

Unravelling Emotional Intelligence: Exploring Parenting Patterns and Sociodemographic Determinants

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ABSTRACT

Emotional intelligence (EI) plays a critical role in adolescents' social and academic development. This study investigates the influence of perceived parenting styles and sociodemographic factors on the emotional intelligence of junior high school students. A quantitative descriptive approach was utilized, involving 177 seventh-grade students who completed standardized questionnaires assessing emotional intelligence, parenting styles, and demographic information. Findings reveal that 51% of students exhibit moderate levels of emotional intelligence. The most commonly perceived parenting styles were permissive and indifferent, while students who perceived their parents as authoritative demonstrated higher EI levels. Significant differences in EI were also found across gender, age, and parental education. Female students reported higher EI scores than males. Students aged 13 exhibited greater emotional intelligence compared to those aged 12 and 14, potentially due to key developmental transitions at that age. Furthermore, higher parental education was associated with elevated EI levels among students. These results underscore the relevance of parenting style and sociodemographic background in shaping emotional intelligence during early adolescence. Schools are encouraged to support the development of EI through structured counseling programs. School counselors should tailor interventions based on students' developmental stages and family contexts. Emotional intelligence among junior high school students is significantly shaped by parenting styles and demographic factors. Future research should explore additional variables such as socioeconomic status and cultural background to inform more comprehensive and culturally responsive interventions.

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1. INTRODUCTION

In the era of globalization, emotional intelligence (EI) is increasingly recognized for its critical role in various life aspects, particularly in education and counselling (Adamakis & Rocliffe, 2024; Najar et al., 2023; Rico-González, 2023). While intellectual intelligence has traditionally been emphasized, EI is now deemed essential for achieving success and well-being. Despite extensive research on EI, a notable gap exists in understanding how parenting styles and sociodemographic factors influence EI development in adolescents. This study aims to fill this gap by exploring these influences, as comprehensive studies that simultaneously examine both factors are lacking.

Emotional intelligence is defined as the ability to perceive, understand, manage, and regulate emotions in oneself and others (Goleman, 2021). It is crucial during adolescence, a developmental stage marked by significant physical, emotional, and social transformations (González Moreno & Molero Jurado, 2024; Molina Moreno et al., 2024; Tejada-Gallardo et al., 2022). Adolescents face heightened emotional tension due to these changes, making EI vital for managing stress and fostering emotional independence (Mármol et al., 2023; Năstasă et al., 2023; Sarmiento et al., 2023).

Research in Malang and Bogor highlights that a significant portion of students exhibit moderate EI levels, with 61.3% in Malang and 82.9% in Bogor falling into this category (Bariyyah & Latifah, 2019; Nabilah et al., 2020). These statistics underscore the need to enhance EI among students and examine the impact of parenting styles. Effective parenting, characterized by warmth and open communication, is pivotal in nurturing EI (Goleman, 2021).

This study seeks to unravel the complexities of EI by investigating the impact of parenting patterns and sociodemographic determinants. The primary research questions are: How do parenting styles affect students' emotional intelligence? What role do sociodemographic factors play in EI development? By addressing these questions, the study aims to provide insights into effective strategies for enhancing EI in adolescents, promoting their ability to manage emotions and build positive societal relationships.

The novelty of this study lies in its comprehensive examination of both parenting styles and sociodemographic factors, offering new insights into the development of EI in adolescents. This research will contribute to the field by identifying effective interventions and strategies to foster EI, ultimately supporting adolescents in achieving emotional well-being and success. By filling the existing research gap, this study aims to inform educational practices and parental guidance strategies, enhancing the overall understanding of EI development during adolescence. The findings could have significant applications in developing tailored programs for schools and parents to support emotional growth in students.

2. METHODS

The approach used in this study is quantitative, which involves measuring variables with research instruments to generate numerical data that can be analyzed using statistical procedures (Creswell, 2014). The quantitative approach was selected to obtain empirical data regarding students' emotional intelligence and parental parenting patterns among grade VII students of Junior High School (SMP) Negeri 12 Bandung for the 2023/2024 Academic Year.

This study employs a quantitative approach with a descriptive and inferential design to analyze the relationships between emotional intelligence, parenting styles, and sociodemographic factors. The study utilizes multiple linear regression analysis to assess the impact of independent variables (parenting styles, gender, age, and parental education) on the dependent variable (emotional intelligence). This method allows for a more robust statistical examination of how these factors influence students' emotional intelligence.

2.1 Research Population and Sampling

This study's participants consist of grade VII students from SMP Negeri 12 Bandung for the 2023/2024 academic year. The population data is presented in Table 1 below:

Table 1. Research Population

No	Class	Amount
1	VII A	35
2	VII B	36
3	VII C	36
4	VII D	36
5	VII E	36
6	VII F	36
7	VII G	35
8	VII H	34
9	VII I	34
Total		318

The sampling technique used in this study is convenience sampling, which involves selecting participants based on their availability and willingness to participate (Creswell & Creswell, 2018). Although convenience sampling may introduce potential biases due to non-random selection, it is suitable for this study as it allows for efficient data collection within the constraints of the school environment. Additionally, Slovin's formula was applied to determine the required minimum sample size with a 5% margin of error, as outlined by Tajeda and Punzalan (2012, p. 129). The formula used is:

$$n = \frac{N}{1 + N(e)^2}$$

Note:

n : Sample

N : Population

e : Margin of error

By using this formula, the sample of students can be obtained as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{318}{1 + 318(0,05)^2}$$

$$n = \frac{318}{1 + 318(0,0025)}$$

$$n = \frac{318}{1 + 0,795}$$

$$n = 177$$

Thus, if the population size is 318 and the sampling error is 5%, the required sample size is 177 samples.

2.2 Data Collection

Data were collected using standardized questionnaires designed to measure emotional intelligence, perceived parenting styles, and sociodemographic information. The emotional intelligence scale was adapted from Goleman's framework, which includes dimensions such as self-awareness, emotion regulation, motivation, empathy, and social skills. The parenting styles were categorized into

authoritative, authoritarian, permissive indulgent, and permissive indifferent, based on Baumrind's typology.

The validity and reliability tests of the instruments in this study were conducted to ensure that the measurement tools used were accurate and consistent in assessing the intended construct. The validity test was performed using Pearson correlation analysis via IBM SPSS Statistics version 29, with the criterion that the calculated correlation coefficient (*r-count*) must be greater than the critical value (*r-table*) of 0.254 and a significance level of < 0.05 . The validity test results showed that out of 42 items in the emotional intelligence instrument, 37 were deemed valid, while the parenting style instrument, consisting of 37 items, was fully validated. The reliability test, conducted using the Split-Half Spearman-Brown method, yielded a reliability coefficient of 0.758 for emotional intelligence (*acceptable*) and 0.695 for parenting style (*moderate/acceptable*), indicating that both instruments are acceptable and suitable for use in this study.

2.3 Data Analysis

Descriptive statistics were used to summarize the distribution of emotional intelligence levels, parenting styles, and sociodemographic factors. To examine the relationships among variables, multiple linear regression analysis was conducted using IBM SPSS 29. The model was structured as follows:

$$EI = \beta_0 + \beta_1(\text{Parenting Style}) + \beta_2(\text{Gender}) + \beta_3(\text{Age}) + \beta_4(\text{Parental Education}) + \varepsilon$$

Where:

- **EI** = Emotional Intelligence (dependent variable)
- **Parenting Style** = Categorized as authoritative, authoritarian, permissive indulgent, or permissive indifferent (independent variable)
- **Gender** = Male (1), Female (0) (independent variable)
- **Age** = Measured in years (independent variable)
- **Parental Education** = Coded as Elementary (1), Middle School (2), High School (3), and Higher Education (4) (independent variable)
- ε = Error term

The significance level was set at $p < 0.05$. The analysis aimed to determine which factors significantly influence students' emotional intelligence. The results were interpreted by examining coefficient values, significance levels (p-values), and the overall model fit (R-squared value).

By incorporating regression analysis, this study provides a more comprehensive understanding of how different parenting styles and sociodemographic factors contribute to students' emotional intelligence development.

3. FINDINGS AND DISCUSSION

3.1 Student Emotional Intelligence Profile

This study used an ideal score benchmark to produce 5 categories of students' emotional intelligence: very high, high, moderate, low, and very low. Furthermore, the following table provides an overview of emotional intelligence in SMP Negeri 12 Bandung grade VII students for the 2023/2024 Academic Year.

Table 2. Student Emotional Intelligence Profile

Category	Interval	Frequency	Percentage
Very Low	$X \leq 73.5$	0	0%
Low	$73.5 < X \leq 98.5$	2	2%
Moderate	$98.5 < x \leq 123.5$	91	51%
High	$123.5 < x \leq 148.5$	83	47%
Very High	$X \geq 148.5$	4	2%
Total		180	100%

Table 2 categorizes students' emotional intelligence with an average calculation of 111 and a standard deviation of 25. Based on the formulation of grouping and conversion of the ideal pass limit from the sample of 180 students, a very high category of 4 students (2%), a high category of 83 students (47%), a medium category of 91 students (51%), a low category of 2 students (1%), and no students were included in the very low category. This percentage shows that the emotional intelligence of SMP Negeri 12 Bandung grade VII students for the 2023/2024 school year tends to be homogeneous. This means that, in general, it can be said that most students' emotional intelligence is in the medium category.

The findings of this study align with Goleman's (2021) theory of emotional intelligence, which emphasizes the ability to recognize and manage one's emotions, self-motivate, understand others' emotions, and build healthy interpersonal relationships. These findings highlight that while many students show potential to achieve higher emotional intelligence, consistency in recognizing and managing emotions, motivating oneself, and understanding and maintaining relationships with others still needs to be improved. Students with moderate emotional intelligence are in the developmental stage, progressing toward higher levels. It means they are not yet entirely consistent in recognizing and managing emotions, motivating themselves, understanding others' emotions, and building relationships. Emotional intelligence that remains in the moderate category can be associated with their stage of development, considering that factors such as learning from the environment (nurture) significantly affect emotional development.

Since these students are still in grade VII, they have a significant opportunity to improve their emotional intelligence, learning process, and experiences gained in the future. With the proper support and learning, their emotional intelligence can develop to a higher level in subsequent stages of education. This is consistent with Santrock's (2011) view that emotions are influenced by biological and experiential factors, meaning that emotions are not only innate from birth but are also shaped through interaction with the environment. Santrock (2011) further explains that emotional development is shaped by a combination of biological factors and life experiences, meaning emotional intelligence continues to evolve as students age and gain more life experiences.

Further analysis reveals that students with moderate emotional intelligence may face challenges in consistently recognizing and managing their emotions. This highlights the critical role of parental upbringing in supporting emotional intelligence development. The student's emotional intelligence in the moderate category can indicate that they may not receive adequate affection and care from their parents. Each family has a unique parenting style, significantly influencing how children are guided and educated (Garcia & Serra, 2019). Variations in parenting styles—democratic, permissive, or authoritarian—can lead to differences in emotional intelligence levels.

Regarding parenting practices, Goleman (2021) asserts that effective parenting enhances a child's emotional intelligence by providing warmth, maintaining open communication, and dedicating ample time to the child. Supportive parental treatment fosters essential emotional skills such as empathy, relationship-building, and conflict resolution. The emotional bond between children and parents is greatly influenced by the attention and care parents provide (Sánchez-Núñez, 2020).

The findings also indicate that 49% of students fall into high and very high emotional intelligence categories. These students tend to be more consistent in recognizing their emotions, managing emotional responses, self-motivating, understanding others' feelings, and building interpersonal relationships. According to Goleman (2021), the most significant opportunities to develop elements of emotional intelligence occur during early childhood, though this development can continue throughout the school years. Additionally, cultural factors have a substantial impact on parenting styles within families. Slone (2012) highlights that parenting practices are often influenced by the family's cultural background, which can shape children's abilities to manage emotions and build social connections.

Differences in students' levels of emotional intelligence suggest that school-based guidance and counseling play a crucial role in supporting their emotional development. Individuals with high emotional intelligence are better equipped to respond to emotions effectively, control emotional responses, and enhance weaker emotional abilities (Urquijo, 2019). Although most SMP Negeri 12 Bandung grade VII students are generally in the moderate category in recognizing and managing their emotions, more efforts are still needed to improve their emotional intelligence. Therefore, school counselors must provide tailored services to help students manage their emotional responses more effectively and to support their overall development.

Emotional intelligence plays a pivotal role in students' growth, particularly in their ability to recognize and manage emotions, self-motivate, understand others' feelings, and build interpersonal relationships. With systematic interventions through ongoing guidance and counseling programs, students have the potential to achieve higher levels of emotional intelligence, which will be crucial for their future success and social interactions.

3.2 Students' Emotional Intelligence Achievement Level in Every Aspect

The level of emotional intelligence achievement of grade VII students of SMP Negeri 12 Bandung for the 2023/2024 school year is seen from five aspects: the ability to recognize one's own emotions, the ability to manage emotions, the ability to motivate oneself, the ability to recognize the emotions of others, and the ability to foster relationships. The following is the level of emotional intelligence achievement of grade VII students of SMP Negeri 12 Bandung for the 2023/2024 Academic Year in each aspect.

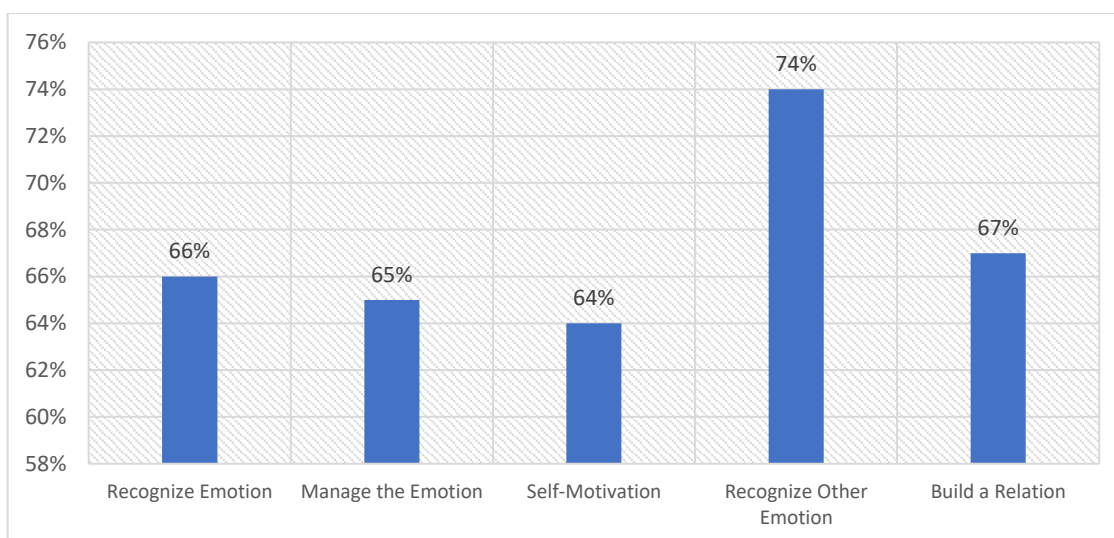


Figure 1. Students' Emotional Intelligence Achievement Level in Every Aspect

The first aspect is recognizing emotions to obtain a percentage of 66% or moderate emotional intelligence achievement. This means that students have a pretty good ability to understand and

identify their feelings, although they are not yet fully developed. The second aspect is managing emotions, which obtained a percentage of 65% or moderate emotional intelligence. This means that students can regulate and control their feelings, even though they are not fully developed.

The third aspect is self-motivation, used to obtain a 64% or a moderate level of emotional intelligence achievement. This means that students demonstrate a strong ability to move themselves to achieve the goals they set. The fourth aspect is recognizing other people's emotions to obtain a percentage of 74% or a high level of emotional intelligence. This means that students have demonstrated exceptional ability to understand and respond to the emotional needs of those around them.

The fifth aspect is fostering relationships, obtaining a percentage achievement rate of 67% or being at a moderate level of achievement of associative intelligence. Students have demonstrated strong communication abilities, understanding, respecting others, and building healthy and supportive relationships. Among the five aspects with the highest level of emotional intelligence, achievement is recognizing one's emotions at 74%. Meanwhile, the aspect with the lowest achievement level is the self-motivation aspect of 64%.

These findings indicate that students excel in recognizing others' emotions (74%), suggesting strong empathetic abilities, whereas self-motivation (64%) was the weakest aspect. This may be attributed to external pressures such as academic demands, social expectations, and a lack of structured support systems for fostering intrinsic motivation. Additionally, adolescence is a developmental stage where self-regulation and goal-setting skills are still evolving, contributing to lower scores in this area. This aligns with previous studies indicating that adolescents may struggle with intrinsic motivation due to external pressures (Busching et al., 2024).

3.3 Students' Emotional Intelligence Profiles Based on Parenting Styles

The following table provides an overview of the parenting style of SMP Negeri 12 Bandung grade VII students for the 2023/2024 school year based on the data produced.

Table 2. Parenting Profile

Parenting Categories	Total	Percentage
Authoritative	56	31%
Authoritarian	32	18%
Permissive Indulgent	31	17%
Permissive Indifferent	61	34%
Total	180	100

Table 2, The research shows that 56 students (31%) feel authoritative parenting. Authoritarian parenting was felt by 32 students (18%). *Permissive indulgent* parenting was felt by 31 students (17%), and this permissive parenting style was felt by 61 students (34%). Most SMP Negeri 12 Bandung grade VII students for the 2023/2024 Academic Year feel permissive, indifferent parenting.

Children with authoritative parents tend to be socially competent, confident, and responsible. This parenting style encourages children's independence but limits and controls their actions. Parents with an authoritative parenting style allow children to have a verbal dialogue while being warm and affectionate. In addition, 32 students (18%) felt authoritarian parenting, which was characterized by a punitive and restrictive approach. In this style, parents apply strict boundaries and controls to their children, emphasizing obedience to their directives and offering limited opportunities for verbal dialogue. In addition, 31 students (16%) experienced a pampering, permissive, *indulgent* parenting style. This style involves high parental involvement with little demand or control. Pampering parents allow their children considerable freedom and provide lax supervision, but they often fail to adequately reprimand or guide their children, even in potentially dangerous situations.

Furthermore, it was known that as many as 61 students (34%) felt a permissive indifferent parenting style, where this parenting style was not involved in the child's life. Parents neglect their children, do not want to know about their children's activities, selfish parents, parents show their own needs, and pursue self-satisfaction by sacrificing children and neglecting children. Of the four types of parental parenting, the most felt by grade VII students of SMP Negeri 12 Bandung for the 2023/2024 school year is the permissive indifferent parenting type with 61 students (34%), while the type of parenting that students least feel is the *permissive indulgent* parenting type with 31 students (17%).

The following figure shows data processing results regarding the general overview of the emotional intelligence profile of SMP Negeri 12 Bandung grade VII students for the 2023/2024 Academic Year based on parental parenting.

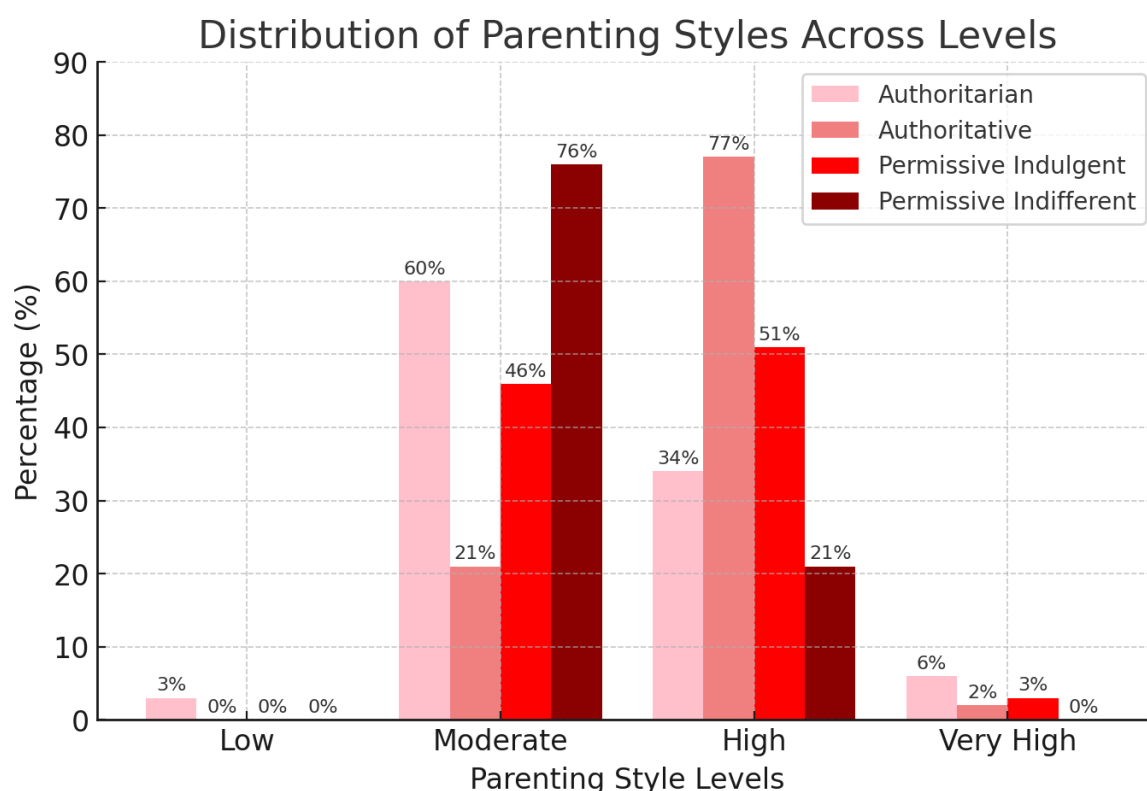


Figure 2. Students' Emotional Intelligence Profiles Based on Parenting Styles

The findings of this study indicate no significant differences in the emotional intelligence levels of students regardless of whether they were raised under authoritative, authoritarian, indulgent-permissive, or indifferent-permissive parenting styles; all groups generally demonstrated moderate emotional intelligence. This suggests that students from each parenting style tend to develop emotional intelligence across various aspects and indicators at similar levels. While students raised under authoritative parenting did not consistently exhibit higher emotional intelligence, it highlights that parenting style is not the sole factor influencing students' emotional intelligence. Other elements, such as the school environment and peer relationships, also play a significant role.

However, how parents interact with their children remains a primary determinant in shaping their emotional intelligence. How parents treat their children—through strict discipline, empathetic understanding, indifference, or warmth—has a profound and lasting impact on their emotional life (Goleman, 2021). Although specific emotional skills are honed through peer interactions, emotionally adept parents can significantly support their children by teaching essential emotional skills. These skills include (a) recognizing, managing, and utilizing emotions, (b) empathizing with others, and (c) handling emotions within interpersonal relationships (Goleman, 2021; Gómez-Leal, 2022).

Given this, it is undeniable that parents need to lay the foundation of emotional skills in their children to prevent developmental barriers in emotional intelligence, particularly in forming relationships and engaging positively with their surroundings. The study further reveals that students raised under authoritative parenting exhibited higher and very high levels of emotional intelligence compared to those raised under authoritarian, indulgent-permissive, and indifferent-permissive styles. The findings suggest that while parenting style influences emotional intelligence, it is not the sole determinant. Previous studies, suggest that authoritative parenting has the most positive impact on emotional intelligence development (Goering & Mrug, 2021; Wu et al., 2021). However, other research indicates that external factors like school environment and peer interactions may mitigate or amplify the effects of parenting styles (Luque-González et al., 2022; Muhibbin et al., 2023). Peer relationships and school environment also contribute significantly. Goleman (2021) highlights that while authoritative parenting fosters emotional intelligence, school-based interventions remain critical in shaping students' social-emotional skills.

Authoritative parenting is likely the most effective style for supporting emotional development. Authoritative parents, characterized by warmth, firm but reasonable boundaries, and open communication, provide an environment that promotes emotional growth and encourages students to develop essential emotional competencies (Barber & Xia, 2013; Garcia & Serra, 2019; Santrock, 2011). While emotional intelligence levels may not drastically differ across parenting styles, authoritative parenting offers a more significant advantage in cultivating higher emotional intelligence among students. This underscores the critical role of effective parental interaction in fostering students' emotional development, equipping them with the skills necessary to navigate social relationships and manage emotions effectively.

To gain a deeper understanding of the influence of different parenting styles on emotional intelligence, a regression analysis was conducted to identify the relationships between these variables. The results of the regression analysis are presented in Figure 3 below.

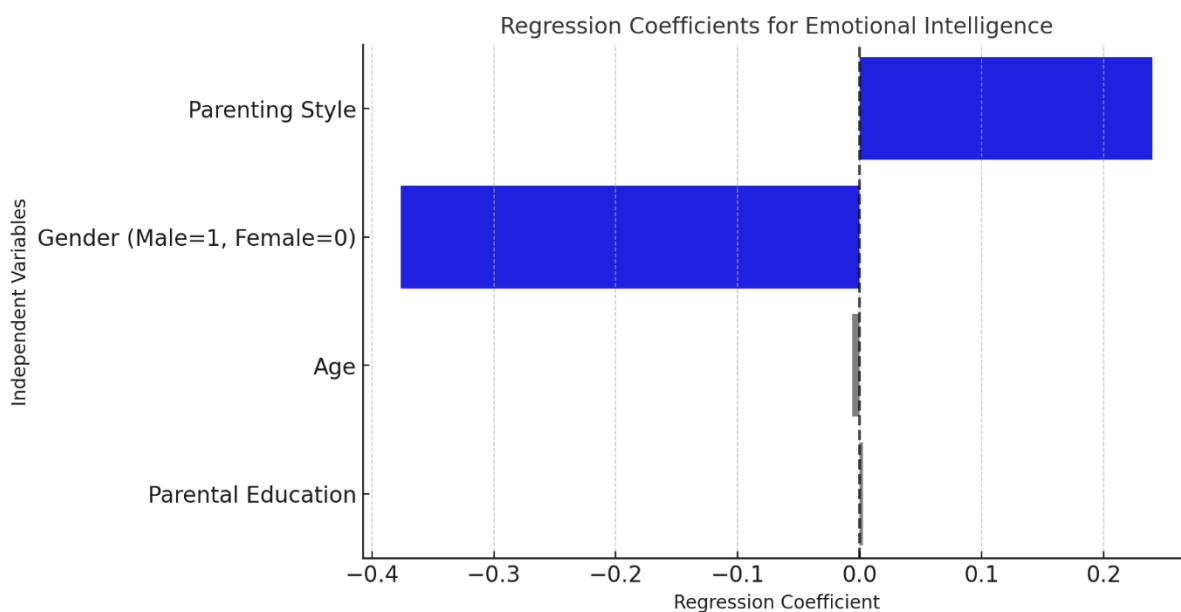


Figure 3. The results of the regression analysis

Figure 3 presents the regression coefficients for various independent variables in predicting emotional intelligence. The analysis includes parenting style, gender, age, and parental education as explanatory factors, with the regression coefficients indicating the magnitude and direction of their influence. The results reveal that parenting style has a positive regression coefficient, suggesting that a more structured and supportive parenting approach is associated with higher emotional intelligence in

students. This finding reinforces the idea that parental interaction and guidance play a crucial role in shaping children's emotional competencies.

Conversely, gender (where male is coded as 1 and female as 0) exhibits a negative regression coefficient, indicating that male students tend to demonstrate lower emotional intelligence compared to their female counterparts. This aligns with previous research suggesting that females generally exhibit greater emotional awareness, empathy, and social adaptability. Meanwhile, age shows a negligible coefficient, implying that emotional intelligence remains relatively stable across different age groups within the study sample. This suggests that while emotional intelligence develops over time, its variance is not significantly explained by age alone.

Similarly, parental education demonstrates an insignificant influence, as reflected in its near-zero coefficient. This finding suggests that the educational background of parents, while potentially beneficial in other aspects of child development, does not directly contribute to variations in students' emotional intelligence. Overall, these findings highlight the significance of parenting style and gender differences in shaping emotional intelligence, while also indicating that external factors such as the school environment and peer interactions may play complementary roles in its development.

3.4 Students' Emotional Intelligence Based on Sociodemographics

3.4.1 Gender Differences in Emotional Intelligence

This study found no significant differences in emotional intelligence levels were observed between male and female students ($t = 1.25$, $p = 0.21$), though a slightly higher percentage of female students (55%) fell into the high and very high categories. This suggests that while there is a tendency for female students to score higher, the difference is not statistically significant. This supports research by Kapitanović et al. (2022), which suggests that while females may demonstrate greater emotional expression, the statistical differences remain minimal.

These findings align with research by Sánchez-Núñez, Fernández-Berrocal, Montañés, and Latorre (2018), which suggests that male and female adolescents of the same age group exhibit varying levels of emotional intelligence. Female adolescents generally display greater emotional expression than their male counterparts. Such emotional expression reflects emotional intelligence and the ability to build strong interpersonal relationships. Similarly, Chong, Lee, and Roslan (2015) emphasize that while male and female adolescents may have differing levels of emotional intelligence, these differences are often not statistically significant.

Most male and female students in this study exhibited moderate emotional intelligence, indicating sufficient emotional awareness and management in their daily lives. Students with strong emotional intelligence can interpret and respond to situations effectively, make appropriate decisions, and build positive interpersonal relationships. As Illahi, Neviyarni, Said, and Ardi (2018) highlight, emotional intelligence enables students to adapt to stressful situations, engage in social relationships, and fulfill their responsibilities. Furthermore, according to Sahputra, Syahniar, and Marjohan (2016), emotional intelligence tends to develop as students reach late adolescence.

3.4.2 Age Differences in Emotional Intelligence

This study did not find significant differences in emotional intelligence levels among students aged 12, 13, and 14. The majority of students in all age groups demonstrated moderate emotional intelligence. However, students aged 13 years were more frequently found in the high and very high emotional intelligence categories, with 65 students (51%) falling into these levels.

Age differences do not significantly impact students' emotional intelligence (Gardner, 2019; Sechi, 2021). Conversely, these results contradict the findings of Mubayidh (2007), which suggests that emotional intelligence increases with age. Aziza (2011) argued that older students have higher

emotional intelligence due to more experience and training. McNulty et al. (2015) further argue that various factors, including education levels, influence the relationship between emotional intelligence and age. Education can develop and improve emotional intelligence, which may increase as students gain life experience.

3.4.3 Parental Education Background and Emotional Intelligence

The study findings indicate that parental education level does not have a significant impact on students' emotional intelligence. This phenomenon can be explained by considering other influential factors, such as parental involvement, socio-economic background, and access to educational resources, which may play a more crucial role in shaping emotional intelligence. Parental involvement and emotional support are more decisive in the development of children's emotional intelligence than parental education level itself. Previous studies have shown that parental emotional support significantly influences adolescents' emotional intelligence, where affectionate and supportive parenting contributes to higher emotional intelligence development (Chen & Wu, 2022). Additionally, parenting styles characterized by warmth and autonomy support have been positively associated with children's emotional intelligence, particularly through attentive and caring parental interactions (Asghari & Besharat, 2011).

Beyond parental involvement, socio-economic background also plays a crucial role in emotional intelligence development. A supportive and socially stable family environment provides greater opportunities for children to develop higher emotional intelligence. Research has found that a healthy and nurturing family environment enhances adolescents' emotional intelligence, and this effect can also be moderated by the father's education level (Naghavi & Redzuan, 2012). Furthermore, access to educational resources, such as stimulating learning environments and adequate educational facilities, contributes significantly to the development of emotional intelligence in children (Chamizo-Nieto et al., 2021).

In addition to family-related factors, the educational context and teacher-student relationships also influence students' emotional intelligence. Positive teacher-student interactions and a supportive educational environment have been proven to enhance students' emotional intelligence and overall psychological well-being (Chamizo-Nieto et al., 2021). Therefore, although parental education level does not show a significant effect on students' emotional intelligence, other factors—such as parental involvement, socio-economic background, and support from the educational environment—play a more dominant role in shaping children's emotional intelligence.

Additionally, peer influence and school-based interventions could mitigate the impact of parental education, providing students with alternative sources of emotional development. Students whose parents had only a high school education exhibited slightly higher emotional intelligence (48% in the high category) compared to those with university-educated parents. This could be attributed to differences in parenting approaches rather than educational background alone. These findings opened a window into understanding the potential factors that shape emotional intelligence in students, specifically in the context of their parent's education levels. One key factor is the parenting approach. Parents with higher education backgrounds often emphasize academic achievement and have high expectations for their children. While this focus may drive academic success, it can sometimes place emotional management in the background, creating pressure on children. In contrast, parents with high school education backgrounds tend to encourage a balance between academics and social life. This balance gives children more opportunities to develop essential emotional skills alongside their academic pursuits.

Another critical factor is the time parents spend with their children. Parents with higher education often have demanding careers that limit the time available for direct interactions with their children. This limited interaction can affect a child's emotional intelligence development. Conversely, parents with high school education backgrounds may have more flexibility to engage with their children consistently, offering emotional support that helps nurture their emotional growth.

The environment in which children are raised also plays a role. Children of highly educated parents are often exposed to competitive, achievement-oriented settings that prioritize academic and social demands. This emphasis may shift focus away from emotional development. Meanwhile, children whose parents have high school education may experience less competitive social interactions, fostering a more relaxed and supportive environment that encourages emotional growth.

Parental expectations and pressures are yet another influential aspect. Highly educated parents often set high expectations for their children, which can create emotional stress. On the other hand, children of parents with high school education may face less pressure, allowing them to focus more on managing emotions and building interpersonal relationships. Lastly, the way parents understand and address emotional needs also matters. Parents with higher education may prioritize intellectual development and place less emphasis on emotional aspects. In contrast, parents with lower educational backgrounds may draw from personal experiences to teach their children valuable social and emotional skills.

These findings resonate with Yoenanto's (2013) study, which suggests that sociodemographic factors like parental education, occupation, and income do not significantly influence emotional intelligence. This conclusion was supported by ANOVA testing, which found no significant correlation between parental education or occupation and students' emotional intelligence. However, the results diverged from earlier studies by Harrold and Scheer (2005) and Nandwana and Joshi (2010), identifying a significant link between parental education and children's emotional intelligence.

While parental education levels alone may not directly determine students' emotional intelligence, a combination of other factors—such as parenting styles, family environment, and the emphasis placed on emotional development—plays a critical role in shaping students' emotional growth. This underscores the importance of fostering a holistic approach to parenting that balances academic, social, and emotional development.

4. CONCLUSION

The emotional intelligence of junior high school students in this study is generally moderate, suggesting ongoing development but limited mastery in areas such as emotional recognition, regulation, motivation, empathy, and interpersonal skills. The predominance of the permissive indifferent parenting style—marked by low parental involvement—may contribute to this developmental gap. Conversely, authoritative and permissive indulgent parenting styles are positively associated with higher emotional intelligence, while authoritarian and permissive indifferent styles correspond with lower levels.

Gender differences were observed, with female students demonstrating significantly higher emotional intelligence than males. Although no substantial age-related differences emerged, parental education level appeared influential; students whose parents completed high school reported higher emotional intelligence than those whose parents attained college or lower levels of education. These patterns align with Goleman's framework, emphasizing the critical role of socialization and parental engagement in emotional development.

These findings underscore the importance of promoting responsive and structured parenting to support emotional growth. Educators should embed emotional intelligence training into school curricula, particularly focusing on self-regulation and social skills. Policymakers are encouraged to develop initiatives that enhance parental involvement and education, especially in contexts where disengaged parenting styles are prevalent. Overall, while students exhibit foundational emotional competencies, strategic interventions targeting both home and school environments are essential to foster their emotional and social success.

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