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## **Psychological Effects on Children in Families Where Both Parents Are Sociologists: A Comprehensive Study**

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### **Abstract**

This research explores psychological effects on children whose parents are sociologists. It provides a comprehensive analysis of the professional background effect of two sociologist parents on the styles of parenting and how children grow up by using qualitative approaches. In-depth interviews were conducted on 50 participants, consisting of 25 sociologists with their respective children. The results show that sociologist parents are mostly authoritative due to the fact that it offers space for freedom, reflection, and sociality. Children with such personalities tend usually to display high self-esteem, extraordinary cognitive skills, and adequate knowledge of social circles. Some children suffer stress due to sky-high expectations. Such a study underlines the balance between intellectual stimulation on one hand and emotional support on the other. It throws light upon how professional careers, especially in the field of sociology, influence family life and the growth of a child. The findings from the present study will help improve the understanding of how parental occupations relate to psychological and social outcomes in children.

Keywords: Sociologist Parents, Parenting Styles, Child Development



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## Introduction

### Background

Much interest in developmental psychology has focused on the impact of the parents' professions on children's development. A unique combination—a pair of sociologist parents—may, by virtue of their professional perceptual field regarding social behavior and social structures, uniquely condition their parenting. A well-entrenched understanding of social systems and norms makes them sensitive to social dynamics as it applies to parenting, which may then stimulate their children in distinct and particular ways toward emotional and cognitive development. As mentioned before, previous evidence has shown that parental occupations have effects on children's development in a variety of ways. Coleman (1988) and Gecas (2000) have elaborated on how social capital and parenting styles influence child outcomes. Parenting approaches depend on how parents acquire knowledge and values, as indicated by Harris (1998) and Maccoby & Martin (1983). According to Bandura (1977) and Deater-Deckard (2004), child behavior is socially learned, respectively, and parenting stress. Davis-Kean (2005) and McLanahan & Sandefur (1994) have studies that examine how parent education and family structure shape children's achievements and well-being.

The effect of having two sociologist parents is not particularly studied but understanding the implications of how the insights made by sociologists on social systems may likely influence their parenting styles offers potential insight. Bronfenbrenner (1979) and Neugarten (1977) address different effects that various social environments may have on child development. Moen & Sweet (2004) and Sanders (1999) conducted research focusing on how a parental work environment and parenting programs can impact family dynamics. Wright and Masten (2005) and Miller (2003) also talk on the issue of resilience and parenting style and, therefore, give some background to understand the distinct experiences of a sociologist parent.

### Objectives

- 1) To study how sociologists differ from non-sociologists in their parenting styles and whether such parenting styles have an impact on the psychological development of the child.
- 2) Mental State of Children Raised by Sociologist Parents: Their self-confidence, nervousness, or psychological disorders can be measured.
- 3) To examine the influence of sociologists as parents on the cognitive competencies and social competencies in their children.
- 4) A comparison of psychological outcomes for children from sociologist families, where both parents were sociologists, with those from families in which one or neither of the parents was a sociologist.

### Hypotheses

- 1) Hypothesis 1: The children of the sociologist are expected to have different parenting styles compared to children whose parents are not sociologists, which will affect psychological outcomes in somewhat different ways.
- 2) Hypothesis 2: The children of sociologist parents will tend to be more social and cognitively developed because of the professional knowledge that the parents possess regarding social systems.



3) Hypothesis 3: The emotional wellbeing of the children with sociologist parents differs from that of children with non-sociologist parents, maybe showing both positive and negative effects, influenced by their parents' attitudes in sociology.

## **Literature Review**

2.1 Overview of Parental Influence on Child Development: Parental influence in the literature holds rich insights into how various features of parents and their behavior change the child's developmental profile. Parenting styles, the level of parental education, and occupational status are important in deciding the outcome for children.

### **Parenting Styles and Child Development**

Parenting styles are basically fundamental in shaping child development. Baumrind's 1966 seminal work identified the authoritative, authoritarian, and permissive parenting styles with various consequences to child outcomes. Authoritarian parenting that involves both warmth and responsiveness together with high expectations has been connected consistently with positive child development consequences (Maccoby & Martin, 1983; Darling & Steinberg, 1993). On the other hand, authoritarian parenting-high control and low warmth-is related to a broad spectrum of problematic outcomes, such as lower self-esteem and higher levels of anxiety (Baumrind, 1966; Rutter et al., 2006).

### **Parental Occupation and Child Development**

Occupation of parents also plays a significant role in child development. In Coleman's social capital work, he indicated how the sources and networks of the parents influence the outcomes of children in terms of academics and social results. Previous studies had provided evidence that the educational attainment and job status of parents influence the cognitive development and the academic performance of their children (Davis-Kean, 2005; McLanahan & Sandefur, 1994). The meaning of "social capital" points out how the extended social settings of families have impacts on the child development (Coleman, 1988; Putnam, 2000).

### **Sociological Perspectives on Parenting**

Sociologists uniquely contribute their expertise in understanding social structure and norms towards a conceptual approach to parenting. Sociologists are apt to exhibit a reflective style of parenting, which may have an impact on their children's awareness of social issues and also on cognitive abilities. There is evidence presented in the works of Gecas (2000) and Harris (1998) about the fact that professional attitudes and values imputed by parents do have an impact on child development but subtly. Other related research has established that parents' working environments and education determine the attitudes of parents towards parenting; for example, Sanders (1999) and Moen & Sweet (2004) have been able to conclude that "of all of the factors associated with two-parent families, none are as strongly linked to parenting attitudes as occupation."

## **Parental Influence in Sociologist Families Impact of Sociologist Parents on Children**



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There is very little work researching the influence of two sociologist parents on children's development. Regardless of this, sociologists' desire to understand better the nature of dynamic social interplay may bring them into parenting in particular ways. Studies by Bronfenbrenner (1979) and Neugarten (1977) include how different social environments - both in family structure and work conditions - impact childhood development. Sociologist parents, for example, could offer a different combination of knowledge in social systems and personal values that might make a difference as their children grow cognitively and emotionally compared to children whose parents have other professions or careers (Wright & Masten, 2005; Miller, 2003).

### **Sociologists Influence on Children's Cognitive Development**

This would imply that it is the professional know-how that sociologist parents would integrate into their parenting, leading to further enhancement in the cognitive development of their children. Indeed, various research studies conducted by Bandura (1977) on social learning as well as Deater-Deckard (2004) on parenting stress proved the fact that children's cognitive development is affected by actual parenting behaviors and attitudes. Sociologists' ability to understand and analyze structures may also extend to the problem-solving abilities of their children and general social awareness (Gecas, 2000; Harris, 1998).

### **Emotional Well-being of Children with Sociologist Parents**

Another aspect of interest would be the emotional well-being of children with parents being sociologists. Parents involvement and support seem to be very indispensable for the emotional well-being of children according to some studies of Rutter et al (2006) and Davis-Kean (2005). Sociologist parents might offer a more different kind of emotional support because they are learned about social perspectives and interaction dynamics (Deater-Deckard, 2004; Sanders, 1999). This could consequently lead to different levels of self-esteem, anxiety, and general mental health than those children of non-sociologist parents have (McLanahan & Sandefur, 1994; Miller, 2003).

### **Comparative Studies**

#### **Comparing Sociologist Parents with Non-Sociologist Parents**

Such a difference between children of sociologist parents and those of non-sociologist parents can indeed be considered a suitable vehicle through which the professional background of the parents affects the development of children. Research into social capital and parent resources by Coleman in 1988 and Putnam in the year 2000 has already been conducted. However, more light is thrown on how professional backgrounds of parents affect family life and, in turn, child outcomes in family dynamics and work environments by Moen & Sweet in 2004 and by Wright & Masten in the year 2005.

### **Implications for Parenting Practices**

Such an understanding could be applied in parenting practices and interventions through the educational system. For example, professional backgrounds were considered by Bronfenbrenner (1979) and Gecas (2000) in studying approaches



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to parenting with a special impact on children's development. Understandings regarding the observation of sociologist parents may be used in augmenting parenting strategies and educational programs with consideration for special impacts of specific professional backgrounds on the child (Harris, 1998; Sanders, 1999).

### Materials and Methods

We use qualitative methods for research into psychological effects on children brought up by two sociologist parents. The entire data gathering was accomplished through in-depth interviews carried out with 50 participants-both sociologists and their children-whose experiences and developmental results we learned in-depth through them. Participants were chosen to represent a broad cross-section of sociological subfields and family arrangements so that the reporting could be drawn from a lot of differential facets from where one would view the impact of professional backgrounds upon parenting and child development. These interviews were meant to acquire rich stories on parenting styles, child emotional well-being, and cognitive development. This qualitative method helps generate subtle understandings of the effects of the dual sociologist parents-that is, the minor nuances of their parenting styles and the related effects on psychological outcomes of their children. It was thus possible in the methodological design to make a deeper analysis of data into identifying repeating themes and patterns derived from the exercise of sociological expertise in family settings.

### Results and Discussion

#### Results

#### Participant Demographics

This research involved 50 participants, half of them being sociologists and half being their children, to see the psychological effects on children brought up by sociologist parents. Participants for the research were purposively sampled in such a way that they covered all subfields of sociology and most types of family structure.

Table 4.1: Participant Demographics

Category	Number of Participants	Percentage (%)
Sociologists	25	50%
Children of Sociologists	25	50%
Gender (Sociologists)		
Male	15	60%
Female	10	40%
Gender (Children)		
Male	12	48%
Female	13	52%
Age Range (Children)		
5-10 Years	10	40%
11-15 Years	10	40%
16-18 Years	5	20%



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## Parenting Styles and Practices

It indicated that sociologists followed an authoritative parenting style which consisted of both high responsiveness and demandingness. Our data provide evidence of fostering open communication and critical thinking in the children through which children can be trained in a more independent manner. The interviews are prepossessing in that the professional background would modify the parenting style of a sociologist with social awareness and understanding of social dynamics.

Table 4.2: Parenting Styles Reported by Sociologists

Parenting Style	Number of Sociologists	Percentage (%)
Authoritative	18	72%
Authoritarian	4	16%
Permissive	3	12%

## Children's Emotional Well-being

Children of sociologists usually reported high self-esteem and social consciousness. Usually, they also said they feel more supported and understood because of the professional insights coming from their parent. However, some of the children reflected a stress concerning high parental expectations or pressure.

Table 4.3: Emotional Well-being of Children

Aspect	Number of Children	Percentage (%)
High Self-esteem	18	72%
Moderate Self-esteem	5	20%
Low Self-esteem	2	8%
High Social Awareness	20	80%
Moderate Social Awareness	5	20%

## Cognitive and Social Development

Our research highlighted that the children of sociologists were placed in an environment where they were more endowed with highly cognitive skills and social consciousness. The children were therefore given the mental abilities to think critically and be fully empathetic, a reflection of professional influence and stimulating environment.

Table 4.4: Cognitive and Social Development Indicators

Indicator	Number of Children	Percentage (%)
Advanced Problem-solving	15	60%
Good Problem-solving	7	28%
Basic Problem-solving	3	12%
High Social Awareness	18	72%
Moderate Social Awareness	7	28%

## Discussion



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Results suggest that sociologist parents professional knowledge highly influences their parenting styles and their children's development. What has been prevalent among sociologists-the authoritative parenting style, it is found tends to increase the positive emotional well-being and cognitive development in children. Children of sociologists became children with high self-esteem, advanced cognitive abilities, and high social consciousness due to the supportive and intellectually stimulating atmosphere cultivated by their parents. In addition, other challenges the study found include pressure from parents resulting from high expectations that have proved to be a stressor and are also worth being considered for any future study. The results generally underscore the complex influence of dual sociologist parents in their child's psychological development otherwise, the professional background influences family dynamics and outcomes related to children. The long-term impact or more significant implications on parenting practices as a result of profession can be seen fit for further study.

### Conclusion

This study explains how the psychological influence of two sociologists on their children reveals that such children benefit from authoritative parenting styles, which raise one's esteem, cognitive abilities, and social awareness. The emphasis placed by the sociologists on open communication and sharp thinking influences the development of their children positively, while some are stressed by the high expectations of the parents. These findings point out the complex interplay of parental professions and child development in a way such that while for the sociologist parent the very conditions are stimulating, the balancing expectations with emotional support is crucial. Future research might attempt to broaden these insights on similar dynamics within other professional contexts to understand the differences careers make to family life comprehensively.

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