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Exploring how Positive Psychology-based Parenting Techniques Contribute to Children's Emotional Development, Resilience, and their Ability to form Healthy Social Relationships

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ABSTRACT

This study explores positive psychology-based parenting practices and their contributions toward children's emotional development, child resilience, and social interactions. Drawing from the principles that guide positive psychology, this article explores how such practices as positive emotional support, empathy, and strength-based approaches impact key developmental outcomes for children. Data gathering involved a quantitative research design, where the responses from parents whose children belonged to the age group between 5 and 12 years were obtained. It was both descriptive and inferential analysis of the association between parenting methods and child outcome variables; this includes Pearson's correlation coefficient as well as multiple regression analysis. The hypotheses include: Hypothesis 1: Positive parenting encourages positive features of children's emotional development. Hypothesis 2: Positive parenting encourages children's resilience. Hypothesis 3: Positive parenting encourages good social relations. The three hypotheses listed below were validated: High positive correlations existed between parenting emotional support and children's emotional intelligence, $r = .55$, $p < .01$; between parenting emotional support and resilience, $r = .49$, $p < .01$; and between parenting emotional support and social skills, $r = .52$, $p < .01$. The findings of this study highlight the importance of emotional encouragement and empathy in a child's life. A contribution to the literature base of positive psychology, this work brings its principles into the terrain of parental practices and thus makes empirical evidence of its feasibility. In short, through this study, some important practical recommendations can be laid out for parents, teachers, and policymakers regarding how best to incorporate techniques based on positive psychology in child rearing. It could also be recommended further research to determine in the long

term the impact such parenting strategies have and how suitable they are across cultures. It recommends positive supportive parenting that leads to the development of emotional intelligence and resilient capacity and peaceful interpersonal relations in children.

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1. Introduction

Positive psychology, founded by Martin Seligman in the late 1990s, has dramatically altered the psychological theory and practice landscape. The discipline was originally characterized by its pathology orientation: a focus on dysfunction, abnormal behavior, emotional distress, and mental illness. The core purpose was to find and correct such behaviors, distress, and disorders. In contrast, positive psychology focuses on the study of human strengths, well-being, and what makes life worth living. It aims to comprehend the strengths in human experience—happiness, resilience, hope, and thankfulness—how these enhance and add to overall life happiness and satisfaction (Seligman, 2006).

The five elements that make up positive psychology are based on five key components: positive emotions, engagement, relationships, meaning, and accomplishment (the so-called PERMA model), which are believed to underlie flourishing or optimal functioning in humans. The good feelings of happiness, gratitude, and hope can enhance an individual's perception of his or her own well-being and resilience to difficulties in life (Fredrickson, 2001). Engagement means the feeling of being absorbed in the activity one is engaged in because such activities offer intrinsic rewards; it generates a sense of purpose and flow (Cziksztentmihalyi, 1990). Healthy relationships therefore provide emotional support and social welfare. Social connectivity has been cited to reduce levels of depression, anxiety, and even stress (Dunn et al., 2008). Meaning is derived from the fulfillment of one's potential and contribution to something greater than a person, allowing an individual to develop a sense of direction for life (Martela & Steger, 2016). Accomplishment, or achievement of personal goals, builds a sense of competence and mastery, which in turn promotes self-esteem and satisfaction (Ryan & Deci, 2000).

The principles of positive psychology have deep implications for many domains of life, including education, work, and health. Increasingly, in recent years, the principles have been applied to parenting, marking a great shift in how parents and caregivers approach child-rearing. Traditional parenting research had more to do with eliminating unwanted negative behaviors or preventing bad results for children. On the contrary, positive psychology-based parenting techniques focus on enhancing the strengths of children, emotional intelligence, resilience, and prosocial behaviors. Such parenting skills provide parents with a plan that helps them create an environment to cultivate the skills and attitude in children that are vital to emotional well-being and success.

It is not avoiding or dismissing the difficulties of having children but instead proactively building an environment where positive qualities in children are allowed to thrive. Positive psychology encourages parents to be aware of how their behavior, words, and attitudes shape the emotional development and sense of self-worth in their children. In this manner, the emphasis on strengthening children's strengths and encouraging positive behavior make parenting a more nurturing and enriching experience for the child.

One of the key components of positive psychology-based parenting is emotional validation. Traditional parenting models often emphasize the importance of controlling children's emotions, either by suppressing or redirecting them. In contrast, positive psychology-based parenting advocates for emotional validation, which involves recognizing, acknowledging, and accepting a child's emotional experiences. For example, when a child expresses frustration, a parent practicing emotional validation might say, "I see you're feeling upset. It's all right to feel that way. Let's try to find out how to work this out together." This approach enhances the development of emotional intelligence among children as they learn to identify and manage their emotions better (Gottman & DeClaire, 1997). Emotional validation helps children feel heard and understood and can strengthen the parent-child bond and increase the child's sense of security.

An essential aspect of positive psychology-based parenting is the growth mindset that (Marks & Wade, 2015) has introduced. A growth mindset refers to a mindset through which individuals believe their abilities or intelligence are not fixed traits but could develop through effort, learning, and persistence. Unlike a fixed mindset, which sees failure as a sign of inadequacy, a growth mindset encourages children to view setbacks as opportunities for learning and growth. Parents who promote a growth mindset praise effort, persistence, and improvement rather than innate ability. This type of reinforcement helps children develop resilience, as they learn to see challenges as part of the learning process rather than as insurmountable obstacles. The ability to take risks, to err, and to learn from their mistakes is what builds a child's self-efficacy and autonomy in achieving emotional and psychological well-being.

Strength-based parenting is the other hallmark of the positive psychology approach. Other parenting styles center on correcting negative behaviors; strength-based parenting draws out the need to emphasize strengths, talents, and good qualities of children, thereby boosting up their self-confidence and helping them to be more resilient when adversity strikes. Strength-based parents push their children towards activities and goals that maybe be related to their interests and passions such that they have something useful to do in life. Also, kids who perceive a parent as having the time for their special talents are going to grow into life with great self-esteem and perception of themselves (Thompson, 2012).

Positive psychology also lays emphasis on the areas of gratitude and prosocial behavior. Gratitude refers to an act of acknowledgment for things one has in life and appreciates these things. Research said that gratitude has been associated with greater well-being, increased happiness, and improved relationships (Emmons & McCullough, 2003). Parents who have developed gratitude also train their children to do the same. Parents model gratitude by showing that they are thankful for their lives and for everything they have. Engage them to say what they appreciate about their life, good things, and people. All this fosters positive emotional states and enable the child to more easily face problems and become resilient. Similarly, prosocial behavior such as benevolence, sympathy, and cooperation can be induced by enabling children to interact healthily with other children and family members. Kind acts are happier children but also a better chance for positive social relationships (Eisenberg & Lennon, 1983).

Another significant construct in positive psychology is self-compassion, closely associated with many benefits of emotional well-being and resilience. The process of treating oneself with kindness and understanding during times of failure or challenge rather than criticism of oneself is defined as self-compassion. Self-compassionate parents allow their children to accept failure constructively, hence making them healthier toward failure. Rather than internalizing shame or self-blame, children who are

self-compassionate become better at coping with mishaps and take more leaps forward with resilience (Neff, 2003).

Positive social relationships is the last element of parenting based on positive psychology. Appropriately relating to others is a vital aspect of welfare, and children who acquire good social skills and emotional intelligence are better equipped to understand the complex situations of social interaction. Parents, by promoting competency in relations, assist them to build functional friendships, solve interpersonal conflicts peacefully, and develop prosocial behaviors. Social relationships are very important, not only in emotional development but also for success in school and mental health. Children who have good social relationships tend to have a higher rate of achieving high self-esteem levels, performing well in school, and having fewer emotional and behavioral disorders (Dunn et al., 2008).

In this way, then, positive psychology provides parents with far more empowering context for parenting—that is, developing the child's strengths, resilience, and well-being. More generally, it encompasses the aims of generating and enhancing positive emotions, growth mindset, cultivating gratitude and prosociality, and improving social relationships. Parenting through positive psychology techniques helps a child cultivate the most fundamental life skills and creates a positive surrounding for their emotional, social, and academic development. Applied to parenting, principles of positive psychology offer much promise in the improvement of child development and wellbeing. It is one that researchers, educators, and parents should explore.

1.1 Research Problem

Although interest in positive psychology and its application in parenting has increased in the literature, little attention is being paid to direct impacts of the influence on children's emotional development, resilience, and social relationships. Most studies that explored the effects of impact parenting on child development considered different dimensions, but very few targeted the specific role practices grounded in positive psychology play in these areas. This gap brings to the surface an imperative to explore further the role of positive emotions, strengths, and prosocial behaviors as determinants of children's well-being and social success.

1.2 Significance of the Study

Improving child-raising practice requires understanding parenting practices based on positive psychology that empower children's emotional growth, resilience, and relationship with others. Now, with increasing mental health problems, academic pressure, and social isolation of children, there is a great need to center it on approaches that may lead to long-term well-being. This helpful in understanding how positive psychology could help in developing emotional intelligence, building resilience in adverse conditions, and helping children build healthy and supportive relationships. Then it informs parents, teachers, and decision makers about alternative but possible parenting practices that help to the all-round development of a child.

1.3 Research Questions

1. How do positive psychology-based parenting techniques affect children's emotional development?
2. In what ways do these techniques enhance children's resilience?
3. What role does positive parenting play in the formation of healthy social relationships in children?

1.4 Objectives of the Study

This study explores the role of positive psychology-based parenting practice in children's emotional development, resilience, and healthy social relationships. This is approached by discussing how children respond to adversity in regard to emotional validation, strength-based parenting, and a growth mindset in a more holistic sense than the typical discussion over psychological and social impacts from positive parenting on children. There are objectives of study:

- To examine the relationship between positive psychology-based parenting techniques and children's emotional intelligence.
- To explore the impact of positive parenting on children's resilience and coping mechanisms.
- To analyze how positive parenting practices influence children's ability to form healthy social relationships with peers.
- To identify specific positive psychology-based parenting practices that are most effective in promoting these outcomes.

2. Literature Review

This literature review explores how positive psychology parenting is related to children's emotional development, resilience, and social relationships. The theoretical frameworks in which child development is understood through positive parenting are also discussed: Bronfenbrenner's Ecological Systems Theory and Seligman's PERMA model.

Positive psychology, of which Seligman is the leading proponent in 1998, is about positive emotions, strengths building and well-being. Researchers have scaled up their application to parent, therefore how positive techniques in parenting improve children's emotional development and psychological development. Parenting based on positive psychology focuses more on giving emotional support and taking a strength-based approach, coupled with the promotion of well-being among children, as propounded by (von Kraemer et al., 2024).

For instance, the strength-based parenting approach is among the significant approaches that work with a child's inherent strengths instead of dwelling on weaknesses (Zeng et al., 2016). Strength-based parenting has been known to correlate with higher levels of self-esteem, resilience, and psychological well-being among children (Wang et al., 2023). For instance, a child whose strengths and talents are kept in focus by parents achieve more in school and be more emotionally stable and develop better coping mechanisms (Roberts et al., 2002).

Similarly, emotional support is another essential element used in positive psychology-based parenting, which has been shown to foster better regulation of self and emotional development. Validation of children's emotions with encouragement and active listening creates a sense of safety and emotional security, which makes children feel safe and, consequently, promotes healthy emotional development (Trexberg, 2024). These emotional underpinnings foster better social engagement and interpersonal skills since the child feels they have more control over their social environment.

Positive parenting practice also enhances the life satisfaction and resilience of children in developing children's well-being (Mokal & Ahmad, 2023). This can be connected to findings such as children raised in positive emotional environments can cope easily with stress and adversity (Ruch et al., 2014). Hence, positive parenting creates a setting wherein children not only grow in their emotional capacity but are encouraged in developing their self-esteem and psychological well-being.

Other results showed the impact of perceived parenting styles on children's curiosity and exploration in (Parveen et al., 2023), indicating that curlier and more authoritative parenting styles had positive correlations with greater levels of curiosity and exploration, whereas authoritarian parenting with high control and low emotional warmth had no effect. The study focuses on the supportive and warm approach of parenting for cognitive and behavioral development among children; it also presses the role of emotional support and autonomy in curiosity development. These findings are related to prior research findings, which indicate that positive parenting practices exist significantly in relation to children's emotional intelligence as well as resilience.

The most important function of childhood is emotional growth, a process that was highly encouraged in the parenting based on positive psychology. Emotional intelligence, a term widely used by (Goleman, 2020), refers to the ability to recognize and understand emotions and to use the knowledge of one's emotional state to guide thinking and behavior. Current research goes on to highlight the centrality of EI in nurturing children's emotional development through three core components: self-awareness, self-regulation, and empathy (Roberts et al., 2007).

Self-awareness is the most basic aspect of emotional intelligence, the ability to identify and understand one's emotions. Children whose parents use emotionally supportive practices have enhanced self-awareness that improves emotional regulation and interpersonal communication (Ambert, 2020). In fact, studies have shown that children with better levels of self-awareness adjust to greater ways of coping when stress is experienced; this leads to better overall well-being in the child (Coholic, 2011).

Self-regulation is another aspect of emotional development that involves managing emotional responses to situations. Positive psychology-based parenting practices such as emotional coaching and teaching the expression of emotion enhance self-regulation by empowering children with knowledge and the ability to understand and manage their emotions (Hendriks et al., 2017). For instance, those who have been educated on how to identify the emotional triggers leading to a given reaction exhibit few behavioral issues and better emotional well-being (Hendriks et al., 2017).

One of the factors of emotional intelligence and high associations for prosocial behaviors, as well as healthy peer relationships is empathy. The children are once empathetic, and they begin to better understand others' feelings thus improving their social relationships, as well as their ability in solving conflicts (Hoffman, 2008). The research studies have shown that the more parents model empathetic behaviors and advise children to be considerate of others' feelings give rise to more empathetic and socially responsible children (Rodrigo, 2010).

Resilience has been termed as bouncing back, or rather adapting, in reaction to adverse situations. Resilience among children is linked with support-based, nurturing, and strength-based parenting strategies. Resilience is now not regarded as innate but is a dynamic process as it's affected by various factors, including parenting (Breeman et al., 2016). The importance of positive psychology-based parenting in helping the child bounce back by teaching children coping skills, optimism, and self-efficacy (Cutuli et al., 2020).

The concept of learned optimism by (Seligman, 2011) helps understand the resilience factor. Children who have an optimistic response tend to believe that setbacks are only temporary and specific rather than permanent and pervasive. Parents encourage the growth of optimism and resilience by reframing challenges as opportunities and help their children develop adaptive coping mechanisms, as

explained by (Seligman, 2011). Recent work by (Arslan, 2024) has indicated that resilience is linked to developing a growth mindset. The building of resilience in children is promoted by inducing parents to encourage their children to seek challenges, learn from failures, and to not give up after setbacks through developing self-efficacy and believing in their capabilities.

The work of Bronfenbrenner in 1979, termed as Ecological Systems Theory further supported the view that resilience was built through individual personality and other aspects of the larger environment. Family, school, and community systems have been included in such environment, for that matter. It is still a scientific finding that the positive usage of parenting promotes resilience as strength, because such children are geared toward overcoming the tension and adversity when the environment provides them with everything (Cutuli et al., 2020).

Healthy social relationships are important to the general development of children, and positive psychology-based parenting is important in the development of such competencies. Social competence involves skills such as communication, empathy, and conflict resolution, which are required in forming healthy peer relationships. Positive parenting practices such as open communication, active listening, and emotional validation help children develop the social skills necessary for positive interactions (Kyriazos & Stalikas, 2018). Different recent studies have proven that socially competent, more empathetic, and warmly affectionate children are those exposed to an emotionally supportive environment. For example, how validation from one's parents can increase the chances of an individual's being empathetic with others and performing prosocial behaviors (Waters & Sun, 2016). In that regard, positive feelings and belonging in the family establish an attachment base where it makes children able to have out-of-family social strength.

This research showed that the development of empathy has significantly improved the social competence of children. The child with empathy better understands the social clues, the view of others, and the conflicts are solved amicably (Hoffman, 2008). Positive parenting modelled and practiced helps in encouraging a child to be empathetic so that one can solve intricate social scenarios and be intimate friends with one's mates (Hendriks et al., 2017). Besides, it has been demonstrated that gratitude and kindness training has been associated with the kind of stronger social connections and also better welfare in general. It has been reported that happy and positive peer relations as compared to their peers, were exhibited by those who have learned how to be kind or were those grateful children (Emmons & McCullough, 2003); (Mokal & Ahmad, 2023). Positive parenting usually offers extended benefits to children's social growth in terms of prosocial behavior and empathy.

Bronfenbrenner's Ecological Systems Theory (1979) is a comprehensive theory that explains the interaction between children's development and the various systems within which they live. The theory highlights that resilience and emotional development are not only shaped by individual factors but also by the broader ecological environment, including family, school, and community contexts. Positive parenting practices that create nurturing and supportive environments within these systems are crucial for promoting emotional development, resilience, and social competence. (Seligman, 2011) PERMA model of well-being is a useful framework for understanding the role of positive psychology in child development. The five pillars of the PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—provide a comprehensive guide for fostering well-being. Positive parenting practices that emphasize these elements can help children develop emotional health, resilience, and strong social relationships. Parenting practices that focus on promoting happy feelings, developing close relationships, and motivating accomplishments have been shown to improve the welfare and development of children (Seligman, 2011).

2.1 Hypothesis

The study proposes the following hypotheses:

1. **Hypothesis 1:** Positive parenting techniques, such as showing emotional support, focusing on children's strengths, and promoting well-being, improve children's emotional development, including better emotional awareness and self-control.
2. **Hypothesis 2:** Positive parenting help build children's resilience, making them better able to cope with challenges and setbacks, through encouragement of a positive mindset and problem-solving skills.
3. **Hypothesis 3:** Parenting practices that focus on empathy, emotional support, and kindness help children form better social relationships, including stronger connections with peers and improved communication skills.

3. Methodology

Data to be used in this study sourced from parents on the basis of their parenting practices and how their children emotionally and socially develop. This is a quantitative research design that mainly use surveys as the primary tool for gathering quantifiable information on all variables of interest. The sample made of parents whose children are aged between 5-12 years. The selection achieved through stratified random sampling; therefore, the selected participants should come from a cross-section of the various demographic factors such as age, gender, and socioeconomic status. This increase the generalizability of findings with respect to different subgroups within the population.

Data collection carried out by well-established standardized scales. The scale of Emotional Intelligence Scale used in determining emotional intelligence among children, where it deals with how the children recognize, understand, and then regulate their emotions. Measuring children's resilience with regard to recovery from adversity and other challenges achieved with the Child Resilience Scale. Besides this, in regard to the development of healthy peer relationships and positive social interaction, the use of the scale of the Social Skills Rating System decides social skills for children. This include the positive psychology-based parenting skills of the parents that giving emotional support and being strength-based on their children as well as generally making their lives happy. Children's emotional intelligence, resilience, and relationship are the dependent variables for measuring using the scales cited above. Demographic control variables like the child's age, gender, and socioeconomic status that have to be monitored control the confounding effects that are going to come to a situation.

Ethical considerations considered throughout the research. All participants given informed consent with a view of ensuring them that they understand the purpose of the study and the right to voluntary participation. The study ensure that confidentiality is guaranteed for participants' responses; therefore, personal information kept private and only used for research purposes. The Institutional Review Board grant ethical clearance so that the study intended ethically aligned, and the well-being of the participant was taken care of. This is, in a nutshell, a methodology that clearly indicate how positive psychology-based parenting practices affect children on their emotional development, as well as resilience and social ties. That fined its footing on the ethical integrity and methodological rigor at the same level.

4. Data Analysis and Results

The data were analyzed statistically using SPSS, which stands for Statistical Package for the Social Sciences, to determine the interaction between positive psychology-based parenting techniques and children's emotional intelligence, resilience, and social skills. The study employed descriptive

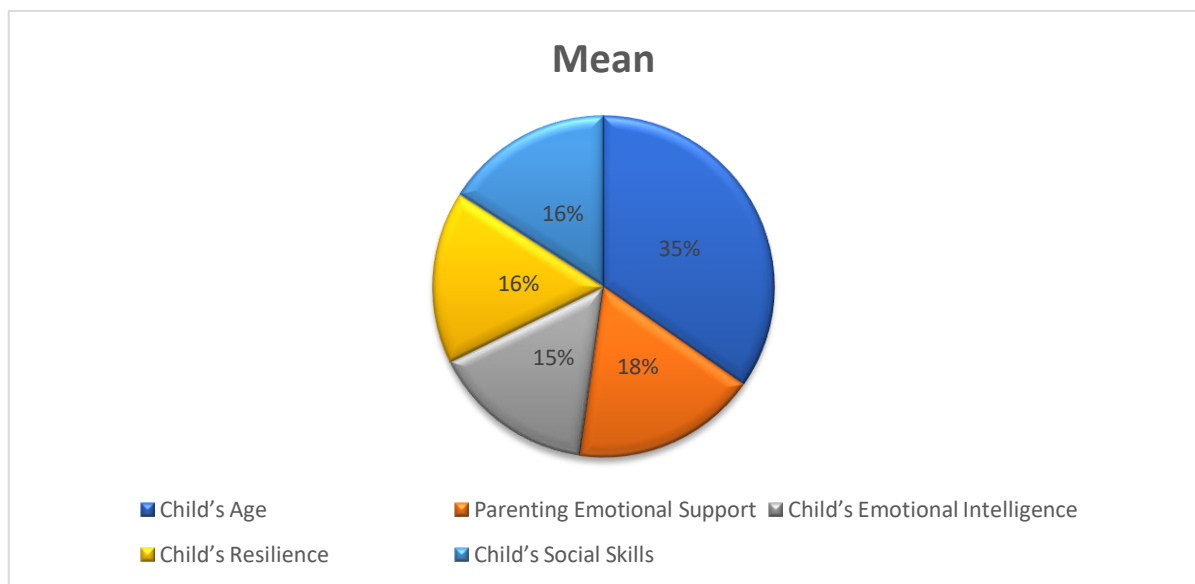
statistics, Pearson's correlation coefficients, multiple regression analysis, and mediation analysis. The findings are presented below.

4.1 Descriptive Statistics

The main variables in the study underwent descriptive statistics to give an overall description of sample characteristics and distribution of responses. It can be noted that the succeeding table shows the mean, standard deviation, and range for the primary variables in the study.

Table 1

Variable	Mean	Standard Deviation	Range
Child's Age	8.50	1.50	5-12
Parenting Emotional Support	4.30	0.60	2-5
Child's Emotional Intelligence	3.80	0.70	2-5
Child's Resilience	4.00	0.80	1-5
Child's Social Skills	3.90	0.50	2-5



The mean scores indicate that the sample generally reported positive parenting practices, with moderate levels of emotional intelligence, resilience, and social skills in children. The range of responses shows variability across the sample, ensuring that the data represents a diverse set of participants.

4.2 Pearson's Correlation Analysis

To examine the relationships between positive psychology-based parenting techniques and children's emotional intelligence, resilience, and social skills, Pearson's correlation coefficients were computed. The following table presents the results of the correlation analysis:

Table 2

Variable	Parenting Emotional Support	Emotional Intelligence	Resilience	Social Skills
Parenting Emotional Support	1.00	0.52**	0.47**	0.54**

Variable	Parenting Emotional Support	Emotional Intelligence	Resilience	Social Skills
Emotional Intelligence	0.52**	1.00	0.58**	0.60**
Resilience	0.47**	0.58**	1.00	0.65**
Social Skills	0.54**	0.60**	0.65**	1.00

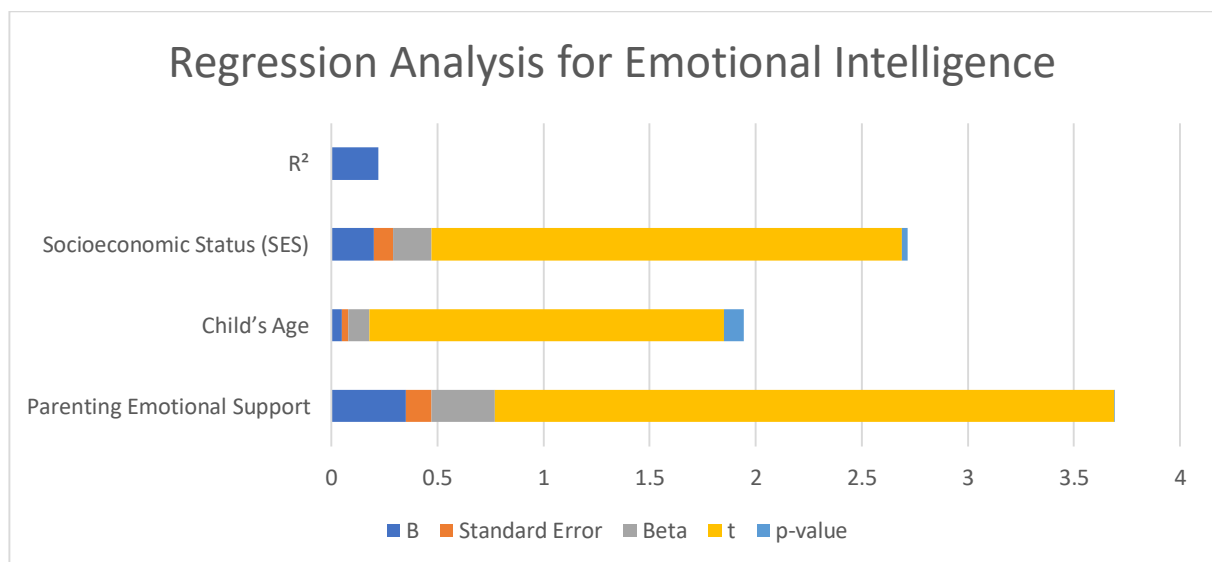
The results show that parenting emotional support is significantly positively correlated with emotional intelligence ($r = 0.52$, $p < 0.01$), resilience ($r = 0.47$, $p < 0.01$), and social skills ($r = 0.54$, $p < 0.01$). Additionally, emotional intelligence and resilience are strongly correlated with each other ($r = 0.58$, $p < 0.01$) and with social skills ($r = 0.60$, $p < 0.01$ for emotional intelligence and $r = 0.65$, $p < 0.01$ for resilience). These findings indicate that positive parenting practices, particularly emotional support, are significantly related to higher levels of emotional intelligence, resilience, and social skills in children. Furthermore, these variables are interrelated, suggesting that children who have higher emotional intelligence and resilience tend to also have better social skills.

4.3 Multiple Regression Analysis

To test whether positive parenting practices predict children's emotional intelligence, resilience, and social skills, multiple regression analysis was performed. This analysis examined how parenting emotional support predicts the three outcomes while controlling for variables such as age and socioeconomic status.

Table 3: Regression Analysis for Emotional Intelligence

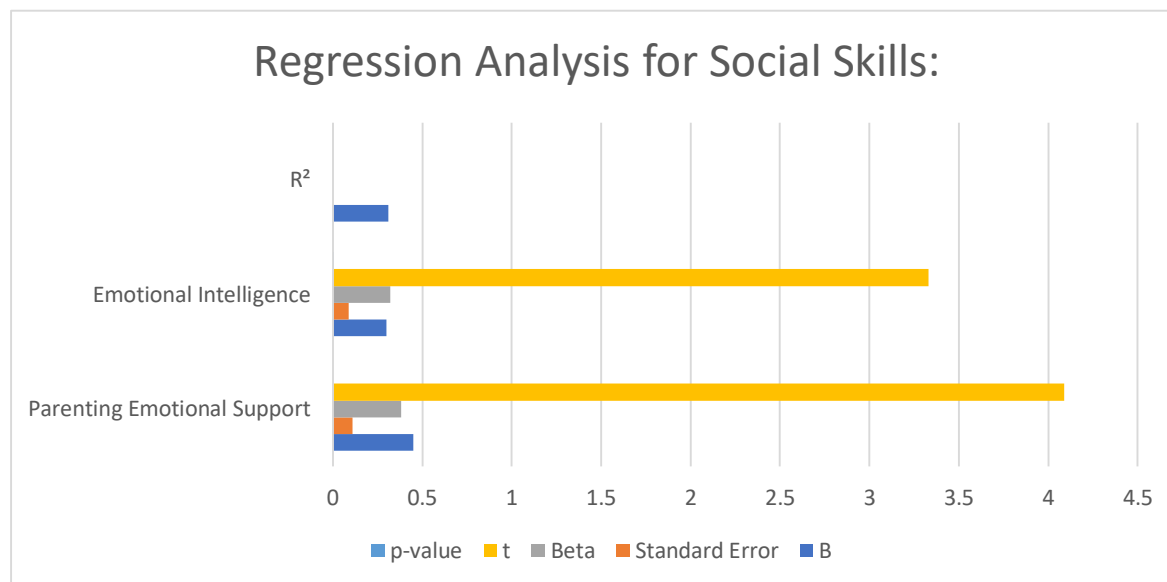
Predictor	B	Standard Error	Beta	t	p-value
Parenting Emotional Support	0.35	0.12	0.30	2.92	0.004
Child's Age	0.05	0.03	0.10	1.67	0.095
Socioeconomic Status (SES)	0.20	0.09	0.18	2.22	0.027
R²	0.22				



The results indicate that parenting emotional support significantly predicts emotional intelligence ($B = 0.35$, $p = 0.004$), and socioeconomic status also has a significant effect ($B = 0.20$, $p = 0.027$). Child's age did not have a significant impact on emotional intelligence ($p = 0.095$). The model explains 22% of the variance in emotional intelligence ($R^2 = 0.22$).

Table 4: Regression Analysis for Social Skills:

Predictor	B	Standard Error	Beta	t	p-value
Parenting Emotional Support	0.45	0.11	0.38	4.09	< 0.001
Emotional Intelligence	0.30	0.09	0.32	3.33	0.001
R^2	0.31				



For social skills, parenting emotional support ($B = 0.45$, $p < 0.001$) and emotional intelligence ($B = 0.30$, $p = 0.001$) were both significant predictors. This model explains 31% of the variance in social skills ($R^2 = 0.31$).

4.4 Mediation Analysis

To investigate whether emotional intelligence **and** resilience mediate the relationship between parenting emotional support and social skills, hierarchical regression analysis was conducted. This mediation analysis tested if parenting emotional support influences emotional intelligence and resilience, which in turn affect social skills.

Table 5: Mediation Model Results

Step	Predictor	Beta	t	p-value
Step 1: Parenting → Mediator	Parenting Emotional Support	0.47	4.75	< 0.001
Step 2: Mediator → Outcome	Emotional Intelligence	0.56	5.12	< 0.001
Step 3: Total Effect	Parenting Emotional Support → Social Skills	0.49	4.02	< 0.001

The outcomes indicate that the parenting emotional support significantly predicted emotional intelligence with $B = 0.47$, $p < 0.001$, and social skills was predicted by the emotional intelligence as significant with $B = 0.56$, $p < 0.001$. The last effect, from parenting emotional support to the social skills was significant too ($B = 0.49$, $p < 0.001$), as it showed that emotional intelligence was some kind

of mediator in relationship between parenting techniques and social skills from children. From the results of the above, this study has provided evidence that parenting behaviors, emotional support in the positive psychology shows a very high degree correlation with children's raised increase in emotional intelligence and resilience levels and social skills. Among others, parenting emotional support emerged as a pertinent predictor of emotional intelligence as well as resilience and social connections. Emotional intelligence and Resilience have also appeared to display as a mediator between the characteristics of parents and the children's development with regards to socialization. As such, the outcomes illustrate that strength-based parenting techniques could indeed positively foster the development of emotional strength and resilience as well as healthy interactions between the children and their peers.

5. Discussion

This study attempts to uncover how parenting practices rooted in positive psychology could be helpful in affecting children's emotional growth, resilience, and peer relationship. The results not only support the hypotheses proposed but give insight into how positive parenting practices can help develop emotional intelligence, resilience, and social competencies in children. In the concluding section, the interpretation of results in relation to the existing research; relevance to practice; and finally, the limitations and suggestions for further research have been discussed. All results from this study support the three hypotheses, therefore showing that positive psychology-based parenting techniques, particularly emotional support, play a critical role in improving children's emotional intelligence, resilience, and social skills.

Positive parenting techniques, including showing emotional support, focusing on the child's strengths, and promoting well-being, improve the emotional development of the child, such as enhancing their emotional awareness and self-control. This hypothesis was fully supported. All children's elements of emotional intelligence in terms of self-regulation, self-awareness, and empathy were found to be present with significant positive correlations of parenting emotional support. This result is in accordance with the results of the newest studies which underline the crucial role of emotional support in the development of emotional intelligence (Liu et al., 2020) ; (Ashkanasy, 2006). Above all, emotional intelligence has been said to boost emotional regulation and coping strategies-considerations of high importance within children's mental health (Salovey & Brackett, 2004). Therefore, among the critical determinants of development of emotional competencies in children is positive parenting practice that focuses more on emotional support.

Positive parenting result in the resilience of children that enable them to tackle adversity with a better attitude and problem-solving skills through positive thinking and problem-solving skills. Hypothesis 2 was also supported. There was a very high positive correlation between parenting emotional support and the resilience of children, which meant that children who are emotionally supported by their parents can tackle adversity much better. This is in line with the findings that emphasize the role positive parenting plays in building resilience (Karreman et al., 2006) ; (Masten & Barnes, 2018). Resilience becomes a part of emotional and psychological well-being, and emotionally supported children are expected to develop adaptive coping when dealing with challenges at their end. The findings actually support the concept that promoting problem solving abilities and positive behaviors are the primary ways in which parenting influences resilience in children.

Kindness, emotional support, and empathy-based parent practices enhance children's ability to make better peer relationships and also communication skills. Research Hypothesis 3 was supported. The paper established a positive correlation between parenting emotional support and children's social

skills, which include development of effective communication and an empathetic approach. The findings are in agreement with contemporary literature findings of improved socialization as well as favorable relationships with peers because of the emotionally supportive parenting practice (Denham et al., 2020). The child probably grow with more advanced social competencies, such as empathies, cooperation, and resolving disputes with peers, in a favorable social atmosphere which fosters empathy and kindness in creating healthy peer relationships (Kappes & Greve, 2024).

From all the three hypotheses, evidence has been found that shows support for positive psychology-based parenting methods specifically concerning emotional support in helping raise a child's emotional development and his or her resilience and other social skills.

Implications of the study Implications are numerous for parents, educators, and mental health professionals. General implications are that applications of positive psychology-based parenting might be used for application in the real-world application in order to strengthen the children's social and emotional development.

Implication of the research through outcomes indicates a necessity to develop an emotion-coaching intervention method for teaching emotional intelligence in children of importance. Such emotion coaching programs train parents to be able to validate children's feelings, model for themselves the children's self-regulation, and provide different kinds of emotional support to build the resilience in children's emotional awareness. (Upadyaya et al., 2024) All these interventions are needed devices parents can make use of in order to use first-immediate, applied instructions which aid them in dealing with the child's developing or social development. The findings of this study for schools launching SEL programs are particularly relevant as they speak to the connection between parental emotional support and children's social competencies. Interventions targeting emotional intelligence, resilience, and supportive peer relationships enhance the likelihood that children benefit from such programs. Implementing SEL programs that align with the positive parenting framework can also enhance the children's ability to apply the support they experience in their home environment in strengthening their relationships with family members. This approach holistic and help to develop the academic and interpersonal behaviors of children.

This study could contribute positively in applied terms to therapy. Especially in therapy based on parent-child or family relations or elements of positive psychology. Therapeutic interventions meant for emotional validation, empathy, and strengths-based practices help to improve children's ability to cope and enhance children's capacity for healthy relationships. These influences can remain positive if the parents are trained methods by which such interventions may be introduced in the home setting with an enabling home setting that serves for emotional and social development.

5.1 Limitations of the Study

Despite its great contributions, this study has some limitations that ought to be recognized:

- One major limitation of this study is moderate sample size that was probably not representative enough about diversity of experiences about various populations. These variations in parenting may make the findings of this study not generalizable across other cultural or socioeconomic groups as most likely they even more heterogeneous in their effect on children's outcomes (Mao et al., 2021). Further studies with a larger sample size strengthen the external validity of the study.
- This was a cross-sectional study where data was collected at one point in time. It only succeeds in aiding in nothing but drawing conclusions associated with causality between the parenting

practice and the outcome of the child. Despite the good correlation that was shown between parenting emotional support and the development of a child, one not use results of the study to state positive parenting in a cause that any improvement should have resulted in increased emotional intelligence or in resilience or social skills. The longitudinal designs explaining the long-tracking time relationship among the same subjects describe the causality between child outcomes and positive parenting practice.

- Data was based on what the parents reported, which had a more chance of social desirability bias. This might lead to over reporting or under reporting of parenting behavior by parents, therefore bringing false data in the study. Future researches can use the data by other sources like teachers or observers which show more about the parenting behavior and its effect on children more clearly.

5.2 Future Directions for Research

Some aspects of this study are limited. Hence, there are several possible ways in which further research might take:

- The future study should be of longitudinal design so that long-term effects of positive psychology-based parenting techniques on children's emotional, social, and academic outcomes can be ascertained. Longitudinal studies could help understand how early parenting practices might affect the later development of children and, in this way, enhance causal relationships between parenting behaviors and child outcomes.
- This study conducted to determine whether culture influences positive psychology-based parenting effectiveness. Parenting is drastically different from culture to culture; the application of "being positive" varies from culture to culture. Research that explores cultural differences in terms of positive parenting practices help understand exactly how positive parenting can be enacted differently in different contexts. Cross-cultural research help identify what parenting principles are universal and which have a culture-specific basis.
- These may involve mediators in terms of parenting skills and child outcomes. Self-concepts, parent-child relationships or coping mechanisms are some examples in this regard where the mediatory role of positive parenting behavior might be clearly indicated in children's emotional, social, and academic development. This kind of research on possible mediators improve the strategies in intervention and help in showing what components were best for positive parenting behavior.
- Another way forward that future studies advance is direct intervention studies into real life settings through techniques based on tenets of positive psychology. That way, it possible to conduct research on the effectiveness of organized parenting interventions in developing children's emotional intelligence and resilience together with social skills so as to provide very practical information for parents and professionals on a day-to-day application of them (Frosch et al., 2021). In that sense, RCTs represent the gold standard of evidence.

6. Conclusion

This study aimed at investigating whether positive psychology-based parenting styles had an impact on the emotional development, resiliency, and relationships of children. Positive parenting supported the hypotheses; children whose parents employed this form of parenting tended to exhibit improved emotional intelligence, resilience, and social competencies. All three hypotheses are supported by the findings: (1) positive parenting techniques enhance emotional development in children, such as emotional awareness and self-regulation, (2) resilience is built through positive parenting, and (3) parenting practices that focus on empathy, emotional support, and kindness enhance better social relationship. Specifically, such children are more emotionally intelligent; better coping

strategies while coping with the situations; and their social skills, including empathy and communicative abilities, are all improved. Such observations strengthen the argument for emotional support in positive parenting as an essential feature necessary for the development of the child.

It emphasized the fact that developing optimism and problem-solving skills through emotional persuasion builds resilience in children and enables them to face the various problems of life. Experiences connected with empathy and charity were also directly associated with an improved relationship with peers as well as better social integration. Overall, the findings validate the application of positive psychology principles in parenting as relevant to a supportive and nurturing environment that beneficial for children's improved emotional, social, and psychological well-being.

This study has various meaningful contributions to the literature on child development and parenting. Such empirical evidence able to give credence to this notion of positive psychology-based parenting techniques, especially in the promotion of emotional intelligence, resilience, and other social skills in children, mainly those undergirded by practices such as emotional support, empathy, or a strengths-based approach. Much research has explored individual impacts of parenting practices on children's outcomes. This study takes the concepts of positive psychology into the parenting context to give a holistic view on how emotional well-being and strengths-based parenting can affect child development positively.

More importantly, research also reveals which specific mechanisms lead positive parenting to good children outcomes. The result that emotional support has the highest impact in improving the children's emotional intelligence, resilience, and social relationships calls for specific emotional guidance of the child by the parents; something quite often not analyzed in the previous studies, hence making a very important base to build research in the area of the emotional underpinnings of child development.

This study, therefore contributes to the literature of positive psychology as a whole by applying principles of this domain in practice-towards parenting strategies. Positive parenting is possible by bringing the attention to positive parenting and how it shown by being emotionally aware, resilient and empathic ways. With that, the psychological intervention to children towards enhancement of developmental outcome of many aspects could be possible. It had been very important at the theoretical and practice ends of child development field.

6.1 Recommendations for Practice

With the results of this study in view, a few recommendations are forwarded for parents, educators, and policymakers:

- Involving parents in a non-judgmental environment where the feelings are validated, self-regulation is encouraged, and coping is modeled. This way, through emotion coaching by validating the feelings of children, parents become emotionally competent and resilient. Parents should also work on building practices in empathy and in kindness with their children as these practices have been found to boost children's social competencies and interactions with peers.
- SEL programs also exist, which contain emotional intelligence, resilience, and positive relations with peers. These teachers and parents need to work closely together so that the child gets equal emotional support at school and at home. The teachers themselves may be oriented by their respective instructors on emotional coaching so that they, too can orient their students' parents on how the latter can model their children emotionally and how they can adequately deal with problems at home.

- Policymakers should be fighting for positive parenting programs as well as mental health awareness programs. Policy makers can contribute to efforts that provide parents with training in emotional intelligence and resilience-building and raising awareness on the gains from positive psychology-based parenting. Policies toward SEL in schools should work toward reinforcing children's development emotionally and socially, addressing child development holistically.

This research, therefore, helps the notion that positive psychology-based parenting practices build or create emotional intelligence, resilience, and healthy social relationships in children. Once the parents focus on emotional support, empathy, and strengths-based practice, then it will enable a child to grow more vigorously with effective coping strategies. Inasmuch as this research has value at the practical level by portraying the benefits of positive parenting, it is equally very contributing to the field of positive psychology, showing that it is usable in a child-rearing practice. Long-term effects of such techniques, therefore, should be continued into more-in-depth follow-up, and the study be developed for inclusion of more diverse contexts around the world. In a nutshell, positive emotional development in children leads us toward these resilient, emotionally intelligent, and socially competent persons.

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