

Research article

# Findings regarding the relationship between parenting styles and sociodemographic parameters in families having children with cerebral palsy

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**Abstract:** The ability of parents to provide the correct conditions for healthy development, support, and prepare children for maturity determines a child's physical, cognitive, emotional, and social growth. According to the literature, numerous factors influence parenting styles. This study aimed to investigate, using sociodemographic parameters, whether the parenting styles of fathers and mothers in families with disabled children differ from one another. The research was conducted at the "Dr. N. Robănescu" National Center of Neurorehabilitation for Children. It included 71 parents of children with cerebral palsy questioned using the Parenting Styles Questionnaire (PSQ), a Romanian-adapted version. Of the five examined parenting styles, the authoritative approach was the most prevalent. The results show a statistically significant difference in the means of uninvolved parenting styles between urban mothers and fathers, a statistically significant difference in the means of authoritarian, authoritative, and uninvolved parenting styles between married mothers and fathers, a statistically significant difference in authoritative parenting style between different education levels; there, was no significant difference in parenting style between different income levels; and a considerable difference in permissive parenting between various employment statuses. This research suggests that some sociodemographic parameters had impact on the parenting styles of our study group.

**Keywords:** parenting style; cerebral palsy; sociodemographic parameters; children

## 1. Introduction

A child's physical, cognitive, emotional, and social growth is determined by the parents' ability to provide the right conditions for healthy development, support and prepare them for adulthood, and instill cultural solid values [1–3].

Thus, the provision of physiological needs is complemented by those of security and protection by creating a stable psycho-emotional environment in which parents support their children's needs, interests, and aspirations, as well as equipping them with the skills and knowledge to meet the challenges of adult life [4].

In this context, the concept of parenting style, introduced by psychologist Diana Baumrind, emerges and can be defined as "a constellation of attitudes or a pattern of parental authority towards the child which are conveyed to the child, creating the emotional context for the expression of parent behavior" [5] with a "significant impact on the family quality of life" [5].

Baumrind's original model of "parental control and child socialization" [6] proposed three parenting styles: authoritarian, authoritative, and permissive [4] to which were later added more, such as uninvolved [7], perfectionist [8], currently reaching up to seven common types of parenting styles, according to some authors [9].

Authoritarian parents have high expectations from their children, are inflexible, set the rules and do not negotiate them with the child, and demand strict compliance [7]. They apply punishments when the child makes mistakes [7]. Some studies have shown a strong link between this parenting style and the development of emotional intelligence in adolescents, as well as between it and the behavior of children and adolescents [6,7,10].

Considered as the most appropriate parenting style, the authoritative style is based on a healthy relationship built with the child [7]. These parents have expectations from the child but at the same time have adequate communication, the child being participative in the decisions taken [7]. Consequently, this child will have a healthy emotional development, and much better academic achievements [7,11].

Permissive parents generally have few expectations, and too few rules, which leads to unhealthy behaviors related to eating, resting, and TV time [7,12]. Children whose parents adopt this parenting style, according to literature, may have low self-esteem and difficulties in emotional regulation [12,13].

Uninvolved parents have no control over the child, have no demands, communicate insufficiently with the child, and are involved only in satisfying the child's basic needs [12,13]. As a result, the child may have controlling emotions, academic acquisitions or establishing social relationships difficulties [13].

The perfectionist parent is closer in relationship style to the authoritarian one; he has high expectations from the child on whom he generally puts a lot of pressure to avoid failure that he does not know how to manage otherwise [14].

The parenting styles that can be generally adopted by parents of typically developed children have been studied in the specialized literature. Still, few studies examine the parent-child relationship in a family with disabled children, with the disability acting as a "modulator" in exercising the parental role and style [15].

Cerebral palsy (CP), the most prevalent, severe, and costly motor disability of childhood, refers to a group of permanent neurological conditions affecting movement and postural development caused by abnormalities or lesions of the developing brain that occur before, during, or immediately after birth [16–18].

Aside from the physical damage, which can range from mild to severe, children with CP might also have sensory, perceptual, cognitive, communicative, and behavioral difficulties, seizures, and secondary musculoskeletal disorders [16]. These conditions place additional strain on the family members caring for the child. Moreover, the way the child is perceived by society, and the stigma applied to the child because of his/ her impairments causes increased parental stress and consequently decreased parent's quality of life [19].

In addition to the caregiving difficulties and financial pressure that the existence of a disabled child places on families, parenting skills can be subject to other challenges, particularly psycho-emotional and social [20].

The purpose of this study was to determine if there is a difference in parenting styles between mothers and fathers in families with children with CP based on sociodemographic parameters.

## 2. Materials and Methods

The study was performed at the "Dr. N. Robănescu" National Center of Neurorehabilitation for Children. It included 71 parents (40 mothers and 31 fathers) of children with CP. 41 parents reported having a family with more than a child.

Parenting Styles Questionnaire (PSQ), a Romanian-adapted version, was used to ask them questions [21]. Eleven questions and five possible answers make up the instrument, which generates five parenting styles: authoritative, permissive, authoritarian, perfectionist, and uninvolved [21]. The questionnaire includes questions regarding the parent's role and responsibility for guiding the child's behavior; it also includes questions about handling mistakes and negative emotions, and about decision making and problem solving. Five scores are calculated to indicate the five parenting styles, with the highest value signifying the dominant parenting style [21].

Information was also collected on parents' education, marital status, residence, perceived income level, employment status, and number of children.

The entire set of data was collected in 2023 between May and September.

To statistically analyze the data, we used Excel 2019 and SPSS version 22. We have also used the t-test and One - way ANOVA [22]. A p-value < 0.05 (and calculated CI was afferent to a 95% level of trust) was considered statistically significant.

Before conducting the study, the researchers obtained informed consent from all 71 parents who participated in the research. The study was approved by the Ethics Committee of the "Dr. N. Robănescu" National Centre of Neurorehabilitation for Children (approval ID: 5520/ 28.04.2023).

## 3. Results

We have analyzed our research groups (40 mothers and 31 fathers) regarding education level, marital status, residence, and income level.

According to Table 1, the majority of the study group had a university degree, with 55% of the mothers, 54.84% of the fathers, and 54.93% of the total reporting this level of education. None of the participants reported having no education at all. There is no statistically significant difference between groups regarding education ( $p = .989$ ).

Regarding marital status, Table 1 shows that 60% of the mothers, 58.06% of the fathers, and 59.15% of the total were married. There is no statistically significant difference between groups regarding marital status ( $p = .510$ ).

In terms of residence, Table 1 indicates that 55% of the mothers, 60.52% of the fathers, and 59.15% of the total lived in urban areas, while 45% of the mothers, 39.48% of the fathers, and 40.85% of the total lived in rural areas. There is no statistically significant difference between groups regarding residence ( $p = .426$ ).

As shown in the fourth section of Table 1, the most participants reported an acceptable income level, with 65% of the mothers, 41.94% of the fathers, and 54.93% of the total. There is no statistically significant difference between groups regarding marital status ( $p = .539$ ).

Table 1 also presents the data on the occupational status of the parents. It can be seen that the most parents work full-time, with 75% of the mothers and 51.6% of the fathers having this condition. The percentage of part-time workers is higher among fathers (25.8%) than mothers (20%), while for the unemployed category, 5% of the mothers and 22.6% of the fathers are in this situation.

Table 1. Sociodemographic characteristics of the groups.

Characteristics	Study group		Total
	mothers n%	fathers n%	n%
<b>Education</b>			
University	22 (55)	17 (54.84)	39 (54.93)
High school	8 (20)	11 (35.48)	19 (26.77)
Less than high school	10 (25)	3 (9.68)	13 (18.30)
<b>Marital status</b>			
Married	24 (60)	18 (58.06)	42 (59.15)
Unmarried	16 (40)	13 (41.94)	29 (40.85)
<b>Residence</b>			
Urban	22 (55)	20 (60.52)	42 (59.15)
Rural	18 (45)	11 (39.48)	29 (40.85)
<b>Income level</b>			
Insufficient	5 (12.5)	9 (29.03)	14 (19.72)
Acceptable	26 (65)	13 (41.94)	39 (54.93)
Comfortable	9 (22.5)	9 (29.03)	18 (25.35)
<b>Parents employment</b>			
Part-time	8 (20)	8 (25.8)	16 (22.5)
Full-time	30 (75)	16 (51.6)	46 (64.8)
Unemployed	2 (5)	7 (22.6)	9 (12.7)

Based on the responses given by all participants, the authoritative style is the most common (70%) out of the five parenting styles that were studied. The dominant style is the one with the highest score (Figure 1).

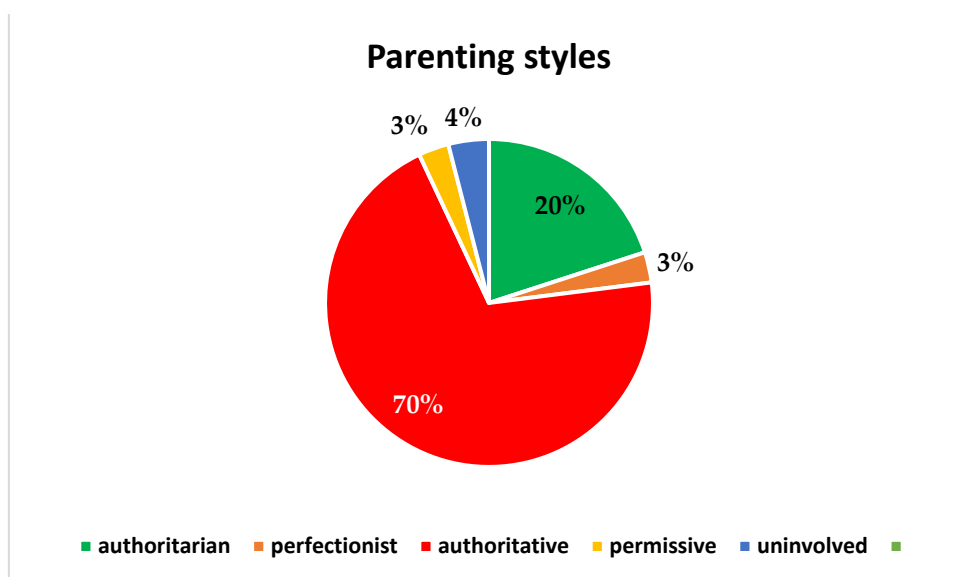


Figure 1. The percentage distribution of the parental style used by parents.

70% of mothers and 71% of fathers were identified as having an authoritative parenting style. It represents an approximately equal percentage of fathers and mothers. Table 2 provides an analyzes of the percentages of fathers and mothers who scored in each parenting style. It should be noted that no father gave the highest score to permissive and unininvolved parenting styles.

Table 2. Parenting Styles: An Analysis by Fathers and Mothers

	Authoritarian	perfectionist	authoritative	permissive	uninvolved
mothers	6 (15%)	1 (2.5%)	28 (70%)	2 (5%)	3 (7.5%)
fathers	8 (26%)	1 (3%)	22 (71%)	0	0

Next, we determined each parental style's mean and standard deviation about the residence. The outcomes are presented in Table 3.

Table 3. Descriptive statistics for parenting styles according to residence

Residence	N	Mean	Std. Deviation	
Urban authoritarian	fathers	20	2,25	1,552
	mothers	22	1,73	1,316
Urban perfectionist	fathers	20	1,65	1,040
	mothers	22	1,68	1,211
Urban authoritative	fathers	20	4,40	1,930
	mothers	22	5,41	2,085
Urban permissive	fathers	20	1,20	,768
	mothers	22	1,55	1,335
Urban unininvolved	fathers	20	1,50	1,100
	mothers	22	,64	1,136

Rural	authoritarian	fathers	11	3,09	1,044
		mothers	18	2,28	1,742
	perfectionist	fathers	11	1,91	1,044
		mothers	18	1,56	1,149
	authoritative	fathers	11	3,45	1,508
		mothers	18	4,50	3,092
	permissive	fathers	11	1,27	,647
		mothers	18	1,61	1,290
	uninvolved	fathers	11	1,27	,905
		mothers	18	1,06	1,626

Table 3 shows that in both authoritarian and uninvolved parenting styles, the means of urban and rural fathers were higher than those of urban and rural women. In the case of authoritative and permissive parenting styles, urban and rural fathers had lower means than urban and rural mothers. Only rural fathers had a higher mean for perfectionist style than rural mothers.

The t-test was performed to determine whether the differences were significant in parenting styles among parents of urban and rural areas.

Table 4. Calculation of the p-value using the t-test for parenting styles according to residence

## Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means							
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper	
Residence												
urban	authoritarian	Equal variances assumed	,983	,327	1,181	40	,245	,523	,443	-,372	1,417	
		Equal variances not assumed.			1,171	37,473	,249	,523	,446	-,381	1,426	
	perfectionist	Equal variances assumed	,710	,405	-,091	40	,928	-,032	,350	-,739	,675	
		Equal variances not assumed.			-,092	39,884	,927	-,032	,347	-,734	,670	
	authoritative	Equal variances assumed	,115	,736	-	40	,113	-1,009	,622	-2,266	,248	
		Equal variances not assumed.			-	39,983	,111	-1,009	,620	-2,261	,243	
	permissive	Equal variances assumed	7,360	,010	-	40	,317	-,345	,341	-1,034	,343	
		Equal variances not assumed.			-	34,068	,306	-,345	,332	-1,021	,330	
	uninvolved	Equal variances assumed	,183	,671	2,498	40	<b>,017</b>	,864	,346	,165	1,562	
		Equal variances not assumed.			2,502	39,827	,017	,864	,345	,166	1,561	
	rural	authoritarian	Equal variances assumed	5,603	,025	1,396	27	,174	,813	,582	-,382	2,008
			Equal variances not assumed.			1,571	27,000	,128	,813	,518	-,249	1,875
perfectionist		Equal variances assumed	,584	,451	,831	27	,413	,354	,425	-,519	1,226	
		Equal variances not assumed.			,851	22,895	,403	,354	,415	-,506	1,213	
authoritative		Equal variances assumed	9,310	,005	-	27	,306	-1,045	1,002	-3,102	1,011	

	Equal variances not assumed.			-1,217	26,088	,234	-1,045	,859	-2,811	,720
permissive	Equal variances assumed	3,940	,057	-,806	27	,427	-,338	,420	-1,199	,523
	Equal variances not assumed.			-,937	26,298	,357	-,338	,361	-1,080	,404
uninvolved	Equal variances assumed	1,477	,235	,405	27	,689	,217	,537	-,884	1,319
	Equal variances not assumed.			,462	26,865	,648	,217	,470	-,748	1,183

According to the findings in Table 4, there is a statistically significant difference in means of uninvolved parenting styles between urban mothers and fathers ( $p=.017$ ).

The other parenting styles, was no statistically significant different in means between urban and rural mothers and fathers ( $p > 0.05$ ).

Afterward, we determined the mean and standard deviation of each parental style in relation to marital status . The outcomes are presented in Table 5.

Table 5. Descriptive statistics for parenting styles according to marital status

Marital_status			N	Mean	Std. Deviation
Married	authoritarian	fathers	18	3,00	1,534
		mothers	24	1,92	1,381
	perfectionist	fathers	18	1,72	1,018
		mothers	24	1,67	1,308
	authoritative	fathers	18	3,61	1,787
		mothers	24	5,46	2,621
	permissive	fathers	18	1,33	,686
		mothers	24	1,46	1,318
uninvolved	fathers	18	1,33	1,085	
	mothers	24	,50	1,180	
unmarried	authoritarian	fathers	13	1,92	1,038
		mothers	16	2,06	1,769
	perfectionist	fathers	13	1,77	1,092
		mothers	16	1,56	,964
	authoritative	fathers	13	4,69	1,750
		mothers	16	4,31	2,469
	permissive	fathers	13	1,08	,760
		mothers	16	1,75	1,291
uninvolved	fathers	13	1,54	,967	
	mothers	16	1,31	1,537	



The mean for married fathers is higher than for married mothers with authoritarian, perfectionist, and uninvolved parenting styles. The mean for unmarried mothers is higher than for unmarried fathers with authoritarian and permissive parenting styles.

The t-test was performed to determine whether the differences were significant in parenting styles among married and unmarried parents.

Table 6. Calculation of the p-value using the t-test for parenting styles according to marital status

Independent Samples Test											
			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Marital_status										Lower	Upper
Married	Authoritarian	Equal variances assumed	,052	,820	2,400	40	<b>,021</b>	1,083	,451	,171	1,996
		Equal variances not assumed.			2,363	34,514	,024	1,083	,458	,152	2,014
	Perfectionist	Equal variances assumed	1,882	,178	,149	40	,882	,056	,372	-,696	,807
		Equal variances not assumed.			,155	39,922	,878	,056	,359	-,670	,781
	Authoritative	Equal variances assumed	1,875	,179	-2,572	40	<b>,014</b>	-1,847	,718	-3,299	-,396
		Equal variances not assumed.			-2,713	39,709	,010	-1,847	,681	-3,224	-,471
	Permissive	Equal variances assumed	10,497	,002	-,366	40	,716	-,125	,341	-,815	,565
		Equal variances not assumed.			-,398	36,221	,693	-,125	,314	-,761	,511

	Uninvolved	Equal variances assumed	,552	,462	2,344	40	<b>,024</b>	,833	,356	,115	1,552
		Equal variances not assumed.			2,373	38,275	,023	,833	,351	,123	1,544
Unmarried	Authoritarian	Equal variances assumed	5,365	,028	-,251	27	,804	-,139	,556	-1,280	1,001
		Equal variances not assumed.			-,264	24,830	,794	-,139	,528	-1,227	,948
	Perfectionist	Equal variances assumed	,233	,633	,541	27	,593	,207	,382	-,577	,990
		Equal variances not assumed.			,534	24,235	,598	,207	,387	-,592	1,005
	Authoritative	Equal variances assumed	3,766	,063	,467	27	,644	,380	,814	-1,290	2,049
		Equal variances not assumed.			,484	26,583	,633	,380	,785	-1,233	1,992
	Permissive	Equal variances assumed	2,446	,129	-1,658	27	,109	-,673	,406	-1,506	,160
		Equal variances not assumed.			-1,746	24,863	,093	-,673	,385	-1,467	,121
	Uninvolved	Equal variances assumed	3,259	,082	,460	27	,649	,226	,491	-,781	1,233
		Equal variances not assumed.			,482	25,589	,634	,226	,469	-,738	1,190

The findings of the t-test showed a statistically significant difference in the means of authoritarian ( $p = .021$ ), authoritative ( $p = .014$ ), and uninvolved ( $p = .024$ ) parenting styles between married mothers and fathers (Table 6).

There is no statistically significant difference in means of parenting styles between unmarried mothers and fathers ( $p > 0.05$ ) (Table 6).

The mean and standard deviation of each parenting style about education were calculated and presented in Table 7.

Table 7. Descriptive statistics for parenting styles according to education

		N	Mean	Std. Deviation
Authoritarian	University	39	1,97	1,347
	high school	19	2,16	1,675
	less than high school	13	3,08	1,498
	Total	71	2,23	1,504
Perfectionist	University	39	1,79	1,105
	high school	19	1,68	1,157
	less than high school	13	1,31	1,032
	Total	71	1,68	1,106
Authoritative	University	39	4,90	2,371
	high school	19	5,00	1,944
	less than high school	13	3,08	2,216
	Total	71	4,59	2,321
Permissive	University	39	1,41	1,044
	high school	19	1,16	1,015
	less than high school	13	1,85	1,281
	Total	71	1,42	1,091
Uninvolved	University	39	,92	1,306
	high school	19	1,00	1,000
	less than high school	13	1,69	1,377
	Total	71	1,08	1,262

A one-way ANOVA was calculated to determine whether differences were significant in the means of each parenting style between mothers and fathers of different education levels.

Table 8. ANOVA Computations on parents' education and parenting styles

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
authoritarian	Between Groups	11,971	2	5,985	2,780	,069
	Within Groups	146,424	68	2,153		
	Total	158,394	70			
perfectionist	Between Groups	2,316	2	1,158	,946	,393
	Within Groups	83,233	68	1,224		
	Total	85,549	70			
authoritative	Between Groups	36,642	2	18,321	3,659	<b>,031</b>
	Within Groups	340,513	68	5,008		
	Total	377,155	70			
permissive	Between Groups	3,669	2	1,835	1,566	,216
	Within Groups	79,655	68	1,171		
	Total	83,324	70			
uninvolved	Between Groups	5,954	2	2,977	1,918	,155
	Within Groups	105,538	68	1,552		
	Total	111,493	70			

The results of Table 8 indicate a significant difference in means of authoritative parenting style among university, high school, and less than high school ( $p = .031$ ).

The mean and standard deviation of each parenting style about income level were calculated and presented in Table 9.

Table 9. Descriptive statistics for parenting styles according to income level

		N	Mean	Std. Deviation
authoritarian	Insufficient	14	2,57	1,828
	Acceptable	39	1,95	1,376
	Comfortable	18	2,56	1,464
	Total	71	2,23	1,504
perfectionist	Insufficient	14	1,43	,756
	Acceptable	39	1,79	1,196
	Comfortable	18	1,61	1,145
	Total	71	1,68	1,106
authoritative	Insufficient	14	4,14	1,994
	Acceptable	39	4,79	2,483
	Comfortable	18	4,50	2,256
	Total	71	4,59	2,321
permissive	Insufficient	14	1,36	,745
	Acceptable	39	1,51	1,295
	Comfortable	18	1,28	,826

	Total	71	1,42	1,091
uninvolved	Insufficient	14	1,50	1,019
	Acceptable	39	,95	1,297
	Comfortable	18	1,06	1,349
	Total	71	1,08	1,262

A one-way ANOVA was calculated to determine whether differences were significant in the means of each parenting style between mothers and fathers of different income levels.

Table 10. ANOVA Computations on parents' income level and parenting styles

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
authoritarian	Between Groups	6,624	2	3,312	1,484	,234
	Within Groups	151,770	68	2,232		
	Total	158,394	70			
perfectionist	Between Groups	1,484	2	,742	,600	,552
	Within Groups	84,065	68	1,236		
	Total	85,549	70			
authoritative	Between Groups	4,582	2	2,291	,418	,660
	Within Groups	372,573	68	5,479		
	Total	377,155	70			
Permissive	Between Groups	,755	2	,377	,311	,734
	Within Groups	82,569	68	1,214		
	Total	83,324	70			
Uninvolved	Between Groups	3,151	2	1,576	,989	,377
	Within Groups	108,342	68	1,593		
	Total	111,493	70			

The results of Table 10 indicate no significant difference in means of parenting style among different income levels ( $p > 0.05$ ).

Table 11. Descriptive statistics for parenting styles according to parents' employment

		N	Mean	Std. Deviation
authoritarian	Part-time	16	2,06	1,436
	Full-time	46	2,43	1,559

	Unemployed	9	1,44	1,130
	Total	71	2,23	1,504
perfectionist	Part-time	16	1,50	,894
	Full-time	46	1,61	1,183
	Unemployed	9	2,33	,866
	Total	71	1,68	1,106
authoritative	Part-time	16	4,50	2,066
	Full-time	46	4,46	2,501
	Unemployed	9	5,44	1,740
	Total	71	4,59	2,321
permissive	Part-time	16	2,00	1,366
	Full-time	46	1,35	,971
	Unemployed	9	,78	,667
	Total	71	1,42	1,091
uninvolved	Part-time	16	,94	,998
	Full-time	46	1,15	1,382
	Unemployed	9	1,00	1,118
	Total	71	1,08	1,262

A one-way ANOVA was calculated to determine whether differences were significant in each parenting style between mothers and fathers of different employment.

Table 12. ANOVA Computations on parents' employment and parenting styles

		Sum of Squares	df	Mean Square	F	Sig.
Authoritarian	Between Groups	7,930	2	3,965	1,792	,174
	Within Groups	150,464	68	2,213		
	Total	158,394	70			
Perfectionist	Between Groups	4,593	2	2,296	1,929	,153
	Within Groups	80,957	68	1,191		
	Total	85,549	70			
Authoritative	Between Groups	7,520	2	3,760	,692	,504
	Within Groups	369,635	68	5,436		
	Total	377,155	70			
Permissive	Between Groups	9,334	2	4,667	4,289	<b>,018</b>
	Within Groups	73,990	68	1,088		
	Total	83,324	70			
Uninvolved	Between Groups	,621	2	,310	,190	,827
	Within Groups	110,872	68	1,630		
	Total	111,493	70			

As shown in Table 12, the mean scores of permissive parenting style vary significantly across the three groups of parents: those who work part-time, those who work full-time, and those who are unemployed. The ANOVA test reveals that the difference is statistically significant at  $p < .05$  ( $p = .018$ ).

Table 13. The posthoc analysis

Dependent Variable	(I) Job_Lvl	(J) Job_Lvl	Mean Difference (I-J)	Std. Error	Sig.
Permissive	Part-time	Full-time	,652	,303	,087
		Unemployed	<b>1,222*</b>	,435	<b>,017</b>
	Full-time	Part-time	-,652	,303	,087
		Unemployed	,570	,380	,298
	Unemployed	Part-time	-1,222*	,435	,017
		Full-time	-,570	,380	,298
		Full-time	-,152	,465	,943

The posthoc analysis indicates that part-time parents have a higher mean score of permissive parenting style than the unemployed and full-time working parents. It suggests that parental employment status may influence the degree of permissiveness in parenting.

#### 4. Discussion

Parents who choose the authoritative style believe they are responsible for passing on to their children positive behaviors and helpful life skills that help them take responsibility for their choices, learn from their mistakes, understand the value of rules, and become disciplined and responsible adults. These parents also believe that children should be treated with respect and dignity and helped to express their emotions.

Only a few parenting styles were influenced by the parents' marital status, according to our findings. We found research suggesting that parenting styles are not significantly affected by parents' marital status [23].

In our research, parental education only impacted the authoritative style. Kashahu et al, 2014 indicated in a study that examined the relationship between parents' demography and parenting style that all highly educated parents belong to the authoritative group [24].

Income does not affect the parenting style chosen by our study group. However, research in the literature has demonstrated that low-income families may have inadequate and restricted access to resources, which affects the parenting style selected as well as the development of the children [25].

Permissive parenting style is more prevalent among parents of CP children who are not engaged in full - time work. It indicates that parental employment status may affect the level of permissiveness in parenting.

Limitations of the study

Because the sample size was small, we found few results when we divided the parents into subgroups and analyzed them by sociodemographics.

## 5. Conclusions

This research shows that that some socioeconomic variables influenced the methods of parenting selected by the study group. Increased statistical power from a bigger sample size could yield more conclusive findings.

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**Informed Consent Statement:** Informed consent was obtained from all subjects involved in the study. Subjects’ participation in the survey was voluntary. After the patient’s parent or legal representative signed the informed consent form, in which detailed details of the study were described, the patient was enrolled.

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