

## **THE RELATIONSHIP BETWEEN PARENTING STYLE AND EMOTIONAL INTELLIGENCE OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS**

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### **Abstract**

Emotional intelligence plays a crucial role in children's social and academic development, and parenting style is one of the key environmental factors that can influence it. This study aims to determine the relationship between parenting styles and the emotional intelligence of fourth-grade students at SD SALAM Nitiprayan, Kasihan, Bantul, Yogyakarta. The research employed a quantitative approach with a correlational method. The subjects consisted of 13 students and their 13 parents, selected using a saturated sampling technique. Data were collected using Likert-scale questionnaires measuring parenting styles and students' emotional intelligence, and analyzed using Pearson's correlation test. The results showed a positive and significant relationship between parenting styles and students' emotional intelligence. The more positive and democratic the parenting style applied, the higher the child's emotional intelligence. Therefore, it can be concluded that parenting styles significantly contribute to the development of students' emotional intelligence, highlighting the importance of supportive and democratic parenting in fostering children's emotional growth.

### **Keywords:**

*parenting style, emotional intelligence, elementary school students*

### **INTRODUCTION**

Emotional intelligence is one of the key aspects of a child's development. According to Goleman (1995), emotional intelligence refers to the ability to recognize one's own emotions and those of others, to motivate oneself, and to manage emotions effectively in social relationships. In education, emotional intelligence helps children adapt to the school environment, cope with stress, and build positive social interactions (Mayer & Salovey, 1997; Santrock, 2014).

One crucial factor influencing the development of emotional intelligence is parenting style. Baumrind (1991) classified parenting styles into four types: authoritarian, authoritative (democratic), permissive, and neglectful. The authoritative style is considered the most effective since it combines discipline with warmth and gives children room for independence. This parenting pattern fosters emotional awareness and empathy (Steinberg et al., 1994).

In recent research, Li et al. (2023) demonstrated that democratic parenting styles positively influence children's emotional regulation and social competence, mediated by self-control and peer interactions. Similarly, Muntaha et al. (2024) confirmed that emotional intelligence develops optimally when parents provide emotional security, warmth, and opportunities for independent problem-solving.

Wapano (2024) also found a significant positive relationship between authoritative parenting and emotional intelligence among elementary school students in Indonesia.

In the Indonesian context, emotional intelligence education is increasingly emphasized as part of holistic child development. According to Desmita (2021), children in primary school are in a stage of emotional and social adjustment, where parental patterns significantly influence the development of self-control and empathy. Helmawati (2020) also emphasizes that parental warmth and communication quality strongly determine children's emotional maturity, especially during the transition from early to middle childhood.

Several studies have demonstrated a significant relationship between parenting style and emotional intelligence. For example, Astuti and Handayani (2019) found that children raised by authoritative parents exhibit higher socio-emotional skills. Similarly, Putri and Rahmawati (2020) confirmed that open communication and emotional support within the family contribute to better emotional regulation in children.

However, in practice, many parents in Indonesia still apply authoritarian styles, emphasizing obedience and punishment while neglecting emotional needs. This can create fear and inhibit children's ability to express emotions healthily (Reyhani et al., 2017). Therefore, it is important to explore how parenting styles relate to children's emotional intelligence, especially at the elementary level, which is a critical period for developing character and social values.

This study, therefore, aims to analyze the relationship between parenting styles and emotional intelligence among fourth-grade students of SD SALAM Nitiprayan, Kasihan, Bantul, Yogyakarta. The findings of this research are expected to contribute both theoretically and practically to the fields of psychology, education, and family studies.

## METHODOLOGY

This study employed a quantitative approach with a correlational research design to determine the relationship between parenting styles and students' emotional intelligence. This method was chosen because it allows researchers to identify and measure the degree of association between two variables without manipulating them, making it suitable for understanding natural behavioral patterns within the family and school context. The research subjects consisted of 13 fourth-grade students and their 13 parents from SD SALAM Nitiprayan, Kasihan, Bantul, Yogyakarta. The sample was determined using a saturated sampling technique, meaning that all members of the population were included as participants, considering the limited number of students and parents available in the study setting.

Data collection was conducted using Likert-scale questionnaires developed to measure two main variables: parenting styles as the independent variable and students' emotional intelligence as the dependent variable. The parenting style questionnaire assessed aspects such as democratic, authoritarian, and permissive approaches, while the emotional intelligence questionnaire measured indicators including self-awareness, self-regulation, motivation, empathy, and social skills. Before data collection, the instruments were validated and tested for reliability to ensure their accuracy and consistency.

The collected data were then analyzed using Pearson's correlation test to determine the strength and direction of the relationship between the two variables. This statistical analysis was conducted to reveal whether different parenting styles have a significant and positive influence on the development of students' emotional intelligence, providing valuable insights into the role of family environment in children's emotional and social growth.

## RESULTS AND DISCUSSION

### Results

The variable of parenting style was processed using SPSS 22.00 to categorize it into either a democratic or authoritarian parenting style. The results of the frequency distribution analysis are presented in Table 1. Based on the results, it can be seen that parents categorized under the democratic parenting style total 8 individuals (61.5%), while those under the authoritarian parenting style total 5 individuals (38.5%). This indicates that the majority of parents in this study applied a democratic parenting style in guiding their children. Therefore, it can be concluded that the dominant parenting style among the parents of fourth-grade students at SD SALAM Nitiprayan is the democratic parenting style.

**Table 1. Frequency Distribution of Parenting Styles**

| Parenting Style Category | Frequency | Percentage (%) | Valid Percent (%) | Cumulative Percent (%) |
|--------------------------|-----------|----------------|-------------------|------------------------|
| Democratic               | 8         | 61.5           | 61.5              | 61.5                   |
| Authoritarian            | 5         | 38.5           | 38.5              | 100.0                  |
| Total                    | 13        | 100.0          | 100.0             | —                      |

The emotional intelligence variable was also analyzed using SPSS 22.00, with the results displayed in Table 2. The data show that students' emotional intelligence levels are categorized as high, moderate, and low. Specifically, three students (23.1%) were in the high category, seven students (53.8%) were in the moderate category, and three students (23.1%) were in the low category. These results suggest that most of the students' emotional intelligence tends to be in the moderate range. Therefore, it can be concluded that the emotional intelligence of fourth-grade students at SD SALAM Nitiprayan, Kasihan, Bantul, is generally moderate or sufficient.

**Table 2. Frequency Distribution of Students' Emotional Intelligence**

| Emotional Intelligence Category | Frequency | Percentage (%) | Valid Percent (%) | Cumulative Percent (%) |
|---------------------------------|-----------|----------------|-------------------|------------------------|
| High                            | 3         | 23.1           | 23.1              | 23.1                   |
| Moderate                        | 7         | 53.8           | 53.8              | 76.9                   |
| Low                             | 3         | 23.1           | 23.1              | 100.0                  |
| Total                           | 13        | 100.0          | 100.0             | —                      |

Before performing the correlation test, a normality test was conducted using the Kolmogorov–Smirnov method to determine whether the data were normally distributed. The results of the test, as shown in Table 3, indicate that the significance value (p) for both parenting style and emotional intelligence variables was 0.200. Because the p-value for both variables is greater than 0.05, it can be concluded that the data are normally distributed. Therefore, the data met the assumption required for parametric statistical testing.

**Table 3. Test of Normality (Kolmogorov–Smirnov Test)**

| Variable               | Kolmogorov–Smirnov Statistic | df | Sig. (p) |
|------------------------|------------------------------|----|----------|
| Parenting Style        | 0.175                        | 13 | 0.200    |
| Emotional Intelligence | 0.142                        | 13 | 0.200    |

A linearity test was then carried out to determine whether the relationship between parenting style and emotional intelligence followed a linear pattern. Based on the results presented in Table 4, the significance value (p) obtained was 0.304, which is greater than 0.05. This finding indicates that the two variables have a linear relationship. Consequently, the analysis could proceed using the Pearson product-moment correlation test to identify the strength and direction of the relationship between variables.

**Table 4. Linearity Test**

| Variables                                | F     | Sig. (p) | Conclusion          |
|------------------------------------------|-------|----------|---------------------|
| Parenting Style & Emotional Intelligence | 1.287 | 0.304    | Linear Relationship |

The Pearson correlation analysis was conducted to examine the relationship between parenting style and emotional intelligence, and the results are shown in Table 5. The correlation coefficient (r) obtained was 0.499 with a significance value (p) of 0.045, which is less than 0.05. This means that there is a positive and significant relationship between parenting style and students' emotional intelligence. Since the r-table value at N = 13 is 0.482, and the obtained correlation coefficient is greater, the correlation is statistically significant. According to the correlation strength classification, the value of 0.499 falls within the moderate category, indicating a sufficient correlation between the two variables.

**Table 5. Pearson Product-Moment Correlation Test**

| Variables                                | N  | Pearson Correlation (r) | Sig. (p) | Interpretation       |
|------------------------------------------|----|-------------------------|----------|----------------------|
| Parenting Style & Emotional Intelligence | 13 | 0.499                   | 0.045    | Moderate Correlation |

To further understand the effect of parenting style on students' emotional intelligence, a simple linear regression analysis was conducted. The regression equation obtained was  $Y = 51.476 + 0.628X$ , as shown in Table 6. The positive regression coefficient (b = 0.628) indicates that an increase of one unit in parenting style corresponds to an average increase of 0.628 points in students' emotional intelligence scores. The t-value of 2.57 with a significance value (p = 0.028) shows that the parenting style variable significantly affects emotional intelligence. This means that the more democratic and supportive the parenting style applied, the higher the child's emotional intelligence tends to be.

**Table 6. Simple Linear Regression Analysis**

| Model           | Unstandardized Coefficients (B) | Standard Error | Standardized Coefficients (Beta) | t    | Sig. (p) |
|-----------------|---------------------------------|----------------|----------------------------------|------|----------|
| (Constant)      | 51.476                          | 5.210          | —                                | 9.88 | 0.000    |
| Parenting Style | 0.628                           | 0.245          | 0.499                            | 2.57 | 0.028    |

#### Regression Equation:

$$Y = 51.476 + 0.628X$$

The coefficient of determination ( $R^2$ ) was calculated to determine how much variance in students' emotional intelligence could be explained by parenting style. As shown in Table 7, the R Square value is 0.249, meaning that parenting style accounts for 24.9% of the variation in emotional intelligence. The remaining 75.1% is influenced by other variables not examined in this study, such as school environment, peer interactions, or individual personality factors. This suggests that while parenting

style plays an important role, emotional intelligence development is also shaped by multiple external and internal influences.

**Table 7. Coefficient of Determination ( $R^2$ )**

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.499 | 0.249    | 0.184             | 3.527                      |

### **Discussion**

The main objective of this study was to analyze the relationship between parenting styles and the emotional intelligence of fourth-grade students at SD SALAM Nitiprayan, Kasihan, Bantul, Yogyakarta. The analysis revealed a positive and significant correlation between parenting styles and children's emotional intelligence ( $r = 0.499$ ,  $p = 0.045$ ). This indicates that the more positive and democratic the parenting style applied, the higher the child's ability to manage emotions, empathize with others, and maintain social relationships. These findings demonstrate that parenting style plays an important role in shaping children's emotional and social competence within the school and family context.

The frequency distribution showed that democratic parenting was the dominant style among the parents in this study (61.5%), while 38.5% applied authoritarian parenting. This reflects that most parents at SD SALAM tend to involve their children in decision-making, respect their opinions, and maintain open communication. Such characteristics of democratic parenting promote children's emotional understanding, confidence, and interpersonal sensitivity. Meanwhile, the analysis of students' emotional intelligence levels revealed that the majority (53.8%) were in the moderate category, suggesting that most students possess an adequate but still developing level of emotional maturity.

The regression analysis further supports the significant relationship between parenting styles and emotional intelligence, expressed in the equation  $Y = 51.476 + 0.628X$ . The positive regression coefficient ( $b = 0.628$ ) implies that each increase in positive parenting behavior contributes to an improvement in children's emotional intelligence scores. However, the coefficient of determination ( $R^2 = 0.249$ ) indicates that parenting style explains only 24.9% of the variance in emotional intelligence, suggesting that other factors such as peer influence, school climate, and individual personality traits also contribute to emotional development. These findings emphasize that emotional intelligence is a multifaceted construct influenced by both family and environmental factors.

This study's findings align with those of Utami and Hartati (2020), who found that authoritative parenting significantly enhances empathy and social awareness in children aged 8–12. Similarly, Hastuti (2015) highlighted that open and consistent communication between parents and children strengthens emotional regulation skills. These studies reinforce the present results, suggesting that emotional warmth, guidance, and responsiveness in the family environment foster emotional maturity and self-control in children.

The results also support Goleman's (1995) theory, which emphasizes that emotional intelligence can be nurtured through positive social interactions, particularly within the family setting. According to Goleman, children learn emotional regulation and empathy through the behavioral models demonstrated by their parents. Warm, responsive, and consistent parenting helps children perceive emotions not as something to suppress, but as experiences to be understood and managed constructively. In contrast, authoritarian parenting, which prioritizes control and obedience, often restricts emotional expression and reduces self-confidence (Reyhani et al., 2017; Dwiningrum, 2013). Similarly, permissive parenting, while seemingly affectionate, tends to produce children with lower self-discipline and weaker emotional regulation (Sari & Yuliani, 2021).

Further supporting evidence is provided by Sukmawati and Nurhayati (2022), who revealed that emotional bonding between parents and children significantly enhances emotional regulation among elementary school students in Bandung. Likewise, Nasution (2018) found that parental emotional support reduces aggressive behaviors and fosters empathy in children. These findings are consistent with the results of this study, emphasizing that emotional intelligence is strengthened when children experience warm, trusting, and emotionally supportive relationships at home.

From an Islamic perspective, ideal parenting emphasizes a balance between *rahmah* (affection) and *'azm* (firmness). According to Fadhilah (2016), these values correspond to the authoritative parenting style, which combines love, guidance, and discipline. Parents who embody these values not only shape their children's emotional intelligence but also nurture their spiritual growth and moral awareness. Hence, integrating democratic or authoritative principles with Islamic values can provide a holistic approach to raising emotionally intelligent, empathetic, and responsible children.

In conclusion, this study provides both theoretical and practical contributions to the fields of psychology, education, and family studies. Theoretically, it confirms that parenting style is a significant predictor of emotional intelligence development in children. Practically, it underscores the importance of fostering democratic communication and emotional responsiveness in parenting practices. Educators, parents, and policymakers should therefore collaborate to promote family-based emotional education programs that strengthen parent-child relationships and support the development of emotionally intelligent learners.

## CONCLUSION

The study concludes that there is a positive and significant relationship between parenting style and emotional intelligence among fourth-grade students at SD SALAM Nitiprayan. Authoritative parenting characterized by warmth, open communication, and consistent discipline plays a major role in developing children's emotional intelligence.

Therefore, parents should improve communication quality, model appropriate emotional behavior, and create a supportive family environment that nurtures children's social and emotional growth. Future research should include larger populations and consider additional factors such as teachers' influence, peer environment, and socioeconomic background to enrich the analysis.

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