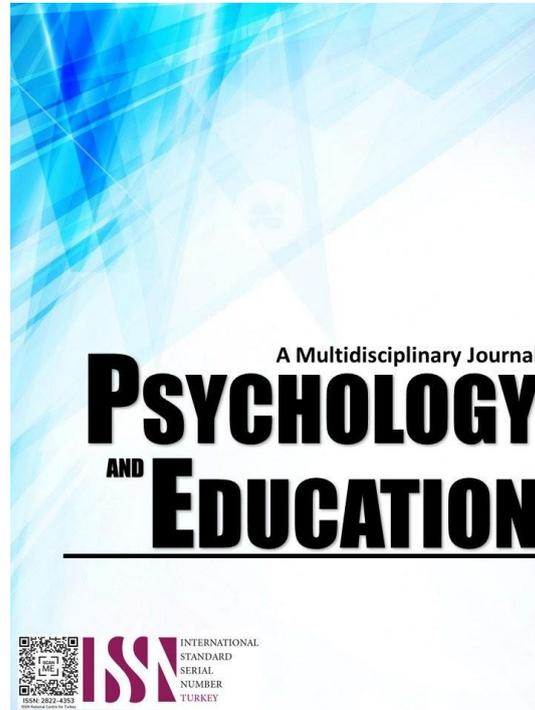


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Examining the Influence of Parenting Practices on Child Psychopathology: A Systematic Review

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Abstract

The researchers hoped to find new themes or ideas in the reviews of studies on parenting practices that emerged as a result of the pandemic. The study followed the Preferred Reporting Items for Systematic Reviews and Meta- Analyses (PRISMA) statement guidelines. A systematic search of the studies was searched online through ERIC, PubMed, and Researchgate with parenting, parenting style, parenting practices, personality disorder, pre-pandemic, pandemic, Covid-19, and psychopathology as search terms. Same keywords were used for all databases for the search strategy. Participants, language, and year of publication were considered while research design, sample size, and locale did not affect inclusion. After screening, a total of 24 from the 77 screened publications originally identified were included in the review. Four key themes were extracted from the reviewed articles to reflect the emerging parenting practices as a result of the pandemic. Results revealed the following themes on parenting practices during pandemic presented in four (4) key themes: 1) Parenting with empathy and adaptive response; 2) Positive parenting with involvement; 3) Parenting Styles Can Make or Break; and 4) Parental condition as risk or protective factors. The researchers concluded that parenting studies reviewed during the pandemic period revealed the association of the parents' ability to adapt to changes and engage in empathy towards the child, ability to provide positive care and involvement, to add warmth on the practice of permissive parenting style, and the experience of parental anxiety or distress, on the child's experiences during online classes as well as the risk of depression and other behavioral outcomes.

Keywords: *parenting practices, parenting styles, child psychopathology, protective factors, risk factors*

Introduction

Parenting practices all around the world share the same goal which is to ensure that children will experience safe and healthy living that will prepare them to be productive adults with sound values. Kupens & Ceulemans (2019) cited Darling & Steinberg's definition of parenting practices as those specific behaviors that parents do to show their involvement with their children which also includes the kind of discipline, reinforcement they use as well as their manner of solving problems. Other researchers, on the other hand, expounded on these parenting practices and came up with parenting dimensions such as the parental support and parental control employed. Parental support was described by Cummings, David & Campbell (2000) as the manner by which parents relate with their children which usually are expressed through involvement, acceptance, emotional children's development.

The American Psychological Association emphasized the need for a high-quality parent-child relationship in order to achieve the main goals of parenting. Systematic reviews of various research on parenting showed its relationship with certain psychopathology as well as cognitive and behavioral outcomes. Several authors have done integrative reviews on parenting

styles and practices to check how they are associated with physical activity and sedentary behaviors in Latino children in the US. The integrative review showed that reinforcement and rewards have a positive impact on physical activity among children. On the other hand, setting rules and implementing restrictions on physical activity due to safety concerns, the weather, as well as the use of psychological control hinder children's physical activity (Lindsay, Wasserman, Munoz, Wallington, & Greaney, 2018). Meanwhile, a systematic review of studies on parenting style found that parental demandingness is related positively to a child's cognition while parental warmth and rejection are associated solely with child behavior (Neel, Stark, & Maitre, 2018 Jul). Another systematic review of studies found that maladaptive parenting was a psychosocial risk factor for the occurrence of borderline personality pathology (Steele, Townsend, & Grenyer, 2019). Similarly, Basso, Fortes, Maia, & Steinhorst (2019) made a literature review to assess the repercussions of parental rearing styles on the development of psychopathological symptoms as well as possible relations between parental rearing behaviors and development of early maladaptive schemas (EMS). They found correlations between EMS and maternal rejection, parental rearing styles and depression. Moreover, EMS were also found to act as mediators in the relationship between parental rearing styles and/or education and

dysfunctional symptoms during personality development. In the same year, a literature review of studies on parenting style showed that parental warmth, behavioral control (high acceptance/involvement), and autonomy granting are inversely related to internalizing symptoms in adolescents. When parents exhibit psychological and harsh control (low acceptance and high strictness or imposition), this can positively lead to the occurrence of adolescents anxiety, depression, and suicidal ideation (Gorostiaga, Aliri, Balluerka, & Lameirinhas, 2019). A four-decade review of studies on adolescent behavioral autonomy revealed that parents who provide a personalistic parenting style can yield the development of adjusted adolescent behavioral autonomy and the maintenance of healthy lifestyle in the long term (Alonso-Stuyck, 2020 July 28).

The systematic reviews mentioned earlier revealed that parenting practices and styles are associated with either psychopathology or enhanced cognition and behavioral outcomes which can extend in the long term basis in the lives of a child. With the COVID 19 pandemic, studies on parenting and pathology were done in the context of the stressors. It is a fact that the family system has been affected by the onset of the pandemic and many families have been forced to be separated, temporarily or permanently due to COVID 19. This has disrupted the family systems including the usual routines and rituals done by family members. Hence, many of the researches done during COVID 19 pandemic were focused on assessing the mental health concerns of individuals and on how COVID 19 pandemic is associated with occurrence of psychopathology. Khomeany & Kusumaputeri (2022), in their study on parental anxiety and form of parenting during the COVID 19 pandemic, took note of the many forms of parenting that are already existing even during the pre-pandemic period. The creation of new forms of parenting was deemed necessary and expected since both authors emphasized that parents tend to think of ways to cope with the anxiety of dealing with concerns of their children amidst the various changes in society. Their research was focused on finding the level of anxiety of parents while dealing with their children during COVID 19 pandemic. They believed that understanding this phenomenon would help develop and find new forms of parenting that would be effective and relevant during the COVID 19 pandemic and even in the new normal.

On a similar tone, the current researchers would attempt to describe the parenting practices and psychopathologies that emerged as a result of the

pandemic. To better highlight possible differences in practices, the researchers attempted to find pre-pandemic studies done at least two years before the start of the COVID 19 pandemic describing parenting practices. At the same time, current researchers reviewed research studies describing how parenting practices were done while in the pandemic period and how these led to psychopathologies. The researchers hoped to find new themes or ideas in the reviews of studies on parenting practices that emerged as a result of the pandemic. The result would assist the researchers in crafting recommendations on to rectify programs for parents now that the world is in the new normal scenario.

Methodology

The researchers conducted a systematic review of studies on parenting practices and how they led to psychopathologies on children particularly during the pandemic. Initially, the researchers looked for contents for the review by surveying titles and abstracts guided by the identified keywords – parenting practices, parenting styles, child psychopathology, protective and risk factors. Once the literatures have appropriately been identified, the researchers began the critical analysis of the literatures using not only their abstract but also the full-text copy.

Studies were searched online through ERIC, PubMed, and Researchgate. Same keywords were used for all databases for the search strategy. Researchers followed the guidelines given in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement (2020). The inclusion criteria to qualify for the review must meet the following: 1.) Scientific studies with either parents or children or both served as participants; 2.) focusing on parenting practices and child psychopathologies; that was 3.) peer-reviewed and published in the English language; from 4.) January 2020 to November 2022.

The studies that were excluded in the review were those that are non-scientific, published before the pandemic, written in other languages with no English translation, whose child participants were already adolescents or adults and with existing mental health disorders. Patterned after Garrard's, (2007) Matrix Method, the researchers used the matrix to easily identify differences and similarities between journal articles about the research topic of interest. The review

matrix consists of the following column headings: (1) author/s; (2), year of publication;(3) group studied; (4) focus of the paper; and (5) key ideas or themes.

Results and Discussion

The succeeding themes in the literature reviewed present the parenting practices and their influence on the child's wellbeing and emergence of certain psychopathology.

Theme 1: Parenting with empathy and adaptive response

Five studies revealed the influence of parental characteristics on the child's social- emotional development and reactions. One study was done during the pre-pandemic but published in 2022. Fassot, Tuschen & Asbrand (2022) revealed the parents' ability to reappraise and provide supportive reactions to a child's negative emotions. Their study showed that reappraisal in parents and supportive reactions to negative emotions predicted reappraisal in children. Studies done during the pandemic period likewise revealed that insensitive parenting behaviors of mothers were associated with stress related to COVID 19 (Heuvel, et al. 2022). On the other hand, Yamaoka et al., (2021) focused on positive parenting in relation to prevalence of abusive behaviors during the COVID 19 pandemic.

There were two studies done pointing to how parents adapt strategies to deal with the demands of the times. One pre-pandemic study revealed how the parents' capacity to match their parenting strategies to the context where they are at as well as the capacity to proactively consider task demands can facilitate the social-emotional development of the child (Rusby, et al.,2022). On a different note, Menter et al.'s (2022) study during the pandemic period examined the parenting practices that emerged and revealed that the parents' ability to adapt to changes in the way they set limits and support good behavior were dependent on the child's oppositional and anxiety symptoms.

In terms of the influence of parenting practices on the child's behaviors, Yamaoka, et al. (2021) associated the parent's ability to show empathy and other positive parenting practices with lower risks of abusive behaviors. This was likewise evident in a pre-pandemic study which argued that controlling behavior towards children with intellectual disability were associated with the children's externalizing behavior (Cristensen & Baker,2021). Parenting during the

pandemic focused more on the ability to adapt to the changes as well as the practice of empathy instead of being insensitive to the needs of the child. This seems to validate Gottman's role of parents as emotion coach. Emotion coach parents are able to accept and co-manage negative emotions, which in turn enable children to acquire control over their emotions as well as self-control and social skills (Vondruska, 2018).

Theme 2: Positive parenting with involvement

Three studies explored parenting practices during the lockdown period while children engaged more on online classes and digital activities. Positive parenting practices were noted which focused more on expressions of unconditional love (Aram et al., 2022; Montesino, et al., 2021) and more involvement of parents in the digital activities of the children rather than on restrictions and warnings (Karabanov et al., 2021). Two studies revealed the importance of positive parenting expressed through provision of more support (Rubilar, et al., 2022) or autonomy- supportive parenting (Neubauer, et al, 2021). Rubilar, et al., (2021) and Neubauer, et al., (2021) clearly showed that children who experienced positive parenting during the lockdown found it easier to cope with online classes and acquire changes in their behavior. As children experienced more positive affect, hyperactivity emotional problems decreased and more prosocial behavior emerged (Neubauer, et al., 2021).

The reviewed literature highlighted the association between the child's reaction towards online classes or pandemic-related challenges and the quality of emotional support that parents provide at this time of crisis. This resounds with Baumrind's democratic parenting approach characterized as a kind of parenting that supports independence or gives freedom to children to act within the limits of the set rules. Furthermore, democratic parents were characterized as warm and loving so they can direct their children's behavior in a better direction (Anggraeni, Jayanti, & Syahrizal, 2019). Furthermore, the findings of this study coincide with Ben-Tov & Romi's (2019) discussion that the support that parents provide to children contribute positively to their social and personal skills as well as their academic progress.

Theme 3: Parenting Styles Can Make or Break

Three pre-pandemic studies and one done during the pandemic linked parenting styles to specific child outcomes. During the pre-pandemic, studies were focused on specific parenting styles such as authoritarian, authoritative, permissive, and punitive

with the addition of the quality of care and autonomy. During the pandemic period only one study was found to have focused on a particular parenting style with an added quality of care provided by the parent resulting in child outcomes.

Authoritarian parenting style was linked to parental communication (Idrees, Zahra & Naeem, 2021) and high maladjustment (Delvecchio, et al., 2020). Both studies strongly pointed out the positive association of Authoritative parenting style with either communication and trust (Idrees, et al., 2021) or less maladjustment (Delvecchio, et al, 2020). Wang et al. (2021) linked low care and autonomy with the increase in the risk of depression among children, while high care and high autonomy resulted in a decrease in children's risk for depression. They likewise described indifference parenting and undifferentiated parenting as both leading to increase in children's risk of depression although the latter is found to provide higher risk than the former. Furthermore, he shared that the punitive parenting style was significantly associated with increased psychological and physical stress. The findings of this study pertaining to parenting styles appear to be similar to being in the long term.

While Idrees et al. (2021) characterized permissive parenting style with less communication, Mochida et al. (2021) added warmth as addition to engaging in permissive parenting style and was found to be positively correlated with increased good behavioral traits and behaviors of children who thrive even during the pandemic. Their findings validate what Cummings, David & Campbell (2000) shared about the inclusion of warmth in the way parents can show support over their children. Similarly Oliveria, et al. (2022) emphasized in their study that negative child outcomes related to mental health, games, sleep, and behavior were results of negative parenting strategies.

Theme 4: Parental condition as risk or protective factors.

All eight studies reviewed were focused on either risk or protective factors relevant to the occurrence of children's psychological concerns. The risk factors common in these studies were called pandemic-linked factors focused on parents' distress when dealing with behavioral problems (Roos et al., 2021; Sun et al, 2022), parental stress (Zambrana & Hart, 2021; Dillaman, Sensoy, & Schwarzer, 2022), negative temperament, mistrust and aggression (Mohammed Ali, et al, 2021) and self-efficacy (Zambrana & Hart, 2021). The findings of this study, which highlighted

the state of well being of parents, validates what Khomaeny & Kusumaputeri (2022) revealed about the influence of high parental anxiety on the level of satisfaction and interest parents can have in the latest form of parenting. The reviewed literature further showed that what parents were experiencing (i.e. stress or distress, anxiety) led to behavioral outcomes on the child.

Higher parental stress during the COVID 19 pandemic was found to be associated with lower values of social-emotional child behavior (Dillman, et al., 2022). Higher parental distress can lead to more behavioral problems in children (Sun et al, 2022). Mohammed Ali et al, (2021) specifically mentioned that the primary caregiver's temperament, mistrust, and aggression is positively connected with children's hyperactivity/inattention. In relation to the child's activities during the pandemic, Ozturk & Yalcin (2021), created a screen time model in their study and found that specific factors were significant predictors of the amount of screen time children engage in. Their study revealed that as children decrease their screen time, the amount of time spent on interactive parenting practices increases. Stienwandt et al., (2022) focused on studying families with childcare needs and families without childcare needs. If families do not have childcare needs, parenting stress was associated with lower hands-on play and combined hands-on play, and higher supervised screentime of children. On the other hand, the authors found that for families with childcare needs parental anxiety was associated with higher total hands-on play, combined hands-on play, and combined screen time.

The findings of this study validate the risk and protective factors discussed in an article on 'Violence Prevention' by the Centers for Disease Control and Prevention (2022). The article cited several common risk factors for child abuse and neglect which includes parent and family personality factors, parental psychopathology, and high general stress level. These factors were highlighted in reviewed studies from both pre-pandemic and pandemic periods – that a parent's condition poses a risk or protects their child's mental health. The article explained further that protective factors include secure attachment, positive and warm parent-child relationship, supportive family environment, household rules/structure, parental support and involvement, and child's stable relationship with parents as well as parental resilience which are considered social factors based on George Engel's biopsychosocial model of challenge and threat which states that they play an essential role in health and disease (Laborde, 2016).

Conclusion

The researchers engaged in a systematic review of parenting studies associated with child psychopathology which were done two years before the pandemic period until two years after its onset. The aim was to find new themes or ideas on parenting practices that emerged as a result of the pandemic.

Four(4) themes were identified to capture the kind of parenting practices that emerged when studies done during the pre-pandemic and the pandemic period were reviewed using a matrix that yielded differences and similarities in results or findings: 1) Parenting with empathy and adaptive response; 2) Positive parenting with involvement; 3) Parenting Styles Can Make or Break; and 4) Parental condition as risk or protective factors.

The researchers concluded that parenting studies reviewed during the pandemic period revealed the association of the parents' ability to adapt to changes and engage in empathy towards the child, ability to provide positive care and involvement, to add warmth on the practice of permissive parenting style, and the experience of parental anxiety or distress, on the child's experiences during online classes as well as the risk of depression and other behavioral outcomes. It is worth noting that the parents were greatly affected by the effects of the pandemic. Hence, a revisit of programs that would empower the parents to be more emotionally and psychologically ready to face the challenges of the new normal must be done. The programs can take into consideration the findings of this research pertaining to how they can manage change in order to adapt well to changing situations, how to be more engaged or involved with their children without being harshly controlling - perceived or in actuality, and how to deal with distress or anxiety that may come as they respond or react to their child's behavioral changes. Children too are trying to thrive during this pandemic and the now emerging new normal situation. Hence, as parents are provided with capacity-building interventions, appropriate assessment of possible risk factors and protective factors in the lives of the children can be done to calibrate whatever programs are already available so that the possibility of the occurrence of psychopathology among children would be hampered or addressed properly.

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