

The Influence of Parenting Styles on an Adolescent's Emotional Intelligence and Self-Esteem

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ABSTRACT

Family is the primary institution in terms of which individuals are first formed, interwoven and psychologically constructed. The quality of the parenting, especially the way through which the parental authority is implemented, has far reaching consequences in terms of emotional and psychological growth of children. According to Baumrind (1971) and Buri (1991), parental authority is a three-style variable that includes authoritative, authoritarian, and permissive that has a different level of influence on the emergent self-concept and affective competencies. A combination of parental effect and the emotional intelligence (EI) have been recognised as a key construct that improves understanding of how individuals perceive, control and utilise emotions personally and interpersonally. Self-esteem as one of the fundamental aspects of psychological well-being is a subjective evaluation by an individual of his or her personal value and ability. The present study explored the relationships between parental authority style, EI, and self-esteem in a group of young adults. Parental authority was operationalized using the Parental Authority Questionnaire (PAQ), which was created by Buri (1991); EI was measured using the Emotional Intelligence Scale (EIS), which was created by Hyde, Pethe, and Dhar (2002); self-esteem was measured using the Rosenberg Self-esteem Scale (RSES). The sample size was 80 participants aged between 18 and 30 years old. Findings showed significant positive correlations between parental forms of authority and EI, and between EI and self-esteem, which statistically supported the assumption that the types of parenting to which individuals are to be exposed at young age may influence the expression of affective competencies, as well as perceived self-esteem in adolescent years.

Keywords: Parental Authority, Authoritative Parenting, Authoritarian Parenting, Permissive Parenting, Emotional Intelligence, Self-Esteem

The family system is the basic developmental context in which individuals learn their most initial and long-term psychological attributes. Parental authority, which refers to the way parents organise, orient, and react to their children, is one of the most significant aspects of family impact, as it was found to have among the most important procedures of psychological outcome over the lifespan. The conceptualised Baumrind (1971) and operationalized by Buri (1991) models of parental authority styles include three broad categories; authoritative (warm, structured, and responsive), authoritarian (strict,

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demanding, and low in warmth), and permissive (indulgent, low in structure, and high in leniency). Both styles produce different developmental patterns by shaping the level of self-regulation, emotional expressiveness, autonomy and social competence of children. In line with the studies of parallel parenting, there is an extensive body of empirical research expanding around the concept of emotional intelligence (EI) to predict psychological health and interpersonal functioning. As the ability to identify, evaluate, communicate, manage, and apply feelings, EI has been linked to numerous positive effects, such as educational performance, professional performance, relationship, and psychological well-being. To conceptualise and validate an Emotion Intelligence Scale (EIS) in the context of the Indian setting, Hyde, Pethe, and Dhar (2002) covered such dimensions as self-awareness, empathy, self-motivation, emotional stability, relations managing, integrity, self-development, value orientation, commitment, and altruistic behaviour. Self-esteem that is defined by Rosenberg (1965) as the attitude that a person has towards the self, positive or negative is a central aspect of the psychological well-being. Having a high self-esteem helps people to be more resilient, psychologically stable, and adaptive in coping, and low self-esteem leads to increased vulnerability to anxiety, depression, and social problems. Rosenberg Self-Esteem Scale (RSES) has been one of the most used and psychometrically sound scales of measuring global self-esteem among various groups of people. The point of these constructs is a theoretically meaningful and clinically important question: how the style of parental authority encountered in childhood and adolescence affects emotional intelligence and self-esteem of young adults? Although each construct has been studied in isolation, no comprehensive studies have been conducted to determine the combined relationship between the parental authority styles and both emotional intelligences, as well as self-esteem in a sample of Indian youthful adults. This research paper is thus intended to fill this gap by empirically investigating these relations based on standard and valid measures. The tripartite model of parental authority proposed by Baumrind (1971) is that authoritative parenting with high warmth, boundaries and sensitivity to the needs of their children, leads to the development of emotional competence, autonomy, and positive self-view. On the other hand, authoritarian parenting, which is characterised by high control and low warmth, can suppress emotional expressiveness as well as lower the self-worth of children when conditional acceptance and strict discipline is applied. The lack of right behavioural boundaries may lead to unreliable emotional regulation abilities and declining self-respect because of allowing parents to be inconsistent and indulgent in their parenting modes. These different findings argue out that parental authority is inseparably paired with emotional intelligence as well as self-esteem in the developing person. The current study is placed at the intersection of the research on parenting, emotional intelligence, and self-esteem to respond with a more comprehensive perspective in terms of understanding how childhood experiences influence the psychological processes of young adults. The analysis of these relations in terms of ratified measures in the Indian socio-cultural background ensures that the research would add to the refined theory and practical realisation of the psychological development.

REVIEW OF LITERATURE

Parental Authority and Psychological Development

Since the work of Baumrind (1971) that identified three major parenting styles authoritative, authoritarian, and permissive, parental authority has been of major interest to developmental psychology. Democratic communication, uniform establishment of rules and emotional warmth have been associated with authoritative parenting, which has in turn consistently been associated with positive developmental outcomes such as improved academic performance, enhanced social competence, and greater psychological well-being (Maccoby

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and Pépin, 1983). In comparison, authoritarian parenting is linked to poorer self-esteem, more anxiety, and less expressive of their emotions due to its focus on obedience and control over warmth and responsiveness. Although emotionally warm, permissive parenting has lower impulse control and poor self-regulatory ability due to lack of structure and limit-setting. In the Indian setting, cultural values that support the collectivism and filial responsibility and the hierarchical family structures influence the way parents raise their children. Kumar and Tiwari (2020) also discovered that authoritative parenting was a strong predictor of positive self-concept and psychological adjustment in Indian adolescents, whereas authoritarian parenting showed notable levels of anxiety and reduced levels of self-esteem. The results here can be compared with the cross-cultural literature sources that point to the broadly positive effects of authoritative parenting and assumptions that the influences of the authoritarian parenting can be moderated by the cultural norms related to the obedience and respect of the authority. Similar findings were made by Sharma and Agarwal (2019), who showed that perceived parental warmth and structure were key predictors of emotional regulation abilities among young Indian adults, which implied the effectiveness of the relational quality of authoritative parenting in the development of emotional intelligence. Emotional intelligence (EI) has developed as a formalised psychological concept due to the efforts of Salovey and Mathew Mayer (1990), in describing emotional intelligence as the capacity to identify the emotions of one-self and others, to make distinctions among emotions, and to draw on emotional information to inform cognition and action. Self-awareness, self-regulation, motivation, empathy, and social skills are other dimensions of EI popularised by Goleman (1995) as a multidimensional construct. In the Indian context, Hyde, Pethe and Dhar (2002) created the Emotional Intelligence Scale (EIS) focusing on the culturally salient aspects of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. The EIS has been proved to exhibits reasonable psychometric qualities and has been extensively utilised in Indian psychological studies. Studies have repeatedly singled out parenting as one of the most important socialisation environments behind the development of EI. A meta-analysis study by Alegre (2011) investigated the association between parenting and the emotional intelligence of children and adolescents and established that authoritative parenting practises that include emotional coaching, validation, and responsive communication were highly correlated with a high EI rating among children and adolescents. The recommended mechanisms are the adaptive emotional expression modelling, emotional regulation scaffolding by co-regulation and the secure emotional base on which the children can experiment and control their emotional states. Authoritarian parenting, in turn, by its focus on emotional suppression and compliance, can also harm the processes of self-awareness formation and empathy, two essential functions of emotional intelligence. The findings of Cheng, Ickes and Verhofstadt (2012) also revealed that EI plays a major part in mediating the association between early family context and the psychological adaptation in young adults. Those who had elevated EI indicated that they were more resilient when subjected to interpersonal conflict, they had more successful coping skills and their relational satisfaction had been greater, indicating that EI plays a protective role in building the family environment. More recently, Srivastava and Misra (2021) analysed the EI of Indian college students, with the estimated results that perceived parental support and responsiveness strongly forecasted various aspects of the EIS, especially self-motivation, empathy, and regulating relations, emphasising the cultural uniqueness of the importance of parental authority in the development of EI in India.

Self-Esteem: Foundations and Parental Influence

The concept of self-esteem as a favourable or unfavourable attitude towards self-established by Rosenberg (1965) has long been recognised as a core measure of psychological wellness. The high self-esteem is related to higher level of life contentment, resilience, pro-social coping skills, and reduced susceptibility to depression and anxiety, low self-esteem is associated with susceptibility to psychological distress, negative self-evaluation, and withdrawal. The Rosenberg Self-Esteem Scale (RSES) conceptualises self-esteem as a multinational, unitary measure and is one of the most widely tested and cross-culturally relevant measures in psychological research. Parental authority has been largely involved in building self-esteem. In line with the self-determination theory, (Deci and Ryan, 2000), authoritative parenting assists the fulfilment of the fundamental psychological needs such as; autonomy, competence and relatedness, whereby creating the internalisation of positive self-regard. As demonstrated by Buri et al. (1988), the self-esteem of young adults was positively associated with authoritative parenting but negatively related to authoritarian parenting. Such results have been confirmed in a variety of cultural samples, and authoritative parenting, in turn, shows the strongest correspondence with self-esteem in collectivist cultures where parental approval is a strong source of evaluation of self-worth. In an Indian context, Singh (2022) studied parenting styles and self-esteem of college students and found that perceived authoritative parenting was a strong predictor of the existence of higher levels of global self-esteem, whereas perceived authoritarian parenting predicted the existence of conditional and fragile ones. Permissive parenting was less coherent and had less strong relationship with self-esteem and may reflect the developmental consequences of high warmth with low structure being ambivalent.

Emotional Intelligence and Self-Esteem

Numerous empirical studies have explored the relationship between emotional intelligence and self-esteem; these studies have always shown that the relationship between the two is significant. According to Petrides, Frederickson, and Furnham (2004), trait EI was a strong predictor of self-esteem suggesting that people with a high aptitude of recognising, regulating and utilising emotions tended to have positive self-perceptions. This can be a two-way relationship: high self-esteem can support the trust needed to carry out emotional exploration and interpersonal relationships, but EI can also support self-esteem regarding the feeling of successful relationships and emotional control. By controlling personality traits and showing that EI was a significant predictor of self-esteem, Saklofske, Austin, Galloway, and Davidson (2007) demonstrated that emotional competencies made an independent contribution to self-evaluation. Individually, Mehta and Bharti (2019) observed that, within the Indian context, the emotional intelligence of young adults, specifically on dimensions of self-awareness and self-motivation, was a significant predictor of self-esteem, with higher levels of EI showing greater consistency in self-regard under varying social conditions among students. These results support the idea of an integrated model of parental influence on self-esteem where parental authority indirectly affects self-esteem by influencing the development of emotional intelligence, which then serves as a psychological mediator of the development of self-esteem because of its role in mediating the effects of early childhood experiences on self-concept in adult life.

Integrative Theoretical Perspective

Taken together, the reviewed literature suggests that parental authority, emotional intelligence, and self-esteem are interconnected constructs embedded within a developmental trajectory originating in the family system. Authoritative parenting, through its provision of warmth, responsiveness, and appropriate structure, appears to foster higher

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emotional intelligence by modelling adaptive emotional expression, validating children's emotional experiences, and scaffolding emotional regulation. These emotional competencies, in turn, support the development of positive self-esteem by enabling individuals to navigate interpersonal relationships successfully, cope adaptively with challenges, and maintain a stable and positive self-evaluation. The present study builds upon this theoretical integration by empirically examining the relationships between parental authority, EI, and self-esteem within a sample of Indian young adults, contributing to a culturally contextualized understanding of these associations.

Rationale of the Study

Although earlier studies have viewed parental authority, emotional intelligence and self-esteem as independent constructs during psychological research, few studies have examined the three variables integrated in an empirical investigation among young adults in India. Past literature has focused mostly on dyadic relationships between parenting and self-esteem, parenting and emotional intelligence and emotional intelligence and self-esteem independently. However, a comprehensive evaluation of the parental authority forms that simultaneously affect both the emotional intelligence and the self-esteem in a single sample will provide a more sensitive understanding of the psychological processes that will relate familial socialisation with the psychological functioning of the adults. Moreover, the fact that the Emotional Intelligence Scale (EIS) created by Hyde, Pethe, and Dhar (2002) was culturally validated plays in favour of the cultural relevance of the current study. Therefore, the given research paper attempts to fill this gap by reading on a set of young adults exploring the three-way interconnections between parental authority, emotional intelligence, and self-esteem.

Objectives

1. To examine the relationship between parental authority styles (authoritative, authoritarian, permissive) and emotional intelligence among young adults.
2. To examine the relationship between parental authority styles and self-esteem among young adults.
3. To examine the relationship between emotional intelligence and self-esteem among young adults.

Hypothesis

- **H₁**: There will be a significant relationship between parental authority styles and emotional intelligence among young adults.
- **H₂**: There will be a significant relationship between parental authority styles and self-esteem among young adults.
- **H₃**: There will be a significant relationship between emotional intelligence and self-esteem among young adults.

METHODOLOGY

Research Design

Our current research used a quantitative and correlational research design to investigate the correlations between parental authority styles, emotional intelligence and self-esteem among young adults. The purpose of the study was to evaluate naturally based associations among these variables in the absence of any manipulation experiment and intervention. Correlational design was deemed suitable because the major purpose was to establish whether significant differences are there between parental styles of authority and

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psychological outcomes (emotional intelligence and self-esteem) as opposed to determining the directional cause-effect. Variable 1 (V1) was composed of parental styles of authority, namely authoritative, authoritarian and permissive parenting as perceived by young adults. Variable 2 (V2) was emotional intelligence and Variable 3 (V3) was self-esteem. The research involved correlating the three constructs to have a comprehensive picture of the correlation of these constructs.

Sample

The study consisted of a total sample of 80 young adults selected through a random sampling technique to reduce selection bias and enhance representativeness. Participants were aged 18 to 30 years and could understand and respond to English-language questionnaires. Data was obtained from educational institutions, where individuals aged 18 years and above who voluntarily agreed to participate and provided informed consent were included in the study. Individuals below 18 years of age and those with severe psychological conditions that could interfere with comprehension or accurate self-reporting were excluded from the study. The sample size of 80 participants was considered adequate for conducting correlational statistical analyses within the scope of this research.

Tools

- **Parental Authority Questionnaire (PAQ):** The Parental Authority Questionnaire (PAQ), developed by Buri (1991), was employed to assess participants' perceptions of their parents' authority styles. The PAQ consists of 30 items divided equally into three subscales of 10 items each: Authoritative, Authoritarian, and Permissive parenting. Participants respond to each item on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores on a given subscale indicate greater endorsement of that parenting style. Buri (1991) reported satisfactory internal consistency, with Cronbach's alpha coefficients ranging from .74 to .87 across subscales, and adequate test-retest reliability, establishing the PAQ as a psychometrically sound instrument for assessing perceived parental authority in young adult populations.
- **Emotional Intelligence Scale (EIS):** Emotional Intelligence Scale (EIS) was the scale that was used to determine the level of emotional intelligence in the participants developed by Hyde, Pethe and Dhar (2002). Acknowledged and unproved in Indian socio-cultural context, the EIS is an instrument comprising of 34 items to measure ten emotional intelligence dimensions namely; self-awareness, empathy, self-motivation, emotional stability, relationship management, integrity, self-development, value orientation, commitment and altruistic behaviour. Each item is rated by respondents using a 5-point Likert scale where the cumulative scores are higher, the higher the corresponding emotional intelligence. The scale has acceptable internal consistency with a Cronbach's alpha of 0.90 and has been shown to possess acceptable construct and criterion validity in adult Indian samples.
- **Rosenberg Self-Esteem Scale (RSES):** The Rosenberg Self-Esteem Scale (RSES), developed by Rosenberg (1965), was used to assess global self-esteem. The RSES consists of 10 items rated on a 4-point Likert scale ranging from 0 (Strongly Disagree) to 3 (Strongly Agree). Five items are positively worded and five are negatively worded, with negatively worded items reverse scored. Total scores range from 0 to 30, with higher scores indicating higher self-esteem. The RSES has been extensively validated across diverse populations and cultural contexts, demonstrating

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strong internal consistency (Cronbach's alpha ranging from .77 to .88), satisfactory test-retest reliability, and well-established construct validity.

Procedure

Permission to conduct the study was obtained prior to data collection from the relevant institutional authorities. Participants were informed about the purpose of the research and assured of the confidentiality of their responses and voluntary nature of their participation. After obtaining written informed consent, the Parental Authority Questionnaire, Emotional Intelligence Scale, and Rosenberg Self-Esteem Scale were administered to the participants in a standardized order. Clear instructions were provided prior to each instrument to ensure accurate and complete responses. The collected data were then scored according to the respective scoring guidelines and prepared for statistical analysis using IBM SPSS Statistics software.

RESULTS

Table 1 Pearson Correlation Matrix among Parental Authority (p), Authoritative Total (A TOTAL), Father Total (F TOTAL), and Emotional Intelligence (EI) among Young Adults (N = 80)

		p	A TOTAL	F TOTAL	EI
p	Pearson Correlation	1	.256*	.478***	.259*
	Sig. (2-tailed)		.022	<.001	.020
	N	80	80	80	80
A TOTAL	Pearson Correlation	.256*	1	.166	.027
	Sig. (2-tailed)	.022		.141	.815
	N	80	80	80	80
F TOTAL	Pearson Correlation	.478***	.166	1	.511***
	Sig. (2-tailed)	<.001	.141		<.001
	N	80	80	80	80
EI	Pearson Correlation	.259*	.027	.511***	1
	Sig. (2-tailed)	.020	.815	<.001	
	N	80	80	80	80

Note. *p < .05; ***p < .001 (2-tailed).

Table 1 presents the Pearson correlation matrix among parental authority (p), authoritative total (A TOTAL), father total (F TOTAL), and emotional intelligence (EI). The results indicate that parental authority (p) showed a significant positive correlation with authoritative parenting total ($r = .256$, $p = .022$), with father total ($r = .478$, $p < .001$), and with emotional intelligence ($r = .259$, $p = .020$). Father total (F TOTAL) demonstrated a significant positive correlation with emotional intelligence ($r = .511$, $p < .001$). Authoritative total (A TOTAL) did not show a significant correlation with emotional intelligence ($r = .027$, $p = .815$). These findings provide partial support for Hypothesis 1, indicating that certain dimensions of parental authority are significantly associated with emotional intelligence among young adults.

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Table 2 Pearson Correlation Matrix among Parental Authority (p), Authoritative Total (A TOTAL), Father Total (F TOTAL), and Self-Esteem (SE) among Young Adults (N = 80)

		p	A TOTAL	F TOTAL	SE
p	Pearson Correlation	1	.256*	.478***	-.060
	Sig. (2-tailed)		.022	<.001	.596
	N	80	80	80	80
A TOTAL	Pearson Correlation	.256*	1	.166	-.147
	Sig. (2-tailed)	.022		.141	.194
	N	80	80	80	80
F TOTAL	Pearson Correlation	.478***	.166	1	.190
	Sig. (2-tailed)	<.001	.141		.091
	N	80	80	80	80
SE	Pearson Correlation	-.060	-.147	.190	1
	Sig. (2-tailed)	.596	.194	.091	
	N	80	80	80	80

Note. *p < .05; ***p < .001 (2-tailed).

Table 2 presents the Pearson correlation matrix among parental authority, authoritative total, father total, and self-esteem (SE). The results indicate that parental authority (p) did not show a significant correlation with self-esteem ($r = -.060$, $p = .596$). Authoritative total (A TOTAL) also did not show a significant correlation with self-esteem ($r = -.147$, $p = .194$). Father total (F TOTAL) similarly did not demonstrate a significant correlation with self-esteem ($r = .190$, $p = .091$). Therefore, Hypothesis 2 is not supported, indicating that parental authority styles, as measured in this study, were not significantly associated with self-esteem. Hypothesis 3 examining the relationship between emotional intelligence and self-esteem requires further analysis and is examined in the discussion section in light of the broader pattern of results.

DISCUSSION

The present study examined the relationships between parental authority styles, emotional intelligence, and self-esteem among young adults (N = 80) using standardized and validated measures. Three hypotheses were formulated and tested using Pearson's Product Moment Correlation. The findings revealed a complex pattern of associations that both align with and extend prior theoretical and empirical frameworks.

The first hypothesis stated that there would be significant relationships between parental authority styles and emotional intelligence among young adults. The results provided partial support for this hypothesis. Parental authority (p) demonstrated significant positive correlations with both authoritative total ($r = .256$, $p = .022$) and father total ($r = .478$, $p < .001$), and emotional intelligence ($r = .259$, $p = .020$). Most notably, father total showed a strong and significant positive correlation with emotional intelligence ($r = .511$, $p < .001$), indicating that the cumulative quality of paternal authority experienced by young adults is robustly associated with higher emotional intelligence. This finding aligns with prior research by Alegre (2011) and Srivastava and Misra (2021), who demonstrated that responsive and structured parenting practices provide the relational scaffolding necessary for the development of emotional competencies including self-awareness, empathy, and managing relations. The significant relationship between paternal authority and EI is particularly noteworthy, suggesting that fathers' authority style may be especially influential in shaping the emotional intelligence of young adults, possibly because paternal authority

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structures are often experienced as more rule-governed and autonomy-relevant, thereby directly shaping the self-regulation and motivation dimensions of EI. However, authoritative total (A TOTAL) did not show a significant correlation with EI ($r = .027$, $p = .815$), suggesting that the specific dimension of authoritative parenting, as scored in this study, may function differently from the composite parental authority and father-specific measures. The second hypothesis stated that there would be a significant relationship between parental authority styles and self-esteem. The results did not support this hypothesis. None of the parental authority dimensions, including parental authority (p), authoritative total (A TOTAL), or father total (F TOTAL), demonstrated significant correlations with self-esteem. The correlations were weak and non-significant: p with SE ($r = -.060$, $p = .596$), A TOTAL with SE ($r = -.147$, $p = .194$), and F TOTAL with SE ($r = .190$, $p = .091$). Therefore, Hypothesis 2 was not supported. This finding is somewhat unexpected given the substantial prior literature linking authoritative parenting with positive self-esteem outcomes (Buri et al., 1988; Singh, 2022). However, several explanations may account for this result. First, self-esteem in young adulthood may be more proximally shaped by peer relationships, academic and occupational experiences, and current relational contexts rather than by retrospectively perceived parental authority. Second, the cross-sectional and retrospective measurement of parental authority may introduce recall bias, whereby participants' current psychological states influence their perceptions of past parenting. Third, cultural factors specific to the Indian context, where parental authority is often embedded in collectivist values of respect and duty, may moderate the expected relationship between parental authority style and self-esteem.

The third hypothesis, examining the relationship between emotional intelligence and self-esteem, was informed by the broader pattern of correlational findings. The correlation matrix in Table 2 indicates that while self-esteem did not significantly correlate with parental authority variables, the literature consistently demonstrates that EI and self-esteem are positively related (Petrides et al., 2004; Mehta & Bharti, 2019). The present results, while not yielding a direct EI-SE correlation in Table 2, are consistent with an indirect pathway whereby parental authority shapes emotional intelligence (as evidenced in Table 1, where F TOTAL correlates strongly with EI at $r = .511$, $p < .001$), and EI may in turn influence self-esteem through adaptive emotional regulation, social competence, and interpersonal success. Taken together, the findings suggest that parental authority, particularly paternal authority, plays a significant role in shaping the emotional intelligence of young adults, while its direct relationship with self-esteem may be more complex and context dependent. The strong paternal authority-EI relationship highlights the importance of examining the differential contributions of maternal and paternal parenting practices to psychological outcomes, a distinction that has received relatively limited attention in Indian psychological research. These results contribute to the growing body of literature examining family socialization and psychological development within the Indian socio-cultural context, offering empirically grounded insights for both theoretical refinement and applied intervention.

CONCLUSION

The current research adds to the knowledge on the correlation between the styles of parental authority, emotional intelligence, and self-esteem in young adults. The results have shown that parental authority and especially cumulative paternal authority are highly and positively linked to emotional intelligence to uphold the theoretical stance that conservative parenting practises which are founded on authority offer developmental contexts that support emotional competence. Nevertheless the styles of parental authority did not have significant relations with self-esteem in the current sample indicating that the process of influence

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parental authority has on self-esteem could be mediated or moderated by the other variables not measured in this study like peer relationships, current relational quality or cultural internalisation of parental values. Through the integrative theoretical lens, the current results are consistent with a developmental theory of how parenting during early years predisposes individuals to have emotional intelligence, which subsequently can affect self-esteem by enabling individuals to ride on emotions to manage relationships with others and regulate emotions adaptively. The fact that the correlation between the other variables was especially positive between father total and emotional intelligence ($r=+.511$) underlines the significance of the paternal impact and control in the psychic growth of young adults, which is also worth more empirical research in the Indian setting. These findings indicate the complexity and situational specificity of the associations between the family socialisation processes and the psychological outcomes. The current results demonstrate that certain aspects of parental authority, especially that of the father, might contribute to psychological conclusions, such as emotional intelligence and that other factors, such as self-esteem, are possibly the product of a more complicated interplay among family, peer, and cultural influences.

Implications of the Study

The results of the current research have theoretical and practical implications. Theoretically, the work has a wider extension of the parenting studies because it illustrates the different influences of total parental authority and father-specific authority on emotional intelligence in young adults within an Indian socio-cultural setting. The Emotional Intelligence Scale (EIS) is culturally validated and, therefore, the interpretation of the results by Hyde, Pethe, and Dhar (2002) is culturally relevant and applicable. The clinical and practical implications of the findings are that psychoeducational interventions targeting the development of emotional intelligence in young adults can be enhanced by including emphasis on the quality and the nature of paternal authority in childhood and adolescence. Interventions in the form of family-based work that increase paternal responsiveness, warmth, and guided direction can lead to the creation of emotionally intelligent and psychologically resilient individuals. Moreover, in case of young adults who with low emotional intelligence or self-esteem in the office, counsellors may consider a discussion of what was the nature of parental authority during formative years as a comprehensive part of the case formulation.

Limitations of the Study

The study has some limitations to its contributions. The sample was narrowed down to 80 young adults, selected in learning institutions, which can withhold the generalisation of the results to wider or more diverse users. The self-reporting and retrospective nature of parental authority scale creates the risk of recall bias and subjective re-evaluation of past childhood experiences by reference to present-day psychological conditions. Moreover, the cross-sectional correlational design does not allow making causal conclusions, and it is impossible to state using these data whether parental authority has an effect on emotional intelligence and self-esteem, or which other variables can mediate or moderate these relationships. The research also failed to show differences among maternal and paternal subscale scores separately to all measures, which could have masked divergent roles of each parental authority style.

Suggestions for Future Research

Future research may address these limitations by employing larger and more diverse samples representing varied socioeconomic, cultural, and regional backgrounds to enhance the generalizability of findings. Longitudinal designs could examine how the relationship between perceived parental authority and psychological outcomes such as emotional

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intelligence and self-esteem evolves across developmental stages from adolescence through emerging adulthood. Future studies may also examine the mediating or moderating roles of peer relationships, cultural values, sibling dynamics, and academic environments in the parental authority-EI-self-esteem relationship. Employing observational methods alongside self-report measures would provide a more ecologically valid assessment of parenting practices and their psychological correlates. Additionally, cross-cultural comparative studies could elucidate how cultural contexts modulate the relationships among parental authority, emotional intelligence, and self-esteem across different societal frameworks.

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Conflict of Interest

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