

The Relationship Between Paternal and Maternal Parenting Styles and Adolescents' Emotional Intelligence at SMPN 1 Mangaran

Anisatus Syamsil Arifin^{1*}, Nikmatur Rohmah², Siti Kholifah³

^{1*}Department of Nursing, Faculty of Health Sciences, Universitas Muhammadiyah Jember, Jember, Indonesia; anissymsil@gmail.com (**Corresponding Author**)

²Department of Pediatric Nursing, Universitas Muhammadiyah Jember, Jember, Indonesia; nikmaturrohmah@unmuhjember.ac.id

³Department of Maternity Nursing, Universitas Muhammadiyah Jember, Jember Indonesia; sitikholidah@unmuhjember.ac.id

ABSTRACT

Introduction: Emotional intelligence is a crucial component of adolescents' psychosocial development, as it enables individuals to recognize, understand, and regulate emotions effectively. Parenting style is considered one of the important factors influencing the development of adolescents' emotional intelligence. This study aimed to analyze the relationship between paternal and maternal parenting styles and adolescents' emotional intelligence at SMPN 1 Mangaran.

Method: This study employed a quantitative non-experimental design with a correlational approach and a cross-sectional design. The population consisted of 310 students, and a sample of 175 respondents was selected using proportionate stratified random sampling. Data were collected using questionnaires and analyzed through univariate and bivariate analysis using the Spearman Rho test.

Result: The findings showed that both paternal and maternal parenting styles were predominantly democratic, while adolescents' emotional intelligence was mostly categorized as high. The bivariate analysis revealed a significant positive relationship between democratic parenting style of fathers ($r = 0.334$; $p < 0.001$) and mothers ($r = 0.441$; $p < 0.001$) with adolescents' emotional intelligence, with a stronger correlation found in maternal parenting style. Permissive parenting style showed a significant but weaker correlation, whereas authoritarian parenting style showed no significant relationship.

Conclusion: Democratic parenting style plays an important role in supporting adolescents' emotional intelligence. Therefore, increasing parental awareness and education regarding effective parenting practices is essential to support adolescents' emotional development.

Keywords: *Adolescents; Emotional Intelligence; Parenting Style*

Introduction

Emotional intelligence refers to an individual's ability to recognize, understand, and manage their own emotions as well as the emotions of others in an adaptive manner

(Goleman, 1995 in Sudiartini, 2024). During adolescence, particularly at the junior high school level, emotional intelligence plays an important role in the process of identity formation, the development of social interaction skills, and adaptation to various psychological and social changes (Hartini *et al.*, 2024; Nuryatna and Solehudin, 2024). However, several studies indicate that some adolescents still experience difficulties in regulating emotions, demonstrating empathy, and building healthy social relationships (Fitria *et al.*, 2022).

Previous international studies show varying levels of adolescents' emotional intelligence. A study in Vietnam reported a global emotional intelligence mean score of 4.3 (scale 1–7), with well-being scoring highest (4.8), followed by sociability (4.4), self-control (4.2), and emotionality (4.0) (Nguyen *et al.*, 2020). Similarly, research in India involving 422 university students found that 76% of respondents had moderate to high emotional intelligence, while 24% were categorized as low (Mishra, 2022). In Indonesia, studies in Malang and Bogor reported that most students had moderate emotional intelligence levels, accounting for 61.3% and 82.9% respectively (Bariyyah, 2019; Nabilah, 2020). Another study at SMP Negeri 12 Bandung found that only 2% of students achieved a “very high” level of emotional intelligence, while 51% remained at a moderate level. The highest domain was empathy (74%), whereas other intrapersonal aspects such as self-awareness (66%), emotion regulation (65%), and self-motivation (64%) were only at moderate levels (Lestari, 2025).

A preliminary study conducted at SMPN 1 Mangaran on October 13, 2025, also indicated several emotional intelligence-related issues among students. Data from the school counselor recorded 21 students experiencing behavioral problems within the last three months. Interviews with the principal, school counselor, and field observations revealed several cases related to difficulties in emotional regulation, such as excessive anger toward minor stimuli and school avoidance. Limited empathy was also observed, reflected in conflicts resolved through physical aggression, as well as difficulties in building constructive social relationships among peers.

These conditions may be influenced by various environmental factors, one of which is parenting style (Hapsari *et al.*, 2022). The parenting styles applied by fathers and mothers may differ in their characteristics, thus contributing differently to children's

emotional development (Khusnia *et al.*, 2023). Previous studies have shown that democratic parenting style is positively associated with the development of adolescents' emotional intelligence because it emphasizes a balance between warmth, open communication, and clear rules (Wei, 2024). In contrast, authoritarian parenting, which emphasizes strict control and obedience, tends to limit children's opportunities to develop emotional awareness and independence in managing their feelings (Lin *et al.*, 2023; Wang *et al.*, 2024). Meanwhile, permissive parenting provides greater freedom to children but is often accompanied by limited supervision and behavioral control. Although many studies have examined the relationship between parenting style and children's emotional development, most of them treat parenting as a single construct without distinguishing the specific contributions of fathers and mothers.

The differences in the roles of fathers and mothers in the parenting process suggest that they may contribute differently to the development of adolescents' emotional intelligence. Fathers are generally associated with the development of discipline, assertiveness, and self-control, whereas mothers tend to provide greater emotional support and warmth in daily interactions with their children (Nisa *et al.*, 2022; Rahmah *et al.*, 2024). Nevertheless, studies that specifically compare paternal and maternal parenting styles in relation to adolescents' emotional intelligence remain limited, particularly in the context of junior high school students. Therefore, this study aims to analyze the relationship between paternal and maternal parenting styles and adolescents' emotional intelligence at SMPN 1 Mangaran.

Method

This study used a cross-sectional design to analyze the relationship between parenting styles (democratic, authoritarian, and permissive) and adolescents' emotional intelligence. Parenting styles were analyzed separately for fathers and mothers. The population consisted of 310 students of SMP Negeri 1 Mangaran aged 12-15 years. A total of 175 respondents were selected using proportionate stratified random sampling based on grade levels (VII, VIII, and IX). Inclusion criteria included students living with both biological parents for at least one year and obtaining parental consent, while incomplete questionnaires were excluded from the analysis.

Data were collected using questionnaires consisting of a parenting style questionnaire adapted from the Parenting Styles and Dimensions Questionnaire–Short Form (PSDQ-SF) and an emotional intelligence questionnaire with 18 items covering self-awareness, self-regulation, self-motivation, empathy, and social skills. Validity was tested using Pearson Product Moment correlation, and reliability testing using Cronbach’s Alpha showed coefficients of 0.832 for parenting style and 0.886 for emotional intelligence, indicating reliable instruments.

Data were analyzed using univariate and bivariate analysis. The Spearman Rho test was used to examine the relationship between paternal and maternal parenting styles and adolescents’ emotional intelligence with a significance level of $p < 0.01$. This study received ethical approval from the Health Research Ethics Committee (KEPK) of the Faculty of Health Sciences, Universitas Muhammadiyah Jember (No. 0013/KEPK/FIKES/XI/2025).

Results

The characteristics of respondents in this study included age, gender, birth order, number of siblings in the family, as well as parental characteristics such as age, education level, and occupation. The distribution of respondent characteristics is presented in Table 1.

Table 1. Characteristics of respondents at SMPN 1 Mangaran (n = 175)

Respondent Distribution	Frequency (n)	Percentage (%)
Child Characteristics		
Age		
12 years	15	8,6
13 years	70	40
14 years	64	36,6
15 years	26	14,9
Gender		
Male	96	54,9
Female	79	45,1
Birth Order		
First	83	47,4
Second	60	34,3
Third	26	14,9
Others	6	3,4
Number of Children in the Family		
One	21	12
Two	96	54,9

Respondent Distribution	Frequency (n)	Percentage (%)
Three	48	27,4
Others	10	5,7
Ethnicity		
Madurese	115	65,7
Javanese	59	33,7
Others	1	0,6
Parental Characteristics		
Father's Age		
20-30 years	11	6,3
30-40 years	91	52
>40 years	73	41,7
Mother's Age		
20-30 years	11	6,3
30-40 years	91	52
>40 years	73	41,7
Father's Education		
≤ Junior High School	130	74,3
Senior High School	43	24,6
Diploma/Bachelor's Degree	2	1,1
Mother's Education		
≤ Junior High School	136	77,7
Senior High School	35	20,0
Diploma/Bachelor's Degree	4	2,3
Father's Occupation		
Informal/Non-permanen sector	168	96,0
Formal employment	7	4,0
Mother's Occupation		
Informal/Non-permanen sector	174	99,4
Formal employment	1	0,6

Source: Primary Data, 2026.

The results of the study conducted at SMPN 1 Mangaran showed that most respondents were 13 years old (40%) and male (54.9%). The majority of respondents were first-born children (47.4%) and came from families with two children (54.9%). In addition, most respondents were from the Madurese ethnic group (65.7%).

Based on parental characteristics, most fathers were aged over 40 years (65.7%), while the majority of mothers were aged 31–40 years (52%). Most fathers (74.3%) and mothers (77.7%) had an educational level of junior high school or lower (≤ junior high school). Furthermore, the majority of parents worked in the informal sector.

Table 2. Frequency distribution of paternal and maternal parenting styles (n = 175)

Parenting Style	Frequency	Percentage (%)
Father		
Authoritarian	20	11,4
Permissive	26	14,9
Democratic	129	73,7
Mother		
Authoritarian	31	17,7
Permissive	16	9,1
Democratic	128	73,1

Source: Primary Data, 2026

Based on Table 2, most respondents perceived that both fathers and mothers applied a democratic parenting style, accounting for 73.7% and 73.1%, respectively.

Table 3. Frequency distribution of adolescents' emotional intelligence at SMPN 1 Mangaran (n = 175)

Emotional Intelligence	Frequency	Percentage (%)
Low	5	2,90
Moderate	56	32,0
High	114	65,1

Source : Primary Data, 2026.

Table 3 shows that adolescents' emotional intelligence at SMPN 1 Mangaran is strongly dominated by the high category (65.1%). The moderate category still accounts for about one-third of respondents (32.0%), while the low category appears only in a very small proportion (2.9%).

Table 4. Descriptive statistics of paternal parenting style, maternal parenting style, and adolescents' emotional intelligence at SMPN 1 Mangaran

Variable	Mean	Min	Max	SD
Father's Parenting Style				
Authoritarian	14,39	6	29	4,463
Permissive	12,85	5	23	3,388
Democratic	40,05	16	58	9,270
Mother's Parenting Style				
Authoritarian	15,83	6	28	4,849
Permissive	13,85	5	25	3,395
Democratic	43,27	12	60	8,809
Emotional Intelligence	62,23	24	86	11,52

Source : Primary Data, 2026

Table 4 shows that the scores across parenting style dimensions vary for both fathers and mothers. For paternal parenting styles, the mean scores range from 12.85 to 40.05, with the lowest mean in the permissive dimension (mean = 12.85; SD = 3.388) and the highest mean in the democratic dimension (mean = 40.05; SD = 9.270). The score range across the three paternal parenting dimensions varies from 5 to 58.

For maternal parenting styles, the mean scores range from 13.85 to 43.27, where the permissive dimension has the lowest mean (mean = 13.85; SD = 3.395) and the democratic dimension has the highest mean (mean = 43.27; SD = 8.809). Overall, the score range for maternal parenting styles varies from 5 to 60.

Meanwhile, the adolescents' emotional intelligence variable has a mean score of 62.23 (SD = 11.52) with a score range of 24–86, indicating variation in the level of emotional intelligence among respondents.

Table 5. Descriptive statistics of adolescents' emotional intelligence domains at SMPN 1 Mangaran (n=175)

Emotional Intelligence	Mean	Mean per item	Min	Max	SD
Self-awareness	13.2514	3,31	5	20	3.40633
Self-regulation	12.8686	3,22	4	20	3.48888
Self-motivation	11.9486	3,98	4	16	2.60695
Empathy	14.6514	3,66	5	20	3.51494
Social skills	9.5086	3,17	3	15	2.72466

Source: Primary Data, 2026.

Based on Table 5, the self-motivation domain represents the strongest aspect of emotional intelligence, as indicated by the highest mean per item compared to other domains (mean per item = 3.98). This finding suggests that junior high school adolescents have relatively strong internal motivation and personal drive. In contrast, the social skills domain shows the lowest level, with the lowest mean per item (mean per item = 3.17), indicating that adolescents' ability to interact and build social relationships is still not optimal.

Table 6. Bivariate analysis of paternal and maternal parenting styles with adolescents' emotional intelligence at SMPN 1 Mangaran (n=175)

Parenting Style	P-value	r-value	Strength of Correlation
Father			
Authoritarian	0,829	0,16	No correlation
Permissive	<,001	0,249	Weak
Democratic	<,001	0,334	Weak
Mother			
Authoritarian	0,733	0,026	No correlation
Permissive	<,001	0,326	Weak
Democratic	<,001	0,441	Moderate

Source: Primary Data, 2026

The results of the bivariate analysis indicate differences in the relationship patterns between parenting styles and adolescents' emotional intelligence. Democratic parenting style from both fathers ($r = 0.334$; $p < 0.001$) and mothers ($r = 0.441$; $p < 0.001$) showed a significant positive relationship with adolescents' emotional intelligence, with maternal democratic parenting demonstrating a stronger correlation. Permissive parenting style also showed a significant relationship in both parents, although with weaker correlation strength. In contrast, authoritarian parenting style from both fathers and mothers did not show a statistically significant relationship with adolescents' emotional intelligence ($p > 0.05$).

Discussion

The predominance of democratic parenting styles among both fathers and mothers may be explained by parental age maturity. Most fathers were aged over 40 years and most mothers were aged 31–40 years, which according to Rahmawati (2022) represents a phase characterized by greater emotional maturity and life experience. Interestingly, although the majority of parents had only completed elementary education, they were still able to apply democratic parenting styles. This finding suggests that higher formal education is not the sole determinant of parenting quality; parenting knowledge may also be acquired through intergenerational experience and cultural values (O'Reilly, 2026).

Cultural factors also provide an important explanation, considering that most respondents came from a Madurese background. The philosophy of *bhuppa' bhuppu' ghuru rato* emphasizes a balance between authority and responsibility (Azis and Annisya,

2024), while the tradition of *rembugan* (deliberation) aligns with the principles of democratic parenting that emphasize two-way communication (Yuriadi *et al.*, 2023). In addition, parental occupational characteristics may contribute to this pattern. Most fathers worked in informal sectors such as farming or fishing, while most mothers were homemakers. Previous research by Mailinda (2024) on fishermen's families found that high-risk occupations require effective communication within the family. Furthermore, Nahira (2025) stated that the greater time availability of homemaker mothers allows for more intensive interactions with children.

The high level of adolescents' emotional intelligence observed in this study may also be associated with the predominance of democratic parenting. The family serves as the primary environment for children's emotional development, where warm interactions, open communication, and clear boundaries characteristic of democratic parenting provide effective models of emotional regulation (Nuryatna and Solehudin, 2024). In addition, a supportive school environment may contribute to adolescents' emotional development through peer support and a positive school climate (Saputro, 2022; Sánchez and Vázquez, 2023).

Domain analysis showed that self-motivation was the strongest aspect of emotional intelligence, while social skills were the lowest. The high level of self-motivation reflects adolescents' strong internal drive to achieve goals. This finding is consistent with Costa (Costa and Faria, 2025), who reported that students with high self-motivation tend to develop a stronger growth mindset. Conversely, the lower level of social skills suggests that adolescents' interpersonal abilities still require further development. This condition may be influenced by the increasing dominance of online interactions, which may reduce the quality of face-to-face social engagement (Lee and Cha, 2025), as well as the limited availability of structured social activities within schools (Lestari *et al.*, 2025).

The significant relationship between democratic parenting and adolescents' emotional intelligence supports previous studies. Handayani (2021) reported that democratic fathers play an important role in shaping adolescents' self-control and emotional assertiveness through consistent rules. Similarly, Elminah et al. (2022) found that democratic paternal parenting provides opportunities for adolescents to learn decision-making and experience emotional consequences. In terms of maternal parenting,

the present findings are consistent with Nguyen et al. (2020), who identified maternal warmth as a key predictor of adolescents' emotional intelligence. This is further supported by Nisa et al. (2022), who noted that mother–child interactions tend to be more expressive and emotionally oriented, thereby enriching children's social learning experiences. Lee and Cha (2025) also emphasized that maternal warmth fosters emotional security and enhances adolescents' ability to understand emotions.

The difference in correlation strength between paternal and maternal parenting styles may also be explained by cultural context. In Madurese collectivistic culture, where family roles are relatively distinct with fathers acting primarily as breadwinners and mothers as household managers mothers generally spend more time interacting with children. As a result, maternal influence on emotional development tends to be more pronounced. This finding is consistent with Liu and Wu (2022), who argued that parental influence on emotional development is strongly shaped by regional and cultural contexts. Permissive parenting also showed a significant, although weaker, relationship with adolescents' emotional intelligence. Rahmah et al. (2024) suggested that greater freedom within permissive parenting may allow adolescents to express their emotions more openly. However, several studies emphasize that the absence of clear boundaries may limit the development of effective emotional regulation. Meanwhile, authoritarian parenting was not significantly associated with adolescents' emotional intelligence, confirming previous findings by Nguyen et al. (2020) and Khusnia et al. (2023), which indicated that strict control without warmth may restrict the development of emotional awareness.

Overall, democratic parenting styles from both fathers and mothers were positively associated with adolescents' emotional intelligence, with maternal parenting demonstrating a stronger relationship. These findings highlight the importance of active involvement from both parents in implementing parenting practices that balance warmth and control in order to optimally support adolescents' emotional development.

Conclusion

This study revealed that democratic parenting is the most dominant parenting style applied by both fathers and mothers of students at SMPN 1 Mangaran and is consistently

positively associated with adolescents' emotional intelligence, which is predominantly in the high category. These findings indicate that emotional warmth, open two-way communication, and the implementation of clear and consistent rules key characteristics of democratic parenting significantly contribute to adolescents' ability to recognize, understand, and manage emotions adaptively.

A stronger relationship was found in maternal democratic parenting compared to paternal parenting, suggesting that the intensity of interaction and emotional closeness with mothers plays a central role in shaping adolescents' emotional intelligence. In contrast, authoritarian parenting, which emphasizes unilateral control without emotional warmth, showed no significant relationship with adolescents' emotional development. Therefore, the synergistic involvement of both parents in implementing democratic parenting.

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