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**RESEARCH PAPER**

## Impact of Parenting Styles on Emotional Maturity and Self-esteem among Special Needs Students

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**ABSTRACT**

This study examined the impact of parenting styles on emotional maturity and self-esteem among special needs students in Southern Punjab, Pakistan. The study specifically focused on authoritative, authoritarian, permissive and neglectful parenting styles among students from Bahawalpur, Multan and Dera Ghazi Khan divisions. Parenting styles play an important role in shaping the emotional and psychological development of children, particularly special needs students. Positive parenting practices contribute to emotional stability, confidence and self-worth, whereas negative parenting behaviors may create emotional and psychological difficulties among students. The study used a quantitative research design and survey method. The population consisted of special needs students from Southern Punjab, while 320 students were selected through multistage sampling using the G\*Power sample size determination method. A structured questionnaire containing 60 items was used for data collection. Data were analyzed through SPSS-27.0 and SmartPLS using descriptive statistics, Pearson correlation, regression analysis and hypotheses testing. The findings revealed that authoritative parenting style had a significant positive relationship with emotional maturity and self-esteem. Authoritarian, permissive and neglectful parenting styles showed significant negative relationships with emotional maturity and self-esteem. Emotional maturity also showed a significant positive relationship with self-esteem. Regression analysis further confirmed that supportive parenting positively influenced psychological well-being among special needs students. The study recommended that parents should adopt supportive and positive parenting practices to improve emotional maturity and self-esteem among special needs students. Educational institutions should also provide counseling services and parent awareness programs to strengthen students' emotional and psychological adjustment.

**KEYWORDS** Authoritative Parenting, Emotional Adjustment, Emotional Maturity, Parenting Styles, Psychological Well-Being, Self-Esteem, Special Needs Students

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**Introduction**

Parenting styles are considered to be among the most important factors influencing children's emotional, psychological and social development. Parenting style refers to the attitudes, behaviors and emotional interactions used by parents during child-rearing. Parenting practices influence students' confidence, emotional stability and personality development (Pinquart, 2021). Diana Baumrind classified parenting styles into authoritative, authoritarian, permissive and neglectful categories. Authoritative parenting is characterized by emotional warmth, balanced discipline and open communication. Authoritarian parenting emphasizes strict rules and obedience, whereas

permissive parenting provides excessive freedom with fewer restrictions. Neglectful parenting reflects low involvement and emotional distance from children (Hosokawa & Katsura, 2019). Parenting styles significantly influence students' emotional maturity, academic adjustment and self-esteem. Positive parenting practices promote emotional security, confidence and social competence, whereas harsh and neglectful parenting creates emotional stress, aggression and behavioral problems among students. Parenting styles also influence long-term psychological adjustment and interpersonal relationships among adolescents (Smetana, 2022).

Emotional maturity is regarded as an essential psychological quality that enables students to control their emotions and respond positively to stressful situations. Emotionally mature students demonstrate patience, self-control, emotional balance and social adjustment in educational settings. Emotional maturity also improves students' ability to handle academic pressure and interpersonal conflicts effectively (Singh & Sharma, 2021). Emotionally mature students exhibit better classroom behavior, healthier relationships and stronger coping abilities than emotionally unstable students. Emotional maturity increases resilience, decision-making ability and academic confidence among adolescents (Martínez et al., 2020). Students with emotional stability maintain better communication with peers and teachers. Studies have indicated that parenting styles strongly influence emotional maturity among students. Supportive parenting environments encourage emotional regulation, independence and self-confidence, whereas authoritarian and neglectful parenting creates emotional instability and frustration among adolescents. Emotional maturity remains an important factor in students' academic and psychological development (Morris et al., 2021).

Self-Esteem was defined as an individual's evaluation of self-worth, confidence and personal value. Self-Esteem played an important role in students' academic motivation, emotional well-being and social interaction. According to Orth and Robins (2022) students who possessed positive self-esteem qualities exhibited characteristics such as confidence, optimism and active participation in educational activities. The presence of a high self-Esteem level was linked to a number of beneficial effects including academic achievement, communication skills and emotional stability. Those who had a very strong level of self-esteem were able to handle the challenges that life throws at them courageously and they also manage to keep up healthy relationships with the people around them namely their peers and teachers (Shogren et al., 2021). On the other hand, low self-Esteem causes the adolescents to be afraid and feel inferior. It also makes them want to be alone and disconnected from others. Children and adolescents' self-esteem development can be largely associated to the different parenting styles they are exposed to authoritative parenting which involves parents giving their children emotional support and disciplining in a balanced way, leads to children being confident, emotionally secure and having a positive self-image. Children who are raised by authoritarian and neglectful parents have fears and feel emotionally unsatisfied leading to lowering their self-esteem. Self-Esteem should be regarded as a crucial factor in the overall healthy development of students (Pinquart & Gerke, 2019).

Special needs students represent important groups within modern educational systems. Mainstream students study in regular classroom environments without identified disabilities, whereas special needs students require additional educational support because of physical, intellectual, sensory, or learning disabilities. Educational institutions are increasingly promoting inclusive education to provide equal opportunities for all students (UNESCO, 2021). Inclusive educational settings improve cooperation, empathy and social interaction among students with diverse abilities.

Researchers have found that inclusive classrooms enhance peer relationships and social participation among special needs students (Neece et al., 2020). However, special needs students experience emotional stress, communication difficulties and social isolation in many educational environments. Studies have revealed that parenting behavior significantly influences the adjustment and emotional well-being of both special needs students. Parents of special needs children experience emotional stress and financial burdens while managing educational and developmental challenges (Zeedyk et al., 2019). Positive parenting practices improve emotional stability, confidence and academic participation among special needs students.

The relationship between parenting styles and emotional development received significant attention in educational and psychological research. Emotional development referred to the process through which children learned emotional expression, emotional regulation and emotional understanding. Parents remained the primary source of emotional socialization because children developed early emotional experiences within family environments (Morris et al., 2021, Saleem et al., 2020). Research findings consistently showed that authoritative parenting positively influenced emotional development among children and adolescents. Students raised in emotionally supportive family environments demonstrated emotional stability, empathy, self-control and social competence (Uji et al., 2020). These students also showed healthier coping strategies and lower levels of emotional distress. Conversely, authoritarian and neglectful parenting negatively influenced emotional development among students. Harsh discipline, emotional rejection and lack of parental support created fear, anxiety, aggression and emotional instability (Pinquart, 2021). Permissive parenting also weakened emotional control because children received fewer behavioral boundaries and disciplinary guidelines.

Raising children with special needs creates emotional, psychological and financial challenges for families. Parents of special needs students experience stress, frustration, anxiety and emotional exhaustion because of additional caregiving responsibilities. These challenges significantly affect family relationships and parental behavior significantly (Hayes & Watson, 2020). Researchers have reported that parents of children with disabilities face difficulties related to communication problems, educational support, healthcare access and social stigma. Lack of educational resources combined with societal misunderstanding of disabilities can exacerbate parental stress and emotional challenges (Zablotsky et al., 2021). Besides, these pressures affect the way parents raise their children and the emotional climate of families. For instance, parents who are emotionally supportive help their children with special needs to bolster their self-confidence, develop emotional resilience and adjust socially. On that note, counseling services, parenting classes and educational inclusion have been identified as vital by researchers in the context of families having children with special needs. When parents are stressed and emotionally drained, that can negatively impact both the students' emotional development and self-esteem (Al-Yagon & Margalit, 2020).

## **Literature Review**

Parenting styles are patterns of parental behaviors such as control, warmth, discipline and emotional support that a parent uses when raising a child. They have a big impact on children's emotional development, self-confidence, behavior and social adjustment (Sanvictores & Mendez, 2022). Parenting styles are usually classified into authoritative, authoritarian, permissive and neglectful types. The main difference between them is parental responsiveness and demandingness (Ahmed, 2024). Authoritative

parenting warmly supports children, shares clear rules and guidance and exerts reasonable control. Parents who adopt this style are able to strike a balance between the child's independence, discipline and emotional connection (Sanvictores & Mendez, 2022). Children of authoritative parents tend to become confident, emotionally regulated, responsible and socially competent. In fact, this parenting style is highly effective for fostering emotional maturity and developing self-esteem (Gao et al., 2024; Ibrar et al., 2024). On the other hand, authoritarian parenting is all about strict discipline, high control, obedience and a small amount of emotional warmth. Parents using this style usually expect kids to follow their rules without even thinking about it (Baumrind, 1991; Sanvictores & Mendez, 2022). With this approach, students might develop fear, low self-confidence, emotional stress and poor decision-making abilities. Their self-esteem and emotional adjustment may also suffer, especially in the case of students with special needs (Khadka et al., 2025; Gao et al., 2024). Parents practicing permissive parenting show a lot of warmth but hardly any discipline and behavioral control. They may be very loving but still children don't have clear boundaries, which causes difficulties in children, for example, in self-control, responsibility and emotional regulation. Since children don't get consistent guidance, their emotional maturity can suffer (Ahmed, 2024; Hövel et al., 2025). Neglectful parents are those who show very little warmth, control, involvement and emotional support. They might even appear emotionally detached and unaware of children's needs (Maccoby & Martin, 1983; Sanvictores & Mendez, 2022).

Being emotionally mature is basically understanding, managing and showing your emotions in a reasonable and socially acceptable way. It enables learners to get through moments of stress, anger, fear, frustration, as well as different kinds of interpersonal problems (Kim et al., 2024; Hövel et al., 2025). To some extent, emotional maturity is essential because without it, students could confront academic difficulties, dependency, social rejection and communication barriers. With emotional maturity, students are better equipped to make positive adjustments in their families, schools and among their friends (Feraco et al., 2025; Nemati et al., 2025). One can say that the primary aspects of emotional maturity are emotional stability, emotional control, social adjustment, independence, empathy and self-awareness. These aspects enable students to tackle problems in a composed and assured manner (Hövel et al., 2025; Kim et al., 2024). Emotional maturity is also capable of describing a one's readiness to handle criticism, to postpone gratification, to be patient with frustration and to form good relationships and these skills are crucial for special needs students both academically and socially (Gao et al., 2024; Nemati et al., 2025). Emotional stability is the ability to stay calm, steady and assured when faced with problems. Special needs students, for instance, require emotional stability that would enable them to get through learning challenges, stresses from disabilities and issues with social adjustments (Kim et al., 2024; Hövel et al., 2025).

Self-esteem essentially is the degree to which a person views their own worth, abilities and value. It is the mirror of one's level of acceptance, respect and belief in themselves (Rosenberg, 1965; Gao et al., 2024). For special needs students, the aspect of self-esteem is often the gateway to academic confidence, social participation, emotional well-being and a sense of one's identity. A low level of self-esteem could be a reason behind withdrawal, failing to take risks and becoming dependent (Kim et al., 2024; Khadka et al., 2025). Self-esteem plays a vital role as it makes special needs students experience a sense of belonging, being able and being honored. Students with a high level of self-esteem tend to be more motivated, participate in class more actively and adjust emotionally better (Gao et al., 2024; Ibrar et al., 2024). Another benefit of high self-esteem is that it fosters resilience and equips students to handle the challenges related to their disabilities in a more confident manner. The avenue to a healthy self-esteem runs through the support of parents, teachers

and peers (Kim et al., 2024; Hövel et al., 2025). Children brought up in an authoritative home environment tend to have higher self-esteem owing to the warmth, motivation and the right mixture of discipline they receive. On the other hand, the neglectful and authoritarian styles of parenting can harm self-esteem as they engender feelings of fear, rejection and emotional alienation (Khadka et al., 2025; Ahmed, 2024).

Parents' way of raising kids is very significant in deciding the level of emotional maturity of a child with special needs. Parents are the ones who set up the first emotional surroundings where kids gain their skills in self-control, patience, empathy and coping mechanisms (Baumrind, 1991; Sanvictores & Mendez, 2022). Authoritative parenting style is a great way to nurture emotional maturity since it offers a good emotional environment along with clear instructions. This kind of parenting is useful for students to control their emotions and to deal with problems in a calm manner (Gao et al., 2024; Ahmed, 2024). Authoritarian parenting style might have a bad effect on emotional maturity, as a rigid control along with reduced emotional support can lead to those negative feelings of fear, anger, anxiety and dependency. These issues can be even more severe in special needs students (Khadka et al., 2025; Nemati et al., 2025). Permissive parenting, similarly, will not be good for the emotional maturity level of the kids as probably they will not get the point of the rules and discipline. Naturally, lack of structure can be a cause of lowering one's ability to have self-control and being emotionally responsible (Sanvictores & Mendez, 2022; Hövel et al., 2025).

Parenting styles play a significant role in determining the self-esteem of special needs children as parents are the first ones to help their children create a sense of worth and acceptance. Parental support helps develop a positive self-image; however, a parent who is non-supportive can lower a child's self-esteem (Rosenberg, 1965; Sanvictores & Mendez, 2022). The parenting style that grants children the respect, encouragement, discipline and emotional security that they need is the style that is positively linked to self-esteem. Children brought up under this style of parenting have a higher likelihood of having confidence in their skills (Gao et al., 2024; Ibrar et al., 2024). Excessive control and criticism can make students feel weak and less confident and authoritarian parenting can lead to lowering of self-esteem. The impact might be even greater in children with special needs because of their inherent emotional sensitivity (Khadka et al., 2025; Ahmed, 2024). Temporarily, permissive parenting may provide comfort, but it will neither instill strong self-discipline nor a sense of achievement. Without the necessary parental assistance, students will most probably face difficulties when it comes to responsibility and self-assessment (Sanvictores & Mendez, 2022; Gao et al., 2024). A neglectful parenting style has a very detrimental effect on the self-esteem of students as they start to believe that they are unwanted, ignored, or not very important. Emotional neglect can lead to a decrease in confidence as well as reduced social engagement and overall psychological health (Kim et al., 2024; Hövel et al., 2025).

### **Hypotheses**

- H1: There would be a significant relationship between parenting styles and emotional maturity among students with special needs.
- H2: There would be a significant relationship between parenting styles and self-esteem among students with special needs.
- H3: Different parenting styles (authoritative, authoritarian, permissive and neglectful) would significantly affect emotional maturity among special needs students.

H4: Different parenting styles (authoritative, authoritarian, permissive and neglectful) would significantly affect special needs students' self-esteem.

H5: There would be a significant relationship between emotional maturity and self-esteem among students with special needs.

### **Theoretical Framework of the Study**

The theoretical framework explains the relationship between parenting styles, emotional maturity and self-esteem among students with special needs. This study is based on Baumrind's parenting style theory and attachment theory because these theories describe how parental behavior influences children's emotional and psychological development. These theories provide a foundation for understanding the impact of parenting styles on emotional maturity and self-esteem among students with special needs.

### **Baumrind's Parenting Style Theory**

Baumrind's parenting style theory was introduced by Diana Baumrind and is recognized as one of the most influential theories explaining parental behavior and child development. The theory classifies parenting into authoritative, authoritarian and permissive parenting styles, while later researchers included neglectful parenting styles as an additional category. Baumrind explained that parenting behavior depended on two major dimensions: responsiveness and demandingness. Responsiveness referred to the warmth, support and affection provided by parents, whereas demandingness referred to discipline, supervision and parental expectations. The balance between these dimensions' influences children's emotional, psychological and social development. Recent studies have indicated that authoritative parenting styles positively influence emotional maturity and self-esteem, whereas authoritarian and neglectful parenting styles negatively affect children's emotional stability and confidence (Pinquart, 2023; Uji et al., 2022). The theory is highly relevant to students with special needs because these students require emotional care, guidance and family support for healthy psychological adjustment. Research has shown that supportive and democratic parenting environments increase emotional regulation, confidence and social adjustment among students with special needs. In contrast, harsh parenting practices and parental neglect create emotional stress, insecurity and low self-esteem among children with disabilities (Sari et al., 2021). Baumrind's parenting style theory provides a strong theoretical basis for understanding the influence of parenting styles on emotional maturity and self-esteem among students with special needs.

### **Attachment Theory**

Attachment theory was developed by John Bowlby and later expanded by Mary Ainsworth. It is argued in the paper that the emotional bonding between parents and children is the most important factor in early childhood. As pointed out in the paper, secure attachment results from parents' really caring for, loving and consistently everything that children need emotionally and physically. Insecure attachment is a result of parenting that is neglectful, inconsistent or emotionally distant. The attachment patterns are determining factors for emotional regulation, self-esteem and social interaction for a lifetime (Groh et al., 2022). The concept of attachment is indispensable for explaining the emotional growth of students with special needs as these children most often greatly rely on the emotional support and security of their parents. Research has

indicated that securely attached children demonstrate better emotional adjustment, confidence and interpersonal relationships than do insecurely attached children (Dagan et al., 2021). Positive parental attachment increases emotional maturity and healthy self-esteem, whereas emotional rejection and neglect create anxiety, insecurity and feelings of inferiority among children. Attachment theory explains how parental relationships significantly influence emotional maturity and self-esteem among students with special needs.

### Conceptual Framework

The conceptual framework of the study shows the relationship between parenting styles, emotional maturity and self-esteem among special needs students. Parenting styles were treated as independent variables, including authoritative, authoritarian, permissive and neglectful parenting styles. Emotional maturity and self-esteem were presented as dependent variables influenced by parenting styles. The framework also shows a significant relationship between emotional maturity and self-esteem among special needs students.

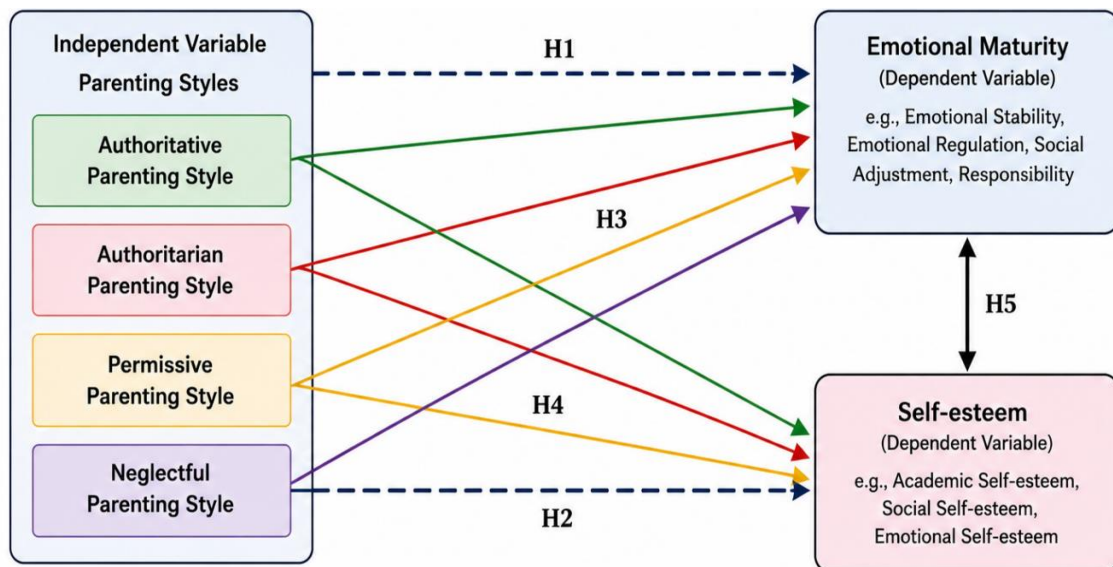


Figure 1. Conceptual Framework of the Study

Figure 1 presents a conceptual framework that provides a clear understanding of the direct relationships among the study variables.

### Material and Methods

The research methodology explained the procedures and techniques used to conduct the study. It included the research design, population, sample, research tool, data collection procedure and data analysis procedure. The methodology provided a systematic process for examining the impact of parenting styles on emotional maturity and self-esteem among students with special needs.

### Research Design

This study used a quantitative research design to examine the impact of parenting styles on emotional maturity and self-esteem among students with special needs. Quantitative research design was deemed appropriate because it enabled the researcher

to gather numerical data and to examine the associations between variables by means of statistical methods (Creswell & Creswell, 2018). The research also employed a survey research strategy as surveys are best suited to getting data from many people within a short span of time. Structured questionnaires served as the instrument for the measurement of parenting styles, emotional maturity and self-esteem of the respondents. Quantitative design facilitated to uncover the significant relationships and influences among the study variables via correlation and regression analyses.

### **Sample and Sampling Techniques**

The sample for this study consisted of 320 special needs students selected from the three divisions of Southern Punjab, including Bahawalpur, Multan and Dera Ghazi Khan. Among the total respondents, 127 students were selected from the Bahawalpur Division, 59 from the Dera Ghazi Khan Division and 165 from the Multan Division, while participants were recruited from all districts of these divisions to ensure proper representation. The sample size was determined using the G\*Power sample size determination method, which is considered appropriate for quantitative research studies. A multistage sampling technique was used in which divisions and districts were selected purposively, whereas respondents were selected using simple random sampling.

### **Development of Research Tool**

The research tool was developed to examine the impact of parenting styles on emotional maturity and self-esteem among students with special needs. A structured questionnaire was used for data collection because it was considered suitable for obtaining quantitative data from a large number of respondents. The questionnaire was developed after reviewing related literature, research objectives and previously established scales related to parenting styles, emotional maturity and self-esteem. The research instrument consisted of 60 items measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was divided into different factors according to the study variables. The parenting styles section consisted of 32 items including authoritative parenting style (8 items), authoritarian parenting style (8 items), permissive parenting style (8 items) and neglectful parenting style (8 items). The emotional maturity section consisted of 14 items focusing on emotional stability, emotional adjustment and emotional control among students with special needs. The self-esteem section consisted of 14 items related to self-confidence, self-worth and positive self-perception. The first part of the questionnaire also included demographic information such as gender, age, division and type of disability. Expert opinions were obtained from specialists in education and psychology to ensure the validity, clarity and suitability of the research tool before final administration.

### **Ethical Consideration**

The researchers had strictly followed all ethical principles while conducting the study entitled impact of parenting styles on emotional maturity and self-esteem among special needs students. Formal permission had been obtained from the concerned educational institutions and parents before collecting the data from special needs students. The participants had been fully informed about the objectives and purpose of the study, and their participation had remained completely voluntary throughout the research process. Confidentiality and anonymity of the respondents had been properly maintained, and the collected information had been used only for academic purposes. The researchers had also

ensured that no physical, emotional, or psychological harm was caused to the participants, and they had been given the right to withdraw from the study at any stage without any pressure or penalty.

### Data Analysis Procedure

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS-27.0) and SmartPLS software. SPSS-27.0 was used for data screening, coding, descriptive statistics, reliability analysis, correlation analysis and regression analysis. Frequency, percentage, mean and standard deviation were calculated to describe the demographic information and study variables. Pearson's correlation analysis was used to examine the relationships among parenting styles, emotional maturity and self-esteem, whereas regression analysis was used to determine the predictive effect of parenting styles on the dependent variables. SmartPLS software was used for structural model analysis and hypothesis testing to examine the relationships among latent variables and assess the overall research model.

### Results and Discussion

The results that were obtained from the statistical studies of the data collected. Besides that, we also link the findings with the objectives of the research. The data were processed by SPSS-27.0 and SmartPLS programs to discover the interaction of parenting styles, emotional maturity and self-esteem of students with special needs. Descriptive statistics, correlation analysis and regression analysis were the main tools employed to describe the study variables and conduct the research hypotheses tests. The results reveal that different parenting styles have a profound effect on emotional maturity and self-esteem of special needs students.

**Table 1**  
**Demographic Information of Respondents**

Variables	Categories	Frequency	Percentage
Gender	Male	182	56.9
	Female	138	43.1
Age Group	10-12 Years	84	26.3
	13-15 Years	146	45.6
	16-18 Years	90	28.1
Division	Bahawalpur	127	39.7
	Dera Ghazi Khan	59	18.4
	Multan	134	41.9
Type of Disability	Hearing Impairment	112	35.0
	Visual Impairment	76	23.8
	Physical Disability	68	21.3
	Intellectual Disability	64	20.0
Educational Level	Elementary	98	30.6
	Secondary	147	45.9
	Higher Secondary	75	23.4

Table 1 shows the demographic information of the respondents included in the study. The findings indicated that the majority of the respondents were male students (56.9%), while female students represented 138 (43.1%) of the total sample. Regarding age distribution, most of the respondents belonged to the age group of 13-15 years (45.6%), followed by those in the 16-18 years and 10-12 years age groups. Division-wise distribution showed that the highest number of respondents belonged to the Multan

Division (41.9%), whereas the lowest number of respondents belonged to the Dera Ghazi Khan Division (18.4%). Hearing impairment was the most common disability among respondents, while most of the students were studying at the secondary level (45.9%).

**Table 2**  
**Reliability and Validity Analysis**

Variables	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)	Discriminant Validity (HTMT)
Authoritative Parenting Style	0.87	0.90	0.64	0.71
Authoritarian Parenting Style	0.84	0.88	0.60	0.69
Permissive Parenting Style	0.82	0.86	0.58	0.66
Neglectful Parenting Style	0.85	0.89	0.62	0.70
Emotional Maturity	0.88	0.91	0.65	0.74
Self-esteem	0.86	0.90	0.63	0.72

The results presented in Table 2 show the reliability and validity analyses of the study variables. The findings indicated that all variables achieved acceptable Cronbach's alpha values ranging from 0.82 to 0.88, which demonstrated strong internal consistency and reliability of the research instrument. Emotional maturity showed the highest reliability value ( $\alpha = 0.88$ ), followed by authoritative parenting style ( $\alpha = 0.87$ ) and self-esteem ( $\alpha = 0.86$ ). The composite reliability (CR) values ranged from 0.86 to 0.91, indicating satisfactory construct reliability for all variables. The average variance extracted (AVE) values ranged from 0.58 to 0.65, which confirmed adequate convergent validity because all values exceeded the recommended threshold of 0.50. Furthermore, the HTMT values ranged from 0.66 to 0.74, indicating satisfactory discriminant validity among the constructs, as all values remained below the recommended limit of 0.85.

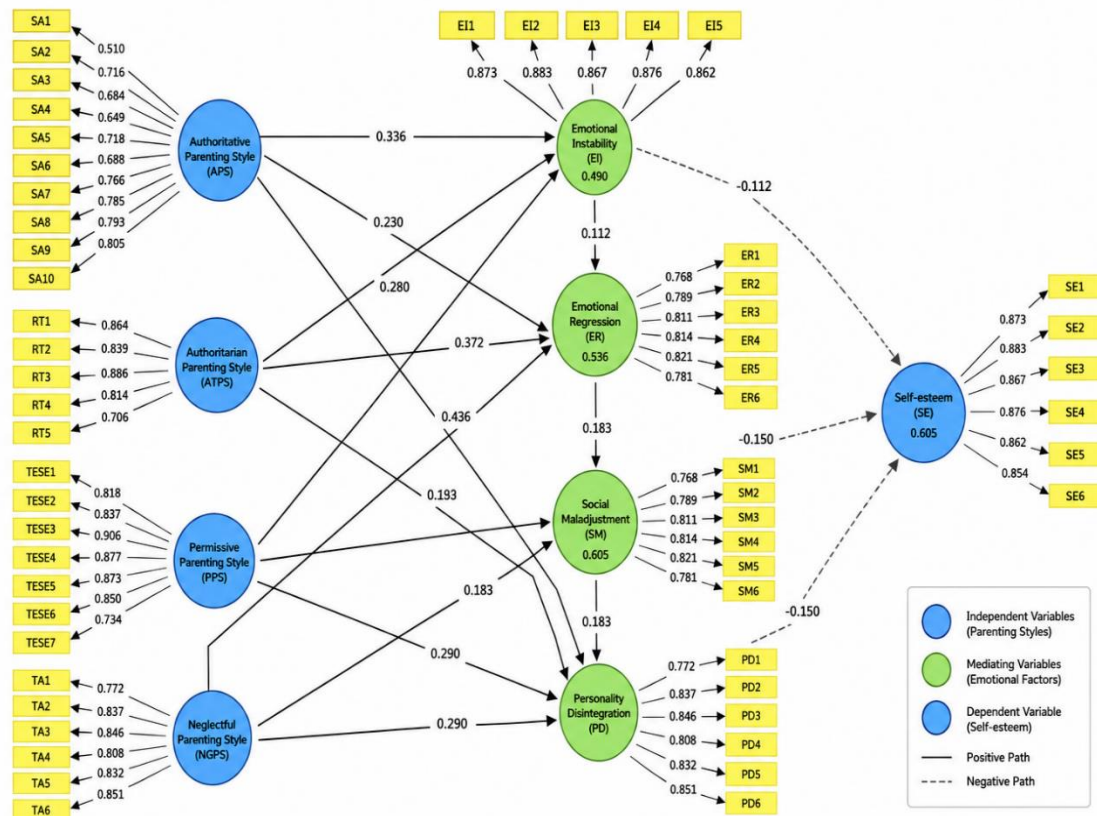


Figure 2. Measurement Model

**Table 3**  
**Pearson Correlation Analysis among Study Variables**

Variables	1	2	3	4	5	6	7	8	9	10
1. Authoritative Parenting Style	1									
2. Authoritarian Parenting Style	-.42**	1								
3. Permissive Parenting Style	-.31**	.48**	1							
4. Neglectful Parenting Style	-.45**	.54**	.49**	1						
5. Emotional Instability	-.51**	.47**	.39**	.52**	1					
6. Emotional Regression	-.46**	.43**	.35**	.48**	.61**	1				
7. Social Maladjustment	-.49**	.45**	.37**	.50**	.64**	.59**	1			
8. Personality Disintegration	-.44**	.41**	.34**	.46**	.58**	.55**	.62**	1		
9. Lack of Independence	-.47**	.44**	.36**	.49**	.60**	.57**	.63**	.59**	1	
10. Self-esteem	.56**	-.48**	-.39**	-.53**	-.61**	-.58**	-.65**	-.60**	-.63**	1

$p < .01$

The results presented in Table 3 show the Pearson correlation analysis of parenting styles, emotional maturity factors and self-esteem among students with special needs. The findings indicated that an authoritative parenting style was significantly and negatively associated with emotional instability ( $r = -.51, p < .01$ ), emotional regression ( $r = -.46, p < .01$ ), social maladjustment ( $r = -.49, p < .01$ ), personality disintegration ( $r = -.44, p < .01$ ) and lack of independence ( $r = -.47, p < .01$ ), whereas it was significantly and positively associated with self-esteem ( $r = .56, p < .01$ ). In contrast, an authoritarian parenting style was positively associated with emotional instability ( $r = .47, p < .01$ ), emotional regression ( $r = .43, p < .01$ ), social maladjustment ( $r = .45, p < .01$ ), personality disintegration ( $r = .41, p < .01$ ) and lack of independence ( $r = .44, p < .01$ ), whereas it was negatively associated with self-esteem ( $r = -.48, p < .01$ ). Similarly, permissive and neglectful parenting styles showed significant positive relationships with emotional and behavioral problems and significant negative relationships with self-esteem. The findings further revealed that emotional maturity problems, including emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence, were positively associated with each other, whereas self-esteem showed significant negative relationships with all emotional maturity problems, indicating that higher emotional difficulties were associated with lower self-esteem among students with special needs.

**Table 4**  
**Multiple Regression Analysis of Parenting Styles on Emotional Maturity and Self-esteem**

Predictor Variables	Emotional Maturity ( $\beta$ )	t-value	p-value	Self-esteem ( $\beta$ )	t-value	p-value
Authoritative Parenting Style	.48	5.92	.000	.44	5.36	.000
Authoritarian Parenting Style	-.39	-4.81	.000	-.35	-4.22	.000
Permissive Parenting Style	-.28	-3.64	.001	-.26	-3.18	.002
Neglectful Parenting Style	-.42	-5.17	.000	-.40	-4.95	.000
R <sup>2</sup>	0.53			0.49		
F-value	42.61		.000	37.48		.000

Dependent Variables: Emotional Maturity, Self-esteem ( $p < .05$ )

The results presented in Table 4 show the multiple regression analysis of parenting styles on emotional maturity and self-esteem among students with special needs. The findings indicated that an authoritative parenting style had a significant positive effect on emotional maturity ( $\beta = .48, t = 5.92, p = .000$ ) and self-esteem ( $\beta = .44, t = 5.36, p = .000$ ). In contrast, an authoritarian parenting style showed a significant negative effect on emotional maturity ( $\beta = -.39, t = -4.81, p = .000$ ) and self-esteem ( $\beta = -.35, t = -4.22, p = .000$ ). Similarly, a permissive parenting style negatively affected emotional maturity ( $\beta = -.28, t = -3.64, p = .001$ ) and self-esteem ( $\beta = -.26, t = -3.18, p = .002$ ), whereas a neglectful parenting style also showed a significant negative effect on emotional maturity ( $\beta = -.42, t = -5.17, p = .000$ ) and self-esteem ( $\beta = -.40, t = -4.95, p = .000$ ). The overall model explained 53% of the variance in emotional maturity and 49% of the variance in self-esteem and the F-values indicated that both regression models were statistically significant.

**Table 5**  
**Hypotheses Testing Results**

Hypotheses	Relationship	Beta/ r-value	t- value	P- value	Decision
H1	Parenting Styles → Emotional Maturity	.54	6.87	.000	Supported
H2	Parenting Styles → Self-esteem	.49	5.94	.000	Supported
H3	Authoritative Parenting Style → Emotional Maturity	.48	5.92	.000	Supported
	Authoritarian Parenting Style → Emotional Maturity	-.39	4.81	.000	Supported
	Permissive Parenting Style → Emotional Maturity	-.28	3.64	.001	Supported
	Neglectful Parenting Style → Emotional Maturity	-.42	5.17	.000	Supported
H4	Authoritative Parenting Style → Self-esteem	.44	5.36	.000	Supported
	Authoritarian Parenting Style → Self-esteem	-.35	4.22	.000	Supported
	Permissive Parenting Style → Self-esteem	-.26	3.18	.002	Supported
	Neglectful Parenting Style → Self-esteem	-.40	4.95	.000	Supported
H5	Emotional Maturity → Self-esteem	.67	7.25	.000	Supported

The results presented in Table 5 show the hypothesis testing results regarding the relationship between parenting styles, emotional maturity and self-esteem among students with special needs. The findings indicate that parenting styles had a significant positive relationship with emotional maturity ( $\beta = .54, t = 6.87, p = .000$ ) and self-esteem ( $\beta = .49, t = 5.94, p = .000$ ); therefore, H1 and H2 were supported. The results further reveal that an authoritative parenting style had a significant positive effect on emotional maturity ( $\beta = .48, t = 5.92, p = .000$ ), whereas authoritarian ( $\beta = -.39, t = 4.81, p = .000$ ), permissive ( $\beta = -.28, t = 3.64, p = .001$ ) and neglectful parenting styles ( $\beta = -.42, t = 5.17, p = .000$ ) showed significant negative effects on emotional maturity, supporting H3. Similarly, an authoritative parenting style positively affected self-esteem ( $\beta = .44, t = 5.36, p = .000$ ), while authoritarian ( $\beta = -.35, t = 4.22, p = .000$ ), permissive ( $\beta = -.26, t = 3.18, p = .002$ ) and neglectful parenting styles ( $\beta = -.40, t = 4.95, p = .000$ ) negatively affected self-esteem, supporting H4. Moreover, emotional maturity showed a significant positive relationship with self-esteem ( $\beta = .67, t = 7.25, p = .000$ ), which supported H5.

## Discussion

The findings related to H1 indicated that parenting styles were significantly related to emotional maturity among students with special needs. The results suggested that positive parenting behaviors promoted emotional stability, emotional control and better social adjustment among students. Authoritative parenting style was associated with healthier emotional development, whereas authoritarian, permissive and neglectful

parenting styles were associated with emotional difficulties and maladjustment. These findings are consistent with previous research, which reported that supportive parenting environments enhance emotional regulation and psychological adjustment among children with disabilities (Pinquart, 2023; Sari et al., 2021). Earlier studies also explained that emotionally supportive parents help children develop confidence, independence and emotional balance.

The findings related to H2 revealed that parenting styles had a significant relationship with self-esteem among students with special needs. The results suggested that students who experienced warmth, encouragement and emotional support from parents developed higher self-esteem and positive self-worth. In contrast, harsh discipline, emotional neglect and lack of parental involvement negatively affected students' confidence and self-perception. These findings were supported by previous studies, which found that authoritative parenting positively influenced self-esteem and psychological well-being among children and adolescents (Yaffe, 2023; Orth, 2021). Previous research has also reported that negative parenting practices reduce emotional security and increase feelings of inferiority among students.

The findings regarding H3 showed that different parenting styles significantly affected emotional maturity among students with special needs. The results suggested that an authoritative parenting style promoted emotional maturity because parents provided guidance, emotional support and balanced discipline. In contrast, authoritarian, permissive and neglectful parenting styles negatively influenced emotional maturity because these parenting practices created emotional instability, dependency and social maladjustment among students. These findings were consistent with previous research, which explained that democratic parenting practices improved emotional adjustment and social competence among children, whereas harsh and neglectful parenting behaviors increased emotional and behavioral problems (Alegre, 2022; Pinquart, 2023). Previous studies also emphasized that children with special needs require supportive family environments for healthy emotional development.

According to the discoveries about H4, it was shown that various parenting styles have a great impact on the self-esteem of students with special needs. It appears from the data that a parenting approach in the form of a guiding style will have a great effect on the self-esteem of a child as parents are the main source of love, acceptance and motivation to their children. On the other hand, harsh, lenient and carefree parenting styles will have the detrimental effect on the self-esteem in children due to the absence of the emotional connection, the overly strict control or the parental neglect. The above results are in line with the previous works that stated that the parental support and involvement increase the self-confidence, the positive self-image and the emotional security of the students (Uji et al., 2022; Yaffe, 2023). Previous research also explains that children raised in unsupportive family environments experience lower confidence and poor self-worth.

The findings regarding H5 indicated that emotional maturity was significantly related to self-esteem among students with special needs. The results suggested that emotionally mature students demonstrated greater confidence, emotional stability and positive self-perception. Students who effectively managed their emotions and social relationships developed healthier self-esteem than emotionally unstable students. These findings are consistent with previous studies, which have reported that emotional maturity positively contributes to psychological well-being, self-confidence and social adjustment among adolescents and students with special needs (Singh & Sharma, 2022;

Dagan et al., 2021). Earlier research also explained that emotional maturity helps individuals cope with stress and maintain positive interpersonal relationships, which strengthens their self-esteem and emotional well-being.

## **Conclusion**

This study concludes that parenting styles play an important role in shaping the emotional maturity and self-esteem of students with special needs. The findings show that parenting behavior significantly influences students' emotional stability, social adjustment and psychological well-being. Positive parenting practices contribute to healthier emotional development, whereas negative parenting practices increase emotional and behavioral difficulties among students with special needs. Furthermore, the study concludes that family environment remains one of the strongest factors affecting the emotional and personal development of children with special needs. The study also concludes that authoritative parenting style positively influences emotional maturity and self-esteem among students with special needs. Parents who provide emotional support, affection, guidance and balanced discipline help children develop confidence, independence and emotional control. In contrast, authoritarian, permissive and neglectful parenting styles negatively affect emotional maturity and self-esteem because these parenting behaviors create emotional instability, insecurity and poor social adjustment. The findings indicate that harsh discipline, excessive freedom and parental negligence reduce children's confidence and emotional balance.

The study further concludes that emotional maturity is strongly positively related to self-esteem among students with special needs. Students who effectively manage their emotions, maintain positive social relationships and demonstrate emotional stability develop stronger self-confidence and positive self-worth. Emotional maturity helps students cope with social and psychological challenges more effectively, which improves their overall personality development and emotional well-being. Overall, the study concludes that supportive parenting practices are essential for the healthy emotional and psychological development of students with special needs. Parents, teachers and educational institutions need to work together to create supportive and caring environments that promote emotional maturity, confidence and self-esteem among children with special needs. The study highlights the importance of positive parenting behaviors in improving the quality of life and psychological adjustment of students with special needs.

## **Recommendations**

The recommendations of the study were based on the findings and weak areas identified during data analysis regarding parenting styles, emotional maturity and self-esteem among special needs students.

- The findings showed that authoritarian parenting style negatively affected emotional maturity and self-esteem among students with special needs. Therefore, parents should avoid harsh discipline and emotionally strict behavior and adopt supportive and understanding parenting practices for children.
- The results indicated that permissive and neglectful parenting styles increased emotional instability, social maladjustment and lack of independence among students. Therefore, parents should provide balanced supervision, emotional support and proper guidance to special needs students.

- The findings revealed that emotional instability and emotional regression negatively influence students' self-esteem and psychological adjustment. Therefore, it should be recommended that schools provide counseling and emotional support services for improving emotional regulation among special needs students.
- The results showed that social maladjustment and lack of independence were common among students exposed to negative parenting practices. Therefore, teachers should encourage interactive learning activities and confidence-building opportunities for special needs students.
- The findings indicate that positive parenting practices significantly improve emotional maturity and self-esteem among students with special needs. Therefore, it should be recommended that educational institutions arrange parental guidance and awareness programs to promote healthy parenting styles and supportive family environments.

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