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Research Article

The Effects Of Parenting Styles on The Psychosocial Development Of 6-11years Children in Buea Sub-Division of The Southwest Region of Cameroon

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Abstract:

Background of study: Parenting styles play a vital role in shaping children's psychosocial development. This study explores how different parenting styles authoritative, authoritarian, and permissive affect the psychosocial development of children aged 6–11 years in Buea Sub-division, South West Region.

Aims and scope of paper: The study aims to determine the extent to which each parenting style influences children's psychosocial outcomes such as self-esteem, emotional expression, and social interaction.

Methods: A survey research design was employed. A sample of 370 children and 75 parents was selected using purposive and snowball sampling techniques, respectively. Data were collected using a structured questionnaire for children and an interview guide for parents. Both descriptive and inferential statistics were used for data analysis.

Result: Findings showed that authoritarian parenting style negatively affects children's psychosocial development (R = -0.188, p = 0.014), with 34.6% of such children showing low self-esteem and social withdrawal. Permissive parenting had an even stronger negative effect (R = -0.751, p = 0.000), with 37.2% of children scoring low on psychosocial measures. Conversely, authoritative parenting significantly and positively influenced psychosocial development (R = 0.427, p = 0.000), with 85.7% of children showing high self-esteem, sociability, and self-control.

Conclusion: Authoritative parenting promotes positive psychosocial outcomes in children. It is recommended that parents adopt this style to foster emotional and social well-being in children.

1. INTRODUCTION

The way parents shape their children's development has been a longstanding source of concern by philosophers, scientists and even parents themselves. Children learn more quickly during their early years than at any other time in life. Young children grow, learn and develop psychosocially when they receive love and affection, attention, encouragement and mental stimulation, as well as nutritious meals and good health care from parents, caregivers and older siblings. Research suggests parenting styles and the quality of a parent-child relationship may have an impact on the psychosocial development of children. A child's emotions, autonomy, achievement, and identity are all referred to as part of psychosocial development throughout life (Erikson, 1980).

Cultivating a robust sense of self-worth, fostering constructive relationships, and mastering one's emotions throughout childhood are critical for subsequent psychosocial growth. This stems from the substantial impact parents wield over a young child's everyday encounters and pursuits. Consequently, it's crucial to analyze the consequences of parenting approaches on children's psychosocial well-being. Frequently, parenting is complex, and diverse parenting strategies are typically implemented in tandem. Aspects of parenting, including communication patterns, degree of attentiveness, and degrees of regulation, are interwoven to shape a parent's distinct parenting approach. Therefore, it's vital to consider the comprehensive parenting approach when deciphering the ramifications of parental conduct on a child's psychosocial trajectory. Parenting approaches have been regularly associated with children's scholastic success in varying settings, with current meta-analytical data reinforcing the powerful predictive capacity of parental engagement (Tan et al., 2025).

Understanding the stages of child development help the parent know what to expect from middle childhood (age 6) through age 11 which constitute the period where their cognitive thinking and reasoning abilities increase.

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The child's social interaction, emotional development, the child's intellectual and thinking abilities are encouraged during this period because it can have a significant impact in their later lives. For example, a child who does not learn toileting early enough might have some fixation later in life (Erikson, 1980). It is for these reasons that the researcher lays a lot of emphasis on the importance of parenting styles and how they impact on the psychosocial development of children. Parenting styles is the overall climate of the home. Beyond academic outcomes, contemporary studies demonstrate that parenting styles significantly shape children's socio-emotional development (Vasiou et al., 2023).

According to Nsamenang (2005), childhood and development across time has varied from the practice of infanticide, the view that the child is inherently sinful, a tabula rasa (blank slate), innocent, to the "discovery" of childhood. According to John Locke's perspective, parents along with society possessed the capacity to effortlessly instill their principles and convictions in their offspring. Rousseau, however, held a contrasting view, suggesting that children are inherently predisposed to goodness from birth and emphasized the role of parents and society in reinforcing and nurturing the inherent values present in children. Rousseau conveyed that children are naturally innocent beings, and their wholesome growth is fostered through affectionate and mindful upbringing as indicated in his 1962 publication. The comprehensive evolution encompassing social, physical, mental, moral, and spiritual facets enables children to attain the zenith of their capabilities (Li et al., 2023). On the contrary, harmful surroundings, negligence of basic needs, wrong company and other abuses may turn a child to a delinquent leading to poor social relationship. Ancient Greek and Roman philosophers like Plato and Aristotle, were concerned that children be trained to grow up wise in order to fit themselves positively in the society (Muki, 2025).

Contemporary scholars specializing in educational and developmental psychology are dedicated to deepening their comprehension of the reciprocal dynamics in socialization. This involves parental efforts to instill their principles, ambitions, capabilities, and perspectives in their offspring. These ideas also influenced some modern developmental psychologists like Erik Erikson, John Bowlby, Urie Bronfenbrenner and Sigmund Freud to bring out the importance of parenting (care giving) in the development of a child. However, parenting received interest from scholars in the early 1960s. Cross-cultural research confirms Bronfenbrenner's ecological systems theory, as parenting practices vary but consistently predict children's well-being across different societies (Lansford, 2022). Erickson's psychosocial theory details the progression of the ego, noting that the initial phase of infancy, which spans from birth to one year, is characterized by a crucial psychological dilemma: the conflict between developing trust and experiencing mistrust. The essential quality of hope is paramount during this stage, as it marks the initial stride in the child's psychosocial evolution. During this period, a baby's understanding of their environment is exclusively shaped by their interactions with their parents or those who provide their care. The demonstration of tenderness, consistency, and reliable love enables the infant to develop a more profound grasp of their surroundings. In instances where parental or care giving behaviors do not adequately address these fundamental needs, the child is likely to develop a sense of distrust towards those in their immediate environment. Longitudinal research provides evidence that parenting patterns continue to influence children's psychosocial outcomes throughout development (Kassis et al., 2025), supporting Erikson's theoretical perspective on psychosocial stages.

Within the realm of Africa, the act of raising children has been a shared responsibility across communities. There exists variations in the surrounding conditions where children are nurtured, spanning both across and beyond different cultures. Owing to the diverse cultural foundations, methods of child-rearing are molded according to the beliefs and age-old customs prevalent in the region. These elements generally steer the ways of integrating into society and shaping the growth of individuals living there. An overview of the cultural arrangement of the Buea community is presented, considering their physical location and the societal and governmental background of their parents. The Buea sub-division is a cosmopolitan city which is made up of people from a diverse socio-cultural background. The habitants are called Bakwerians. This diverse background has a lot to play on the psychology of the child's parental care. The children in this area grow up in a context of social closeness while engaging in social responsibilities. They are seen as assets in child care and household activities. They are not only being catered for but serve as security for old parents. Thus, children become part of the society (Hart & Norris, 2024).

In Cameroon, having children is considered very important, and the ways people raise their kids differ depending on their cultural background. Nevertheless, some core principles are generally shared among the different groups. Among these is the high importance that Cameroonians place on learning from what others do and learning while playing (Kiywo, 2024). Also, they think it's very important to learn by watching, so they teach their children to pay attention to what adults do and copy them (Nsamenang, 2005). It has been noted that most families in Cameroon follow a pattern where the family line is traced through the father, and the family usually includes many relatives living together. This type of family setup encourages people to be independent, and the society's culture is focused on

working together and being community-minded (Pipa et al., 2025).

In Cameroon, especially within the Nso community, parents participate in nurturing parent-child connections through specific actions. These actions include keeping an eye on their children's well-being, imparting necessary skills for navigating life, and fostering advancement and progress. For this community in Cameroon, effective parenting involves parents actively guiding, educating, mentoring, leading, and regulating their young children's actions. Such methods showcase a society that values community, and they align with a commanding parenting approach, as noted by Nsamenang in (2005). Parents anticipate their children's adherence to obedience, upholding cultural standards and principles, showing respect for older individuals and those in charge, and demonstrating a feeling of community obligation and skillfulness from childhood, enabling their positive integration into the community. Because of the diverse cultural background in the area, good parenting is usually guided by the values of the socio-cultural context and not by Western parenting ideologies. Therefore, in order to understand family well-being, psychological functioning and the character to human development, there is need for individuals to understand their culture in order to raise their children in the way they will be accepted in the society (Nsamenang, 2005).

However, with the coming of industrialization, family members were now occupied with work and so cannot raise their children as customs and traditions demand. Many parents have shifted from the social closeness to a laiser-faire or passive attitude towards their children up bringing either because of their tight schedule or because they don't find it necessary to be part of their lives. This aloofness may have a tremendous impact on the development of the child. This type of parenting reflects a permissive parenting strategy (Jakobsson et al., 2024). From the literature of Diana Baumrind, the researcher came across the different parenting styles which off course have a role to play in the development of a child. With this knowledge, the researcher became interested to know how parenting styles affect children's psychosocial development in Buea sub-division.

Authoritarian Parents and Children's Psychosocial Development

Authoritarian parenting is a restrictive and punitive style in which parents expect unquestioned obedience and impose rigid control over their children. This style is characterized by firm limits, strict discipline, and little opportunity for verbal exchange or negotiation. Classic research by Baumrind (1991) demonstrated that children raised in such environments often struggle with low self-esteem, poor communication skills, and limited social competence. The lack of warmth and responsiveness, combined with rigid enforcement of rules, creates fear-driven compliance rather than genuine respect. Consequently, these children are more likely to become anxious, withdrawn, or overly dependent, while at times showing passive hostility or aggression.

Beyond these immediate outcomes, authoritarian parenting has been found to have long-term negative consequences for children's development. Steinberg (1999) observed that children from authoritarian households tend to display reduced autonomy and weaker social adjustment, while Papalia and Olds (1978) noted that such children often experience frustration and distrust in social interactions. These findings remain highly relevant today, as recent meta-analytic and longitudinal studies confirm that authoritarian practices are consistently linked with lower self-esteem, impaired academic resilience, and heightened behavioral problems (Pinquart & Gerke, 2019; Cutrín et al., 2022). The persistence of these outcomes into adolescence underscores the enduring impact of authoritarian parenting on psychosocial competence.

Contemporary research further suggests that authoritarian parenting may heighten vulnerability to risky behaviors and undermine adaptive coping strategies. For instance, Weller et al. (2025) found that adolescents exposed to authoritarian parenting were more likely to engage in problem behaviors and showed poorer emotional regulation. These findings echo the view that excessive parental control, when combined with low responsiveness, restricts children's opportunities to develop decision-making, empathy, and independence. While authoritarian approaches may enforce compliance in the short term, they compromise the development of resilience, identity, and interpersonal trust, leaving children less prepared to navigate the demands of modern social and academic life.

Authoritative Parenting Style and Children's Psychosocial Development

Authoritative parenting is characterized by a balance between high responsiveness and reasonable demands, combining warmth with consistent standards of behavior. Classic work by Baumrind (1991) highlighted that such parents are nurturing and supportive, while still maintaining clear expectations and rules. Unlike authoritarian parents, they use guidance rather than punishment and encourage open communication. This approach allows children to explore more freely, develop autonomy, and understand the reasoning behind parental expectations. As Steinberg (1999) emphasized, the responsiveness of authoritative parents fosters positive parent–child relationships that nurture self-respect, self-regulation, and social responsibility.

The positive outcomes of authoritative parenting have been consistently documented across contexts. Children raised in authoritative households tend to display higher levels of self-esteem, social competence, and independence. They are also more likely to develop strong peer relationships, intellectual curiosity, and resilience when faced with challenges. Recent evidence supports these conclusions, with meta-analyses and cross-national studies showing that authoritative parenting is linked to greater self-esteem, stronger social adjustment, and higher academic resilience (Pinquart & Gerke, 2019; Rodrigues et al., 2022). These findings

demonstrate that the balance of warmth and discipline characteristic of authoritative parenting is universally beneficial.

Moreover, authoritative parenting appears to provide long-term protection against behavioral and emotional difficulties. Longitudinal studies indicate that children of authoritative parents show lower levels of anxiety and delinquent behavior, while reporting higher adaptability and well-being in adolescence (Cutrín et al., 2022). By promoting participation in decision-making, encouraging responsibility, and offering supportive feedback, authoritative parents foster critical thinking, creativity, and self-discipline. Such practices not only strengthen children's psychosocial development but also prepare them to thrive in academic, social, and cultural contexts throughout their lives.

Permissive Parenting and Children's Psychosocial Development

Permissive parenting is characterized by high responsiveness but very low demandingness, in which parents allow excessive freedom and avoid enforcing rules or expectations. Baumrind (1991) described permissive parents as nurturing and communicative, yet reluctant to require mature behavior or confrontation. Similarly, Papalia and Olds (1978) emphasized that permissive parents tend to value self-expression and autonomy, often treating themselves as resources rather than authority figures. While such practices may foster a warm environment, they frequently undermine the development of children's self-regulation, responsibility, and long-term psychosocial competence. Children from permissive households are therefore more prone to immaturity, poor self-control, and difficulty adapting to structured environments.

Beyond these immediate challenges, permissive parenting has also been linked to academic underachievement and increased vulnerability to peer influence. Steinberg argued that such parents often prioritize personal needs and provide limited guidance, leaving children uncertain about boundaries and expectations. As a result, children may rely heavily on peers for emotional support and identity formation, which can lead to risky or delinquent behaviors when peers exert negative pressure. Recent studies corroborate these outcomes, showing that permissive parenting is associated with lower levels of academic resilience and weaker socio-emotional adjustment (Rodrigues et al., 2022). These findings highlight the enduring risks of permissive practices in contemporary contexts.

Furthermore, longitudinal evidence demonstrates that children raised in permissive households may experience difficulties in psychosocial development well into adolescence. They often report lower self-esteem, limited leadership skills, and a higher likelihood of behavioral problems compared to peers raised under authoritative parenting (Pinquart & Gerke, 2019; Cutrín et al., 2022). Such outcomes reflect the long-term cost of permissive parenting, where insufficient parental monitoring and discipline deprive children of essential opportunities to learn responsibility, emotional regulation, and healthy social interaction. Consequently, while permissive parenting may appear supportive on the surface, its lack of structure and accountability undermines children's capacity to thrive academically, socially, and emotionally.

2. MATERIAL AND METHOD

This study employed a cross-sectional survey research design, which was considered appropriate for examining the relationship between parenting styles and the psychosocial development of children within a large population. The target population consisted of children aged 6–11 years in Buea Sub-Division and their parents. A total sample of 370 children and 75 parents was selected.Purposive sampling was used to identify children within the age range from different localities, while snowball sampling was applied to reach parents who were otherwise difficult to access. Out of the 370 children sampled, 220 were drawn from Molyko, 85 from Bokwaongo, and 65 from Bokwai. The proportional distribution was based on the estimated number of children in each locality.

Two instruments were employed in data collection: a structured questionnaire administered to children and an interview guide designed for parents. The instruments measured three main parenting styles authoritarian, authoritative, and permissive as well as dimensions of psychosocial development such as self-esteem, emotional expression, and social interaction.

The reliability of the instruments was tested, and the coefficients are presented in Table 1. Reliability testing of instruments was assessed using Cronbach's alpha, a measure that remains central in psychological research (Edelsbrunner et al., 2025). However, caution has been raised against the overreliance on a cutoff of $\alpha = .70$, with scholars advocating for more nuanced interpretations (Hussey et al., 2025). Clarity in reporting reliability has also been emphasized in educational research to strengthen instrument validity (Barbera et al., 2021).

Table 1. Reliability analysis report of the instrument

Variable	Lambda coefficient	Variance	Number of valid cases	Number of valid items

Authoritarian parenting style	0.669	0.444	364	10
Authoritative parenting style	0.615	0.021	364	9
Permissive parenting style	0.656	0.018	364	9
Psychological wellbeing	0.759	0.125	364	11
Overall reliability analysis value	0.831	0.099	364	39

Data collection was carried out with the cooperation of local schools and parents, ensuring ethical considerations such as informed consent and confidentiality. Data analysis involved both descriptive and inferential statistics. Descriptive statistics summarized demographic characteristics and parenting practices, while Spearman's rho correlation was employed to test the relationship between parenting styles and children's psychosocial development, given the ordinal nature of the variables.

3. RESULT AND DISCUSSION

3.1 Result

The analysis examined the effects of three parenting styles—authoritarian, authoritative, and permissive—on the psychosocial development of children aged 6–11 years in Buea Sub-Division.

Authoritarian Parenting Style

The findings revealed that the authoritarian parenting style had a weak but negative effect on children's psychosocial development ($R = -0.188$, $p < 0.05$). Children raised by authoritarian parents were more likely to exhibit low self-esteem, anxiety, fearfulness, poor social skills, and limited self-confidence.

Table 2. Effect Of Authoritarian Parenting Style On Children's Psychosocial Development

Correlations

	Test statistics	**Authoritarian parenting style**	**Children Psychosocial development**
Spearman's rho	R-value	1.000	-.188**
	P-value	.	.000
	N	364	364

**. Correlation is significant at the 0.01 level (2-tailed).

Authoritative Parenting Style

The results showed a significant, positive, and moderately strong relationship between authoritative parenting style and psychosocial development ($R = 0.427$, $p < 0.05$). Children with authoritative parents demonstrated higher levels of self-esteem, sociability, confidence, self-control, and independence.

Table 3. Effect Of Authoritative Parenting Style On Children's Psychosocial Development

Correlations

	Test statistics	**Authoritative parenting style**	**Children Psychosocial development**
Spearman's rho	R-value	1.000	.427**
	P-value	.	.000
	N	364	364

**. Correlation is significant at the 0.01 level (2-tailed).

Permissive Parenting Style

The findings further indicated that the permissive parenting style had a significant but negative and moderately strong effect on psychosocial development ($R = -0.369$, $p < 0.05$). Children raised by permissive parents were more likely to show low self-esteem, shyness, immaturity, lack of independence, low self-control, and reduced academic motivation.

Table 4. Effect of Permissive Parenting Style on Children's Psychosocial Development

Correlations			
Test statistics		**Permissive parenting style**	**Children Psychosocial development**
Spearman's rho	R-value	1.000	-.369**
	P-value	.	.000
	N	364	364

**. Correlation is significant at the 0.01 level (2-tailed).

3.2 Discussion

Authoritarian Parenting Style

The findings of this study indicate that the authoritarian parenting style has a weak but negative effect on children's psychosocial development. Children raised under this style are more likely to exhibit low self-esteem, anxiety, poor communication skills, and social withdrawal. These outcomes confirm Baumrind's (1991) assertion that authoritarian parenting, characterized by high demands and low responsiveness, limits a child's emotional and social competence. The rigid control and lack of warmth in such households create an environment where children obey out of fear rather than mutual respect. Consequently, these children often struggle to develop confidence and autonomy. Recent cross-cultural evidence further supports these conclusions, showing that authoritarian practices consistently predict lower self-esteem and higher levels of internalizing problems in children across diverse cultural contexts (Vasiou et al., 2023).

The current findings align with longitudinal research indicating that parenting styles strongly predict adolescents' risk-taking and social behaviors (Weller et al., 2025). For example, Martinez and Garcia found that children in authoritarian households in Brazil scored lower on self-esteem measures compared to their peers. Erikson's (1963) psychosocial theory also suggests that children exposed to authoritarian parenting may experience difficulties in achieving a healthy sense of autonomy and identity. In the Buea context, where cultural norms often emphasize respect for authority, this style may appear socially acceptable but still produces negative psychological outcomes. Thus, while authoritarian parenting enforces discipline, it does not nurture the emotional needs of children.

Furthermore, the negative consequences of authoritarian parenting may extend beyond childhood. Children who grow up in rigid and punitive environments are at greater risk of developing antisocial behaviors such as aggression or substance abuse. They may also encounter challenges in forming trusting relationships, as they internalize fear and mistrust from their early interactions with parents. Therefore, this parenting style not only undermines current psychosocial well-being but also poses risks for long-term maladjustment. The findings of this study highlight the urgent need for parental education programs that discourage extreme authoritarian practices in favor of more balanced approaches. These results also resonate with systematic reviews demonstrating that parenting interventions are among the most effective strategies for improving child outcomes in low- and middle-income countries (Bosqui et al., 2024).

Authoritative Parenting Style

In contrast, the authoritative parenting style was found to have the most positive influence on children's psychosocial development. Children raised by authoritative parents exhibited high self-esteem, self-control, sociability, and independence. These outcomes align with Baumrind's (1991) typology, which characterizes authoritative parenting as combining high responsiveness with reasonable demands. The balance of warmth and discipline creates an environment in which children feel valued, respected, and supported. As a result, they are more likely to internalize positive social behaviors and engage constructively with peers. Recent research continues to confirm these benefits, with a systematic review showing that authoritative parenting is associated with higher levels of children's emotional well-being and school engagement across multiple cultural contexts (Pinquart & Gerke, 2019).

The positive outcomes associated with authoritative parenting have been well documented in previous studies. For instance, Latouf (2008) reported that authoritative parents tend to produce children who are socially competent and display acceptable behavior patterns. Similarly, Morris (1996) found that authoritative parenting fosters strong parent–child relationships that enhance children's independence and self-confidence. These studies, together with the findings of this research, reinforce the universal benefits of authoritative parenting across different cultural settings. In the case of Buea, this style appears to offer the most adaptive strategy for supporting children's

psychosocial growth. More recently, a longitudinal study indicated that authoritative parenting predicts lower rates of behavioral problems and better socio-emotional adjustment into adolescence (Cutrín et al., 2022).

Additionally, authoritative parenting provides children with opportunities to participate in decision-making and problem-solving within the family. This practice fosters critical thinking skills and a sense of responsibility, which are essential for long-term development. According to Erikson's (1963) theory, children in this age range (6–11 years) are in the stage of industry versus inferiority, where mastery of tasks and positive reinforcement are vital. Authoritative parents, by providing guidance and encouragement, help their children navigate this developmental stage successfully. Consequently, the children develop resilience, adaptability, and a strong sense of identity that benefit them well into adolescence and adulthood. This is further supported by evidence that children of authoritative parents demonstrate stronger self-regulation and academic resilience when compared to peers from authoritarian or permissive households (Han, 2024).

Permissive Parenting Style

The results of this study also revealed that permissive parenting has a negative and moderately strong impact on children's psychosocial development. Children raised in permissive households often show signs of low self-esteem, immaturity, poor self-control, and limited social competence. These outcomes occur because permissive parents provide little structure or discipline, allowing children excessive autonomy without adequate guidance. While such freedom may appear supportive, it frequently leads to insecurity and confusion in children. Consequently, children from permissive homes often face difficulties in academic and social settings. Recent studies corroborate these findings, showing that permissive parenting is consistently linked with lower self-regulation and higher levels of problem behaviors in middle childhood (Pinquart & Gerke, 2019).

This finding is consistent with Yildirim's (2004) study of Caribbean immigrant families, which found that permissive parenting was associated with problematic social behaviors. Bowlby's (1969) attachment theory also helps explain these results, suggesting that weak parental involvement undermines emotional security and trust. Children with permissive parents may feel emotionally disconnected, prompting them to seek acceptance and guidance from peers. This aligns with contemporary evidence suggesting that weak parental monitoring reduces children's sense of emotional security and increases susceptibility to peer pressure (Cutrín et al., 2022). While peer influence can be positive, it often increases vulnerability to risky behaviors when parental support is absent. In the cultural context of Buea, rapid industrialization and modernization may further exacerbate this problem by reducing the time parents spend with their children.

Moreover, permissive parenting may hinder children's ability to handle authority and responsibility. Without exposure to consistent rules or expectations, children may lack the discipline required to succeed academically and socially. Papalia and Olds (1978) note that permissive parents tend to value self-expression but fail to instill accountability, resulting in children who are less prepared for adult responsibilities. In the long run, these children may struggle to assume leadership roles or adapt to structured environments. The evidence from this study emphasizes the need for parents to adopt a more balanced style that combines warmth with reasonable control, rather than excessive permissiveness. Cross-national analyses further confirm that permissive parenting often undermines children's academic resilience and adaptability in structured environments (Jinan et al., 2022).

3.2.1 Implication

The findings of this study carry several important implications for parents, educators, and policymakers. Parents should be aware of the long-term effects of their parenting styles on the psychosocial development of their children, particularly during the formative years of 6–11. The study underscores the importance of authoritative parenting, which fosters confidence, sociability, and self-control in children. In addition, schools and community organizations in Buea Sub-Division can integrate parenting education programs that emphasize the benefits of authoritative practices. Policymakers may also consider designing community-based interventions that promote positive parent–child interactions, thereby supporting the holistic development of children within the local cultural context.

3.2.2 Research Contribution

This research contributes to the existing body of knowledge by providing empirical evidence on the effects of parenting styles on the psychosocial development of school-aged children in Cameroon. It strengthens the theoretical foundations of Baumrind's typology and Erikson's psychosocial theory within a unique African cultural setting, thereby enriching cross-cultural perspectives on child development. The study also bridges a significant gap in the literature by offering localized data from Buea Sub-Division, which has previously received little scholarly attention. Furthermore, it provides practical recommendations that can inform parenting practices, educational policies, and future intervention programs aimed at promoting positive child development.

3.2.3 Limitation

Despite its strengths, this study is not without limitations. First, the cross-sectional survey design restricts the ability to establish causal relationships between parenting styles and psychosocial development. Second, the reliance on purposive and snowball sampling may limit the representativeness of the sample, potentially introducing selection bias. Third, while the reliability of the instruments was confirmed, the construct validity was not thoroughly assessed, which may affect the robustness of the findings. Lastly, as the research was conducted exclusively within Buea Sub-Division, the results should be generalized to other regions of Cameroon with caution, given the cultural and social diversity of the country.

3.2.4 Suggestion

Based on the findings and limitations, several suggestions are proposed for future research and practice. Longitudinal studies are recommended to examine the long-term impact of parenting styles on children's psychosocial development. Employing random sampling techniques could enhance the representativeness of future studies and reduce potential biases. In addition, further research should include the development and validation of more comprehensive instruments to measure both parenting styles and psychosocial outcomes. Comparative studies across different regions of Cameroon are also encouraged to explore cultural variations in parenting practices. Finally, community-based parenting programs and school interventions should be designed and implemented to encourage parents to adopt authoritative practices that foster healthy psychosocial development in children.

4. CONCLUSION

From the foregoing, it can be deduced that parenting style affects children's psychosocial development positively as well as negatively. From the findings it was revealed that the parenting style used by most parents is authoritative (70.6%), followed by authoritarian (65.5%) and finally (55.5%) of the parents were found to use permissive parenting style as indicated by the children. Furthermore, when the effect of the different parenting styles was observed on children's psychosocial development, the finding showed that many of the children with low psychosocial development were those raised by parents who used permissive parenting style as well as those parents who adopted authoritarian parenting style. For children raised by parents using authoritative parenting style only a very few of them were found to have low psychosocial development while a majority of the children were found to have high psychosocial development. Therefore, given that many parents feel good, happy and fulfilled for having children and their children are their greatest priority, it was by normal that they expected their children to be of good conduct, successful, be responsible in the society, grow up in a Godfearing way, obedient, intelligent, hardworking, a role model, be better than their parents, discipline and smart.

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6. AUTHOR CONTRIBUTION STATEMENT

All authors contributed substantially to the development of this manuscript, including the conceptualization of the study, data collection and analysis, interpretation of findings, and drafting and revising the article. All authors have read and approved the final version of the manuscript for submission and publication.

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