

The Influence of Parenting on Adolescent Emotional Intelligence

Jihan Hasna Salsabila

Faculty of Social Sciences, Humanities, and Arts, Universitas Sahid Surakarta, Indonesia

Email: sjihanhasna@gmail.com

Received:
January 31, 2025

Revised:
March 02, 2025

Accepted:
March 31, 2025

Online:
April 07, 2025

Abstract

Adolescence marks a significant phase in human growth and is a bridge between childhood and adulthood. During this phase, hormonal changes occur, leading to significant physical and emotional transformations. Emotional changes, particularly in relation to emotional intelligence, can be influenced by various factors, including parental parenting styles. The purpose of this research is to investigate how different parenting approaches impact the emotional intelligence of adolescent. A qualitative approach was employed, utilizing interview and observation methods. The participants in this research were six young teenagers from middle school, encompassing both boys and girls. The results suggest that the way parents raise their children greatly affects the emotional intelligence of adolescents in middle school.

Keywords: Parenting, Emotional Intelligence, Adolescents

1. Introduction

Adolescence marks the passage from being a child to becoming an adult, serving as a vital stage in the journey of personal growth. During adolescence there are changes in the hormone system, so that a person experiences so many changes in himself (Fadillah et al., 2022). This can give changes both in physical form (especially sexual organs) and psychic such as emotional and intellectual. In adolescence, emotional development shows a sensitive nature and is also very reactive to various events or social situations (Christanti et al., 2022). Emotions are negative and temperamental (irritable, angry, moody and sad) (Yusuf, 2012). Therefore, achieving emotional maturity is a very difficult developmental task for adolescents. Especially in middle adolescence, where at this time adolescents have a major developmental task, namely, finding self-identity.

There are various experts who have proposed the concept of emotional intelligence. Salovey & Mayer (1990) stated that emotional intelligence, also known as EQ, is defined as a branch of social intelligence that focuses on monitoring and understanding the emotions of others, and using this awareness to influence decision-making and behavior. Goleman (2005) defines emotional intelligence as the capacity of an individual to effectively regulate their emotions, ensuring that they are expressed appropriately through the utilization of self-awareness, self-control, self-motivation, empathy, and social skills.

According to Goleman (2005), the key to successful social relationships lies in the ability to sync moods. Being able to connect with others on an emotional level and show empathy can lead to better emotional balance and easier adaptation to social interactions and surroundings. Additionally, Goleman highlights that emotional intelligence encompasses self-motivation, resilience in the face of



setbacks, emotional control, delayed gratification, and mental self-regulation. By honing emotional intelligence, an individual can effectively manage their emotions, achieve fulfillment, and regulate their emotional state. Goleman (2005) states that emotions play a greater role than intelligence or experience in identifying success in a professional role.

Gardner (in Goleman (2011)) says that success in life requires not just one form of intelligence, but a diverse range of abilities. These include linguistic, mathematical/logical, spatial, kinesthetic, musical, interpersonal, and intrapersonal intelligences. Gardner refers to these as personal intelligences, while Goleman labels them emotional intelligence.

Goleman (2005) suggests the characteristics of individuals who have high and low emotional intelligence as follows: (a) Having high emotional intelligence involves managing anger, avoiding aggression, and practicing patience. It also includes considering the repercussions of one's actions, persevering towards goals, recognizing and understanding one's own and others' emotions, showing empathy, controlling negative emotions, maintaining a positive self-image, making friends easily, communicating effectively, and peacefully resolving conflicts. (b) Acting based solely on emotions without considering the repercussions, being prone to anger and aggression, lacking clear objectives and values, easily disheartened, lacking empathy towards oneself and others, struggling to manage negative emotions and mood swings, susceptible to negativity, holding a pessimistic view of oneself, finding it challenging to form meaningful relationships, struggling with effective communication, and resorting to violence in resolving interpersonal issues - all characterize low emotional intelligence.

According to Edwards (2006) in Lubis (2011), states that parenting involves the relationship between parents and children to nurture and guide them towards maturity, while also enforcing societal norms to ensure their well-being (Lubis, 2011). According to Hurlock, Hardy and Heyes in Wibowo (2012) there are three types of parenting, namely:

- a. Authoritarian parenting involves dictating stringent rules and demanding obedience from children, insisting that they comply with their demands and appreciate their labor. Authoritarian parents enforce strong boundaries and regulations for children while discouraging verbal disagreements (Santrock, 2007). Authoritarian parenting is characterized by parents making almost all decisions, while children must obey, submit, and must not ask questions or argue, parents will often punish if children do not obey and parental control over children is very strict (Wibowo, 2012).
- b. Democratic parenting is a parenting approach that promotes self-sufficiency in children while also imposing boundaries and regulations on their behavior (Santrock, 2007). Characteristics of democratic parenting include parents fostering open communication with their children, promoting collaboration between parents and children, and offering flexible guidance and control (Wibowo, 2012).
- c. Permissive parenting involves parents who are highly engaged with their children but do not set many restrictions or rules for them (Santrock, 2007). Permissive parenting has characteristics; it is more dominated by the child, parents give full freedom to the child, and control and attention to the child is very lacking or even no parental communication with the child.

This research seeks to explore how various parenting styles impact emotional intelligence in middle adolescents, highlighting the crucial impact of parental approaches on shaping emotional intelligence during adolescence. Understanding this relationship is crucial for guiding parents and educators in fostering emotional development among adolescents, ultimately contributing to their psychological well-being and social adaptation.

2. Methods

This research employs a qualitative approach, which emphasizes understanding social life issues based on real-world conditions or natural settings that are holistic, complex, and detailed (Anggito & Setiawan, 2018). Qualitative research is descriptive in nature, aiming to describe an object, phenomenon, or social setting in a narrative form (Anggito & Setiawan, 2018). The subjects of this study are students at MTs Karanganyar, with the key informants being the students themselves, while the supporting informants include the school counselors (Counselling Teacher (Guru BK)) at one of the MTs in Karanganyar. Lastly, this study employed data collection methods that involved direct fieldwork, including observations and interviews with students and school counselors at a specific MTs Negeri in Karanganyar.

3. Results and Discussion

According to the findings gathered from numerous informant interviews, it is known that the influence of parenting on adolescent emotional intelligence is very significant in the development of adolescent emotional intelligence.

Table 1. Parenting Styles of Respondents

No	Name	Age	Gender	Parenting Style
1.	ADM	15	F	Democratic
2.	OGP	15	M	Permissive
3.	RSR	13	F	Authoritarian
4.	RDR	15	M	Permissive
5.	ENI	14	F	Authoritarian

Table 2. Assessment of Emotional Intelligence Aspects in Respondents

No	Aspect	Indicator	Rating scale			
			1	2	3	4
1	Self-awareness	Recognizing and feeling one's own emotions				✓
		Understanding the causes of emerging emotions				✓
		Recognizing the influence of emerging emotions				✓
		Controlling the influence of emotions on actions				✓
2	Managing Emotions	Being tolerant of achievements and managing anger well		✓		
		Controlling aggressive behavior that harms oneself and others				✓
		Expressing anger appropriately			✓	
		Having a positive attitude towards oneself, school, and family			✓	
		Having the ability to cope with psychological tension			✓	
		Overcoming feelings of loneliness or anxiety in social interactions			✓	
3	Utilizing Emotions Productively	Having a sense of responsibility		✓		
		Self-control and not acting impulsively			✓	
4	Empathy	Accepting others' perspectives			✓	
		Being sensitive to others			✓	
		Being able to listen to others				✓
5	Building Relationships	Understanding and analyzing relationships with others			✓	
		Resolving conflicts with others			✓	
		Communicating effectively with others			✓	
		Being friendly and sociable with peers			✓	
		Showing tolerance and concern for others		✓		

Emotional intelligence refers to an individual's ability to understand, recognize and manage their own emotions and the emotions of others, including the ability to empathize, self-regulate and build

healthy relationships. Research and case studies show that parenting has a strong influence on the development of adolescent emotional intelligence.

- a. Adolescents raised with authoritarian parenting will have difficulty adapting to new environments and tend to have high stress levels. This is due to the pressure and rules or demands from parents who really have to be in accordance with the rules or wishes of parents. He finds it difficult to adapt to a new environment or get along with his peers.
- b. Adolescents raised with permissive parenting will have difficulty in making decisions and taking responsibility for their actions. Permissive parents tend to give children great freedom, with few restrictions and rules.
- c. Adolescents raised with democratic parenting tend to have better adaptability and are able to build healthy interpersonal relationships. More mature in managing emotions, as they are taught to express their feelings in a healthy and responsible manner. Have self-confidence and the ability to make their own decisions.

The success of parents in instilling virtues or character values in children is highly dependent on the type of parenting pattern applied by parents. Based on the results of interviews and observations conducted at MTs Negeri 5 Karanganyar, the emotional intelligence of various teenage emotions, some are able to control, monitor, and organize emotions well and some are difficult to control. Adolescents with authoritarian parenting are very difficult to regulate emotions and have difficulty controlling their mood.

Research states that parents who use democratic and permissive parenting patterns. Hurlock stated that this democratic parenting pattern is determined by parents' recognition of their child's skills, which allows the child to rely on those skills and grow as a person. Parents can only help and be involved in their children's decision making (Sari et al., 2020). In permissive parenting, parents do not always play an active role in the child's life and growth. Parents behave indifferently, do not provide direction, lack control, and pay less attention. (Arumsari & Putri, 2020) argues that children raised with permissive parenting will show arbitrary behavior, ignore the surrounding environment, cling to personal beliefs, and be selfish.

4. Conclusion

Parenting plays an important role in the development of adolescent emotional intelligence. Democratic parenting has been shown to be more effective in helping adolescents develop high emotional intelligence, while authoritarian and permissive parenting can have a negative impact, due to lack of parental supervision. Parents need to understand the importance of building healthy relationships, communicating openly and providing emotional support for adolescents. They also need to provide opportunities for adolescents to explore their emotions, develop self-regulation skills and build positive relationships.

The findings of this study underscore the critical relationship between parenting styles and adolescent emotional intelligence development at MTs Negeri 5 Karanganyar. Democratic parenting emerges as significantly more effective in fostering emotional regulation, decision-making capabilities, and interpersonal skills among adolescents. Conversely, authoritarian approaches appear to create heightened stress levels and adaptation difficulties, while permissive styles may undermine responsibility and decision-making abilities. Educational institutions should consider implementing parent education programs that emphasize balanced guidance approaches, incorporating emotional coaching techniques and promoting open communication between parents and adolescents. Future

research should explore the potential long-term impact of these parenting interventions on academic performance and broader life outcomes to develop more comprehensive family support systems.

This study faced several limitations. The small sample size of only five respondents limits the generalizability of findings across diverse adolescent populations. The exclusive focus on students from a single institution (MTs Negeri 5 Karanganyar) may not represent broader demographic contexts. Additionally, the reliance on self-reported data through interviews could introduce subjective bias, as adolescents may lack complete awareness of their emotional intelligence capabilities or may present socially desirable responses. The cross-sectional nature of the study also prevents establishing causal relationships between parenting styles and emotional intelligence development over time. Future research should employ mixed-method approaches with larger, more diverse samples and longitudinal designs to address these limitations.

5. References

- Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. CV Jejak (Jejak Publisher).
- Arumsari, A. D., & Putri, V. M. (2020). Asesmen Perkembangan Anak Usia Dini. *MOTORIC*, 4(1). <https://doi.org/10.31090/m.v4i1.1039>
- Christanti, Y. D., Abdullah, L. O., Sugiharto, Hartono, H. R. P., Kurniawan, Y. D., & Febrianti, N. (2022). Parenting Berbasis Fitrah Di Era Digital Pada Pondok Pesantren Hidayatul Hasanah Desa Banjarejo Kecamatan Panekan Kabupaten Magetan. *Portal Riset Dan Inovasi Pengabdian Masyarakat*, 2(1), 64–71. <https://doi.org/10.55047/prima.v2i1.407>
- Fadillah, A. A., Meidanty, C. A., Haniifah, F., Utami, N. K., Amalia, N., Endjid, P., Hasanah, R., Rahman, R. M., Kausar, R. A., & Setiawan, T. P. (2022). Perkembangan Psikologi Anak Karena Dampak Bullying. *Jurnal Riset Pendidikan Dan Pengajaran*, 1(2), 157–164. <https://doi.org/10.55047/jrpp.v1i2.225>
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Goleman, D. (2011). *The brain and emotional intelligence: New insights* (Vol. 94). More than sound Northampton, MA.
- Lubis, R. (2011). Pola asuh orang tua dan perilaku delinkuensi. *Turats*, 7(2), 84–90.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Santrock, J. W. (2007). *Child development*. New York: McGraw.
- Sari, P. P., Sumardi, S., & Mulyadi, S. (2020). Pola Asuh Orang Tua Terhadap Perkembangan Emosional Anak Usia Dini. *JURNAL PAUD AGAPEDIA*, 4(1). <https://doi.org/10.17509/jpa.v4i1.27206>
- Wibowo, A. (2012). *Pendidikan karakter: Strategi membangun karakter bangsa berperadaban*. Pustaka Pelajar.
- Yusuf, S. (2012). *Psikologi perkembangan anak dan remaja*. Remaja Rosdakarya.