

## Permissive Parenting Style and Its Impact On Development of Children: Systematic Literature Review

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### ABSTRACT

Permissive parenting style is one of the parenting approaches that affects various aspects of children's development, such as academic, social, moral, and psychological aspects. However, findings regarding its impact are still diverse, so a Systematic Literature Review (SLR) is needed to obtain a more comprehensive picture. This study aims to identify, analyze, and synthesize the results of studies on the impact of permissive parenting on children's development. The literature search was conducted across various scientific databases by following the PRISMA guidelines. From 100 identified articles, 10 articles that met the inclusion criteria were obtained for analysis. The synthesis results show that permissive parenting tends to have less favorable effects on children's development, including low academic achievement, learning motivation, self-discipline, moral development, psychological health, as well as the ability to adapt and engage in social interaction. These findings indicate that parental warmth without being balanced with supervision, control, and the provision of clear boundaries may potentially hinder children's development optimally. Therefore, applying a balanced parenting style between warmth, communication, and supervision is necessary to support children's development comprehensively. The results of this study are expected to serve as a reference for parents, educators, and researchers in understanding the importance of appropriate parenting styles.

**Keywords:** *Permissive Parenting Style, Child Development, Academic Achievement, Systematic Literature Review*

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## INTRODUCTION

The family is the first environment that plays a role in the process of growth and children's development. Through interaction with parents, children begin to learn values, norms, attitudes, and various forms of behavior that form the basis for character and personality development. The family environment also plays an important role in supporting children's academic, social, emotional, and moral development from an early age. Therefore, the quality of parenting provided by parents is one of the factors that determines the success of children's development (Pauziah et al., 2022).

One form of parenting that is widely discussed in developmental psychology studies is parenting style. Parenting style describes how parents guide, direct, supervise, and build relationships with children in everyday life. The quality of the parenting style applied will influence how children develop the ability to control themselves, build social relationships, and achieve success in academic fields as well as other aspects of development (Soaputty et al., 2022).

According to Baumrind, parenting styles are grouped into three main types, namely authoritarian, authoritative, and permissive parenting styles. These three parenting styles are distinguished by the levels of warmth (responsiveness) and control (demandingness) shown by parents to their child. Among the three, permissive parenting is marked by high parental acceptance and warmth, but low supervision, discipline, and the provision of consistent rules to the child (Syahrul & Nurhafizah, 2022).

Parents who apply permissive parenting tend to give freedom to the child in making decisions and determining their behavior. Although the relationship formed is generally warm and affectionate, low supervision and lack of boundaries can lead to difficulties in developing self-discipline, responsibility, and the ability to understand the consequences of each action. This condition has the potential to affect various aspects of a child's development, both in academic, psychological, social, and moral domains (Avelina et al., 2024).

Various literature review results show that permissive parenting is related to a range of impacts on child development. Some studies report a relationship between permissive parenting and lower academic achievement and motivation, while other studies highlight its impact on psychological health, moral development, and the child's ability to interact with the social environment. Nevertheless, these findings remain scattered across various studies with different subject characteristics, methods, and study focus, thus not providing a comprehensive picture of the impact of permissive parenting on child development (Amelindha & Pratama, 2025).

Based on these conditions, a synthesis of the research results conducted systematically is needed to obtain a more comprehensive understanding of the impact of permissive parenting on child development. The Systematic Literature Review (SLR) approach allows researchers to identify, evaluate, and synthesize various research results in a structured way, leading to stronger conclusions than reviewing one or two studies separately.

Based on the above, this article aims to synthesize the results of research on the impact of permissive parenting on child development through the Systematic Literature Review approach. The study findings are expected to provide a more comprehensive picture of the influence of permissive parenting on the academic, psychological, social, and moral aspects of children, and serve as a reference for researchers, educators, and parents in understanding the importance of applying appropriate parenting patterns.

## METHOD

This article uses the Systematic Literature Review (SLR) method, which is a research approach aimed at identifying, evaluating, and synthesizing previous research results in a systematic, transparent, and accountable manner. This method was chosen because it can provide a comprehensive picture of the impact of permissive parenting on child development based on published empirical evidence (Sholihah & Susanti, 2023).

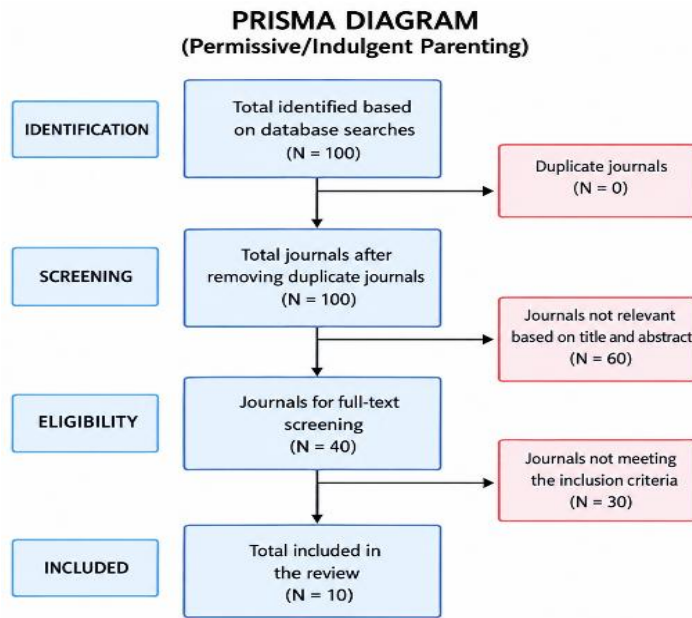
The literature search process was conducted through several scientific databases using keywords "permissive parenting", "indulgent parenting", "academic achievement", "learning motivation", and "child development". The combination of these keywords was used to obtain articles that discuss the relationship between permissive parenting and various aspects of child development, especially academic, psychological, social, and moral development.

The articles obtained were then screened using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The identification stage yielded 100 potentially relevant articles. Next, screening based on title and abstract was performed so articles not aligned with the study focus were eliminated. Articles that passed screening then underwent full-text assessment based on topic relevance, research objectives, and information presented. After all selection stages, 10 articles meeting the inclusion criteria were obtained and used as the main sources in the synthesis process.

In conducting the literature selection, inclusion and exclusion criteria were set to ensure the relevance and quality of the articles reviewed. The inclusion criteria include: (1) reputable articles published between 2018–2025; (2) focusing on the impact of permissive/indulgent parenting on academic, psychological, social, or moral development of children; (3) using quantitative methods; and (4) available in full text in Indonesian or English. Exclusion criteria include articles published before 2018, not specifically addressing permissive parenting, or not fully accessible.

Data from the selected articles were analyzed using descriptive-synthesis analysis. The analysis compared characteristics of each article, including authors, research methods, study subjects, and main findings regarding the impact of permissive parenting on child development. Subsequently, the findings were grouped by thematic similarities to provide a comprehensive picture of the impact of permissive parenting on academic, psychological, social, and moral aspects.

## PRISMA Table for the Journal Selection Process



## RESULT AND DISCUSSION

Based on the literature selection process using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), ten articles meeting inclusion criteria were found and analyzed in this study. The articles were published between 2018 and 2025 and originate from various countries, such as the United States, Turkey, Indonesia, the Philippines, Pakistan, Greece, China, and several Southeastern European countries. All articles used a quantitative approach, either with correlational, cross-sectional, longitudinal, or cross-national designs, to examine the relationship between permissive parenting (permissive/indulgent) and various aspects of child development.

Study characteristics including authors, subjects, methods, and findings are mainly presented in the Systematic Literature Review Table. Based on the synthesis results, most studies show that permissive parenting is associated with various negative effects on child development. Those impacts include academic, psychological, social, and moral aspects. Although one study found a positive relationship between parenting style and motivation to learn, overall the findings indicate that low parental control and supervision contribute to various child development issues.

| Systematic Literature Table |                           |                                |                             |                                              |
|-----------------------------|---------------------------|--------------------------------|-----------------------------|----------------------------------------------|
| No                          | Study by                  | Subjects & Sample              | Method                      | Impact of Permissive Parenting               |
| 1.                          | Alrajhi & Aldhafri (2024) | 604 students in grades 7–10 in | Quantitative, path analysis | Maternal permissive parenting was negatively |

|    |                           |                                                                                            |                                                    |                                                                                                                                           |
|----|---------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|    |                           | Oman, aged 11–18 years                                                                     | and mediation model                                | associated with mathematics achievement and also had a negative indirect effect through mathematics self-concept.                         |
| 2. | Kösterelioğlu (2018)      | Public high school students and their parents in Amasya, Turkey                            | Descriptive correlational                          | Increased learning avoidance (a tendency to avoid learning)                                                                               |
| 3. | Widoresmi & Abidin (2020) | 136 elementary school students in Indonesia                                                | Quantitative correlational                         | Parenting style was positively associated with students' motivation and learning outcomes.                                                |
| 4. | Sahithya et al. (2019)    | Children and adolescents and their parents                                                 | Quantitative (Correlational Synthesis Review)      | Increased psychological stress, less optimal emotional regulation and self-control, and decreased mental health and adolescent discipline |
| 5. | Borbajo et al. (2023)     | Grade XI–XII senior high school students in the Philippines                                | Quantitative correlational                         | Less adaptive peer relationships and lower academic grit.                                                                                 |
| 6. | Batool & Shehzad (2019)   | Junior high school students in Pakistan                                                    | Quantitative (Descriptive & Inferential)           | Less optimal moral development and lower compliance with rules.                                                                           |
| 7. | Tsela et al. (2023)       | School students in Greece                                                                  | Quantitative (Correlation and Regression Analysis) | Negatively correlated with academic achievement and learning persistence.                                                                 |
| 8. | Cui et al. (2023)         | 268 adolescents in grades 9–11 from several high schools in the southeastern United States | Quantitative cross-sectional                       | Lower psychological need fulfillment, self-control, and self-efficacy among adolescents.                                                  |
| 9. | Cupar et al. (2025)       | 10,909 adolescents and young adults from 10 Southeastern                                   | Quantitative cross-national study                  | Negatively associated with educational attainment.                                                                                        |

|     | European countries |                                                                          |                                                                                                                                                                                                                                   |
|-----|--------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. | Feng et al. (2024) | 457 high school students (268 from the United States and 189 from China) | Quantitative cross-cultural comparative (cross-sectional) Emotional, behavioral, and social adjustment problems among adolescents. The magnitude of the effects varied according to culture and the roles of fathers and mothers. |

Synthesis of ten articles shows that permissive parenting patterns are more associated with negative impacts on child development, especially in academic aspects. Several literature reviews report that children raised with permissive parenting tend to have lower motivation to learn, less optimal academic achievement, and a tendency to avoid learning activities (learning avoidance). This occurs because parents grant wide freedom to the child, but not accompanied by supervision, demands, or consistent rules. As a result, the child lacks discipline in studying and responsibility toward the learning process.

The finding aligns with Baumrind's theory explaining that permissive parenting style is characterized by high warmth (responsiveness) but low control (demandingness). This combination leads the child to receive good emotional support, but lacking guidance in developing responsibility, self-control, and effective study habits. The literature review by Cupar et al. (2025) even shows that the impact of permissive parenting is not only seen in school achievement but also related to lower educational attainment during adolescence and early adulthood.

In addition to academic aspects, the literature review results show that permissive parenting style is also related to the child's psychological development. The literature review by Sahithya et al. (2019) shows that permissive parenting is associated with high levels of stress and low psychological health and emotion regulation in children. This finding is reinforced by Cui et al. (2023), who found that indulgent parenting is related to low self-control, low self-efficacy, and unmet psychological needs in adolescents. The lack of parental control causes the child to be less accustomed to facing consequences of their behavior, so self-regulation abilities develop suboptimally.

From a social perspective, some studies show that permissive parenting also affects the child's ability to interact with the environment. A study by Borbajo et al. (2023) reports that permissive parenting is related to less adaptive peer relationships and lower academic perseverance. Meanwhile, research by Feng et al. (2024) found that indulgent parenting is associated with increasing emotional problems, behavioral issues, and social adjustment in adolescents. The results also indicate that the influence of permissive parenting can vary based on cultural context and the roles of father and mother in the parenting process.

Moral aspects also become one of the impacts commonly found in research that was analyzed. Findings by Batool and Shehzad (2019) show that permissive parenting is related to low moral development and compliance with rules. Children raised without clear boundaries tend to have difficulty understanding social norms, responsibility, and the consequences of their actions. This indicates that parental warmth should be balanced with consistent rules and supervision for optimal moral development.

Overall, the results of a Systematic Literature Review show that permissive parenting style tends to have less favorable impacts on child development when not paired with adequate control and supervision. The impact is most dominantly seen in the academic aspect, followed by psychological, social, and moral aspects. Although some studies show that parental warmth can benefit the emotional relationship with the child, most articles emphasize that a balance between warmth and control is a key factor in supporting optimal child development. In addition, several recent studies show that the influence of permissive parenting is also affected by social and cultural contexts; therefore, interpretations of parenting effectiveness need to consider the characteristics of the environment where the child grows and develops.

## **CONCLUSION**

Based on the results of the Systematic Literature Review of ten articles that meet the inclusion criteria, it can be concluded that permissive parenting tends to have less favorable impacts on various aspects of child development. These impacts include low academic achievement, intrinsic motivation to learn, self-discipline, psychological health, social interaction skills, and moral development. This finding shows that permissive parenting, characterized by high warmth and parental acceptance but low control and supervision, has the potential to hinder a child's development if not balanced with clear rules and boundaries.

The synthesis results also show that the influence of permissive parenting is not universal across all studies. Differences in subject characteristics, family environment, and social and cultural contexts can influence the form and magnitude of the impacts. Nevertheless, most of the analyzed articles show a similar trend, namely that low parental control is related to the emergence of various developmental problems in children. Therefore, a balance between warmth, effective communication, monitoring, and appropriate boundaries becomes an essential component in supporting optimal child growth and development.

This study provides a comprehensive overview of the tendencies of permissive parenting based on empirical evidence from various studies. The synthesis results are expected to serve as a reference for parents, educators, and practitioners in applying more effective parenting practices to support child development. In addition, this study can serve as a basis for future research to develop studies on permissive parenting with a broader sample scope, more diverse cultural contexts, and consideration of other factors that may affect child development.

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