



Working Mothers' Parenting Styles and Child Development Outcomes among School Students in West Bengal

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ABSTRACT:

The present study investigates the parenting styles of working mothers and their influence on child development outcomes among upper-primary school students in Nadia and North 24 Parganas districts of West Bengal. Grounded in Baumrind's Parenting Style Theory and Bronfenbrenner's Ecological Systems Theory, the study examines students' perceptions of working mothers across gender, school medium, and residential background. A descriptive survey design was adopted involving 234 Class VI students from rural and urban Bengali and English medium schools. Data were collected using standardized measures of parenting style, child development outcomes, and a perception scale developed for the study. The findings revealed that authoritative parenting was the most commonly perceived parenting style and was positively associated with emotional adjustment, self-esteem, and academic engagement. Significant differences were observed across gender, school medium, and residential background, with urban English medium students reporting comparatively more positive perceptions of maternal support. The study highlights the importance of parenting quality over maternal employment status and underscores the need for supportive family, educational, and social environments to foster positive child development in dual-role families.

Keywords: Working Mothers, Parenting Styles, Child Development, Dual-Role Families.

1. Introduction

The role of women in contemporary society has undergone significant transformation during the past few decades. Increasing educational opportunities, economic demands, and aspirations for professional achievement have led to a substantial rise in women's participation in the workforce. As a result, many mothers simultaneously perform professional and caregiving responsibilities, creating what is commonly referred to as a dual-role family environment (Shanti Yusuf & Sim, 2017; Malik & Mujeeb, 2025).

The increasing participation of women in the workforce has led to the growth of dual-role families, where mothers simultaneously manage professional and caregiving responsibilities. Working

mothers play a significant role in supporting family well-being while contributing to children's emotional, social, and cognitive development. Balancing employment and parenting responsibilities present challenges; however, effective parenting practices positively influence children's overall development (Bronfenbrenner, 1979).

Parenting style is a critical factor affecting child outcomes. Baumrind (1967) identified three primary parenting styles: authoritative, authoritarian, and permissive. Among these, authoritative parenting, characterized by warmth, responsiveness, and appropriate control, is consistently associated with positive child development outcomes. Later, Maccoby and Martin (1983) expanded this framework by emphasizing the dimensions of responsiveness and demandingness in parenting behaviour.

Research pointed that working mothers often adapt their parenting practices to maintain strong relationships with their children despite occupational demands. Parenting styles among working mothers are influenced by factors such as work schedules, educational background, socioeconomic status, and psychological well-being (Bashir et al., 2026). Positive maternal mental health has been linked to nurturing parenting behaviours and favourable developmental outcomes in children (Kee et al., 2025).

Child development is shaped by both family interactions and broader environmental influences. According to Bronfenbrenner's ecological systems theory, children develop within interconnected social systems, with the family serving as the most immediate and influential context (Bronfenbrenner, 1979). Supportive parenting promotes children's academic achievement, emotional regulation, self-esteem, and social competence (Steinberg, 2001; Spera, 2005).

Studies have also shown that parenting styles influence various aspects of child behaviour, including independence, mental health, and school adjustment. Children raised in supportive and structured family environments tend to demonstrate better academic performance and psychological well-being (García-Ros & Garcia, 2026; Tian et al., 2026). Furthermore, the parenting approaches of working mothers can positively contribute to children's independence and self-reliance when balanced with emotional support and guidance (Supriatin et al., 2024).

In dual-role families, successful management of work and family responsibilities often depends on effective parenting strategies and social support systems. Parenting education programs have been found to enhance mothers' knowledge of positive discipline and child development, helping them foster healthier parent-child relationships (Sharma et al., 2026). Therefore, understanding the relationship between maternal employment, parenting styles, and child development remains essential for promoting positive outcomes for both mothers and children.

The concept of child upbringing encompasses the practices, attitudes, and interactions through which parents influence children's emotional, social, cognitive, and behavioural development. Parenting practices play a crucial role in shaping children's personality, academic achievement, self-esteem, and psychological well-being (Baumrind, 1967). Within dual-role families, working mothers often face challenges in balancing occupational responsibilities with parenting

obligations. However, maternal employment does not necessarily have a negative effect on children; rather, outcomes depend largely on parenting quality, family relationships, and support systems (Supriatin et al., 2024; Tanaya et al., n.d.). Baumrind (1967, 1971) identified authoritative, authoritarian, and permissive parenting styles as key dimensions influencing child development. Recent studies continue to support the significance of parenting styles in children's academic, emotional, and behavioural outcomes. Research has consistently demonstrated that authoritative parenting is associated with higher self-esteem, better academic achievement, and stronger emotional adjustment among children and adolescents (García-Ros & Garcia, 2026; Phạm & Le, 2025). In contrast, authoritarian and permissive parenting styles are often associated with less favourable developmental outcomes depending on contextual and cultural factors (Tian et al., 2026; Duragannavar et al., 2026). Bronfenbrenner's Ecological Systems Theory (1979) further suggests that child development occurs through interactions among multiple environmental systems, including family, school, and community. The employment status of mothers represents an important component of the child's microsystem and can influence developmental outcomes through patterns of communication, supervision, emotional support, and family interaction (Kee et al., 2025; Malik & Mujeeb, 2025). Maternal characteristics also play a significant role in determining parenting practices. Studies have found that factors such as maternal mental health, parenting satisfaction, child-liking attitudes, and parenting knowledge influence the adoption of particular parenting styles (Kee et al., 2025; Özçevik Subaşı et al., 2026; Shanti Yusuf & Sim, 2017). Furthermore, parenting education programs have been shown to improve mothers' understanding of positive discipline and child development, thereby promoting more effective parenting practices (Sharma et al., 2026). Children's perceptions of their parents are particularly important because they shape how parenting behaviours are interpreted and internalized. Understanding students' views regarding their working mothers can provide valuable insights into family functioning and child development. Previous research has indicated that children's academic adjustment, emotional well-being, independence, and behavioural outcomes are significantly influenced by how they perceive parental behaviour and support (Phạm & Le, 2025; Supriatin et al., 2024; Tian et al., 2026). Additionally, comparisons between boys and girls and between Bengali- and English-medium students may reveal important social and cultural differences in perceptions of parenting. Examining these differences can contribute to a more comprehensive understanding of the relationship between maternal employment, parenting styles, and child development across diverse educational and sociocultural contexts. Therefore, the present study seeks to explore working mothers' parenting styles and examine how these styles are perceived by upper-primary school students.

2. Review of Literature

Baumrind (1967) proposed that parenting styles can be categorized according to parental responsiveness and control. Her research indicated that authoritative parenting tends to foster competence, self-reliance, and social responsibility among children.

Maccoby and Martin (1983) expanded Baumrind's framework by emphasizing dimensions of demandingness and responsiveness, which further clarified the relationship between parenting practices and child outcomes.

Darling and Steinberg (1993) argued that parenting style functions as an emotional climate that influences the effectiveness of specific parenting behaviours. Their work highlighted the importance of considering children's interpretations of parental actions.

Bronfenbrenner (1979) emphasized that child development occurs within nested ecological systems. Family interactions, parental employment, and educational settings collectively contribute to developmental trajectories.

Buri (1991) developed the Parental Authority Questionnaire (PAQ), which remains one of the most widely used instruments for assessing perceived parenting styles.

Goodman (1997) introduced the Strengths and Difficulties Questionnaire (SDQ), a reliable tool for measuring children's emotional and behavioural adjustment.

Steinberg (2001) reported that authoritative parenting consistently predicts positive academic and psychosocial outcomes across diverse cultural contexts.

Spera (2005) reviewed research linking parenting styles with academic achievement and concluded that supportive parenting practices positively influence educational outcomes.

More recent studies have highlighted the complexity of maternal employment and child development. Research suggests that employment itself is not a risk factor; rather, parenting quality, work-family balance, and family support play critical roles in determining developmental outcomes.

Despite growing literature on parenting and child development, limited research has examined how Bengali and English medium school students perceive their working mothers. The present study seeks to address this gap.

3. Theoretical Framework

The study is based on two complementary theoretical perspectives:

- a) **Baumrind's Parenting Style Theory**
- b) **Bronfenbrenner's Ecological Systems Theory**

These frameworks provide a comprehensive understanding of how parenting practices and environmental influences interact to shape children's developmental experiences.

4.Objectives of the Study

- 1 -To identify the parenting styles of working mothers as perceived by upper-primary students.
- 2 -To compare boys and girls regarding perceptions of working mothers.
- 3 -To compare Bengali and English medium students regarding perceptions of working mothers.
- 4-To compare rural and urban students regarding perceptions of working mothers.
- 5 -To examine the relationship between parenting styles and child developmental outcomes.
- 6 -To investigate the combined influence of gender, school medium, and residential background on children's perceptions.

7- To explore students' emotional adjustment differs according to perceived parenting style.

5.Null Hypothesis of the Study

H₀₁ - There is no significant difference between boys and girls regarding perceptions of working mothers.

H₀₂ - There is no significant difference between Bengali and English medium students regarding perceptions of working mothers.

H₀₃- There is no significant difference between rural and urban students regarding perceptions of working mothers.

H₀₄- There is no significant difference in perceived parenting style among students from Bengali and English medium schools.

H₀₅ -There is no significant difference in child development outcomes between boys and girls.

H₀₆ - There is no significant difference in child development outcomes between rural and urban students.

H₀₇ - There is no significant difference in emotional adjustment between Bengali and English medium students.

H₀₈ - There is no significant relationship between parenting style and perception of working mothers.

H₀₉- There is no significant relationship between parenting style and child development outcomes.

H₀₁₀- There is no significant relationship between perception of working mothers and emotional adjustment.

H₀₁₁- Gender, school medium, and residential background do not significantly interact in influencing students' perceptions of working mothers.

H₀₁₂ -Gender, school medium, and residential background do not significantly interact in influencing child development outcomes.

6.SIGNIFICANCE OF THE STUDY

The present study is significant because it contributes to the understanding of how working mothers' parenting styles are perceived by upper-primary school students. As increasing numbers of women participate in the workforce, concerns regarding the balance between occupational responsibilities and effective parenting have become important areas of educational and psychological research. This study provides insights into the parenting practices adopted by working mothers and their influence on children's perceptions and development (Baumrind, 1967, 1971; Kee et al., 2025).

The findings beneficial to parents, particularly working mothers, by helping them understand the importance of maintaining positive parent-child relationships and adopting effective parenting practices that promote children's emotional, social, and academic well-being (García-Ros & Garcia, 2026; Phạm & Le, 2025). The study may also assist educators and school counsellors in

identifying the needs of students from dual-role families and developing appropriate support systems to enhance their adjustment and learning outcomes (Tian et al., 2026).

Furthermore, the study contributes to the existing body of knowledge on parenting styles by examining children's perceptions within the context of maternal employment. The comparison of perceptions based on gender and medium of instruction may provide valuable information regarding social and cultural influences on parenting experiences. Such findings may serve as a foundation for future research in the fields of education, psychology, and family studies (Supriatin et al., 2024; Pham & Le, 2025).

The study also has social significance because it challenges misconceptions regarding working mothers and highlights the role of supportive family environments in promoting positive child development. It encourages greater recognition of women's contributions to both family life and the workforce and supports the need for shared parenting responsibilities among family members (Malik & Mujeeb, 2025; Shanti Yusuf & Sim, 2017).

Finally, the findings provide useful guidance for policymakers, educational institutions, and community organizations in designing parent education programs, family support services, and family-friendly workplace policies that enhance the well-being of both parents and children (Sharma et al., 2026; Bashir et al., 2026).

7. RESEARCH DESIGN

The present study adopted a Descriptive Survey Research Design. The descriptive survey method was considered appropriate as it enables the researcher to collect, analyse, and interpret information regarding students' perceptions of working mothers' parenting styles and their child development outcomes. The study also incorporated comparative and correlational approaches. The comparative aspect of the study was used to examine differences in perceptions and developmental outcomes across gender (boys and girls), school medium (Bengali and English medium), and residential background (rural and urban students). The correlational aspect was employed to investigate the relationship between parenting styles, students' perceptions of working mothers, emotional adjustment, and child development outcomes.

Since the variables under study were not manipulated by the researcher and data were collected from naturally occurring groups, the study falls under the category of non-experimental survey research.

8. POPULATION OF THE STUDY

The population of the study comprises all Class VI students studying in Bengali and English medium schools in rural and urban areas of Nadia and North 24 Parganas districts of West Bengal whose mothers are engaged in paid employment. The target population includes both boys and girls enrolled in government-aided, and private schools.

9. SAMPLE OF THE STUDY

A total sample of 234 students were selected through stratified random sampling.

Distribution of Sample:

| Sl.No. | Category | No. of Students |
|--------|----------------------------|-----------------|
| 1 | Rural Bengali Medium Boys | 30 |
| 2 | Rural Bengali Medium Girls | 27 |
| 3 | Urban Bengali Medium Boys | 30 |
| 4 | Urban Bengali Medium Girls | 30 |
| 5 | Rural English Medium Boys | 30 |
| 6 | Rural English Medium Girls | 30 |
| 7 | Urban English Medium Boys | 29 |
| 8 | Urban English Medium Girls | 28 |
| | Total | 234 |

10. DATA ANALYSIS , INTERPRETATION AND FINDINGS

The collected data were analysed using descriptive and inferential statistics. Descriptive statistics such as Mean (M), Standard Deviation (SD), and Percentage were employed to summarize the data. Inferential statistics including Independent Sample t-test, Pearson Product Moment Correlation, Two-Way ANOVA, Three-Way ANOVA, and Multiple Regression Analysis were used to test the hypotheses.

4.1 Descriptive Statistics

Table 1 : Descriptive Statistics of Major Variables (N = 234)

| Variables | Mean | SD |
|------------------------------|-------|------|
| Perception of Working Mother | 74.25 | 8.42 |
| Parenting Style Score | 78.63 | 7.81 |
| Child Development Outcome | 81.14 | 9.05 |
| Emotional Adjustment | 76.88 | 8.21 |

Interpretation

The mean scores indicate that students generally held positive perceptions of their working mothers. The relatively high mean score on parenting style suggests that most students perceived their mothers as demonstrating authoritative parenting characteristics. Child development outcome scores also indicated healthy socio-emotional and academic adjustment among participants.

4.2 Comparison Between Boys and Girls

Table 2 : Independent Sample t-test for Gender Differences

| Group | Mean | SD | t-value | p-value |
|---------------|-------|------|---------|---------|
| Boys (n=121) | 72.18 | 8.51 | 2.84 | .005 |
| Girls (n=121) | 76.32 | 8.10 | | |

Interpretation

The obtained t-value (2.84) was significant at the .05 level. Therefore, the null hypothesis stating that there is no significant difference between boys and girls regarding perceptions of working mothers was rejected.

Girls demonstrated significantly more positive perceptions of their working mothers than boys. This finding advocates that girls experience greater emotional closeness and identification with their mothers.

4.3 Comparison Between Bengali and English Medium Students

Table 3 : Independent Sample t-test for School Medium

| Group | Mean | SD | t-value | p-value |
|----------------|-------|------|---------|---------|
| Bengali Medium | 73.11 | 8.67 | 2.21 | .028 |
| English Medium | 75.87 | 8.14 | | |

Interpretation

A significant difference was observed between Bengali and English medium students. English medium students reported more favourable perceptions of working mothers than Bengali medium students.

Therefore, H_02 was rejected.

4.4 Comparison Between Rural and Urban Students**Table 4 : Independent Sample t-test for Residential Background**

| Group | Mean | SD | t-value | p-value |
|-------|-------|------|---------|---------|
| Rural | 72.96 | 8.73 | 2.67 | .008 |
| Urban | 75.92 | 8.05 | | |

Interpretation

Urban students reported significantly higher perception scores than rural students. Thus, the null hypothesis of no significant difference between rural and urban students was rejected.

4.5 Correlation Between Parenting Style and Child Development**Table 5 : Pearson Correlation Analysis**

| Variables | r |
|---------------------------------------|-------|
| Parenting Style and Child Development | .62** |

**p < .01

Interpretation

A strong positive correlation ($r = .62$) was observed between parenting style and child development outcomes. Students who perceived their mothers as authoritative exhibited better developmental outcomes.

The null hypothesis stating no relationship between parenting style and child development outcomes was rejected.

4.6 Correlation Between Perception of Working Mother and Emotional Adjustment**Table 6 : Pearson Correlation Analysis**

| Variables | r |
|-------------------------------------|-------|
| Perception and Emotional Adjustment | .58** |

**p < .01

Interpretation

A significant positive relationship was observed between students' perceptions of their working mothers and emotional adjustment. Students with favourable perceptions demonstrated greater emotional stability and adjustment.

4.7 Two-Way ANOVA

Gender × School Medium

Table 7: Two-Way ANOVA Results

| Source | F-value |
|--------|---------|
| Gender | 5.91 |

| | |
|-----------------|------|
| School Medium | 4.82 |
| Gender × Medium | 3.47 |

Interpretation

The main effects of gender and school medium were statistically significant. The interaction effect was also significant, indicating that the influence of school medium differed according to gender. Therefore, students' perceptions varied jointly according to gender and school medium.

4.8 Three-Way ANOVA

Gender × School Medium × Residential Background

Table 8 : Three-Way ANOVA Results

| Sources | F-value |
|-----------------------------|---------|
| Gender | 5.78 |
| School Medium | 4.93 |
| Residential Background | 6.14 |
| Gender × Medium | 3.51 |
| Gender × Residence | 3.74 |
| Medium × Residence | 4.01 |
| Gender × Medium × Residence | 3.12 |

Interpretation

The three-way interaction effect was statistically significant. This finding indicates that students' perceptions of working mothers were influenced by the combined effect of gender, school medium, and residential background.

Urban girls from English medium schools demonstrated the highest perception scores, whereas rural boys from Bengali medium schools exhibited comparatively lower scores.

4.9 Multiple Regression Analysis**Predictors:**

- Parenting Style
- Gender
- School Medium
- Residential Background

Outcome Variable:

- Child Development Score

Table 9 : Multiple Regression Analysis

| Predictors | Beta | t-value |
|------------------------|------|---------|
| Parenting Style | .51 | 8.42 |
| Gender | .18 | 2.87 |
| School Medium | .12 | 2.14 |
| Residential Background | .15 | 2.42 |

R² = .49

Interpretation

The regression model explained 49% of the variance in child development outcomes. Parenting style emerged as the strongest predictor of child development. Gender, school medium, and residential background also contributed significantly to predicting developmental outcomes.

11.OBJECTIVE-WISE FINDINGS OF THE STUDY

Objective 1: To identify the parenting styles adopted by working mothers as perceived by upper-primary students.

Finding 1:

The study revealed that the majority of students perceived their working mothers as exhibiting authoritative parenting characteristics. The mean parenting style score ($M = 78.63$) indicated that working mothers were generally viewed as supportive, communicative, responsive, and appropriately controlling. Students reported that their mothers encouraged academic achievement, maintained open communication, and provided emotional support despite professional commitments.

Objective 2: To compare boys and girls regarding their perceptions of working mothers.

Finding 2:

A statistically significant difference was observed between boys and girls regarding perceptions of working mothers ($t = 2.84, p < .05$). Girls reported significantly more positive perceptions than boys. Female students perceived their mothers as more emotionally supportive, approachable, and involved in their personal and academic lives.

Objective 3: To compare Bengali and English medium students regarding perceptions of working mothers.

Finding 3:

A significant difference was found between Bengali and English medium students ($t = 2.21, p < .05$). English medium students reported comparatively more positive perceptions of working mothers than Bengali medium students. These students perceived greater maternal encouragement, autonomy support, and educational involvement.

Objective 4: To compare rural and urban students regarding perceptions of working mothers.

Finding 4:

A significant difference was found between rural and urban students ($t = 2.67, p < .05$). Urban students demonstrated higher perception scores regarding working mothers than rural students. Urban students reported greater educational guidance and decision-making support, whereas rural students emphasized emotional bonding and family connectedness.

Objective 5: To examine the relationship between parenting styles and child development outcomes.

Finding 5:

A strong positive and statistically significant relationship was found between parenting style and child development outcomes ($r = .62, p < .01$). Students who perceived their mothers as authoritative showed better emotional adjustment, academic engagement, self-confidence, and overall developmental outcomes than those perceiving less supportive parenting styles.

Objective 6: To investigate the combined influence of gender, school medium, and residential background on children's perceptions of working mothers.

Finding 6:

The Three-Way ANOVA results revealed a significant interaction effect among gender, school medium, and residential background ($F = 3.12, p < .05$). The findings indicated that students' perceptions of working mothers were jointly influenced by these three demographic variables. Urban girls studying in English medium schools demonstrated the highest perception scores, while rural boys studying in Bengali medium schools reported comparatively lower perception scores.

Objective 7: To explore emotional adjustment differs according to perceived parenting style.

Finding 7:

A significant positive relationship was observed between students' perceptions of working mothers and emotional adjustment ($r = .58, p < .01$). Students who perceived their mothers as supportive, responsive, and communicative demonstrated higher levels of emotional adjustment, social competence, and psychological well-being compared to students reporting fewer positive perceptions.

12. CONCLUSION

The study highlights the important role of working mothers in shaping children's developmental experiences within dual-role families. Contrary to traditional assumptions that maternal employment negatively affects child development, the findings indicate that parenting quality is more influential than employment status itself. Children who perceived their mothers as supportive, communicative, and responsive demonstrated higher levels of emotional adjustment, self-confidence, and academic engagement.

The study further reveals that perceptions of working mothers vary according to gender, school medium, and residential background. Urban and English medium students generally reported greater autonomy support, while rural students emphasized emotional closeness and family cohesion. Overall, authoritative parenting emerged as the most beneficial parenting style for promoting healthy child development.

13. PRACTICAL IMPLICATIONS

Working mothers should be encouraged to maintain consistent and meaningful communication with their children despite the demands of professional responsibilities, as positive parent-child interactions contribute significantly to children's emotional well-being and overall development (Kee et al., 2025; Phạm & Le, 2025). Schools also organize parent-child interaction programs to strengthen family relationships and promote greater parental involvement in children's academic and social lives (García-Ros & Garcia, 2026).

Furthermore, family counselling services made available to assist parents in balancing occupational and parenting responsibilities, thereby enhancing family functioning and reducing parenting-related stress (Malik & Mujeeb, 2025). Parenting workshops and educational programs should be conducted to help working mothers acquire effective child-rearing strategies and

develop a better understanding of positive discipline practices and child development principles (Sharma et al., 2026; Özçevik Subaşı et al., 2026). In addition, school counsellors should identify students who experience adjustment difficulties and provide appropriate guidance and support to foster their academic, emotional, and social development (Tian et al., 2026; García-Ros & Garcia, 2026).

14.SOCIAL IMPLICATIONS

The findings of the present study challenge traditional stereotypes that employed mothers are unable to provide adequate care and guidance to their children. Previous research suggests that children's developmental outcomes are influenced more by the quality of parenting and family relationships than by maternal employment status alone (Supriatin et al., 2024; Kee et al., 2025). The results also support greater social acceptance of women's participation in the workforce by highlighting that working mothers can successfully balance professional and parenting responsibilities when supported by positive family environments (Shanti Yusuf & Sim, 2017; Malik & Mujeeb, 2025).

On the other hand, community awareness programs encourage shared parenting responsibilities among fathers, grandparents, and other family members, thereby reducing the burden on working mothers and promoting healthier family functioning (Phạm & Le, 2025; Tanaya et al., n.d.). The study also contributes to the promotion of gender equality by recognizing the significant role that working mothers play in supporting both family well-being and economic development (Malik & Mujeeb, 2025). In addition, policymakers consider implementing family-friendly workplace policies, such as flexible working hours, parental leave provisions, and employee support services, to help working parents effectively manage their professional and family responsibilities (Bashir et al., 2026; Sharma et al., 2026).

15.EDUCATIONAL IMPLICATIONS

Schools should strengthen parent–school collaboration to enhance children's academic, social, and emotional development, as positive partnerships between families and educational institutions contribute significantly to student adjustment and achievement (García-Ros & Garcia, 2026; Tian et al., 2026). Teachers should also receive training to better understand the unique experiences and needs of children from dual-role families, enabling them to provide more effective academic and emotional support (Phạm & Le, 2025; Kee et al., 2025).

On the other hand, parent education programs should be organized to promote positive parenting practices and strengthen parents' knowledge of child development and effective discipline strategies (Sharma et al., 2026; Özçevik Subaşı et al., 2026). Schools further develop socio-emotional learning interventions for students who experience parental absence due to work commitments, thereby fostering resilience, emotional regulation, and positive peer relationships (Tian et al., 2026). Moreover, educational institutions should create inclusive and supportive environments that acknowledge diverse family structures and parenting arrangements, ensuring

that all students feel valued and understood regardless of their family background (Supriatin et al., 2024; García-Ros & Garcia, 2026).

16. DELIMITATIONS OF THE STUDY

1. The study is limited to Class VI students.
2. The study is delimited to Nadia and North 24 Parganas districts.
3. Data are based on students' self-reported perceptions.
4. The findings delimited for generalization.

17. SUGGESTIONS FOR FUTURE RESEARCH

1. Comparative studies between working and non-working mothers.
2. Longitudinal studies examining developmental changes over time.
3. Studies involving secondary and higher secondary students.
4. Cross-cultural investigations across different states of India.
5. Mixed-method studies incorporating interviews and focus group discussions.

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