

The Impact of Parenting Styles on Primary School Student's Mental Health in Si Ping, Ji Lin Province, China

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Abstract: This study investigated the impact of parenting styles on primary school students' mental health. Using a questionnaire survey method, 284 students from grades three to six in five primary schools in Si Ping city, Ji Lin province, China were selected through stratified random sampling. Parenting styles were examined across four dimensions (emotional warmth, overprotection, rejection, and democratic guidance) based on the revised EMBU scale, while students' mental health was assessed through four dimensions (learning attitude, interpersonal relationships, emotional state, and self-perception). Results showed that: (1) Parents demonstrated high levels of emotional warmth ($M=3.506$) and democratic guidance ($M=3.624$), but exhibited overprotective tendencies ($M=3.659$); (2) Students showed balanced development across mental health dimensions, with self-perception scoring highest ($M=3.610$); (3) Multiple regression analysis revealed that emotional warmth ($\beta=0.424$, $p<0.001$) and democratic guidance ($\beta=0.295$, $p<0.001$) had significant positive effects on students' mental health, while overprotection ($\beta=-0.188$, $p<0.001$) and rejection ($\beta=-0.106$, $p<0.05$) showed negative impacts. The findings provide empirical evidence for improving parent-child relationships and promoting primary school students' mental health development.

Keywords: Parenting styles, primary school students, mental health, emotional warmth, democratic guidance

1. Introduction

Contemporary Chinese parenting practices exhibit a dynamic interplay between entrenched cultural traditions and evolving socioeconomic demands (Ellina, 2025). Research indicates that while modern parents increasingly recognize the importance of emotional responsiveness, deeply ingrained academic expectations often manifest as heightened control and protection. This complex behavioral matrix – encompassing warmth, autonomy support, disciplinary approaches, and psychological intrusion – constitutes a critical yet understudied determinant of child development. Understanding its nuanced impact on primary students' psychological adaptation is thus imperative for effective mental health interventions.

In recent years, according to (Schulte-Körne, 2016) with the rapid development of society, primary school students' mental health issues have attracted widespread attention. Contemporary research highlights distinct characteristics in parental approaches within Chinese families. While traditional emphasis on academic achievement remains strong, modern parenting increasingly incorporates elements of emotional responsiveness and democratic discussion. Recent research increasingly suggests that parents' emotional health plays a crucial role in the behavioral development of children and the emergence of behavior problems (Stack et al., 2010). However, this evolution often coexists with persistent challenges, notably tendencies towards over protection and heightened parental anxiety driven by competitive pressures. The enactment of the Family Education Promotion Law further underscores the national recognition of scientifically sound parenting styles as fundamental to child well-being. Recent research increasingly suggests that parents' emotional health plays a crucial role in the behavioral development of children and the emergence of behavior problems. Among various influencing factors, parenting style has become a significant determinant of children's psychological development.

Family function significantly mediates the relationship between grandparents' joint parenting and preschool children's social and emotional competence, while parenting burnout constitutes the chain of this relationship (Lu et al., 2024). Currently, mental health issues among Chinese primary school students show characteristics of younger onset age and increasing diversity (Li et al., 2022). On one hand, problems related to academic pressure, interpersonal relationships, and emotional management have become increasingly prominent. On the other hand, emerging educational phenomena

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such as "tiger parenting" and "intensive parenting" reflect significant changes in family education approaches. Therefore, systematic research on the relationship between parenting styles and children's mental health holds significant theoretical and practical importance as shown in Table 1.

Table 1 - Scores of student's mental health status.

Aspect	Rank (Median)	Score Rank
Anxiety	5(5.00)	2.77-3.29
Depression	5(5.00)	2.78-3.74
Panicking	3 (3.00)	2.66-3.36
Hostile	2 (2.00)	2.69-3.13
Interpersonal sensitivity	8 (8.00)	2.92-3.80
Somatization	1 (1.00)	1.25-1.79
Note on Mental illness	1 (1.00)	1.03-1.65

Based on current issues in the field, this study aims to systematically investigate the relationship between parenting styles and mental health status among primary school students through comprehensive empirical research. Initially, this study will thoroughly examine the current characteristics and patterns of parenting styles within primary school students' families, conducting detailed analyses to understand the specific manifestations of different families' educational philosophies, methods, and practices. Subsequently, this research will conduct an in-depth investigation of primary school students' mental health status, evaluating their psychological development levels across multiple dimensions and identifying potential mental health issues and their distribution patterns.

Building upon this foundation, this study will focus on analyzing the associations between different parenting styles and various dimensions of mental health, exploring the mechanisms and pathways through which different parenting approaches influence children's psychological development. Through rigorous statistical analysis and comprehensive theoretical interpretation, this research expects to reveal the intrinsic connections between parenting styles and mental health, providing scientific evidence for understanding the role of family education in children's psychological development.

Ultimately, this study will provide targeted recommendations and strategies for improving family education practices based on empirical analysis, offering scientific reference materials for educators, parents, and relevant policy makers, thereby promoting the enhancement of primary school students' mental health levels and the improvement of family education quality.

Based on the revised EMBU scale, this study conceptualizes parenting styles across four distinct dimensions that comprehensively capture the multifaceted nature of parent-child interactions and educational approaches. The emotional warmth dimension represents the degree of emotional support and affection that parents demonstrate towards their children, manifesting through regular communication, attentiveness to children's needs, and the provision of encouragement and positive reinforcement. This dimension reflects the nurturing aspects of parenting that contribute to children's sense of security and emotional well-being.

The overprotection dimension encompasses the extent to which parents engage in excessive intervention in their children's lives, characterized by behaviors such as excessive concern, restriction of independence, and over-involvement in children's daily affairs. This dimension captures parenting approaches that, while potentially well-intentioned, may inadvertently limit children's autonomy and self-reliance development. Conversely, the rejection dimension measures the degree to which parents adopt negative or dismissive attitudes towards their children, manifesting through behaviors such as indifference, punitive responses, and emotional neglect. This dimension represents the more detrimental aspects of parenting that can significantly impact children's psychological development.

The democratic guidance dimension reflects the extent to which parents adopt rational and open-minded educational approaches in their interactions with children. This dimension is characterized by respect for children's opinions, encouragement of independence, and the provision of reasonable guidance that balances structure with autonomy. Democratic guidance represents an optimal parenting approach that fosters children's critical thinking, decision-making skills, and psychological maturity.

This study evaluates primary school students' mental health status through a comprehensive four-dimensional framework that encompasses the critical aspects of children's psychological well-being and development. The learning attitude dimension assesses children's academic engagement and psychological relationship with learning, including their learning interest and motivation levels, learning anxiety manifestations, and their capacity for attention and sustained focus. This dimension is particularly relevant for understanding how parenting styles influence children's academic psychological adjustment and educational outcomes.

The interpersonal relationships dimension examines children's social functioning and relational competencies, encompassing their peer interaction abilities, overall social adaptation levels, and the quality of teacher-student relationships. This dimension provides insights into how family dynamics and parenting approaches translate into

children's broader social functioning and their ability to form and maintain healthy relationships outside the family context.

The emotional state dimension focuses on children's emotional regulation and psychological stability, evaluating their emotional stability levels, emotional regulation capabilities, and tendencies toward anxiety and depression. This dimension captures the internal psychological processes that reflect children's overall emotional health and their capacity to manage emotional challenges effectively.

Finally, the self-perception dimension assesses children's self-concept and self-evaluation patterns, including their levels of self-esteem, degrees of self-confidence, and levels of self-acceptance. This dimension is crucial for understanding how parenting styles influence children's self-concept development and their overall psychological resilience, as positive self-perception serves as a foundation for healthy psychological development and adaptive functioning across various life domains.

2. Literature Review

There is extensive research on parenting styles both domestically and internationally, with scholarly investigations spanning several decades and encompassing diverse theoretical frameworks and methodological approaches (Power et al., 2013). Established that traditional parenting research was largely based on a tripartite model encompassing authoritative, authoritarian, and permissive styles, which provided a fundamental framework for understanding different approaches to child-rearing and their associated outcomes. Parental engagement is widely recognized as a key factor in children's development and education, with parental satisfaction and the home literacy environment (HLE) contributing to positive educational outcomes.

Recent research has undergone a significant paradigmatic shift toward multidimensional analysis, reflecting a more sophisticated understanding of the complexity inherent in parent-child relationships and their impact on child development. According to (O'Connor, 2002) this evolution represents a movement away from simplistic categorizations toward more nuanced examinations of parenting behaviors and their multifaceted influences on various aspects of child development. Contemporary studies increasingly recognize that parenting styles operate along multiple dimensions simultaneously and that their effects on children's psychological development are mediated by various contextual and individual factors.

Current research trends in parenting styles demonstrate several distinctive characteristics that reflect the field's methodological and theoretical maturation. The diversification of research perspectives represents a fundamental shift from single behavioral pattern studies to comprehensive multi-dimensional analyses that incorporate cognitive and emotional aspects of parent-child interactions (Fu et al., 2024). This evolution acknowledges that parenting behaviors cannot be adequately understood through behavioral observation alone but must be examined within the broader context of cognitive processes, emotional dynamics, and developmental trajectories.

Furthermore, the diversification of research methods has become increasingly prominent, with contemporary investigations integrating quantitative and qualitative approaches to provide more comprehensive understanding of parenting phenomena. This methodological pluralism allows researchers to capture both the measurable aspects of parenting behaviors and the subjective experiences and meanings that parents and children attribute to their interactions, thereby providing a more complete picture of family dynamics and their developmental implications.

Existing research generally suggests a close correlation between parenting styles and children's mental health, with empirical evidence consistently demonstrating the significant influence of parental approaches on various dimensions of child psychological development. (Nelson et al., 2014) conducted a comprehensive longitudinal study that provided substantial evidence for the lasting impact of parenting styles on children's mental health outcomes, revealing the complex and enduring relationships between different parenting approaches and psychological well-being.

The research findings indicated that emotional warmth parenting style demonstrates a significant positive correlation with positive psychological traits, suggesting that children who receive consistent emotional support, affection, and nurturing from their parents are more likely to develop healthy psychological characteristics, including emotional resilience, self-confidence, and positive social behaviors. This finding underscores the fundamental importance of parental warmth and emotional availability in fostering optimal psychological development throughout childhood.

Conversely, the study revealed that overprotective parenting style may lead to dependent personality characteristics, indicating that excessive parental control and intervention can inadvertently hinder children's development of autonomy and self-reliance. Children raised in overprotective environments often struggle with decision-making independence and may exhibit heightened anxiety when faced with challenges or novel situations, suggesting that well-intentioned parental protection can have unintended negative consequences for psychological maturation.

Furthermore, the research demonstrated that rejecting parenting style correlates positively with the incidence of psychological problems, highlighting the detrimental effects of parental rejection, emotional neglect, or dismissive attitudes on children's mental health. Children who experience rejection or emotional unavailability from their parents show increased vulnerability to developing various psychological difficulties, including depression, anxiety, and behavioral problems, emphasizing the critical role of parental acceptance and emotional validation in promoting psychological well-being.

In contrast, democratic guidance parenting style was found to help develop good psychological adaptation abilities, indicating that balanced approaches that combine structure with autonomy support foster optimal psychological development. Children raised with democratic guidance demonstrate enhanced problem-solving skills, emotional regulation capabilities, and social competence, suggesting that this parenting approach provides an optimal framework for developing resilient and well-adjusted psychological functioning.

3. Research Methodology

This study employed a questionnaire survey method combined with a cross-sectional research design, collecting data through standardized scales to systematically examine the relationships between parenting styles and children's mental health outcomes (Page et al., 2016). The research framework was structured to provide a comprehensive analysis of how different dimensions of parenting approaches influence various aspects of psychological well-being among primary school students.

The independent variables in this study consisted of parenting styles measured across four distinct dimensions, enabling a multifaceted examination of parental behaviors and attitudes that potentially influence child development. These parenting style dimensions were operationalized through validated assessment instruments designed to capture the complexity and variability of parent-child interactions within the family context. The dependent variables comprised mental health levels assessed across four comprehensive dimensions, providing a thorough evaluation of children's psychological functioning and well-being. This multidimensional approach to mental health assessment allowed for the examination of various psychological outcomes that may be differently influenced by different parenting approaches.

To ensure the validity and reliability of the research findings, several control variables were incorporated into the research design, including gender, grade level, and only-child status. These demographic and contextual factors were identified as potentially influential variables that could affect both parenting behaviors and children's mental health outcomes. By controlling for these variables, the study aimed to isolate the specific effects of parenting styles on mental health dimensions while accounting for other factors that might confound the relationship. This methodological approach enhanced the internal validity of the research and provided a more precise understanding of the direct associations between parenting approaches and children's psychological development.

A stratified random sampling method was employed to select participants, ensuring representative coverage across different educational contexts and developmental stages. The sample scope encompassed five primary schools selected from Siping City, Jilin Province, including three urban primary schools and two suburban primary schools, providing a balanced representation of different socioeconomic and geographical contexts that could influence both parenting practices and children's mental health outcomes. This selection strategy was designed to capture potential variations in family dynamics and educational environments that characterize urban versus suburban settings.

The grade distribution included students from grades three to six, representing a critical developmental period during which children's cognitive abilities, social skills, and emotional regulation capacities undergo significant development. This age range was strategically chosen to examine parenting effects during a period when children are developing increased autonomy while remaining significantly influenced by family dynamics. The estimated sample size of 284 students was determined through power analysis calculations to ensure adequate statistical power for detecting meaningful relationships between parenting styles and mental health dimensions while accounting for potential attrition and missing data.

The sampling methodology employed a three-tier stratification approach to maximize representativeness and minimize sampling bias (Baltes, 2022). The first stratum involved stratification by school type, distinguishing between urban and suburban educational settings to account for potential differences in family characteristics, socioeconomic status, and community resources that might influence both parenting approaches and children's psychological development. The second stratum implemented stratification by grade level, ensuring proportional representation across the targeted age range and allowing for examination of potential developmental differences in the relationships between parenting styles and mental health outcomes.

The third stratum utilized random selection by class within each school and grade combination, providing the final level of randomization necessary to minimize selection bias and enhance the generalizability of findings. This systematic approach to participant selection ensured that the sample would be representative of the broader population of primary school students in similar urban and suburban contexts, thereby strengthening the external validity of the research findings and supporting the generalizability of conclusions regarding parenting styles and children's mental health relationships.

Two primary measurement instruments were employed in this study to assess the key variables of interest, both demonstrating strong psychometric properties and established validity for use with primary school populations (Clark & Watson, 2019). The Parenting Style Questionnaire, based on the revised EMBU Scale, served as the primary instrument for assessing parental behaviors and attitudes across multiple dimensions. This comprehensive assessment tool consists of four distinct subscales, each containing five items designed to capture specific aspects of parenting approaches. The Emotional Warmth subscale measures the degree of emotional support and affection that parents demonstrate toward their children, while the Overprotection subscale evaluates excessive parental intervention and control behaviors. The Rejection subscale assesses negative or dismissive parental attitudes, and the Democratic Guidance subscale examines rational and open-minded educational approaches employed by parents.

The instrument utilizes a 5-point Likert scale scoring method, providing sufficient response variability to capture nuanced differences in parenting behaviors while maintaining ease of administration for the target age group. The psychometric properties of the Parenting Style Questionnaire demonstrate excellent reliability, with an overall scale Cronbach's alpha coefficient of 0.86, indicating strong internal consistency. The individual subscales also exhibit satisfactory reliability, with Cronbach's alpha coefficients ranging from 0.78 to 0.85, confirming that each dimension measures a coherent construct while contributing to the overall assessment of parenting styles.

The Mental Health Scale, derived from the Children's Mental Health Scale, provides a comprehensive assessment of primary school students' psychological well-being across four critical dimensions (Liddle & Carter, 2015). This instrument includes four subscales, each comprising five items specifically designed to evaluate different aspects of children's mental health status. The Learning Attitude subscale assesses students' motivation, interest, and anxiety related to academic activities, while the Interpersonal Relationships subscale evaluates social functioning and peer interaction capabilities (DeWalt et al., 2013). The Emotional State subscale measures emotional regulation abilities and psychological stability, and the Self-perception subscale examines self-concept, self-esteem, and self-acceptance levels.

Consistent with the parenting style instrument, the Mental Health Scale employs a 5-point Likert scale scoring method, ensuring compatibility between measures and facilitating comparative analyses. The scale demonstrates superior psychometric properties, with an overall Cronbach's alpha coefficient of 0.89, indicating excellent internal consistency and reliability. The individual subscales maintain strong reliability, with Cronbach's alpha coefficients ranging from 0.76 to 0.87, confirming that each dimension provides reliable measurement of distinct aspects of children's mental health while contributing meaningfully to the comprehensive assessment of psychological well-being. These reliability coefficients exceed the generally accepted threshold of 0.70 for research purposes, supporting the appropriateness of these instruments for the current investigation.

The study was conducted in December 2024 after obtaining necessary permissions and completing preliminary preparations, ensuring compliance with ethical research standards and institutional requirements. Of the 300 questionnaires distributed to five primary schools, 284 valid questionnaires were recovered, yielding a valid response rate of 94.67%, which exceeds the generally accepted threshold for survey research and provides sufficient statistical power for the planned analyses. This high response rate enhances the representativeness of the sample and reduces concerns about nonresponse bias that could potentially affect the generalizability of findings.

The data analysis employed a comprehensive analytical approach designed to examine both the descriptive characteristics of the sample and the complex relationships between parenting styles and mental health outcomes. Descriptive statistics formed the foundation of the analytical strategy, beginning with demographic characteristics analysis to provide a thorough understanding of the sample composition and identify any potential demographic factors that might influence the relationships under investigation. Additionally, score distribution analysis for parenting styles and mental health dimensions was conducted to examine the central tendencies, variability, and distributional properties of the key study variables, ensuring that the data met the assumptions necessary for subsequent inferential analyses.

Correlation analysis constituted a critical component of the analytical framework, examining relationships at multiple levels to provide a comprehensive understanding of the associations among study variables (Nezlek, 2007). This analysis included correlations among parenting style dimensions to assess the degree of interdependence between different aspects of parenting approaches, correlations among mental health dimensions to understand the relationships between various aspects of psychological well-being, and correlations between parenting styles and mental health dimensions to identify the primary associations of theoretical and practical interest.

Building upon the correlation findings, regression analysis was employed to examine the predictive relationships between parenting approaches and mental health outcomes while controlling for potential confounding variables. This analysis utilized parenting style dimensions as independent variables and mental health dimensions as dependent variables, employing multiple linear regression analysis to determine the unique contribution of each parenting dimension to the prediction of mental health outcomes. The regression approach allowed for the examination of both the individual and collective effects of different parenting styles on various aspects of children's psychological well-being.

All statistical analyses were conducted using SPSS 26.0, a comprehensive statistical software package that provides robust analytical capabilities for the complex analytical procedures required in this study. The selection of this statistical tool ensured the reliability and accuracy of all computational procedures while providing advanced analytical options for examining the multifaceted relationships between parenting styles and children's mental health outcomes (De Los Reyes et al., 2015).

4. Research Results

Here's an analysis of the demographic characteristics of the participants based on Table 2:

Table 2 presents the demographic characteristics of the 284 participants in this study. The gender distribution shows a slightly higher proportion of female students (54.23%, $n=154$) compared to male students (45.77%, $n=130$), indicating a relatively balanced gender representation in the sample.

Table 2- Personal basic information analysis.

Name	Options	Frequency	Percentage (%)	Cumulative percentage (%)
Gender	Male	130	45.77	45.77
	Female	154	54.23	100.00
Grade	3rd	71	25.00	25.00
	4th	65	22.89	47.89
	5th	74	26.06	73.94
	6th	74	26.06	100.00
OnlyChild	Yes	169	59.51	59.51
	No	115	40.49	100.00
FatherEdu	Below high school	43	15.14	15.14
	High school/Technical school	78	27.46	42.61
	College/University	116	40.85	83.45
	Graduate degree or above	47	16.55	100.00
MotherEdu	Below high school	56	19.72	19.72
	High school/Technical school	63	22.18	41.90
	College/University	129	45.42	87.32
	Graduate degree or above	36	12.68	100.00
total		284	100.0	100.0

In terms of grade distribution, the participants were fairly evenly distributed across grades 3 through 6, with third grade accounting for 25.00% (n=71), fourth grade 22.89% (n=65), and both fifth and sixth grades representing 26.06% (n=74) each. This balanced distribution across grade levels enhances the representativeness of the sample across the primary school age range.

Regarding family structure, more than half of the participants (59.51%, n=169) were only children, while 40.49% (n=115) had siblings. This distribution reflects the current demographic characteristics of urban Chinese families.

Parents' educational backgrounds revealed interesting patterns. For fathers, the majority had received college/university education (40.85%, n=116), followed by high school/technical school education (27.46%, n=78). Similarly, mothers' educational levels showed a high proportion of college/university graduates (45.42%, n=129), with high school/technical school education as the second most common category (22.18%, n=63). It's noteworthy that a considerable percentage of both parents held graduate degrees or above (fathers: 16.55%, n=47; mothers: 12.68%, n=36), indicating a relatively high educational background among the participants' parents.

This demographic profile suggests that the sample represents a predominantly urban population with relatively high parental education levels, which should be considered when interpreting the study's findings regarding parenting styles and children's mental health.

Here's an analysis of the parenting styles based on Table 3:

Table 3 presents the descriptive statistics of four different parenting styles dimensions among the 284 participants. The results reveal distinct patterns in parenting approaches.

Table 3 - Analysis of parenting styles.

Name	Sample size	Minimum	Maximum	Average	Standard deviation	Median
Emotional warmth	284	1.000	5.000	3.506	0.809	3.400
Overprotection	284	1.800	5.000	3.659	0.686	3.800
Rejection	284	1.000	5.000	3.358	0.712	3.400
Democratic guidance	284	1.600	5.000	3.624	0.797	3.600

Emotional Warmth showed the highest mean score (M=3.506, SD=0.809) among all dimensions, with scores ranging from 1.0 to 5.0. This suggests that parents generally demonstrate a high level of emotional support and understanding towards their children. The relatively moderate standard deviation indicates consistency in parents' emotional expression.

Overprotection received the second-highest mean score (M=3.659, SD=0.686), with scores ranging from 1.8 to 5.0. The smaller standard deviation suggests that parents are relatively consistent in their protective behaviors, though the level of protection might be slightly higher than optimal. Rejection showed the lowest mean score (M=3.358, SD=0.712), with scores ranging from 1.0 to 5.0. This lower score is a positive indicator, suggesting that parents generally avoid

negative parenting behaviors such as criticism and punishment. Democratic Guidance demonstrated a relatively high mean score ($M=3.624$, $SD=0.797$), with scores ranging from 1.6 to 5.0. This indicates that parents tend to adopt a democratic approach in child-rearing, encouraging independence and rational communication.

These findings suggest that parents in the sample generally adopt positive parenting styles, characterized by high emotional warmth and democratic guidance, though there might be room for improvement in reducing overprotective tendencies. Here's the analysis of children's mental health based on Table 4:

Table 4 presents the descriptive statistics of four dimensions of mental health among the 284 primary school students. The analysis reveals distinct patterns across different aspects of psychological well-being.

Table 4 - Analysis of child mental health.

Name	Sample size	Minimum	Maximum	Average	Standard deviation	Median
Learning attitude	284	1.200	5.000	3.534	0.772	3.600
Interpersonal relationships	284	1.200	5.000	3.486	0.751	3.400
Emotional state	284	1.400	5.000	3.539	0.710	3.400
Self-perception	284	1.600	5.000	3.610	0.749	3.600

Self-perception demonstrated the highest mean score ($M=3.610$, $SD=0.749$), with scores ranging from 1.6 to 5.0. This suggests that students generally maintain a relatively positive self-image and self-awareness. The moderate standard deviation indicates consistency in students' self-evaluation patterns. Emotional State showed a moderate mean score ($M=3.539$, $SD=0.710$), with scores ranging from 1.4 to 5.0. The relatively small standard deviation suggests stability in emotional expression among the students, indicating generally healthy emotional regulation abilities. Interpersonal Relationships yielded similar results ($M=3.486$, $SD=0.751$), with scores ranging from 1.2 to 5.0. This reflects students' adequate social skills and ability to maintain relationships with peers and others. Learning Attitude received a mean score of 3.534 ($SD=0.772$), with scores ranging from 1.2 to 5.0. This indicates a generally positive approach to academic activities, though there might be room for improvement.

Overall, these findings suggest that the primary school students in the sample maintain relatively healthy psychological states across all four dimensions, with particularly strong performance in self-perception. The consistent standard deviations across dimensions indicate stable psychological characteristics among the participants. Here's an analysis of the correlation results presented in Table 5:

Table 5 displays the Pearson correlation coefficients among parenting styles dimensions and children's mental health dimensions. The analysis reveals several significant relationships. Regarding Emotional Warmth shows significant positive correlations with all mental health dimensions, among which the strongest is positive correlation with Interpersonal Relationships ($r=0.543$, $p<0.01$). Also it strongly correlates with Learning Attitude ($r=0.538$, $p<0.01$) and Self-perception ($r=0.502$, $p<0.01$). It is moderate positive correlation with Emotional State ($r=0.419$, $p<0.01$). For overprotection, it demonstrates significant negative correlations with all mental health dimensions, among which the strongest negative correlation is with Interpersonal Relationships ($r=-0.400$, $p<0.01$). It has notable negative correlations with Learning Attitude ($r=-0.370$, $p<0.01$) and Self-perception ($r=-0.343$, $p<0.01$).

For Concerning Rejection, it shows consistent negative correlations with all mental health aspects, the strongest negative correlations with Interpersonal Relationships ($r=-0.362$, $p<0.01$) and Self-perception ($r=-0.360$, $p<0.01$), and significant negative impact on Learning Attitude ($r=-0.354$, $p<0.01$). Regarding Democratic Guidance, it exhibits positive correlations with all mental health dimensions, the strongest correlation with Interpersonal Relationships ($r=0.478$, $p<0.01$), strong positive relationship with Learning Attitude ($r=0.460$, $p<0.01$) and moderate positive correlation with Self-perception ($r=0.414$, $p<0.01$).

These findings suggest that positive parenting styles (Emotional Warmth and Democratic Guidance) are consistently associated with better mental health outcomes, while negative parenting approaches (Overprotection and Rejection) show inverse relationships with children's psychological well-being.

Table 5 - Pearson correlation.

	Emotional Warmth	Overprotection	Rejection	Democratic Guidance	Learning Attitude	Interpersonal Relationships	Emotional State	Self-perception
Emotional Warmth	1							
Overprotection	-0.345**	1						
Rejection	-0.453**	0.261**	1					

continued

Democratic Guidance	0.390**	-0.350**	-0.302**	1				
Learning Attitude	0.538**	-0.370**	-0.354**	0.460**	1			
Interpersonal Relationships	0.543**	-0.400**	-0.362**	0.478**	0.575**	1		
Emotional State	0.419**	-0.314**	-0.263**	0.362**	0.475**	0.448**	1	
Self-perception	0.502**	-0.343**	-0.360**	0.414**	0.396**	0.491**	0.342**	1

* $p < 0.05$ ** $p < 0.01$

To further explore the predictive role of parenting styles on the mental health of elementary school students, this study conducted multiple regression analysis with the four dimensions of parenting styles as independent variables and the dimensions of mental health as dependent variables.

Table 6 presents the results of multiple linear regression analysis examining the effect of parenting styles on primary school students' mental health among 284 participants.

Table 6 - Linear regression analysis results ($n=284$).

	Non-normalized coefficients		Normalization factor	t	p	Colinearity diagnosis	
	B	Standard Error	$Beta$			VIF	Tolerance
constant	2.579	0.276	-	9.332	0.000**	-	-
Emotional Warmth	0.301	0.033	0.424	9.071	0.000**	1.434	0.697
Overprotection	-0.157	0.036	-0.188	-4.353	0.000**	1.220	0.820
Rejection	-0.086	0.036	-0.106	-2.386	0.018*	1.299	0.770
Democratic Guidance	0.212	0.032	0.295	6.690	0.000**	1.278	0.783
R^2	0.575						
Adjusted R^2	0.569						
F	$F(4,279)=94.313, p=0.000$						
D-W values	1.506						

Note: Dependent variable = Child Mental Health. $p < 0.05$ $p < 0.01$

The overall regression model was statistically significant ($F(4,279)=94.313, p<0.001$), with an adjusted R^2 of 0.569, suggesting that parenting styles account for 56.9% of the variance in children's mental health outcomes. Analysis of individual predictors reveals that Emotional Warmth ($\beta=0.424, t=9.071, p<0.001$) emerged as the strongest positive predictor, indicating that parental emotional support significantly enhances children's mental health. Democratic Guidance ($\beta=0.295, t=6.690, p<0.001$) demonstrated a moderate positive predictive effect, suggesting that democratic parenting approaches contribute positively to children's psychological well-being. Overprotection ($\beta=-0.188, t=-4.353, p<0.001$) showed a significant negative relationship, indicating that excessive parental protection may be detrimental to children's mental health. Rejection ($\beta=-0.106, t=-2.386, p<0.05$) exhibited a negative influence, albeit with a smaller effect size, confirming that negative parenting behaviors adversely affect children's mental health.

The collinearity diagnostics revealed VIF values ranging from 1.220 to 1.434 and Tolerance values between 0.697 and 0.820, indicating no significant multicollinearity among predictors, thus confirming the reliability of the regression estimates. The regression equation can be expressed as: Mental Health = 2.579 + 0.301(Emotional Warmth) - 0.157(Overprotection) - 0.086(Rejection) + 0.212 (Democratic Guidance). These findings underscore the significant impact of parenting styles on children's mental health, particularly highlighting the beneficial effects of emotional warmth and democratic guidance while emphasizing the importance of avoiding overprotective and rejecting parenting behaviors.

5. Discussion

Based on the comprehensive analysis of data from 284 primary school students, several key findings emerge. The current state of parenting methods: Parents exhibit high levels of emotional warmth (average = 3.506) and democratic guidance (average = 3.624). Despite a tendency towards overprotection ($M = 3.659$), the rejection behavior is relatively low

(average = 3.358). These patterns indicate that contemporary parenting methods generally show positive trends. Mental health status: Students develop well across various mental health dimensions. Self-perception scores are the highest ($M = 3.610$), followed by emotional state (average = 3.539), learning attitude (average = 3.534), and interpersonal relationships (average = 3.486), all of which remain at stable levels. The relationship between parenting methods and mental health: Emotional warmth is the strongest positive predictor ($\beta = 0.424$, $p < 0.001$). Democratic guidance shows a significant positive impact ($\beta = 0.295$, $p < 0.001$). Overprotection ($\beta = -0.188$, $p < 0.001$) and rejection ($\beta = -0.106$, $p < 0.05$) have negative effects.

For parents, the priority should be emotional support and understanding. Maintain a moderate level of democratic guidance, reduce overprotection, and ensure necessary care. Avoid disciplinary methods that are based on refusal. For schools, develop parent education programs focused on effective parenting, provide guidance to balance protection with independence, establish support systems that enhance parent-child relationships, and promote cooperation between families and schools. For society, raise awareness of the importance of positive parenting, support resources for parent education and counseling, and build community networks to share parenting experiences.

Methodological limitations: The cross-sectional design limits causal inference; self-report measures may introduce bias; the sample size could be expanded to enhance generalizability. Sample limitations: Participants are primarily from urban areas, limiting geographical representation; a higher proportion of participants have well-educated parents. Future research directions: Conduct longitudinal studies to track development and changes; include more diverse demographic groups; explore potential mediating variables; investigate cultural factors in parenting styles; adopt qualitative research methods for deeper insights. These findings contribute to the understanding of parenting styles' impact on children's mental health and provide practical implications for improving parent-child relationships and promoting healthy psychological development in primary school students.

6. Conclusion

This study examined the relationship between parenting styles and mental health outcomes among 284 primary school students. The findings demonstrate that parenting styles account for 56.9% of the variance in children's mental health, indicating a substantial impact of family dynamics on psychological well-being.

The research reveals that emotional warmth serves as the strongest positive predictor of children's mental health, followed by democratic guidance. Conversely, overprotection and rejection demonstrate significant negative effects on children's psychological development. These findings confirm that positive parenting approaches consistently promote better mental health outcomes across all measured dimensions.

The study shows that contemporary parents generally adopt positive parenting styles, with high levels of emotional warmth and democratic guidance. However, moderate levels of overprotection suggest areas for improvement in parenting practices. These results have important implications for parent education programs and family support services.

Despite limitations including cross-sectional design and sample characteristics, this study provides compelling evidence for the critical importance of supporting positive parenting practices as a fundamental component of child mental health promotion. Future research should employ longitudinal designs to establish causal relationships and examine these patterns across diverse populations.

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Conflict of Interest

The authors declare no conflicts of interest.

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