

Developmental Foundations of Organisational Competence: Linking Parenting Styles and Psychosocial Development through the DFOC Framework

¹Petra Cajnko, ²Eva Ivančič, ³Andrej Omulec

¹University of Maribor, Faculty of Natural Sciences and Mathematics, Maribor, Slovenia

²University of Maribor, Faculty of Education, Maribor, Slovenia

³Faculty of Applied Social Studies, Nova Gorica, Slovenia

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ABSTRACT

The development of competencies relevant to organisational functioning is commonly explained through education, work experience, and organisational factors, while their earlier developmental foundations remain comparatively underexplored. This study examines the associations between perceived parenting styles and psychosocial development and proposes the Developmental Foundations of Organisational Competence Framework (DFOC) as an interdisciplinary conceptual framework linking developmental psychology with organisation and management. A quantitative, cross-sectional study was conducted on a socio-demographically heterogeneous sample of 502 participants aged 17–83 years. Perceived authoritative, authoritarian, and permissive parenting styles were examined in relation to twelve positive and negative dimensions of Eriksonian psychosocial development. Pearson correlation and multiple regression analyses revealed predominantly weak but statistically significant associations. Authoritative parenting showed the most consistent association with a more favourable psychosocial developmental profile, particularly higher levels of trust and identity and lower levels of mistrust, shame and doubt, guilt, role diffusion, and isolation. Authoritarian and permissive parenting were more frequently associated with less favourable developmental dimensions, although some mixed associations were also identified. Building on these empirical findings and existing developmental and organisational literature, DFOC conceptualises psychosocial development as a potential developmental foundation of organisationally relevant competencies and human capital. The findings suggest that competencies relevant to organisational functioning may have developmental antecedents rooted in earlier socialisation and psychosocial processes. As organisational competencies and performance were not directly measured, the extended relationships proposed within DFOC require future empirical validation.

Keywords: parenting styles; psychosocial development; organisational competence; human capital; organisational behaviour; DFOC.

INTRODUCTION

The success of contemporary organisations increasingly depends not only on employees' professional knowledge and expertise but also on their psychological, social, and behavioural competencies. Organisations operating in environments characterised by digital transformation, global competition, and continuous change require individuals who are capable of making autonomous decisions, collaborating effectively, assuming responsibility, adapting to change, and building high-quality interpersonal relationships (Edmondson, 1999; Luthans et al., 2007; Northouse, 2022). Such competencies constitute an important component of organisations' human and psychological capital and can be understood as strategic internal resources that contribute to employee and organisational performance and to the development of sustainable competitive advantage (Barney, 1991; Luthans et al., 2007).

The importance of these competencies is further amplified by ongoing technological, economic, and organisational change. In addition to technological skills, the contemporary labour market increasingly demands resilience, adaptability, collaboration, leadership capabilities, and the capacity for lifelong learning. Psychosocial competencies are therefore becoming an important component of employability and the long-term development of human capital (World Economic Forum, 2025).

Research in organisational behaviour has frequently explained the development of such competencies primarily through organisational factors, including leadership style, organisational culture, organisational climate, employee development systems, and job characteristics (Robbins & Judge, 2023; Yukl, 2013). Although this perspective contributes substantially to understanding employee behaviour within organisational settings, it less frequently considers the developmental factors that shape individuals' psychological predispositions before they enter the workplace.

Developmental psychology provides an important foundation for understanding these earlier developmental processes. Erikson's (1963, 1968) theory of psychosocial development emphasises that individuals develop fundamental psychological characteristics throughout the life course, including trust, autonomy, initiative, industry, identity, and intimacy. These dimensions are relevant not only to individuals' personal and social adjustment but may also be understood as psychological foundations of competencies that are important for effective functioning in organisational settings.

The development of these characteristics is substantially associated with the family environment, particularly parenting practices. Baumrind's (1966, 1971) theory of parenting styles distinguishes among authoritative, authoritarian, and permissive parenting. A substantial body of research indicates that authoritative parenting is associated with more favourable developmental outcomes, including greater autonomy, responsibility, social competence, and positive self-concept, whereas authoritarian and permissive parenting styles are more frequently associated with less favourable developmental outcomes (Darling & Steinberg, 1993; Steinberg, 2001).

Although the relationship between parenting styles and psychosocial development, as well as the relevance of psychosocial competencies to individual functioning, has been extensively investigated, developmental psychology and organisation and management research have largely evolved as separate fields of inquiry. Consequently, it remains insufficiently understood whether psychosocial characteristics shaped through early socialisation processes and developmental experiences constitute developmental foundations for competencies that individuals later express in organisational settings. Relatively few empirical studies have systematically connected parenting styles, psychosocial development, and organisationally relevant competencies. This gap in understanding the developmental origins of organisational competencies provides the primary rationale for the present study.

Against this background, the article proposes the **Developmental Foundations of Organisational Competence Framework (DFOC)** as an interdisciplinary framework linking developmental psychology with organisation and management. DFOC proposes that psychosocial characteristics developed through the resolution of Eriksonian developmental tasks may constitute developmental antecedents of organisationally relevant behaviours and competencies, including collaboration, responsibility, adaptability, autonomy, and the ability to establish effective interpersonal relationships.

The empirical objective of the study is to examine the associations between perceived parenting styles and dimensions of participants' psychosocial development. Based on the empirical findings and their integration with the existing literature, the study further proposes a conceptual interpretation of these psychosocial dimensions as potential developmental foundations of organisationally relevant competencies within DFOC.

The study contributes to interdisciplinary knowledge in three ways. First, it integrates developmental psychology with organisation and management within a unified research perspective. Second, it conceptually interprets Eriksonian dimensions of psychosocial development as potential developmental foundations of organisational competencies. Third, it proposes DFOC as a foundation for future research into the long-term

developmental antecedents of organisationally relevant competencies, human capital, and organisational performance.

THEORETICAL FRAMEWORK

Erikson's Theory of Psychosocial Development

Erikson's theory of psychosocial development represents one of the most influential developmental theories of personality, conceptualising human development as a lifelong process involving the progressive resolution of psychosocial developmental tasks (Erikson, 1963, 1968). Throughout the life course, individuals progress through eight developmental stages, each characterised by a central developmental conflict. Successful resolution of these conflicts contributes to the development of psychological resources that enable individuals to function effectively in their personal, social, and professional lives.

The present study focuses on six Eriksonian psychosocial developmental conflicts, operationalised through their corresponding positive and negative dimensions: trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role diffusion, and intimacy versus isolation (Ochse & Plug, 1986). Accordingly, the empirical analyses distinguish twelve psychosocial dimensions, thereby allowing both favourable and less favourable developmental outcomes to be examined separately.

Although Erikson's model was originally developed within the field of developmental psychology, its dimensions closely correspond to competencies that contemporary organisations recognise as important for effective organisational behaviour. Trust provides a foundation for high-quality interpersonal relationships; autonomy facilitates independent decision-making; initiative supports proactive behaviour; industry contributes to achievement orientation; identity supports the development of professional identity; and intimacy facilitates effective collaboration and teamwork (Erikson, 1963, 1968; Luthans et al., 2007).

Baumrind's Theory of Parenting Styles

One of the most influential approaches to the study of the family environment is Baumrind's theory of parenting styles, which distinguishes among authoritative, authoritarian, and permissive parenting styles (Baumrind, 1966, 1967, 1971). These parenting styles differ primarily in terms of the degree of emotional support, demandingness and control, as well as the nature of communication between parents and children.

The authoritative parenting style combines a high level of emotional warmth with clear expectations and promotes the development of autonomy, responsibility, and social competence. In contrast, the authoritarian parenting style is characterised by a high degree of control and low emotional support, whereas the permissive parenting style is characterised by high responsiveness combined with a low level of demandingness (Baumrind, 1971).

Subsequent research has consistently shown that authoritative parenting is associated with more favourable psychological development, whereas authoritarian and permissive parenting styles are more frequently associated with less favourable developmental outcomes, lower self-esteem, and poorer social adjustment (Darling & Steinberg, 1993; Steinberg, 2001).

Parental Authority Questionnaire (PAQ)

Perceived parenting styles were assessed using the **Parental Authority Questionnaire (PAQ)**, developed by Buri (1991) on the basis of Baumrind's typology of parenting styles.

The questionnaire includes separate scales for assessing maternal and paternal parenting styles and enables independent assessment of authoritative, authoritarian, and permissive parenting. The instrument is based on individuals' retrospective evaluations of parental behaviour during their upbringing and is one of the most

widely used research instruments for examining perceived parenting styles across age- and socio-demographically heterogeneous samples (Buri, 1991).

Psychometric research has demonstrated adequate internal reliability and construct validity of the questionnaire, contributing to its widespread use in developmental psychology as well as in research on family relationships and socialisation (Buri, 1991; Reitman et al., 2002).

The Relationship Between Parenting Styles and Psychosocial Development

Primary socialisation represents a fundamental developmental process in the formation of an individual's personality, with parents playing a central role in the development of psychological and social competencies. The family environment is associated not only with children's current behaviour but also with the ways in which individuals develop trust, autonomy, a sense of competence, identity, and the capacity to establish high-quality interpersonal relationships (Darling & Steinberg, 1993).

Although Erikson's theory does not explicitly address parenting styles, his conceptualisation of psychosocial development clearly emphasises the importance of early developmental experiences in the successful resolution of developmental tasks (Erikson, 1963, 1968).

Baumrind's theory, in turn, provides a framework for understanding one of the key contextual factors shaping these early developmental experiences: parenting style. The two theoretical perspectives can therefore be viewed as complementary: parenting styles constitute an important developmental context, whereas psychosocial development reflects the longer-term developmental outcomes associated with these experiences.

On this basis, the present study assumes that perceived parenting styles are associated with dimensions of psychosocial development across an age- and socio-demographically heterogeneous sample.

DFOC

Although developmental psychology and organisational behaviour address many related psychological constructs, the two fields have largely developed independently. Developmental psychology explains how individuals develop personality, identity, and social functioning through processes of socialisation and psychosocial development (Erikson, 1963, 1968), whereas organisation and management research primarily examines factors associated with employee behaviour, competency development, and organisational performance (Robbins & Judge, 2023; Yukl, 2013). Consequently, the developmental link between early life experiences and later organisational behaviour remains relatively underexplored.

To address this research gap, the present study proposes DFOC as an interdisciplinary model linking developmental psychology with organisational behaviour and suggesting a theoretical developmental pathway from parenting styles, through psychosocial development, to the formation of organisationally relevant competencies.

DFOC is based on the proposition that organisationally relevant competencies do not emerge solely through formal education or employment but may have developmental foundations established much earlier through processes of primary socialisation. Parenting styles provide a developmental context within which individuals develop fundamental psychosocial characteristics, including trust, autonomy, initiative, industry, identity, and intimacy. Over the course of development, these characteristics may become relatively stable psychological resources that provide a foundation for competencies relevant to effective functioning in organisational settings.

This perspective is also consistent with more recent approaches in human resource management, which emphasise that organisations operating under conditions of volatility, uncertainty, complexity, and ambiguity require employees with well-developed competencies such as cognitive flexibility, personal resilience, continuous learning, collaboration, and adaptability. The development of these competencies therefore

represents an important element of employee and organisational readiness to function effectively in rapidly changing business environments (Shet, 2024).

Within DFOC, individual psychosocial dimensions are proposed to provide distinct but potentially interrelated developmental foundations for organisationally relevant competencies.

Trust may support cooperation and psychologically safe interpersonal relationships; autonomy may contribute to independent decision-making, responsibility, and self-regulation; initiative may facilitate proactive behaviour and willingness to assume responsibility; industry may support persistence, achievement orientation, and sustained task engagement; identity may contribute to professional identity, role clarity, and organisational commitment; and intimacy may provide a foundation for collaboration, teamwork, and constructive interpersonal relationships. Together, these psychosocial resources may also contribute to broader capacities for adaptability and psychological resilience in organisational settings.

The proposed framework does not assume a direct effect of parenting styles on organisational performance. Instead, it proposes a developmental sequence in which early socialisation experiences are associated with psychosocial development, which may subsequently provide a developmental foundation for organisationally relevant competencies. Organisational behaviour is therefore conceptualised within DFOC as potentially reflecting a long-term developmental process rather than being understood solely as a consequence of organisational factors.

The principal contribution of DFOC lies in integrating two fields of research that have traditionally been examined separately. The framework offers a new perspective on human capital development by conceptualising organisational competencies as an important component of human capital whose developmental foundations may be traced to individuals' earlier psychosocial developmental processes. In doing so, DFOC situates organisational competencies within a broader developmental context and opens new avenues for the empirical examination of developmental pathways linking the family environment, psychosocial development, organisational behaviour, and human capital development.

Recent management research further supports the strategic importance of human capital and organisational capabilities in strengthening organisational resilience, particularly in complex and rapidly changing business environments (Shela et al., 2024).

Importantly, the present study empirically examines only the first component of the developmental pathway proposed within DFOC, namely the association between perceived parenting styles and dimensions of psychosocial development.

The subsequent relationships among psychosocial development, organisationally relevant competencies, organisational behaviour, human capital, and organisational performance represent conceptual propositions of DFOC derived from the integration of the present findings with the existing developmental and organisational literature. These relationships are **not directly empirically tested in the present study** and therefore provide a basis for future empirical validation of the framework.

Although the empirical analyses also consider the corresponding negative poles of Eriksonian developmental conflicts, DFOC focuses primarily on the positive psychosocial dimensions as potential developmental foundations of organisationally relevant competencies.

To further specify the theoretical mechanisms proposed within DFOC, Table 1 summarises the conceptual links between the positive psychosocial dimensions and selected organisationally relevant competencies. These relationships represent theoretically grounded propositions derived from the integration of developmental and organisational literature and should not be interpreted as empirically tested relationships in the present study

Table 1. Proposed Theoretical Links Between Psychosocial Development and Organisationally Relevant Competencies within DFOC

Psychosocial dimension	Proposed organisationally relevant competencies	Proposed theoretical mechanism	Supporting literature
Trust	Collaboration; interpersonal cooperation; psychologically safe relationships	A developed capacity to trust others may facilitate interpersonal openness, information sharing, help-seeking, and constructive cooperation within teams.	Erikson (1963, 1968); Edmondson (1999); Luthans et al. (2007)
Autonomy	Independent decision-making; responsibility; self-regulation	Autonomy may support confidence in one's own judgement, independent action, personal responsibility, and reduced dependence on external direction.	Erikson (1963, 1968); Baumrind (1971); Robbins & Judge (2023)
Initiative	Proactive behaviour; taking responsibility	Initiative may facilitate willingness to initiate action, identify opportunities, address problems proactively, and assume responsibility for new tasks.	Erikson (1963, 1968); Robbins & Judge (2023)
Industry	Achievement orientation; persistence; task engagement	A developed sense of industry may support sustained effort, persistence in demanding tasks, competence development, and goal-oriented work behaviour.	Erikson (1963, 1968); Robbins & Judge (2023)
Identity	Professional identity; role clarity; organisational commitment	A coherent identity may provide greater clarity regarding personal and professional values, occupational roles, goals, and commitment to professional responsibilities.	Erikson (1968); Luthans et al. (2007); Northouse (2022)
Intimacy	Teamwork; collaboration; interpersonal support	The capacity to establish and maintain close and constructive relationships may facilitate cooperation, interpersonal support, communication, and effective teamwork.	Erikson (1963, 1968); Luthans et al. (2007); Robbins & Judge (2023)

Note. The relationships presented in the table constitute conceptual propositions of DFOC based on the integration of developmental and organisational literature. Organisational competencies were not directly measured in the present study; therefore, these proposed relationships require future empirical validation.

Based on these theoretical foundations, DFOC is presented in Figure 1.

Figure 1. DFOC


Source: Authors' own elaboration

Note. DFOC represents a proposed conceptual framework. The present study empirically examines the association between parenting styles and psychosocial development, whereas the subsequent relationships with psychosocial competencies, organisational behaviour, human capital, and organisational performance represent conceptual propositions that require further empirical validation.

METHODOLOGY

Research Design

The study employed a quantitative research approach and a non-experimental cross-sectional research design. The aim was to examine the associations between perceived parenting styles and participants' psychosocial development and to determine which dimensions of parenting significantly contribute to explaining individual dimensions of psychosocial development.

The selected research design enables the examination of relationships among multiple psychological constructs within a large sample and the identification of factors that make statistically significant contributions to explaining participants' psychosocial development. Given the cross-sectional and non-

experimental nature of the study, the findings do not permit causal inferences; however, they allow for an assessment of the direction and strength of the associations among the variables examined (Field, 2018).

Sample

The initial sample comprised 518 participants aged between 17 and 83 years. Following an assessment of response completeness, 502 participants were retained for the main descriptive analyses. Due to item-level missing data, the effective sample size varied across subsequent statistical analyses. The mean age of the analysed sample was 39.62 years ($SD = 12.74$). The sample included participants of both sexes and individuals with diverse educational backgrounds, employment statuses, and financial circumstances, enabling the examination of psychosocial development within an age- and socio-demographically heterogeneous sample.

Participants were recruited using convenience sampling. Participation was voluntary, anonymous, and uncompensated. Prior to participation, respondents were informed about the purpose of the study and that the collected data would be used exclusively for research purposes. Completion of the questionnaire constituted informed consent to participate in the study.

Although the use of convenience sampling limits the statistical generalisability of the findings to the broader population, the size and heterogeneity of the sample provide an adequate basis for analysing relationships among the variables examined using multivariate statistical methods (Hair et al., 2018).

Measurement Instruments

Data were collected using a structured questionnaire comprising three sections: demographic characteristics, the Parental Authority Questionnaire (PAQ), and a measure of psychosocial development based on Erikson's theory.

Demographic Characteristics

The first section of the questionnaire collected basic demographic information, including sex, age, level of education, employment status, and self-assessed financial status. These variables were used to describe the characteristics of the sample.

Parental Authority Questionnaire (PAQ)

Perceived parenting styles were assessed using the **Parental Authority Questionnaire (PAQ)** (Buri, 1991), which is based on Baumrind's typology of parenting styles (Baumrind, 1966, 1971).

The questionnaire allows for the separate assessment of maternal and paternal parenting styles and measures three primary dimensions:

- authoritative parenting style,
- authoritarian parenting style,
- permissive parenting style.

The instrument is based on respondents' retrospective perceptions of parental behaviour during their upbringing. Each dimension consists of ten items rated on a five-point Likert scale, with higher scores indicating a stronger presence of the respective parenting style (Buri, 1991).

The PAQ is one of the most widely used research instruments for examining perceived parenting styles and has demonstrated adequate psychometric properties across different cultural contexts (Reitman et al., 2002). The Slovenian version of the questionnaire was used in the present study.

For the purposes of the present analysis, maternal and paternal parenting-style scores were combined into a single score for each parenting style. Accordingly, composite scores for authoritative, authoritarian, and permissive parenting styles were calculated for each participant.

Psychosocial Development Questionnaire

Psychosocial development was assessed using a questionnaire based on Erikson's theory of psychosocial development and the operationalisation proposed by Ochse and Plug (1986).

The instrument assesses six Eriksonian psychosocial developmental conflicts through their corresponding positive and negative dimensions: trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role diffusion, and intimacy versus isolation.

Accordingly, twelve psychosocial dimensions were included in the present analyses: trust, mistrust, autonomy, shame and doubt, initiative, guilt, industry, inferiority, identity, role diffusion, intimacy, and isolation. The positive dimensions represent more favourable developmental outcomes, whereas the corresponding negative dimensions represent less favourable outcomes associated with the respective psychosocial conflicts.

In the present study, the positive and negative dimensions were treated as separate variables in the statistical analyses. This approach enabled the associations between perceived parenting styles and both favourable and less favourable dimensions of psychosocial development to be examined independently.

The instrument developed by Ochse and Plug (1986) was designed to provide an empirical operationalisation of Erikson's theory and represents one of the relatively few measures enabling the quantitative assessment of multiple dimensions of psychosocial development.

Data Collection Procedure

Data were collected using an anonymous questionnaire, which participants completed voluntarily. Prior to participation, respondents were informed about the purpose of the study, the procedures for data processing, and the assurance that all collected data would be used exclusively for research purposes.

The questionnaire was completed individually without a time limit. Following data collection, responses were reviewed for completeness, coded, and prepared for statistical analysis.

Statistical Data Analysis

Statistical analyses were conducted using **IBM SPSS Statistics**.

The analysis was performed in five consecutive steps.

In the first step, descriptive statistics were calculated for the three parenting-style variables and the twelve psychosocial developmental dimensions included in the study. These included the mean (M), standard deviation (SD), minimum, maximum, skewness, and kurtosis.

In the second step, the internal consistency of all measurement scales was assessed using Cronbach's alpha (α). Values of $\alpha \geq .70$ were considered indicative of acceptable reliability (Hair et al., 2018). The results of the internal consistency analysis are presented in Table 2.

Table 2. Internal Consistency of the Measurement Scales Used in the Study

Scale	Cronbach's α
PAQ – Authoritative Parenting Style	.935
PAQ – Authoritarian Parenting Style	.924
PAQ – Permissive Parenting Style	.866

Trust	.821
Mistrust	.785
Autonomy	.823
Shame and Doubt	.703
Initiative	.784
Guilt	.769
Industry	.861
Inferiority	.725
Identity	.865
Role Diffusion	.757
Intimacy	.795
Isolation	.601

Note. α = Cronbach's alpha.

The results of the internal consistency analysis indicate that most of the measurement scales demonstrated good to very good reliability. All three dimensions of the Parental Authority Questionnaire (PAQ) showed very high Cronbach's alpha values ($\alpha = .866-.935$), while most dimensions of the psychosocial development questionnaire exceeded the recommended threshold of $\alpha \geq .70$. A somewhat lower level of internal consistency was observed only for the Isolation dimension ($\alpha = .601$), which was taken into account when interpreting the results. Overall, the obtained values indicate that the measurement instruments demonstrated acceptable to very good reliability for subsequent statistical analyses.

In the third step, linear associations between the dimensions of parenting styles and psychosocial development were examined using Pearson's correlation coefficient.

In the fourth step, multiple linear regression analyses were conducted for each dimension of psychosocial development to assess the contribution of individual parenting styles to explaining variance in psychosocial development. Authoritative, authoritarian, and permissive parenting styles were entered into the regression models as independent variables, while the individual dimensions of psychosocial development served as dependent variables.

Prior to conducting the regression analyses, the assumptions of normality of residuals, linearity, homoscedasticity, absence of multicollinearity ($VIF < 5$), and independence of residuals were assessed, with the latter examined using the Durbin-Watson statistic (Field, 2018).

Statistical significance for all analyses was set at $p < .05$.

The statistical analyses were limited to the empirical examination of associations between perceived parenting styles and dimensions of psychosocial development. The subsequent relationships proposed within DFOC were not subjected to direct statistical testing in the present study.

In the fifth step, hypotheses H1–H3 were evaluated based on the results of the correlation and regression analyses.

Research Model and Hypotheses

Drawing on Erikson's theory of psychosocial development (Erikson, 1963, 1968), Baumrind's theory of parenting styles (Baumrind, 1966, 1971), and the proposed DFOC, the present study assumes that perceived parenting styles are associated with psychosocial characteristics across an age- and socio-demographically heterogeneous sample. Within DFOC, these psychosocial characteristics can be conceptually interpreted as potential developmental foundations of a range of competencies that contemporary organisations recognise as important for effective organisational behaviour.

The research model proposes that different parenting styles are associated in different ways with specific dimensions of psychosocial development. Authoritative parenting is expected to be positively associated with trust, autonomy, initiative, industry, identity, and intimacy, whereas authoritarian and permissive parenting styles are expected to demonstrate less favourable patterns of association with these dimensions.

Based on the theoretical foundations outlined above, the following research hypotheses were formulated.

H1: Authoritative parenting is positively associated with positive dimensions of psychosocial development.

This hypothesis is based on findings indicating that authoritative parenting promotes the development of autonomy, a sense of competence, trust in oneself and others, responsibility, and social competence, all of which represent important developmental outcomes of successful socialisation (Baumrind, 1971; Darling & Steinberg, 1993; Steinberg, 2001).

H2: Authoritarian parenting is positively associated with negative dimensions of participants' psychosocial development.

This hypothesis is based on the assumption that excessive control, low levels of emotional support, and restricted autonomy may reduce opportunities for the successful resolution of developmental tasks and may consequently be associated with less favourable psychosocial developmental outcomes (Baumrind, 1971; Erikson, 1968).

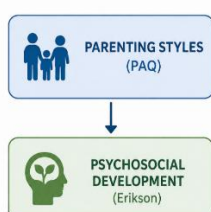
H3: Permissive parenting is more frequently associated with less favourable dimensions of participants' psychosocial development.

Although permissive parenting is characterised by a high degree of acceptance, the lack of clear rules and developmental demands may provide fewer opportunities for the development of self-regulation, responsibility, and a sense of competence compared with authoritative parenting (Baumrind, 1971; Steinberg, 2001).

Empirical Research Model

Based on the formulated hypotheses, an empirical research model was developed to examine the associations between perceived parenting styles and dimensions of psychosocial development. The model is presented in Figure 2.

Figure 2. Empirical Research Model



Note. PAQ = Parental Authority Questionnaire.

RESULTS

Sample Characteristics and Descriptive Statistics

The sample retained for the main descriptive analyses included 502 participants aged between 17 and 83 years ($M = 39.62$, $SD = 12.74$).

Regarding employment status, the largest proportion of participants reported being **employed**, followed by other groups, including students, unemployed individuals, and participants with other employment statuses. Overall, the majority of the sample belonged to the economically active population.

Descriptive analysis of the main study variables showed that, among the perceived parenting styles, authoritative parenting had the highest mean score ($M = 61.22$, $SD = 17.81$), followed by authoritarian parenting ($M = 58.85$, $SD = 9.87$), while permissive parenting had a somewhat lower mean score ($M = 53.19$, $SD = 10.60$).

Regarding the dimensions of Eriksonian psychosocial development, the highest mean scores were observed for intimacy ($M = 27.82$, $SD = 3.64$), industry ($M = 27.49$, $SD = 4.10$), identity ($M = 26.51$, $SD = 4.82$), and autonomy ($M = 25.69$, $SD = 4.33$). Somewhat lower mean scores were observed for trust ($M = 24.87$, $SD = 5.06$) and initiative ($M = 23.72$, $SD = 4.45$). For the negative poles of Erikson's psychosocial developmental conflicts, mean scores were generally lower. The lowest mean scores were observed for mistrust ($M = 13.98$, $SD = 5.77$), guilt ($M = 14.69$, $SD = 5.71$), role diffusion ($M = 15.24$, $SD = 5.55$), and isolation ($M = 15.25$, $SD = 4.07$), while a somewhat higher mean score was observed for shame and doubt ($M = 20.26$, $SD = 4.84$).

The descriptive indicators demonstrate sufficient variability across the analysed variables, with a broad dispersion of scores observed across the measurement scales. This variability provides an appropriate basis for the subsequent parametric statistical analyses. Detailed descriptive statistics are presented in **Table 3**.

Table 3. Demographic Characteristics of the Sample

Characteristic	n	%
Women	405	80.7
Men	97	19.3
Total	502	100.0

Note. Age: $M = 39.62$ years, $SD = 12.74$, range = 17–83 years.

Table 4. Descriptive Statistics of the Study Variables

Variable	M	SD	Min	Max
Authoritative Parenting Style	61.22	17.81	20	98
Authoritarian Parenting Style	58.85	9.87	21	90
Permissive Parenting Style	53.19	10.60	24	85
Trust	24.87	5.06	5	35
Mistrust	13.98	5.77	5	33
Autonomy	25.69	4.33	6	35

Shame and Doubt	20.26	4.84	5	35
Initiative	23.72	4.45	8	35
Guilt	14.69	5.71	5	35
Industry	27.49	4.10	10	35
Inferiority	17.95	4.43	10	33
Identity	26.51	4.82	8	35
Role Diffusion	15.24	5.55	5	33
Intimacy	27.82	3.64	15	35
Isolation	15.25	4.07	6	31

Note. M = mean; SD = standard deviation; Min = minimum; Max = maximum.

Correlation Analysis Between Parenting Styles and Dimensions of Psychosocial Development

Pearson's correlation analysis was conducted to examine the associations between perceived parenting styles and the twelve positive and negative dimensions of psychosocial development derived from Erikson's theory. Overall, the observed correlations were predominantly weak, although several reached statistical significance. These findings indicate that perceived parenting styles are associated with selected dimensions of psychosocial development, while the generally small effect sizes suggest that parenting represents only one of multiple factors related to psychosocial developmental outcomes.

Authoritative parenting showed the most consistent pattern of associations with more favourable psychosocial outcomes. It was positively associated with trust ($r = .211, p < .001$), identity ($r = .157, p < .001$), and intimacy ($r = .093, p = .046$), and negatively associated with mistrust ($r = -.126, p = .007$), guilt ($r = -.097, p = .039$), and role diffusion ($r = -.127, p = .007$). No statistically significant associations were observed with autonomy, shame and doubt, initiative, industry, inferiority, or isolation.

Authoritarian parenting was positively associated with trust ($r = .153, p = .001$) and identity ($r = .108, p = .023$), but was also positively associated with the less favourable dimensions of shame and doubt ($r = .196, p < .001$) and inferiority ($r = .109, p = .021$). The remaining correlations did not reach statistical significance. This mixed pattern suggests that authoritarian parenting was not uniformly associated with either favourable or unfavourable psychosocial dimensions at the bivariate level.

Permissive parenting showed a comparatively mixed pattern of associations. It was positively associated with trust ($r = .156, p = .001$) and initiative ($r = .116, p = .017$), but also with several less favourable developmental dimensions, including mistrust ($r = .171, p < .001$), shame and doubt ($r = .118, p = .015$), guilt ($r = .123, p = .012$), inferiority ($r = .189, p < .001$), role diffusion ($r = .108, p = .028$), and isolation ($r = .258, p < .001$). The association with isolation was the strongest bivariate correlation observed among the analysed relationships.

Taken together, the correlation analysis indicates that authoritative parenting was generally associated with a more favourable psychosocial profile, whereas authoritarian and particularly permissive parenting showed more frequent associations with less favourable developmental dimensions. Nevertheless, the correlations were predominantly weak, and several associations were non-significant or mixed in direction. The results should therefore be interpreted as evidence of modest associations rather than strong or deterministic relationships between perceived parenting styles and psychosocial development. Detailed results are presented in Table 5.

Table 5. Pearson's Correlation Coefficients Between Parenting Styles and Dimensions of Psychosocial Development

Dimension of Psychosocial Development	Authoritative	Authoritarian	Permissive
Trust	.211***	.153**	.156**
Mistrust	-.126**	.052	.171***
Autonomy	.058	.063	.074
Shame and Doubt	.017	.196***	.118*
Initiative	.088	.085	.116*
Guilt	-.097*	.062	.123*
Industry	.039	.078	.032
Inferiority	.038	.109*	.189***
Identity	.157***	.108*	.073
Role Diffusion	-.127**	.036	.108*
Intimacy	.093*	.078	.071
Isolation	-.039	.051	.258***

Note. Values represent Pearson's correlation coefficients (r). Pairwise valid observations were used; therefore, sample sizes varied across correlations due to missing data. * $p < .05$. ** $p < .01$. *** $p < .001$.

Multiple Regression Analysis of Predictors of Psychosocial Development Dimensions

To examine the associations between parenting styles and dimensions of psychosocial development in greater detail, multiple linear regression analyses were conducted. Authoritative, authoritarian, and permissive parenting styles were simultaneously entered into each model as independent variables, while the individual dimensions of psychosocial development served as dependent variables. The results are presented in **Table 6**.

The largest proportions of explained variance were observed for mistrust ($R^2 = .097$, adjusted $R^2 = .091$, $F = 14.30$, $p < .001$) and isolation ($R^2 = .096$, adjusted $R^2 = .089$, $F = 14.12$, $p < .001$). For mistrust, authoritative parenting was a negative predictor ($\beta = -.363$, $p < .001$), whereas authoritarian ($\beta = .245$, $p < .001$) and permissive parenting ($\beta = .223$, $p < .001$) were positive predictors. For isolation, permissive parenting emerged as the strongest positive predictor ($\beta = .295$, $p < .001$), followed by a negative association with authoritative parenting ($\beta = -.244$, $p < .001$) and a positive association with authoritarian parenting ($\beta = .172$, $p = .006$).

Statistically significant regression models were also identified for shame and doubt ($R^2 = .074$, adjusted $R^2 = .067$, $F = 10.55$, $p < .001$), role diffusion ($R^2 = .065$, adjusted $R^2 = .058$, $F = 9.07$, $p < .001$), trust ($R^2 = .059$, adjusted $R^2 = .052$, $F = 8.35$, $p < .001$), guilt ($R^2 = .059$, adjusted $R^2 = .052$, $F = 8.20$, $p < .001$), inferiority ($R^2 = .045$, adjusted $R^2 = .038$, $F = 6.25$, $p < .001$), and identity ($R^2 = .029$, adjusted $R^2 = .021$, $F = 3.91$, $p = .009$).

Authoritative parenting emerged as the most consistent predictor of a more favourable psychosocial developmental profile. It positively predicted trust ($\beta = .151$, $p = .022$) and identity ($\beta = .151$, $p = .025$), while negatively predicting mistrust ($\beta = -.363$, $p < .001$), shame and doubt ($\beta = -.217$, $p < .001$), guilt ($\beta = -.287$, $p < .001$), role diffusion ($\beta = -.316$, $p < .001$), and isolation ($\beta = -.244$, $p < .001$).

Authoritarian and permissive parenting styles were more frequently associated with less favourable psychosocial outcomes. Authoritarian parenting positively predicted mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation. A similar pattern was observed for permissive parenting, which positively predicted mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation. At the same time, permissive parenting was also positively associated with trust ($\beta = .137$, $p = .007$), indicating that its associations with psychosocial development were not entirely unidirectional.

The regression models for autonomy ($R^2 = .010$, $F = 1.29$, $p = .278$), industry ($R^2 = .006$, $F = 0.81$, $p = .487$), and intimacy ($R^2 = .014$, $F = 1.94$, $p = .123$) were not statistically significant. The model predicting initiative also failed to reach the conventional level of statistical significance ($R^2 = .018$, $F = 2.50$, $p = .059$), although the individual regression coefficient for permissive parenting was statistically significant ($\beta = .113$, $p = .029$). This individual finding should therefore be interpreted with caution.

Although several regression models were statistically significant, their explanatory power was relatively low ($R^2 = .006-.097$). The results therefore indicate statistically significant but predominantly weak associations between perceived parenting styles and individual dimensions of psychosocial development. Accordingly, the findings should be interpreted as evidence of associations rather than causal effects of parenting styles on psychosocial development.

Overall, the regression analyses indicate that authoritative parenting was the parenting style most consistently associated with a more favourable psychosocial developmental profile, whereas authoritarian and permissive parenting styles were more frequently associated with higher levels of negative developmental dimensions.

Table 6. Results of Multiple Regression Analyses for Dimensions of Psychosocial Development

Dependent Variable	Predictor	B	SE	β	t	p	R^2	Adj. R^2	F	p (model)
Trust	Authoritative	.043	.019	.151	2.30	.022	.059	.052	8.35	< .001
	Authoritarian	.012	.033	.023	.37	.713				
	Permissive	.066	.024	.137	2.72	.007				
Mistrust	Authoritative	-.115	.020	-.363	-5.66	< .001	.097	.091	14.30	< .001
	Authoritarian	.145	.037	.245	3.95	< .001				
	Permissive	.120	.027	.223	4.47	< .001				
Autonomy	Authoritative	-.003	.016	-.012	-.18	.854	.010	.002	1.29	.278
	Authoritarian	.027	.029	.059	.91	.362				
	Permissive	.033	.022	.079	1.52	.130				
Shame and Doubt	Authoritative	-.057	.017	-.217	-3.36	< .001	.074	.067	10.55	< .001
	Authoritarian	.155	.031	.315	5.03	< .001				
	Permissive	.062	.022	.141	2.79	.005				
Initiative	Authoritative	.001	.017	.004	.06	.955	.018	.011	2.50	.059

	Authoritarian	.027	.030	.058	.90	.369				
	Permissive	.048	.022	.113	2.19	.029				
Guilt	Authoritative	-.090	.020	-.287	-4.38	< .001	.059	.052	8.20	< .001
	Authoritarian	.120	.037	.208	3.28	.001				
	Permissive	.087	.027	.164	3.22	.001				
Industry	Authoritative	-.009	.015	-.039	-.58	.562	.006	-.001	.81	.487
	Authoritarian	.033	.027	.079	1.20	.229				
	Permissive	.019	.020	.050	.96	.340				
Inferiority	Authoritative	-.029	.016	-.118	-1.79	.075	.045	.038	6.25	< .001
	Authoritarian	.077	.029	.172	2.68	.008				
	Permissive	.073	.021	.179	3.50	< .001				
Identity	Authoritative	.040	.018	.151	2.25	.025	.029	.021	3.91	.009
	Authoritarian	-.002	.032	-.004	-.06	.956				
	Permissive	.023	.024	.050	.96	.335				
Role Diffusion	Authoritative	-.097	.020	-.316	-4.83	< .001	.065	.058	9.07	< .001
	Authoritarian	.133	.036	.236	3.71	< .001				
	Permissive	.075	.026	.145	2.85	.005				
Intimacy	Authoritative	.009	.014	.042	.63	.531	.014	.007	1.94	.123
	Authoritarian	.025	.025	.065	1.00	.316				
	Permissive	.019	.018	.054	1.04	.301				
Isolation	Authoritative	-.055	.015	-.244	-3.81	< .001	.096	.089	14.12	< .001
	Authoritarian	.072	.026	.172	2.77	.006				
	Permissive	.113	.019	.295	5.96	< .001				

Note. B = unstandardised regression coefficient; SE = standard error; β = standardised regression coefficient; R^2 = coefficient of determination; Adj. R^2 = adjusted coefficient of determination; F = overall regression model statistic; p (model) = statistical significance of the overall regression model. Due to missing values, the number of participants varied across the individual regression models (N = 396–405). Statistical significance was set at $p < .05$.

Hypothesis Testing

Based on the results of the correlation and multiple regression analyses, the research hypotheses concerning the associations between parenting styles and dimensions of psychosocial development based on Erikson's theory were evaluated.

H1

The results of Pearson's correlation analysis showed statistically significant positive associations between authoritative parenting and the dimensions of trust, identity, and intimacy. Multiple regression analysis further showed that authoritative parenting significantly predicted higher levels of trust and identity, while simultaneously predicting lower levels of mistrust, shame and doubt, guilt, role diffusion, and isolation. Based on these findings, **H1 was partially supported.**

H2

The correlation analysis revealed less pronounced associations between authoritarian parenting and individual developmental dimensions. However, the multiple regression analysis showed that authoritarian parenting significantly predicted higher levels of mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation. These findings therefore support the assumption that authoritarian parenting is primarily associated with less favourable psychosocial developmental outcomes. **H2 was partially supported.**

H3

The findings indicate that permissive parenting significantly predicted higher levels of several negative developmental dimensions, particularly mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation. At the same time, some positive associations were also observed with trust and initiative, indicating that the pattern of associations between permissive parenting and psychosocial development was not entirely unidirectional. Nevertheless, the predominant pattern of findings indicates an association between permissive parenting and less favourable developmental outcomes. Therefore, **H3 was partially supported.**

Taken together, the results support the central assumption that perceived parenting styles are associated with individual psychosocial development. Among the parenting styles examined, authoritative parenting was the style most consistently associated with a more favourable psychosocial developmental profile, whereas authoritarian and permissive parenting were more frequently associated with less favourable developmental characteristics. Given the relatively low proportion of explained variance, perceived parenting styles should be understood as one of several factors associated with psychosocial development across an age- and socio-demographically heterogeneous sample.

Table 7. Summary of Hypothesis Testing

Hypothesis	Result	Conclusion
H1: Authoritative parenting is positively associated with positive dimensions of psychosocial development.	Correlation and regression analyses showed statistically significant positive associations with trust and identity and negative associations with several negative developmental dimensions.	Partially supported.
H2: Authoritarian parenting is positively associated with negative dimensions of participants' psychosocial development.	Regression analysis showed statistically significant positive associations with mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation.	Partially supported.

H3: Permissive parenting is more frequently associated with less favourable dimensions of participants' psychosocial development.	Most findings indicate associations with negative developmental dimensions, although several positive associations were also identified.	Partially supported.
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DISCUSSION

The findings indicate that perceived parenting styles are associated with several dimensions of individual psychosocial development across an age- and socio-demographically heterogeneous sample. Authoritative parenting was particularly associated with higher levels of trust and identity and with lower levels of several negative developmental dimensions. These findings are consistent with fundamental perspectives in developmental psychology emphasising the importance of a supportive, structured, and emotionally responsive family environment for favourable psychological development.

The findings are consistent with the work of Baumrind (1971), Darling and Steinberg (1993), and Steinberg (2001), who demonstrated that authoritative parenting promotes the development of autonomy, competence, responsibility, and positive psychological adjustment. Similarly, Erikson's theory of psychosocial development proposes that the successful resolution of developmental crises facilitates the formation of a stable identity, self-trust, and the ability to establish meaningful interpersonal relationships, thereby providing an important foundation for effective functioning across different life contexts.

The present findings are also consistent with large-scale meta-analyses linking authoritative parenting and related dimensions of parental warmth, appropriate behavioural control, and autonomy support to more favourable developmental outcomes, particularly fewer behavioural and emotional problems and more positive academic outcomes (Pinquart, 2017; Pinquart & Kauser, 2018). A common conclusion emerging from these studies is that authoritative parenting is associated not only with more favourable behavioural outcomes during childhood and adolescence but also with psychological characteristics that may remain relevant across subsequent developmental periods.

Compared with authoritative parenting, authoritarian and permissive parenting styles were substantially less consistently associated with positive psychosocial developmental outcomes. These findings are consistent with Lamborn et al. (1991), Darling and Steinberg (1993), and Pinquart (2017), whose research suggests that high levels of control combined with limited emotional responsiveness, or conversely a lack of appropriate structure and guidance, may be associated with less favourable psychosocial and behavioural developmental outcomes.

Nevertheless, the present study extends previous research perspectives in an important way. Most previous studies have examined parenting styles primarily in relation to psychological well-being, behavioural outcomes, academic achievement, or social adjustment. Based on the empirically identified associations between parenting styles and psychosocial development, the present study proposes a broader conceptual interpretation in which psychosocial development may represent one of the developmental foundations of competencies relevant to individual functioning within organisational settings.

This interpretation opens a new research perspective. Organisational competencies are typically examined primarily in relation to education, work experience, and the organisational environment. DFOC, however, proposes that some of these competencies may also have developmental antecedents rooted in earlier socialisation and psychosocial processes. Within the proposed framework, organisational behaviour can therefore be conceptually understood, at least in part, as an outcome of long-term individual development. However, this developmental pathway requires direct empirical examination in future research.

The central theoretical contribution of the present study is the proposed DFOC. The framework extends existing perspectives in developmental psychology by conceptualising psychosocial development not merely

as a developmental outcome but as a potential developmental mechanism through which organisationally relevant competencies may subsequently emerge.

Within DFOC, this proposed developmental mechanism can be specified more explicitly for individual psychosocial dimensions. Trust may provide a psychological foundation for interpersonal openness, cooperation, and the development of psychologically safe working relationships, as individuals who are more able to rely on others may be better positioned to exchange information, seek support, and participate effectively in teams (Edmondson, 1999; Luthans et al., 2007). Autonomy may contribute to independent decision-making, personal responsibility, and self-regulation by supporting an individual's capacity to act with confidence and exercise judgement without excessive dependence on external direction. Initiative may provide a developmental foundation for proactive behaviour, opportunity recognition, and willingness to assume responsibility for new tasks, whereas industry may support persistence, achievement orientation, conscientious task engagement, and sustained effort toward organisational goals (Erikson, 1963, 1968; Robbins & Judge, 2023). Identity may be particularly relevant to the formation of a coherent professional identity, clarity of personal and occupational values, role commitment, and confidence in professional decision-making. Finally, intimacy may contribute to collaboration, teamwork, interpersonal support, and the ability to establish and maintain constructive professional relationships. Conversely, the corresponding negative psychosocial dimensions—mistrust, shame and doubt, guilt, inferiority, role diffusion, and isolation—may conceptually represent developmental vulnerabilities that could constrain these organisationally relevant competencies. These proposed mechanisms should not be interpreted as empirically established pathways in the present study, but rather as theoretically grounded propositions of DFOC that require direct examination in future organisational research.

The empirical findings of the present study directly support associations between perceived parenting styles and specific dimensions of psychosocial development; they do not, however, directly establish subsequent relationships with organisational competencies or organisational behaviour. The interpretation of psychosocial development as a potential developmental foundation of organisationally relevant competencies therefore represents a conceptual extension of the empirical findings, grounded in the integration of the present results with the existing literature.

Unlike much of the existing research, which has examined parenting styles primarily in relation to psychological well-being, academic achievement, or social adjustment, DFOC proposes developmental continuity from early socialisation experiences through psychosocial development to organisational behaviour. Organisational competencies are thus conceptualised not exclusively as outcomes of organisational processes or formal education but also as potentially rooted in long-term individual development. The proposed framework therefore establishes a novel conceptual link between developmental psychology and organisational behaviour. At the same time, it proposes that organisational competencies constitute an important component of human capital and that understanding their development requires consideration of developmental processes beginning within the early family environment.

The practical implications of the study therefore extend beyond the field of developmental psychology. The findings and the proposed DFOC suggest that employee development may benefit from greater consideration of individual differences in psychosocial developmental foundations. Organisations may draw on these insights when designing development programmes aimed at strengthening responsibility, collaboration, self-regulation, psychological resilience, and readiness to learn. This does not imply assessing employees' family backgrounds; rather, it emphasises the development of competencies through mentoring, coaching, leadership development, and appropriate organisational support.

More specifically, organisations may translate these principles into targeted employee-development practices. Mentoring programmes may provide employees with structured opportunities to strengthen professional identity, interpersonal trust, role clarity, and confidence in organisational relationships through regular guidance, feedback, and supportive professional relationships. Coaching interventions may focus on autonomy, self-regulation, initiative, and personal responsibility by encouraging employees to reflect on their behavioural patterns, formulate individual development goals, and progressively assume greater responsibility for decision-making and problem solving. Leadership-development programmes may further strengthen these

competencies by training managers to create psychologically safe environments, provide developmental feedback, delegate responsibility appropriately, encourage employee initiative, and support constructive collaboration within teams (Edmondson, 1999; Northouse, 2022). Organisations may also use team-based learning, peer mentoring, job rotation, and progressively challenging assignments to create opportunities for employees to practise collaboration, adaptability, initiative, and responsibility in authentic work contexts. Within DFOC, such interventions can be understood as organisational mechanisms for strengthening competencies whose developmental foundations may differ across individuals, rather than as attempts to assess or compensate for employees' family backgrounds.

Such an approach is consistent with contemporary perspectives on strategic human resource management, which regard employee competence development as an important mechanism for strengthening organisational capabilities and performance. In the context of digital transformation, an organisation's capacity to systematically develop, integrate, and adapt employees' knowledge and competencies is becoming an increasingly important component of its ability to respond to change and maintain competitiveness.

Based on the findings, it can be concluded that perceived parenting styles are associated with several dimensions of participants' psychosocial development, although the observed relationships are predominantly modest in magnitude. Integrating these findings with the existing developmental and organisational literature provides the basis for proposing DFOC as a new interdisciplinary conceptual framework that outlines potential developmental pathways linking early socialisation experiences, psychosocial development, and the subsequent formation of organisationally relevant competencies.

CONCLUSION

The present study examined the associations between parenting styles and participants' psychosocial development with the aim of exploring the developmental foundations of competencies relevant to functioning in organisational settings. The findings indicate that, among the parenting styles examined, authoritative parenting was the style most consistently associated with more favourable dimensions of psychosocial development, whereas authoritarian and permissive parenting were substantially less consistently associated with favourable psychological developmental characteristics.

The principal scientific contribution of the study extends beyond findings that are broadly consistent with established research in developmental psychology by introducing a new conceptual perspective on psychosocial development as a potential developmental foundation of organisational competencies. Based on the empirical findings and their integration with the existing literature, the study proposes that psychosocial dimensions such as trust, autonomy, initiative, industry, identity, and intimacy may represent developmental foundations of organisationally relevant competencies. As organisational competencies constitute an important component of human capital, the findings also contribute to a broader understanding of the long-term development of human capital through individual developmental processes.

In this way, the study contributes to bridging developmental psychology with the fields of organisation and management and opens a new research perspective in which DFOC proposes that organisationally relevant competencies and behaviours may have developmental antecedents rooted in long-term psychosocial processes beginning during primary socialisation. DFOC therefore provides a foundation for further interdisciplinary research on human capital, organisational behaviour, and employee development.

The findings also have relevant practical implications. Organisations may support the development of organisationally relevant competencies through structured mentoring, individual or team coaching, leadership-development programmes, peer learning, and progressively challenging work assignments. Such initiatives may provide opportunities to strengthen professional identity, interpersonal trust, autonomy, initiative, responsibility, collaboration, self-regulation, and psychological resilience, thereby supporting more effective individual functioning and the long-term development of organisational human capital.

Limitations and Directions for Future Research

Despite its contributions, the present study has several limitations. Due to its cross-sectional research design, causal relationships between parenting styles and psychosocial development cannot be reliably inferred. An additional limitation concerns the retrospective self-report nature of the data. Participants evaluated parenting practices experienced earlier in life as well as their own current psychosocial development, which may introduce recall bias, subjective reconstruction, and common method bias. Retrospective perceptions of parenting may not fully correspond to parenting practices as they occurred and may be influenced by participants' current psychological states, present relationships with their parents, or subsequent life experiences. Consequently, the observed associations should be interpreted as relationships between perceived parenting styles and self-reported psychosocial development rather than as direct evidence of the effects of objectively observed parenting practices on developmental outcomes.

A further limitation arises from the fact that the study primarily examined direct associations between parenting styles and psychosocial development, while other potentially relevant developmental factors, such as personality characteristics, peer relationships, socioeconomic environment, and cultural influences, were not included in the analysis. The findings should therefore not be interpreted as providing a comprehensive explanation of the development of organisational competencies. Future research should therefore include relevant control variables, such as personality traits (e.g., the Big Five), socioeconomic status, peer relationships, and cultural context, to more precisely estimate the unique contribution of perceived parenting styles to psychosocial development.

The gender composition of the sample represents an additional limitation, as women accounted for 80.7% of participants. This imbalance may limit the generalisability of the findings across genders. Future studies should therefore aim to recruit more gender-balanced samples, for example through stratified sampling or targeted recruitment of underrepresented participants.

Future research should employ prospective longitudinal research designs that follow participants across multiple developmental periods, ideally beginning in childhood or adolescence and continuing into adulthood and working life. Such designs would enable parenting practices to be assessed closer to the time at which they occur, thereby reducing reliance on retrospective recall and allowing changes in psychosocial development to be examined over time. Future studies could also incorporate multi-source assessments, including reports from parents, teachers, peers, supervisors, or colleagues, together with behavioural and organisational indicators. Combining longitudinal and multi-source data would allow for a more rigorous examination of potential developmental pathways among parenting styles, psychosocial development, organisational competencies, and organisational behaviour. It would also help distinguish the contribution of early socialisation experiences from the influence of subsequent educational, occupational, and organisational environments.

A particularly important direction for future research is the empirical validation of DFOC proposed in the present study. Future studies could employ structural equation modelling (SEM) or longitudinal analyses to examine indirect and mediating pathways through which psychosocial development may link parenting styles with organisational outcomes. Such an approach would enable the development and empirical evaluation of a more comprehensive interdisciplinary model of human capital formation.

An additional methodological limitation concerns the lower internal consistency of the **Isolation** dimension (Cronbach's $\alpha = .601$). Findings involving this dimension should therefore be interpreted with greater caution.

Importantly, organisationally relevant competencies, organisational behaviour, and organisational performance were not directly measured in the present study. The empirical component therefore tests primarily the first part of the developmental pathway proposed within DFOC, namely the association between perceived parenting styles and psychosocial development. The subsequent relationships among psychosocial development, organisational competencies, and organisational outcomes represent conceptual propositions of DFOC rather than empirically established relationships in the present study and should be directly tested in future research.

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