



**Faculty of Cognitive Sciences and Human Development**

**THE IMPACT OF PARENTING STYLE ON EMOTIONAL  
DEVELOPMENT AMONG SECONDARY SCHOOL STUDENTS**

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**Bachelor of Psychology (Honours)**

**2022**

UNIVERSITI MALAYSIA SARAWAK

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Final Year Project Report

Masters

PhD

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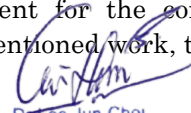
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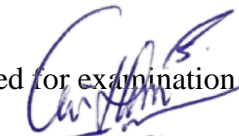
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This project is submitted  
in partial fulfilment of the requirements for a  
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Faculty of Cognitive Sciences and Human Development  
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(2022)

The project entitled '**The Impact of Parenting Style in Emotional Development Among Secondary School Students**' was prepared by [ **Nurul Asyiqin Binti Mohd Hassan 71172** ] and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours

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## **ACKNOWLEDGEMENT**

Alhamdulillah, I am most grateful to Allah S.W.T for the completion of this final year project as one of the requirements that need to be accomplished for my Bachelor's Degree. With the completion of this research, I would like to express my thanks and gratitude to those who had provided me with guidance, support and encouragement to make this research possible to be completed. Firstly, I would like to thank my supervisor, Dr Lee Jun Choi for the support, guidance and idea. He has taught a lot by giving useful information. Without his suggestion and improvement, this research will be impossible to finish.

Besides that, I would like to express my thanks to my parents, Mohd Hassan B Mohd Maideen and Waheeda Bt Ismail Gani for the motivation and unconditional support throughout the period I'm struggling to complete my research. I also would like to express my special thanks to my friends Tunku Farah Emily, Nur Puteri Sabrina and Nadia Qistina who has helped me a lot from the beginning of this research. They share knowledge information, some past research that I could use as references and procedures for conducting the statistical analysis. This thanks also need to be reached to all my Psychology course mate. They also shared a lot of useful information to complete this research. With all this sharing and support make this research complete on time.

Lastly, I would like to thank 382 respondents who are willing to spend their time to fill up the questionnaire. This research would never have been possible to complete without their responses.

## TABLE OF CONTENT

LIST OF TABLES .....	i
LIST OF FIGURES .....	iii
ABSTRACT.....	iv
ABSTRAK.....	v
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.2 Problem Statement.....	4
1.3 Research Objectives and Research Questions .....	6
1.3.1 General Objective .....	6
1.3.2 Specific Objective.....	6
1.3.3 Research Questions.....	6
1.3.4 Hypothesis .....	7
1.4 Research Framework .....	7
1.5 Conceptual and Operational Definitions.....	7
1.6 Significance of Study.....	10
<b>CHAPTER TWO .....</b>	<b>11</b>
<b>LITERATURE REVIEW .....</b>	<b>11</b>
2.0 Introduction.....	11

2.1 Discussion of Parenting Style Role in Emotional Development .....	11
2.1.2 Discussion on Emotional Development Difference Between Male and Female .....	12
2.1.3 Discussion on Parenting Style on Multicultural.....	13
2.2 Discussion of the Parenting Style Model.....	15
2.2.1 Emotional Schema Model .....	17
2.3 Discussion of past similar findings .....	18
2.3.1 Authoritative Parents.....	18
2.3.2 Authoritarian Parents.....	18
2.3.3 Permissive Parents.....	19
2.3.4 Neglectful / Uninvolved Parenting Style .....	19
2.4 Discussion of issues related to Emotional Development.....	20
2.4.1 Depression and Anxiety .....	21
2.4.2 Self-esteem.....	22
2.4.3 Empathy .....	23
2.5 Summary .....	23
<b>CHAPTER THREE.....</b>	<b>24</b>
<b>METHODOLOGY .....</b>	<b>24</b>
3.0 Introduction.....	24
3.1 Research design .....	24
3.2 Population, sample & sampling procedure .....	25
3.2.1 Population .....	25



3.2.2 Sampling Technique .....	25
3.2.3 Sample Size.....	25
3.3 Instrument .....	26
3.4 Pilot study .....	28
3.5 Ethics of the study.....	29
3.6 Data collection procedure .....	29
3.7 Data analysis procedure .....	30
3.7.1 Descriptive Data Analysis.....	30
3.7.2 Inferential Data Analysis .....	30
3.8 Summary .....	31
<b>CHAPTER FOUR.....</b>	<b>32</b>
<b>FINDING AND DISCUSSION .....</b>	<b>32</b>
4.0 Introduction.....	32
4.1 Reliability & Validity Analysis .....	32
4.1.1 Reliability Analysis.....	32
4.1.2 Validity Data Analysis .....	34
4.2 Descriptive Data Analysis.....	37
4.2.1 Gender.....	38
4.2.2 Age.....	39
4.2.3 Race.....	40
4.2.4 Staying with status .....	41

4.2.5 Parents working status .....	42
4.2.6 Number of siblings.....	43
4.3 Inferential Data Analysis (Main Finding).....	44
4.3.1 Analysis of Objective 1 and Hypothesis 1 .....	44
4.3.1.1 Discussion On Objective and Hypothesis 1 .....	47
4.3.2 Analysis of Objective 2 and Hypothesis 2.....	51
4.3.2.1 Gender differences in authoritative parenting style .....	51
4.3.2.2 Gender differences in authoritarian parenting style.....	54
4.3.2.3 Gender differences in permissive parenting style .....	56
4.3.2.4 Gender differences in neglectful parenting style .....	58
4.3.2.5 Discussion on Objective 2 and Hypothesis 2.....	60
4.3.3 Analysis of Objective 3.....	62
4.3.3.1 Discussion on Objective 3 .....	63
4.3.4 Analysis of Working Parents and Parenting Style.....	64
4.4 Conclusion .....	65
<b>CHAPTER FIVE .....</b>	<b>66</b>
<b>LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION.....</b>	<b>66</b>
5.0 Introduction.....	66
5.1 Limitations of the study .....	66
5.2 Implication of the study .....	67
5.3 Recommendations.....	68

5.4 Conclusion .....	69
References .....	70
Appendix A.....	86
Appendix B .....	92

## LIST OF TABLES

**Table 1** Conceptual and Operation Definition

**Table 2** Formula of sample size

**Table 3** Reliability of instrument based on pilot study

**Table 4** Cronbach's Alpha Coefficient size Rules of Thumb

**Table 5** Cronbach's Alpha value

**Table 6** Factor Analysis Result- Item Validity

**Table 7** Summary of Demographic Profile

**Table 8** Gender of the respondents

**Table 9** Age of the respondents

**Table 10** The race of the respondents

**Table 11** Staying with status

**Table 12** Parents working status

**Table 13** Numbers of sibling

**Table 14** Spearman Correlation Analysis Summary

**Table 15** Independent T-Test for authoritative parenting style

**Table 16** Depression, anxiety and stress level who received authoritative parenting style

**Table 17** Independent T-Test for authoritarian parenting style

**Table 18** Depression, anxiety and stress level who received authoritarian parenting style

**Table 19** Independent T-Test for permissive parenting style

**Table 20** Depression, anxiety and stress level who received permissive parenting style

**Table 21** Independent T-Test for neglectful parenting style

**Table 22** Depression, anxiety and stress level who received permissive parenting style

**Table 23** Frequency Analysis Data

**Table 24** Working Parents and Parenting Style

## LIST OF FIGURES

**Figure 1:** Conceptual Framework

## ABSTRACT

This study aimed to identify the parenting style and its effect on emotional development among secondary school students. The quantitative survey method was used and the survey questionnaires were distributed randomly to secondary school students in Klang, Selangor. The data were collected from 382 respondents. The data was analyzed by using version 26.0 Statistical Package for Social Sciences (SPSS). Based on the reliability and validity analysis, the instrument of this study has been proved to be valid and reliable. Therefore, it is able to measure what it is supposed to measure. By using Spearman Correlation Analysis, it indicates there is a significant relationship between parenting style and the emotional development of secondary school students. Besides that, using Independent T-Test, the finding shows that there is a significant difference in emotional development between males and females for each parenting style. Apart from that, the findings show that the prevalent parenting style among secondary school students in Klang is the authoritative parenting style with 35.1% percentage and followed by the permissive parenting style with 29.1% percentage. The findings implied that parents should be aware that their behaviour is able to influence their children's development. The finding also can be implied to study emotional differences between males and females. To improve this study, future researchers were suggested to investigate separately the father's parenting style and the mother's parenting style.

**Keywords:** Parenting styles, Emotional Development, Depression, Anxiety, Stress

## ABSTRAK

Kajian ini bertujuan untuk mengkaji pengaruh gaya keibubapaan dan kesannya terhadap perkembangan emosi dalam kalangan pelajar sekolah menengah. Kaedah tinjauan kuantitatif telah digunakan dan soal selidik diedarkan secara rawak kepada sampel pelajar sekolah menengah di Klang, Selangor. Terdapat sejumlah 382 respondents telah mengisi borang soal selidik tersebut. Data dianalisis dengan menggunakan versi 26.0 Statistical Package for Social Sciences (SPSS). Berdasarkan analisis kebolehpercayaan dan kesahan, instrument kajian ini telah terbukti sah dan boleh dipercayai. Oleh sebab itu, instrument ini dianggap mengukur apa yang sepatutnya diukur. Dengan menggunakan Analisis Korelasi Spearman, dapatan kajian menunjukkan bahawa terdapat hubungan antara gaya keibubapaan dan perkembangan emosi dalam kalangan pelajar sekolah menengah. Selain itu, dengan menggunakan Ujian-T sampel tidak bersandar, dapatan kajian menunjukkan terdapat berbezaan perkembangan emosi antara lelaki dan perempuan untuk setiap gaya keibubapaan yang berbeza. Kemudian, dapatan kajian menunjukkan gaya keibubapaan yang paling lazim antara pelajar sekolah menengah di Klang ialah autoritatif dengan 35.1% peratus dan diikuti dengan gaya keibubapaan permisif dengan 29.1% peratus. Dapatan kajian boleh digunakan untuk menebarkan kesedaran kepada ibu bapa bahawa tingkah laku mereka mempengaruhi perkembangan anak-anak. Hasil kajian juga boleh digunakan sebagai rujukan untuk mengkaji pembezaan emosi antara lelaki dan perempuan. Untuk meningkatkan lagi kajian, para penyelidik masa depan disarankan untuk mengkaji gaya keibubapa secara berasing untuk ibu dan bapa.

**Kata Kunci:** Gaya keibubapaan, Perkembangan Emosi, Kemurungan, Keresahan, Tekan



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Chapter 1 discuss the background of the study and the statement of the problem that is related to the relationship between parenting style and the development of emotions. Besides that, the research objective and research question are present in this chapter. This chapter also includes the significance of the study.

#### **1.1 Background of the study**

An individual is most affected by their parent and family. The influences of parenting style on emotional development are significant (Zarra-Nezhad et al., 2015; Ong et al., 2018; Argyrious et al., 2016). Parenting style refers to the child-parent relationship in how the parent raises their child. Parenting style is a representation of behavioural activities that parents and children show in the family interaction and communication (Kuppens & Cuelemans, 2019). In terms of the parenting model, the children's behaviour provides a picture of the interaction that has been occurred. The interaction between parents and children is often defined by the parent's expectations of the children and the level of warmth and support shown by the parents (Power, 2013). Different styles of parenting for children have been allocated to exploring the best practices of child-rearing. The parents are seen as role models for child development. The father and mother have a significant influence on the child's development. It is believed that the effect was significant from the moment the infant was born.

One factor that affects emotional development is a balanced, strong and positive bond between parents and their children. Research by Kimble (2014) has concluded that interaction between parents and children as well as how parents engage with children are regarded as the most significant and essential influences that influence children fostering character. There are

various dimensions of parenting for children who have been committed to exploring the best practice of child-rearing. In a child-rearing process, there is no right or wrong, but there are consequences for every action taken by parents. According to Mohammadi et al. (2013), parenting style can contribute to an individual's overall positive and poor development.

Different parents may use different strategies to educate and discipline their children (Sarwar, 2016). However, one thing that parents often overlook is the effect of their behaviour on the children's development. The emotional bond between parents and children plays an active role in an individual's emotional development. Emotional development refers to how an individual express their emotion (Zarra-Nezhad et al., 2015). How the parents control the children, how the parents show affection, how the parents encourage their children, how the parents show support, and the ways they talk to discipline the children are some of the aspects to take note of in determining the parenting style (Darling & Steinberg, 1993). Different ways of strategies will have different outcomes in terms of the child's emotional development (Rosli, 2014).

Four parenting styles that developed by Baumrind (1971) which are authoritative parents, authoritarian parents, permissive parents and uninvolved parents show different effects on emotional development. Positive forms of parenting are excellent for children's emotional development whereas negative parenting increases the risk that the children will suffer emotionally in later life, especially during adolescence (Ong et al., 2018). Positive parenting refers to parents who show support, warmth and acceptance toward their children. Negative parenting refers to parents who always punish and show low warmth toward their children. In order to provide the greatest possible outcome for their children, parents must balance the maturity and disciplinary expectations with providing a loving, responsive and supportive environment.

Malaysia is a country that has a multicultural and multi-religious society in this country. Therefore, the Malaysian parenting style tends to be influenced by cultural elements. The cultural and religious variations must also be considered in studying the impact of parenting styles on emotional development. Krishnan (2004), has said in his book that family socialisation continues with children practising and learning rituals, traditions, religion, and practices in their everyday lives. Every culture has owned its way in parenting style. Socialisation is the method of preparing children to acquire behaviours and beliefs that will assist them in adapting to their culture (Baumrind, 1991).

Research from Keshavarz and Baharudin (2010), concluded that in Malay culture, the parent tends to emphasise the aspect of the traditional norm, teaching about religion and paying attention to spiritual growth development in the children. Chinese parents tend to treat their children differently according to age. They are usually trained rigorously with the expectation that they would be able to regulate their own emotions. Chinese-Malaysians agreed that Chinese medium school students are more disciplined, have better academic grades, and respect their Chinese cultural values (Carlson et al., 2004). According to research by Keshavarz and Baharudin (2010), Indian parent tends to pay attention about respect, obedience and high academic achievement. Indian parent tends to be more protective toward a female child than a male.

## 1.2 Problem Statement

Secondary school students in Malaysia range age is from 13 to 17 years old. This phase of an individual is referred to as an adolescent. The World Health Organization (WHO) defines an individual aged ten until 19 years old as an adolescent. Adolescence is a very important stage for an individual as it is a turning point for an individual as well as at this stage an adolescent develop their own identity (Alonso-Stuyck, 2019). The number of school students who experience from depression symptoms, anxiety, low self-esteem and stress is increasing alarmingly especially after the Covid-19 pandemic (Lee et al., 2021). It is important to have a healthy adolescent lifestyle to develop a positive identity and well-being (Dumont & Olson, 2012). This aspect is correlated with parenting style behaviour, interaction and emotional development of an individual. (Alonso-Stuyck, 2019).

The increase in the number of adolescents who suffers from this emotional related problem indicates that they are experiencing unstable emotional status (Palmier-Claus et al, 2012). Emotional status refers to the individual's current thoughts or emotions. There is 3 psychological state that is involved in emotional status which is physiology response, behavioural response and individual experiences (Koch et al., 2018). If an individual is not in a stable emotional status this could lead that individual to experience negative emotions (Palmier-Claus et al, 2012). Example of negative emotions is excessive sadness, excessive anger, loneliness and always self-criticism. The negative emotions such as stressful and dysregulated emotions are compounded by parents who show harsh and frequently punish in order to discipline the child (Gulley et al., 2014).

Negative emotions may lead to anxiety and depression (Compare et al., 2004). A study by Amran and Jamaludin (2021) has shown that adolescents have faced unstable emotional and negative emotions during the pandemic lockdown because of the sudden closure of the school. In another study, Abdullah et al. (2021) have shown a high prevalence of depression symptoms

and anxiety symptoms among adolescents during the lockdown. Parents who show high psychological control has been linked to higher anxiety, distress and depressive symptoms among adolescents (Aunola, 2015). Psychological control refers to controlling the child's emotional state and beliefs, such as guilt induction. According to Tu et al., (2014) school students who have strict parents exhibit depressive symptoms and are more likely to engage in aggressive behaviour as well as pay less attention to their studies.

Adolescents may develop emotionally different based on their parenting style (Huver et al., 2010). The approaches used by parents to teach their children about emotions are critical for the development of emotional competence (Alegre, 2011). Adolescence is a time when a person's emotional state undergoes significant shifts. Adolescents also experience more intense emotions in both positive and negative emotions (McLaughlin et al., 2015). Emotion development includes the aspect of how an individual expresses their feeling, able to understand their own emotion, how to manage own emotions, empathy and self-esteem (Zarra-Nezhad et al., 2015). Self-esteem is important in emotional development as it affects an individual self-perception of themselves (Kort-Butler & Hagemen, 2011).

One of the aspects that may influence the interaction between parents and children is the parent's employment status. In this modern era, most of the parents both are working in order to improve the family lifestyle and this has affected the quality of interaction between the parents and the children (Agarwal & Alex, 2017). Parent's interaction with children could affect the children's emotional status. Therefore, this research had studied the relationship between parenting style and emotional development among secondary school students.

## **1.3 Research Objectives and Research Questions**

### **1.3.1 General Objective**

The general objective of this study is to identify parenting style and its effect on secondary school student's emotional development.

### **1.3.2 Specific Objective**

1. To determine the correlation between parenting style and emotional development among secondary school students.
2. To determine the individual difference in emotional development for each parenting style in terms of gender.
3. To identify the prevalence of parenting styles among secondary school students.

### **1.3.3 Research Questions**

The following research question is used to guide this study:

1. Is there any correlation between parenting style and emotional development among secondary school students?
2. Is there have any differences in emotional development for each parenting style in term of gender?
3. Which is the most prevalent parenting style for secondary school students?

### 1.3.4 Hypothesis

Based on research question 1 and 2, the research hypothesis is as follow:

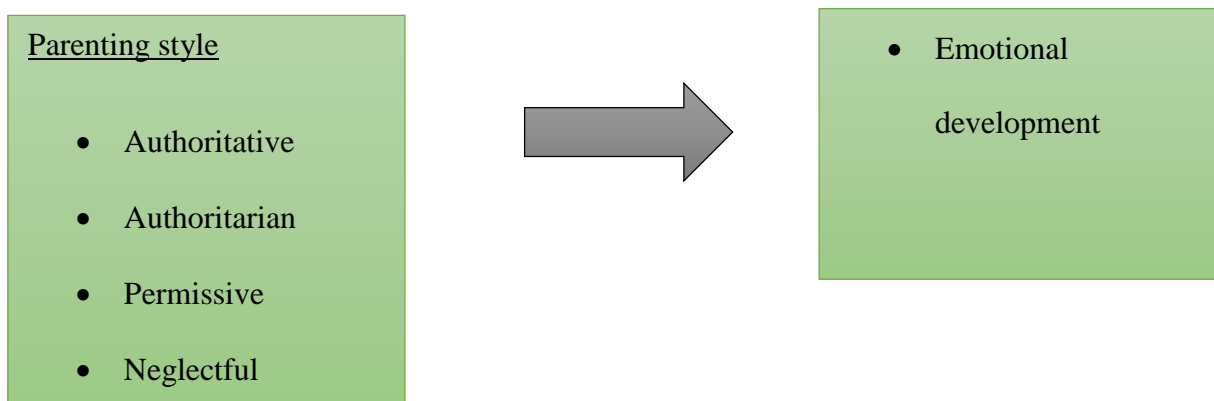
H<sub>1</sub> = There is a positive correlation between different parenting styles and emotional development.

H<sub>2</sub> = There are differences between males and females in emotional development for each parenting styles.

### 1.4 Research Framework

#### Figure 1

*Conceptual Framework*



The independent variable in this study is parenting style. The four parenting styles are authoritative, authoritarian, permissive and neglectful. The dependent variable is the emotional development of an individual.

### 1.5 Conceptual and Operational Definitions

Several parenting concepts will be highlighted throughout this study.

#### Table 1

*Conceptual and Operation Definition*

<b>Terms</b>	<b>Conceptual definition</b>	<b>Operation definition</b>
Parenting style	Parenting style refers to a set of attitudes by parents that are expressed to the child and when combined, it will generate an emotional environment in which parents' action is reflected (Darling & Steinberg, 1993).	The behaviour is shown by parents and the interaction between the parents and the adolescents.
Authoritative Parenting Style	Authoritative parents refer to parents who understand and recognise their children emotions, show them how to regulate themselves and assist them in learning from any mistakes that they make (Johari Talib & Mamat, 2011).	This parenting style refers to parents who are responsive and willing to listen to their children. They provide warmth, give feedback and adequate support. They tend to provide disciplinary rules and explain the reason behind them. They are high in responsiveness and demanding.
Authoritarian Parenting Style	The children need to follow parent orders and cannot disobey the rules of their parents (Argyriou, Bakoyannis & Tantaros, 2016).	This parenting style refers to parents who are strict, and the child needs to follow the strict rules. If the child fails to follow the rules, the parents tend to give punishment. The children need to obey their parents without question. The parents tend to show low support and high demandingness to their children.