



A Study to Assess the Impact of Parent–Adolescent Communication on Self-Esteem and Emotional Intelligence among Young Adults

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Abstract: The main objective of the current research was to investigate the possible hyperlink between youth citizens' self-esteem, emotional intelligence, and parent-adolescent communication (PACS). The research, titled which centred on bonding and developmental theory, wanted at explaining whether interaction with families affects youths' psychological and emotional maturity. It was offered that all through the crucial changeover period from childhood to the beginning of adulthood, a productive dialogue that is distinguished by transparency, compassion, and collaborative dialogue might have a beneficial impact on psychological ability and trust in oneself. The Parent–Adolescent Communication Scale (PACS), the Schutte Self-Report Emotional Intelligence Test, and the Rosenberg Self-Esteem Scale were among those conventional psychological measures used to gather data from 192 youngsters applying a quantitative research procedure. The information as has been examined using the Pearson Product Moment Correlation and statistical methods that were descriptive. The discoveries identified a strong positive relationship between the emotional skills and confidence in oneself, a modest but significant beneficial relationship between relationships and confidence in oneself, and a statistically noteworthy moderate encouraging relationship among communicating with parents and interpersonal skills. The research results imply that teenagers are more inclined to exhibit greater psychic awareness, improved control over their emotions, as well as stronger interactions with

others if they exhibit transparent, responsive, and supportive dialogue with their parental figures. Moreover, those who are considered psychologically intelligent usually display stronger confidence and self-worth in the abilities they possess. These findings demonstrate the interconnected nature among mental proficiency, considered sense of worth, and family connection, thus showing the essential function which familial connection plays in psychological wellness. In summary, this investigation underlines how crucial it is for households to nurture constructive interaction styles in order to produce psychologically able and comfortable young adults. Parental initiatives, psychotherapy therapies, and educational initiatives intended at promoting relationships with families are all involved. It may be prepared to improve teens in developing ongoing emotional resilience, societal integration, and life satisfaction in general through strengthened relationship between parents and adolescents connection. Notwithstanding it is essential contribution, the study also makes guidelines for future fields of investigation. longitudinal research could shed more information on the causal relationships connecting feelings of worth, interpersonal skills, and mental capacity across time. Researching regional variations in household modes of communication could further enhance the research's generalization by offering a broader understanding of surrounding variables. fortunately the present investigation affirms that advantageous interaction between parents and children is still necessary for building economically proficient, independent, mentally and physically robust youngsters, demonstrating the urgency of bolstering relations with relatives in contemporary societies.

Keywords: *Self-Esteem, Emotional Intelligence, Parent-Adolescent Communication (PACS), Adolescents, Psychological Well-Being, Interpersonal Skills, Family Communication*

1. Introduction

People's contemplation, feelings and interpersonal connections undergo significant changes as they transition from middle school to their first years of adulthood. Families' conveyance disagreements drives that young individuals have perceived worth, fosters credibility, and directs the manner in which they navigate their internalised feelings (Branje et al., 2021; Koerner & Fitzpatrick, 2020) Talk at home does more than pass along facts – it's where feelings get named, bonds grow steady, identity takes form (Keijsers & Paulin, 2020). Because of that, understanding how parents and kids communicate became a key focus in psychology research since the early 2000s. EI is the ability to accurately perceive, evaluate, and express emotions; access

or generate feelings that assist thought; understand emotional knowledge, and reflectively regulate emotions in ways that promote both intellectual and emotional growth (Mayer et al., 2020; Schutte et al., 2020). Indeed, research has shown that emotionally intelligent people are more successful in interpersonal relationship (Petrides et al., 2017b), suffer less from anxiety and depression (Miao et al., 2021; Petrides et al., 2022) and display better academic/occupational performance, than their low-EI individuals' counterparts. Crucially, integrating into society backdrop—and more specifically the emotional integration of parents—is a reliable indicator of EI successes prior to adulthood; however, boisterous or biophysical elements are not all that are important that contribute to the progression of EI (Romero-Acosta et al., 2021).

Another significant mentally healthy result that has been repeatedly linked to dialogue between parents is feelings of self-worth which is specified as a person's overall opinionated judgement concerning their own value (Rosenberg, 1965; Orth et al., 2022). A number of negative repercussions including heightened vulnerability to episodes of depressive illness, exclusion from society, sloppy decision- and a lack pertaining to educational perseverance, have been pertaining to minimal optimism in adolescents and adults (Sowislo & Orth, 2013; Orth & Robins, 2022). Robust optimism about oneself, on the other contrary, acts as an emotional firewall contrary to troubled times, equipping youthful people to conquer impediments with more perseverance and trustworthiness (Huang, 2022). Being cognisant the mechanisms by which the superiority of contact between parents and adolescents influences appraisal of ourselves is of profound fictitious and vitality given the previously determined connection between maternal affiliations and the progression of perceived worth.

Apart from the immediate parent-child relationship, the current socio-ecological environment in which young adults are situated also brings in other variables that influence emotional development. Two such variables, which are of prime interest to the current study, are emotional safety at home and social media emotional socialisation. Emotional safety at home pertains to the extent to which the home environment is a psychologically safe space for the free and non-judgmental expression of emotions (Mayseless & Scharf, 2021). Social media emotional socialisation, on the other hand, pertains to the extent to which social media platforms such as Instagram, WhatsApp, YouTube, and other such applications are used as contexts for learning, displaying, and regulating emotional behaviour among young adults (Coyne et al., 2020; Vannucci et al., 2021). In the Indian socio-cultural setting, in which collectivist family values coexist with

the increasing use of digital media among young adults, the study of these variables along with traditional measures of communication is a timely and relevant research question. The postmodern environmental and socioeconomic milieu in which Youths inhabit incorporates supplementary variables associated with their mental development aside to the tangible Parent-child interaction bond. The current investigation appears to be especially fascinated by two of these variables: feeling insertion on social networks and mental security at the household. The magnitude to which the domicile is a conceptually safe place for the unrestricted and compassionate transmission of emotions can be characterised to as mental tranquilly at home (Mayseless & Scharf, 2021). Conversely, online platforms agitated and initiation refers to the degree to which younger individuals adopt internet platforms like social media platforms Instagram and YouTube WhatsApp, and others as settings for exhibiting, gaining knowledge, and controlling their mood behavioural choices (Coyne et al., 2020; Vannucci et al., 2021).

1.1 Parent–Child Emotional Communication Quality (PACS)

Conversational familial interaction and contentious communal correspondence are equally important principal components of parent-teen communication effectiveness, which is operationalized in the present enquiry using Barnes and Olson's (1982) Parents-Adolescence Communication Scale (PACS). Based on Olson and Barnes (2020), candid dialogue is a gauge of how readily available close companions convey ideas, sentiments, and reservations with someone else in a reliable and receptive environment. Conversely, hazardous exchanges display patterns of defensiveness, criticism, or feeling avoidance. There is strong evidence that youthful adults who score exceptionally on the PACS forthright interaction scale have better self-assurance in school, peer competence, and psychological adjustments (Estévez et al., 2020; Vignoli & Mallet, 2021). Pupils from family structures with complicated ways of speaking, on the other contrary, had a greater prevalence of absorbing shortcomings, lowered morale, and an overall absence of remorse (Garaigordobil & Machimbarrena, 2019; Povedano et al., 2020). Authoritarian parenting approaches have historically received more emphasis in Indian research on parent-adolescent communication than the standard of communication worldwide (Bhatt et al., 2022). By handing the PACS to a sample of young adults enrolled in accredited educational programmes, the current study fills this gap and provides culturally contextualised data on the relationship between communication quality and profound and self-assessing outcomes in this cohort.

1.2 Emotional Intelligence (EI)

Additional to being an amalgamation of concepts featuring facets and credentials (Goleman, 1995; Bar-On, 2006), empathetic intelligence has also been conceptualised as an intellectual capability (Mayer & Salovey, 1997). The ability-centred operationalization proposed by Schutte et al. (1998) is used in this study and must be assessed using the Schutte Self-Report Emotional Intelligence Test (SSEIT). Four characteristics of mental capacity (EI) are measured by the 33-item SSEIT: how one feels, shaping one's own sensations, manipulating those of others, and leveraging emotions. In a variety of cultural groups, including Indian people, it has been observed to have high psychometric specifications (Narayanan & Bhattacharyya, 2020; Schutte et al., 2020). More harmonious connections, increased mental fitness, and more malleable engagement with professional and learning obstacles have all been linked with elevated SSEIT scores (Salguero et al., 2020; Miao et al., 2021).

Recent evidence demonstrates the fact the standards of interactions between parents and kids promotes EI in an assortment of different cultural situations. Parents who engage in emotionally expressive, validating communication have pupils with considerably higher SSEIT scores in their early teenage years (Romero-Acosta et al., 2021; Petrides et al., 2022). EI also modulates this connection between parental interaction level and other outcomes like as proficiency in school, social integration, and mental health (Ahmed et al., 2021; Liu et al., 2021).

1.3 Self-Esteem

The Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965) measures somebody's perception of their worth along with their own relevance. The RSES is a 10-item instrument widely acknowledged as the premier tool for regard for oneself estimation, offering exceptional reliability and construct accuracy across generations, cultural backgrounds, and spoken languages, especially confirmed bilingual and local dialect formulations applied in Indian study design (Schmitt & Allik, 2020; Orth et al., 2022). Longitudinal research has shown that self-confidence levels stabilise significantly by erstwhile adults and anticipate an extensive number of life variables such as job performance, interpersonal fulfilment, and mental durability.

Parental interactions has often been acknowledged as a major promoter of regard for oneself in both teenage years and early adulthood. When parental figures convey feelings of affection, embracing, and admire, youth generate a feeling of intrinsic value that lasts throughout later life (Milevsky et al., 2020). In contrast, critics from parents, emotional unavailability, or

dismissiveness are major predictors of lower self-worth and related vulnerabilities (Orth et al., 2022; Povedano et al., 2020). Given the dominant group empirical relationship between EI and self-image ($r = .821$ in the current study), looking at them collectively in the context of dialogue between parents gives an expanded view of psychological and emotionally intelligent progression.

1.4 Significance of the Study

The ongoing research is significant because it advances knowledge of how Parent-Adolescent Communication affects Emotional Intelligence and its Applications and self-esteem in young adults. In a developmental phase marked by identity construction, physiological obstacles, and increased independence, relationships with family members plays an increasingly crucial role. An investigation adds to the current body of scholarship in developmental and behavioural counselling by experimentally exploring the relationship between these factors, underscoring the role of family dynamics in determining emotional as well as personal development.

The research being conducted is also noteworthy in terms of practical application. Studies have are useful for parents, educators, specialists in counselling, and behavioural health professional because they reinforce the need of encouraging open, sensitive, and productive dialogue within families. Considering that positive communication habits may strengthen emotions and implementation of interpersonal treatments, instruction in parenting, and school counselling programs targeted at enhancing adolescents' mental and emotional well-being may be facilitated by competence and self-worth.

In the current setting, when teens and young adults are under greater and greater educational, interpersonal, and emotional strain, the examination also has historical relevance. Strengthening interactions among kids and their parents can help avoid difficulties with adjustment, interpersonal suffering, and low esteem for oneself. An investigation highlights the relevance of working on social abilities as a route to integrated growth by demonstrating the robust connections between interpersonal skills and regard for oneself. As a result, the study supports both academic investigations as well as the emergence of psychological healthy young individuals alongside improved relationships with their families.

2. Review of Literature

Sharma and Gupta (2022) studied cross-sectional enquiry of 351 college pupils (aged 18-24) in Delhi analysed communication between parents and teenagers and its effect on mental well-

being. The Parent-Adolescent Communicating Scale (PACS) showed an advantageous correlation between open interactions within families and mental wellness ($r = 0.61$, $p < .001$), while inadequate habits of communication led to increased distress. Female participants claimed to have been frank with maternal figures than dad. The study advocates culturally compatible treatments for Indian college students.

Kaur et al. (2021) researched on 280 undergraduate pupils from Punjab, India, was analysed to figure out the calibre of parent-child communications. An investigation used a multifaceted strategy that incorporated PACS with discussion groups talks. The outcomes disclosed that 62.0% of those involved reported modest to excellent levels of rapport and receptivity with fewer than one of their parents, whereas 38.0% viewed the way they spoke as largely fraught with issues and preventative. Topics consisting of as profession, educational pressure, and intimate matters were commonly skipped over, indicating an immense gap in sentimental debate towards Indian families. The authors drove home importance for parenting socialisation workshops.

Verma et al. (2023) conducted a racial disparities in interactions between parents and their kids are being studied among teenagers aged 19 to 25 in metropolitan Indian cities. A uniformed questioning array was presented to 421 healthy people collected from three establishments. Young adult women had drastically more candid engagement with their maternal carers ($M = 04.12$, $SD = 00.78$) than young adult guys ($M = 03.45$, $SD = 00.92$), $t(418.0) = 07.83$, $p < 0.001$. On the contrary, father-teen liaison was continually worse across generations. The research effort indicated that gender- particular interplay cures would be suitable in the Indian family backdrop.

Patel et al. (2022)- conducted a project of 310 adolescents from Gujarat, the bearing of contact with parents' styles—persuasive, dictatorial, and open-minded—on cultivating negotiating openness was investigated. A style of parental authority was predictive of greater utilisation of open discourse ($\beta = 00.52$, $p < 0.001$) and a lower prevalence of obstacles to communication ($\beta = -0.41$, $p < 0.001$). Parenting that is controlling has been reported to cause avoidant and disruptive dialogue behaviours. The research task found that modes of parenting play an important role as contextual modifiers of excellent communication in Indian households.

Reddy et al. (2024) investigated an extending eighteen months was undertaken to critically evaluate fluctuations in parental–adolescent interaction level among 200 adolescents moving from later teenage years to the start of adulthood (ages 18-22). The research area discovered that

discourse attentiveness with parental figure deteriorated considerably throughout the first session into university ($F(02, 398) = 14.39, p 0.001$), more so among students who migrated farther from residence. The contributors pushed for collegiate familial engagement opportunities for preserving positive teenage parent adult associations during substantial mutations in development.

Annand et al. (2023) studied a descriptive investigation with 30 depth interviews was executed to characterise communication limitations that exists between one's parents and adult kids in South Indian domiciles. Thematic analysis identified a handful of significant hurdles: unbending hierarchical standards, aversion to peer scorn, cultural taboos around venting, scholastic pressure, and an abundance of time for a worthwhile conversation. The research topic found that in Indian families, culturally native behaviours regarding communication frequently impede true psychic the sake of discussion. hindering the developmentally benefits generated by conversation between parents and the young people.

Rao et al. (2021) conducted the research in Kolkata and Hyderabad, 384 young adults (18-26 years old) were surveyed to see the manner in which internet access moulded parental and teenage liaisons. The research field uncovered that while electronic means of contact (such as WhatsApp messaging and cell phone calls) slightly compensated for separation in person, they struggled to entirely mimic the authenticity of authentic relationships with family members. Continuous electronic correspondence with parental figures was associated with a stronger sense of family cohesiveness ($r = 0.47, p < 0.001$). The scholars emphasised the industry's expanding significance in enhancing young children-parent relationship bonds during contemporary India.

Joshi and Pandey (2023) reviewed a stratified sample of 400 young people from Maharashtra's urban and semi-urban districts, we investigated how socioeconomic status (SES) influenced parent-adolescent communication. Higher socioeconomic status (SES) was related with greater transparency openness ($r = 0.39, p < .001$), could suggest better parenting growing up and being exposed to radical household philosophies. The study reiterated the vitality of financial factors for shaping modes of interaction throughout Indian families, asking for targeted programmes in economically isolated regions.

Balan (2024) studied a 200 youngsters in Kerala occurred to sort out dialogue between parents and adolescents in joint and extended family contracts. The youths through sole-parent families exhibited a greater probability of transparent interaction with their guardians contrasted with folks from collaborative homes ($t(298.0) = 05.47, p < 0.001$), presumably due to greater

privacy and personal connection time together. The identification has profound consequences for recognizing how altered familial patterns across the country affect youngsters' verbal competence.

Choudhary et al. (2022) conducted the self-esteem scale (RSES) was implemented to analyse levels of self-worth especially among 450.0 college pupils in Rajasthan aged 18 to 25. The discoveries provided evidence that 34.2% of those surveyed had a low opinion of themselves, 49.1% intermediate confidence, and just 17.1% felt good about themselves. Females ranked substantially lower on the RSES than masculine ($t(.0448) = 04.89$, $p < 0.001$). The study concentrating on the widespread incidence of insufficient regard for oneself among undergraduate Indian citizens, particularly young women, and pushed for gender-inclusive opinion of oneself rehabilitation services in learning facilities.

Iyer and Murthy (2023) researched on the detrimental effect of interpersonal competition on feelings of worth became apparent among electronic media contributors aged 18-27 in India's urban areas. A probe of 380 attendees implementing structure equation modelling, or SEM, detected that upward social contrasts on web-based platforms substantially decreased self-worth ($\beta = -0.49$, $p < .001$), all while empowering interactions among peers on the web had a favourable relationship with confidence ($\beta = 0.33$, $p < .001$). The writers of this paper proposed for technological literacy and ethical digital medium usage initiatives for juveniles in the nation of India.

Chakraborty (2024) researched on the paper addressed the position of endurance as the intermediary in the hyperlink amongst adverse Childhood Experiences, or ACE and sense of self in youthful individuals (18-27 years old) sampled from three Indian cities. SEM scans of 340 respondents found that resilience entirely mediated the antagonistic effect of ACEs on mental health (indirect effect = -0.31 , 95% CI $[-0.44, -0.19]$). The authors maintained that rehabilitation programs are an invaluable morale protecting strategies for students who endured traumatic obstacles.

Das and Mondale (2023) studied on a recurrent panel of 220 boys and girls in West Bengal was adopted to gauge optimism trajectories all while three evolving phases: later teenage years (16-18), emergence into adulthood (19-22), and preliminary years (23-27). Personal confidence ratings expanded significantly from the end of teens to a young age ($F(02, 438) = 18.43$, $p < .001$), with the strongest boost seen when the period leading up to full-time job hunting. The study

pinpointed positions and monetary independence to be significant self-esteem improvement factors for Indian youths.

Sharma and Chhabra (2022) studied on compared the effects of parental vs interactions among peers on self-esteem and EI among young people (18-27 years) transitioning from adolescence in Haryana. In a study of 370 people, both parental and peer communication independently and strongly influenced feelings of worth and EI. Parental interaction significantly predicted your self-worth ($\beta = 0.48$ vs. 0.31), whereas interaction with others predicted EI ($\beta = 0.42$ vs. 0.36). The authors emphasized that parental and peer connections have complementary and non-redundant functions in the development of adolescents and young adults.

Hegde and Nambiar (2021) conducted on educational of 280 university learners (18-24 years old) from Karnataka, the method of attachment served as a mediator between interaction with parents and regard for oneself. A stable relationship substantially mediated a positive dependence on open dialogue and a sense of self (indirect effect = 0.29 , 95.0% confidence interval [0.18 , 0.40]), in contrast neurotic and unwilling attachment strengthened the antagonistic association between troubled communication and perceived worth. The findings emphasizing connectedness as a critical mechanism coupling relations between parents with self-worth reactions.

3. Methodology

3.1 Aim

The aim of the present study is to assess the impact of parent–adolescent communication on self-esteem and emotional intelligence among young adults, and to determine the significant relationships existing between these variables.

3.2 Objectives of the Study

The particular objectives of the research were-

- a. 1-to determine how severely interaction among parents and adolescents influences their feelings of worth and psychological intelligence as assessed by the Rosenberg Self-Esteem Scale, the Parent-Adolescent Communication Scale, and an Emotional Intelligence Scale.
- b. To analyse the interaction between young adult psychological competencies (emotional ability and esteem for oneself) and parent-adolescent interpersonal interaction.

- c. To look into the predicted link between youthful adults' optimistic self-image (self-esteem) and parent-adolescent communication.
- d. To evaluate the mental agility and self-confidence of youths with moderate to high Parent-Adolescent Communication Scale (PACS) scores.

3.3 Hypothesis

In consistence with the theoretical framework, following hypothesis were formulated for the study:

H1(0) - There is no enormous correlation between young people' the area of emotional intelligence and communication between their parents and adolescents (PACS).

(1) Greater emotional awareness in youth is correlated with greater indicators of interaction among parents and adolescents (PACS).

H2 (0) - There is an insignificant relationship between young people opinion of themselves and communication with parents (PACS).

(1) Young individuals' self-confidence and interaction between parents and adolescents (PACS) are consistently and statistically significantly correlated.

H3 (0) - There is no profound link between young people' self-esteem and emotional intelligence.

(1) Young population 'feeling of worth and emotional intelligence have a strong positive correlation.

3.4 Variables

Independent Variable: Parent-Adolescent Communication

Focusing on how teens talk with their parents shaped this research. Openness, along with honesty in these exchanges, made up what we looked at. The tool used was called PACS – short for Parent–Adolescent Communication Scale. Scores could fall anywhere between 10 and 50 points. Most landed around 32.1, give or take about 9.85. When numbers climbed, it meant conversations were stronger, clearer. High marks pointed to deeper trust, fewer barriers.

Dependent Variables: Emotional Intelligence and Self-Esteem.

One part looked at how people feel about themselves. This trait - called self-esteem - involves someone's general feeling of value and dignity. Its measurement came from a scale running between 3 and 15 points. Average score sat near 11, with most scores spread within roughly 2.88 units above or below that mark. Another piece focused on emotional intelligence

instead. That term means spotting, grasping, then managing feelings in oneself and others alike. A different tool captured it, scoring responses from 7 up to 35. Typical result hovered around 25.5, varying by about 5.72 on average. Researchers checked both traits together because they wanted clarity on how talks between parents and teens might shape these areas

3.5 Research Design

The current study utilized a quantitative, descriptive-correlational research design to investigate the relationships between parent-adolescent communication, self-esteem, and emotional intelligence in young adults. A correlational design was chosen as the main goal was to find out how strong and what kind of relationships there are between the variables without changing anything in the experiment. This design is suitable when the researcher intends to quantify two or more variables and evaluate the statistical relationships between them.

3.6 Sample size

There were several 192 youngsters in the 18–27 demographic that got involved the current trial. The analysis's design, respondent availability, and statistical criteria for correlational research were taken as factors while determining the collection size. The Parent–Adolescent Communication Scale (PACS), the Emotional Intelligence Scale, and the Self-Esteem Scale were handed in by all 192 people who participated irrespective of a single absence or uncompleted responses. Ample statistical power for discovering significant correlations between the variables under examination was guaranteed by the right sample size.

3.7 Sampling techniques

A non-probability purposive sampling approach was used in this inquiry. Subjects were selected utilizing precise eligibility requirements, such as chronological age and current enrolling in college. This technique was chosen because it permitted the researcher to identify participants who were pertinent to the aims of the research project and capable of offering significant comments about communication between parents and teens interactions.

3.7 Inclusion Criteria

- Young individuals aged 18–27 years.
- Individuals who spent teenage years with preferably one parent or prominent caregiver.
- Participants who were familiar with the English language (the kits were presented in English).

- Participants who actively acknowledged to participate while providing informed authorization.

3.8 Exclusion Criteria

- Individuals who are junior than 18 but more senior than 27.
- The participants whose questionnaires were not accomplished.
- Individuals who reported having significant mental health conditions or behavioural problems that might have an important effect on how they feel.
- Informed permission was not provided with by respondents.

3.9 Tools Used for Data Collection

Parent-Adolescent Communication Scale (PACS)- The Parent–Adolescent Communication Scale (PACS), which was created by Howard Barnes and David Olson, was utilized to determine how well teens and their parents engaged. Open household interaction and addressing issues inside the home are the two major variables that the measuring stick assesses. It includes questions that are assessed on a scale based on Likert type indicators to show how strongly users feel in agreement or disagreement with assertions regarding conversation conduct. Higher ratings indicate more effectively more efficient collaboration among caregivers and teenagers. In research into psychology, the device has shown superior reliability as well as accuracy.

Self-Esteem Scale-The worldwide self-esteem has been determined using Morris Rosenberg's Rosenberg Self-Esteem Scale. This prominent 10-item anonymous test evaluates the individual's general sense of belonging and acceptance of themselves. A four-point Likert scale that goes from strongly in favour to strongly in opposition is used to document responses. Greater confidence has been demonstrated by more positive overall scores. The scale is widely used in social and psychological research and has remarkable analytical attributes.

Emotional Intelligence Scale-In accordance with the emotional intelligence model put forth by Peter Salovey and John D. Mayer, Nicola Schulte and colleagues invented the Schulte Self-Report Emotional Intelligence Test, which was successfully found to have appropriate stability and construct legitimacy across many different groups. Each of the test's 33 items assess mental awareness, comprehension, oversight, and execution. Participants provide responses on a Likert scale, with scores that are greater denoting more profound emotional intelligence.

3.10 Procedure of Data Collection

Before commencing the research, appropriate faculty members granted permission to it. Participants who passed the criteria needed for eligibility were contacted prior to participating and clarified on the objectives and intended use of the study. Anonymity and confidentiality are were pledged, and informed authorization was gathered. There were specific instructions given, and the completed surveys were distributed collectively. In order that guarantee completeness, responses to questionnaires were gathered from respondents, who were warned to answer accurately.

3.11 Statistical Analysis

We performed inferential and descriptive statistics to evaluate the data that had been obtained from 192 individuals. Mean, standard deviation, minimum, maximum, skewness, and kurtosis were among the descriptive statistics computed to better understand the variability of the Parent-Adolescent Communication (PACS), Self-Esteem, and Emotional Intelligence (EI) scores. Using Pearson's coefficient of Product Moment Correlation, the relationship throughout each variable were investigated. The significance bounds have been specified at $p < .05$, $p < .01$, and $p < .001$.

Table 1. Descriptive Statistics for Study Variables (N=192)

Variables	N	Mean	SD	Min	Max	Skewness
PACS	192	32.10	9.85	10	50	-0.298
Emotional Intelligence	192	25.50	5.72	7	35	-0.634
Self-Esteem	192	11.00	2.88	3	15	-0.539

Note. PACS = Parent-Adolescent Communication Scale.

An aggregate of 192 youngsters composed the group being studied. Parent-Adolescent Dialogue had a mean score of 32.1 (SD = 9.85), which suggests the relationship's fluency is recognized as adequate. The participants' average emotional competency was put forward by a psychological intelligence mean of 25.5 (SD = 5.72). With a mean score of 11.0 (SD = 2.88), self-esteem illustrated modest levels of self-worth.

The scores for self-worth (-0.539), emotional maturity (-0.634), and PACS (-0.298) all have somewhat lower skewness values, indicating that a greater percentage of individuals evaluated on the more advanced end of the scales. The information as had a similar normal distribution, which was confirmed by the kurtosis values remaining within the acceptable limits. For analysis, parametric experiments were consequently feasible.

The statisticians extensively examined the assumptions required to do parametric evaluations before addressing the study desires. All three parameters—Parent-Adolescent Communicating (PACS), Emotion Intelligence (EI), and Self-confidence—were shown to be almost uniformly distributed by the skewness as well as values. A little unfavourable skew within the allowed range of ± 1 was shown by the skewness values, which ranged from -0.298 to -0.634. This shows only a slight deviation from the conventional 0 distribution. Likewise, the coefficients fell within the proper ranges, suggesting that there was no undesired fluctuations or smoothness in the data. In light of these results, it became apparent that the Pearson Product Moment Correlation procedure was statistically suitable for examining the causes and effects of the variables.

Significantly positive associations between the three variables under study have been determined by the use of inference. Parent-Adolescent Connection and Emotional Competence showed a moderately favourable association, revealing that young mature adults' levels of awareness of emotion, controlling their emotions, and compassion for others tend to rise in tandem with the overall level of relationships between parental figures and young adults. This implies that youngsters may have the opportunity to acquire resilient ways of dealing and capacity for emotion in an atmosphere at home that is transparent and emotionally cognizant. The initial proposal hypothesis of the study is corroborated by the statistically significant p-value ($p < .001$), which demonstrates that this association cannot be assumed to have transpired by mere chance. The basic notion that loved ones contact arrangements play a significant role regarding the emotional growth in later teenage years as well as young adulthood is vindicated by the above results.

Furthermore, optimism about oneself and communication among parents and adolescents have been proven to have a moderately encouraging association. The results indicate that those experiencing open, supportive and constructive contact with their parental figures are more likely to claim that they feel assured and worthwhile. Having a robust and in good health perception of oneself can be promoted by consistent reinforcement, stable feelings, and validation that may be nurtured by effective parent-child collaboration. The second rule possible explanation has been reinforced and the association's robustness has been demonstrated by the statistical value of the associations ($p < .001$). According to these outcomes, intimate family connections have significance as an asset of protection that fosters mental wellness and fortifies adult citizens' build their identities.

As a whole, the inductive findings show empirical support to the philosophical claim that parental interpersonal interaction, interpersonal skills, and perceptions of oneself are all interconnected behaviours. The outcomes show that an encouraging relationship milieu within a familial setting promotes emotions advancement and contributes to developing a good perspective on oneself. The relatively small associations between PACS and both of them EI and self-confidence reveal relevant connections but the major link between EI and confidence in oneself accentuates the crucial role for emotional talents in developing feeling of worth. The results presented not only verify the research's hypotheses, but also add to our recognition of the phases of development that underpin both psychological and emotional equilibrium in youngsters.

4. Result

A correlation based on the Pearson product research analysis of 192 youthful participants has been conducted in order to explore correlations between Parent-Adolescent interaction (PACS), their emotional intelligence, and self-efficacy.

4.1 Correlation Analysis

Pearson's product-moment correlation coefficients were computed to test the three hypotheses. Results are presented in

Table 2. *Pearson's Correlation Matrix (N = 192)*

Variables	PACS	Emotional Intelligence	Self-Esteem
PACS	-	.485***	.559***
Emotional Intelligence	.485***	-	.821***
Self-Esteem	.5598**	.821***	-

Note. *** $p < .001$. $df = \text{degrees of freedom } (N - 2 = 190)$.

Parent-Adolescent Dialogue and behavioural intelligence exhibited a moderately advantageous correlation ($r(190) = .485$, $p < .001$). This demonstrates that stronger interaction between parents and their children is linked to increase the area of emotional intelligence among young individuals. The association is sufficiently significant at the .001 level, demonstrating that this observation was extremely unlikely to have happened by coincidentally.

A reasonable favourable relationship was discovered between parents and adolescents Communication and self-worth, $r(190) = .559$, $p < .001$. It demonstrates that those who report having more interactions with their parental figures experience greater feelings regarding

themselves. The Development of Emotional Intelligence and feelings of self-worth have a considerable positive correlation ($r(190) = .821, p < .001$). This illustrates a substantial relationship across the two variables, implying that youngsters who have enhanced emotional intelligence are more inclined to express substantially improved perceptions of themselves. Most relationships are statistically noteworthy because their p - values are all less than .001. Positively interaction between parents and adolescents is found to be significantly correlated with emotional acumen and esteem for oneself, while emotional intelligence has a strong link with confidence in oneself among adolescents and young adults.

Hypothesis 1: PACS and Emotional Intelligence- a Pearson correlation encountered an enormous moderate positive correlation between youth-parent interaction and emotional maturity ($r = 0.485, df = 190, p < .001$). The unproven hypothesis (H_0) gets disregarded while an alternative hypothesis (H_1) is acknowledged. Teenagers who report enhanced parent-adolescent communication have dramatically greater behavioural intelligence.

Hypothesis 2: PACS and Self-Esteem: Parent-adolescent communication had a moderate-to-strong favourable correlation with regard for oneself ($r = 0.559, df = 190, p < .001$). The alternate hypothesis (H_1) is embraced whereas the null assumption (H_0) is discarded. Youths who have enhanced parental communication likely to have a much greater feelings of worth.

Hypothesis 3: Emotional Intelligence and Self-Esteem- Pearson's correlation showed an extremely positive relationship between the skill of emotional intelligence and feeling good about oneself ($r = 0.821, df = 190, p < .001$). The null hypothesis (H_0) gets disregarded while an alternate hypothesis (H_1) is granted acceptance. Young individuals with greater interpersonal skills have much better attainment of regard for oneself.

The outcomes of this study unequivocally show that interaction among parents and adolescents is favourably and significantly correlated with young adult emotional maturity and feelings of worth. The results of the correlation study showed that PACS and self-esteem and emotional competence had somewhat favourable associations. Further, a robust positive correlation has been established between self-confidence and interpersonal skills. At the .001 level, every association discovered was statistically significant.

The outcomes led to the exclusion of all invalid hypotheses and the endorsement of the alternate hypotheses. The findings imply that stronger interaction between parents and their teens has a significant impact on the development of interpersonal competence and a good sense of self.

Furthermore, it seems that strengthening optimism has been significantly affected by one's emotional intelligence.

Thus, the statistical analysis verifies the study's provided predictions and reveals that household interpersonal relationships, interpersonal skills, and self-worth are closely related categories.

5. Discussion

The foremost objective of this study was to investigate the possible association between parents and adolescents Communication (PACS), emotion intelligence, and self-confidence among young people. The analysis discovered a highly significant moderately beneficial association between PACS and emotional intellect. This indicates that youths who engage in straightforward, empowering, and beneficial dialogue with their parental figures have greater levels of behavioural awareness, behavioural regulation, and interpersonal empathy. A family that is resilient atmosphere for communication might provide teenagers with opportunity to convey their true feelings, settle disagreements constructively, and acquire adaptive responses to emotions. These findings are consistent with developmental and attachment views that highlight how crucial of secure and responding interactions between parents and kids in promoting interpersonal skills. (Bowlby, 1969; Ainsworth, 1978; Steinberg, 2001)

Furthermore, the current investigation demonstrated a little favourable relationship between optimism and parent-teen contact. This shows that children are far more inclined to have a strong sense of dignity and trust in themselves if they have pleasant and considerate interactions with the members of their extended family. Adolescent can absorb advantageous opinions of themselves and develop a fixed perception of themselves when they get emotional support, affirming statements, and positive feedback from their caregivers. On the reverse hand, undesirable interpersonal actions including denial, disapproval, or alienated sensations may undermine an individual sense of value. Therefore, solid communication within an extended family seems to be a major emotionally resource to promote regard for oneself throughout the transitional period that comprises early adulthood (Rosenberg, 1965; Harter, 1999; Laible, 2007).

Apart from that, research findings discovered a strong positive association across interpersonal skill and esteem for oneself, revealing that philosophically gifted individuals often possess greater advantageous assessments of themselves. acknowledging, governing, and articulating sentiments

in an appropriate fashion are all parts of behavioural intelligence, which might enhance esteem for oneself and lessen sentiments of insufficiency. Others who are adept at controlling their emotions are more equipped to manage anxiousness, uphold positive relationships, and overcome obstacles with enthusiasm, all of which boost their feelings of self-worth. Overall, its findings show how interactions between families, behavioural development, and perceived worth are intertwined and how nurturing familial contexts dramatically improve young individuals' psychological as well as emotional overall wellness (Mayer & Salovey, 1997; Goleman, 1995; Brackett, Mayer, & Warner, 2004)

Additionally, these findings have enabled collectively imply the interaction between adolescents and their parents may serve as an essential vehicle for the development of interpersonal skills and self-worth during the critical developmental period of adulthood. Since these means of action extensively assess linguistic accessibility, emotional management and assessment, and global feelings of worth, subsequently, the use of standard metrics like the Parents-Adolescent Conversation Scale, Schutte Self-Report Emotive Intelligence Test, and the Rosenberg Self-Esteem Rating Scale enhances the accuracy of the current discoveries. When taken as a whole, the findings suggests that young adults who have open interactions, compassion, and constructive disagreement from their families are more likely to internalize behavioural abilities and form a solid sense of self-effective discourse improves both inner-personal and interpersonal abilities by modelling proactive methods for dealing and offering secure emotions. Conversely, detrimental, preoccupied, or emotionally aloof interpersonal behaviour can impede the growth of confidence in oneself and emotional purity. Thus, the study stresses how crucial it is to pitch constructive communication practices in household settings, especially in later teenage years and the start of adulthood, since these negotiations have a substantial effect on over an extended period mental preparedness, their adjustment to society, and overall satisfaction with life. The results presented have significant ramifications for parenting classes initiatives, providing guidance interventions, and educational efforts that aim that would boost familial relationships in order to foster both mentally capable and confident young individuals (Barnes & Olson, 1982; Schutte et al., 1998; Rosenberg, 1965)

In combination with the main verdicts, this paper adds to the body of previous research by highlighting how family interaction, mental agility, and self-esteem are all interrelated and reinforce one another within a developmental framework. Conceptual curiosity, more freedom,

and heightened profound feelings are characteristics of the transitional stage of the early years of adulthood. Although many minors aspire for solitude at this time, encouraging guidance from parents can nonetheless act as a preventative element. In addition to strengthening associations, parents who practice candour, attentiveness, and emotional commiseration help their kids construct adaptive cognitive abilities. Millennial individuals are thus more equipped to handle uncertainties in their personal, community, and job endeavours with heightened confidence and stable emotion (Erikson, 1968; Steinberg, 2014; Bowlby, 1969)

Moreover, the most recent findings underscore the physiological significance of interpersonal communication patterns within the extended family system, especially as one makes the phase that passes from growing up to early adulthood. Teenagers in this period face challenges with personality discovery, increased independence, educational and employment demands, and change obligations to society. In such cases, righteous and accepting dialog with caregivers can act as a moderating contribution, lessening tensions and disruptive emotions. The younger generations are more likely to construct stable internal operation models of affection when their primary caregivers take part in mindful listening, empathetic validation, and constructive feedback. Humans' views regarding their own and relations with other individuals fluctuate by their subconscious paradigms, which are formed via recurring verbal confrontations. As consequence, fruitful communication between parents and teens cultivates sustained behavioral structuring, psychological maturity, and interaction skill, as opposed to just superficial feelings of security. The reasonable but essential relationships established in the investigation illustrate that verbal interaction quality serves as a fundamental framework for growing and bolstering interpersonal skills and self-worth across lifetime.(Bretherton, 1992; Collins & Steinberg, 2006; Mikulincer & Shaver, 2007)

A reciprocate hierarchy can also help people comprehend the interrelationships between relationship building, emotional intelligence, and self-confidence. Emotional competence may assist teenagers perceive maternal signals with greater precision, reply wisely, or participate in substantial discourse, upgrading their interaction. Enhancing interaction then promotes to further psychological growth chances, increasing mindfulness and modulation. Conversely, higher self-esteem may allow youngsters to disclose themselves openly and resolve troubles assertively without fear of being disregarded, so strengthening parental connections. This cyclical tendency implies that such constructs are not static parameters, but rather evolving elements of a larger

behavioural environment. The analysis's highly significant results emphasize the relevance of comprehending family communication as both a benchmark and a marker of psychological and emotional wellness. As an outcome, interventions aimed at any one of those branches may have a profitable spill over influence on other areas, thereby encouraging integrated growth among youngsters (Salovey & Mayer, 1990; Branden, 1992; Gottman, Katz, & Hooven, 1997)

6. Conclusion

The ultimate objective of the present research investigation was to determine how interaction between parents and teens benefited young individuals their sense of worth and their emotional intelligence. The conclusions unequivocally show that interpersonal competency and self-worth are significantly affected by caregivers' sympathetic and prosperous dialogue with their youngsters. More years of interpersonal skills and self-worth were additionally shown by youngsters who expressed greater interaction patterns with their elders. These findings highlight the substantial influence that the family atmosphere has on psychological growth in the earliest stages of life. Furthermore, the substantial positive association between esteem for oneself and emotional maturity highlights the interrelated nature of self-associated and psychological processes. Individuals that can successfully comprehend, control, and verbally express with their feelings are more likely to be blessed with a positive self-image and sense of self-worth. In addition to facilitating interpersonal relationships with others, behavioural intelligence boosts psychological equilibrium inside oneself, which in turn fosters confidence in yourself. The investigation underscores the essential nature of a person's emotional intelligence for growth as a person and well-being in general.

With every aspect considered, the investigation highlights the significance it is for encouraging transparent, sympathetic and effective interactions within households. Strengthening relationships among adolescents and their parents may be an instrumental and preventive element in raising young people's psychological awareness and regard for themselves. By showing how families function affects frightened and personal personality growth, these findings make an important boost to the fields of psychology. They also imply that parental communication-boosting techniques can benefit younger people's psychological as well as emotional health in years to come. Apart from its speculative contribution, this particular study has major implications for emotional wellness caregivers, kids, educators, and psychologists. According to the research,

fostering beneficial interaction styles in households can be a useful tactic for raising emotionally secure and confident young people. To improve adult-parent interactions, instruction in interpersonal skills may be included in programs for parenting, elementary school emotional learning exercises, and counsellor efforts. Individuals may foster an encouraging environment to encourage favourable behavioural results through the practice of emotional endorsement, candid debate, and paying close attention.

Despite its major accomplishments, the analysis also leaves room for additional study. Additional factors that might influence the link involving interpersonal interactions, emotional intelligence, and self-esteem include familial approaches, socio-cultural consequences, and gender imbalances. The longitudinal study could bring light regarding how those connections change over time. Nevertheless, the current findings firmly indicate that the cornerstones of psychological strength and dignity is profoundly based in familial relationship patterns, emphasizing the ongoing impact of communicating with parents on young humanity's whole-person growth.

6.1 Limitations of the Study

This research carries several key barriers that merit being addressed regardless its advantages:

In the beginning the experiment utilizes only self-reported assessments, such as the Parent-Adolescent Communication Scale, the Rosenberg Self-Esteem Scale, and a standardized Emotional Intelligence Scale. The correctness of those findings may be compromised by bias toward social desire, attitude deception, and respondents' personal assessments when responding to questionnaires for self-report.

Secondly, it is far harder to ascertain causality when using the cross-sectional paradigm. Although it is feasible to recognize links relating parent-adolescent communication, self-esteem, and emotional intelligence, the purposefulness of such relationships cannot be substantiated.

Thirdly, those findings may not be as relevant for bigger groups since the population being studied may have been deliberately chosen depending on a specific geographical region, academic institution, or socioeconomic group. The relationships between families and social expectations may have significant consequences on your mental development and ways of interacting.

Fourthly, the associations found may have been heavily impacted by muddying factors that were never taken into account, including as nurturing style, influence of peers, connection patterns, socioeconomic standing, personal traits, and mental health problems.

In the end, the research project concentrates on adults' retrospective judgments of youth interpersonal relationships, which may be susceptible to recent mental conditions and memory skew.

6.2 Future implications

The findings of this research propose an abundance of opportunities for additional study and concrete applicability.

The growth-oriented trajectory of parent-adolescent communication and its long-lasting impact on self-worth and mental ability should be addressed in further research using longitudinal methodologies. More powerful conclusions on processes of development and attribution might be obtained with such strategies. To improve the outside validity and multilingual perception, additional studies may widen the sample by include a variety of socioeconomic, material, and marital background. Analyses that investigate different kinds of households might shed additional details on the ecological effects.

To create a more thorough model of emotional and self-concept development, future researchers may also include other psychological factors as attachment style, resilience, coping mechanisms, parenting style, and mental health indicators. Another crucial area of study is intervention-based research. Programmes which enhance family communication abilities could eventually be developed and examined experimentally to see how well they strengthen the mental capacity and self-confidence of young individuals.

In the end, using blended-method techniques that blend qualitative data collection with measurement methods would offer more detailed and intricate insights into how interpersonal interactions promote one's mental health.

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