

The Impact of Family Parenting Styles on Elementary School Students' Social-Emotional Competence

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Abstract. Focusing on the influence of family parenting styles on elementary school students' socio-emotional competence, this study conducted an in-depth analysis of current parenting practices through a questionnaire survey, further exploring the relationships between different parenting approaches and children's emotional and social development. The results revealed significant differences in emotion regulation, empathy, and self-confidence among elementary school students under varying parenting styles, with democratic parenting proving most effective in fostering socio-emotional growth. The study identified several issues in contemporary parenting, including outdated educational concepts, a lack of scientific guidance, and overly one-sided content. These shortcomings may hinder children's emotional and social development. To address these challenges, the research suggests that parents should emphasize socio-emotional education, adopt more scientifically grounded parenting methods, and cultivate a supportive family environment. By doing so, parents can better facilitate the holistic development of their children's socio-emotional competence, ultimately contributing to their long-term well-being and success. This study highlights the critical role of parenting styles in shaping young students' emotional and social skills, offering practical recommendations for families and educators to enhance children's overall development.

Keywords: family parenting style, elementary school students' social-emotional competence, educational intervention.

1. Introduction

1.1. Background of the study

Cultivating elementary school students' social-emotional competence is an integral part of quality education and a key link in promoting students' comprehensive development. Social-emotional competence refers to an individual's ability to self-regulate, manage emotions, build positive interpersonal relationships, and achieve goals, which is acquired in the process of growth. This ability not only helps students cope with challenges in learning and life but also promotes mental health and academic achievement. In recent years, the importance of social-emotional competence has become more prominent as the social environment has become increasingly complex and the challenges faced by students have increased.

Current research on elementary school students' social-emotional competence focuses on family parenting styles and parent-child relationships, but there is still a lack of systematic study on the mechanistic role played by family parenting styles in the construction of parent-child relationships and how it affects the path of elementary school students' social-emotional competence development. At the same time, the mediating role of interpersonal relationships in promoting socioemotional competence has not received sufficient attention. In view of this, this study focuses on the influence of family parenting styles on elementary school students' socio-emotional competence and explores the potential mechanisms of their influence, with an emphasis on analyzing the roles of schools and families in this regard.

1.2. Research Review

In the field related to family parenting styles and child development, foreign scholars have conducted many studies, which provide rich perspectives and results in this field.

Sirjana Adhikari et al. focused on families with young children in the Argha Khanchi district of Nepal to study the relationship between parental well-being index, parenting styles, and children's mental health, and their findings were published in the journal *BMC Pediatrics* [1]. The study helps to understand the influence of parental factors on children's mental health in the family environment of a specific region and provides examples of research on family parenting styles in different cultural contexts.

Mathew Sunny, Zhai Fuhua, and Gao Qin published a study in the *Journal of Child and Family Studies* examining whether social support promotes parenting behaviors in Asian American immigrant families and the mediating role of parental self-efficacy. Focusing on immigrant families as a specific group, this study provides new ideas for understanding the influences on family parenting across cultures and reveals the important roles of social support and parental self-efficacy in the family parenting process [2].

Francesca Adler Baeder et al. published an article in the journal *Early Child Development and Care* to study the effects of couple relationship education (CRE) on couple functioning, family harmony, parenting styles, and children's aggressive behaviors in parents with young children. The study emphasized the role of Couple Relationship Education (CRE) in family parenting and provided new directions for intervention to improve the family parenting environment and promote good child development [3].

In terms of the path of the role of parenting styles and socio-emotional competence, empirical studies have shown that parenting styles influence the development of socio-emotional competence through emotional reactivity mechanisms. The integration model states that parenting styles act as contextual variables that modulate the effects of specific parenting behaviors. In the Chinese context, it was found that parental emotional warmth indirectly enhances socio-emotional competence by increasing children's psychological resilience, whereas psychologically controlling behaviors diminish children's self-concept clarity. In addition, a cross-cultural comparative study revealed that parenting styles in Chinese families have a mediating effect on socio-emotional competence through the perception of responsibility, which provides an important theoretical entry point for localized interventions. Song Jialun and Zhong Zhixian further explored the effects of family parenting styles on secondary school students' socio-emotional competence by constructing a moderated mediation model [4].

Hu in her study "An Empirical Study of the Effects of Family Parenting Styles on the Socio-Emotional Competence of Junior High School Students" pointed out that family parenting styles significantly affect the socio-emotional competence of junior high school students, with democratic parenting styles being the most effective in improving socio-emotional competence, whereas authoritarian and permissive parenting styles may have a negative impact on the development of socio-emotional competence [5]. Yang Chuanli et al. further explored the joint influence of school climate and family parenting styles on students' social-emotional competence in "The Impact of School Climate on the Social-Emotional Competence of Elementary and Middle School Students in Western Rural Areas - The Moderating Role of Family Parenting Styles," and found that the family parenting styles played a moderating role, especially in the case of poor school climate, and that good family parenting styles could mitigate the negative effects and promote the development of students' socio-emotional competence. Although existing studies generally agree that family parenting style is a key factor influencing the development of students' socio-emotional competence, there are differences in the definition of the path of influence among studies, and some of the studies remain at the macro level, lacking in-depth exploration of the relationship between specific parenting behaviors and the dimensions of socio-emotional competence [6].

Yao Hao and Chen Shuzhen found that student-teacher interactions play a mediating role in the influence of family parenting styles on college students' socio-emotional competence [7].

However, although current research has revealed the important influence of family parenting styles on children's socio-emotional competence, there are still many issues that need to be explored in depth.

In the elementary school stage, a critical period for the development of children's socio-emotional competence, the path of the role of specific parenting styles and specific competence dimensions is still unclear. Li Yannan and Zhu Zhisheng explored the facts and mechanisms of income inequality and the choice of family parenting styles but did not address the impact on children's social-emotional competence [8]. Liu Buyao focused on the relationship between family parenting styles and preschool children's cognitive development in rural poor areas in western China and did not explore the association with social-emotional competence in depth [9]. Jiang Xiaolan investigated the relationship between attachment, family parenting styles, and adolescent social anxiety [10], and An Xiaoshuang explored the relationship between middle school students' family parenting styles, self-control, and personal responsibility, neither of which comprehensively addressed the multidimensional study of social-emotional competence [11]. Yang Chuanli and Lin Lizhen studied the relationship between family parenting styles and students' emotion regulation ability based on social-emotional learning context but did not cover other dimensions of social-emotional competence [12].

Current research has revealed the profound impact of family parenting styles on children's social-emotional competence, but there are still many issues that need to be explored in depth. The elementary school stage is a critical period for the development of children's socio-emotional competence, and parenting styles at this stage are of great significance to children's long-term development. Future research needs to further explore the role of specific parenting models and specific competence dimensions to construct a theoretical model that is consistent with the Chinese cultural context.

1.3. Research Issues and Gaps

Existing studies have mostly focused on preschoolers and adolescent groups when exploring the relationship between family parenting styles and children's socio-emotional competence, neglecting the uniqueness of the development of children's socio-emotional competence in the elementary school stage (6-12 years old). Meanwhile, current research has not paid sufficient attention to the specificities of children's socio-emotional competence development in elementary school, especially the influence of the characteristics of "emotional introversion" and "high academic expectations" on parent-child relationships and socio-emotional competence in Chinese families. The applicability of Western theories of parenting styles (e.g., authoritative parenting) is controversial, and the cultural background and parenting practices of Chinese families have not yet been adequately incorporated into the analytical framework. These research gaps indicate that there is an urgent need to explore the mechanisms of parent-child relationships on elementary school students' social-emotional competence from the Chinese cultural context.

Based on these research gaps, this study focuses on the "mechanisms of parent-child relationships on elementary school students' socio-emotional competence", and attempts to reveal the characteristics of parent-child interactions in Chinese families and their mechanisms through quantitative analysis. This study will further explore how family parenting styles influence the quality of parent-child relationships (e.g., intimacy, conflict, dependence) and then affect multiple dimensions of elementary school students' socio-emotional competence (e.g., emotion regulation, cooperation, and self-concept).

2. Research Methods

2.1. Research Design

Based on in-depth survey research and interview research, and with extensive reference to similar studies at home and abroad, this study adopts a quantitative research method, and the survey subjects are. Elementary school students aged 6-12 were selected as survey subjects for the study, and the questionnaire method was used to collect data. The questionnaire includes two parts: the Family Parenting Style Scale and the Social-Emotional Competence Scale.

This study focused on primary school students and their parents in Jinhua City as well as Wenling City, and by distributing questionnaires, we randomly selected 300 elementary school students and their parents for the survey. After the questionnaires were completed, 289 were recovered on the spot, with a recovery rate of 96.3%. Among the recovered questionnaires, three invalid questionnaires were excluded, and finally, 286 valid questionnaires were collected, with an effective recovery rate of 95.3%. Table 1 shows the gender distribution of primary and secondary school students in the sample of this study: boys accounted for 59.09% and girls accounted for 40.91%. There are more boys than girls, which may be related to the gender ratio of local students.

Table 1. Basic information of subjects (N=286)

Attribute	Dimension	Number	Proportion
Sex	Boys	169	59.09%
	Girls	117	40.91%

2.2. Scale description

2.2.1. Family Parenting Styles Scale

The Parenting Styles Scale revised by Xinyin Chen et al. was used, which was based on Baumrind's theory of parenting styles and localized and revised to take into account the cultural background of Chinese families. The scale contains 45 questions covering eight dimensions: warmth, rejection, punishment, control, encouraging autonomy, encouraging achievement, and spoiling. Each dimension is measured on a 5-point scale, with numbers 1 to 5 indicating "not at all" to "completely". The Cronbach's alpha coefficients of the scales ranged from 0.78 to 0.85. The warmth dimension was measured by a 5-point scale. The alpha coefficient of the warmth dimension is 0.82, the rejection dimension is 0.79, the punishment dimension is 0.81, and the control dimension is 0.78. The localized revision of the scale enables it to better reflect the cultural background and upbringing characteristics of Chinese families, and it has been widely used in Chinese family research with good reliability and validity.

2.2.2. Social Emotional Competence Scale

The Social Emotional Competence Questionnaire (SECQ) developed by the Social Emotional Learning (SEL) Project Team of the Ministry of Education of the People's Republic of China (MOE) and the United Nations Children's Fund (UNICEF) was used. The questionnaire consists of 6 dimensions: self-knowledge, self-management, others' knowledge, others' management, collective knowledge, and collective management, and 5 items for each dimension, totaling 30 items. The questionnaire was scored on a 5-point scale, with 1 representing "not at all" and 5 representing "completely". Higher scores on the scale indicate better development of socio-emotional competence. The Cronbach's alpha coefficients of the questionnaire ranged from 0.65 to 0.75, and the Cronbach's alpha coefficients of each dimension were 0.65, 0.75, 0.66, 0.71, 0.71, 0.69, in the following order.

2.3. Principles of selecting literature

Systematic principle: the literature was selected to cover the areas of social-emotional competence, family parenting styles, and family parenting styles. Emotional competence, family parenting styles, and psychological development of elementary school students and other fields of classical theory and the latest research results.

Principle of scientificity: The selected literature should be peer-reviewed, the research methods should be rigorous and the data should be reliable.

Principle of relevance: the literature needs to be directly related to the influence of family parenting styles on elementary school students' socio-emotional competence, as well as the related mediating mechanisms and moderating variables.

2.4. Principles of Excluding Literature

(1) Unclear or poor-quality research methods

The scientific nature of research methods is the key to ensuring credible research results, so only literature that adopts a rigorous research design (e.g., randomized controlled trials, longitudinal studies, or large-scale cross-sectional surveys) and has a reasonable sample size will be included.

(2) Low relevance to the study topic

Although some literature may address socio-emotional competence or family parenting styles, it was excluded from this study if it did not focus on the elementary school student population or did not explore a direct relationship between the two.

(3) Duplicate publication or data redundancy

To avoid data redundancy and duplication of analyses, preference was given to first-published research findings to ensure the independence and innovation of the findings.

(4) Cultural context inapplicability

Despite the value of cross-cultural research, this study focuses on the development of the socio-emotional competence of Chinese primary school students, so research results based on Chinese cultural context are prioritized for inclusion to enhance the local applicability of the findings.

2.5. Description of the Selected Literature

The literature selected for this study covers a wide range of aspects of the theoretical foundations of socio-emotional competence, the development of measurement tools, culture-specific influences, and the relationship between family parenting styles and the development of children's socio-emotional competence. The literature comes from a wide range of sources, including reports from authoritative international research organizations (e.g., CASEL), classic psychological scale development studies (e.g., the MSCEIT test and the SEARS scale by Mayer et al.), and research findings specific to the local context in China (e.g., the Emotional Competence Questionnaire for Adolescents by the team of Lu Jiafang). Cross-national comparative studies (e.g., the OECD study) and localized studies (e.g., Fang's study on "academically-involved" parenting) have also been used to gain a comprehensive understanding of the characteristics and challenges of socio-emotional competence development in Chinese children. In addition, empirical studies (e.g., Morris and Wang) and cross-cultural comparative studies (e.g., Zhang and Fuligni) on the effects of parenting styles on children's socio-emotional competence have provided theoretical support for exploring the pathways of parenting styles and their cultural specificity. This literature not only provides a solid theoretical foundation for the study but also points out the shortcomings of current research and the direction of future research.

2.6. Methods of Literature Analysis

(1) Content Analysis Method

The content analysis method is to extract key information and themes by systematically coding and categorizing keywords, concepts, theoretical frameworks, and research findings in the literature. In this study, we will code the core concepts of social-emotional competence, family upbringing styles, and cultural specificity involved in the literature, and analyze their definitions, measurement methods, and research findings.

(2) Thematic analysis method

By reading the literature word by word, we will extract the themes related to the research questions, such as "the influence of family rearing styles on socio-emotional competence", "the role of cultural context", "the moderating effect of school belonging", etc. moderating effects of school belonging," etc. These themes will be further summarized to form a holistic understanding of the existing research and provide a theoretical basis for subsequent studies.

(3) Comparative Analysis Method

This study will compare the results of studies in different cultural contexts to analyze the differences in the development of social-emotional competence and family upbringing styles between

China and other countries. At the same time, the effects of different research methods (e.g., quantitative vs. qualitative research) and sample characteristics (e.g., elementary school students vs. adolescents) on the findings will be compared to reveal the strengths and weaknesses of existing research.

3. Statistics and analysis of the survey

References are cited in the text just by square brackets [1]. (If square brackets are not available, slashes may be used instead, e.g. /2/.) Two or more references at a time may be put in one set of brackets [3, 4]. The references are to be numbered in the order in which they are cited in the text and are to be listed at the end of the contribution under a heading *References*, see our example below.

3.1. Analysis of the current situation of family parenting styles of primary school students

This study of parenting styles of primary school students. According to the actual situation, the questionnaire also added surveys on three aspects: elementary school students' class, parents' age group, and education level, in order to analyze the influence of these factors on the parenting styles of elementary school students. A total of 286 parents of primary school students participated in this test.

Table 2. Parenting styles

Type	Number	Percentage
Democratic	59	20.6%
Harsh rejection	135	47.2%
Spoiling, favoritism	92	32.2%
Total	286	100%

From the data in the Table 2, the strict rejection type of parenting style dominated the survey, accounting for 47.2%, higher than the other two parenting styles; the doting and favoring type of parenting style accounted for 32.2%; and the democratic type of parenting style accounted for the lowest percentage, only 20.6%. In contrast, in the sample of this survey, the strict rejection type of parenting style accounted for the highest percentage.

3.2. Social-emotional Status and Analysis of Primary School Students

Table 3. Detection of Emotional Problems of Primary School Students

	Boys	Girls	Total Number
Emotional Problems	13	6	19
Total Number	169	117	286
Detection Rate	7.69%	5.13%	6.64%

As can be seen in Table 3, the detection rate of emotional problems in primary school students is 6.64%, of which the detection rate of boys (7.69%) is higher than that of girls (5.13%), the main reason is that in modern society, because of the high demand for male elementary school students or the feminization of boys, it makes boys more sensitive than girls. At the same time, with the increase in grades, primary school students also face academic pressure and the pressure of primary school promotion, and as primary school students grow up, they gradually get rid of their dependence on their parents and become more rebellious, so they have more emotional problems.

3.3. Analysis of the relationship between parenting styles and socio-emotional competence of primary school students

Table 4. Differences in the relationship between parenting styles and socio-emotional competence of primary school students

Socio-emotional competence	Parenting styles	Number	Percentage
Emotion regulation	Spoiled	4	8.8%
	Democrat	24	53.4%
	Authoritarian	17	37.8%
Empathy	Spoiled	3	8.3%
	Democrat	17	47.3%
	Authoritarian	11	30.5%
Self-confidence and Initiative	Spoiled	3	10.7%
	Democrat	11	39.3%
	Authoritarian	14	50%

According to the data of the above charts and graphs, it can be seen that in terms of the influence of parenting styles on the socio-emotional aspects of elementary school students, there is a difference in the three dimensions of the elementary school students in terms of emotion regulation, empathy, and self-confidence and initiative between different parenting styles. Specifically, in terms of emotion regulation, there were 45 people, of which doting parents accounted for 8.8%, democratic parents accounted for 53.4%, and authoritarian parents accounted for 37.8%; in terms of empathy, there were 36 people, of which doting parents accounted for 8.3%, democratic parents accounted for 47.3%, and authoritarian parents accounted for 30.5%; and in terms of self-confidence and initiative, doting In terms of self-confidence and initiative, doting parents accounted for 10.7%, democratic parents for 39.3%, and authoritarian parents for 50%. Data analysis showed that democratic parenting style had a significant positive effect on the dimensions of emotion regulation and empathy, while authoritarian parenting style showed a negative association with the dimensions of self-confidence and initiative, suggesting that the roles of different parenting styles in social-emotional development are different.

Family parenting styles have a positive contribution to the socio-emotional dimensions of emotion regulation, empathy, self-confidence and initiative, and honesty and fairness in elementary school students. Parents who adopt this parenting style do not punish elementary school students arbitrarily but guide them according to their social behavior. When facing difficulties and problems in the process of growth of elementary school students, democratic parents will help them through guidance and encouragement, so that elementary school students can feel the love and warmth of their parents. According to Baumrind's theory of parenting styles, democratic parents give children the freedom to grow up while setting reasonable behavioral norms through the interaction of high responsiveness and high demands, which helps children form a stable self-concept and emotional regulation and helps cultivate elementary school children's social-emotional abilities.

4. Analysis of the problems existing in the way of parental education

4.1. Backward concept of family education

Currently, some parents in the education concept are still the continuation of the traditional authoritative model, tend to regard their children as subordinates, less attention to the children's subjectivity and the cultivation of an independent personality in parent-child interactions, and some even impose their own will on the body of the child, the parents in the children's interests in the absence of hearing about their children enroll in a variety of training courses that interest the child. Parents enroll their children in all kinds of training courses without asking them about their interests, resulting in the children having no interest in learning at all. In the child's communication, parents also do not see it as an independent individual, the communication is always a condescending attitude so that the child does not feel subjectivity, the child has become the parent's subordinate, and thus

takes a more negative and indifferent way of education, to the children's all free to do whatever they want, so that the children should be subject to constraints and discipline cannot be effectively educated, so as to develop a lot of bad As a result, the children are not effectively educated and thus develop many bad living and behavioral habits. In addition, there are also some parents who have too high expectations and adopt an overly strict or harsh educational style, restricting children's natural expression in play and socialization, which may lead to psychological suppression and precocious characteristics, making children who originally enjoy a happy childhood lose the freedom to play and thus develop precocious characteristics.

4.2. Lack of science in education

At present, most of the parents' education methods for children are not scientific and reasonable, and there are mainly the following unscientific education methods: First, the pampering type. The main manifestation is that parents do not pay attention to the children's self-care ability, the cultivation of labor habits, the children's unreasonable requirements without restraint to meet the children's obedience to the words of the children, for the children to do everything, thus ignoring the children's survival skills and self-control and self-care ability of the cultivation of the children, so that they have developed a lazy, willful and indulgent and other undesirable qualities. Secondly, the authoritarian type, mainly manifested in the parents of the child's ideas, do not hear but will impose their own will on the child in the communication with the child, not at all as an equal individual, ignoring its independent thought and personality, and the child is too demanding. These educational methods lack basic science and are not conducive to the physical and mental development of children.

4.3. The one-sidedness of education content

At present, in the parents' education way, the focus of education is inappropriate, which makes the education content too one-sided and is not conducive to the overall development of children. With the arrival of the knowledge-based economy, the concept of knowledge to change fate is popular among parents, so many parents in the case of children's brain and mind development regardless of the children's cognitive thinking is not yet formed, it enters a large number of theoretical knowledge, at the expense of spending a lot of money for the children to enrol in a variety of training courses, additional purchase of tutorials, computers, tutors, which although the achievements of a small number of geniuses, but most of the ordinary children's learning efficiency has not been improved, and the majority of ordinary children's learning. Although a few geniuses have been realized, the learning efficiency of most ordinary children has not been improved, and the children will be bored with their studies, and the moral level of some of them is still in low state.

5. Suggestions for Improving Family Parenting to Promote Good Social Emotions of Elementary School Students

5.1. Strengthening Social Emotional Education for Elementary School Students

In cultivating children's independence, parents should pay attention to stimulating their children's curiosity and creativity by enabling them to gradually enhance their autonomy and self-confidence in the process of active exploration and problem-solving. Children are naturally curious and have an unlimited desire to explore the world. In order to fulfil this nature, parents can encourage children to actively explore and ask questions by providing diversified learning opportunities, including reading activities, scientific experiments, artistic creations, etc., so as to gradually develop their independent learning ability. Parents should respect their children's choices and encourage them to develop their ideas in learning and interests. Different children have different talents and interests. Parents should not impose their expectations and ideas on their children but should understand and respect their independence.

Parents should strive to create an atmosphere that encourages experimentation and creativity so that children feel recognized for their efforts and achievements. Through praise and encouragement, parents can stimulate positive attitudes towards learning and make children more willing to try new things and gain a sense of achievement from them. Providing diversified learning resources is also an effective way to cultivate children's interests. Rich learning resources include books, literature, science experiment materials, and so on. Parents can guide their children to try out a variety of different subjects and activities so that they can have more room for choice and thus find areas that stimulate their interests.

5.2. Parents should gradually develop a scientific way of education

Parents should learn how to use encouragement and praise at the right time to cultivate their children's self-confidence, and make it clear under what circumstances it is most appropriate to encourage and praise their children. In this way, children can better understand what they should do and how to do it. Parents should encourage and praise their children moderately, such as giving timely recognition when their children are able to do things independently or make progress. This can make children more confident and motivate them.

Games are favorite activities in which primary school students actively participate, and they can reflect students' emotional state and personality traits. By observing their children playing games, parents can understand their children's needs and provide support at the right time. For example, parents need to provide timely guidance when their children show behaviors of bullying the weak and fearing the strong. If the child shows signs of low self-esteem, lack of self-confidence and independence, such as saying "I can't", "I can't", "I don't dare", etc., parents should understand the reasons behind and intervene at the right time to cultivate the child's confidence. Parents should understand the reasons behind this and intervene at the right time to cultivate children's self-confidence and independence. In addition, parents should actively participate in their children's games and help them understand and explore their children's psychological state and inner needs more accurately by actively observing their children's play behavior, asking questions at the right time, and discussing the emotional feelings in the play situation with their children.

5.3. Create a good family education environment

A good family environment can provide children with a sense of security and belonging. Therefore, parents should create for their children a relaxed, happy, democratic, fair, and colorful living environment, an atmosphere full of love, harmony, and warmth among family members. Such an environment helps to stimulate children's motivation and initiative. In this environment, elementary school students can express their views without restraint and choose their favorite activities on their own. This will help them maintain good social-emotional well-being and achieve all-round development.

In the parent-child relationship, parents have to take up the responsibility of raising elementary school students as well as becoming their children's close partners. They need to establish good emotional communication with their children and make them feel close, not distant. Parents should pay attention to their children's inner world, respect their ideas, and respond positively and emotionally to their children's reasonable requests. In the fast-paced life, parents need to take the responsibility of educating their children, accompanying them more often, establishing friendships with them, and having fun together, so that their children can feel the love and care of their parents. At the same time, parents also need to take their children out frequently, balance learning and socialization, and create a happy living environment for their children, which will help their social-emotional development.

6. Conclusion

This paper focuses on the influence of family parenting styles on primary school students' social-emotional status. By analyzing the survey data and related cases. Many parents are confused and overwhelmed by the problem of educating their children. To enhance the socio-emotional level of elementary school students, parents should pay more attention to their children's socio-emotional education, regard it as a growing life, emphasize the cultivation of their children's self-confidence and independence, create a happy family atmosphere, and avoid letting their children feel the excessive burden of learning and the emotion of comparison. A quality family environment is an important factor in safeguarding the social-emotional well-being of primary school students. Parents should endeavor to create a warm and harmonious family atmosphere to provide emotional support for their children's healthy growth.

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