



Parenting Styles and Adolescent Emotion Regulation: A Systematic Literature Review

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ABSTRACT

Parenting styles are important contextual factors in adolescent emotional development, particularly in the acquisition of emotion regulation skills. Adolescence involves substantial social, cognitive, and emotional changes, making the family environment an important context for understanding how young people respond to emotional challenges. This systematic literature review aims to examine the association between parenting styles and emotion regulation among adolescents, identify the parenting dimensions most frequently associated with adaptive and maladaptive emotional outcomes, and determine gaps in the existing evidence. The review is designed according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework. Eligible studies are intended to include peer-reviewed empirical research published between 2016 and 2026 that examines parenting practices and emotion regulation in adolescent populations. Twelve studies are planned for inclusion, subject to documented screening and eligibility assessment. Existing systematic evidence indicates that parental warmth and support are generally associated with lower emotion dysregulation, whereas psychological control and authoritarian parenting are associated with greater difficulties in emotional regulation. However, the strength of these associations varies across studies, and cultural context, measurement differences, and study design may contribute to inconsistent findings. The review highlights the importance of distinguishing broad parenting styles from specific parenting practices and parental emotion-socialization behaviors. Its intended contribution is to provide an integrated account of how family interactions relate to adolescent emotion regulation and to identify priorities for culturally sensitive, longitudinal, and methodologically rigorous research.

AUTHORS' CONTRIBUTION

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INTRODUCTION

Adolescence is a developmental period characterized by changes in emotional experiences, social relationships, cognitive functioning, and the formation of personal identity. During this period, individuals increasingly encounter complex emotional demands while developing the capacity to recognize, understand, and regulate their emotional responses. Emotion regulation refers to the



processes through which individuals influence the occurrence, intensity, duration, and expression of their emotions. Difficulties in these processes may be associated with emotional and behavioral problems, although the nature and strength of these associations depend on individual and environmental factors. The family constitutes an important developmental context in which adolescents learn how emotions are expressed, interpreted, and managed. Parenting styles describe relatively consistent patterns of parental responsiveness and demandingness, while specific parenting practices refer to particular behaviors used to guide children's development. Warmth, emotional availability, and appropriate behavioral boundaries may provide opportunities for adolescents to develop emotional awareness and regulation. Conversely, harsh control, invalidation, and psychological pressure may restrict opportunities for emotional expression and independent coping. These relationships should not be interpreted as exclusively causal because adolescent characteristics can also influence parental responses.

The relevance of parenting is supported by evidence linking parenting dimensions with emotional and psychological outcomes. Pinquart (2017), in a meta-analysis of 1,015 studies, reported that parental warmth, autonomy granting, and authoritative parenting were associated with lower internalizing symptoms, whereas psychological control and harsh parenting were associated with higher symptom levels. Although internalizing symptoms are not equivalent to emotion dysregulation, these findings establish the broader significance of parenting for adolescent adjustment.

Recent research has increasingly examined parenting as a multidimensional construct rather than treating each parenting style as a uniform category. Goagoses et al. (2023) synthesized 30 articles in a narrative review and included 27 studies in a meta-analysis. Their findings indicated that positive parenting dimensions, including warmth and supportiveness, were generally negatively associated with emotion dysregulation, whereas negative parenting dimensions, including psychological control and authoritarian parenting, were positively associated with emotion dysregulation. The overall association was statistically significant but small, and heterogeneity across studies was moderate to high. These findings suggest that parenting matters, but its association with emotional outcomes should not be generalized without considering differences in populations and measurement.

Research has also emphasized the role of parents' own emotional functioning. Holzman et al. (2022) synthesized evidence concerning parental dispositional emotion regulation and youth mental health. Their meta-analysis found a small-to-moderate association between maladaptive parental emotion regulation and greater youth mental health symptoms ($r=0.25$), while adaptive parental emotion regulation was associated with fewer symptoms ($r=-0.16$). These results indicate that adolescent emotional development may be linked not only to general parenting styles but also to the ways parents themselves respond to emotional experiences. However, mental health symptoms should not be treated as direct measures of emotion regulation.

Cultural context is another important consideration. Rosharudin et al. (2023) reviewed 29 studies concerning parenting factors and emotion regulation among Asian adolescents. Their thematic synthesis identified observational learning, parenting practices, and the emotional climate of the family as major themes. This evidence suggests that adolescents' emotional development should be examined within the relational and cultural settings in which parenting occurs. The same parental behavior may be experienced differently depending on family expectations, communication patterns, and culturally shaped understandings of parental authority.

Despite growing interest in parenting and emotion regulation, several issues remain. First, studies do not always distinguish broad parenting styles from specific practices such as emotional validation, psychological control, autonomy support, or parental responses to negative emotions. Second, existing evidence varies in developmental age ranges, research designs, measurement instruments, and definitions of emotion regulation. Third, studies of Asian adolescents have identified culturally relevant themes, but the evidence still requires careful integration with broader international findings. Finally, associations reported in cross-sectional studies cannot establish whether parenting precedes emotional regulation difficulties or whether adolescents' emotional responses also shape parental behavior.

These limitations indicate the need for a structured synthesis that examines the direction and consistency of reported associations while considering conceptual and methodological differences. The

present review therefore focuses specifically on adolescents and distinguishes emotion regulation from related outcomes, including emotional dysregulation and general mental health symptoms.

This study aims to systematically review empirical evidence concerning the relationship between parenting styles and emotion regulation among adolescents. Specifically, it examines the associations of authoritative, authoritarian, permissive, and neglectful parenting, as well as relevant dimensions such as parental warmth, psychological control, and autonomy support, with adaptive and maladaptive emotion regulation. It also considers cultural context, research design, and measurement differences as potential explanations for variation across findings.

The intended contribution is a conceptually integrated synthesis that distinguishes parenting styles from individual parenting practices and differentiates emotion regulation outcomes from broader psychological symptoms. By emphasizing these distinctions, the review seeks to clarify which aspects of parenting are associated with adolescent emotional functioning and identify priorities for future research and family-based support. The final claims of novelty will need to be confirmed after the 12 included studies have been identified and compared systematically.

METHODS

This study adopts a systematic literature review (SLR) to examine the relationship between parenting styles and emotion regulation among adolescents. The review is intended to identify, evaluate, and synthesize empirical evidence using predefined eligibility criteria and a transparent selection procedure. The reporting structure follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 statement, which provides guidance for documenting study identification, screening, eligibility assessment, and final inclusion (Page et al., 2021).

The review question is: How are parenting styles and specific parenting dimensions associated with emotion regulation among adolescents? The population of interest comprises adolescents, with age boundaries recorded as reported in each original study. The exposure or predictor variables include parenting styles, parental warmth, psychological control, autonomy support, and related parenting practices. The outcomes include adaptive emotion regulation, emotion dysregulation, and clearly defined emotion-regulation difficulties. Broader psychological outcomes are considered contextual evidence rather than equivalent measures of emotion regulation.

Studies are eligible when they are peer-reviewed journal articles published within the specified period, written in English, include adolescent participants, and empirically examine the association between parenting styles or parenting dimensions and emotion regulation. Quantitative, qualitative, and mixed-methods designs may be included when their findings directly address the review question. Studies are excluded when they focus exclusively on non-adolescent populations without separately reported adolescent findings, do not assess parenting or emotion regulation, or provide insufficient information for extraction. Reviews and meta-analyses may be used to develop the conceptual framework and identify primary studies, but they should not automatically be counted as primary empirical studies in the final synthesis.

The findings are synthesized narratively and organized into themes concerning supportive parenting, controlling or adverse parenting, parental emotional modeling, and cultural or methodological variation. Results are compared according to the direction and consistency of reported associations. Because the included studies may differ in design, population, and outcome measures, statistical pooling is not assumed to be appropriate. The review avoids causal conclusions from correlational findings and distinguishes direct evidence on emotion regulation from indirect evidence concerning mental health symptoms. The completed report should include the actual PRISMA counts and a transparent account of methodological quality appraisal.

RESULTS AND DISCUSSION

Result

The reviewed evidence indicates that CBT and related cognitive-behavioral interventions are associated with reductions in depressive symptoms among university students. However, the magnitude

of the effects varies according to the intervention format, participant characteristics, comparison conditions, and follow-up period.

Table 1. Existing systematic evidence on parenting and emotional outcomes

Source	Evidence base	Main findings	Relevance to the present review
Pinquart (2017)	Meta-analysis of 1,015 studies concerning parenting and internalizing symptoms in children and adolescents	Warmth, autonomy granting, and authoritative parenting were associated with lower internalizing symptoms; psychological control and harsh parenting were associated with higher symptoms.	Provides broader evidence about parenting and emotional adjustment, but internalizing symptoms are not equivalent to emotion regulation.
Goagoses et al. (2023)	30 articles in narrative synthesis; 27 studies in meta-analysis	Positive parenting dimensions were generally associated with lower emotion dysregulation; negative dimensions were associated with higher dysregulation. The overall association was small and heterogeneity was moderate to high.	Directly informs the relationship between parenting dimensions and emotion dysregulation.
Holzman et al. (2022)	Meta-analysis of parental dispositional emotion regulation and youth mental health	Maladaptive parental emotion regulation was associated with greater youth mental health symptoms ($r = .25$); adaptive parental regulation was associated with fewer symptoms ($r = -.16$).	Supports the relevance of parental emotional functioning, although the outcome is broader than emotion regulation
Rosharudin et al. (2023)	Systematic review of 29 articles concerning Asian adolescents	Three themes emerged: observational learning, parenting practices, and the emotional climate of the family.	Provides culturally relevant evidence for interpreting parenting in Asian adolescent populations.

The existing literature indicates that parental warmth, supportiveness, and autonomy granting are generally associated with more favorable emotional outcomes. These practices may create an environment in which adolescents can communicate emotional experiences, receive guidance, and gradually develop independent coping strategies. Nevertheless, the strength of these associations varies across studies, and the findings do not establish that supportive parenting alone determines emotion-regulation ability.

Psychological control and authoritarian parenting have been associated with greater emotion dysregulation in the existing meta-analytic evidence. Such practices may restrict emotional expression or increase interpersonal tension, although the precise mechanisms require direct empirical examination. Differences in the operational definitions of control and discipline should be considered when The Asian adolescent review identifies observational learning and family emotional climate as relevant themes. This suggests that emotional development may occur through repeated interactions, including how parents express emotions, respond to distress, and communicate expectations. However, these themes should not be treated as effect estimates or proof of causal pathways.

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Table 2. Proposed framework for extracting results from the 12 primary studies

Analytical domain	Variables to extract	Synthesis question
Supportive parenting/internalizing	Warmth, responsiveness, authoritative parenting, autonomy support	Are these dimensions associated with adaptive emotion regulation?
Controlling parenting	Psychological control, harsh discipline, authoritarian parenting	Are these dimensions associated with emotion-regulation difficulties?

Permissive or uninvolved parenting	Behavioral boundaries, responsiveness, parental involvement	Are findings consistent or mixed across studies?
Parental emotional processes	Emotion modeling, emotional validation, responses to distress	What processes may explain the reported associations?
Contextual factors	Culture, age, gender, family context, measurement	Which factors may account for differences between findings?
Methodological quality	Design, sample, instruments, confounders, limitations	How confidently can the reported associations be interpreted?

Discussion

The association between supportive parenting and more favorable emotional outcomes is consistent with the findings of Goagoses et al. (2023), whose meta-analysis identified a negative association between positive parenting and emotion dysregulation. Pinquart (2017) similarly found that parental warmth, autonomy granting, and authoritative parenting were associated with lower internalizing symptoms. Although these outcomes differ, both bodies of evidence suggest that parental responsiveness and appropriate autonomy may be relevant to adolescents' emotional adjustment.

Conceptually, supportive parenting may facilitate emotion regulation by providing opportunities for adolescents to label emotional experiences, discuss interpersonal difficulties, and practice problem-solving. Parents who acknowledge emotional experiences while maintaining appropriate behavioral boundaries may help adolescents distinguish between the legitimacy of an emotion and the acceptability of a particular behavior. This interpretation is consistent with social learning and emotion-socialization perspectives, but the precise mediating processes should be tested rather than assumed.

Authoritative parenting may be particularly relevant because it combines responsiveness with behavioral structure. Nevertheless, the review should not assume that authoritative parenting has the same meaning or effect in every family or cultural setting. Its association with emotional outcomes may depend on how warmth, expectations, and autonomy are expressed and experienced by adolescents. The existing meta-analytic evidence identifies positive associations between negative parenting dimensions and emotion dysregulation (Goagoses et al., 2023). Psychological control and authoritarian parenting are important to examine because they may involve pressure, restrictive emotional expression, or limited opportunities for autonomous emotional coping. Pinquart (2017) also found associations between psychological control, harsh control, and higher internalizing symptoms. These findings are related but should not be interpreted as equivalent evidence: emotional dysregulation concerns difficulties in managing emotional responses, whereas internalizing symptoms include outcomes such as anxiety and depression.

One possible interpretation is that persistently controlling interactions may reduce opportunities for adolescents to develop independent strategies for responding to distress. However, alternative explanations must also be considered. Adolescents experiencing emotional or behavioral difficulties may elicit more controlling parental responses, and both parenting and emotional functioning may be influenced by wider family stressors. Cross-sectional associations alone cannot determine the direction of these relationships. Longitudinal designs are therefore needed to clarify temporal ordering and possible reciprocal effects.

Parenting styles may not fully explain how emotional competencies develop within families. Holzman et al. (2022) found that maladaptive parental emotion regulation was associated with greater youth mental health symptoms, while adaptive parental emotion regulation was associated with fewer symptoms. These findings suggest that the emotional functioning of parents may be relevant alongside their broader parenting approach. Nevertheless, because the review examined youth mental health symptoms, its results should be treated as complementary evidence rather than a direct estimate of the association between parenting styles and adolescent emotion regulation.

From a conceptual perspective, parents may provide emotional models through their everyday responses to frustration, conflict, sadness, and disappointment. Adolescents may observe how caregivers interpret emotionally challenging situations, communicate their needs, and recover from distress. Parents' capacity to regulate their own emotions may also influence whether they respond to adolescents' distress with support, dismissal, or escalation. These potential pathways warrant direct

examination using measures that distinguish parental emotion regulation, emotion-socialization practices, and adolescents' own regulatory strategies.

The review by Rosharudin et al. (2023) highlights observational learning, parenting practices, and family emotional climate in studies of Asian adolescents. This evidence reinforces the importance of examining parenting within its cultural context. Parenting practices do not occur independently of family expectations, intergenerational relationships, and culturally shaped understandings of authority and responsibility. Consequently, a practice categorized as controlling in one context may be experienced differently in another, although cultural context should not be used to presume that all practices are beneficial or harmful. For research in Indonesia, this perspective supports examining how parental warmth, behavioral expectations, emotional expression, and autonomy are operationalized in local populations. However, evidence from Asian samples in general cannot automatically be generalized to Indonesian adolescents. Local empirical studies are needed to examine regional, socioeconomic, and family-level variation.

An important limitation of the existing evidence is the variation in definitions and measurements of emotion regulation and dysregulation. Goagoses et al. (2023) reported moderate-to-high heterogeneity across studies, indicating that the overall association does not capture all differences between individual findings. Such heterogeneity may reflect differences in samples, measures, study designs, or the parenting dimensions examined. Future systematic reviews should distinguish primary studies from previously published reviews, document the reasons for excluding full-text articles, and assess study quality using an appropriate appraisal tool. Cross-sectional, longitudinal, and intervention studies should also be interpreted separately because they support different levels of inference. Where sufficiently comparable measures and effect estimates are available, quantitative synthesis may be considered; otherwise, a structured narrative synthesis is more appropriate.

CONCLUSION

The available literature indicates that parenting styles and specific parenting dimensions are associated with adolescent emotional functioning. Parental warmth, supportiveness, autonomy granting, and authoritative parenting have generally been linked to more favorable emotional outcomes, whereas psychological control and authoritarian parenting have been associated with greater emotion dysregulation. Evidence concerning parental emotion regulation and family emotional climate further suggests that adolescents' emotional development may be shaped by both parenting practices and the emotional processes occurring within the family. These associations, however, vary across studies and should not be interpreted as definitive evidence of causation.

The proposed systematic review seeks to integrate these findings by distinguishing broad parenting styles from specific practices and direct emotion-regulation outcomes from broader mental health indicators. Its contribution will depend on transparent selection procedures, critical appraisal of the included studies, and careful interpretation of methodological and cultural differences. The main limitation at this stage is that the 12 primary studies have not yet been documented in an article-level extraction table; therefore, the findings presented here are a synthesis of existing reviews rather than the final results of a completed 12-study review. Future research should prioritize longitudinal designs, culturally appropriate measurement instruments, and explicit examination of reciprocal relationships between parental behavior and adolescent emotional functioning. Such research may inform family-based programs that support emotional communication, adaptive coping, and developmentally appropriate autonomy.

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