# PARENTAL EMOTIONAL INTELLIGENCE AND ITS INFLUENCE ON ADOLESCENT EMOTIONAL DEVELOPMENT

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ABSTRACT

Adolescence is a formative period during which emotional skills and self-regulation become consolidated. Parents shape this trajectory through a combination of attachment security, emotion socialisation and day-to-day interactions. Warmth and responsiveness foster adolescents' capacity to identify, express and regulate emotions, promoting resilience and subjective well-being. By contrast, psychological control, withdrawal of affection and conditional approval undermine autonomy, increase self-conscious emotions and contribute to vulnerability to depressive symptoms. Parenting styles characterised by high support and clear but reasonable limits tend to encourage adaptive guilt and a secure sense of self, whereas styles marked by inconsistency or excessive demands are linked to shame, contingent self-esteem and maladaptive coping. These processes are bidirectional: adolescents' temperamental reactivity and emerging autonomy may elicit shifts in parental behaviour over time. Cultural norms further modulate the impact of specific practices, with the same parental strategy yielding different emotional outcomes in varying sociocultural contexts. In sum, parental influence sets a foundation for adolescents' long-term emotional health, shaping their ability to navigate social challenges and maintain psychological balance into adulthood.
KEYWORDS-emotional, intelligence, parent, adolescent, development

## INTRODUCTION

Parental emotional intelligence (EI) plays a foundational role in shaping how adolescents manage their own emotions, develop self-esteem, and navigate mental health. [1, 2]

Core Influences of Parental EI on Adolescents

- Emotional Regulation and Adaptation: Parents with high EI model constructive emotional expression, which helps adolescents learn healthy ways to identify, process, and regulate intense feelings. [1, 2]
- Parenting Style and Security: Democratic and supportive parenting styles—backed by high EI—foster attachment security and autonomy, whereas psychological control or emotional withdrawal increases adolescent vulnerability to anxiety and depression. [1, 2]
- Neurobiological Development: Emotion-focused parenting programs (such as Tuning in to Teens) have been shown to improve prefrontal cortex functioning in adolescents, enhancing their capacity for automatic and explicit emotion regulation. [1]
- Mental Health Outcomes: Higher parental EI correlates with lower levels of psychopathology, fewer externalizing/internalizing problems, and stronger resilience in youth. [1, 2]

Emotional intelligence refers to the ability to recognise, understand, manage, and effectively use one's emotions and respond appropriately to the emotions of others. Positive parent–child relationships can provide a supportive environment for the development of emotional

intelligence. Most of the adolescents exhibited moderate to high emotional intelligence and maintained relationships with their parents that ranged from above average to exceptionally balanced. The statistical analysis revealed a weak negative correlation between emotional intelligence quality and the parent–child relationship ($p = 0.002$). The research findings emphasise a weak but statistically significant correlation ($r = -0.136$) between emotional intelligence and the relationship between parents and children. Compared with adolescents from rural areas, those from urban areas presented greater emotional intelligence. Additionally, those with higher birth order and belonging to joint families exhibited cordial relationships with their parents.

Promotion of parent–child interaction and nurturing of harmonious relationships are crucial for the development of emotional intelligence among adolescents, which requires parents to guide and enhance emotional management.[3,4,5]

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.[6,7,8]

## DISCUSSION

A child moves into adolescence at the same time that they transition into secondary school. Early adolescence is between 10 and 14 years (years 5 through to 8). It is the next greatest period of development after infancy and toddlerhood. During this period there is rapid brain growth. This growth provides adolescents with opportunities for learning. It is also associated with stress.

Early adolescence can be exciting, but also challenging. Families play an important role in helping adolescents manage the changes they experience. One of the biggest changes is starting secondary school. Giving support and guidance during this time is not always easy for parents and carers. The social, emotional and academic challenges for adolescents become more complex. Also, parents' suggestions or advice are often rejected by adolescents.

When children reach adolescence, they can think faster and evaluate themselves, others and their life more critically. They can also consider and manage more complex issues. However, they are

still developing some important skills. They are still learning how to evaluate risks, get organised and manage emotions. Early adolescents also experience their emotions more intensely. These factors can make school, responsibilities, friendships and new situations feel overwhelming.

A key protection during this transition is emotional intelligence. Having emotional intelligence means having the skills to identify, understand and manage emotions. These skills will develop throughout adolescence and into the mid to late twenties. Emotional intelligence can help adolescents cope with some of the common challenges they deal with during this time. For example, it can help with boredom, motivation, focus, and dealing with relationship problems.

Families can help adolescents learn emotional intelligence while they guide them through their transitions and changes. Building or maintaining a close connection and supporting healthy emotional development is an important part of this.[9,10,11]

Each family and young person's needs are different. Parents and carers should decide what fits for them and their young person.

## RESULTS

Parents try to adopt a parental style adapted to their own sons and daughters' needs, some of them consider opportune educating adolescents like they were once educated, and others wish to act differently from their parents' education. The present study proposes to highlight the relationship between the level of development of emotional intelligence and parental styles. There were implied 90 adolescents and their parents. The adolescents completed 2 individual tests which evaluate the developmental level of emotional intelligence and its components: Emotional Intelligence Scale – EIS (Schutte et al., 1998) and Battery of Emotional Intelligence Profile – BTPIE (Wood, Tolley, 2003). The parents were asked to fill in the Questionnaire for the parental styles– CSP. The results show the fact that the development level of emotional intelligence is influenced by the five parental styles: authoritarian, dictatorial, permissive, democratic and rejecting / neglecting. The manner in which parents raport to their own adolescents, marks the level of development of emotional intelligence.[12,13,14]
The study acknowledges the significant impact of parental behaviour on a child's emotional development and investigates the link between parenting styles and emotional intelligence in both males and females. The home's emotional environment, which is created by parents' communication, support, and attentiveness, has a big impact on how well a kid can comprehend and control their emotions. Children develop their emotional intelligence in a safe, loving environment where parents model acceptable emotional expression. But gender stereotypes frequently affect how people express and perceive their emotions, and parents unintentionally reinforce conventions by pushing boys to be stoic and girls to be caring. In order to demonstrate the significance of eradicating gender prejudices and enabling both male and female children to freely explore and comprehend their emotions, the study's goal is to investigate how various parenting approaches affect emotional intelligence across genders. A purposeful sample of sixty people participated and responded to the Adult Scale of Parental Attachment-Short Form (ASPA SF), and the Trait Emotional Intelligence Questionnaire (TEIQue). The data were evaluated using analysis of variance, and the findings are expected to demonstrate that authoritative parenting promotes high emotional intelligence levels, but authoritarian or negligent parenting, especially with regard to men, may result in lower emotional intelligence. This study emphasises

how important parenting is to a child's emotional development and how gender-neutral methods are necessary to help all kids acquire emotional intelligence.

Healthy emotional development is marked by a gradually increasing ability to perceive, assess, and manage emotions. This is a biological process driven by physical and cognitive changes and heavily influenced by context and environment. During adolescence young people become more aware of their own feelings and the feelings of others, but these perceptions may still be tenuous. Adults sometimes expect adolescents to keep their emotions from interfering with performance in school, work, and other activities, but doing so may be challenging in a complex environment. Some adolescents may be excited to take on new challenges as they become more independent, whereas others may need more support to build their confidence. The process of emotional development gives adolescents the opportunity to build skills, discover unique qualities, and develop strengths for optimal health.[15,16,17]

Hormones. These critical chemicals in the brain that bring about physical changes also affect adolescents' moods and heighten their emotional responses. These characteristics together mean that teens are more easily swayed by emotion and have difficulty making decisions that adults find appropriate.1 Adolescence also is a time of rapid and sometimes stressful changes in peer relationships, school expectations, family dynamics, and safety concerns in communities. The body responds to stress by activating specific hormones and activities in the nervous system so that the person can respond quickly and perform well under pressure. The stress response kicks in more quickly for adolescents than it does for adults whose brains are fully developed and can moderate a stress response. Not all stressors are bad. Positive experiences such as landing a first job or getting a driver's permit can trigger a stress response that enables adolescents to approach a challenge with alertness and focus.

Self-management. By managing their own emotions, adolescents can establish positive goals and gain foresight into how their emotions can influence their goals and futures. To improve their ability to manage emotions, adolescents must first learn to recognize and describe strong, complex emotions. Although young people learn to describe basic emotions earlier in life, as they get older, they develop an ability to truly grasp what emotions are and understand their impact. When adolescents can recognize how they feel, they can choose how they will react to a situation. They also learn to avoid the problems that strong emotions sometimes cause. However, because the brain's frontal lobe—which is responsible for reasoning, planning, and problem-solving as well as emotions—does not fully develop until the mid-twenties, adolescents may find it difficult to manage their emotions and think through the consequences of their actions. Over time and with the support of parents and helpful adults, adolescents can develop reasoning and abstract thinking skills that enable them to step back, examine their emotions, and consider consequences before acting rashly.[17,18,19]

Physical changes increase adolescents' capacity for emotional awareness, self-management, and empathy, but emotional development is strongly influenced by context. This means that many aspects of adolescents' lives can influence their emotional development. Among these aspects are:

Self-esteem. How people feel about themselves–or the way they perceive their own talents, characteristics, and life experiences–can affect their sense of their own worth. An adolescent's self-esteem can be influenced by approval from family, support from friends, and personal successes. Research shows that adolescents with a positive self-concept experience greater academic success than do adolescents who lack this quality. Concerns about body image also are common and can provide opportunities for parents, teachers, and other caring adults to teach

self-care, offer encouragement, and reinforce a positive body image. For some adolescents, the concern for body image is extreme and—when combined with other warning signs—may indicate an eating disorder. Eating disorders are one type of mental health problem among adolescents. However, feeling good about oneself does not necessarily protect against risky behaviors. Therefore, it is still important to limit adolescents' exposure to risky situations and empower young people to make healthy choices when they inevitably come across such a situation.

Identity formation. There are many facets to identity formation, which includes developmental tasks such as becoming independent and achieving a sense of competence. Adolescents may question their passions and values, examine their relationships with family and peers, and think about their talents and definitions of success. Identity formation is an iterative process during which adolescents repeatedly experiment with different ideas, friends, and activities. This experimentation is normal and can provide adolescents opportunities to learn more about themselves and others, but it is not always balanced with thoughtfulness or a cognitive ability to consider the consequences of their actions. Although this path to finding one's identity can prove challenging for some families, it also can motivate adolescents to learn about themselves and become more confident in their own, unique identities.

Stress. Adolescents live in a variety of environments and experience a wide range of stressors that affect emotional development. Learning healthy responses to stressful situations is part of normal development, and some stress can even be positive. However, some adolescents face particularly traumatic events, such as experiencing or witnessing physical or sexual abuse, or school violence. Some of these events are prolonged or recurring, such as chronic neglect or being bullied. Some adolescents also must deal with multiple types of traumatic stress. These more extreme forms of stress, often referred to as toxic stress, can weaken an adolescent's immune system, resulting in chronic physical health problems and potentially leading to depression, anxiety, and other mental health disorders. Toxic stress also can lead to stress-related diseases and cognitive impairment in adulthood. Adolescents who experience this form of stress also are more likely to use harmful substances, engage in other risky behaviors, and experience post-traumatic stress disorder (PTSD), a condition in which a person relives a traumatic event through persistent memories or flashbacks and experiences other symptoms such as insomnia, angry outbursts, or feeling tense. However, people respond to stress differently, and a strong support system can help protect adolescents from long-lasting negative effects and create an environment that enables youth to thrive.[18,19]

## CONCLUSIONS

Parents and other adults can support positive emotional development and help youth thrive by modeling healthy behaviors. This means that it is important to:
Make your own emotional well-being a priority. You may find it helpful to join a parent group where you can safely navigate your feelings with people who understand your point of view. Being mindful of emotional well-being is especially valuable for people working with adolescents who have experienced trauma. The Vicarious Trauma Toolkit can help victim services providers, law enforcement personnel, emergency responders, and other professionals address the emotional impact of their work.

Practice healthy goal setting. Let go of ideas of perfection for adolescents and yourself. Set realistic goals and break them into smaller tasks that are easier to manage. When you come up against an obstacle or experience a failure, focus on what you can control, and let go of the things that you cannot.

Value every adolescent's unique identity. Even when you do not relate to an adolescent's feelings or experiences, your understanding and respect as a parent or caring adult goes a long way.

Resolve conflicts with respect for others. When you disagree with someone, remember what you like about the person and focus on resolving the issue at hand instead of assigning blame. Take time to cool off and think things through when you start to feel overwhelmed. Family conflicts can be especially stressful given the intense emotions and relationship dynamics at play.

Manage your anger. Practicing relaxation exercises and using humor to diffuse a tense situation are a couple strategies you can use to manage your anger. Seek professional help if you are unsure of what to do.[20]

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