conservative in projecting their feelings to others, from family members to outsiders such as friends. According to Berry et. al. (2019), participants who were Malaysian Chinese young adults stated that they should not ask for support from friends or family when dealing with less serious issues and should accept full responsibility for mental health issues. As they grew up in conservative families, they were instilled with the concepts of "dishonorable" and "terrified" selves, they were afraid to share their feelings or sympathize with other feelings as they felt that it was disgracing the family. Participants also mentioned that the culture of collectivism is continuously being emphasized in the modern Malaysian Chinese culture, and the desire to avoid humiliation is getting stronger when the usage of social media is becoming progressively more common.

However, the idea of masculinity and feminism are strongly exhibited in the Indian culture as females are seen as sensitive and weak, and males are robust and strong which leads to putting men in a greater social standing and giving them greater power to influence women (Siddiqi, 2021). This gender inequality has highly affected the social and emotional development of Indian children. In the study of Singh et. al. (2022), males who were seen as the superior character in the family tend to suffer from the pressures of family and friends when they are having problems. Men showed fewer intentions to seek help from people around them and had a poorer ability to identify their problems accurately such as personal or social. It was also stated that males tend to have smaller social networks, participate in few social activities, have fewer social connections, and have lesser social support. Hence, restricts the likelihood that these people will become conscious of, comprehend, embrace, or sustain social relationships in their lives.

Moreover, since Malaysia is a country with a diverse culture, there is another culture and community called the Peranakan, which is a mixed ethnic heritage, primarily from Arabs,

Europeans, Indians, and Chinese who married Malaysian women. The Peranakan culture has the opposite teachings of many Asian teachings on children in which women are more dominant than men. According to Neo et. al. (2019), Nyonyas (refers to a lady in Peranakan) were favored and respected in addition to being marginalized and oppressed by women more so than by Babas (Peranakan men). Nyonya's daughters are reported to be having a carefree childhood existence and Baba sons will be taught by mothers the rules to have respect in the outside world. Nyonya mothers will also convey messages with a commanding and supreme tone which leads to their sons to proceed on submitting to a strict mother at home. As for the strict rules and high control at home, Babas are highly affected in their social and emotional development which resulted in doing immoral activities such as gambling, cheating, or abusing due to the absence of social support from family members and the lack of teachings on requesting help from others. Therefore, family teaching and ethnic cultures can have an impact on the social and emotional development of children.

Language also plays a part in the culture of this multiracial country. Different ethnicity uses different types of language such as Bahasa Melayu, Mandarin, and Tamil. However, the usage of the English language plays a huge role in communication between all ethnicities as it not only is the international language of the world, but it is also the compulsory language subject that all Malaysians had to pursue in both primary and secondary school (Hashim, 2020). Past studies showed that language skills enabled students to improve their emotional intelligence such as self-awareness, self-regulation, motivation, empathy, and social skills (Alghorany and Hamzah, 2020). It also stated that the anxiety of language of children may increase due to the lack of proficiency in language as personal cognitive traits are influenced and produced by environmental abilities. As for this, an individual's English proficiency has improved, and the social and psychological aspects can be mediated through socializing with friends and families.

In addition, as the growth of the Mandarin language had widely increased, many Malay parents had been enrolling their children into Chinese government schools. There are a few factors that lead Malay parents to hope their children receive education from Chinese schools. According to Ting and Lee (2019), the first factor was the mathematics and language education provided in Chinese schools. As Chinese families usually excel in mathematical subjects, Malay parents hope their children achieve better results in Mathematics and the Chinese language learned could be beneficial for their future career. The second factor is the positive environment. Ting and Lee (2019) stated that Chinese schools focus on the physical and social environment

of the students. Chinese schools tend to ensure the facilities of the students are in the best condition and hope students learn well through the experiences. This led Malay parents to agree on the point that having good experiences in learning can increase the prevalence of taking in new knowledge. The social environment was also important to the children's social and emotional development. Malay parents felt that the teachers were very kind and attentive to their children, always keeping a loving environment towards their children. It makes them feel that their children's well-being is considered, and their friends are always playing and supporting their children. Therefore, language plays a huge role in influencing the social and emotional development of children.

As for this, many factors lead to the development of social and emotional in children such as religion, ethnic culture, and languages. Religion plays a huge role in parents of all ethnicities. This is due to the protectiveness sense of parents who would hope that the strict rules of the religion can influence positive behaviors in their children. Moreover, the customs of each culture were different and the impact on the social and emotional development differed from each custom. Families were always cautious about the customs of each family culture as they hoped that their children would also follow the family-centered approach. Lastly, language factors can affect the social and emotional variables in children's development. As parents are more cautious about choosing the schools and subjects for their children's education, all parents seem to be equally caring to their children as they always hope their children get the best education and best learning environment during their developmental stages.

Social and Emotional Development in China's Culture

The Chinese culture, originating from an agricultural civilization, has undergone systematic transformations over thousands of years of feudal society and the establishment of New China (Shek et al., 2022). These experiences provide a unique opportunity to study the effects on children's social and emotional development.

During the feudal period of China, Confucianism had a profound influence on social life (Sheng, 2018). Confucianism emphasizes family values, respect for elders, and filial piety for parents, which shapes children's attachment to the family and respect for family members and promotes the parent-child relationship (Bedford & Yeh, 2019). However, this perception can also lead to children lacking self-confidence and initiative in social interaction and being more inclined to follow the opinions and behaviors of their elders, limiting their social range

and development. At the same time, traditional Chinese culture pays attention to etiquette and emphasizes proper speech and behavior on social occasions, which cultivates children's self-control ability and emotional wisdom. However, etiquette norms and social expectations in traditional culture may constrain and pressure children's emotional freedom and expression. Because traditional culture considers calmness, which restrains extreme emotions, to be a superior ability, children may repress emotions and refuse self-expression, which may make them feel anxious or upset (Liu et al., 2020).

From the late 19th century to the early 20th century, China experienced a series of social changes and political turmoil, such as war, revolution, and foreign cultural influences. Childhood experiences in Chinese cities have been constantly changing (J. Liu, 2021). Children may face the challenge of separation and rebuilding relationships with family, peers, and other members of society, which can have an impact on their social skills and emotional development. Another study suggests that rural children (Yang & Xiao-Zhou, 2022), especially left-behind children, live in an environment lacking parental care for a long time, which leads to a lack of stable and harmonious parent-child relationships with their parents. Being in this special living. J. Liu (2021) expressed the same idea in his study that there is a close relationship between the quality of parental co-parenting and children's social and emotional adjustment. Children from families with high-quality co-parenting relationships exhibit more socially appropriate behaviors, enhanced emotional security, higher self-regulation abilities, and positive social and emotional adjustment abilities environment for a long time can easily exhibit personality traits such as timidity, rigidity, and lack of social interaction, seriously affecting children's social and emotional development. And research has shown significant differences in cognitive development between urban and rural children. (Lu et al., 2020).

After the establishment of the People's Republic of China, China carried out a series of educational reforms, including the popularization of compulsory education and the updating of educational content (Li, 2020). These reforms provide children with better learning environments and educational methods and may also have an impact on their social skills and emotional development. For example, educational reform may promote children's intellectual development and social skill development. But it may also bring new challenges, on the one hand, increasing academic pressure leads to a decrease in children's emotional stability and expression ability, and in severe cases, it can lead to emotional loss of control, resulting in aggressive behaviors such as verbal harm and emotional hostility, which seriously affect

children's social status. On the other hand, traditional educational methods often focus on rote memorization and utilitarianism, lacking in the cultivation of children's emotional and social skills. This may lead to children lacking the necessary abilities and understanding in emotional expression and interpersonal communication.

Due to the implementation of the family planning policy, only children have become a common family structure. These children often lack the companionship and interaction of their peers during their growth process, which may lead to some difficulties and obstacles in social interaction, such as not knowing how to establish and maintain friendships or handle interpersonal relationships. On the other hand, only children may face confusion about their self-worth and identity, due to their unique upbringing environment and family structure. Excessive parental attention (Chen-Bouck et al., 2019), differences in parenting styles (Mak et al., 2020), and potential rebellious psychological states in children can all lead to their refusal to express emotions, leading to psychological problems such as anxiety and depression. For example, Martínez et al. (2020) discussed the relationship between different parenting styles (indulgence, authority, authoritarianism, neglect) and adolescent self-esteem levels in their research. Self-esteem is associated with social anxiety disorders in children (J. Li et al., 2023).

In the context of the traditional concept of male superiority and the new fertility policy, children face new challenges in social and emotional expression (Zhu et al., 2021). Traditional perceptions of gender discrimination can make girls feel disadvantaged in social interactions. More effort is needed to adapt and integrate into society (Wang et al., 2021). The new era of eugenic and eugenic policies may increase family and social expectations for girls, requiring them to perform better to cope with social competition, and girls' emotional expression and self-expression are restricted, which may exacerbate girls' social pressure.

On the other hand, there is a high emphasis on grades and fame in modern society, which may lead to excessive competitive pressure among children, affecting the establishment of cooperation and friendship between each other. Children may be more focused on personal achievement and performance, and neglect interaction and emotional communication with others.

However, with the development of China's economy and the advancement of urbanization, a new culture has been formed, and people have gradually realized the importance of children's and adolescents' mental health. First, the improvement of the educational

environment gives children more opportunities to receive a good education, helps to improve their social skills and emotional cognition, and creates conditions for them to establish more healthy and positive interpersonal relationships between school and peers (Zhang et al., 2019). Secondly, the increase of public places in the city, such as parks, community activity centers, playgrounds, etc., provides children with more opportunities to interact, make friends, and establish social relationships, which helps to improve children's social skills and increase emotional communication opportunities. Moreover, the popularization and development of science and technology provides children with a variety of information and entertainment, so that they have more opportunities to socialize virtually. However, the effect of virtual socialization on children's emotional development is still unclear (Kaimara et al., 2021). At the same time, with the establishment of social norms, people begin to pay more attention to children's mental health, and children's atypical behaviors are easier to notice, which undoubtedly contributes to the development of their social emotional, and mental health.

For example, a study on autism suggests that cultural norms may play a role in certain specific characteristics of autism. This indicates that by changing cultural norms, we may be able to better understand and support children and adolescents with special needs (De Leeuw et al., 2020).

The influence of Chinese culture on children's social and emotional development has both positive and negative aspects. The positive effects are reflected in family values, benevolence and filial piety, etiquette, family traditions, and social roles, which help to develop children's social skills, emotional intelligence, and self-awareness, laying the foundation for their healthy growth and social adaptability. However, at the same time, there are also adverse factors such as authority pressure, social expectations and pressures, gender role constraints, competitive pressure, educational style and educational pressure, etc. Understanding these factors will help formulate more comprehensive and effective educational policies and practices to help children develop comprehensively and grow healthily.

The Cultural Differences

China and Malaysia, as countries with rich cultural traditions, have similarities and differences in children's social and emotional development. Although families in both countries generally value children's education and growth and emphasize family values and social interaction, their impact on children's social and emotional development varies due to

differences in religious and cultural backgrounds as well as social structures. Firstly, in terms of religious beliefs. The main religion in Malaysia is Islam, while most children and adolescents in China are non-religious believers (Wang&Wang, 2021). Children with religious beliefs may seek emotional support through religious rituals or practices, while children without religious beliefs may rely on family members or professionals to handle emotional issues. Secondly, in terms of the education system. Malaysia's education system may be more diversified, emphasizing respect and inclusiveness for students from different cultural backgrounds, which can help form an open and inclusive social attitude. The education system in China may place greater emphasis on academic achievements and the inheritance of traditional values, and children may place greater emphasis on family and peer relationships. No society is culturally homogeneous, and within the same cultural cluster, there may be significant differences, inconsistencies, and differences. In contrast, European cultures tend to be individualistic, emphasizing individual freedom and independence. In this cultural context, children are encouraged to pursue personal abilities and interests, which helps cultivate confidence and self-management skills in social interactions (Haslam et al., 2020). In addition, the social welfare systems of European countries provide good social security and educational resources for children, which helps promote their healthy social and emotional development (Berger&Slack, 2020).

DISCUSSION
Investigation of Malaysian Culture

Cognition can be defined as conscious and unconscious processes associated with perceptions, thoughts, and judgments (Cherry, 2023). Cognitive processes include perception, attention, creativity, problem-solving, reasoning, and memory (Amenya et al., 2021). Cognitive performance in children was associated with several factors such as nutritional status, family socioeconomic status, home environment quality, and parental education levels. Studies have shown that Malaysia's culture can have a different impact on cognitive performance in children through these factors, including nutritional status, socioeconomic status, home environment quality, and parents' education levels (Chin et al., 2020; Meli et al., 2023; Murtaza et al., 2019; Nurliyana et al., 2020; Poh et al., 2019).

As mentioned above, Malaysia is a multicultural society. Therefore, Malaysian dishes are diverse, with the influences of various food cultures from Malay, Chinese, and Indian (Abidin et al., 2020). Malaysian cuisine usually consists of a variety of rice, vegetables, fruits,

and a lot of herbs and spices. A balanced diet is crucial for cognitive development in children by providing nutrients such as proteins, minerals, and vitamins essential for brain development. A study conducted with homeless children in Malaysia discovered that low cognitive performance in children can be impacted by nutrient deficiency (Chin et al., 2020). To be precise, adequate intake of zinc was significantly associated with the cognitive performance of children. Insufficient intake of zinc may impact children's cognitive development by causing impaired working memory (or short-term memory) (Guzzardi et al., 2023). Besides, according to Meli et al. (2023), it was found that protein intake and body mass index for age were both significant factors in predicting cognitive abilities among children of fishermen in Malaysia. Without adequate intake of protein, children were seven times more likely to have poor cognitive performance. For children with normal weight, they had a 71% lower likelihood of poor cognitive performance, in comparison with those underweight or overweight. Since underweight is highly related to malnutrition, deficiency of micro- (e.g., zinc, calcium, iron, potassium) and macro-nutrients (e.g., proteins, fats, carbohydrates) can negatively affect brain and cognitive development.

Previous studies done in Malaysia found that undernutrition was more common in boys than in girls (Haron et al., 2023; Logarajan et al., 2023). Being overweight or obese may lead to impairment in cognitive abilities among children (Mattey-Mora & Nelson, 2021; Smith et al., 2021) as well as adults (Bashir et al., 2022) by adversely impacting several domains in cognitive functions, including memory, attention, planning, and impulsivity. Consistent results were obtained by Poh et al. (2019) who showed that children who were overweight or extremely obese were twice as likely to perform poorer on cognitive tests than those with normal weight. However, no significant relationship was found between stunting (i.e., a sign of malnutrition in children) and children's cognitive performance. This contrasts with a past study which discovered that stunted infants had poorer cognitive performance (Nurliyana et al., 2020). Overall, these studies suggested that a balanced diet with sufficient nutrients is crucial in supporting children's cognitive development. Therefore, it is suggested that Malaysian parents pay close attention to children's dietary habits and encourage their children to have a balanced diet.

Apart from that, socioeconomic status in Malaysia also plays a crucial role in predicting cognitive abilities in children. Socioeconomic status allows access to various resources such as high-quality home environments, education, and healthcare. Globally, due to the COVID-19

pandemic, the socioeconomic status of many households has deteriorated. It was found that the number of households living in poverty has increased from 405400 to 639800 after the outbreak of COVID-19 in Malaysia (*A Fair Chance*, n.d.). Children from low-income families may face obstacles that adversely affect their cognitive development. Past research conducted in Malaysia supported the relationship between socioeconomic status and the cognitive performance of children. For example, Chin et al., (2020) found that family socioeconomic status was a factor leading to low cognitive abilities in children in Malaysia. Children growing up in an environment with low socioeconomic status have limited access to cognitively challenging materials and have fewer opportunities to experience cognitive support or encouragement from parents and thus, they were more likely to have lower cognitive abilities, compared to those from high socioeconomic status families.

Another study conducted with children in Malaysia also found that the income and education levels of parents played a significant role in predicting the cognitive performance of children (Poh et al., 2019). Children were more likely to score lower on Intelligent Quotient (IQ) tests when they were from low socioeconomic families and whose parents lacked education. When there was an economic constraint, children had limited exposure to useful resources and they were given fewer chances to receive and experience cognitive stimulation therefore, they tended to have slower cognitive processes. Parents who lacked education or with lower education were often less likely to spend time interacting with their children and involved in their children's education. Consistently, a previous study conducted with indigenous children in Malaysia found that both fathers' income and educational levels were important in determining children's cognitive abilities (Murtaza et al., 2019). The findings showed that the higher the income levels of fathers, the better the children's short-term memory (or working memory), indicating that there was a significant association between parents' income and children's cognitive performance. For high-income parents, they were capable and tended to invest money and time in their children's learning processes and cognitive development, and thus, the cognitive performance of their children may be enhanced. The results also showed that for highly educated fathers, children were more likely to have faster processing speed and better short-term memory. This is because highly educated fathers often had broader knowledge regarding the importance of education for their children and thus, they were more likely to spend time with their children and support them in developing useful skills and abilities that prepare them to achieve optimal cognitive outcomes.

Families with higher socioeconomic status usually provide a stimulating and high-quality home environment for their children. They will prepare learning materials such as books, puzzles, or maps at home so that their children can easily access them. Access to these useful resources can improve children's cognitive abilities such as creativity, problem-solving skills, memory, and attention. According to Murtaza et al. (2019), learning materials provided at home can enhance children's cognitive performances by accelerating processing speed and improving working memory. Furthermore, the responsive behaviors of parents were also useful in enhancing children's cognitive outcomes. Responsive parents allow children to receive more stimulation and encouragement and therefore, children are more willing to spend time involving themselves in cognitive activities that may help strengthen their problem-solving skills. Nurliyana et al. (2020) showed that mothers' responsive behaviors towards their children were associated with better cognitive development in infants.

In short, studies have shown that cognitive performance among children in Malaysia was associated with several factors such as nutritional status, socioeconomic status, home environment quality, and parents' education levels. Low cognitive performance in children was associated with several risk factors such as malnutrition, obesity, low socioeconomic status, low home environment quality, and parents' low education levels. Therefore, to improve the cognitive development of children in Malaysia, interventions and strategies to avoid malnutrition among children should be designed and started as soon as possible (e.g., during pregnancy). Tackling poverty and improving the educational levels of parents or caregivers are also important steps that need to be taken to guarantee that parents possess the necessary resources and expertise to create a cognitive-stimulating home or learning environment for their children, thereby improving their cognitive development.

Investigation of Chinese Culture

China is one of the strong driving forces toward the outbound tourism industry in the world, the latest statistics show that there were nearly 155 million Chinese traveling outbound in 2019 but drop to 87 million in 2023 due to the limitation of China's government policies on control the spreading of COVID-19 (Blazyte, 2024). However, there is some increase in domestic traveling in China. According to The Straits Times (2024), the revenue of China's domestic travel during Chinese New Year in 2024 had a 47.3% growth, and this data surpasses the records of 2019 which pre-COVID-19 period.

In the Chinese language, there is an old saying: "Read ten thousand books, travel ten thousand miles". It means that both the theoretical understanding gained in book learning and practical experience learned from field observation and traveling are important for enhancing knowledge (Leung, 2013). Moreover, traveling is one of the common family activities in China and data statistically show that most Chinese tourists (more than 70%) tend to travel with friends and family (Dichter et al., 2018). It may be due to the influence of Confucianism; some Chinese people believe that the best education is traveling with family. This is because Confucianism emphasizes family values. The research found that parents' generativity will be positively influenced by Confucian culture, thus, parents get driven and motivated for their children's education, as well as forming psychological well-being of the parents (Pan & Shang, 2023).

On the other hand, the traveling culture in China may be considered as one of the experimental learning that can be provided to Chinese children. Experimental learning has been defined as the paradigm for contradiction resolving between how it is used and how information is gathered. In addition, experimental learning emphasizes that knowledge is learned through experience, and based on previous experiences evaluates learners in line (Kong, 2021).

A study conducted by Guo and Liu (2022) examined Chinese children's emotional cognition and psychological process by allowing the children to draw out their tourism experiences. The results show that Chinese children's perception of elements will be shifted to the micro-level from the macro-level against the growth of age. In other words, children start to pay more attention to a specific thing rather than a bigger picture when growing up. It may show that Chinese children's cognitive process grows through observing and thinking about the environment in-depth. For example, a 5-year-old child may only recognize that the tour guide is a man who holding a guide flag, but a 10-year-old child may remember the name, voice, appearance, and face of the tour guide. This may also show the problem-solving abilities of Chinese children gained. For instance, if the children are lost while traveling, the 10-year-old child may be able to better describe the features and identity information of the parents and tour guide, to the policeman. Therefore, Chinese parents may try to lead children to observe the details of the scene and ask them to explain it. It is to train their children's attention, thinking, and expression ability. This also helps parents to better understand their children's cognitive developmental process.

In addition, Guo and Liu (2022) found that the contents in Chinese children's perception shift to abstract from concrete. Abstraction is the general representation of a phenomenon

without any concrete references or details (Swedberg, 2019). This may show that Chinese children's cognitive processes become more complex when growing and traveling. Meanwhile, the children may become more creative in problem-solving. For example, a 5-year-old child may need to rely on finger counting to count how many tourists in the bus while a 10-year-old child may be able to use mental arithmetic. In the meantime, the 10-year-old child can continue in calculation even if some tourists leave the bus in the middle, but the 5-year-old child may be lost in counting. Hence, Chinese parents may ask their children to draw the scenes that happened on a trip based on memory to train them to recall the information memorized in their minds. This may help parents to check whether the children tend to be abstract or concrete, thus, based on it to explore children's cognitive potential. For example, parents encourage their children with an abstract mind to paint for the trip and train their creativity.

Moreover, this study also found that the novel activities that happen during travel will impress children and they have an acute perception of people. For example, Shanghai children who experienced traveling to Xinjiang with family before may remember the experiences of wearing Xinjiang traditional clothes during the trip, when ask he or she to recall the most memorable thing on that trip. This may reflect that Chinese children may strengthen their memories through traveling. It may become a good chance for parents to bring their children to the cultural and historical scenic spots to let them remember the knowledge more easily. Especially China is one of the countries that have the longest history with various races and cultures. There are a lot of scenic spots that can be visited to enhance Chinese children's cognitive development towards their country and society. Therefore, Chinese parents can do storytelling when visiting some historical scenic spots with their children, such as The Palace Museum in Beijing. This may help to improve the communication between Chinese parents and children as it helps to raise a topic. At the same time, educate their children about their country's history and enhance their learning through experience in the real site. This also fits with China's societal value, which is loyalty to their country.

Furthermore, the results also show that Chinese children are well adapted to the changes in travel scenes and show high preferences for vibrant and bright colors during the trip. This shows that Chinese children can adapt to environmental changes with positive emotions. It is because vibrant and bright colors normally put the children in a happy mood. Chinese children can maintain their mood positively when facing the challenges of staying in an unfamiliar environment. This also shows that the family traveling culture in China may help Chinese

children learn about emotional control. A stable emotion may lead the children able to pay attention to the problem and analyze it rationally when facing problems, thus, becoming one of the problem-solving skills. Also, it may be a development of emotional intelligence. This is because problem-solving skills may require many other skills to support such as emotional intelligence, creativity, and communication. As society requires us to maintain many different types of relationships, such as friendships. Thus, it may become a good practice for Chinese parents to train their children in emotional control to enhance their emotional intelligence and build up better relationships with other people. For instance, Chinese parents may teach their children to share snacks with other children who are also on the trip and encourage them to play with other children.

Overall, family travel is a common culture in China, it may play an important role in Chinese's children development of cognitive processes and problem-solving abilities. Moreover, traveling may be considered as one of the experiential learning for Chinese children to gain social, emotional, and cognitive abilities. Meanwhile, it is a chance for parents to bond a stronger relationship with their child. It is because the parents participated in the process of the cognitive development of their children. Also, it is not only the school responsible for children's education but most importantly the participation of parents. Hence, family traveling becomes one of the good chances for Chinese parent's participate in children's education, cognitive development, and growth. A good family environment may enhance the quality of children's mental health development. It also fits with the Chinese culture about the importance of family values. In addition, the study may reflect that traveling influences children's cognition regarding their language skills, attention, memory, creativity, as well as problem-solving abilities.

CONCLUSION

In conclusion, although there are some cultural differences between Malaysia and China, some evidence may show that culture can affect children's social and emotional development, both in Malaysia and China. From family structure and values to social norms and behavioral norms, various cultural factors are shaping children's social patterns. In terms of emotions, the family's emotional atmosphere and emotional expression are also influenced by culture. For Malaysia, evidence shows on the food culture, socioeconomic, and family culture. For China, evidence may be reflected in the lifestyles of the traveling culture. No matter in which culture, parents play an important role in children's development. Therefore, parents

must pay more attention to their children's development on a social, emotional, and cognitive basis because every stage of the children's growth is the key that who will the children become in the future.

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CHAPTER FIVE

CULTURAL INFLUENCES ON PARENTING STYLES, FAMILY RELATIONSHIPS AND SOCIAL NETWORKING SYSTEM (SNS) ON CHILDREN'S COGNITIVE AND SOCIO-EMOTIONAL DEVELOPMENT IN MALAYSIA
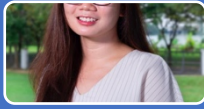
CHEAH XEEN HUII

DINA EHRARLI

FATHIMATH SHAFA

ABSTRACT

Introduction: Multicultural and multiracial, Malaysia has so much to offer to a child's development. Diverse culture is deeply rooted in a child's daily life interactions with parents, family, friends, teachers, and others. Therefore, it is indisputable that multiculturalism significantly impacts a child's cognitive, linguistic, and socio emotional.

Method: An extensive examination of the current body of literature was carried out by searching scientific databases such as Google Scholar, PubMed, and Scopus, using relevant keywords salient to the topic being studied. Prior to reporting, a comprehensive assessment of the titles, abstracts, and full texts of the chosen publications was conducted meticulously.

Discussion: Malaysian parents commonly utilize two parenting approaches, which involve either authoritarian or authoritative styles that are observed across all three major, collectivist-oriented ethnic groups. Moreover, the evolving roles of women and cultural diversity have greatly impacted modern family dynamics. Cultural embedded teaching methods, curriculum,

language, and parental involvement affect child development. Lastly, SNS influences children's communication skills, self-identity, and peer relationships.

Conclusions: Various cultural backgrounds have a profound influence on the child's development through the lens of perceived parenting styles, family dynamics, and the Social Networking System (SNS), either directly or indirectly.

Keywords: *Multiculturalism, Cross-Cultural, Parenting Styles, Family Relationships, Child Development, Social Networking System (SNS)*

INTRODUCTION

Malaysia is a multiracial society characterized by a unique blend of diverse cultures coexisting together. The current population stands at 33.57 million and at present, showing an optimistic upward trend (Statista Research Department, 2023). The three primary ethnic groups are Malays, Chinese, and Indians, together with indigenous tribal cultures from both West and East Malaysia. The Bumiputera, consisting of Malays and Indigenous groups like Orang Asli, Dayak, and Anak Negeri, make up 69.9% of the population, while the Chinese account for 22.8% and Indians for 6.6%. Nearly five percent of the total population consists of the oldest inhabitants, the indigenous peoples, who predominantly reside in East Malaysia/Borneo (Krishnan, 2004). Malaysia is a multi-religious nation, with Islam being the most widely practiced religion at 63.5%, followed by Buddhism (18.7%), Christianity (9.1%), Hinduism (6.1%), and Confucianism or other traditional Chinese religions (2.6%) (Statista Research Department, 2023). In essence, Malaysians have a strong connection between the cultural influences of professed religion with their respective ethnicity.

Parenting is shaped by individual and family experiences, features of personality, their child's distinctive qualities, the social environment, and their cultural background (Belsky, 1984). Specifically, cultural upbringing on values, belief systems, and behaviors have a crucial role in child-rearing and psychosocial adjustment of children (Garcia et al., 2020). One of the most extensively researched areas is parenting styles and the way culture is embedded in respective parenting practices and interactions. Considering the salience of parenting style in childhood outcomes, one can gain a more comprehensive understanding of the factors that mold the future of these young generations of culturally diverse Malaysians. Young people are

susceptible to various environmental factors and influences that shape their self-perception and ultimately impact their social and emotional development. For instance, recent empirical findings suggest that controlling type of parenting was associated with very poor levels of self-esteem among adolescents (Noordin et al., 2020). On the other hand, responsive and control parenting styles are significantly related to better psychological well-being among Malaysian adolescents (Shahril et al., 2021). Evidently, social competency is greatly accounted for by the form of parenting styles (Baumrind, 1971) that Malaysian parents adopt. The way a parent caters to the needs of their child and problem-solve everyday encounters with child-rearing significantly influence one's child's social competency and emotional-behavioral adjustment. In 1983, together with Baumrind, this theory was expanded by Maccoby and Martin whereby different parenting styles could be categorized based on the level of demandingness and responsiveness. Namely, authoritarian, authoritative, permissive, and neglectful or uninvolved (Maccoby & Martin, 1983). Malaysia is of a collectivist culture, whereby respect for hierarchical order as well as care and cooperation with others within the larger unit such as family, community, and country is highly valued (Masiran, 2022).

Collectivist culture traditionally favored an authoritarian parenting approach, emphasizing the need to be helpful and nice, conforming to social norms, and fostering interdependence in their children's socialization skills (Greenfield & Suzuki, 1998). Although Malaysian parents come from a collectivist society, they typically adhere to an authoritative parenting style rather than an authoritarian one, which contradicts the belief that collectivist cultures gravitate towards authoritarianism (Salehuddin & Winskel, 2016). Parenting styles are deeply rooted in culture and are unique. Particularly in collectivist cultures, behaviors that are deemed acceptable in individualistic societies—such as adopting an authoritarian parenting style to promote child development—might not be compatible (Keshavarz & Baharudin, 2009). Consequently, the cultural norms of a particular society are more likely to influence the interpretation of parenting styles.

In addition, there is a growing recognition of other parenting styles in Malaysia, such as gentle parenting and helicopter parenting. Gentle parenting is increasingly embraced by Millennial parents which could possibly be influenced by the proliferation of social media content and knowledge (Othman, 2022). Besides, scholars are attentively examining the influence of helicopter parenting on young Malaysians, as demonstrated in the recently published article by Low & Chong (2023) which discusses how helicopter parenting can predict resilience. In contrast, this form of parenting is significantly associated with all types of anxiety such as separation anxiety and generalized anxiety disorder (GAD) among Malaysian

preschool children (Ganaprakasam et al., 2023). Hence, more research is needed to examine and clarify the implications of helicopter parenting.

On the other hand, gentle parenting embodies both conscious and positive parenting that places an emphasis on introspection as well as guidance. Primarily revolving around the recognition of a child's emotions and underlying motivations for difficult conduct, as opposed to attempting to rectify the behavior itself (Pezzala & Davidson, 2024). Additionally, providing children with choices rather than ordering them to perform a task is highly regarded in this form of parenting, as a notion of setting clear boundaries (Pezzala & Davidson, 2024). On the other hand, helicopter parenting is a parenting approach characterized by parents closely monitoring and excessively involving themselves in their children's lives (Padilla-Walker & Nelson, 2012). The manifestations can appear in numerous ways, such as making every decision for their children, staying in touch, and clearing hurdles along their path to make their journey less challenging and harmful (LeMoyne & Buchanan, 2011). Nevertheless, such parenting embodies selective key aspects of child-rearing such as an emphasis on control and autonomy restriction with a great deal of warmth and support (Padilla-Walker & Nelson, 2012). Therefore, discerning the parenting style in question is contingent upon an individual's most deeply held values of cultural roots with intricate underpinnings of modernization, particularly Malaysian parents.

One theory that is particularly prominent and best explains the phenomenon between parenting, culture, and child outcomes is Brofenbrenner's Ecological Systems Theory (Brofenbrenner, 1977). This theory describes the intricate interrelationship between one's interpersonal connections with the influence of the broader environmental aspects that infinitely impact a child's development. The system is divided into five systems namely, microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Microsystems view the child's interaction with the closest members or immediate environmental setting such as the parents, siblings, and teachers that imminently play the most crucial role of providing a sense of security and trust, emotional support, and primary socialization. Ultimately, providing the foundation for the child to develop their sense of self and build social skills. In the mesosystem, the interactions between the different settings take place between the persons identified in the microsystem, such as healthy communication between parents and teachers that enables consistency of cultural values and teachings while creating a positive climate for the child's learning. Next, the ecosystem incorporates formal and informal social structures such as a parent's working environment or family socioeconomic status that indirectly affect the emotional climate in a child's development. The second final system, the macrosystem, is

greatly influenced by cultural elements, ideologies, attitudes, and social conditions in which the child is immersed such as the Social Networking System (SNS). Finally, the last system revolves around the child's lifetime, such as major shifts and transitions that are either expected or unexpected such as a parents' divorce and moving to a new country with a different culture. Putting it together, the interconnections between these systems have a prominent impact on a child's social, emotional, and cognitive development. Hence, parenting practices are clearly influenced by cultural norms that are deeply embedded over generations, ultimately shaping the parenting style adopted (Garcia et al., 2020).

Family relationships

Bau and Fernández (2023) describe the family as a critical and valuable institution that plays a significant role in shaping individual behavior within society. It is a vital hub where private and social domains merge, and it is pivotal to the economy. Understanding the family's fundamentals and its impact on our lives is crucial to comprehending the complex interplay between economics, culture, and individual decisions. Specifically, family connections have a profound impact on an individual's well-being throughout their lifespan. Social connections, particularly with family, are crucial for an individual's overall health, providing a sense of purpose and meaning. The quality of family relationships influences well-being through various pathways encompassing psychosocial, behavioral, and physiological dimensions (Bau & Fernández, 2023). Throughout a person's life, intergenerational relationships have a profound impact on the well-being of parents, adult children, and grandparents. These relationships involve caregiving, social support, and stressors that can significantly affect individuals' health and overall well-being. While parenthood has its rewards, it can also be challenging, especially in the early years when time constraints and stress are common. As such, adult children's support is crucial for their parents' well-being, but strained relationships can pose challenges. Conversely, older parents often provide support to adult children, which fosters their well-being. As children grow up, they may also become caregivers for their parents, which can be both rewarding and stressful, affecting their mental health.

Grandparents play significant roles as well, with relationships with grandchildren generally contributing to higher well-being. However, extensive caregiving responsibilities can lead to stress. It is important to note that gender differences, racial-ethnic disparities, and socioeconomic status heterogeneity all affect the dynamics and constraints within intergenerational relationships. Therefore, understanding and targeted support are necessary to enhance family well-being across diverse contexts (Thomas et al., 2017). By recognizing the

consequences of family relationships on well-being, individuals can work towards building and maintaining positive and constructive family ties throughout their life course. Therefore, it is imperative to understand the family's critical role in shaping individual behavior within society and the significant impact it has on our lives (Bau & Fernández, 2023).

Cognitive, Socio-Emotional Development of Children

The process by which people acquire the ability to obtain, arrange, comprehend, and apply knowledge in a variety of contexts is known as cognitive development (Malik & Marwaha, 2023). This is the growth of a child's capacity for comprehending, reasoning, problem-solving, and thinking. Children's cognitive development enables them to live happy, independent lives as adults (Bailey, 2023). Children's cognitive development is influenced by various factors, including culture, genetics, environment, interactions with peers and caregivers, and encounters. Culture plays a significant role in shaping children's cognitive development. Psychologist Jean Piaget played a major role in the study of cognitive development in children. According to Piaget, there are four stages of cognitive development: sensorimotor, preoperational, concrete operational, and formal operational. According to the theory, a child's intellectual capacity develops during childhood. As children grow and interact with their environment, they pick up cognitive skills like memory, attention, critical thinking, problem-solving, logical reasoning, reading, and listening. The four stages of Piaget's cognitive development theory include the sensorimotor stage (0-2 years) where infants discover the world through their senses and actions, the preoperational stage (2-7 years) is when children develop language and symbolic thinking, in concrete operational stage (7-11 years), children comprehend concrete concepts and start to understand others people's point of views, and on the last stage, formal operational stage (11+ years) adolescents can engage in abstract thinking and hypothetical reasoning.

Socio-emotional development refers to the growth of skills and abilities in recognizing and controlling emotions, building relationships, and interacting with others in social contexts. According to Cherry (2024), social-emotional development in early childhood refers to the phases that children go through as they learn to understand, express, and control their emotions as well as their social interactions. Parents or other primary caregivers are the most significant influence on a child's social and emotional development. A child's family is the most important aspect of their development, according to numerous earlier studies. Nonetheless, a child's social and emotional development is also influenced by other individuals, such as teachers, other community members, and members of the extended family. Early social and emotional

development is essential for the establishment and maintenance of positive relationships throughout later childhood and adulthood. Parents and caregivers can be helpful by modeling practical social-emotional skills, encouraging positive behaviors, and teaching empathy. Relationships, emotional regulation, social skills, empathy, and self-esteem are important components of socio-emotional development. Attachment to caregivers, parenting styles, culture, societal norms, and social experiences are some of the factors that impact the social-emotional development of children. Fostering children's cognitive and socioemotional development involves activities such as providing attentive care, creating nurturing and supportive environments, and creating opportunities for socialization.

DISCUSSION
Culture and Parenting Styles

In the early beginnings of child-rearing, parents are the first teachers in a child's life whereby values and ideals of a particular culture are being transmitted. A key component of parenting is developing a child's socialization competency, which involves adhering to appropriate behavior and complying with social norms and values in various social environments. Moreover, parenting style has a significant influence on the child's emotional well-being. According to a recent study conducted by Kassim et.al. (2020) revealed that the social skills of preschool children in Malaysia are moderately average. Particularly, there is a significant favorable association between the authoritative parenting styles of both fathers and mothers and the development of social skills compared to authoritarian and permissive forms (Kassim et al., 2020). However, mothers who employ authoritarian parenting approaches have a notable adverse effect on the social skills of young children (Kassim et al., 2020). Parenting style refers to the way parents interact and bond with their children. Hence, parenting beliefs, approaches, and practices are crucial to a child's growth over the course of a lifetime in how their values are transmitted. Parents help their children transition from being reliant on them to being independent.

Cultural background is considered of paramount significance in parenting studies (Sprott, 1994). Specifically, multiracialism plays a unique role in Malaysian children, especially in their self-identification and socialization processes. Parenting behavior can have a either direct or indirect influence based on the cultural model that is adopted by the culture, such as collectivism or individualism (Keshavarz & Baharudin, 2009). Malaysian culture is characterized predominantly by collectivism, this culture emphasizes cooperation and harmony within families that can lend to parenting styles that are more authoritarian than authoritative,

focusing on obedience and respect for authority figures. The respect for elders in Malaysian culture positions parents as authority figures whose decisions are unquestioningly followed. This cultural value can influence parenting practices, resulting in strict rules and expectations which may impact children's cognitive and social-emotional development by shaping their sense of autonomy and self-expression. The impact on parenting conduct can be attributed to the transmission of cultural values to children via direct influence, with the goal of fostering their productivity and integration within their culture (Holden, 1997). Parents, for instance, directly impact their children through daily interactions as well as the emotional climate fostered in their respective homes. Indirect forms of socialization could be observed when parents choose to register their children in a preschool that aligns with their cultural background, such as an Islamic preschool (Cheung & Lim, 2022). This decision is made to guarantee that the lessons and values imparted at home are further reinforced in the school setting. However, it is not necessarily the only way to see the reason behind the choice of parenting, other factors such as modernization and social networking services (SNS) play a role as well in how parents employ parenting today.

Moreover, Malaysian parents' form of parenting style such as authoritarian often prioritizes education and academic success (Seet et al., 2022). This cultural emphasis can lead to parenting styles that prioritize discipline, structure, and academic performance, fostering a focus on learning and intellectual development in children. However, it can be viewed as neglecting the child's well-being when too focused on academic success. For instance, the implementation of strict parental control, in line with the authoritarian approach, has a negative impact on the ability of young adults to regulate their emotions (Manzeske & Stright, 2009). Nevertheless, there are also empirical findings indicating that authoritarian parenting does not have a negative impact on emotion regulation in collectivist societies (Jabeen et al., 2013). Moreover, better child emotional regulation and reduced behavioral challenges were linked to the authoritative parenting style (Haslam et al., 2020) in both the collectivistic and individualistic cultures of Indonesia and Australia respectively. In contrast, poorer child emotional regulation and elevated behavioral challenges were linked to a more authoritarian parenting style (Haslam et al., 2020). Therefore, despite the deep-seated roots of a collectivist culture, Malaysian parenting styles of either authoritarian or authoritative have both limitations and strengths in respective families.

Malaysia is characterized by a collectivist culture, which emphasizes characteristics such as collaboration, courteousness, compliance, dependency, and close relationships in the socialization of children. Socializing within the family is the first stage where children are

actively engaging the practices and subsequently acquire rituals, customs, and religious teachings in their day-to-day activities or festive periods (Krishnan, 2004). This approach aligns with Baumrind's (1980) assertion that socialization is the mechanism by which children acquire habits and ideals that enable them to effectively assimilate into their culture. Furthermore, these ideals are attained through discernment, instruction, and emulation.

In Malay, there is a distinct role between the parents and children. Malay parents are heavily regarded as clear authority figures and unquestionable obedience is commonly practised. Spiritual growth is closely monitored as well and their exposure to worldwide views is relatively limited to ensure conformity to Islamic values (Keshavarz & Baharudin, 2009). Among Chinese families, there is a distinct difference between parent and child based on their age as well as gender. Parents often exhibit leniency towards younger children due to the perception that they are tung-shih, or too young to comprehend certain matters. Conversely, parents typically adopt a severe and stringent approach towards older children, aiming to exert authority over their emotions and impulses. Moreover, there are variations in parenting styles based on the gender of their children in Chinese culture (Hong et al., 2012). It was observed that parents tend to employ an authoritarian parenting style with their sons while imposing unbendable regulations and placing a bigger emphasis on academic achievement compared to their daughters in a family. Additionally, filial piety is another fundamental principle of Chinese culture that is derivative of Confucianism, which that dictates adult children are morally and legally obligated to provide support for their elderly parents as an act of obedience (Li et al., 2021). The third biggest ethnic followed by Malays and Chinese are Indians. They have been described as patriarchal in nature where they practice patrilineal and patrilocal in relation to marriage traditions (Sivakumar & Manimekalai, 2021). Children of Indian parents are typically taught to respect and obey their parents, and they are also expected to attain great academic success. Furthermore, the manner in which parents interact with their sons and daughters varies from one family to another in Indian households. Daughters are afforded a higher level of protection by their parents than sons. Furthermore, daughters are discouraged from displaying aggressive behavior and having autonomy.

Also, extended family relationships are common in Malaysian culture, with multiple generations often living together or in proximity, a commonly observed practice among collectivists. While providing a support system and opportunities for social learning from older family members, this structure can also lead to complex family dynamics and conflicts that may affect children's cognitive and socio-emotional development. Putting together, various multicultural practices shape parenting styles and family interactions, impacting children's

cognitive and socio-emotional development through teachings on morality, spirituality, and relationships.

Similarity and Differences in Parenting across Cultures

Parenting practices vary across different cultures, and it is important to examine the meaning and implications of the concepts of 'child' and 'childhood' in each culture. Understanding the social and cultural contexts surrounding childhood not only helps in understanding how children are raised and parented but also reveals the societal values and perceptions regarding the roles and status of children, which can impact their agency. Childhood is a stage of life that is celebrated differently across societies and cultures. Many societies present responsibilities upon children through formal rites of passage, which mark distinct life events. For instance, in Ethiopia, birth and christening ceremonies are of immense cultural significance, and children are regarded as precious gifts, particularly among Christian communities (Abebe, 2019).

Sibling care plays a crucial role in child socialization and well-being, and it is extended family support when parents give birth to their second or third child. This reflects collective responsibility within communities and their family dynamics. Moreover, cultural practices shape the conceptualization of childhood, as seen in Ethiopia's linguistic representation of 'child' as a stage of life rather than a distinct phase deserving protection (Abebe, 2019). Ethiopia is a country with a rich diversity in parenting practices across different cultures, emphasizing the importance of understanding cultural contexts in shaping parenting behaviors and beliefs. Hence, understanding cultural contexts is crucial in shaping parenting behaviors and beliefs. By acknowledging and learning from the diversity of parenting practices across cultures, we can create an environment where all children are given the care and support they need to reach their full potential (Abebe, 2019).

Effective parenting plays a key role in children's mental and developmental well-being during childhood, and various socio-cultural factors influence it. A relatively recent study conducted in Western countries and India has examined the cultural differences in parenting styles and their effects on children. According to the study's results, parenting styles have a comparable effect on children regardless of their cultural background. The research also suggests that culture does not significantly impact the correlation between parenting style and child outcomes. It has been firmly established that authoritative parenting consistently yields positive outcomes compared to authoritarian and neglectful styles, regardless of the cultural context. However, the results of indulgent or permissive parenting styles are mixed in both

cultural settings (Sahithya et al., 2019). Additionally, a recent comparative study was carried out to assess the influence of children's well-being in Indonesia and Australia (Riany et al., 2022). Employing an authoritarian style of parenting is reported with elevated levels of anxiety and lower levels of depressive symptoms among Indonesians. On the other hand, the authoritative style of parenting was a significant predictor of the competencies of children within both cultures respectively, collectivistic Indonesians and individualistic Australians.

Culture and Family Relationships

At present, when a family's cultural background clashes with mainstream norms, it can cause significant discrepancies in their values, beliefs, and actions. This is especially true for families who have immigrated, and these differences can result in conflicts and distinct cultural viewpoints within the family. The acculturation-gap distress hypothesis suggests that these differences can have an impact on family dynamics, particularly on the adjustment of teenagers (Bámaca-Colbert et al., 2019). Over the last few years, there has been a significant shift in the role of women in the family. Women are no longer limited to household chores and child-rearing. Instead, they have become an integral part of the workforce while continuing to manage their domestic responsibilities. This shift has led to a change in traditional gender roles, with men now sharing household responsibilities alongside their participation in the labor force. This trend towards companionship-based family dynamics is becoming increasingly common in many developed countries, including Malaysia (Jayasingam et al., 2021).

The change in family structure has brought about several challenges, especially for dual-earner couples. With a smaller family size, there is now a greater need for fewer adults to take on caregiving responsibilities for children and elderly family members. This can lead to conflicts in balancing work and caregiving duties. Despite these challenges, this change in family structure has brought about many positive outcomes, including increased communication, love, and tolerance within the family unit (Jayasingam et al., 2021).

In conclusion, the changing roles of women and cultural differences within families have greatly influenced the dynamics of modern families. The shift towards companionship-based family dynamics has led to more egalitarian and communicative family structures, which has brought about several positive outcomes. However, with these changes comes the need to address the challenges faced by dual-earner couples in balancing work and caregiving duties to maintain healthy family dynamics (Jayasingam et al., 2021).

Culture and Child Development

Culture significantly influences children's cognitive, social, and emotional development in several ways such as parenting styles, socialization practices, cultural views on child development, cultural values and norms, and cultural beliefs about learning and play.

Social norms determine what constitutes appropriate parenting in a community. Certain cultures may favor authoritarian parenting, while others may favor authoritative parenting. These parenting approaches can influence children's cognitive development by shaping their problem-solving skills, and their social-emotional development by affecting their self-esteem, interpersonal connections, and emotional regulation (Masiran, 2022). Parents and caregivers convey cultural beliefs, traditions, customs, and behaviors to children through socialization practices, such as language usage, and engagement in cultural rituals and ceremonies. These experiences mold children's cognitive development by imparting knowledge about their culture and societal norms, as well as their social-emotional development by shaping their sense of identity and belonging within their cultural context.

While some cultures place more value on intellectual growth and academic achievement, others may place more value on social skills and emotional stability. These cultural beliefs influence parents' goals and expectations for their children, impacting the activities they engage in, the resources they offer, and the support they provide. These experiences can influence children's cognitive development by shaping their learning opportunities and motivation, and their social-emotional development by influencing their self-concept and social interactions.

Cultural values and norms can shape how children perceive the world and their role in it. For example, cultures that value individualism may emphasize independence and personal achievements, whereas cultures that prioritize collectivism may emphasize cooperation and group cohesiveness (Sharma, 2020). These cultural values impact children's social-emotional development by influencing their relationships, understanding of empathy, and communication styles. Cultural contexts impact children's learning and playing experiences. Cultural practices related to education, play, and leisure activities differ across societies and affect children's cognitive and social development (Yang et al., 2022). For instance, cultural preferences for certain types of play activities or learning styles may influence children's cognitive development by influencing their creativity and problem-solving techniques, and their socio-emotional development by providing chances for peer interaction and social learning.

Child's Education

The classroom serves as both a learning environment and a place for human growth. Educators must instill values for healthy character constructions in students through their expertise, competence, and skills, as well as by applying effective teaching and learning strategies. However, the school environment is much broader and extends outside the classroom through interactions between students and teachers as well as between students and other students. In an educational context, culture greatly impacts children's development in various ways such as teaching and learning styles, curriculum and content, language and communication, social interactions, and parental involvement. Cultural values and norms influence teaching and learning methods in schools. Different cultures may favor distinct learning styles, such as independent work versus collaborative learning, or teacher-centered versus student-centered instruction. Culture also guides the curriculum and subjects taught in schools, reflecting societal beliefs, values, and norms. Alhosani (2022) looks at how the early childhood curriculum in the UAE contributes to the passing down of cultural values along with how culture influences curriculum. Including diverse perspectives and cultural representations in the curriculum improves cognitive development by fostering a broader worldview and critical thinking skills. Another important cultural element in education is language. Students from diverse backgrounds may speak different languages, impacting their learning. Bilingual and multicultural programs that support students' native languages while teaching them the dominant language of instruction aid cognitive development by facilitating language acquisition and flexibility. By encouraging self-expression and providing a sense of belonging, culturally responsive education supports students' communication styles and social-emotional development. Classroom dynamics and peer relationships are influenced by cultural values like collectivism, hierarchy, and respect for authority. Culturally aware educators promote empathy, collaboration, and cross-cultural understanding to promote healthy social and emotional development. Lastly, cultural beliefs about education and parental involvement vary and affect students' academic paths. Some cultures prioritize parental involvement in education, while others have different expectations or barriers. Collaborating with families from diverse backgrounds fosters cognitive and social-emotional development by creating a supportive learning environment and strong home-school partnerships.

The education system in Malaysia is diverse, and it includes various educational levels from early childhood to tertiary education. The Education system in Malaysia consists of preschool education (optional), primary education, and secondary education (lower secondary and upper secondary) as stated by StudyMalaysia.com (2022). In Malaysia, culture plays a vital role in children's development within an educational context. Students in Malaysia are

encouraged to work in groups during class activities to improve their performance. The rich cultural diversity of Malaysia impacts how children learn, engage, and perceive the world. Malaysia is a multicultural society with diverse ethnic groups such as Malays, Chinese, Indians, and indigenous people. This diversity is mirrored in the educational system, exposing children to different languages, traditions, and customs from an early age. Due to Malaysia's diverse linguistic landscape, children often encounter multiple languages. This exposure can positively influence language development and cognitive skills in children. Growing up bilingual or multilingual can enhance communication and cognitive abilities. Next, cultural values and beliefs shape children's self-perception and interactions with others. The culture in Malaysia emphasizes respect for elders and collectivism (Masiran, R. 2022). These values are ingrained in educational settings, impacting children's social behavior and relationships. Educational practices in Malaysia frequently integrate cultural elements like traditional dances, music, and ceremonies. These practices help children connect with their cultural roots, providing them with a feeling of identity and belonging. Another important factor is parental engagement. Parents and families play a crucial role in children's development. By collaborating with teachers, parents can support their child's academic progress and learning. Schools in Malaysia usually strive to celebrate diversity and foster cultural appreciation among students. Cultural festivals and activities are organized to encourage understanding and respect for different cultures, beliefs, and traditions.

In summary, culture significantly influences child development in the educational context. By acknowledging and embracing cultural diversity in schools, educators can create inclusive learning environments that support students' holistic development and academic success.

Culture of Social Networking System (SNS)

Social networks are websites and apps that allow users and organizations to connect, communicate, share information, and form relationships. Individuals can establish connections with family, friends, neighbors, and those who share similar interests. Social networking systems (SNS) are one of the most important uses of the Internet today (Wright & Yasar, 2022). Among the well-known social media platforms are Facebook, Instagram, Twitter, YouTube, TikTok, and Twitter. The utilization of those social media websites and apps is referred to as social networking. Social networking has evolved into a common and widely used method of internet engagement in daily life. Social networking allows us to connect with family, friends, and people who share similar interests. Benefits such as connecting people,

facilitating communication and information sharing, building communities, supporting professional and personal development, and fostering creativity and self-expression make these SNS highly favored by Malaysians. However, there are also downside to it, such as cyberbullying, privacy issues, misinformation or fake news, and addiction, which can sometimes result in the emergence of mental health conditions like depression, anxiety, eating disorders, and even suicide (Wright & Yasar, 2022).

One of the most notable aspects of 21st-century child development is the prevalence of electronic gadget availability and exposure among children from an early age, affecting children from all socioeconomic backgrounds. Their environment has a big impact on how they use technology, and it also appears to affect how they develop as children overall (Shivakumar & Sivaraman, 2022). Among the most significant effects of social networking culture on children's development are problems with interpersonal skills, withdrawal, and a lack of social engagement and communication. Children's socialization and communication skills might be impacted by SNS culture by how they connect and communicate. Overuse of social media can lead to fewer face-to-face interactions, which can affect vital communication skills like empathy and active listening. Because SNS culture offers platforms for self-expression and identity discovery, it also has an impact on children's self-identity and self-esteem. They can, however, also harm their identity formation and self-esteem by fostering comparisons and inflated expectations. Peer interactions are also impacted by this culture, which helps children make new friends but also exposes them to social pressures and cyberbullying (Keleş et al., 2019). Continuous exposure to SNS content can impact attention span, memory, and critical thinking skills and it is linked to increased rates of depression, anxiety, and stress in children. Technology has become a continual source of distraction, making it harder for people to focus, process information, and analyze it. Children who depend on social networking sites (SNS) for validation and approval from others may also develop symptoms of addiction, such as mood swings and withdrawal. Parents play a crucial role in moderating the effects of SNS culture on child development (Shivakumar, & Sivaraman, 2022). Monitoring, guidance, and open communication about SNS usage are vital for promoting healthy digital habits and addressing potential risks. Peer relationships, social interaction, identity formation, and the cognitive and social-emotional development of children are all greatly impacted by SNS culture. Understanding the impact of SNS culture on children is crucial for promoting positive outcomes and fostering responsible digital behaviors.

The use of social media by parents also has a significant effect on the development of their children. According to a study conducted by Doğan Keskin (2023), the use of social media

is on the increase, posts about anything can be shared, such as books, clothes, jewelry, food, and beverages. Some parents might even continuously share about their children's daily lives without considering the potential risks to their privacy. In the modern era, children grow up in an environment where social media is an integral aspect of their families' daily routines. Children are frequently subject to neglect or mistreatment from various individuals, including their parents. Parents who are addicted to social networking might also be neglecting their children by not giving them enough time and attention. Children of parents who are addicted to social networking are likely to experience neglect. The use of social networking sites by parents can impact children's development in both positive and negative ways. To begin with the positive effects, parents who use social media responsibly can exemplify positive behavior for their children, showing their kids healthy digital practices, respectful online behaviors, and effective communication skills. Social media platforms can also facilitate communication and bonding among family members, particularly those separated by distance. Parents can utilize social networking to share updates, photos, and videos of their children with their extended family members, fostering closeness and strengthening family bonds. Social networking sites offer opportunities for parents to connect with peers, exchange parenting tips, and seek advice. Online parenting communities offer parents tools, advice, and emotional support as they navigate the challenges of raising children. Social media gives parents access to parenting articles, educational resources, and professional advice on education, health, and child development. Additionally, social networking platforms introduce children to diverse cultures, viewpoints, and experiences from around the world. Parents can utilize social media to share their cultural heritage, traditions, and festivities, exposing children to various languages, cuisines, and traditions.

As for the negative effects, this may involve modeling negative behavior where parents exhibit improper or excessive social media usage may demonstrate negative behavior to their children, such as addiction, oversharing, distraction, or engaging in online conflicts. Privacy considerations are among the most crucial points to consider. This happens when parents excessively share personal information or photos of their children on social media without considering their children's privacy and safety, especially if parents share sensitive or private information about their children without consent. As well as excessive social media engagement by parents can divert their focus and time away from their children, which can cause them to feel neglected and frustrated. Excessive social networking can be considered child neglect and maltreatment (Adawiah & Rachmawati, 2021; Doğan Keskin, 2023).

Lastly, the parents' curated and idealized presentation of their lives on social media can lead to feelings of comparison and pressure in children, who may feel compelled to meet unrealistic standards or compete for their parents' attention and approval (Keleş et al., 2019). Parents need to be conscious of their online conduct, set appropriate boundaries about their online behavior, be mindful of the content they share, and prioritize meaningful offline engagements and relationships with their children.

Children acquire and internalize cultural values and norms through interacting with their environment. Balancing attention between "education" and "care" in early childhood is essential, a concept that traditionally differs across various educational frameworks and cultural contexts (Ailwood, 2022). In addition, numerous other factors, including new media, religion, stories, leisure activities, digital games, and educational curricula, may act as moderators of cultural influences on childhood. Culture influences these variables, either directly or indirectly. Consequently, the path from culture to childhood development varies depending on the context. Comparably, the moderating effect of early education programs differs depending on the culture.

CONCLUSION

In conclusion, the process of childhood development is a complex and multifaceted journey that is impacted by various cultural contexts, familial dynamics, and societal factors. Malaysian parenting practices reflect the cultural emphasis on obedience, academic success, and respect for authority figures, but within this framework lies multicultural aspects that shape children's cognitive, social, and emotional development in diverse ways. As children navigate the educational system, cultural diversity saturates classrooms, influencing teaching methods, curriculum content, and language acquisition. Moreover, social networking systems (SNS) have introduced a new dimension to childhood development, where digital engagement intersects with cultural norms. Therefore, it is essential to understand the intricate interplay of culture in parenting, education, and social networking to create inclusive environments that empower children to thrive emotionally, socially, and cognitively, regardless of cultural background or societal norms. By embracing cultural diversity, fostering responsible digital behaviors, and modeling healthy offline engagements, we can create environments that nurture children's holistic development and promote their well-being.

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CHAPTER SIX

THE ROLE OF PLAY IN COGNITIVE AND SOCIAL DEVELOPMENT IN EARLY CHILDHOOD
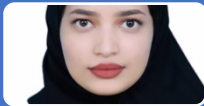
ASALA ISSA AL AMRI

ASMA ABDULLAH AL MAHRUQI

SAFIYYA FAROUK

ABSTRACT

Introduction: This article delves into play's multidimensional significance in childhood development, with a focus on intellectual, social, and emotional growth. Play is recognized as an essential educational tool that merely stimulates creativity and discovery, but also has a substantial impact on a child's developmental progression.

Objective: The study focuses on how play improves learning processes, develops self-regulation, compassion, and social skills, and aids in the resolution of developmental issues in children with ADHD, ASD, and various other conditions.

Method: The article emphasizes the complex nature of play in the beginning stages of development, using diverse ideas and research data. The study takes a methodical approach to consolidating peer-reviewed publications released between 2019 and the current day.

Discussion: The findings emphasize the importance of play in a variety of situations, such as indoor and outdoor surroundings, solitary and social activities, and digital connections. It also investigates the impact of social views towards play, the significance of supportive adult engagement, and play therapy's involvement in managing mental health difficulties.

Conclusion: The essay supports recognizing play as an important component in holistic child development by including results from basic theorists such as Vygotsky, Piaget, and Montessori.

Keywords: Early Childhood, Cognitive and Social Development, Play, ADHD, ASD

INTRODUCTION

Play is not just a fun way to pass the time; it is a crucial educational tool that fosters children's development. It plays a significant role in children's growth, with a particular focus on its benefits for social, emotional, cognitive, and self-regulatory skills (Yogman, et al., 2018). In terms of socio-emotional development, play has been emphasized as vital for creating stable, loving connections that are necessary for children's overall well-being. Play promotes positive socio-emotional growth, self-awareness, self-regulation, empathy, social

consciousness, and positive relationship skills. Children who are deprived of play suffer harmful effects such as toxic stress, which can hinder learning and prosocial behavior (Farrington & Shewfelt, 2020).

According to Plato, play is necessary for children aged 3 to 6 years old. Children can become masters and proficient in their skills through consistent practice, guidance, and encouragement from supportive adults and peers. Play allows them to explore and experiment with their environment, which helps with their overall cognitive development (Normand, et, al., 2019). Moreover, it lets them actively participate in their learning process, promoting imagination, creativity, and critical thinking (Nykiforuk, et, al., 2019).

Albert Einstein once said, "Play is the most powerful form of research," which captures the spirit of early childhood growth. This study will delve into the varied characters of the play, examining its basic function in all five domains of development as proposed by prominent thinkers such as Vygotsky, Piaget, Montessori, Froebel, Steiner, and Parten. It will emphasize the importance of recognizing play as an essential, if not the sixth, element of development that is essential for overall progress. Foundational theorists have made substantial contributions to our knowledge of play's central role in development. Vygotsky's theory focuses on social relationships ((Margolis, 2020), Piaget's phases of cognitive development (Lee, Hong & Park, 2022), Maria Montessori's sensory education, Froebel's kindergarten idea, Steiner's support for playing with natural materials, and Parten's stages of social play (Mualli, Rofiki, Listriant & Vinori, 2022), all contribute to an extensive theoretical framework that underpins the numerous ways in which play promotes developmental milestones in children.

Piaget's stages of child development are sensorimotor, preoperational, concrete operational, and formal operational (Lee, Hong & Park, 2022), and Parten's play stages model describes the type of play in each stage. The first stage is from birth to two years old and has six subscales. The first two subscales are simple reflexes (0-1 months) and primary circular reactions (1-4 months), which deal with reflex actions and coordination of sensation. In both stages, children engage in unoccupied play. Sensory activities define it and lack focus and narrative. The next two subscales are secondary circular reaction (4-8 months) and coordination of secondary circular reaction (8-12 months), which involve environmental awareness and intentional reactions. The third subscale is the tertiary circular reaction (12-18 months), where children engage in exploring their environment. The last subscale is the internalization of schemata (18-24 months), which is a transition period between the

sensorimotor and preoperational stages. In all four substages, children engage in solitary play. This type of play is more focused than unoccupied play, and there is increased focus and attention on toys. It has a narrative, but it is unstructured and lacks clear goals (Mualli, Rofiki, Listriant & Vinori, 2022).

The pre-operational stage starts from two to 7 years when children develop language skills and are egocentric. Symbolic function is its first subscale (2-4 years) when children use symbols to represent objects around them (Lee, Hong & Park, 2022). In the first half of this substage (2-3 years), they engage in onlooker play where they start showing interest in other children's play, but withhold from participating and engaging in the play, and engage in parallel play in the last half (3-4 years). In this kind of play, children play in proximity to one another, but not together. They tend to share resources but not the same goal. The next developmental substage is intuitive thought (4-7 years), where they develop reasoning, interest, and curiosity. At the early onset of this stage (4-4½), they engage in associative play where they play independently, but share resources and mimic the actions of one another. Then, they engage in cooperative play (4½ onwards), where they have roles and the same goals as their playmates (Mualli, Rofiki, Listriant & Vinori, 2022).

The third cognitive developmental stage is the concrete operational stage which starts from 7 to 11 years, during which children develop logical skills. The final stage is from 12 and above and is marked by the ability to think independently, form abstract ideas, reason logically, and articulate cogent arguments (Mualli, Rofiki, Listriant & Vinori, 2022). Physical play is not necessarily an important aspect of cognitive development in middle and older childhood, but peer relationships and influence have a significant impact on values, ideas, self-esteem, and overall behavior (Boele, 2019).

Unlike Piaget, Vygotsky developed his theory based on elements that are important to cognitive development rather than stages. His theory is a sociocultural developmental theory, he believes that people are born with perception, attention, sensation, and memory, through social interactions and cultural enrichment with more knowledgeable individuals, children are guided and motivated to develop higher cognitive functions like memory, reasoning, attention, learning, imagination, language, calculation, and visuospatial abilities (Margolis, 2020). It is crucial to understand these stages and elements to facilitate optimal cognitive, social, emotional, and behavioral growth and development in children (Lee, Hong & Park, 2022).

Children engage in a variety of play activities, including indoor and outdoor play,

playing alone or with peers, and playing digital or electronic games. This essay will discuss the impact and importance of play in children's cognitive, social, and emotional development during early childhood. Additionally, it will explore the role and effectiveness of play therapy in reducing symptoms associated with anxiety, depression, autism, language disorders, and ADHD in children. ADHD. It will also discuss the strengths and weaknesses of play intervention within the classroom and during therapy.

Role of Play on Children's Cognitive Development

Free play is the kind of play that is child-centered/ oriented, children are free to choose where to play, how to play, and with what to play. This kind of play allows them to explore their environment in a way that helps foster the expression of uniqueness and creativity. Children should engage in this kind of play from preschool ages 3-5 (Nykiforuk, et, al., 2019). Others believe that this kind of play starts right from birth (Majumdar, 2020), at the circular reaction of the sensory-motor stage, 1-4 months toddlers start to react and recognize colorful objects and movements from different angles (Mualli, Rofiki, Listriant & Vinori, 2022). This helps in the development of motor skills and spatial awareness. For children to benefit from play, parents, caregivers, and educators need to ensure that the play environment is safe and secure. Additionally, it is important to provide appropriate play items, such as toys, and to actively listen to the child during play. Giving clues and prompts as the play progresses can also be helpful, and playtime can serve as an opportunity for child-adult attachment (Short et al., 2020).

Free play can take numerous forms, including tree-climbing, exploring forests, creating forts, and gathering snails. These activities can aid with gross motor abilities and cognitive resilience (Yang & Ostrosky, 2023). Free play can also include hobbies like painting, sketching, shading, reading books for leisure, and pretending and dressing up. These kinds of activities can aid with expressing one's fine motor skills, scientific reasoning, socio-emotional intelligence, and creativity. This form of play has been demonstrated in studies to have a good influence on the brain processes and general health of children aged three to five.

Children with attention deficit hyperactivity disorder (ADHD) may, nevertheless, demonstrate non-positive behaviors, attitudes, and actions toward others during this type of play (Normand et al., 2019). Another study conducted by Short and coworkers in 2020 discovered that language has a substantial impact on how free play impacts the cognitive processes of ADHD youngsters. When language was unavailable, children had organizational deficiencies in playing with symbols, but no deficits in imagination or

elaboration, with or withoutaudible language. Furthermore, when audible linguistics was not used during symbolic play, and children with autism spectrum disorder (ASD) and Developmental Language Disorder (DLD) showed no difficulties in creativity, elaboration, or organization. As a result, parents, caregivers, and educators should select suitable materials, language, and types of play that would assist children with various sorts of illnesses in their development.

Guided play is a combination of free play and direct instructions, as it combines child autonomy and adult guidance. This kind of play is child-led and adult-guided, a child may pick an activity such as building a block tower, molding dough, pretend play, or dancing, and the adult gives guidance by asking questions about the activity, or providing information that would make the task better, easier, and faster (Yang & Ostrosky, 2023). The approach is similar to that of Vygotsky's zone of proximal development where children cannot access certain skills/knowledge without the guidance of others (Margolis, 2020). The approach is in line with Piaget's theory, children form schemas about world concepts that may be true or not, and they adjust them through assimilation and accommodation (Habibi, 2019). This kind of play is beneficial to children's cognitive development.

Lundy and Smith (2020) discovered that children aged between 4 and 6 years old displayed better executive functions such as inhibitory control and attention during classroom learning when they had outdoor supervised physical activity or play before a lesson as compared to when they had no play activity. This type of learning has also proven to improve academic performance in areas such as numeracy, literacy, science concepts, spatial relationships, and geometry, as well as memory, organization, and problem-solving skills (Yang & Ostrosky, 2023).

Furthermore, guided play-based therapies for ADHD, such as TEAMS, have been proven to increase one's executive functioning, attention to detail, motor abilities, making choices, freedom of choice, and autonomy (Halperin et al., 2020). Furthermore, integrating guided play therapies with shared reading interventions is an effective way to enhance vocabulary abilities, understanding of texts, reading proficiency, and overall educational achievement in kids with oral delays.

However, for these methods to work effectively, educators must select appropriate storybooks, identify target vocabulary words, use appropriate reinforcement, prepare multiple exposures, and assess students' learning (Gibbs & Reed, 2021).

Play therapy is more effective than family-based cognitive behavioral therapy and

relaxation therapy in reducing anxiety symptoms, such as excessive fear, worry, fatigue, and restlessness, in young children (Comer, Hong, Poznanski, Silva & Wilson, 2019). Similarly, child-centered play therapy is more effective than cognitive behavioral therapy and psychodynamic therapy in reducing depressive symptoms in children. It has been shown to improve symptoms such as worry, hopelessness, and irritability, which can lead to withdrawal, avoidance, or aggression. Burgin and Ray's 2020 study discovered that participants who received play therapy twice weekly for 8 weeks had fewer troubling ideas and symptoms that internalized than the control group. The research contained an ethnically broad sample, but the findings have been reported by guardians and instructors, thus they do not give insight into the participants' thoughts. Nonetheless, the studies show promise.

Pedagogical theories challenge educators to choose suitable approaches, procedures, and materials to fulfill educational aims and objectives (Habibi, 2019). One increasingly popular technique is the use of activities, which may aid in both tangential and focused learning. Tangential learning is the gaining of knowledge or information via exploration of a particular area or topic of interest, whereas targeted learning is the achievement of specified skills and knowledge objectives. Specific, quantifiable, realistic, relevant, and time-bound goals are recommended (Hijab et al., 2020).

Educational games are intended to be both educational and fun, encouraging teamwork and a feeling of unity among participants. Scavenger hunts, room escapes, and name games were examples of collaborative games in which users collaborate to accomplish a common goal. Alternatively, games can be cooperative, such as board games, space races, and treasure hunts, in which people compete in amicable ways while being a part of a coalition. Finally, some games, such as chess, tic-tac-toe, and the game of hops require participants to coordinate their actions and plans to score better (Oswald et al., 2020).

Video games are useful for improving tangential learning and accomplishing learning objectives and goals. According to research, video games may educate students on topics such as historical sites (Anderson, 2019) and geographical (Janaina, D'Alessandro, Janaina, & Romao, 2023) than traditional/conventional teaching and learning methods. Games that integrate a variety of movements, such as music, narrative, visual information, and puzzles, have also been shown to improve second language acquisition (Zhang, 2023) and receptive language skills (Hu, Johnson, Teo, and Wu, 2019). In addition, games have been found to improve fine motor abilities in kids with cerebral palsy.

For instance, the Maze game media has been found to improve their concentration,

attention, and ability to work independently at home and in school (Rachmat, Yufiarti, Djamaris & Mulyadi, 2023).

Video games can be a useful tool for discovering unexpected information and making connections among different subjects. They enhance problem-solving skills, critical thinking, and creativity (Anderson, 2019). However, excessive screen time can negatively impact the mental health, cognitive functioning, and academic achievements of children from early childhood to late childhood (Oswald, Rumbold, Kedzior, Moore, 2020). Similar results were found in Chinese preschool children where excessive screen time negatively affected their science performance, math achievement, executive functioning, and social skills (Hu, Johnson, Teo & Wu, 2019).

Apart from the negative impact of excessive screen time on children's development, it is important to consider the stage of development of the child. For example, during the intuitive thought stage, playful physical movements such as hopping, jumping, and swinging with peers are important to the development of soft motor skills, resilience, and emotional intelligence in children (Majumdar, 2020). To reduce screen time, educators and parents can utilize other tangential games that do not involve screens, such as Snakes and Ladder, Simon Says, Hot Seat, Four Corners, and Pass the Clap Around. These types of games do not require screens and can be used to teach body parts, colors, environment, numbers, shapes, spelling, literacy, and vocabulary (Yang & Ostrosky,2023).

These games also improve listening abilities, attention, determination, resourcefulness, self-regulation, involvement, and participation in learning activities (Suci, Absharini & Rahmi, 2023; Adipat, Laksana, Busayanon, Asawasowan, & Adipat,2021). It has been found that autistic children have better awareness, attention, and coordination during collaborative games and activities than during coordinated activities such as reading, listening to the teacher while they teach, or painting (Hijab,et. al., 2024). Games are also beneficial in children with ADHD, children who had 30 minutes of daily training sessions for 3 weeks had improved general psychopathology, motor abilities, and executive functioning; reaction time in inhibition, updating, and switching than the control group (Benzin & Schimdt, 2019).

Role of play on children's Emotional Development

Early emotional development is crucial for a child's mental and social well-being, as well as their future success. It encompasses the ability to recognize, understand, express, and regulate one's emotions. A child's experiences, interactions with caregivers, and playtime all

influence the development of these skills (Yang & Ostrosky, 2023). Emotional intelligence, which grows during early formative years, is essential for success in social interactions, academics, and personal growth. Parents and educators may help by providing a caring and supportive atmosphere, encouraging emotional literacy, and modeling healthy emotional reactions. The importance of emotional and social growth in early life cannot be stressed since it affects a child's academic achievement and other areas. It is critical to investigate strategies for developing these abilities in both school and family settings, as well as how academic expectations and restricted leisure time might impede their growth (Askeland, D. 2019).

Different types of play intervention programs help improve emotional development in children like social-emotional learning, caring preschool programs, sociodramatic play, Forest school program, and social-emotional learning in Mixed Reality Stimulation. Social-emotional learning (SEL) is the process by which individuals learn and apply a set of social and emotional skills, values, behaviors, and attitudes that help direct individuals during social interactions. It can be taught and used in the classroom, it is important in maintaining cooperative relationships, making responsible decisions, and regulating emotions successfully. Duckworth, Tsukuyomi, and May (2019) have found it to have a predictive advantage over academic achievement, as it decreases delinquency, and improves well-being, and job success. This is why clinicians actively promote the importance of play in developmental guidance.

Different research has discussed the influence of social-emotional learning during play on brain pathways and neural connections. It has been found that when parents interact with their toddlers through play, both the parent and the children undergo positive physiological changes in brain regions that are associated with learning and memory, which supports self-regulation and goal-directed behaviors (Immordino-Yang, Darling-Hammond & Krone, 2019). Children who do not have this kind of bond with their parents go through persistent mental adversities that strengthen the brain's neural circuits, which promote aggression, anxious tendencies, and extreme sadness. This finding is in line with that of Askeland (2019), who believes that children who are restricted from play might not be able to develop emotional positivity.

This kind of learning program also offers a holistic understanding of play's function in early life development. Through play, children learn to manage their emotions, develop empathy, and form social bonds (Yang & Ostrosky, 2023). Play is emphasized as a critical

component of healthy development, allowing children to explore their emotions, comprehend others' views, and develop resilience. Play is strongly linked to enhanced emotional intelligence, establishing the framework for emotional regulation and interpersonal skills that are necessary for long-term success and well-being (Yogman et al., 2018).

Duch and colleagues evaluated a caring preschool program in 2019. This program is play-based, with interactive exercises designed to enhance emotional bonds between parents and children, increase the child's social skills, and improve emotional regulation. The program aims to foster long-term emotional development in children outside of the classroom by actively including caregivers in the intervention process. The study's main findings demonstrated significant gains in children's socio-emotional competencies, such as better emotional regulation, stronger social skills, and improved parent-child communication. The findings suggest that structured, playful activities can be an effective way to promote early emotional and social growth, particularly in locations with limited access to mainstream mental health and educational facilities.

The study also emphasized the need to take cultural and linguistic considerations into account when creating and executing developmental interventions. The Loving Preschool program exemplifies the achievement of culturally appropriate methods in early childhood education by tailoring the program to meet the specific needs and cultural histories of Latino families. The study sheds light on the topic of early childhood development, especially the effectiveness of culturally tailored, play-based interventions in boosting emotional and social growth among Latino preschoolers. This study adds to the evidence base supporting early treatments as a means of achieving equal developmental outcomes for all children by stressing the importance of interactions between parents and children and culturally appropriate methods.

Sociodramatic activity play is another emotional and social learning method that helps children regulate their emotions. This type of play involves children creating fictional characters, settings, and dimensions that are related to the actual world. This promotes the development of emotional, social, and linguistic abilities.

Stavrou (2019), concentrates on a case study of a young child named Andreas. The study uses a structured intervention to examine changes in Andreas' emotional control abilities using a variety of assessments. It adds to the corpus of literature by demonstrating the practical advantages of play in early childhood development, particularly in improving emotional and social competence.

Walker and Weidenbenner (2019) explored how social and emotional abilities such as empathy are learned using technology, particularly in virtual settings. It highlights empathy as an important part of SEL and argues that virtual play is an excellent method for teaching prosocial behaviors. Using a qualitative interpretative technique, the study supports combining technology and human mediation to improve abilities, emphasizing the link between cognitive and social-emotional development. Anderson (2019) found similar results in research where children learned history through video games, he found that not only did they learn about WWII, but also created an effect of empathy in the players.

Another article examines mixed reality stimulation (MRS) as a novel technique for improving social-emotional learning (SEL) in educational contexts. It highlights the importance of social and emotional learning (SEL) in children's development and how MRS may provide active, immersive learning experiences that foster SEL capabilities in addition to academic education (Murphy & Cook, 2020). This technique is congruent with CASEL theory, meaning that introducing MRS into educational methods can have a significant impact on students' emotional, cognitive, and social growth. It investigates how mixed reality simulations (MRS) can help children's emotional development by delivering engaging experiences that increase their awareness of emotions and management. MRS teaches youngsters empathy, detects and expresses emotions, and improves social interactions by simulating real-life situations in a controlled, safe environment (Lawson et al., 2019).

Yıldırım and Yilmaz (2017) explore the impact of outdoor activities on preschool children's cognitive, motor, linguistic, and social-emotional development. The study involved 35 children in İzmir, Turkey, who participated in 90 outdoor activities over ten weeks using a pre-test and a post-test design. Following the intervention, significant gains were recorded in all developmental areas, demonstrating outdoor learning's capacity to supplement preschool education by offering realistic sensory-rich experiences outside of traditional classroom settings. Coates and Pimlott-Wilson's (2019) research examines the Forest School program in the UK, especially its impact on elementary schoolchildren's learning across many domains. The research study, involving interviews with 33 children who participated in a 6-week Forest School program, discovered that experiential play and learning enhanced social, cognitive, emotional, and physical growth. The need to break off from routine, the value of learning through play, and the enhancement of collaboration and teamwork are among the key results. This study stresses the benefits of adding outdoor, play-based learning into traditional classroom settings, advocating for a more holistic educational

plan that involves learning outside of the classroom.

Xavier and colleagues (2022), investigate children's attitudes on introducing serious games into the 'Me and Us of Emotions' curriculum to improve social-emotional abilities. It discovers that serious games, when used in conjunction with standard SEL activities, may greatly increase children's enjoyment and engagement, highlighting the need to incorporate creative tools into educational settings to assist emotional learning. This technique provides a viable way to improve children's social-emotional learning results. Despite identical levels of satisfaction comparing sessions with and without serious games, those that included games increased children's enjoyment and attention, emphasizing the value of engaging, interactive aspects in educational programs.

Role of play on children's social development

There are numerous styles of play, including metaphor make-believe, mastery, and others, which highlight their developmental benefits. Each play type contributes specifically to children's cognitive, physical, and emotional growth by providing opportunities for curiosity, creativity, and learning. Through play, children explore their environments and gain skills necessary for their maturation. Play has an impact on child development in multiple domains, including adaptive, cognitive, communicative, physical, and social-emotional (Nykiforuk, et, al., 2019). Play is an important developmental domain it intertwines with other areas to promote overall growth. It can be incorporated into educational structures and has emerged as a powerful technique for holistic development. A review has examined play-based learning treatments and their effectiveness in improving learning readiness, problem-solving abilities, and stress reduction, with an emphasis on the balance of academic attention and play (Bone 2021). Cultural norms, socioeconomic background, technology, and individual personality all have a substantial impact on play and development. Bone's (2021) study pushes for flexible solutions that account for these factors, to ensure all children enjoy safe and nurturing play environments. Play is undoubtedly vital for children's general development since it fosters exploration, learning, along creativity (Yang & Ostrosky, 2023). Recognizing play as a developmental domain has the potential to alter how we assess and encourage children's development. Future research should focus on establishing solid ways for analyzing the effects of play and ensuring that children's needs are adequately met. As we move forward, keep Fred Rogers' counsel in mind: playing is "genuine learning that is part of childhood job." This indicates a high focus on Play-Based Learning (PBL), a core pedagogical strategy in elementary education that promotes learning

through play (Habibi, 2019).

It combines constructive, socio-developmental, and sociocultural theories while relying on historical insights from educational pioneers such as Froebel, Steiner, Montessori, Piaget, and Vygotsky. PBL is characterized by controlled and unstructured play forms, each providing diverse developmental benefits, covering social, emotional, cognitive, and academic achievement. Involvement in PBL is crucial, and considering factors for its success is important for effective implementation such as deliberate facilitation, suitable learning settings, and genuine engagement with children, evaluations of techniques and customization play according to learning needs should be implemented, and observation and recording procedures that reflect the constantly changing character of play (Taylor, 2019).

The importance of instructional roles during free playtime in early childhood classrooms has been investigated by Gülhan (2019), the research on how play roles affect both children and teachers. The study used qualitative approaches and included six preschool instructors from public schools in Kırıkkale. The study used interviews, vignettes, and observations to show the various roles that teachers can take, including uninvolved, observer, co-player, production manager, play leader, and director/redirector. According to the findings, while teachers value play for its benefits to children's psychological well-being, cognitive and physical development, and for easing teaching activities, their actual roles during playtime frequently lean towards being detached or directive, rather than engaging directly in play. This study underscores the importance of observation and participation in play, suggesting a potential gap between teachers' beliefs and their practices. This will also allow teachers to help and guide learners to develop social skills like sharing, teamwork, negotiation skills, leadership skills, and self-reliance (Yang & Ostrosky, 2023).

Child-centered play therapeutic (CCPT) has emerged as a valuable therapeutic technique for satisfying children's emotional and social needs. This technique encourages interaction, problem-solving, and the exploration of emotions and experiences via play, which is regarded to be an innate form of expression for children (Comer, Hong, Poznanski, Silva, & Wilson,2019). Several research has looked at the efficacy of CCPT in increasing children's social-emotional capacities, indicating an increasing interest in understanding the specific advantages and processes that underpin this therapeutic intervention. Taylor and Ray's (2021) new study expand on the current literature by concentrating on the impact of the CCPT on African American children, who historically have been underrepresented in therapeutic intervention studies.

The authors conducted a randomized controlled experiment to test African American children's social-emotional abilities, as judged by the Social Emotional Resources and Resilient Scale-Parent and Teacher reports, before and after CCPT. The study found that families observed statistically and practically substantial gains in overall emotional and social skills for children who engaged in CCPT versus those in the waitlist control group. Similarly, instructors observed very substantial changes in the CCPT group, with follow-up analysis revealing significant increases in empathy and responsibility, as reported by educators and parents, respectively. These findings are consistent with prior research demonstrating the efficacy of CCPT in supporting social and emotional growth among youngsters (Burgin & Ray, 2020).

There are external factors that had previously affected play and social interaction in the pandemic, the socio-emotional consequences of COVID-19 lockdowns on young kids in Ireland, emphasizing both the obstacles and the unexpected rewards. It indicates a rise in occurrences of youngsters suffering negative feelings such as worry and boredom, because of the abrupt shift in habit and lack of social connection. However, it also recognizes beneficial consequences, such as stronger relationships with family members and creative play, implying that these experiences can provide important perspectives for future educational methods. The study emphasizes the significance of early childhood education and care (ECEC) contexts in promoting socio-emotional growth, arguing that these features need to be prioritized in post-lockdown policy as well as practice. via its comprehensive research, the assessment advocates for tailored support to address the different effects of restrictions on children, emphasizing the importance of including play-based education and family involvement to minimize negative consequences while increasing beneficial developmental results (Egan, 2021). The study investigated the impact of parental views on children's play and social competencies, as well as the complex interactions between parents' play attitudes, children's playfulness, kindergarten play behaviors, as well as social competence among Hong Kong Chinese children. The study demonstrates how parents' attitudes about play impact children's social skills and competency in kindergarten settings. The study uses a combination of multiple regression and path analytic models to identify significant mediators of the relationship between parental views and children's social competence, such as social spontaneity and particular play behaviors (Fung, 2024).

These findings emphasize the importance of parental support for play in early childhood development, demonstrating that good play attitudes might improve children's

social outcomes through greater home playfulness and constructive play behaviors in schools (Fung, 2024). This is also consistent with the findings of Comer and colleagues (2019), who felt that when families participate in play therapy, clients' overall symptoms and social relationships improve significantly.

A study did an in-depth examination of how different factors influence play behaviors and social skills such as the type of agency managing the preschool (e.g., Department of SocialWelfare), the children's age, and their gender. The major goal was to investigate how accountability organizations, age, and gender affected preschool children's play behaviors and social skill development. Furthermore, the study sought to investigate the relationship between children's play behaviors and their social abilities, as evaluated by parents as well as educators. The study uses statistical approaches including ANOVA along with correlation analysis to examine information collected from a preschool sample.

The important factors included play behavior assessments and social skills assessments, which were compared across age categories, genders, and preschool organizations. It was found that Children in Doctor of Social Work-managed preschools exhibited more positive play behaviors than their counterparts. Older children had more positive play behaviors and better social skills than young kids. There was a substantial positive association discovered between play behaviors and social skills growth, suggesting that children who participate in more play activities had greater social skills, according to both parents and teachers (Win, 2020).

Social and personal growth in kids in school through exercise (PE) and sports, including studies released between 2008 and 2017. It identifies 88 articles covering topics such as work ethic, making choices, and prosocial behavior. Physical education and sports are essential tools for teaching life skills, with programs such as Training Personal and Community Responsibility (TPSR) cited as successful (Tartwijk, 2020). Despite the good outcomes of these activities, it is important to pay attention to how the programs would systematically train and program skills that are transferable to other life domains (Short, et, al., 2020).

The link between the study of arts and social-emotional growth among children has received increased attention in educational studies. Fundamental concepts have been studied by Farrington and Shewfelt (2020), they aim to determine how teaching through the arts contributes to emotional and social development. Several reviews have emphasized the arts' complex role in developing emotional and social competencies, self-awareness, managing

oneself, social consciousness, relationship skills, and liable decision-making. It is believed that arts education, like music, drama, visual arts, and dance, can facilitate SEL, and arts practices are building blocks for SEL (Yang & Ostrosky, 2023; Duckworth, Tsukuyomi, & May 2019).

DISCUSSION

When we talk about children's development, it is important to remember that development in all areas is essential, because if one area is underdeveloped, it will affect the development of other areas. This write-up has focused on how play is vital for social, emotional, and cognitive development. It emphasizes the complex nature of play in the beginning stages of development. It demonstrates, using diverse ideas and research data, how different forms of play and therapy can have a major impact on children's developmental trajectories.

It emphasizes its advantages in educational settings, how games, free and guided plays have been found to provide diverse cognitive benefits in developing creativity and discovery, as well as the development of motor skills, spatial awareness, executive functions, attention, concentration, memory, academic performance, and promoting learning (Halperin et al., 2020; Hijab et al., 2020; Oswald, Rumbold, Kedzior & Moore, 2020). In terms of social development, various play interventions such as PBL, and SEL, help with the development of language, communication skills, social bonds, socio-emotional skills, mastery, positive imagination, problem-solving skills, social engagement, and positive relationships with others (Askeland 2019; Stavrou, 2019; Burgin & Ray, 2020). For emotional development, the positive impacts of play interventions are noticeable. They help children develop the ability to detect, interpret, express, and control emotions. It also promotes empathy, emotional intelligence, self-regulation, emotional coping skills, positive self-esteem, and confidence (Immordino-Yang, Darling-Hammond &Krone, 2019; Duch et al., 2019; Yang & Ostrosky, 2023).

However, many educational centers fail to adopt play in teaching children. This is mainly because society does not value or give importance to learning through play but rather places emphasis on memorization and recall. Parents and guardians do not see play as a form of true learning, and when they do, there are variations in parenting behaviors, with fathers prioritizing intellectual pursuits and being involved in children's growth above mothers. Research indicates parents' choices of academic activities for their children are influenced by societal expectations and gender stereotypes regarding play. The study recommends a more

comprehensive view of play's role in education and growth, considering the changing dynamics of parental participation and the influence of cultural and socioeconomic factors on parenting attitudes (Morris, 2023).

Also, most countries have a curriculum and early standards that do not address play as a form of learning. Therefore, even when teachers are innovative and willing to adopt the play-way method, the educational system does not allow it. There are different ways to overcome this challenge, it can be done by raising awareness about the importance of play in schools and making educational policies that will support this kind of learning (Nykiforuk, et, al., 2019).

Apart from the negative societal attitudes towards play in schools, another problem is the lack of professional teacher development and large class size (Habibi, 2019). Every teaching method needs training and experience, this is why educational stakeholders need to invest in and fund teacher training. But even when teachers are trained, if the class size is large, it would be difficult for the teacher to interact with all learners, and play is supposed to be interactive and guided, especially when it is goal-oriented (Gibbs & Reed, 2021).

Another reason why play-based learning fails is because of implementation, for this method to work, there is a need to consider language and cultural differences when designing play-based programs (Duch et al., 2019), what works in an individualist culture might need some adjustments to work and be accepted in a collectivist culture. To achieve effective implementation, there is a need for practical recommendations, calling for favorable rules, training for educators, and community involvement to effectively adopt PBL in kindergarten settings, ultimately improving children's educational experiences and developmental results (Taylor, 2019).

Another important factor to pay attention to is how the programs would systematically train and program skills that are transferrable to other life domains (Tartwijk, 2020). For children to benefit from play, parents, caregivers, and educators need to ensure that the play environment is safe and secure. Additionally, it is important to provide appropriate play items, such as toys, and to actively listen to the child during play. Giving clues and prompts as the play progresses can also be helpful, and playtime can serve as an opportunity for bonding between the child and the adult (Short, et, al., 2020; Gibbs & Reed, 2021).

It also highlights the effectiveness of play in child therapy, it has led to positive cognitive, social, and emotional changes in children with ADHD, ASD, DLD, anxiety disorder, and cerebral palsy. Cognitively, they showed positive imagination, organization,

executive functioning, attention, motor skills, decision-making, self-determination, and autonomy. Socially, they had higher trust, adaptation, acceptance, and collaboration with health workers and parents. They also showed more self-regulation, language, and communication skills (Short et al., 2020; Halperinet al., 2020). And emotionally, their level of worry, fear, and anxiety were reduced (Godino-Iáñez, et al., 2020).

CONCLUSION

In conclusion, the article emphasizes the varied role of playing in early childhood development, demonstrating how it is an important educational tool that promotes cognitive, social, and emotional development. Via the lens of various forms of play, including free play, directed play, and educational games, children develop key abilities such as problem-solving, imagination, and critical thinking, underscoring the necessity for educational institutions to integrate play as a core learning approach. Moreover, play is shown to significantly contribute to children's social and emotional development by offering avenues for expression, emotion regulation, empathy, and social bonding. Despite these benefits, challenges such as societal undervaluation of play, curriculum standards that overlook play's importance, and the need for professional development for educators in play-based methods pose barriers to its integration. Overcoming these barriers necessitates increasing awareness, policy reforms that promote play-based learning, and investment in teacher training, all while guaranteeing cultural and linguistic inclusivity. Recognizing and prioritizing play in educational institutions has the potential to improve practices and outcomes, allowing children to develop as well-rounded people with compassion, imagination, and social skills in addition to academic success.

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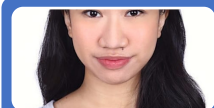
CHAPTER SEVEN

THE INFLUENCE OF PARENTING STYLES ON ADOLESCENT'S DEVELOPMENT

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ABSTRACT

Introduction: The three main parenting styles, Authoritarian, Authoritative, and Permissive, were identified by Diana Baumrind in 1966. Later, Maccoby and Martins added the fourth "uninvolved/disengaged" parenting style in 1983.

Objective: The following paper explores these parenting styles and how it affects a child's development.

Method: The paper applies Urie Bronfenbrenner's Socio-Ecological System Theory Erik Erikson's Psychosocial Theory, and Stages of Development Theory to parenting styles and how it affects a child's development. Included is the authoritative approach and its contrast with authoritarian, permissive, and neglectful styles.

Discussion: The discussion encompasses the characteristics and consequences of parental psychological control, emphasizing its detrimental effects on child development.

Conclusion: Empirical evidence supports the positive correlation between authoritative parenting and adolescent well-being while highlighting the significance of family dynamics and cultural context.

Keywords: Parenting Styles, Authoritative, Authoritarian, Permissive, Adolescents Development

INTRODUCTION

"Parenting style" is a collection of parents' attitudes, behaviors, and emotions (Darling & Steinberg 1993, as cited by Vasiou et al., 2023). Malaysia is a multiracial nation in Asia made up primarily of Malays, Chinese, and Indians. Families in Malaysia adhere to Eastern cultural ideals. In traditional Eastern societies, men are typically seen as the family's providers while women are seen as the generation's caregivers. This cultural value may affect how parents behave, which might lead to different parenting styles for males and females (Tam et al., 2012 as cited by Kashif, Ehsan, & Tabassum, 2024). Parenting styles have a significant impact on

children's personality, mental health, and academic performance (Zhong et al., 2023; Watson et al., 2023).

Bronfenbrenner's Ecological System Theory

Following Bronfenbrenner's Ecological System Theory in 1977, there are five factors or circles that surround and influence a child's development. Bronfenbrenner also proposed that comprehending the impact of the immediate interactions on an individual's development requires attention to the individual, context, and developmental outcome, as these interactions differ and impact individuals in diverse ways. (Bronfenbrenner & Evans, 2000, as cited by Evans, 2020).

To begin, the first is the innermost circle; the closest and most direct influence on the child and the child's environment, being the "Microsystem". The Microsystem contains the child's parents, siblings, classmates, teachers, and neighbors, and these people can influence and change the child in their environment (Evans, 2020).

Following that is the second circle, the "Mesosystem", the circle that involves the child's interactions between different microsystems in the child's life. For instance, open communication between a child's parents and teachers. Here, the child's microsystems are interconnected with the people who influence the child and have influence upon one another (Evans, 2020). The Mesosystem is the child's family atmosphere that influences their capacity to self-regulate. This is important for the child as they grow older, as this learned ability to self-regulate successfully can help the individual resist pressures toward adolescent risk behaviors in the future (DHI, 2013, as cited by Alonso-Stuyck, 2019).

The third circle is the "Exosystem", which consists of experiences and situations that do not necessarily interact with the child, but still influence the microsystems. Like, how a parent's stressful job can affect their availability, resources, and mood at home with their child. This Exosystem also includes the broader influences like government policies, mass media, and community resources that shape the child's microsystems (Evans, 2020).

The fourth circle is the "Macrosystem", which emphasizes how cultural elements affect a child's development, such as the cultural beliefs, mindsets, and societal circumstances in which the child is engaged. The Macrosystem is the already established society and culture in which the child is developing. This circle also encompasses the child's perspectives on gender roles, autonomy, familial arrangements, and societal concerns, socioeconomic status, shaping standards and principles that influence the child's immediate environment. Here, interpretations

of what is considered normal can differ from child to child, as not every family within a shared culture adheres to identical values or norms (Evans, 2020).

Lastly, the "Chronosystem" is the outermost circle. It refers to time, shifts, and transitions over the child's lifetime. Certain alterations in the child's surroundings can be anticipated, such as beginning school, while others, like parental divorce or relocating schools due to parental job transfers, can occur unexpectedly, potentially leading to stress. This fifth circle also holds historical events of the child, like how experiencing childhood amidst an economic downturn might restrict family resources, or while enduring wartime conditions compared to periods of peace. As children advance in age and encounter different settings in life, the child can be affected both physically and cognitively. For example, the experiences and hardships of adolescence can affect self-confidence and academic achievements. The process of getting older intertwines with changing societal demands throughout one's life within this chronosystem. In the end, how a child responds to their environment and trials of life depends on the support of their ecological systems (Evans, 2020).

In addition to this theory, proposed by Navarro and Tudge (2022) as the "Neo-Ecological Theory", is an adaptation of the bioecological theory. They proposed the inclusion of virtual microsystems as a novel category alongside physical microsystems, acknowledging the online interactions and activities readily accessible to children in contemporary society. Virtual microsystems possess distinct characteristics such as accessibility, public nature, and synchronicity compared to physical microsystems. Moreover, the macrosystem, representing cultural beliefs and values, is of importance, particularly as digital technology empowers young people to play a more active role in shaping youth culture and norms.

Authoritative Parenting Style

The exploration of parenting styles and their impacts on adolescent development has long been a subject of interest within psychological and educational research. Among the various parenting styles identified, the authoritative approach has garnered significant attention for its positive correlation with adolescent mental health and well-being. Authoritative parenting is characterized by a balanced approach that combines high responsiveness with high demands. Baumrind (1966) who first identified this style describes it as a strategy that promotes independence and maturity in children by enforcing guidelines, rules, and expectations while simultaneously being responsive, nurturing, and communicative (Echedom et al., 2018). This style is contrasted with authoritarian, permissive, and neglectful parenting styles, which differ in levels of demand and responsiveness. Authoritative parenting encourages open

communication, supports autonomy, and applies consistent discipline, fostering a positive and supportive family environment (Bi et al., 2018).

Authoritarian Parenting Style

The authoritarian parenting style also known as the "Tiger parenting style" refers to an approach where children are expected to obey strict rules set by their parents. Parents who practice this approach with their children do not believe in reasoning with their children regarding the rules set. This is because they believe that they have the power and authority to set rules, and no one should question them, and if they do so, it will result in getting punished. Parents of the authoritarian approach tend to have high demands and low responsiveness to their children. For example, when the child asks their parents for an explanation regarding the study schedule, their reply would be, "Because those are the rules in this house, and you have to follow them." Children with an authoritarian parenting style are supposed to follow orders and rules set by their parents without questioning them and demanding an explanation (Baumrind, 1991).

Permissive Parenting Style

Following Diana Baumrind's Theory in 1971, permissive parents do not restrict their children's social life and encourage them to plan at their convenience (Masud et al., 2019). The parents tend not to care about children's needs and their daily social activities (Riati, 2016, as cited by Munaisra et al., 2023). There are 2 types of permissive parenting styles; the first is "permissive indifferent", whereby parental involvement is not shown; this parenting style is associated with children's social disorders, especially in terms of self-control. The second is "permissive indulgence" where the parents have little control over the child's life for using this method. This parenting style is related to children's social incompetence, especially the child's lack of self-control. Parents who adopt this kind of parenting free their children to do what they want so that the child always gets what he wants and cannot learn to control themselves (Muthmainnah, 2015, as cited by Putri & Qosyasih, 2023).

Additional studies have found that this parenting style can also negatively impact early childhood emotional development, leading to difficulty in children getting along, lack of control over emotions, and lack of responsibility (Hazizah, 2019). Despite this, contrasting studies have found that youth raised with permissive parenting are less likely to exhibit antisocial behaviors (Rathakrishnan et al., 2023), and have a less negative impact on a child's aggressive behavior compared to authoritarian and authoritative parenting styles (Masud et al.,

2019). Ultimately, youth who lack intrafamilial relationships, receive less guidance from their parents, and in return do not have others to confide in, resulting in them becoming more susceptible to engaging in antisocial behaviors from peer influence (Rathakrishnan et al., 2023).

Disengaged/Uninvolved Parenting Style

The disengaged/uninvolved parenting style lacks both demands and responsiveness, with parents displaying minimal interest in their children's activities, opinions, and emotions (Maccoby & Martin, 1983, as cited by Deng & Tong, 2020). This is where parents will only provide the most basic and bare-minimum care for the child and do not assert much control over the child, choosing to not involve themselves in their child's life (Kail and Cavanaugh, 2018). Studies have found that this neglectful, uninvolved parenting style has an association with the worst developmental effects, whereby children who are not cared for often show bad behavior, like hitting and throwing fits as young as the age of three. As they become teenagers, they often become angry and antisocial (Sigelman, 1999, as cited by Khanum et al., 2023). Certain parents also end up pushing their children away and disregarding them as a method of discipline (Khanum et al., 2023).

Erik Erikson's Theory of Psychosocial Development

Erik Erikson's theory of psychosocial development and Urie Bronfenbrenner's ecological systems theory provide valuable frameworks for understanding the impact of authoritative parenting on adolescent development. Erikson posited that adolescence is marked by the psychosocial crisis of identity vs. role confusion, where teenagers seek to understand their identity and where they fit within society (Tettey et al., 2023). Authoritative parenting supports this developmental stage by offering a supportive environment that encourages exploration and self-discovery, thereby facilitating successful navigation through this crisis.

Bronfenbrenner's ecological systems theory further illuminates how the effects of authoritative parenting extend beyond the immediate family environment. This theory conceptualizes development within a series of interacting systems, from the most immediate microsystem (e.g., family, school) to the broader macrosystem (e.g., cultural values, societal norms) (Velez-Agosto et al., 2017). Authoritative parenting influences the microsystem by creating a nurturing and structured environment that promotes healthy development. This, in turn, equips adolescents with the resilience and competence to navigate challenges in broader systems, including peer relationships and societal pressures.

The literature on authoritative parenting and adolescent development consistently indicates positive outcomes. Studies have found that adolescents raised by authoritative parents display higher academic achievement, better psychological well-being, lower levels of depression and anxiety, and stronger self-regulation skills compared to their peers (Hussain et al., 2023). These outcomes are attributed to the supportive yet structured home environment that fosters both independence and accountability.

Moreover, the role of authoritative parenting in mitigating the effects of peer pressure is particularly noteworthy during adolescence, a period when peer influences peak. Adolescents with authoritative parents are reported to have stronger self-esteem and social skills, which buffer against negative peer influences. They are more likely to resist peer pressure and make autonomous decisions that reflect their values and the guidance they have received at home (Soenens et al., 2019).

In conclusion, the authoritative parenting style, with its dual focus on responsiveness and demandingness, plays a crucial role in adolescent development. By fostering a supportive yet structured environment, it promotes positive mental health, well-being, and resilience against peer pressure. The theories of Erikson and Bronfenbrenner offer insights into how authoritative parenting supports adolescents through critical developmental stages and within broader social contexts. As such, understanding the dynamics of authoritative parenting can inform strategies to support adolescent development and well-being.

Erik Erikson Psychosocial Theory – Identity vs Role Confusion

In this section, the social, emotional, and biological development of adolescence will be focused on according to Erik Erikson's psychosocial theory. This theory is also known as the "Epigenetic model of identity formation" and it is used particularly for adolescent development. This is a crucial period for adolescents because it involves identity formation and understanding of their personality. The formation of an individual's identity develops throughout their life. It occurs between themselves and others, whether you are the same as others or can create an identity for yourself (Erikson, 1968). Erikson also mentioned that during this stage if any phase gets disrupted it will affect the individual's development and that phase will be stagnant. It is important to use this stage as a training ground so that one can move to the upcoming stages smoothly considering environmental factors. In this stage of identity creation, adolescence needs to accomplish this stage as they must prepare themselves for the needs of intimacy, reproduction, and honesty during adulthood.

There are three stages of an individual going through their identity creation which is the individual's way of forming his or her identity taking into consideration the social and environmental influences which is an important factor in influencing their identity formation. This results in the individual's reaction and reply to these social and environmental influences. During the adolescent phase, young adults go through a bumpy road as they face many challenges due to the changes in their thought processes along with physical and social evolution. They often have conflicts and disagreements with their parents due to differences in opinions. A clear resolution of the identity vs role confusion stage helps to navigate an individual's self-image, resilience, and ability to manage different roles and responsibilities (Erikson, 1968).

The Relationship between Parenting Style and Erik Erikson's Theory

Past studies have stated that there is a significant relationship between parenting style and the development of the child's identity, particularly adolescence. Parents need to use a suitable parenting style to support their child's psychological development which plays an important role in the formation of their identity (Wijaya, 2022). Regarding that, there was a negative correlation between identity diffusion and parenting style specifically authoritative parenting style. It was stated that an authoritative parenting approach might enhance an individual's identity (Sharma, 2017). Parenting style is a crucial aspect in solving conflicts and disagreements between parents and children, in terms of decision-making (Matejevic, 2019).

Various past studies have demonstrated that the parenting style that can create an identity and build self-esteem and confidence for adolescents is the authoritative parenting style (Sharma & Pandey, 2015). Baumrind (1967) has stated that an authoritative parenting style creates a mutual understanding, trust, and respect between the child and parent. This is because the authoritative parenting style has been shown as an effective approach to boosting happiness and improving emotional stability and self-efficacy in adolescence. The main factor in obtaining these qualities is having mutual communication between the adolescent and parents. The authoritative parenting style is the best approach for adolescents to express themselves in their thoughts, opinions, and judgments. When parents continue to use the authoritative parenting approach it will be very helpful and supportive in adolescents to create a positive identity for themselves and enhance their confidence and self-esteem without any forceful decision-making and control by their parents (Steinberg, 1991).

DISCUSSION

Parental Psychological Control

Parental psychological control refers to a style of parenting that manipulates and intrudes upon the psychological and emotional development of children. Unlike other parenting practices that guide and direct children in positive ways, psychological control can significantly affect a child's independence, self-esteem, and overall well-being. This discussion delves into the characteristics, impacts, and considerations of parental psychological control within the broader context of modeling parenting styles.

Psychological control is characterized by behaviors such as guilt induction, withdrawal of love, and fostering dependence through overly protective and intrusive actions. Such practices are harmful because they limit children's ability to process their emotions, make independent decisions, and develop a healthy sense of self. Scharf and Goldner (2018) define parental psychological control as parenting behaviors that intrude on the psychological and emotional development of the child. It's a critical concept in understanding the dynamics of parent-child relationships and its implications on child development.

One of the most significant impacts of parental psychological control is on the child's emotional development. Children subjected to this form of control often struggle with forming secure attachments, have lower self-esteem, and may exhibit signs of depression and anxiety (Kagan, 2014). Furthermore, these children may have difficulty in social relationships, finding it hard to establish trust and intimacy with others due to a fear of rejection or abandonment mirroring their parental relationships.

Additionally, parental psychological control can adversely affect a child's autonomy and competence. According to Ryan et al. (2015), autonomy is a fundamental psychological need that helps individuals feel in control of their actions and decisions. When parents exert psychological control, they undermine their children's autonomy, leading to decreased motivation and engagement in both academic and social settings. This control can stifle creativity and prevent children from developing problem-solving skills, essential for navigating life's challenges.

However, it's essential to recognize that parenting styles exist on the spectrum, and psychological control can sometimes stem from a place of concern and a desire to protect the child. Parents may resort to controlling behaviors out of fear or anxiety about the child's future. Understanding this perspective is crucial to addressing and mitigating the effects of psychological control. It's about finding a balance that allows children to grow and learn from their experiences while ensuring they feel supported and loved.

Mitigating the effects of parental psychological control involves promoting parenting practices that are nurturing yet allow for autonomy and independence. Baumrind's concept of authoritative parenting, which combines warmth and support with appropriate autonomy granting, is often cited as an effective approach to parenting (Rubilar & Richaud, 2018). This style encourages open communication, sets clear boundaries, and allows children the freedom to explore their interests and make decisions within a safe and supportive framework.

Education and awareness are key in helping parents recognize the signs of psychological control and its detrimental effects on child development. Parenting programs and interventions that focus on building positive parenting skills, such as effective communication, emotional regulation, and setting appropriate boundaries, can be highly beneficial. Such programs improve parent-child relationships and promote the psychological well-being and development of the child.

In conclusion, parental psychological control is a critical aspect of parenting that can significantly impact a child's psychological and emotional development. Recognizing the characteristics and implications of such control is vital in fostering healthy parent-child relationships. By promoting parenting styles that balance warmth and autonomy, we can support the development of resilient, confident, and emotionally healthy children. Future research should continue to explore the nuances of parental control and develop targeted interventions to mitigate its effects. In this way, we can ensure that parenting practices contribute positively to the holistic development of children.

Expanding on the foundational work of Diana Baumrind, which profoundly influenced our understanding of parenting styles, it's essential to explore how these styles relate to the concept of parental psychological control. Baumrind's typology categorizes parenting into three main styles: authoritative, authoritarian, and permissive, each with distinct implications for child development. Authoritative parenting, characterized by high warmth and high control, is often juxtaposed with authoritarian parenting, which is high in control but low in warmth, and permissive parenting, high in warmth but low in control.

Baumrind's research underscores the benefits of authoritative parenting for child development. Authoritative parents engage in practices that support the child's autonomy within a framework of established rules and guidelines. This approach fosters an environment where children feel valued and empowered, promoting their independence and self-esteem (Hussain et al., 2023). These children tend to exhibit better social skills, higher academic

performance, and lower levels of psychological distress compared to their peers raised in authoritarian or permissive households.

The authoritarian style, with its emphasis on obedience and discipline, often utilizes psychological control mechanisms such as guilt and withdrawal of affection to enforce compliance. This style contrasts sharply with the authoritative approach by stifling autonomy and potentially fostering resentment, rebellion, or dependence in children (Baumrind, 1966). Conversely, the permissive style, which may eschew psychological control in favor of indulgence, can result in a lack of direction and self-regulation in children, leaving them ill-equipped to handle life's challenges.

Further research building on Baumrind's typology, such as that by Maccoby and Martin (1983), introduced a fourth style, neglectful parenting, characterized by low warmth and control (Wang, 2019). This style, marked by a lack of responsiveness to the child's needs, can exacerbate the adverse effects of psychological control by creating an environment of emotional detachment and instability. The interplay between Baumrind's parenting styles and the concept of psychological control highlights the nuanced ways in which parental behaviors influence child development (Estlein, 2021). While psychological control can manifest across different parenting styles, its impact is particularly pronounced in authoritarian contexts, underscoring the importance of fostering parenting practices that promote autonomy, warmth, and structured guidance.

Adolescents' Mental Health Problems

Understanding the mental health challenges faced by adolescents requires a multifaceted approach, integrating theories and empirical evidence from various fields. Mental health problems in adolescents can broadly be categorized into externalizing problems, such as aggression and delinquency, and internalizing problems, including anxiety and depression. These issues can be influenced by a myriad of factors including, but not limited to, parenting styles, family dynamics, and broader societal influences.

Two foundational theories relevant to this discussion are the interpersonal acceptance-rejection theory (IPAR) theory and the family systems theory. The interpersonal acceptance-rejection theory emphasizes the significance of interpersonal relationships and social experiences in the development of personality and psychiatric disorders (Le & Ashdown, 2021). Yetzer and Pyszczynski (2019) posited that dysfunctional interpersonal relationships could lead to or exacerbate psychiatric disorders. This theory underscores the importance of

understanding the quality of adolescent-parent interactions in the context of adolescent mental health issues.

Family systems theory, on the other hand, offers a holistic view of family functioning, suggesting that families operate as complex systems where each member's behaviors affect the entire system (Becvar et al., 2023). From this perspective, an adolescent's mental health cannot be fully understood without considering the family's dynamics, including communication patterns, emotional connections, and the roles each family member plays. The theory posits that dysfunctional family systems can lead to various psychological problems in adolescents, including both externalizing and internalizing issues.

The relationship between parenting styles and adolescent mental health has been a focal point of research. According to Baumrind (1966), there are three main parenting styles: authoritative, authoritarian, and permissive, each with distinct implications for children's psychological outcomes. Maccoby and Martin (1983) later expanded this typology to include neglectful or uninvolved parenting as a fourth style (Kuppens & Ceulemans, 2019). Authoritative parenting, characterized by warmth, responsiveness, and appropriate autonomy granting, has been consistently linked to positive outcomes in adolescents, including lower levels of both externalizing and internalizing problems (Gorostiaga et al., 2019). Adolescents raised by authoritative parents tend to have better social skills, higher self-esteem, and better mental health overall.

Conversely, authoritarian parenting, marked by high demands and low responsiveness, has been associated with higher levels of internalizing problems, such as anxiety and depression, in adolescents (Gorostiaga et al., 2019). Permissive parenting, which is low in control but high in warmth, has been linked to higher levels of externalizing problems, including aggressive behaviors and substance abuse (Zubizarreta et al., 2019). Lastly, neglectful parenting, characterized by low warmth and low control, is strongly associated with adverse outcomes, including both internalizing and externalizing issues (Anderson et al., 2022).

Empirical studies have provided robust evidence supporting the theoretical claims about the impact of parenting styles on adolescent mental health. For instance, a longitudinal study by Soenens et al., (2019) found that adolescents with authoritative parents exhibited the best psychological adjustment, while those with neglectful parents showed the worst outcomes. Similarly, a meta-analysis by Romero-Acosta et al. (2021) confirmed that authoritative parenting is linked to lower levels of depression and anxiety in adolescents. Furthermore, recent studies have explored how family dynamics, as conceptualized by family systems theory, relate

to adolescent mental health. For example, research has shown that high levels of family conflict and low levels of cohesion are associated with increased risk for both externalizing and internalizing problems in adolescents (Mastrotheodoros et al., 2020).

The dialogue around the mental health of adolescents, particularly about parenting styles and family dynamics, is both critical and timely. This discussion extends beyond academic discourse, touching on the very fabric of our social structure and the well-being of future generations. The intricate interplay between externalizing and internalizing problems in adolescents and the roles played by various parenting styles underscores a complex ecosystem of influences on adolescent mental health. The significance of this conversation lies in its potential to inform and refine approaches to parenting, intervention strategies, and broader societal support systems for youth.

Research and theoretical frameworks, such as those proposed by Baumrind and later expanded by Maccoby and Martin, offer valuable insights into how different parenting styles—authoritative, authoritarian, permissive, and neglectful—impact adolescent development (Kuppens & Ceulemans, 2019). These styles, characterized by their unique combinations of responsiveness and demandingness, create varied environments for adolescent growth, each with its implications for mental health outcomes. The authoritative style, with its balance of warmth, structure, and autonomy support, has been consistently linked to more favorable mental health outcomes, including lower levels of depression, anxiety, and behavioral issues (Maiuolo et al., 2019).

Furthermore, the application of theories such as the interpersonal acceptance-rejection theory and family systems theory provides a broader lens through which to view adolescent mental health, emphasizing the importance of interpersonal relationships and the systemic nature of family dynamics. These theories suggest that interventions aimed at improving adolescent mental health need to consider the adolescent's relational context, including family relationships, communication patterns, and the broader social environment. For instance, programs that enhance parental skills in offering support and understanding the developmental needs of adolescents could be particularly effective in mitigating mental health problems.

However, this body of research also highlights several areas for further exploration and consideration. For one, the cultural context in which parenting styles are practiced and studied can significantly influence the interpretation and applicability of research findings. Parenting practices that are considered authoritative in one cultural context may not align with the norms

and values of another, suggesting a need for culturally sensitive approaches to studying and applying these concepts (Martinez et al., 2020).

Additionally, the evolving digital landscape and its impact on adolescent development and family dynamics represent a critical area of research. The rise of digital media and technology has transformed how adolescents interact with their peers and parents, potentially affecting mental health in both positive and negative ways (Odgers & Jensen, 2020). This new dimension of adolescent life necessitates updated models and strategies for parenting and intervention that account for the digital context of adolescents' lives.

The relationship between parenting styles, family dynamics, and adolescent mental health is a multifaceted and dynamic one, requiring ongoing research and dialogue. The evidence supports the critical role of authoritative parenting and healthy family systems in promoting adolescent mental health. However, the complexity of these relationships, influenced by cultural, societal, and technological factors, calls for a nuanced understanding and approach. Future research and interventions should continue to explore these dimensions, aiming to provide adolescents with the support and environments they need to thrive mentally and emotionally. Addressing these challenges and opportunities is essential for fostering resilient, healthy adolescents capable of navigating the complexities of modern life.

In conclusion, the mental health problems faced by adolescents are complex and multifaceted, influenced by individual, familial, and societal factors. Theories such as the interpersonal acceptance-rejection theory and family systems theory provide valuable frameworks for understanding these issues. Parenting styles, as a component of family dynamics, play a critical role in shaping adolescent mental health, with authoritative parenting being consistently linked to better outcomes. Empirical studies support these theoretical frameworks, highlighting the importance of fostering positive family environments and healthy parent-child relationships in preventing and addressing adolescent mental health problems.

During the early adolescent stage, adolescents undergo a change of personality in terms of physical, cognition, and emotional aspects. During this stage, there might be conflicts and disagreements between the adolescent and parents due to differences in opinions. However, there has been a lack of highlights on this stage and most of the past studies only focused on the positive aspects of the relationship between parents and adolescents. Thus, the factors that cause conflicts between adolescents and parents and how they affect the mental health of adolescents will be focused on this segment (Mastrotheodoros et al., 2019). It is important to

understand the association between parental acceptance and rejection in terms of socio-emotional aspects in adolescents.

Past studies stated a relationship between parenting styles and how they affect adolescents' mental health problems. To support this statement, the results of Mendo-Lázaro et al. (2019) have shown that authoritarian parenting style and neglectful parenting styles have demonstrated a lack of responsiveness and warmth but instead more towards demandingness and control which leads to adolescents having emotional instability. These parenting styles affect the self-confidence and self-efficacy of adolescents which leads to difficulties in making decisions and facing challenges in life. Erikson and Becker mentioned that adolescents who grew up with parents who are friendly, affectionate, and warm-hearted are most likely to be emotionally stable and believe in themselves. Conversely, adolescents who grew up with parents who are always a "knockback", commanding and unfriendly are most likely to be emotionally unstable, have low self-esteem, and be insecure about themselves (Sun, 2023).

According to the interpersonal acceptance-rejection (IPAR) theory, parenting styles affect adolescents' mental health. IPAR is an evidence-based theory that focuses on parental acceptance and rejection from childhood to early adulthood (Rohner, 2021). The IPAR theory shows that various factors affect the psychological and behavioral adaptations of adolescents such as sociocultural, socioemotional, and refusal (Rohner et al., 2020). Parents play a big role in having a strong bond with their children in parental acceptance and rejection, which contributes to children's mental health. It is concluded that positive parenting styles and parental acceptance lead to children having better mental health whereas negative parenting styles and parental rejection lead to children having poor mental health, especially in adolescents (Rohner et al., 2020). A longitudinal study was conducted by Waller *et al.,* (2018) on the relationship between parenting style and child development of monozygotic twins. It was demonstrated that monozygotic twins from 6 to 11 years old who experienced brutal and rejecting parenting showed insensitive, uncaring, and unsympathetic traits compared to the other twin. The monozygotic twin who experienced negative parenting shows callous-unemotional behavior which means they are not concerned about other people's feelings and emotions, lack empathy, and are passionless. The monozygotic twins who experienced warm and loving parenting showed compassionate, loving, and caring traits.

Gender and Cultural Differences

In terms of gender, fathers characterized as authoritarian, and mothers seen as more permissive, were linked to higher internalizing and externalizing symptoms among daughters,

but not sons (Steele & McKinney, 2018). As children grow older, their relationships with parents evolve as they spend more time in school, with friends, and engaging with the broader community. Recent changes in family dynamics, such as increased divorce rates or higher maternal employment, can have both positive and negative impacts on children. During the middle school years, the amount of time children spend with their parents typically decreases significantly. The commonly accepted belief suggests that an authoritative parenting approach fosters better growth and development in children. However, this notion may vary over time and across different cultures (Myers-Walls et al., 2006, as cited by Khanum et al., 2023).

A study in China by Chao et al (1994, as cited by Zheng et al., 2022) states that the four parenting styles may not be applicable in China, where the culture is collectivism, where filial piety is demonstrated via social interdependence, showing respect for parents and elders, fulfilling family obligations, and adhering to norms through conformity and obedience. This fifth form of parenting style was categorized into two parts by Zhang et al. (2017, as cited by Zheng et al., 2022); average-level undifferentiated parenting and high-level undifferentiated parenting styles.

The "average-level undifferentiated" parenting style observed in the researchers' study resembled what previous studies among Western families have described as "midrange" parenting (Slicker, 1998, as cited by Zhang et al., 2017), "average" parenting (Nelson et al., 2011, as cited by Zhang et al., 2017), and "good-enough" parenting (Baumrind, 1991, as cited by Zhang et al., 2017). The youths in this group did not exhibit favorable outcomes, as their adjustment was comparable to that of youths with authoritarian parents and even worse than those with authoritative parents across most of the outcomes examined.

As for the "high-level undifferentiated" style, mothers within this group displayed significant involvement in their children's daily activities, employing both supportive and harsh approaches. They exhibited greater levels of parental supervision and harshness compared to authoritative parents but showed more warmth, used inductive reasoning, and encouraged independence and achievement, akin to authoritarian parents. In essence, this high-level undifferentiated parenting style stood out from other subtypes by combining elements of both "authoritativeness" and "authoritarianism" (Zhang et al., 2017).

There are a variety of ways to see the effectiveness of parenting styles on children. A study by Deng and Tong (2020) revealed that a parenting style's effectiveness relies on how much a child values human capital. It was estimated that the impact of parenting style on child disorder can be measured by how the parents respond when the child misbehaves, and their

findings suggest that poorer parenting behavior correlates with an increase in conduct disorder. (Burton et al., 2002, as cited by Deng & Tong, 2020). On the other hand, Cobb-Clark et al. (2019) investigated how parenting style, specifically characterized by respectfulness and monitoring, affects the development of human capital using a household production function approach, finding that it does significantly influence non-cognitive abilities and risky behaviors in youths. To add, Fiorini and Keane (2014) examined the impact of children's time allocation and maternal parenting style, including mother's warmth and effective discipline, on both cognitive and noncognitive development, discovering that mother warmth and discipline are linked to better performance. With that, despite using various methods to assess parenting style, current economic research consistently demonstrates that parenting style has notable effects on the development of children in developed nations.

Regarding the challenges faced by parents and adolescents, it is important to highlight the interventions and programs to enhance the knowledge of parents in terms of improving their parenting skills, anger management, and child development knowledge (Pedro et al., 2017). Parents need to focus on attending parent training about a child's development and upbringing as it focuses on educating on the importance of improving the parent-child relationship, family dynamics, the roles and responsibilities as a parent. However, the limitations of parent training are not focusing on the importance of the emotional security and well-being of children. It is important to focus on these aspects during parent training so that parents can guide their children in terms of their emotional adjustment from childhood to adulthood so that they develop into emotionally stable individuals who can face challenges and obstacles.

CONCLUSION

In summary, the present literature review highlights the importance of understanding the parent-adolescent relationship and how it develops during the adolescent phase. Branje (2018) emphasized the significance of handling conflicts in a more systematic way and for parents to be more understanding in dealing with adolescent conflicts. Understanding this phenomenon within the broader context of parenting styles, particularly authoritative, authoritarian, permissive, and neglectful, elucidates its diverse implications for adolescent mental health. This study also examined the application of different parenting styles to the conflicts of parent-adolescent relationships and how it affects the adolescent's mental health. Prioritizing nurturing environments and empowering parenting practices can cultivate resilience and support the development of adolescents, ensuring their ability to thrive amidst

the challenges of modern life. The findings of past studies reviewed in this essay have implications for understanding adolescents and most importantly the re-alignment of parent-adolescent relationships. Future research should focus on interventions that aim to promote a positive parenting style in adolescents.

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