

Empirical Paper

Parenting Patterns of Factory-Worker Parents and Their Influence on Elementary Students' Personality: A Case Study at SDN 4 Bakalan, Jepara

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Abstract

Purpose: This study examined parenting patterns among factory-worker parents and their influence on the personality development of elementary school students at SDN 4 Bakalan, Jepara Regency, using a behaviourist perspective.

Methodology: A qualitative case study was conducted with 17 students of factory workers. Data were collected through interviews, observations, and documentation, and analysed using data reduction, display, and conclusion drawing with triangulation for validity.

Results: Three parenting styles were identified: permissive (41.2%), democratic (35.3%), and authoritarian (23.5%). Permissive parenting was most common due to parents' work demands. Democratic parenting supported positive traits such as independence and responsibility, while authoritarian parenting encouraged discipline but also fearfulness. Permissive parenting was linked to low self-control and weak responsibility. Parenting effectiveness was influenced by education, income, family support, and limited parent-child interaction.

Novelty and Contribution: The study provides context-specific evidence on factory-worker parenting in relation to child personality development, linking behaviourist theory with occupational constraints in a developing setting.

Practical and Social Implications: The study highlights the need for supportive interventions that help working parents maintain effective, balanced parenting practices to promote healthy child development. The study also emphasises the social impact of industrial work on family life and the importance of community and workplace support for working parents.

Keywords: Parenting, Behaviourism, Personality Style, Child Development, Developmental Psychology

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1 Introduction

Parents play an important role as primary educational influences on a child. This is because a child is nurtured and brought into the world by parents, and develops towards adulthood under their guidance (Masnawati & Masfufah, 2023). A child's good personality is the result of perfect socialisation, especially from parents or family (Sitanggang et al., 2021). Parents serve as early role models for a child, as children usually see and imitate their parents. Parents' actions and behaviours will be mirrored by their children, influencing whether children exhibit positive or negative behaviours (Masnawati & Masfufah, 2023). Basically, parents have the duty and responsibility to shape their children's moral character, with the understanding that children's behaviour tends to reflect their parents' behaviour (Purniasih & Ariawan, 2022). Parents are the primary foundation for a child's personality development, and this can include both psychological and physical treatment, which is reflected in their actions, attitudes, and speech (Agayeva, 2021). This parenting style is characterised by a high level of responsiveness that shapes both positive and negative child behaviour. This parenting style is implemented with high levels of control and responsiveness to the child's needs (Sofiani et al., 2020).

Parenting patterns refer to the approaches and strategies used by parents in raising, guiding, supervising, and socialising their children (Hanif, 2023). Parenting practices influence children's emotional regulation, social competence, academic performance, and character development (Kolyukh & Oragwuncha, 2024). Previous studies have demonstrated that parenting styles are strongly associated with children's behavioural adjustment and personality formation (Khan, 2024). Among the most widely recognised parenting styles are authoritarian, democratic (authoritative), and permissive parenting (Fitrianto et al., 2025).

In contemporary society, socioeconomic changes have increasingly altered family structures and parenting practices (Singh & Pandit, 2024). Economic demands often require both fathers and mothers to participate in the workforce, resulting in reduced time available for direct interaction with their children (Cortés & Pan, 2023). Parents employed in manufacturing industries and factories frequently experience long working hours, shift schedules, physical fatigue, and commuting demands that may limit their involvement in daily child-rearing activities (Neerchal & Schneider, 2026). Although employment provides financial stability and improved living conditions, it may simultaneously create challenges in maintaining effective parental supervision, communication, and emotional support. Consequently, the parenting experiences of factory-worker parents present a unique context for understanding child personality development (Edwards-Fapohunda & Adediji, 2024).

The relationship between parenting practices and children's personality formation can be effectively examined through the lens of behaviourist theory (Evin & Laveena, 2021). Behaviourism emphasises that human behaviour is learned through interactions with the environment and is shaped by reinforcement, punishment, and repeated experiences (Wang, 2025). According to Skinner's theory of operant conditioning, behaviours that receive positive reinforcement are likely to be repeated, whereas behaviours followed by punishment tend to decrease (Chen, 2023). From this perspective, parenting behaviours such as praise, rewards, discipline, monitoring, and corrective feedback function as environmental stimuli that influence children's behavioural responses and personality development (Karadeniz, 2023). Therefore, the manner in which parents regulate, reinforce, or respond to their children's actions can significantly shape behavioural patterns that eventually become enduring personality traits (Bornstein, 2022).

Previous studies have extensively examined the influence of parenting styles on children's personality, behaviour, and social development (Salavera et al., 2022). Research generally indicates that democratic parenting tends to foster independence, responsibility, self-confidence, and positive social relationships, whereas authoritarian and permissive parenting may contribute to various behavioural and emotional challenges depending on the context (Fitrianto et al., 2025). However, despite the growing body of literature on parenting styles, limited attention has been given to the parenting experiences of factory-worker parents, particularly within rural and semi-urban communities where employment conditions often involve demanding work schedules and restricted family interaction time (Fitrianto et al., 2025). Furthermore, relatively few studies have examined these parenting practices from a behaviourist perspective that explicitly explains how reinforcement and environmental influences contribute to children's personality formation (Edwards-Fapohunda & Adediji, 2024).

Preliminary observations conducted at SDN 4 Bakalan, Kalinyamatan District, Jepara Regency, revealed that a considerable number of students have parents employed in local manufacturing industries. Many of these parents work extended hours, including shift-based schedules, which potentially affect the amount of supervision,

communication, and emotional support provided to their children. While some parents appear to maintain effective parenting practices despite occupational demands, others experience challenges in balancing work responsibilities and child-rearing obligations. These differences raise important questions regarding the types of parenting patterns adopted by factory-worker parents and how such patterns influence children's personalities.

Given these circumstances, a deeper understanding of parenting practices among factory-worker parents is necessary. Investigating parenting patterns within this context may provide valuable insights into the mechanisms through which parental behaviour influences children's personality development despite occupational constraints. Therefore, this study aims to analyse the parenting patterns employed by factory-worker parents and examine their influence on the personality formation of elementary school students from a behaviourist perspective. Specifically, the study focuses on students at SDN 4 Bakalan, Kalinyamatan District, Jepara Regency, intending to identify dominant parenting patterns, explore their behavioural implications, and understand the factors that support or hinder effective parenting practices.

2 Methodology

2.1 Research Design

This study employed a qualitative research approach using a case study design to explore the parenting patterns of factory-worker parents and their influence on the personality development of elementary school students. A qualitative approach was considered appropriate because the study sought to understand participants' experiences, perceptions, and behaviours within their natural social context (Lim, 2025). According to Creswell et al. (2007), qualitative research enables researchers to investigate and interpret social phenomena by exploring the meanings individuals assign to their experiences. Through this approach, the researcher was able to obtain an in-depth understanding of parenting practices and their implications for children's personality formation.

The case study design was selected because it facilitates a comprehensive investigation of a contemporary phenomenon within its real-life setting. The study focused on a specific case, namely students of SDN 4 Bakalan, Kalinyamatan District, Jepara Regency, whose parents are employed in local manufacturing industries. This context provided an opportunity to examine how occupational demands influence parenting behaviours and subsequently affect children's personality development from a behaviourist perspective.

2.2 Research Setting

The study was conducted at SDN 4 Bakalan, located in Kalinyamatan District, Jepara Regency, Indonesia. The school was purposively selected because a considerable number of students have parents employed as factory workers in various manufacturing companies operating within and around the district. The setting provided a relevant context for investigating the relationship between parental employment conditions, parenting practices, and children's personality development.

2.3 Participants and Data Sources

The study utilised both primary and secondary data sources.

Primary Data Sources

Primary data were obtained directly from participants who possessed relevant knowledge and experiences related to the phenomenon under investigation. These participants included:

- i. The school principal, who provided contextual information regarding students and family backgrounds.
- ii. Teachers, including classroom and subject teachers, who offered insights into students' behaviours, personalities, and school experiences.
- iii. Students whose parents were employed as factory workers and who could describe their experiences of parental care, supervision, communication, and discipline.

Participants were selected purposively based on their ability to provide rich and relevant information regarding parenting patterns and children's personality development.

Secondary Data Sources

Secondary data consisted of relevant literature, previous research studies, school documents, and other supporting materials related to parenting styles, behaviourist learning theory, child personality development, and family influences on children's behaviour. These sources were used to support data interpretation and strengthen the theoretical foundation of the study.

2.4 Data Collection Procedures

Data were collected using multiple qualitative techniques to obtain comprehensive and credible information regarding parenting patterns and children's personality development.

Interviews

Semi-structured interviews served as the primary method of data collection. The use of semi-structured interviews allowed the researcher to explore predetermined topics while providing participants with sufficient flexibility to elaborate on their experiences and perspectives (Buys et al., 2022). Interview questions focused on parenting practices, parental supervision, communication patterns, disciplinary strategies, emotional support, and children's behavioural characteristics. Interviews were conducted with the school principal, teachers, and selected students. Follow-up questions were used whenever necessary to clarify responses and obtain more detailed information regarding participants' experiences.

Observation

Non-participant observations were conducted to examine students' behaviours, interactions, and social conduct within the school environment. Observations focused on behavioural indicators associated with personality characteristics, including responsibility, discipline, independence, social interaction, obedience to rules, and communication patterns.

The observation process enabled the researcher to compare observed behaviours with information obtained through interviews, thereby enhancing data credibility.

Documentation

Documentation was used to complement interview and observation data. Relevant documents included school records, field notes, photographs, and other materials related to the research context. Documentation provided additional evidence and contextual information that supported data interpretation and verification.

2.5 Data Analysis

Data analysis was conducted concurrently with data collection using an interactive analytical process. The analysis followed three major stages:

Data Reduction

Data reduction involved organising, selecting, and simplifying raw data from interviews, observations, and documentation. During this stage, the researcher identified meaningful information on parenting patterns, child personality characteristics, and factors influencing parenting practices. Irrelevant information was excluded, and significant statements and recurring patterns were coded and categorised.

Data Display

Following data reduction, the data were organised and presented systematically through descriptive narratives, thematic summaries, and tables. Data display facilitated the identification of relationships among categories and enabled the researcher to compare patterns across participants and data sources.

Conclusion Drawing and Verification

The final stage involved interpreting the findings and drawing conclusions based on emerging themes and patterns. Conclusions were continuously verified by revisiting the data, comparing information across participants, and examining consistency among interview, observation, and documentary evidence. This iterative process ensured that conclusions accurately reflected the data collected during the study.

2.6 Trustworthiness of the Study

To enhance the credibility and trustworthiness of the findings, triangulation techniques were employed throughout the research process.

Source Triangulation

Source triangulation was conducted by comparing information obtained from different participants, including the school principal, teachers, and students. This process enabled the researcher to verify the consistency of information across multiple perspectives.

Method Triangulation

Method triangulation involved comparing data collected through interviews, observations, and documentation. The use of multiple methods reduced the likelihood of relying on a single source of evidence and strengthened the validity of the findings.

Theoretical Triangulation

Theoretical triangulation was employed by interpreting findings through the lens of behaviourist theory, particularly Skinner's operant conditioning framework, while also considering insights from previous studies on parenting styles and child personality development. This approach helped ensure that conclusions were grounded in established theoretical perspectives.

2.7 Ethical Considerations

Ethical principles were observed throughout the study. Participants were informed about the purpose of the research, and participation was voluntary. Confidentiality and anonymity were maintained by using respondent codes rather than participants' names in presenting findings. Data collected during the study were used solely for academic purposes and were treated with strict confidentiality.

3 Result

3.1 Demographic Characteristics of Participants

A total of 17 student participants whose parents were employed as factory workers were identified during the study. Based on the parenting patterns reported by students, three parenting styles were observed: authoritarian, democratic, and permissive parenting. The largest proportion of participants experienced permissive parenting, followed by democratic and authoritarian parenting.

Table 1 Distribution of Participants by Parenting Style

Parenting Style	Participant Codes	Frequency (n)	Percentage (%)
Authoritarian	ARA, AD, MRN, AHS	4	23.5
Democratic	ERM, SLD, ENS, SAF, FAP, NA	6	35.3
Permissive	GAA, MWA, TA, RMA, NP, MRPP, RAS	7	41.2
Total		17	100.0

The findings indicate that permissive parenting was the most frequently reported parenting style among factory-worker families, suggesting that occupational demands may reduce parental supervision and involvement in children's daily activities. Democratic parenting was also evident among several families, while authoritarian parenting was reported by a smaller proportion of participants.

3.2 Parenting Styles Practised by Factory-Worker Parents

Analysis of interview data revealed three dominant parenting styles among factory-worker parents: authoritarian, democratic, and permissive parenting.

Table 2 Characteristics of Parenting Styles Identified Among Participants

Parenting Style	Participant Codes	Key Characteristics
Authoritarian	ARA, AD, MRN, AHS	Strict control, frequent punishment, obedience demands, limited communication
Democratic	ERM, SLD, ENS, SAF, FAP, NA	Open communication, supportive guidance, reasonable rules, parental responsiveness
Permissive	GAA, MWA, TA, RMA, NP, MRPP, RAS	Minimal supervision, excessive freedom, weak discipline, limited behavioural control

Authoritarian Parenting

Four participants described parenting practices characterised by strict discipline, high parental control, and limited opportunities for children to express their opinions. Parents frequently imposed rules, expected unquestioning obedience, and often used punishment when children failed to comply with expectations.

Participants reported that authoritarian parents closely monitored children's behaviour and tended to prioritise compliance over communication. Children were often discouraged from questioning parental decisions, and interactions between parents and children were generally less collaborative.

Democratic Parenting

Democratic parenting emerged among six participants and was characterised by open communication, emotional support, and reasonable supervision. Parents listened to their children's opinions, encouraged discussion, and provided explanations for rules and expectations.

Participants reported that their parents maintained clear boundaries while simultaneously fostering a supportive home environment. Parents actively monitored children's academic progress and guided appropriate behaviour. This parenting style was associated with greater parent-child interaction and mutual respect.

Permissive Parenting

Permissive parenting was the most commonly reported parenting style, occurring among seven participants. This parenting pattern was characterised by limited parental supervision, minimal behavioural regulation, and extensive freedom granted to children.

Participants reported that parents rarely enforced rules or imposed consequences for inappropriate behaviour. In many cases, parents focused primarily on meeting children's material needs while providing limited monitoring of daily activities. Several students indicated that parents were often unavailable because of work commitments, resulting in reduced communication and emotional engagement.

3.3 Influence of Parenting Styles on Children's Personality Development

Interview findings suggested that parenting styles influenced several aspects of children's personality development, including discipline, responsibility, independence, self-control, and social behaviour.

Table 3 Personality Outcomes Associated with Parenting Styles

Parenting Style	Observed Positive Outcomes	Observed Negative Outcomes
Authoritarian	Discipline, obedience, respect for rules	Fearfulness, reluctance to express opinions, social withdrawal
Democratic	Responsibility, independence, self-confidence, positive social interaction	Few negative outcomes reported.
Permissive	Independence in some situations	Poor self-control, irresponsibility, dependence on others, weak adherence to rules

Effects of Authoritarian Parenting

Participants raised under authoritarian parenting reported becoming disciplined and obedient due to strict parental control. However, several participants also indicated that excessive punishment and rigid supervision generated feelings of fear and discomfort. Some students reported reluctance to express opinions and dissatisfaction with excessive restrictions imposed by their parents.

Effects of Democratic Parenting

Students who experienced democratic parenting generally reported positive developmental outcomes. Parents listened to children's concerns, provided guidance, and encouraged constructive communication. Participants indicated that this parenting style helped them develop responsibility, self-confidence, and appropriate social behaviour.

Effects of Permissive Parenting

Participants raised in permissive households often described limited parental monitoring and unrestricted freedom. While some students appreciated the autonomy provided by their parents, excessive freedom frequently resulted in poor self-discipline, overreliance on others, reduced responsibility, and difficulties adhering to rules both at home and at school.

3.4 Supporting and Inhibiting Factors Influencing Parenting Practices

The findings further revealed several contextual factors that either supported or hindered effective parenting among factory-worker families.

Table 4 Supporting and Inhibiting Factors Affecting Parenting Practices

Theme	Supporting Factors	Inhibiting Factors
Educational Factors	Higher parental education, better understanding of child development	Limited parental educational attainment
Economic Factors	Financial stability and ability to meet children's needs	Economic pressures requiring long working hours
Family Support	Assistance from mothers, grandparents, and extended family members	Limited parental supervision due to work commitments
Parent–Child Interaction	Consistent communication and involvement	Reduced quality time and weak communication
Child Factors	Willingness to follow guidance and household routines	Low motivation, reluctance to follow established rules

Educational Factors

Participants whose parents possessed higher educational qualifications generally reported more structured parenting practices and greater parental awareness regarding child development. In contrast, lower parental educational attainment was frequently associated with difficulties in providing effective guidance and communication.

Economic Factors

Economic stability served as an important supporting factor because it enabled parents to provide educational and material resources for their children. However, the need to maintain economic stability often required parents to spend long hours at work, thereby reducing opportunities for direct supervision and interaction.

Parent–Child Interaction Time

Limited time with children emerged as one of the most significant barriers to effective parenting. Participants repeatedly reported that factory work schedules reduced opportunities for communication, supervision, and emotional support. This limitation contributed to the adoption of more permissive parenting practices in some families.

Family Support Systems

The presence of mothers, grandparents, and other family members often compensated for parental absence and helped maintain supervision and emotional support. Nevertheless, reliance on extended family support did not eliminate the challenges associated with limited parental involvement.

4 Discussion

The findings of this study provide a nuanced understanding of the intersection between industrial labour and domestic life, illustrating how the demanding work environment of factory employees reshapes parenting practices and child personality development. By examining students at SDN 4 Bakalan through a behaviourist lens, this research addresses a critical gap in the literature regarding the unique socio-educational challenges faced by industrial worker families in Indonesia.

4.1 Parenting Styles Practised by Factory-Worker Parents

The prevalence of permissive parenting (41.2%) among factory-worker parents in this study reflects a significant environmental adaptation to the time squeeze inherent in manufacturing labour. This finding aligns with research by Hutaurok et al. (2023), who observed that factory workers, due to intense labour from morning to evening,

frequently grant their children excessive freedom as a default by-product of their own physical exhaustion and lack of supervision time. Unlike highly flexible occupations, such as small merchants who can integrate parenting into their work hours, factory work is characterised by rigid shifts and close-opening (closing then opening) schedules that substantially reduce parents' emotional and physical availability (Neerchal & Schneider, 2026).

Interestingly, while this study identifies permissiveness as the dominant actualised style, research by Enoch et al. (2019) suggests a more complex duality: factory-working mothers often intend to be authoritative or democratic but are forced by their absence to delegate care to relatives, typically grandmothers. This delegation often results in a permissive-pampering environment where discipline is inconsistent. The high percentage of democratic parenting (35.3%) found in our study at SDN 4 Bakalan suggests that a subset of factory parents is successfully employing social capital, defined by Hanif (2023) as the relationships and norms within a family that foster positive growth to maintain structured guidance despite work constraints. However, the dominance of permissiveness underscores the reality that for the majority, the precarious temporal order of the factory environment serves as a significant barrier to the consistent implementation of rules (Neerchal & Schneider, 2026).

4.2 Influence of Parenting Styles on Children's Personality Development

The divergent personality traits observed in the children at SDN 4 Bakalan confirm the established psychological link between parental demandingness and responsiveness. The study's finding that democratic parenting fosters independence, responsibility, and self-confidence is strongly supported by Fitrianto et al. (2025), who found that in the Indonesian cultural context, democratic parenting is the most significant positive predictor of adolescent self-confidence. This occurs because democratic environments provide the structured guidance and emotional warmth necessary for a child to internalise social norms rather than merely obeying them out of fear (Fitrianto et al, 2025).

In contrast, the permissive style's correlation with poor self-discipline and irresponsibility at SDN 4 Bakalan mirrors findings by Khan (2024), who argues that children in low-demand environments struggle with impulse control and social adaptation because they lack consistent boundaries. This is particularly problematic in factory-worker families where the absence of supervision is not a philosophical choice for "child-centeredness" but a structural absence of care (Hutauruk & Machmud, 2023).

The results regarding authoritarian parenting (23.5%) producing disciplined but fearful and socially withdrawn children present a point of consistency with global literature while highlighting a specific regional nuance. While some Asian studies suggest that authoritarianism may prevent delinquency by providing strict boundaries in high-risk environments (Nishtar et al., 2023), our findings suggest that for these children, the limiting and punitive nature of such parenting breeds a negative self-concept and anxiety (Khan, 2024). This supports the argument that while authoritarianism may ensure short-term obedience, it fails to cultivate the self-reliant and inquisitive personality traits found in democratic households (Fauzi et al., 2021).

4.3 Interpretation of Findings Through Skinner's Behaviourist Theory

From a behaviourist perspective, the personality development of factory workers' children can be viewed as the sum of behavioural responses shaped by environmental stimuli, reinforcement, and punishment (Vargas, 2017). Skinner's theory of operant conditioning posits that children are passive respondents whose behaviour is modified by the consequences provided by their environment (Sari & Muthohar, 2024). In the context of SDN 4 Bakalan, the factory parents' frequent absence creates what behaviourists would call a thin schedule of reinforcement.

In permissive households, the dominant environmental stimulus is a lack of consequence. Desired behaviours, such as academic diligence or responsibility, are rarely met with positive reinforcement (praise/rewards), while negative behaviours are not met with corrective punishment (Sari & Muthohar, 2024). According to Skinner, this lack of contingency selection leads to a behavioural repertoire that is shaped by accidental external stimuli such as peer pressure or media rather than parental guidance (Hanif, 2023). This explains why children in this study exhibited a lack of self-control; they have not been conditioned to associate specific actions with stable results.

The fear and social withdrawal observed in children of authoritarian parents can be interpreted as a classic response to the overuse of aversive stimuli (Khan, 2024). Skinner argued that while punishment may suppress unwanted behaviour in the presence of the punisher, it fails to reinforce a stable, positive personality and often leads to

emotional outbursts or escape behaviours when the stimulus (the parent) is removed (Sari & Muthohar, 2024). Conversely, the success of democratic parents at the school can be attributed to their consistent use of positive reinforcement and clear maturity demands (Fauzi et al., 2021). By providing explanations for rules and rewarding compliance through open communication, these parents create a safe and supportive environment that reinforces healthy and adaptive behaviours (Sari & Muthohar, 2024).

4.4 Supporting and Inhibiting Factors Affecting Parenting Practices

The primary inhibitor to effective parenting identified in this demographic is the lack of interaction time caused by economic pressures and demanding factory schedules. This aligns with Family Stress Models, where financial strain and time-based pressure increase parental stress, thereby reducing the quality of parent-child interactions (Neerchal & Schneider, 2026). Neerchal and Schneider (2026) emphasise that work duration is the single most consistent predictor of reduced parenting time, particularly for core parenting activities like reading or providing moral guidance. For the factory workers in Jepara, physical fatigue further compounds this issue, making parents less responsive to their children's emotional needs even when they are physically present.

Low parental education was another key inhibitor. Sources indicate that education level correlates with a parent's understanding of developmental milestones and effective communication strategies. Parents with higher educational backgrounds were more likely to adopt structured, democratic practices, suggesting that intellectual social capital can partially offset the time constraints imposed by factory work (Hanif, 2023).

Conversely, the most significant supporting factor was the existence of family support systems, particularly from grandmothers and other relatives. In the Indonesian context, this extended family network acts as a crucial social capital that compensates for parental absence (Fauzi et al., 2021). However, as noted by Fauzi et al. (2021) and Enoh et al. (2018), this support is a double-edged sword; while it ensures physical safety, the tendency of grandmothers toward permissive, indulgent parenting can create an inconsistency in moral upbringing that complicates the child's character formation. This suggests that while external care provides a safety net, it cannot fully replace the unique reinforcement system provided by biological parents.

5 Conclusion

This study examined the parenting patterns of factory-worker parents and their influence on the personality development of elementary school students at SDN 4 Bakalan, Jepara Regency, using a behaviourist perspective. The findings revealed that permissive parenting was the most prevalent parenting style among factory-worker families, followed by democratic and authoritarian parenting. The predominance of permissive parenting appears closely linked to the demanding nature of factory employment, which limits parental availability, supervision, and opportunities for meaningful interaction with children.

The study further demonstrated that parenting styles significantly influence children's personality development. Democratic parenting was associated with positive personality characteristics such as responsibility, independence, self-confidence, and constructive social behaviour. In contrast, authoritarian parenting promoted discipline and obedience but was also linked to fearfulness, social withdrawal, and reluctance to express opinions. Permissive parenting provided children with greater autonomy but frequently resulted in poor self-control, reduced responsibility, and weak adherence to rules. From a behaviourist perspective, these outcomes reflect the differing patterns of reinforcement, punishment, and environmental stimuli experienced by children within each parenting context.

Additionally, the study identified several factors influencing parenting effectiveness, including parental education, economic conditions, family support systems, and the quality of parent-child interaction. Among these, limited interaction time due to demanding factory work schedules emerged as the most significant barrier to effective parenting. Overall, the findings emphasise the importance of balanced and responsive parenting practices in fostering healthy personality development and underscore the need for greater support for working parents facing occupational constraints.

Practical Implications

The findings of this study have important practical implications for parents, schools, and policymakers seeking to support children's personality development in industrial-worker families. The dominance of permissive parenting among factory-worker parents highlights the need for targeted parenting education programmes that help working parents balance occupational responsibilities with effective child-rearing practices. Factories, local governments, and educational institutions can collaborate to provide parenting workshops focused on communication skills, positive discipline, emotional support, and time management strategies. Schools should also strengthen parent-teacher partnerships by creating regular communication channels that allow parents with demanding work schedules to remain involved in their children's academic and behavioural development. Furthermore, family-support initiatives, such as after-school supervision programmes and family counselling services, could help compensate for reduced parental availability. Encouraging democratic parenting practices, characterised by open communication, consistent supervision, and emotional responsiveness, may foster greater responsibility, self-confidence, and positive social behaviour among children while mitigating the negative consequences associated with excessive permissiveness or authoritarian control.

Social Implications

The study also has broader social implications for understanding how labour conditions influence family functioning and child development. The findings demonstrate that parenting practices are not solely individual choices but are significantly shaped by socioeconomic circumstances, particularly the demanding schedules and work pressures experienced by factory employees. This suggests that child development outcomes are closely connected to workplace policies and broader social support systems. As industrialisation continues to expand, communities and governments must recognise that parental well-being and family stability are essential components of social development. Policies promoting work-life balance, flexible scheduling, family-friendly employment practices, and parental support services may contribute to healthier parent-child relationships and more positive developmental outcomes for children. The study further highlights the important role of extended family networks in supporting child-rearing within working-class communities. Strengthening community-based support structures can help reduce the developmental risks associated with parental absence and contribute to the cultivation of socially responsible, emotionally resilient, and well-adjusted future generations.

Limitations and Recommendations for Future Studies

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in a single elementary school, SDN 4 Bakalan, Jepara Regency, which may limit the generalisability of the findings to other geographical locations, educational settings, or cultural contexts. Second, the study utilised a qualitative case study design with a relatively small sample of 17 student participants, restricting the ability to draw broader statistical conclusions regarding parenting patterns among factory-worker families. Third, the data relied heavily on participants' self-reported experiences and perceptions, which may be influenced by recall bias, social desirability bias, or subjective interpretation. Fourth, the study primarily explored children's perspectives and observations from school personnel, without extensive direct participation from parents themselves. Finally, the research adopted a behaviourist framework, which may not fully capture the complex psychological, emotional, and sociocultural factors that contribute to children's personality development.

Future research should expand the scope of investigation by including larger, more diverse samples across multiple schools, regions, and industrial settings to enhance the generalisability of findings. Quantitative or mixed-method approaches could also be employed to statistically examine the relationships between parenting styles, occupational demands, and specific personality outcomes among children. Additionally, future studies should incorporate the perspectives of parents, caregivers, and family members to provide a more comprehensive understanding of parenting dynamics within factory-worker households. Longitudinal research would be particularly valuable in examining how parenting practices influence personality development over time and across different developmental stages. Researchers may also explore the effectiveness of parenting intervention programmes designed for working parents and assess how workplace policies, such as flexible work schedules and family-support initiatives, affect parenting quality and child well-being. Finally, future studies could apply alternative theoretical perspectives, such as

attachment theory, family systems theory, or ecological systems theory, to provide deeper insights into the multifaceted relationship between parental employment conditions and children's developmental outcomes.

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Conflict of Interest

The authors declare no conflict of interest.

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