



Parenting Style, Emotional Intelligence and Self-Esteem among Indian School Students: A Systematic Review

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Abstract:

This systematic review synthesizes empirical evidence on the relationships between parenting style, emotional intelligence (EI), and self-esteem in Indian school students. Parenting style shapes children's emotional and social development. Emotional intelligence reflects the ability to perceive, understand, regulate, and use emotions adaptively. Self-esteem denotes an individual's sense of personal worth. Findings suggest that authoritative parenting is generally linked with higher emotional intelligence and self-esteem, while authoritarian and neglectful styles are related to less adaptive outcomes. Evidence supports the integration of socio-emotional learning in schools and policy interventions to support students' psychological wellbeing.

Keywords: *Parenting style, Emotional Intelligence, Self-Esteem*

1. Introduction

Parenting style and its effect on children's psychological development have been central to developmental psychology. Baumrind's classic typology identifies authoritative, authoritarian, permissive, and neglectful styles, where each pattern carries implications for emotional and behavioural outcomes. Authoritative parenting, characterised by warmth and clear expectations, has been associated with positive self-regard and emotional competence. Authoritarian parenting, defined by strict control with limited responsiveness, often predicts lower self-esteem and poorer emotional regulation. Permissive parenting involves indulgence with minimal boundaries, while neglectful parenting reflects low responsiveness and low control.

Emotional intelligence refers to an individual's capacity to perceive, understand, and manage emotions. This construct is linked with social competence, academic adjustment, and mental health. Self-esteem involves a global self-evaluation of worth and is associated with psychological wellbeing and motivation. Both EI and self-esteem develop through interactions with caregivers, peers, and educational contexts. Given the importance of these constructs for student development, understanding how parenting styles relate to EI and self-esteem among Indian school students is crucial for educational policy and intervention planning.

2. Methodology

This systematic review followed structured processes for identifying, screening, and selecting relevant studies. Academic databases were searched with terms including *parenting style, emotional intelligence, self-esteem, Indian adolescents, and school students*. Studies were retained if they involved empirical data on Indian school-aged populations and measured at least two of the three constructs under review. Data extracted included authors; sample characteristics, measures used, and key results. The selection of the study was done as follows:

Records identified through database searching (n = 102)

Records after duplicates removed (n = 83)

Titles and abstracts screened (n = 83)

Full-text articles assessed for eligibility (n = 27)

Studies included in the qualitative synthesis (n = 7)

Records were excluded for reasons such as non-Indian samples, adult populations outside school age, or lacking standardized measures of parenting style, emotional intelligence, or self-esteem.

3. Conceptual Background

3.1 Parenting Style

Parenting style refers to the emotional climate and behavioural practices that parents use to socialize their children. Across the literature, authoritative parenting is consistently linked to adaptive child outcomes, while strict or unresponsive styles tend to correlate with poorer emotional and psychological health.

4. Results and Findings

4.1 Parenting Style and Emotional Intelligence

The association between parenting style and emotional intelligence is supported by studies in Indian adolescents. Amandeep (2017) found a significant positive relationship between perceived parenting style and emotional intelligence in a large sample of 500 early adolescents, showing that certain parental behaviours fostering support and guidance corresponded with higher emotional competence. In Chennai, research on late adolescents revealed that authoritative parenting style was significantly and positively correlated with emotional intelligence, whereas authoritarian and permissive styles were negatively correlated with EI. This suggests that parenting marked by warmth and structure may foster adolescents' emotional awareness and regulation, while rigid or indulgent approaches may undermine these capacities. A large rural study in Karnataka using a parental bonding instrument found mixed results, with no statistically significant association between overall parenting style and emotional intelligence, but highlighted that many students experienced low emotional intelligence in areas such as self-awareness and motivation. This suggests that broader socio-cultural conditions may moderate the link between parenting and EI.

4.2 Parenting Style and Self-Esteem

Several studies indicate that parenting style influences self-esteem among Indian adolescents. Sharma (2015) reported that permissive and authoritative parenting styles were associated with higher self-esteem levels, while authoritarian parenting correlated negatively with self-esteem. This effect was consistent across genders in urban contexts. Kamdar (2023) found a strong positive relationship between parental acceptance and self-esteem among secondary school students, alongside a strong negative correlation between parental rejection and self-esteem. This underscores how nurturing and supportive parent-child interactions contribute to adolescents' sense of personal worth. In a hospital outpatient sample outside school contexts, authoritative parenting was most common and was linked to higher levels of self-esteem, whereas authoritarian and permissive parenting showed lower levels of self-esteem among adolescents. While this study was clinical, it reflects general patterns of parental influence on self-worth. Jain and Boora (2020) examined emotional autonomy and self-esteem in teenagers and found that authoritative parenting was significantly related to both higher self-esteem and greater emotional autonomy, highlighting the interaction of parenting with broader facets of identity development.

4.3 Intersections of Parenting, EI and Self-Esteem

Although studies directly linking all three constructs in Indian school students are limited, research suggests that parenting influences both emotional intelligence and self-esteem. This implies that parents who provide supportive, responsive environments tend to raise adolescents who are both emotionally competent and confident in their self-worth. Studies examining mediating or moderating effects indicate that positive parent-child dynamics are foundational for adolescents' psychological health and adjustment.

Table of Reviewed Studies

Authors (Year)	Sample	Measures	Key Findings
Amandeep (2017)	500 early adolescents	Perceived Parenting Style Scale, Emotional Intelligence Scale	Positive relationship between perceived parenting and EI.
Charulatha, C.&Sinha, A. (2023)	198 adolescents	PPSS, TEIQue-SF	Authoritative parenting positively correlated with EI; authoritarian and permissive negatively correlated.
Georgeet al.(2017)	300 high school students	EI Scale, Parental Bonding Instrument	No overall association, but low EI prevalent; parents mostly affectionless control.
Sharma (2015)	120 adolescents	Parenting Style Inventory, Self-Esteem Scale	Authoritative and permissive parenting linked with higher self-esteem than authoritarian.
Kamdar (2023)	100 secondary students	PARQ, Self-Esteem Scale	Parental acceptance positively correlated and rejection negatively correlated with self-esteem.
Vasudeva (2022)	160 adolescents	PAQ, Rosenberg Self-Esteem	High permissive parenting associated with high self-esteem, authoritative with lower self-esteem.
Jain & Boora (2020)	100 adolescents	PAQ, Self-Esteem Scale	Authoritative parenting positively predicted self-esteem and emotional autonomy.

5. Discussion

The reviewed evidence indicates that parenting style is a significant correlate of both emotional intelligence and self-esteem in Indian adolescents. Authoritative parenting, which combines responsiveness with clear expectations, consistently emerges as a positive predictor of emotional and psychological outcomes. Adolescents who perceive their parents as supportive and communicative tend to report higher emotional intelligence and stronger self-esteem. This aligns with earlier developmental theories that associate authoritative parenting with adaptive socio-emotional development.

Conversely, authoritarian parenting and neglectful approaches are linked with lower self-esteem and diminished emotional competence. The negative effects of rigid disciplinary approaches and lack of warmth appear across multiple Indian contexts, suggesting pervasive impacts on students' self-worth and emotional awareness.

The diversity of findings across urban and rural settings also highlights potential moderating factors such as socio-economic status, schooling environment, and cultural norms. Research suggests that parenting styles operate within broader familial and community ecosystems, which influence adolescents' psychological adjustment.

Limitations of existing work include cross-sectional designs, limited longitudinal evidence, and variability in measurement tools. Few studies simultaneously examine all three constructs in the same sample, indicating the need for more integrative research.

6. Policy and Practice Implications

The evidence base supports educational policies that integrate socio-emotional learning into school curricula. Schools can adopt programs that explicitly build emotional intelligence and self-esteem, reinforcing skills such as emotion regulation, empathy, and self-reflection. Such programs can buffer the

impact of less supportive home environments and provide a context for students to develop adaptive emotional and social competencies.

Teacher professional development is crucial to implement these programs effectively. Teachers trained in identifying emotional challenges and fostering positive classroom climates can improve outcomes for students across varied parenting backgrounds.

At the policy level, national education frameworks such as the Indian National Education Policy (NEP) emphasize holistic student development. Incorporating specific guidance on socio-emotional learning and parent-school partnerships can enrich implementation. Policy initiatives should also support parental education programs that inform caregivers about the benefits of supportive parenting practices for children's emotional and psychological wellbeing.

For tribal welfare and inclusive education programs, culturally sensitive adaptations of parenting support and socio-emotional curricula are important. Tribal communities may have distinctive family and social structures that shape parenting practices. Programs should be tailored to local cultural norms to ensure relevance and effectiveness, bridging gaps between home and school environments and promoting student wellbeing comprehensively.

7. Conclusion

This systematic review underscores the importance of parenting style for emotional intelligence and self-esteem in Indian school students. Authoritative parenting emerges as a consistent positive factor, while authoritarian and neglectful styles are linked with less adaptive outcomes. Emotional intelligence and self-esteem contribute significantly to adolescents' psychological health and academic success. Policies that foster socio-emotional learning in schools, support teacher training, and engage parents can contribute to healthier developmental environments for students. Future research should pursue longitudinal and mixed-methods designs to understand causal pathways and inform evidence-based educational interventions.

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