



IMPACT OF PARENT–CHILD RELATIONSHIPS ON THE EMOTIONAL INTELLIGENCE OF ADOLESCENTS AS PERCEIVED BY SECONDARY SCHOOL TEACHERS IN IBADAN NORTH LOCAL GOVERNMENT, NIGERIA

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Abstract

The parent-child relationships play a significant role in the well-being of the children. Therefore, this study examined impact of parent–child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government, Nigeria. The study adopted the descriptive survey research design. The population of the study is all teachers in Ibadan Metropolis while the target population comprised teachers selected from Ibadan North Local Government. Data were collected using a self-designed questionnaire. The validity and reliability of the questionnaire were established. Data was analysed using Mean, t-test and Analysis of Variance at 0.05 alpha level. The findings of the study revealed that parent-child relationship largely influences the emotional intelligence of adolescents. There were no significant differences found in the teachers' perception of the impact of parent-child relationship on the emotional intelligence of adolescents, on the basis of gender and age. There was a significant difference in the teachers' perception of the impact of parent-child relationship on the emotional intelligence of adolescents based on highest education. Based on this finding, it was recommended that Parents should maintain the warm and supportive interactions with the adolescents.

Keywords: Parent-child Relationship, Emotional Intelligence, Adolescents, Teachers

1. INTRODUCTION

Human beings pass through the developmental stages of infancy, childhood, adolescence and adulthood. The adolescent stage is generally regarded as a critical period in human development. It is a period of multiple transitions. It is characterised by physical, cognitive, emotional and social changes (Shee, Nayak, D'Souza & Siva, 2025). The physical changes involve the development of secondary sexual characteristics, a rapid growth spurt and an increase in body composition. The increase in body composition is clearly noted in the sharp increase in height and weight (Özdemir, Utkualp & Palloş, 2016). The enlargement of the hips and shoulders is evident. The changes in facial appearance are also observable. The cognitive development includes the ability to reason logically and a deep engagement in complex problem-solving. According to Bobonazarova (2024), the cognitive composition develops when the memory and imagination gain full independence. Adolescents can think

hypothetically and possess the cognition to differentiate the real from many possibilities. They are also capable of criticising many situations. The emotional and social changes similarly grow rapidly. Adolescents experienced intensified mood changes, increased peer relationships, improved self-awareness, a significant sense of self and a search for opposite-gender relationships (Ujuagu & Nwosu, 2025). Adolescents focused on establishing a sense of identity. They are particularly interested in manners of appearing, talking and behaving. They tend to dissociate from parents and socialise with peers (Udom & Udongwo, 2022).

Due to the enormity of these changes, the period necessitates adolescents to develop strong management skills to cope with the storm and stress of the period. One of the major skills to navigate successfully is emotional intelligence. Emotional intelligence is the ability to identify, comprehend and manage emotions in oneself and respond suitably to the emotions of others. The work of Peter Salovey and John Mayer (1990) gave global recognition to emotional intelligence. The duo described emotional intelligence as the ability to perceive and integrate emotions, to facilitate thoughts and use it to guide actions. Afterwards, Goleman (1995) identified various components of emotional intelligence, which include self-awareness, self-regulation, self-motivation, empathy and social skills.

Based on Goleman's assumption, self-awareness is the ability to recognise one's emotions and use the emotion to make positive decisions. Self-regulation is the ability to control emotions and impulses. It is related to the expression of anger without resulting in conflict, which reduces the feelings of aggression and anxiety. The self-motivation component enables internal drives to achieve success. It assists individuals in focusing on tasks and ultimately improves performance. Empathy competence demonstrates the capacity to feel for others (Singh & Goyal, 2025). It entails feeling others' perspectives and aligning appropriately with society. The social skills aspect further demonstrates the tendency to manage relationships effectively. It entails appreciating social situations and wisely interacting in relationships. These suggest that emotional intelligence may translate to changing the manner to see and interprets situations, altering perception, managing challenges and creating a supportive environment. Emotional intelligence is the key to achieving success in academics, careers, marital and social phases of life. Thus, adolescents with high emotional intelligence are likely to exhibit emotional stability, demonstrate positive interpersonal relationships, and adopt effective communication. Conversely, low emotional intelligence is associated with weak social interaction, poor communication and behavioural difficulties. Manoppo and Kabangunang (2024) stated that adolescents who possess high emotional intelligence would calmly manage emotions, solve problems and overcome challenges in various aspects of life. Reyes-Wapano (2021) further observed that emotional intelligence predicts improved mental health status of adolescents. High emotional intelligence is positively related to well-being and self-esteem and negatively correlated with depression and anxiety (Fernández-Berrocal & Extremera, 2016).

The development of emotional intelligence is not purely hereditary; it is environmentally achieved. It can be learnt, adapted and perfected. The key agent of socialisation is the home, which serves as the foundation for learning. The parent-child relationship is the degree of connectedness between parents and children. Barmola (2014) referred to the parent-child relationship as one of the longest and most lasting social ties that ever exists. Parent-child relationships have unique and enduring characteristics that last

throughout a child's development. According to Nwankwo and Oparaugo (2023), the relationship shapes a child's character. Children learn and practice social and emotional skills based on interactions received from caregivers, specifically, parents. Other caregivers may include teachers and extended family members (Zhu, Dou & Karatzias, 2024). The personality composition of the child is largely dependent on the parent-child relationship. The relationship is usually considered warm, interactive and supportive. A warm relationship helps the children to manage emotions, control behaviour, adjust to situations and help to establish cordial relationships with others. Such a healthy relationship equally assists a child to resolve conflict amicably. The role of parents involves protection, guiding and grooming the cognitive, emotional and social acumen of the children (Nnamani, Idoko, Onuigbo & Eze, 2020). The psychosocial development of the children is ensured through active involvement of the parent (Sylaj & Hajrullahu, 2025). It is achieved by having a close and warm relationship with the children. Such a relationship boosts the emotional intelligence of the children.

The relationship plays a significant role in the social and emotional well-being of the children. The environment and the support received by the children determine the nature of the relationship. Ghita (2023) opined that a secure attachment and emotional connection between parents and adolescents gives the adolescents a positive sense of worth and a high level of emotional intelligence. The parental involvement affects all aspects of adolescent development, which include self-control, self-esteem, self-confidence, self-concept, academic achievement, social adjustment and interpersonal relationships. Sulaiman, Halili, Khalid and Saleh (2017) confirmed that a high positive correlation exists between emotional intelligence and parenting styles. Parents who are emotionally available, regularly provide constructive feedback, and moderately nurture guidance are promoting emotional intelligence in their children. Such children are prepared to meet the children's competencies, autonomy, and relatedness (Gaur & Gupta, 2024). Yang, Ismail, Arshat, Naquiuddin and Azam (2024) pointed out that the parent-child relationship played a significant role in psychosocial functioning, developmental outcomes and various domains of life. It further reiterated that children with high emotional intelligence are shown to be more adaptive and resilient.

The attachment theory of John Bowlby is strong theoretical evidence for this study. The theory suggests that parent-child attachment formed in childhood forms the foundation for emotional regulation and emotional security throughout the life span. It highlights that children are naturally wired to seek emotional support from their parents. When the parents provide love, protection, warmth and companionship, the children receive a secure attachment which supports wellbeing, emotional stability and social functioning. The insecure attachment is generated when parents are neglectful, rejecting and inconsistent in providing companionship. It developed into negative emotional development and poor interpersonal competence. Likewise, the family systems theory of Murray Bowen emphasises the interconnected bonds that exist between the parents and the children. It posits that emotional stability, behavioural patterns, personal growth and development are shaped through interactions with the family system. It assumes that the children's emotional responses and coping strategies largely depend on their interaction with parents. Therefore, based on the assumption of the theory, the parent-child relationship is significant in the

psychological and emotional development of children. The styles adopted by the parents to raise the children have a very strong impact on the overall well-being of the children.

Empirical studies consistently proved that a warm, supportive, positive and friendly parent-child relationship promotes the emotional intelligence of the children. The study of Prabha (2024) conducted in India adopted the mixed methods of survey and interview. The study was conducted among parents and adolescents. It was shown that parenting is positively connected with high emotional intelligence. Orticio et al. (2026) conducted a relationship study to examine the relationship between emotional intelligence and parental involvement. The study was conducted among grade 8 students. The result revealed that positive parental involvement predicts high emotional intelligence. Other related studies are the work of Trejo and Jannah (2025), which examined the relationship between parenting styles and emotional intelligence in early childhood. The study employed high school students from Indonesia. It was found that a strong relationship exists between parenting styles and emotional intelligence; however, the level of emotional intelligence depends greatly on the type of parenting adopted. Tahir and Quratulain (2024) studied the relationship between parenting styles, conflict resolution and emotional intelligence. The quantitative study was conducted among young adults and it was found that emotional intelligence was positively associated with parenting styles as well as conflict management skills. Although many studies have been conducted on parent-child relationships, the perception of teachers as a major instrument of socialisation is the main thrust of this study. Therefore, the study investigated the impact of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government, Nigeria.

2. OBJECTIVE AND HYPOTHESES

The objective of this study was to investigate the impact of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government, Nigeria. The study examined the influence of moderating variables of gender, age and highest level of education on parent-child relationships and emotional intelligence.

2.1 QUESTION

The following research question was raised and answered in this study:

1. What are the impacts of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government, Nigeria?

2.2 HYPOTHESES

The following research hypotheses were formulated and tested:

- There is no significant difference in the impact of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government based on gender.

- There is no significant difference in the impact of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government based on age.
- There is no significant difference in the impact of parent-child relationships on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North Local Government based on highest level of education.

3. METHOD

This study adopted the descriptive survey research design. The population of this study is all teachers in Ibadan Metropolis. The target population comprised teachers selected from Ibadan North Local Government. A multi-stage sampling method was adopted for the study. At stage one, simple random sampling was employed to select Ibadan North Local Government from the existing Local Government Areas in Ibadan Metropolis. At stage two, purposive sampling was used to select senior secondary school teachers in Ibadan North. At stage three, teachers were conveniently sampled from the selected schools in the Local Government. A total of 248 teachers participated in the study. Data were collected from the target sample using a self-designed questionnaire entitled "Impact of Parent-Child Relationship on Emotional Intelligence Questionnaire (IPCREIQ)". It was structured on a four-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The scoring points are four, three, two and one, respectively. Based on the used scale, the benchmark is 2.5.

The questionnaire was given to five experts in the Department of Educational Guidance and Counselling, Faculty of Education, University of Ilorin, Nigeria, to establish the validity of the questionnaire. Corrections were adequately taken into consideration in the final draft of the questionnaire. The reliability of IPCREIQ was ascertained using a test-retest reliability method at an interval of four weeks. The results obtained from the two administrations were correlated, and a reliability coefficient of 0.75 was obtained. The selected teachers from Ibadan North LGA completed the questionnaire in a controlled environment. The author, as well as a research assistant, distributed the questionnaire, which was filled out in the teachers' offices. The completed forms were retrieved, and the author proceeded for the data analysis.

The author sought approval from the Heads of Schools selected. Consent of the teachers was also obtained to identify those who were willing to participate. Afterwards, the author briefly explained the objectives of the study to the participants. They were guided on how to answer the questionnaire. They were instructed not to indicate their names, address or any form of identity to maintain anonymity. They were assured that after the completion of the analysis, the questionnaire forms would be confidentially disposed of in compliance with ethical standards. Data was analysed with statistical software. Descriptive statistics were employed to analyse the demographic characteristics of the respondents. Inferential statistics was adopted to analyse the hypotheses formulated at 0.05 level of significance.

4. RESULTS

Demographic Data

This section presents the results of the demographic data obtained from the respondents in frequency and percentages.

Table 1: Percentage Distribution of Respondents based on Demographic Variables

Variable	Frequency	Percentage
Gender		
Male	98	39.5
Female	150	60.5
Total	248	100.0
Age		
18-27 years	49	19.8
28-37 years	63	25.4
38-47 years	89	35.9
48 -57 years	35	14.1
58 years and above	12	4.8
Total	248	100.0
Highest Level of Education		
NCE/ND	35	14.1
HND/BSC	123	49.6
Master's	57	23.0
PhD	33	13.3
Total	248	100.0

Table 1 shows the distribution of demographic data of the respondents. The table reveals that the demographic variables used for this study are gender, age and highest level of qualification of the teachers.

Research Question One: What are the impacts of parent-child relationships on the emotional intelligence of adolescents, as perceived by secondary school teachers in Ibadan North Local Government?

Table 2: Mean, Standard Deviation and Rank Order showing the of impacts of parent-child relationships on the emotional intelligence of adolescents

S/N	ITEMS	Mean	Std. Deviation	Rank
1	Students with a strong emotional bond with their parents display better self-awareness in the classroom.	3.62	.71528	1 st
15	Students with emotionally available parents are more likely to seek help when facing challenges.	3.38	.69296	2 nd
5	Children who frequently engage in positive discussions with their parents are more socially confident.	3.36	.70089	3 rd
14	Parental reinforcement contributes to a student's ability to manage frustration in difficult tasks.	3.36	.71801	4 th

9	Students from households with emotional warmth and guidance tend to be more motivated in academic tasks.	3.36	.76635	5 th
13	Students whose parents dismiss their emotions tend to struggle with emotional regulation in school.	3.35	.73236	6 th
3	A warm and supportive parent-child relationship enhances a student's ability to empathize with others.	3.34	.72422	7 th
12	A secure parent-child attachment helps students cope with academic pressure more effectively.	3.33	.75967	8 th
7	Students with parents who encourage emotional expression show better adaptability to new situations.	3.30	.73192	9 th
6	Students raised in friendly family environments handle conflicts with peers more constructively.	3.29	.71965	10 th
11	Students from strict homes often struggle with expressing their emotions in a healthy way.	3.28	.79930	11 th
10	Students who receive consistent emotional support from their parents exhibit better self-control.	3.27	.66258	12 th
4	Children who experience consistent parental support demonstrate higher levels of emotional intelligence in social interactions.	3.21	.77541	13 th
2	Students who have open communication with their parents tend to manage their emotions effectively.	3.20	.75801	14 th
8	Overprotective parenting limits a student's ability to develop emotional resilience.	2.99	.89981	15 th

Table 2 presents the mean and rank order of the teachers' perception on impacts of parent-child relationships on the emotional intelligence of adolescents. From the table above, it can be said that positive and warm parent-child relationships promote the emotional intelligence of adolescents.

Hypothesis One: *There is no significant difference in the impact of parent-child relationship on the emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North LG, based on gender.*

Table 3: Mean, Standard Deviation and t-value of the Teachers' Perception on the impact of parent-child relationship on emotional intelligence of adolescents based on gender

Gender	N	Mean	SD	df	Cal. value	t- value	Crit. value	p-value
Male	98	49.4330	3.51457	246	.809		1.650	.419
Female	150	49.7933	3.35244					

Table 3 shows that there was no significant difference in teachers' perceptions of the impact of parent-child relationship on adolescents' emotional intelligence based on gender, $t(246)=0.81$, $p = .419$, Cohen's $d=0.11$, indicating a negligible effect size. Therefore, the null hypothesis was retained.

Hypothesis Two: *There is no significant difference in the impact of parent-child relationship on emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North LG, based on age*

Table 4: Analysis of Variance (ANOVA) showing the Teachers' Perception on the impact of parent-child relationship on the emotional intelligence of adolescents based on age

Source	Sum of Squares	Df	Mean Square	Calc. F-ratio	Crit. F-ratio	p-value
Between Groups	44.885	4	11.221	.966	2.41	.427
Within Groups	2823.595	243	11.620			
Total	2868.480	247				

A one-way ANOVA showed no statistically significant difference among age groups, $F(4, 243) = 0.97, p = .427, \eta^2 = .016$, indicating a small effect size.

Hypothesis Three: *There is no significant difference in the impact of parent-child relationship on emotional intelligence of adolescents as perceived by secondary school teachers in Ibadan North LG based on highest level of education*

Table 5: Analysis of Variance (ANOVA) showing the Teachers' Perception on the impact of parent-child relationship on emotional intelligence of adolescents as perceived by teachers based on highest level of education

Source	Sum of Squares	Df	Mean Square	Calc. F-ratio	Crit. F-ratio	p-value
Between Groups	109.692	3	36.564	3.234	2.64	.023
Within Groups	2758.788	244	11.307			
Total	2868.480	247				

A one-way ANOVA revealed a significant difference according to educational qualification, $F(3, 244) = 3.23, p = .023, \eta^2 = .038$, indicating a small effect size. The null hypothesis was rejected. In order to ascertain where the difference lies, Duncan Post-Hoc analysis was conducted and the result is shown on the table below.

Table 6: Duncan Post-Hoc Showing the Difference in the impact of parent-child relationship on emotional intelligence of adolescents as perceived by teachers based on highest level of education.

Highest Level of Edu.	N	Subset for alpha = 0.05	
		1	2
PhD	33	49.1515	
HND/BSC	123	49.1545	
Master's	57	50.2807	50.2807
NCE/ND	35		50.8286
Sig.		.125	.429

Since the mean score of those who had NCE/ND is higher than the mean of other age groups, this indicates that respondents who had NCE/ND are responsible for the difference observed.

5. DISCUSSION

The finding revealed that the parent-child relationship largely influences the emotional intelligence of adolescents. The results showed that all the items ranked above the benchmark of 2.5. This implies the items are strong indicators of the variables. This finding might not be surprising as a result of the natural evidence, theoretical backings and empirical supports that justify the positive and strong relationship that exists between parent-child and emotional intelligence. The finding corroborates Shee, Nayak, D'Souza and Siva (2025), who found that the parent-child relationship correlates with emotional intelligence. This finding supports Manoppo and Kabangunang (2024), who also found that parenting patterns have significant links with emotional intelligence. Prabha (2024) similarly aligns with this finding; the submission noted that parenting shapes the emotional intelligence of adolescents. The interaction of the parents and their children reveals a connection that has implications for well-being and emotional development.

The result of hypothesis one showed that there is no significant difference between male and female teachers' perceptions of the impact of parent-child relationship on the emotional intelligence of adolescents. The finding is in line with Ujuagu and Nwosu (2025), who found no significant gender difference in the emotional intelligence of adolescents. This finding agrees with Ruiz and Esteban (2018), who found no gender differences in the emotional intelligence of adolescents. This finding may suggest that male and female teachers perceived emotional intelligence has been developed through interpersonal experiences with parents, family and environment. The pattern of attachment, communication and empathy encourages emotional development of adolescents.

The finding of hypothesis two revealed that no significant difference was found in the teachers' perception of the impact of parent-child relationship on the emotional intelligence of adolescents, on the basis of age. The teachers in Ibadan North LG, irrespective of their age, agree that parent-child relationships strongly influence the emotional intelligence of adolescents. This agrees with the submission of Lahore and Nazly (2021), which found that teachers across different ages accepted that relationships affect emotional intelligence.

The result of hypothesis three indicated a significant difference in the teachers' perception of the impact of parent-child relationship on the emotional intelligence of adolescents on the basis of highest level of education. The study of Arteaga-Cedeño, Carbonero-Martín, Martín-Antón & Molinero-González (2022) agreed with this study that professional qualifications affect emotional perceptions. Educational exposure may affect the thoughts and opinions of teachers. The experiences and orientation gained through education influence perceptions and shape the pattern of behaviour.

6. CONCLUSION

This study established strong interactions between parents, children and emotional intelligence. It demonstrated that parents' attachment, communication and encouragement affect the adolescents' emotional awareness and regulation.

RECOMMENDATIONS

Based on the findings of this study, it was recommended that:

1. Parents should maintain the warm and supportive interactions with the adolescents. The interactions should equally be improved upon to boost the emotional intelligence of the adolescents.
2. Seminars and workshops should be organized for parents to learn more skills on healthy emotional practices.
3. Professional counsellors should organize counselling sessions for parents and adolescents on emotional regulation and management.
4. Parents should be encouraged to learn different parenting styles and adopt the best practices.
5. Educational authorities should organize emotional trainings for teachers to complement the parenting practices.

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