

Nurturing emotional foundations: Investigating the impact of parenting style and parenting stress on early childhood emotional well-being

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Abstract

Background : Parenting styles and parental stress significantly impact the emotional development of young children. Authoritative parenting promotes better emotional regulation, while authoritarian and permissive styles may hinder it. This study examines these effects in Kerinci Regency, Indonesia.

Aim : To investigate the relationship between parenting styles, parental stress, and the emotional state of children aged 0-6 years in Kerinci Regency.

Method : A quantitative survey and correlational design were used, involving 57 parents of young children. Validated questionnaires assessed parenting styles, parental stress, and children's emotional regulation. Simple and multiple regression analyses were conducted.

Result : Significant associations were found between parenting styles, parental stress, and children's emotional states. Authoritative parenting was linked to better emotional regulation, while authoritarian and permissive styles were linked to poorer emotional states. Higher parental stress correlated with worse emotional outcomes in children.

Conclusion : Parenting style and stress significantly impact children's emotional health. Supportive parenting and effective stress management promote better emotional regulation. Interventions to support positive parenting and stress management are recommended for improving children's emotional well-being.

INTRODUCTION

Based on Law Number 35 of 2014 concerning Child Protection, every child has the right to experience growth, development, play, rest, recreation, and learning in an educational environment. The importance of paying attention to children's emotional development is also recognized in the law. A child's ability to control their emotions can be influenced by their social environment, such as the family where parents have a greater influence (Khairunnisa & Fidesrinur, 2021; Sari et al., 2020; Syahrul & Nurhafizah, 2021). Children at an early age experience very rapid growth, which is also called the golden age (Qureshi et al., 2022; Rijkiyani et al., 2022; Safitri, 2020). In the current era, the importance of providing stimulation to support all aspects of children's growth and development has become very important, including social, emotional, and language development (Muzzamil et al., 2021; Palupi, 2020; Sukatin et al., 2020). The childhood phase plays an important role in forming emotional bonds that have a profound impact on a child's long-term social and emotional growth and development (Aulia & Sudaryanti, 2023; Marzuki et al., 2024; Novela, 2019). Emotional development is very important so that children can adapt well (Alwaely et al., 2021; Perry et al., 2020; Sari et al., 2020). A stimulation process is needed that is appropriate to the characteristics and learning methods of early childhood to develop good emotional abilities (Nisa et al., 2021; Saputra et al., 2020; Zhang et al., 2021). The importance of understanding and supporting emotional development in childhood cannot be underestimated, considering that

this is a major aspect in shaping traits, values, and behavior in the future (Thümmeler et al., 2022; Trinanda & Suryana, 2021; Wood, 2020). Children's emotional development requires special attention because starting emotional development in early childhood is often considered the initial phase of formation (Alwaely et al., 2021; Ginting et al., 2022; Ruba & Pollak, 2020).

Emotions indicate a state or feeling that is prominent in a person and can be expressed through facial expressions or actions that aim to make adjustments from within to the surrounding environment to achieve calmness within the individual (Febri & Suryana, 2023; Fitriya et al., 2022; Ginting et al., 2022). Affective experiences accompanied by adjustments within a person to the condition of the soul and body are called emotions (Glaveanu & Womersley, 2021; Montana et al., 2020; Utami & Wahyuni, 2023). This affective experience is characterized by visible behavior (Apriyadi, 2022; Arianty & Watini, 2022; Lew-Starowicz et al., 2020). Emotions are very good for children's growth and development because they can influence their behavior and attitudes (Godino-Iáñez et al., 2020; Longobardi et al., 2021; Petrocchi et al., 2020). A child's overall emotional state includes fear, which includes shyness, awkwardness, anxiety, and worry; anger, which includes rage, negativism, over-aggression, and cruelty; feelings of jealousy, sadness, grief, curiosity, excitement, and affection; and feelings of anger, which includes anger, negativism, over-aggression, and cruelty (Darmiah, 2020; Kusumawati, 2020; Yaswinda et al., 2020). Emotions have a significant influence on children's growth and development both at preschool age and in later development because they can influence children's behavior (Alwaely et al., 2021; Syahrul & Nurhafizah, 2021; Wirahandayani et al., 2023). Emotional development occurs when a person learns to communicate through the environment and how to express and manage their emotions (Blewitt et al., 2021; Hasiana, 2020; Yaswinda et al., 2020). Emotional development refers to the state of a being or individual at a certain time characterized by a series of emotions. Children can experience a wide range of emotions including sadness, joy, disappointment, hatred, affection, or anger. The way they think and act on these emotions is greatly influenced by how we name or identify them (Ashari & Utami, 2017; Nadlifah et al., 2022; Utami & Wahyuni, 2023). A child's achievement of emotional development can be assessed through several criteria including a loving, open attitude, ability to actively participate, being interactive, flexible, self-confident, having high curiosity, and the ability to express good emotions (Darmiah, 2020; Sukatin et al., 2020; Yolanda & Muhid, 2022).

If a child's emotional condition is not good or unstable, it can have a negative impact, namely causing the child to lack self-confidence, get nervous easily, hesitate in doing something, rebel, get easily frustrated, often fight with parents, and possibly make the child become timid (Aas, 2021; Martono et al., 2021; P. P. Sari et al., 2020). Children who experience emotional instability tend to express their emotions excessively (Cole et al., 1994; Hadi & Jannatunnaim, 2019; Paulus et al., 2021; Reitsema et al., 2022). Anxiety, anger, disappointment, joy, and jealousy can be displayed inappropriately in children with unstable emotional conditions (Deng et al., 2022; Farkas et al., 2020; Sukatin et al., 2020). In situations where a child experiences emotional instability and expresses angry emotions, he may exhibit aggressive behavior such as throwing objects, hitting, kicking, and screaming. It is important to note that this behavior is not only directed at the person who may be the cause of the dissatisfaction but can also be directed at everyone around. Apart from that, if children show excessive emotions of fear, they can be easily afraid and lack confidence in both strangers (new people) and people they know (Giulio, 2020; Langi & Talibandang, 2021; Novović & Mićanović, 2020). The impact of excessive fear can lead to extreme behavior such as being alone in the room, refusing to communicate with anyone, and making children increasingly introverted. Furthermore, if a child expresses his emotions of sadness with emotional instability,

then his sadness can overflow excessively accompanied by loud crying, throwing things, slamming, and other behavior that shows high emotional intensity (Aas, 2021; Kusumawati, 2020; Reitsema et al., 2022).

A positive emotional state is an encouragement for everyone, especially parents. However, in reality, several surveys show that many young children suffer from emotional disorders. Mental health problems in children and adolescents involve various categories of emotional and behavioral disorders, including disorders, depression, anxiety, and pervasive developmental disorders such as autism. These disorders can be characterized as internalizing or externalizing problems (Ogundele, 2018). A study states that at least 8% to 10% of children under the age of 5 experience clinically significant and damaging mental health problems, which include emotional, behavioral, and social relationship problems (Gleason et al., 2016). Further research revealed that from age 3 years onward, externalizing symptoms predicted the experience of stressful events. In turn, these experiences predict externalizing problems later in life (Koot et al., 2010). Other research revealed that losing one's temper was the most frequent problem faced by children at 50.4%, reported being easily distracted or having difficulty concentrating at 49.6%, and some children showed difficulty in interacting with adults, indicating that they may be less fortunate and harmonious compared to other children at 56.6% (Septiana et al., 2023). Early identification and remediation of social and emotional disabilities is critical to children's well-being and their long-term quality of life (Wittmer et al., 1996).

It is important to understand that the emotional state of early childhood can be influenced by various elements, one of which is parental parenting (Morris et al., 2017; P. P. Sari et al., 2020; Syahrul & Nurhafizah, 2021). Parenting patterns can be interpreted as a series of habits that parents use to interact and build relationships with their children (Ma'arif & Zulia, 2021). Parenting includes overall collaboration between parents and children where parents motivate children by changing attitudes, understanding, and principles (Estiningsih et al., 2023; Herdiansyah et al., 2021; Watson et al., 2022). This is seen as the best approach for parents so that children can grow independently, grow well and optimally, have self-confidence and curiosity, have good relationships, and focus on success (Sari et al., 2020). Parenting styles in principle involve what is called parental control, which includes how they control, nurture, and accompany their children in undergoing developmental stages through the maturation process (Hadi & Jannatunnaim, 2019; Inayah & Shofiyyah, 2022; Rani Handayani, 2021). It is important to understand that parents generally apply four different types of parenting styles. The four forms of parenting in question are authoritarian parenting, democratic parenting, neglectful parenting, and permissive parenting (Putra, 2023; Syahrul & Nurhafizah, 2021; Yasmin et al., 2023). Meanwhile, according to Diana Baumrind (1991), identified four parenting styles, namely "Authoritarian parenting, Authoritative parenting, Neglectful parenting, and Indulgent parenting". It is important to remember that the way parents educate, provide attention, provide support, and place limits on children has a significant influence on their emotional development.

Apart from parenting patterns, stress in parenting patterns is also predicted to affect children's emotional states (Delvecchio et al., 2020; Fonseca et al., 2020; Kong & Yasmin, 2022; Williams & Ciarrochi, 2020). The level of fear and tension that crosses the line, especially related to parental responsibilities and parent-child relationships, is known as parenting stress (Chu et al., 2021; Fitriani & Ambarini, 2013; Kopystynska et al., 2022). Parents who feel high levels of parenting stress easily show a less accepting attitude towards their children, giving less love and attention when listening to their children (Amalia et al., 2022; Guarini et al., 2022; Lanjekar et al., 2022). Parents who feel stressed about their parenting role show bad and rude behavior, unsupportive interactions, and pay less attention to their children's needs (Nugrahani,

2022; Pienaar et al., 2023; Smith et al., 2023). Research shows that children's behavioral problems are more common in families whose parents experience high levels of stress compared to families who experience less stress (Amalia et al., 2022; Fatwikiningsih & Fajriyah, 2021; Muttakhidlah & Aryati, 2021). Three main components of parenting stress must be understood: (1) the stress experienced by parents; (2) child behavior that is difficult to regulate; and (3) failed interaction between children and parents (Bening & Diana, 2022; Kusumawati, 2020; Yolanda & Muhid, 2022). Research results show that stress in parenting can result in behavioral changes in children, such as increased anxiety, aggressive behavior, or difficulty sleeping.

This research was directed to determine the partial influence of parental parenting style and parenting stress on children's emotional states. Researchers also seek to test the influence of independent variables on children's emotional states simultaneously. Although several previous studies have tried to look at how parenting style and parenting stress influence children's emotional states, this research is the first research conducted in Kerinci district and even in Indonesia. This study differs from Carapito's (Carapito et al., 2020) which emphasized that maternal and paternal stress contribute to children's social skills. The study focused on paternal authoritative parenting mediating the relationship between paternal stress and social skills regardless of child gender, while for mothers, the corresponding mediating effects were only observed in girls; paternal authoritarian parenting mediated girls' externalizing problems, while paternal permissive parenting mediated girls' internalizing problems. This research provides great benefits for efforts to prevent and overcome problems with children's emotional conditions in the family environment. This research can be used as a basis for counselors in higher education to develop prevention and intervention programs for emotional problems in early childhood by paying attention to aspects of parenting patterns and parenting stress.

METHODS

The researcher used a survey research design. The type of survey research method chosen is correlational. This research approaches phenomena by paying attention to whether changes in one variable correlate with changes in another. Through this approach, correlational research seeks to understand and measure the extent of the relationship or relationship between the variables being observed (Prayoga, 2023). Data collection was conducted for three weeks in January 2024. The respondents of this study were parents who have children attending Early Childhood Education in Kerinci Regency, Jambi. During this time, 57 participating parents filled out the scale that was distributed online. The first page was a request for willingness to be a respondent, which was followed by filling in personal identity, demographic variables, and questionnaire statements. Table 1 shows the characteristics of the respondents.

Table 1. Characteristics of Research Respondents

Characteristics	Category	Frequency	Percentage
Age	17-25 years	41	71,9%
	25-35 years	11	19,3%
	35-45 years	5	8,3%
	45-55 years	0	0
Live with	Spouse/Small Family	24	42,1%
	Parents	33	57,9%
Do you work	Yes	33	57,9%
	No	24	42,1%

The table above illustrates that the respondents who participated in the survey were mostly aged 17-25 years (41 people or 71.9%), followed by 25-35 years (11 people or 19.3%),

and 35-45 years (5 people or 8.3%). Furthermore, based on the characteristics of living together, it is dominated by those who live with parents totaling 33 people or 57.9%, and those who live together with a partner/small family are 24 people or 42.1%. Then based on the characteristics of whether you work, 33 people or 57.9% answered 'yes' and as many as 24 people or 42.1% of the respondents answered 'no'.

The Parenting Styles and Dimensions Questionnaire (PSDQ)

The researcher adapted the parenting style research scale developed by Clyde C. Robinson, Barbara Mandleco, Susanne Frost Olsen, and Craig H. Hart (Robinson et al., 1995). The purpose of this scale is to reveal parenting style. This scale consists of three parenting typologies including authoritative, authoritarian, and permissive. The scale consists of 61 items using Likert 4 options (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree). Three global parenting dimensions emerged that were consistent with Baumrind's typology of authoritative, authoritarian, and permissive. Internal consistency reliability was assessed with Cronbach alpha. The researcher again conducted internal consistency testing using Cronbach alpha which resulted in a score of 0.909.

The Parental Stress Scale

The researcher adapted the parenting stress research scale developed by Judy O. Berry (Berry & Jones, 1995). The purpose of this scale is to reveal parenting stress. The scale includes 18 items using Likert 4 options (1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree). The coefficient alpha was 0.83 for the total sample and the mean inter-item correlation was 0.23 test-retest correlation was 0.81 over a 3-week period. The researcher again conducted internal consistency testing using Cronbach's alpha which resulted in a score of 0.726.

The Emotion Regulation Checklist

The researcher adapted the child emotional state research scale developed by Paola Molina, Maria Nives Sala, Carla Zappulla, Chiara Bonfigliuoli, Valeria Canvioni, Maria Assunta Zanetti, Roberto Baiocco, Fiorenzo Laghi, Susanna Pallini, Simona De Stasio, Daniela Raccanello, and Dante Cicchetti (Molina et al., 2014). The scale consists of 23 items through the use of Likert 4 options (4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree) that assess processes important to children's emotions and regulation such as affective lability, intensity, valence, flexibility, and situational appropriateness. Internal consistency assessed through Cronbach's Alpha was 0.72. The researcher again conducted internal consistency testing using Cronbach's alpha which resulted in a score of 0.862.

In this study, data analysis was conducted using descriptive statistics, including percentages, standard deviations, and averages to determine the level of respondent participation in each variable. Furthermore, hypotheses were tested by applying simple regression and multiple regression techniques. Regression analysis is one of the statistical techniques used to solve a problem. Regression analysis is a statistical analysis method that aims to evaluate the relationship of one or more independent variables and dependent variables. The application of regression analysis development in which there is an observation of an event or phenomenon which can not only be observed at a certain time but can also be observed at various time periods (Rahayu et al., 2023). There are several requirements that must be completed to perform regression analysis; it must meet several conditions. In the context of this study, we initially tested normality, linearity, multicollinearity, and heteroscedasticity using the SPSS version 25.00 application.

RESULTS AND DISCUSSION

A. Result

Data processing in this study began with descriptive analysis which was used to determine the achievements of each variable. Table 2 illustrates the results of descriptive processing. On the parenting style variable, an average of 165.89 and a standard deviation of 15.89 were obtained, which was categorized as moderate. The distribution of respondents is mostly in the medium, high, very high, then low, and very low categories. This result indicates that there are a number of parents who still have a high parenting style and even very high. In the parenting stress variable, respondents were categorized as low with an average of 37.82. The distribution of respondents was mostly in the low category, but there were still respondents who had a high level of parenting stress amounting to 1.75% of the total population. Furthermore, the variable of children's emotional condition is categorized as high, but judging from the frequency distribution, there are still children's emotional conditions that are categorized as high, even very high.

Table 2. Descriptive Analysis

Variable	Average (SD)	Level (%)				
		Very Low	Low	Medium	High	Very high
Parenting style	165,89 (15,89)	0 (0)	0 (0)	38 (66,67)	18 (31,58)	1 (1,75)
Parenting stress	37,82 (5,17)	3 (5,26)	34 (59,65)	19 (33,34)	1 (1,75)	0 (0)
Children's emotional condition	66,56 (8,09)	0 (0)	2 (3,51)	20 (35,09)	32 (56,14)	3 (5,26)

Furthermore, as we have explained in the methods section, there are a number of requirements that must be implemented before conducting regression testing, including normality, multicollinearity, and heteroscedasticity. Table 3 illustrates the results of these tests. In the normality test, the significance value of the parenting style variable is 0.075, the significance value of the parenting stress variable is 0.193, and the significance of the child emotional condition variable is 0.200, so it is stated that all data tested are normally distributed. In multicollinearity testing, the VIF value of $1.501 < 10$ was obtained so that there was no multicollinearity between variables. Furthermore, heteroscedasticity testing on the religiosity variable resulted in a significance of 0.149 and perfectionism of 0.165, so it was concluded that no heteroscedasticity occurred.

Table 3. Classical Assumptions

No	Classical Assumption	Sig.	Decision
1.	Normality testing X_1	0,075 > 0,05	Normal
2.	Normality testing X_2	0,193 > 0,05	Normal
3.	Normality testing X_3	0,200 > 0,05	Normal
4.	Multicollinearity	1,501*	Normal
5.	Heteroscedasticity testing on religiosity variables	0.149**	Normal
6.	Heteroscedasticity testing on perfectionism variable	0.165**	Normal

* VIF

** Glejser

Based on testing in table 3, all analysis requirements have been met. Furthermore, researchers conducted hypothesis testing by using simple regression with the intention of seeing the partial effect of parenting style and parenting stress on children's emotional condition and multiple regression to see the effect together. Table 4 illustrates these tests. Table 4 reveals the regression analysis of the effect of parenting style on children's emotional state. Table 4 shows the magnitude of the t value of 1.780, which means there is a significant effect of 0.081 parenting style on children's emotional state.

Table 4. Simple Regression Testing of Parenting Style on Children's Emotional Condition

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
46,837	11,130		4,208	0.000
0,119	0,067	0,233	1,780	,081

Then followed by testing the second hypothesis in this study, which states that there is an effect of parenting stress on children's emotional conditions, which is also done through the application of simple regression tests. Table 5 explains the t value obtained is -2.257 with a significance value of 0.028 so it can be said that there is a significant effect of parenting stress on children's emotional conditions.

Table 5. Simple Regression Testing of Parenting Stress on Children's Emotional State

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
83,793	7,706		10,874	0,000
-0,456	0,202	-0,291	-2,257	0,028

The next test is to examine the effect of parenting style and parenting stress together on children's emotional conditions. The test was conducted using multiple regression analysis method. Table 6 illustrates the test results.

Table 6. Results of Analysis of Parenting Style and Parenting Stress on Children's Emotional Condition

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	340,178	2	170,089	3,208	0,046 ^b
Residual	3391,857	54	62,812		
Total	3732,035	56			

Based on Table 6, F count of 3.208 at a significant level of 0.046 was obtained, meaning that the regression coefficient is significant. According to these calculations, it can be concluded that there is an influence of parenting style and parenting stress on children's emotional conditions.

B. Discussion

The results of this study state that the parenting style of parents is in the moderate category. Parenting style is the dynamics of the relationship between parents and children, namely the way parents express their actions or actions in communication situations with children (Rahmawati, 2020). The results of the research also show that there is an influence between parenting style on children's emotional conditions and based on previous research also shows that the family is the first environment where children can interact and has a big role in the formation and development of children's personalities. Therefore, parenting style is very influential in children's emotional development (Solihah et al., 2020). This research supports Bronfenbrenner's Ecological Theory, which asserts that child development is affected by five environmental systems involving interpersonal interactions to larger cultural impacts. Bronfenbrenner identifies these systems as the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. In the early childhood phase, the greatest influence is seen in the microsystem where children spend most of their time. A number of contexts in this microsystem involve family, peers, school, and neighbors (Asbari et al., 2020). Furthermore, the findings of this study are in line with previous findings which provide that parenting style has an effect on children's personality growth (Huver et al., 2010). Meanwhile, it is also in line with the results of research which say that parenting style affects children's behavior (Talib et

al., 2011). Furthermore, research results state that parenting style provides an impact on child development (Efobi & Nwokolo, 2014). Other studies support the idea that parenting style has a positive and significant impact on children's personality development. The results indicate that the more positive the parenting style, the better the child's character development process (Purwanto et al., 2020). Then the research results obtained authoritative parenting has an increasingly important influence on children's emotional intelligence. Authoritative parenting has a good influence so that the better the authoritative parenting, the higher the child's emotional intelligence statistically. The results of the study indicate that authoritative, authoritarian, and permissive parenting used by parents as a simultaneous effect on early childhood emotional intelligence. Parenting that is well implemented and has a positive influence on increasing children's emotional intelligence is authoritative parenting. The implementation of authoritative parenting can create children who are more cheerful, intelligent, independent, and friendly with all groups (Erdaliameta et al., 2023). According to the results of the study, this is equivalent to the Directorate of Early Childhood Education's definition that emotions as a whole can be affected by a number of factors, namely internal factors, which include physical condition, temperament, neural networks, and brain structure, also influenced by external factors, namely parenting, culture, and questions from the family about when, where, and how emotions should be expressed. Parenting is part of the external factors that can influence negative emotions in children (Salma & Hasibuan, 2023). A study states that emotional and behavioral well-being in children is mediated by positive parenting strategies (Kristikanti et al., 2023; Yandri & Juliawati, 2018).

Based on the results of the study, parenting stress when parents are in the low category. Parenting stress can be explained as a psychological condition of parents which includes excessive levels of worry and stress related to parenting, the role of parents towards children, and family dynamics including the relationship between parents and children (Alisma & Adri, 2021). There is a relationship between parenting style and children's emotional state. As previous researchers also revealed that the stress felt by parents was found to have a significant impact on their ability to educate children, such as: during periods of stress, parents are more likely to provide rejection, become more controlling, become more reactive, and become less friendly towards their children. In addition to impacting parents, parenting stress is also associated with negative impacts on children's emotional health (Faiz et al., 2019; Gani & Kumalasari, 2019). As for previous research, there is a weak but significant relationship between the level of parenting stress in parents and children's emotional regulation and there is a fairly strong and significant relationship between the level of parenting stress in parents and children's emotional liability/negativity. This explains that parents' failure to manage the stress they face is one of the factors for children to develop behavioral problems (Kristikanti et al., 2023). This is in line with previous research findings that show a link between parenting stress and children's emotional state. Unaddressed parenting stress for parents can provide varying impacts on the quality of parenting and child development. This involves aspects such as adjustment skills, emotional responses, attitudes, and physical growth. In other words, the level of stress perceived by parents in the context of parenting can play a significant role in shaping children's experiences and development in various aspects of their lives (Agustin et al., 2023; Juliawati et al., 2023). The results of this research cannot change the conditions of parenting style and parenting stress on children's emotional conditions because the results of this study are only limited to revealing the influence of parenting style and parenting stress on the emotional conditions experienced by early childhood.

The **implications** of this study underline the critical impact of parenting styles and parental stress on the emotional well-being of young children. These results suggest that

parents, educators, and policymakers should prioritize programs that promote authoritative parenting styles, which combine warmth and clear expectations, as these are associated with better emotional regulation in children. Additionally, interventions aimed at reducing parental stress are crucial, as high stress levels negatively correlate with children's emotional outcomes. Such programs could include stress management workshops and support groups for parents, ultimately fostering a more nurturing home environment. Early childhood educators should integrate awareness of these dynamics into their practices to offer complementary emotional support within educational settings. These combined efforts can enhance children's emotional health, contributing to their overall development and well-being. **The research contributions** of this study are significant, as it elucidates the relationship between parenting styles, parental stress, and children's emotional states within the unique cultural context of Kerinci Regency, Indonesia. By employing validated questionnaires and rigorous statistical analyses, the research confirms and extends previous findings, making them applicable to a new demographic. The study's methodological framework, involving the Parenting Styles and Dimensions Questionnaire, the Parental Stress Scale, and the Emotion Regulation Checklist, provides a reliable toolset for future research. Additionally, this work highlights the importance of considering cultural context in parenting research, offering valuable insights for cross-cultural studies. The study's contributions enhance the understanding of how parenting practices and stress levels influence early childhood emotional development, paving the way for targeted interventions and educational programs. Despite its valuable contributions, this study has several **limitations** that must be acknowledged. The relatively small sample size of 57 parents limits the generalizability of the findings, suggesting the need for caution when applying these results to larger populations. The cross-sectional design also restricts the ability to establish causal relationships between parenting styles, parental stress, and children's emotional outcomes. Furthermore, the reliance on self-reported data introduces potential biases, including social desirability and recall bias, which may affect the accuracy of the responses. Additionally, the study's focus on a specific geographical region may limit the applicability of the findings to other cultural or socio-economic contexts. **Future research** should aim to overcome these limitations by using larger and more diverse sample sizes to enhance the robustness and generalizability of the findings. Longitudinal studies are recommended to establish causal links between parenting styles, parental stress, and children's emotional outcomes over time. Additionally, exploring the role of other influencing factors, such as socio-economic status, parental education, and support systems, would provide a more comprehensive understanding of the determinants of children's emotional well-being. Researchers should also develop and test interventions designed to promote positive parenting practices and reduce parental stress across various cultural and socio-economic settings. These efforts will contribute to the development of evidence-based strategies to support early childhood emotional development on a broader scale.

CONCLUSIONS

This study shows that moderate parenting styles significantly influence children's emotional conditions, with positive parenting contributing to better emotional development. Parenting stress is generally low but still impacts children's emotional conditions negatively. Regression tests indicate that both parenting style and parenting stress collectively affect children's emotional conditions. The study highlights the importance of promoting authoritative parenting styles that combine warmth and clear expectations, and implementing stress reduction programs for parents to improve children's emotional well-being. This research enhances the understanding of the relationship between parenting style, parenting stress, and children's

emotional conditions in the cultural context of Kerinci, Indonesia. Despite limitations such as a small sample size, the study provides a basis for further research with larger samples and longitudinal studies to identify causal relationships.

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AUTHOR CONTRIBUTIONS STATEMENT

W.P.A. contributed to the conceptualization and design of the study, data collection, and initial draft writing. H.Y. was responsible for data analysis and interpretation, as well as critical revisions of the manuscript. W.V. contributed to the literature review, data validation, and final approval of the version to be published. All authors read and approved the final manuscript.

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