

Impact of Parenting Styles on Students' Self-Disclosure and Emotional Well-Being

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Abstract—Parenting practices play a crucial role in shaping students' psychological development, emotional adjustment, and interpersonal communication. The present study examined the relationship between parenting styles, self-disclosure, and emotional well-being among students. A quantitative cross-sectional research design was employed. The sample consisted of 150 students aged 16–24 years from higher secondary schools and undergraduate colleges in Rajasthan, India, selected through purposive sampling. Data were collected using standardized instruments including the Parental Authority Questionnaire (PAQ), the Self-Disclosure Index (SDI), and the Emotional Well-Being subscale of the Mental Health Continuum–Short Form (MHC-SF). Descriptive statistics, Pearson correlation analysis, and mean comparisons were conducted using SPSS. The results indicated that authoritative parenting was the most frequently perceived parenting style among participants. Students who perceived authoritative parenting reported higher levels of self-disclosure and emotional well-being compared to those experiencing authoritarian, permissive, or neglectful parenting styles. Correlation analysis further revealed significant positive associations between parenting styles and both self-disclosure and emotional well-being. The findings highlight the importance of supportive and responsive parenting environments in fostering emotional openness and psychological well-being among students. The study contributes to the understanding of family influences on adolescents' emotional development and underscores the role of positive parenting practices in promoting healthy communication and psychological adjustment.

Keywords: emotional well-being, parenting styles, self-disclosure, students.

I. INTRODUCTION

Parenting plays a central role in shaping the psychological and emotional development of children and adolescents. The family environment serves as the earliest social context where individuals learn patterns of communication, emotional expression, and interpersonal relationships. Among the many dimensions of family influence, parenting style has been widely recognized as a crucial factor affecting children's psychological adjustment, social behavior, and emotional functioning. Parenting style generally refers to the patterns of attitudes, behaviors, and strategies that parents use in raising their children, which influence how children perceive support, discipline, and emotional responsiveness within the family environment (Baumrind, 1967; Darling & Steinberg, 1993).

Research in developmental psychology has traditionally classified parenting styles into four broad categories: authoritative, authoritarian, permissive, and neglectful. Authoritative parenting is characterized by warmth, responsiveness, and balanced discipline, whereas authoritarian parenting emphasizes strict control and obedience with limited emotional warmth. Permissive parenting involves high levels of warmth but low control, while neglectful parenting reflects minimal involvement or emotional support (Maccoby & Martin, 1983). These parenting approaches create different emotional climates within the household, which can significantly influence children's emotional regulation, interpersonal trust, and psychological well-being.

One important psychological outcome associated with parenting practices is self-disclosure. Self-disclosure refers to the process of sharing personal thoughts, feelings, experiences, and concerns with others (Jourard, 1971). It is considered an essential component of healthy interpersonal relationships and social development. Individuals who feel emotionally supported and understood within their families are generally more comfortable expressing their emotions and personal experiences. Studies suggest that parental warmth, responsiveness, and open communication encourage children and adolescents to disclose personal information more freely, thereby fostering trust and emotional closeness within relationships (Son & Padilla-Walker, 2021). In contrast, overly controlling or emotionally distant parenting environments may inhibit open communication and reduce adolescents' willingness to share personal concerns.

Closely related to self-disclosure is the concept of emotional well-being, which refers to an individual's ability to experience positive emotions, maintain emotional balance, cope with stress, and sustain a sense of psychological stability. Emotional well-being encompasses aspects such as life satisfaction, emotional regulation, and resilience in the face of challenges (Ryff, 1989). For students, emotional well-being is particularly important as they navigate academic demands, social relationships, and developmental transitions. Research has consistently demonstrated that supportive and nurturing parenting environments contribute positively to emotional well-being by promoting self-esteem, adaptive coping strategies, and emotional security (Steinberg, 2001). Conversely, harsh or inconsistent parenting practices may increase vulnerability to stress, anxiety, and emotional difficulties.

Parenting styles can therefore influence both students' willingness to engage in self-disclosure and their overall emotional well-being. A communicative and supportive parenting environment may encourage openness and emotional resilience, while restrictive or neglectful parenting may limit emotional expression and psychological adjustment. Understanding these dynamics is particularly important in contemporary educational and social contexts where students face increasing academic pressures and complex social expectations.

The present study seeks to examine the relationship between parenting styles, self-disclosure, and emotional well-being among students. By exploring how different parenting approaches relate to students' openness in sharing personal experiences and their emotional stability, this research aims to contribute to a deeper understanding of family influences on psychological development. The findings may provide valuable insights for parents, educators, and mental health professionals in promoting supportive family environments that enhance students' emotional well-being and interpersonal communication.

II. REVIEW OF LITERATURE

II.1. PARENTING STYLES AND STUDENTS' PSYCHOLOGICAL DEVELOPMENT

Parenting styles have long been recognized as a central determinant of children's and adolescents' psychosocial development. Numerous empirical studies have demonstrated that parental warmth, responsiveness, and consistent discipline significantly influence emotional and behavioral outcomes in young people.

Research conducted across diverse cultural contexts indicates that authoritative parenting, characterized by warmth and structured guidance, is consistently associated with positive developmental outcomes, including better psychological adjustment, higher self-esteem, and improved emotional regulation (Steinberg, 2011; Spera, 2015; Pinquart, 2017). Similarly, studies across Asian and European samples have shown that supportive parenting promotes resilience, social competence, and psychological well-being among adolescents (Azman et al., 2021; Moumita, 2025).

Recent research continues to emphasize the importance of parenting styles in shaping students' mental health and socio-emotional functioning. For instance, Gao et al. (2024) found that emotionally supportive parenting significantly predicted students' subjective well-being through mediating variables such as self-concept and emotional intelligence. Likewise, Grazzani et al. (2022) reported that adolescents exposed to nurturing parenting environments demonstrated higher resilience and emotional stability compared to those raised in harsh or inconsistent family environments. Studies conducted in developing contexts also

highlight similar trends. For instance, Yadav et al. (2021) found a significant relationship between perceived parenting styles, emotional intelligence, and psychological well-being among adolescents in India. Their findings indicated that supportive and balanced parenting practices were associated with higher emotional intelligence and better psychological adjustment among adolescents. In another study, Zhang et al., (2026) observed that authoritative parenting demonstrated a significant positive correlation with adolescents' emotional intelligence, whereas authoritarian and permissive parenting styles showed negative associations with emotional outcomes.

More recent investigations also reinforce the influence of parenting practices on adolescents' mental health outcomes. Khadka et al. (2025) observed that authoritative parenting was associated with lower levels of depression and anxiety, whereas authoritarian parenting increased psychological distress among adolescents. Likewise, recent research examining adolescent well-being suggests that supportive parenting enhances emotional development, whereas neglectful or controlling parenting styles are associated with emotional dysregulation and psychological difficulties (Ratliff et al., 2023; Kassis et al., 2025).

Overall, the existing literature consistently demonstrates that parenting styles form an important environmental context shaping students' psychological development and emotional health.

II.II. PARENTING STYLES AND SELF-DISCLOSURE AMONG ADOLESCENTS AND STUDENTS

Self-disclosure is a key interpersonal process through which individuals share personal thoughts, emotions, and experiences with others. Within the family context, parenting behaviors strongly influence adolescents' willingness to communicate openly with parents and others. Research suggests that parental warmth, trust, and emotional responsiveness create a safe environment that encourages adolescents to disclose personal information and seek support when facing difficulties (Qian et al., 2024). Conversely, highly controlling or emotionally distant parenting may inhibit communication and lead to secrecy or withdrawal.

Several empirical studies highlight the link between parenting style and adolescents' disclosure patterns. Pathak (2012) emphasized that parental monitoring and open communication significantly encourage adolescents' voluntary disclosure of personal information, thereby strengthening family relationships. Likewise, Celasun (2019) found that perceived parental responsiveness was positively associated with adolescents' willingness to share personal experiences with their parents. International studies further confirm that supportive parenting facilitates trust and open communication between parents and children, enhancing emotional closeness and relationship quality (Tokic & Pecnik, 2011; Keijsers & Poulin, 2013).

More recent research has extended this line of inquiry to contemporary adolescent populations. Dike et al. (2023) found that adolescents raised in authoritative households demonstrated higher levels of self-disclosure and self-esteem compared to those raised in more restrictive family environments. Similarly, Hassan et al. (2025) reported that parenting style significantly predicted students' willingness to disclose personal concerns to parents, particularly in situations involving psychological distress. Research conducted in the post-pandemic context also indicates that parental emotional communication and family dialogue play an important role in reducing anxiety and promoting openness among children (Ghasemi et al., 2025).

II.III. PARENTING STYLES AND EMOTIONAL WELL-BEING

Emotional well-being is a crucial component of psychological health and refers to an individual's ability to manage emotions, maintain positive relationships, and cope effectively with stress. During adolescence and young adulthood, emotional well-being becomes particularly significant as students encounter academic demands, identity development, and social pressures. Research consistently indicates that parenting practices significantly influence students' emotional adjustment and mental health outcomes. Studies across multiple cultural contexts have demonstrated that authoritative parenting promotes emotional stability, higher life satisfaction, and better coping abilities among adolescents (Bi et al., 2023; Gosh, 2025). Supportive parenting environments encourage emotional regulation and psychological resilience, whereas authoritarian and neglectful parenting are often associated with anxiety, stress, and behavioral difficulties (Wang & Zhao, 2026).

III. OBJECTIVES

1. To examine the relationship between parenting styles and students' self-disclosure.
2. To assess the relationship between parenting styles and emotional well-being among students.
3. To compare levels of self-disclosure among students experiencing different parenting styles.
4. To compare levels of emotional well-being among students experiencing different parenting styles.

III.I. HYPOTHESES

H1: Parenting styles are significantly associated with students' self-disclosure.

H2: Parenting styles are significantly associated with emotional well-being among students.

H3: Students who perceive authoritative parenting report higher levels of self-disclosure than those who perceive authoritarian, permissive, or neglectful parenting styles.

H4: Students who perceive authoritative parenting report higher levels of emotional well-being than those who perceive authoritarian, permissive, or neglectful parenting styles.

IV. METHOD

IV.I. RESEARCH DESIGN

The present study employed a quantitative, cross-sectional research design to examine the relationship between parenting styles, self-disclosure, and emotional well-being among students. Quantitative research designs allow researchers to measure psychological variables objectively and analyze relationships among them using statistical techniques. The cross-sectional approach involves collecting data from participants at a single point in time, enabling the researcher to examine existing patterns and associations among variables within a defined population. This design was considered appropriate for the current study as it allowed the investigation of perceived parenting styles and their relationship with students' self-disclosure and emotional well-being in a systematic and structured manner.

IV.II. SAMPLE

The sample for the present study consisted of 150 students aged between 16 and 24 years, enrolled in higher secondary schools and undergraduate colleges in Rajasthan, India. A purposive sampling technique was used to select participants who met the criteria relevant to the objectives of the study. The sample included students from diverse academic streams and socio-economic backgrounds in order to obtain a broader understanding of students' perceptions of parenting styles and their psychological outcomes.

IV.III. INCLUSION CRITERIA

Participants were included in the study if they met the following criteria:

1. Students aged 16–24 years.
2. Students currently enrolled in higher secondary schools or undergraduate colleges.
3. Students residing in Rajasthan, India.
4. Students who had been raised by at least one parent or guardian.
5. Students who voluntarily agreed to participate and provided informed consent.

IV.IV. EXCLUSION CRITERIA

Participants were excluded from the study if they met any of the following conditions:

1. Students with reported severe psychological or psychiatric conditions that could affect emotional responses.
2. Students who were not raised by biological or adoptive parents, such as those raised entirely in institutional care.
3. Individuals who did not provide informed consent to participate in the study.

This sampling approach ensured that the participants were relevant to the objectives of the study and capable of providing meaningful responses regarding their perceived parenting styles, levels of self-disclosure, and emotional well-being.

IV.V. VARIABLES OF THE STUDY

The present study included the following variables:

- **Independent Variable:** Parenting Styles
- **Dependent Variables:** Self-Disclosure and Emotional Well-Being

IV.VI. OPERATIONAL DEFINITIONS OF VARIABLES

- **Parenting Styles:** Parenting style refers to students' perceptions of their parents' patterns of behavior, discipline, responsiveness, and communication. In the present study, parenting styles were measured using the Parental Authority Questionnaire (PAQ), which categorizes parenting into authoritative, authoritarian, and permissive styles based on participants' responses.
- **Self-Disclosure:** Self-disclosure refers to the extent to which students openly share their personal thoughts, emotions, experiences, and concerns with others. In this study, self-disclosure was measured using the Self-Disclosure Index (SDI), with higher scores indicating greater openness in interpersonal communication.
- **Emotional Well-Being:** Emotional well-being refers to an individual's ability to experience positive emotions, maintain emotional balance, cope with stress, and manage psychological challenges effectively. In the present study, emotional well-being was assessed using the Emotional Well-Being Scale, where higher scores indicate better emotional adjustment and psychological functioning.

IV.VII. PSYCHOLOGICAL MEASURES

Standardized psychological instruments were used to assess parenting styles, self-disclosure, and emotional well-being among students.

1. Parental Authority Questionnaire (PAQ)

Parenting styles were assessed using the Parental Authority Questionnaire (PAQ) developed by Buri (1991). The scale consists of 30 items measuring three parenting styles: authoritative, authoritarian, and permissive, with 10 items for each dimension. Responses are recorded on a 5-point Likert scale ranging from strongly disagree to strongly agree. Higher scores indicate stronger perception of the respective parenting style. The PAQ has demonstrated good internal consistency, with reported reliability coefficients ranging from .74 to .87, and satisfactory construct validity in previous research.

2. Self-Disclosure Index (SDI)

Self-disclosure was measured using the Self-Disclosure Index (SDI) developed by Miller, Berg, and Archer (1983). The instrument consists of 10 items assessing the extent to which individuals share personal thoughts, feelings, and experiences with others. Responses are rated on a 5-point Likert scale, with higher scores indicating greater levels of self-disclosure. The scale has shown good reliability, with Cronbach's alpha typically reported around .83-.86, along with satisfactory construct validity.

3. Emotional Well-Being Scale

Emotional well-being was assessed using the Emotional Well-Being subscale of the Mental Health Continuum–Short Form (MHC-SF) developed by Keyes (2002). This subscale includes 3 items measuring positive emotional states such as happiness, life satisfaction, and interest in life. Responses are rated on a 6-point scale ranging from never to every day, with higher scores indicating greater emotional well-being. The scale demonstrates high reliability ($\alpha \approx .80$) and strong validity across different populations.

IV.VIII. PROCEDURE

Prior to data collection, permission was obtained from the concerned educational institutions. Participants were informed about the purpose of the study, and their participation was voluntary. Informed consent was obtained from all participants before administering the questionnaires. The data were collected using standardized psychological scales, including the Parental Authority Questionnaire (PAQ), the Self-Disclosure Index (SDI), and the Emotional Well-Being Scale. The questionnaires were administered both online and offline to students who met the inclusion criteria. Participants were instructed to read each item carefully and respond honestly. Confidentiality and anonymity of the participants were maintained throughout the study. After collecting the responses, the data were compiled and prepared for statistical analysis to examine the relationship between parenting styles, self-disclosure, and emotional well-being among students.

IV.IX. STATISTICAL ANALYSIS

The collected data were coded and analyzed using **Statistical Package for the Social Sciences (SPSS)**. Descriptive statistics such as **mean and standard deviation** were computed to summarize the levels of self-disclosure and emotional well-being among students. To examine the relationships between the variables, **Pearson's correlation analysis** was conducted. In addition, **mean comparisons across different parenting styles** were performed to identify variations in self-disclosure and emotional well-being among students experiencing different parenting patterns. The level of statistical significance was set at $p < .05$.

V. RESULTS

The collected data were analyzed to examine the relationship between parenting styles, self-disclosure, and emotional well-being among students. Descriptive statistics, frequency distribution, and correlation analysis were conducted to understand patterns within the data.

V.I. DESCRIPTIVE STATISTICS OF STUDY VARIABLES

Descriptive statistics were computed to determine the overall levels of self-disclosure and emotional well-being among the participants.

Table 1: Descriptive Statistics of Self-Disclosure and Emotional Well-Being (N = 150)

Variable	Mean	Standard Deviation
Self-Disclosure	60.21	10.36
Emotional Well-Being	64.18	9.92

V.II. DISTRIBUTION OF PARENTING STYLES

The frequency distribution of perceived parenting styles among students was examined to understand the prevalence of different parenting approaches.

Table 2: Distribution of Parenting Styles among Participants

Parenting Style	Frequency	Percentage
Authoritative	58	38.7%
Authoritarian	36	24.0%
Permissive	34	22.7%
Neglectful	22	14.6%
Total	150	100%

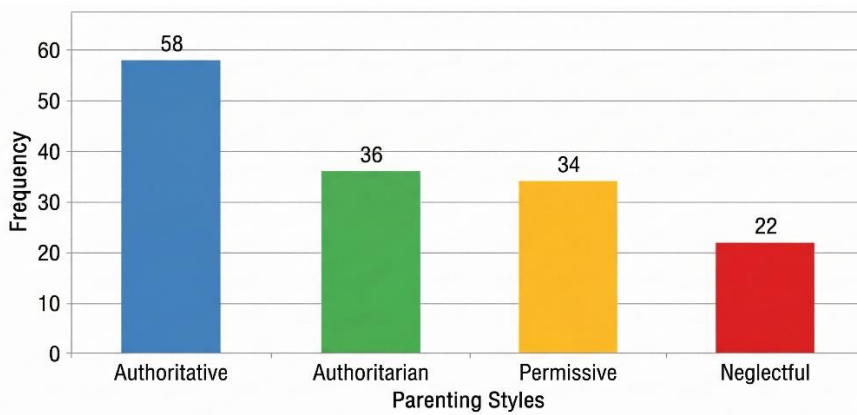


Figure 1: Distribution of Parenting Styles among Students

V.III. MEAN DIFFERENCES ACROSS PARENTING STYLES

Mean scores of self-disclosure and emotional well-being were compared across different parenting styles to observe patterns in psychological outcomes.

Table 3: Mean Scores of Self-Disclosure and Emotional Well-Being across Parenting Styles

Parenting Style	Self-Disclosure (Mean)	Emotional Well-Being (Mean)
Authoritative	67.41	71.56
Authoritarian	54.62	58.14
Permissive	59.73	63.08
Neglectful	49.85	53.27

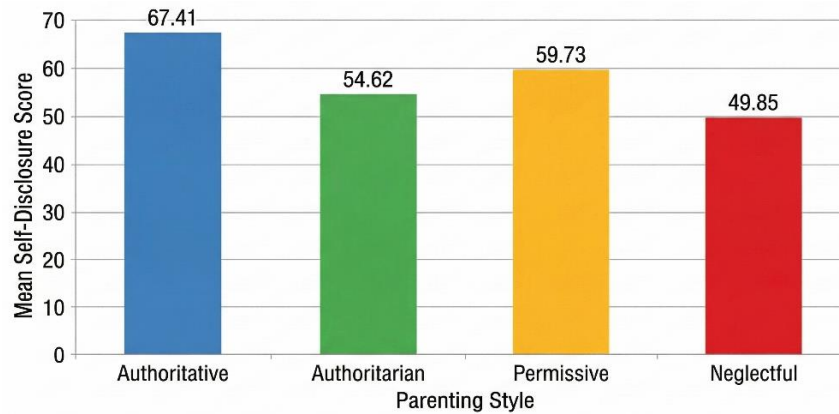


Figure 2: Mean Self-Disclosure across Parenting Styles

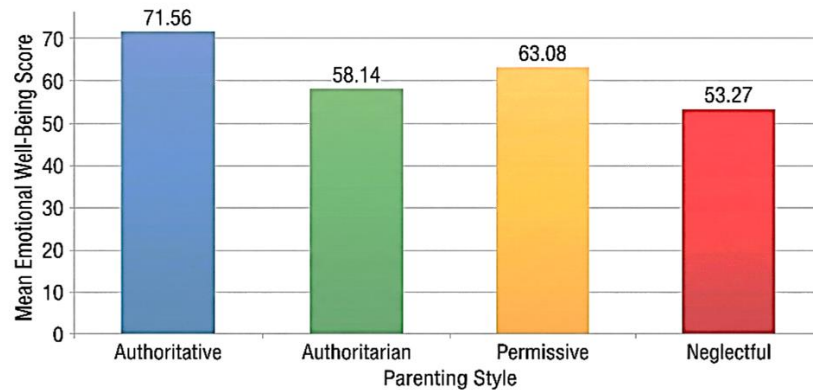


Figure 3: Mean Emotional Well-Being across Parenting Styles

V.IV. CORRELATION ANALYSIS

Pearson correlation analysis was conducted to examine the relationship between parenting styles and the psychological variables.

Table 4: Correlation Matrix among Study Variables

Variables	Self-Disclosure	Emotional Well-Being
Parenting Style (Scale)	.54**	.51**
Self-Disclosure	—	.60**

*Parenting style coded to reflect increasing authoritativeness.

VI. DISCUSSION

The present study examined the relationship between parenting styles, self-disclosure, and emotional well-being among students. The findings revealed that parenting styles were significantly associated with both self-disclosure and emotional well-being. In particular, students who perceived their parents as adopting an authoritative parenting style reported higher levels of self-disclosure and emotional well-being compared to those experiencing authoritarian, permissive, or neglectful parenting styles. These findings highlight the important role of parenting practices in shaping students' emotional expression and psychological functioning.

The results indicated that the majority of students reported moderate to high levels of self-disclosure and emotional well-being. This suggests that many participants were relatively comfortable expressing their personal thoughts and emotions and were able to maintain stable emotional functioning. Developmental psychologists have emphasized that family interactions play a crucial role in shaping adolescents' communication patterns and emotional adjustment.

The distribution of parenting styles in the sample showed that authoritative parenting was the most commonly perceived parenting style among students. This finding aligns with previous studies indicating that authoritative parenting is often associated with positive developmental outcomes. Authoritative parents typically combine warmth, responsiveness, and appropriate levels of discipline, which helps adolescents develop emotional security and interpersonal confidence (Sanvictores & Mendez, 2022).

The findings further showed that students raised in authoritative parenting environments reported the highest levels of self-disclosure. This result supports previous research suggesting that parental warmth and open communication encourage adolescents to share personal thoughts and experiences. When parents create an atmosphere of trust and understanding, adolescents feel more comfortable discussing their concerns and emotions. Study by Baudat et al., (2022) similarly found that perceived parental responsiveness is positively associated with adolescents' willingness to disclose personal information to parents.

In contrast, students who reported experiencing authoritarian or neglectful parenting styles demonstrated lower levels of self-disclosure. This pattern is consistent with previous findings suggesting that highly controlling or emotionally distant parenting may restrict open communication between parents and children. Adolescents raised in such environments may hesitate to disclose personal issues due to fear of criticism or lack of emotional support.

The study also found that emotional well-being was highest among students who perceived their parents as authoritative. This finding supports earlier research demonstrating that supportive parenting contributes to better emotional adjustment among adolescents. Authoritative parenting fosters emotional stability by providing both guidance and emotional warmth, which helps adolescents develop effective coping strategies and a positive self-concept (Liem et al., 2010). Furthermore, students who reported neglectful parenting in the present study demonstrated the lowest levels of emotional well-being. This finding is consistent with research indicating that lack of parental involvement and emotional support can negatively affect adolescents' psychological development. Overall, the findings of the present study support previous literature emphasizing the significant role of parenting styles in shaping adolescents' emotional expression and well-being.

VII. IMPLICATIONS OF THE STUDY

1. **Parenting awareness:** The findings highlight the importance of **supportive and responsive parenting practices**, particularly authoritative parenting, in promoting students' emotional well-being and open communication.
2. **Guidance for parents:** Parents may benefit from **parenting education programs** that emphasize warmth, balanced discipline, and effective communication with children.
3. **Role of educational institutions:** Schools and colleges can incorporate **counseling and family engagement programs** to support students' emotional health and encourage healthy parent-child interactions.
4. **Mental health interventions:** Mental health professionals can consider **family dynamics and parenting styles** when designing interventions aimed at improving students' emotional well-being.
5. **Promoting communication:** Encouraging **open dialogue within families** may help students feel more comfortable expressing their emotions and seeking support during stressful situations.

VIII. LIMITATIONS AND FUTURE DIRECTIONS

1. **Limited sample size:** The study was conducted with a relatively small sample of **150 students**, which may limit the generalizability of the findings to broader populations.
2. **Cross-sectional design:** The use of a **cross-sectional research design** restricts the ability to establish causal relationships between parenting styles and psychological outcomes.
3. **Self-report measures:** The data were collected through **self-report questionnaires**, which may be subject to response bias or social desirability effects.
4. **Geographical limitation:** Participants were drawn from **selected regions of Rajasthan**, which may not fully represent students from different cultural or socio-economic backgrounds.
5. **Future research directions:** Future studies may include **larger and more diverse samples**, use **longitudinal research designs**, and examine additional variables such as **gender differences, family communication patterns, and socio-economic factors** to gain deeper insights into students' emotional development.

IX. CONCLUSION

The present study examined the impact of parenting styles on students' self-disclosure and emotional well-being. The findings indicate that parenting practices play a significant role in shaping students' emotional experiences and communication patterns. In particular, authoritative parenting was associated with higher levels of self-disclosure and emotional well-being, suggesting that supportive and responsive parenting environments foster openness and psychological adjustment among students. Conversely, authoritarian and neglectful parenting styles were associated with comparatively lower levels of emotional expression and well-being. These findings reinforce the importance of nurturing family environments that encourage open communication, emotional support, and balanced guidance, as such environments contribute positively to students' overall psychological development.

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