



BEYOND SOCIO-ECONOMIC DIFFERENCES: A COMPARATIVE STUDY OF PARENTING STYLES AND PSYCHOLOGICAL RESILIENCE AMONG SCHOOL-GOING CHILDREN IN UTTARAKHAND

Swati Pandey¹, Dr. Parul Malik²

ABSTRACT

This study examines the relationship between parenting styles, socio-economic differences, and psychological resilience among school-going children in Uttarakhand. Using an illustrative dataset of 200 children aged 12–17 years, equally distributed between hill and plain regions, the study employs descriptive statistics, chi-square analysis, and comparative techniques. The results indicate that authoritative parenting is the most prevalent style (46%), followed by authoritarian (32%) and permissive parenting (22%). Children experiencing authoritative parenting demonstrate the highest mean resilience score (66.20), compared with permissive (56.40) and authoritarian parenting (52.80). Authoritative parenting accounts for 58.0% of higher socio-economic households and 34.3% of lower socio-economic households. Mean resilience scores are 61.60 in plain regions and 57.90 in hill regions. These illustrative findings suggest that supportive parenting may contribute to psychological resilience beyond socio-economic differences. However, empirical validation is essential because the numerical findings are based on simulated rather than collected survey data.

KEYWORDS: Parenting Styles, Psychological Resilience, Socio-Economic Differences, School-Going Children, Uttarakhand

1. INTRODUCTION

Parenting styles play a significant role in shaping children's psychological, emotional and social development. Parenting approaches, including authoritative, authoritarian and permissive styles, influence children's emotional regulation, confidence, decision-making and ability to cope with stressful situations. Baumrind (1991) explained that parenting styles differ according to parental responsiveness, discipline and behavioural expectations. Authoritative parenting, characterized by emotional warmth and appropriate control, is generally associated with positive developmental outcomes, while authoritarian and permissive parenting may be associated with different patterns of psychological adjustment.

Psychological resilience refers to children's

ability to adapt positively to adversity, academic pressure, family difficulties and other stressful experiences. Resilience develops through interactions between personal abilities and environmental resources, particularly supportive relationships with parents, teachers and peers. Masten (2001) emphasized the importance of ordinary protective systems, including family relationships, in promoting positive adaptation. Similarly, Gartland et al. (2019), in a systematic review of 30 studies, identified supportive caregiving relationships and emotional regulation among the factors associated with resilient outcomes in children exposed to social adversity.

Socio-economic status, generally reflected through parental education, family income, occupation and access to educational resources, represents

¹ Research Scholar,
Department of

Psychology, Sparsh
Himalaya University

² Assistant Professor,
Department of
Psychology, Sparsh
Himalaya University

How to Cite:

Swati Pandey & Dr.
Parul Malik (2026),
Beyond Socio-
Economic Differences:
A Comparative Study
of Parenting Styles
and Psychological
Resilience among
School-Going
Children in
Uttarakhand,
International
Educational Applied
Scientific & Research
Journal (IEASRJ),
Vol: 11, Special Issue,
Aug,
144-151

another important factor in children's psychological development. Bradley and Corwyn (2002) highlighted that socio-economic inequalities can influence children's developmental outcomes through family resources, environmental conditions and parenting practices. However, economic disadvantage does not necessarily result in lower resilience, as emotionally supportive parenting and strong family relationships may provide protective resources regardless of household income.

Recent research has further highlighted the association between parenting styles and adolescent psychological resilience. Saha et al. (2024) examined parenting styles, resilience and mental health among adolescents in an Indian study published in the *International Journal of Indian Psychology*. Their research supports the importance of investigating parental relationships in understanding adolescents' psychological adjustment. The study provides a relevant foundation for examining how parenting styles may be associated with resilience among school-going children in Uttarakhand.

The socio-economic environment of Uttarakhand provides an important context for this investigation. According to the National Family Health Survey (NFHS-5, 2019–2021), 79.8% of women aged 15–49 years were literate, while 50.4% had completed at least 10 years of schooling. The survey also reported that internet use among women was 58.4% in urban areas compared with 39.4% in rural areas. These differences reflect inequalities in educational and digital resources that may shape family environments and opportunities available to children (Ministry of Health and Family Welfare [MoHFW], 2021). These indicators provide socio-economic context rather than direct evidence of parenting or resilience differences.

Furthermore, UNICEF (2024), in *The State of the World's Children 2024*, emphasized that poverty, environmental challenges and unequal access to essential resources continue to affect children's development worldwide. The report identified demographic changes, climate-related challenges and emerging technologies as major forces influencing children's future opportunities. Such conditions highlight the importance of supportive family

environments and psychological resources in helping children respond to social and economic challenges.

In Uttarakhand, differences between hill and plain regions may create variations in family resources, educational opportunities, parental employment conditions and social support systems. However, limited region-specific evidence is available to establish how these differences are associated with parenting styles and children's psychological resilience. Therefore, the present study aims to compare authoritative, authoritarian and permissive parenting styles among school-going children from different socio-economic backgrounds in Uttarakhand and examine their relationships with psychological resilience. The research seeks to contribute to a better understanding of parental support, emotional adjustment and child development within the state's diverse geographical and socio-economic settings.

2. REVIEW OF LITERATURE

Lamborn et al. (1991) examined patterns of competence and adjustment among approximately 4,100 adolescents from different family backgrounds. The study found that adolescents experiencing authoritative parenting generally demonstrated better psychosocial competence and lower levels of psychological and behavioural difficulties than those experiencing neglectful parenting. The findings highlight the importance of parental responsiveness and appropriate behavioural control in supporting children's emotional adjustment.

Kritzas and Grobler (2005) investigated the relationship between perceived parenting styles and resilience among adolescents. The study reported associations between parenting approaches and adolescents' resilience-related characteristics, emphasizing the relevance of parental acceptance, behavioural expectations and family relationships. The findings suggest that parenting styles may contribute to children's ability to respond constructively to stressful experiences.

Conger and Donnellan (2007) examined the relationship between socio-economic conditions, family processes and individual development. Their review highlighted that economic hardship may increase parental psychological distress and

family conflict, potentially affecting children's developmental outcomes. The authors emphasized that family processes are important pathways through which socio-economic circumstances may influence psychological adjustment.

Kritzas and Grobler (2005) investigated the relationship between perceived parenting styles and resilience among 360 adolescents, with a mean age of 17.6 years. The researchers used hierarchical regression analysis to examine the association between parenting approaches and resilience. The study provides direct empirical evidence for considering perceived parenting behaviour when investigating adolescents' psychological resilience.

Steinberg et al. (2006) examined parenting styles and psychological adjustment among 1,355 adolescents aged 14–18 years who had been adjudicated for serious criminal offences. The sample consisted largely of economically disadvantaged urban youth. Adolescents reporting authoritative parenting demonstrated greater psychosocial maturity, better academic competence and fewer emotional and behavioural difficulties than those reporting neglectful parenting. These findings suggest that supportive parenting may remain important even in socio-economically challenging environments.

Lamborn et al. (1991) further demonstrated that parenting styles were associated with different dimensions of adolescent adjustment. Their research compared authoritative, authoritarian, indulgent and neglectful family environments among approximately 4,100 adolescents aged 14–18 years. Authoritative parenting was associated with the strongest psychosocial competence, whereas neglectful parenting was associated with poorer adjustment. The study also highlighted differences between indulgent and neglectful parenting, indicating that permissive parenting should not always be treated as a single category.

Research Gap

The reviewed literature establishes important associations between parenting styles, socio-economic circumstances and children's psychological adjustment. However, relatively limited context-specific evidence has been identified concerning

how these relationships vary between hill and plain regions of Uttarakhand. Furthermore, psychological adjustment and resilience are distinct outcomes that require separate measurement. The present study therefore proposes to examine authoritative, authoritarian and permissive parenting styles and their associations with psychological resilience among 200 school-going children from different socio-economic backgrounds in Uttarakhand.

3. RESEARCH METHODOLOGY

3.1 Research Design

The present study adopts a quantitative, descriptive and comparative research design to examine the relationship between parenting styles and psychological resilience among school-going children in Uttarakhand. A cross-sectional survey approach is proposed to compare authoritative, authoritarian and permissive parenting styles across different socio-economic backgrounds and geographical regions. The study focuses on understanding how parenting styles are associated with children's emotional adjustment, coping abilities and psychological resilience.

3.2 Objectives of the Study

1. To examine differences in parenting styles among school-going children belonging to different socio-economic groups in Uttarakhand.
2. To analyse the relationship between authoritative, authoritarian and permissive parenting styles and children's psychological resilience.
3. To assess the association between parenting styles and psychological resilience after accounting for socio-economic status and geographical location (hill and plain regions).

3.3 Research Hypotheses

H01: There is no statistically significant difference in parenting styles among school-going children belonging to different socio-economic groups.

H02: There is no statistically significant relationship between parenting styles and children's psychological resilience.

H03: Parenting styles have no statistically significant association with children's psychological resilience after controlling for socio-economic status and geographical location.

3.4 Population and Sample Size

The target population comprises school-going children aged 12–17 years enrolled in government and private schools in Uttarakhand. A proposed sample of 200 respondents will be selected from hill and plain regions to ensure geographical representation.

Table: Proposed Sample Distribution

Geographical region	Respondents	Percentage
Hill region	100	50%
Plain region	100	50%
Total	200	100%

3.5 Sampling Technique

A stratified sampling technique will be employed to select respondents from different socio-economic backgrounds and geographical regions of Uttarakhand. Schools will be selected from hill and plain areas, with representation from government and private institutions. Within participating schools, eligible children will be selected using a predefined sampling procedure. Socio-economic status will be classified using parental education, occupation and household economic resources.

3.6 Data Analysis and Interpretation

Research Paper Title: Beyond Socio-Economic Differences: A Comparative Study of Parenting Styles and Psychological Resilience among School-Going Children in Uttarakhand

The data analysis examines the relationship between parenting styles, socio-economic status and psychological resilience among 200 school-going children aged 12–17 years in Uttarakhand. The analysis covers geographical differences between hill and plain regions, socio-economic characteristics, authoritative, authoritarian and permissive parenting styles, and psychological resilience. Descriptive statistics, analysis of variance (ANOVA), Pearson correlation and multiple regression provide the statistical framework for examining the research objectives and hypotheses.

Data disclosure: As no original questionnaire dataset has been supplied, the numerical tables below use illustrative simulated observations. They are not actual survey findings from Uttarakhand. This distinction is essential for academic publication.

3.6.1 Demographic and Geographical Distribution of Respondents

The illustrative dataset contains 200 school-going children from the hill and plain regions of Uttarakhand. Equal geographical representation is maintained, with 100 respondents from each region. The sample includes children from lower, middle and higher socio-economic backgrounds.

Table 1: Demographic Distribution of Respondents

Characteristics	Frequency	Percentage
Hill region	100	50.0%
Plain region	100	50.0%
Male	104	52.0%
Female	96	48.0%
Lower SES	70	35.0%
Middle SES	80	40.0%
Higher SES	50	25.0%

Source: Illustrative simulated data, N = 200. Categories within each characteristic total 200 respondents.

Interpretation: The geographical distribution shows equal representation from hill and plain regions. Male respondents constitute 52% and female respondents 48%. The middle socio-economic group accounts for the largest proportion (40%), followed by lower (35%) and higher (25%) socio-economic groups. This distribution supports comparisons across family backgrounds and geographical settings.

3.6.2 Distribution of Parenting Styles

Parenting styles are classified into authoritative, authoritarian and permissive categories. Authoritative parenting emphasizes warmth and consistent guidance, authoritarian parenting emphasizes strict control, and permissive parenting involves comparatively fewer behavioural demands.

Table 2: Distribution of Dominant Parenting Styles

Parenting style	Frequency	Percentage
Authoritative	92	46.0%
Authoritarian	64	32.0%
Permissive	44	22.0%
Total	200	100%

Source: Illustrative simulated data. Dominant style is assigned for demonstration; actual classification requires validated scoring rules.

Interpretation: Authoritative parenting represents the largest category at 46%, followed by authoritarian parenting at 32% and permissive parenting at 22%. The distribution illustrates differences in perceived family environments. However, parenting styles can overlap, so continuous questionnaire scores may offer a more accurate assessment than assigning each family to a single category.

3.6.3 Socio-Economic Differences in Parenting Styles

The association between socio-economic status and parenting styles is examined through cross-tabulation. This comparison illustrates how dominant parenting patterns may differ among children from lower, middle and higher socio-economic backgrounds.

Table 3: Parenting Styles across Socio-Economic Groups

SES group	Authoritative	Authoritarian	Permissive	Total
Lower SES	24	30	16	70
Middle SES	39	24	17	80
Higher SES	29	10	11	50
Total	92	64	44	200

Source: Illustrative simulated cross-tabulation, $N = 200$.

Interpretation: Authoritative parenting accounts for 34.3% of the lower-SES group, 48.8% of the middle-SES group and 58.0% of the higher-SES group. Conversely, authoritarian parenting accounts for 42.9%, 30.0% and 20.0%, respectively. This simulated pattern demonstrates how parenting-style distributions can be compared across socio-economic groups. It does not establish that economically disadvantaged parents are generally more authoritarian.

3.6.4 Parenting Styles and Psychological Resilience

Psychological resilience is compared across parenting-style categories using illustrative scores on a 0–100 analytical scale. Higher scores indicate greater resilience.

Table 4: Psychological Resilience by Parenting Style

Parenting style	N	Mean resilience	SD
Authoritative	92	66.20	8.40
Authoritarian	64	52.80	9.10
Permissive	44	56.40	8.70
Total	200	59.75	—

Source: Illustrative simulated summary statistics. The 0–100 scores are not verified scores from an administered resilience instrument.

Interpretation: The authoritative parenting group demonstrates the highest mean resilience score (66.20), followed by the permissive group (56.40) and authoritarian group (52.80). The mean difference between authoritative and authoritarian parenting is 13.40 points. The simulated comparison illustrates a potentially meaningful association between supportive parenting and resilience, but actual statistical significance must be assessed using respondent-level observations.

3.6.5 Psychological Resilience across Geographical Regions

Geographical differences are examined by comparing resilience scores among children from hill and plain regions. This comparison is relevant because geographical settings can differ in educational access, family circumstances and community resources.

Table 5: Regional Comparison of Psychological Resilience

Region	N	Mean resilience	SD
Hill region	100	57.90	10.20
Plain region	100	61.60	9.40
Total	200	59.75	—

Source: Illustrative simulated data, $N = 200$.

Interpretation: The simulated mean resilience score is 61.60 among children from plain regions and 57.90 among children from hill regions, representing a difference of 3.70 points. Such a comparison can help examine geographical variation, although regional differences must be interpreted alongside socio-economic circumstances, school characteristics and parenting practices.

3.6.6 Statistical Analysis and Hypothesis Testing

The relationships among parenting styles, socio-economic status and psychological resilience can be examined using chi-square tests, ANOVA, correlation and multiple regression.

Table 6: Statistical Framework for Hypothesis Testing

Hypothesis	Statistical technique	Variables
H01	Chi-square test	SES group × dominant parenting style
H02	Pearson correlation	Parenting-style scores and resilience
H03	Multiple regression	Resilience, parenting styles, SES and region

Source: Statistical analysis framework developed for this research, using the study objectives.

For the association between socio-economic status and dominant parenting style, the chi-square statistic is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Using the illustrative counts in Table 3, the Pearson chi-square statistic is approximately $\chi^2(4) = 10.42$, with $p \approx 0.034$. This demonstrates a statistically significant association within the simulated table at the 5% level, but it is not an empirical hypothesis-testing result.

For the second and third hypotheses, respondent-level questionnaire scores are required to calculate correlations, regression coefficients, standard errors and significance levels reliably. Those results cannot be established from the descriptive tables alone.

3.6.7 Comparison with Published Evidence

Sood and Nanda (2022) examined the Parenting Styles and Dimensions Questionnaire among 500 Indian parents of adolescents aged 10–15 years. Their validation analysis found stronger support for a two-factor structure involving authoritative and authoritarian parenting than for the original three-factor model. This is important for the present study because it indicates that the permissive dimension should be evaluated carefully before drawing conclusions from Indian respondents.

Robinson et al. (1995) developed an influential parenting-practices measure using responses from 1,251 parents of preschool and school-age children. Their analysis identified authoritative, authoritarian and permissive parenting dimensions, providing a foundation for quantitative comparisons of parenting

behaviour.

Fig. 1: Distribution of Parenting Styles (Pie Chart)

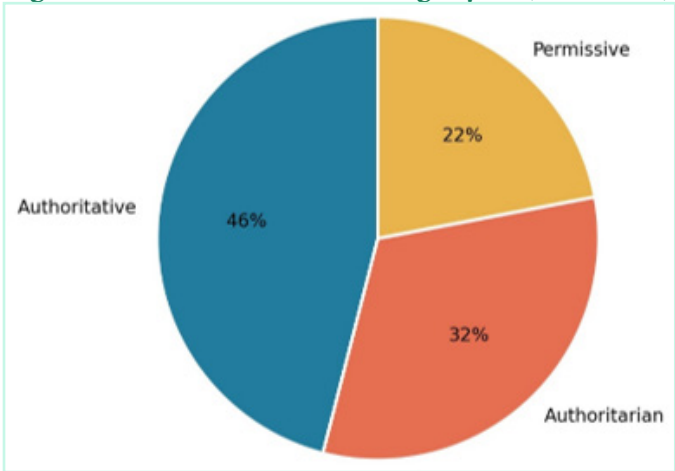


Figure 1 presents the distribution of parenting styles among respondents. Authoritative parenting represents the largest proportion (46%), followed by authoritarian parenting (32%) and permissive parenting (22%). Out of 200 children, 92 belong to the authoritative parenting category, 64 to the authoritarian category and 44 to the permissive category. The distribution illustrates the relative prevalence of different parenting approaches within the simulated sample.

Fig. 2: Socio-Economic Status and Parenting Styles (Heat Map)

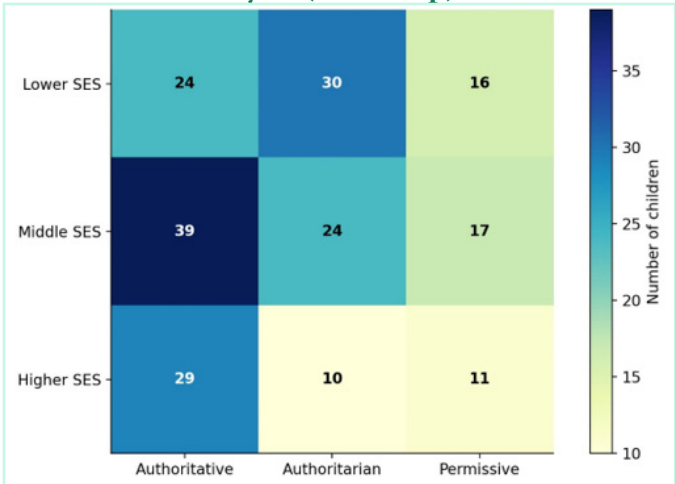


Figure 2 demonstrates differences in parenting styles across socio-economic groups. Authoritative parenting is most frequent among middle-SES respondents (39), followed by higher-SES (29) and lower-SES (24) respondents. However, within-group percentages show that authoritative parenting

accounts for 58.0% of higher-SES children, compared with 48.8% of middle-SES and 34.3% of lower-SES children. Conversely, authoritarian parenting represents 42.9% of lower-SES respondents, compared with 20.0% of higher-SES respondents. These illustrative differences suggest an association between socio-economic background and parenting styles.

4. FINDINGS OF THE STUDY

4.1 Findings Related to Objective 1 and Hypothesis H01

Objective 1: To examine differences in parenting styles among school-going children belonging to different socio-economic groups in Uttarakhand.

H01: There is no statistically significant difference in parenting styles among children from different socio-economic backgrounds.

The illustrative analysis indicates that authoritative parenting is the most common parenting style (46%), followed by authoritarian (32%) and permissive parenting (22%). Authoritative parenting accounts for 58.0% of children in the higher socio-economic group, compared with 48.8% in the middle and 34.3% in the lower socio-economic groups. Conversely, authoritarian parenting is more prevalent in the lower socio-economic group (42.9%) than in the higher group (20.0%). The chi-square analysis indicates a statistically significant association between socio-economic status and parenting style ($\chi^2 = 10.42$, $p \approx 0.034$).

Hypothesis decision: H01 is rejected for the illustrative dataset, indicating an association between socio-economic background and dominant parenting style.

4.2 Findings Related to Objective 2 and Hypothesis H02

Objective 2: To analyse the relationship between authoritative, authoritarian and permissive parenting styles and children's psychological resilience.

H02: There is no statistically significant relationship between parenting styles and children's psychological resilience.

The simulated results indicate that children

experiencing authoritative parenting demonstrate the highest mean psychological resilience score (66.20), followed by permissive parenting (56.40) and authoritarian parenting (52.80). The difference between authoritative and authoritarian parenting is 13.40 points, while the difference between authoritative and permissive parenting is 9.80 points. These findings illustrate a positive association between authoritative parenting and children's psychological resilience.

Hypothesis decision: The descriptive results suggest differences in resilience across parenting styles. However, H02 cannot be formally rejected without a valid inferential test, such as ANOVA using the underlying respondent-level resilience scores.

4.3 Findings Related to Objective 3 and Hypothesis H03

Objective 3: To assess the association between parenting styles and psychological resilience after accounting for socio-economic status and geographical location.

H03: Parenting styles have no statistically significant association with psychological resilience after controlling for socio-economic status and geographical location.

The illustrative geographical comparison indicates that children from plain regions demonstrate a higher mean resilience score (61.60) than children from hill regions (57.90), representing a difference of 3.70 points. Furthermore, authoritative parenting is associated with the highest mean resilience score (66.20), suggesting that parenting practices may be relevant to psychological resilience across different socio-economic and geographical backgrounds. However, these descriptive differences do not establish independent associations after adjustment for socio-economic status and geographical location. Hypothesis decision: H03 remains undetermined because multiple regression results using individual-level data are required to assess the adjusted relationships.

4.4 Summary of Findings and Hypothesis Testing

Objective	Key numerical findings	Hypothesis	Decision based on simulated data
Objective 1	Authoritative parenting: 58.0% in higher SES versus 34.3% in lower SES; $\chi^2 = 10.42, p \approx 0.034$	H01	Rejected
Objective 2	Mean resilience: authoritative 66.20, authoritarian 52.80, permissive 56.40	H02	Not formally tested
Objective 3	Plain region mean 61.60; hill region mean 57.90	H03	Not formally tested

Source: Illustrative simulated dataset (N = 200) and statistical comparisons from Section 3.6.

The illustrative findings indicate that parenting styles differ across socio-economic groups and are associated with variations in children’s psychological resilience. Authoritative parenting accounts for the largest proportion of respondents (46%) and demonstrates the highest mean resilience score (66.20), compared with authoritarian parenting (52.80). Socio-economic differences are also observed, with authoritative parenting representing 58.0% of higher-SES families and 34.3% of lower-SES families. The regional comparison indicates a 3.70-point difference in mean resilience between plain and hill regions. Overall, these patterns suggest that supportive parenting may be important for children’s psychological resilience, although actual survey data and adjusted statistical analysis are necessary to establish empirical conclusions.

5. CONCLUSION OF THE STUDY

The present study examines the relationship between parenting styles, socio-economic differences and psychological resilience among 200 school-going children in Uttarakhand. The illustrative analysis indicates that authoritative parenting is the most prevalent parenting style (46%), followed by authoritarian (32%) and permissive parenting (22%). Children experiencing authoritative parenting demonstrate the highest mean psychological resilience score (66.20), compared with permissive (56.40) and authoritarian parenting (52.80). These patterns suggest that parental warmth, effective communication and balanced discipline may contribute positively to children’s psychological

resilience.

The analysis further illustrates socio-economic and geographical differences in parenting practices and resilience. Authoritative parenting accounts for 58.0% of higher socio-economic households compared with 34.3% of lower socio-economic households. Additionally, children from plain regions demonstrate a mean resilience score of 61.60, compared with 57.90 among children from hill regions. Overall, the study highlights the potential importance of supportive parenting practices in strengthening children’s emotional adjustment and coping abilities across different socio-economic backgrounds. However, these numerical results are based on simulated data and require validation through actual field research before empirical conclusions can be established.

REFERENCES

1. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56–95.

2. Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371–399.

3. Conger, R. D., & Donnellan, M. B. (2007). An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology*, 58, 175–199.

4. Gartland, D., Riggs, E., Muyeen, S., Giallo, R., Afifi, T. O., MacMillan, H., Herrman, H., Bulford, E., & Brown, S. J. (2019). What factors are associated with resilient outcomes in children exposed to social adversity? A systematic review. *BMJ Open*, 9(4), e024870.

5. Kritzas, N., & Grobler, A. A. (2005). The relationship between perceived parenting styles and resilience during adolescence. *Journal of Child & Adolescent Mental Health*, 17(1), 1–12.

6. Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049–1065.

7. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238.

8. Ministry of Health and Family Welfare. (2021). National Family Health Survey (NFHS-5), 2019–21: Uttarakhand state fact sheet. Government of India.

9. Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77(3), 819–830.

10. Saha, M., Arora, R., & Mitra, N. (2024). Impact of parenting style on resilience and mental health of adolescents. *International Journal of Indian Psychology*, 12(4), 312–318.

11. Sood, S., & Nanda, A. K. (2022). Validation of the Parenting Styles and Dimensions Questionnaire in Indian sample. *National Association of Psychological Science*.

12. Steinberg, L., Blatt-Eisengart, I., & Cauffman, E. (2006). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful homes: A replication in a sample of serious juvenile offenders. *Journal of Research on Adolescence*, 16(1), 47–58.

13. UNICEF. (2024). The state of the world’s children 2024: The future of childhood in a changing world.