



The Role of Parental Social Support on Adolescent Boys' Emotional Intelligence

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Keywords

Adolescent Boys,
Emotional
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Abstract

Emotional intelligence has an important role. High emotional intelligence can help in overcoming stress, reducing anxiety and depression, and increasing adolescents' motivation to achieve goals. One of the factors that can affect the level of emotional intelligence is external factors, one of which is parents. This study investigated parental social support's role in adolescent boys' emotional intelligence. This study uses a quantitative method. The sample of this study was taken using *accidental sampling* and *purposive sampling* techniques, involving 126 adolescent boys aged 14 – 18 years. Then, the researchers used the Parental Social Support scale and the *Wong & Law Emotional Intelligence Scale* (WLEIS). Furthermore, a simple linear regression analysis technique was chosen to test the hypothesis in this study. The findings of this study show that parental social support has a positive role that contributes 4.4% ($R^2 = 0.044$) to the variation in emotional intelligence. The higher the parental social support that adolescent boys have, the higher the emotional intelligence score that adolescent boys have.

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INTRODUCTION

At most thirty percent of the content should be contained in the introduction. Background information regarding the research problem is provided in the introduction, which is backed by reliable and current factual data. Moreover, the state-of-the-art and urgency of the research must be included in this part. Closed with questions representing the research aims. There is a maximum of 1000 words in this entire section.

Adolescence is a transition period from childhood to adulthood; according to WHO, adolescents are individuals in the age range of 10 to 19 years, which is usually characterized by various physical, psychological, and social changes. During this period, a person will experience a crisis of his or her identity as expressed by Hikmah (2015) that adolescence is an unrealistic period because, during this period, individuals will face a crisis in searching for their identity so that during this transition period individuals will have the desire to try new things that have never been felt before. In addition, during this time, adolescents will face various challenges, such as academic demands, pressure from the surrounding environment, and emotional changes that are unstable and difficult to control. Therefore, adolescents need to have the ability to recognize, understand, manage, and express emotions appropriately.

Siagian (2002) revealed that in adolescence, individuals are in a process, namely the process of choosing and trying new things, so adolescents need to have the ability to be able to regulate emotions and control their behavior, which is called emotional intelligence. Emotional intelligence is an ability that individuals have to know and manage their feelings and emotions. Goleman (2003) revealed that emotional intelligence is the ability of an individual to recognize feelings that are owned by himself or herself and those felt by others. In addition, Mashar (2011) also revealed that emotional intelligence is the ability to perceive, process, and control children's emotions so that children can react to every condition of emotion in a person.

Emotional intelligence has an important role for adolescents. Goleman (2006) revealed that individuals with high emotional intelligence have good abilities in coping with stress, can also reduce anxiety and depression, and can increase adolescents' motivation to have achievements. In addition, it can also build skills in building positive interpersonal relationships with their environment and reduce aggressive behavior. Goleman (2015) expressed his opinion that adolescents who have high emotional intelligence will avoid negative behaviors such as promiscuity, drugs, fights, and drinking. Masithah, Soedirham, and Triyoga (2019) revealed that emotional intelligence affects a person's behavior control. High emotional intelligence for adolescents can help them manage their emotions and reduce behaviors that can harm themselves and others.

Brody & Hall (2008) revealed a difference in emotional intelligence in adolescent boys and girls; adolescent girls tend to have higher emotional awareness, empathy, and emotional communication skills than boys, who are generally more introverted in expressing feelings. This is influenced by social norms instilled in men from an early age to display a strong and unemotional image. This is due to research conducted by Safari and Hestaliana (2019), which found a difference in the level of emotional intelligence between men and women. The same thing is also proven by Siwi, Luthfi, and Nasrul (2011) and Fida and Ghaffar (2018) in their research, which shows that men have a lower level of emotional intelligence than women. Goleman (1995) revealed that adolescent boys who do not have emotional intelligence will be at risk of experiencing emotional outbursts such as uncontrollable anger, difficulty managing stress and pressure, and difficulties in building social relationships with others.

Low levels of emotional intelligence can cause adolescents, especially boys, to have difficulty recognizing and understanding as well as managing and controlling the emotions they feel so that they are ultimately expressed in the form of aggressive behavior. As revealed by Basaria (2019), there are currently many moral deviations committed by individuals in adolescence due to adolescents' inability to understand the emotions they feel appropriately, besides adolescents' inappropriate ways of expressing their emotions. This is proven by Luthfia (2017) in her research that there are problems in controlling emotions in grade VIII students at SMP Negeri 14 Pontianak, such as making a mess in the classroom, violating school rules, having difficulties in solving the problems faced, protracted feelings of sadness, being intolerant, speaking rudely, liking to laugh at other people's mistakes, damaging facilities at school, Not listening to the teacher's advice even looks opposed, often easily provoked by anger, getting into arguments with friends at school, even fights, and so on.

Young men need more guidance, support, and attention during this transition period, especially from their parents and the surrounding environment. This follows what Erlina (2016) expressed, namely that parenting and parental guidance have an important role in forming behavioral character for adolescents. According to Goleman (2014), one of the factors that can affect the level of emotional intelligence is external factors, one of which is parents. Parents need to provide support to adolescents in the form of affection and assistance such as goods, services, and information. As Sarafino (2017) expressed, parental social support is a form of affection, care, and appreciation given by parents and groups to a person so that the recipient feels loved, accepted, and appreciated.

Therefore, social support provided by parents can also be one of the driving factors for a teenager to carry out his developmental tasks well, as Sarason et al. (1983) revealed that social support obtained from others who can be trusted is something that has benefits for adolescents. Kartika and Sugiarti (2015) revealed

that family social support influences emotional intelligence in adolescents. This is proven by Yuniar and Darmawati (2017) in their research, which states that the higher the family support obtained by adolescents, the higher their emotional intelligence level. So, there is a difference in the level of emotional intelligence in adolescents who receive good parental social support and adolescents who have poor parental social support.

Several studies have proven that parental social support has a role in emotional intelligence in adolescents, as revealed by Aji, Hasanah, and Nugraheni (2022) in their research that there is a positive influence between parental social support and emotional intelligence in adolescents. A similar opinion was also expressed by Nilam & Soetjiningsih (2022), who also revealed in their research that there is a significant positive relationship between family social support and adolescent emotional intelligence, where the higher the social support provided by the family, the higher the level of emotional intelligence in adolescents, and vice versa. Moreover, Alfaruqy (2023) in his research also revealed that the higher the level of social support provided by parents will also provide a higher increase in emotional intelligence; on the contrary, the lower the level of social support provided by parents, the lower the level of emotional intelligence in adolescents.

Based on the background that has been presented, the researcher is interested in examining more deeply the role of parental social support on emotional intelligence in adolescent boys. Although previous research has proven the important role of parental support for adolescents in general, there is a gap in the literature that is a state-of-the-art position in this study, where the majority of previous studies tend to treat adolescents as homogeneous groups without considering differences in emotional internalization due to gender social construction. The urgency of this research becomes crucial in today's cultural context as adolescent boys are often trapped in traditional masculinity stigmas that require them to always appear strong and suppress their emotional expression. Without proper social support from parents, these barriers are at high risk of manifesting into aggressive behavior and moral deviance.

Therefore, this study is important to understand how parent-specific support can deconstruct such barriers in adolescent boys and make a new contribution to the more gender-sensitive developmental psychology literature. Based on this presentation, the main objective of this study is to find out whether there is a significant role of parental social support on emotional intelligence in adolescent boys. In addition, this study also specifically wants to identify the extent of the contribution of the dimensions of parental social support in shaping adolescent boys' emotional control abilities amid the demands of their gender roles. Through the answers to these research questions, it is hoped that this study can be the foundation for the development of parenting styles that are more adaptive to the emotional needs of boys in the transition period.

METHOD

Design

This study used a correlational quantitative design to test the contribution of parental social support as an independent variable to emotional intelligence as a bound variable. This design was applied by measuring adolescent boys' perceptions of the frequency of support they received from their parents and relating it to their emotional ability scores statistically. This approach allows researchers to see the strength of relationships and the direction of influence between variables without providing manipulation of the research subject.

Participants

126 adolescent boys were obtained through accidental sampling. The criteria for the acquisition of the submitted samples are male and aged 12-18. For those who are willing to take part in this study, participants are asked to fill out a questionnaire through *informed consent* and then fill in the scale distributed through a Google Form *link* sent through social media such as WhatsApp and Instagram.

Table 1. Characteristics of Respondents

Category	Frequency	Percentage
Age		
14	2	1.6%
15	5	3.9%
16	35	27.8%
17	27	21.4%
18	57	45.2%
Total	126	100%
Current residence		
With mom and dad	102	80.9%
With my dad alone	3	2.4%
With mom only	14	11.1%
Not staying with either	7	5.5%
Total	126	100%
Parental relationship status		
Divorce	5	3.9%
Marry	117	92.8%
Living apart	4	3.2%
Total	126	100%
Parents' employment status		
Dad works – Mom doesn't work	68	53.9%
Mom and Dad work	49	38.8%
Dad doesn't work – Mom works	9	7.1%
Total	126	100%

Instruments

Emotional Intelligence. This variable was measured using the Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2004). This scale is based on Mayer and Salovey's theory of emotional intelligence which includes four aspects: Self-Emotion Appraisal, Other-Emotion Appraisal, Regulation

of Emotion, and Use of Emotion. This measurement tool consists of 16 items with an assessment method using a 7-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (7). The total score is obtained by adding up the entire item, where a higher score indicates a better level of emotional intelligence.

Parental Social Support. Parental social support is measured using a social support scale adapted by Harahap (2023). This measure was developed based on Sarafino's theory of social support, which includes four main dimensions: emotional support, rewards, instrumentals, and information. This scale consists of 28 items with a frequency assessment method based on a 5-point Likert scale, ranging from Never (1) to Daily (5). Participants were asked to rate how often they received such support and attention from their parents.

Procedure

The recruitment process is carried out online through the dissemination of Google Form links on social media such as WhatsApp and Instagram. Before filling in the scale, participants were directed to read an informed consent sheet explaining the purpose of the research, ensuring data confidentiality (anonymity), and the participant's right to resign at any time without sanction. Ethical principles are met by ensuring that participants understand the research procedures and voluntarily provide consent before their data is taken. The collected data is then verified for completeness before the tabulation and analysis process is carried out.

Data Analysis

The data analysis used was simple linear regression, with the help of Jeffrey's Amazing Statistics Program (JASP) and the Statistical Package for the Social Sciences (SPSS) calculation programs. Before analyzing the data, the researcher ensured that it had met four assumption tests: normality, linearity, autocorrelation, and heteroscedasticity (see Table 2).

Table 2. Summary of the Assumption Test

Assumption Test	Result	Information
Normality	Kolmogorov-Smirnov Test = 0.200	Fulfilled
Linearity	Linearity Test = 0.036	Fulfilled
Autocorrelation	Durbin-Watson = 1.604	Fulfilled
Heteroscedasticity	Glejser = 0.071	Fulfilled

Table 2 shows that the data are normally distributed ($p > 0.05$, i.e., 0.200), the data are linear (linearity test, $p < 0.05$, i.e., 0.036), there is no autocorrelation with the Durbin Watson value still between 1.5 and 2.5, and there is also no heteroscedasticity ($p > 0.05$, i.e., 0.071).

RESULT

Based on the results of the descriptive analysis, most adolescent boys have parental social support in the moderate category, and the emotional intelligence possessed by adolescent boys is mainly in the medium category. This categorization is obtained based on the results of descriptive statistics, each of which is calculated with results on each variable in Table 3.

Table 3. Categorization of Variables

Variabel	Category	Frequency	Presentase
Social Support Parents	Low	13	10.3%
	Moderate	100	79.4%
	High	13	10.3%
	Total	126	100%
Emotional Intelligence	Low	22	17.5%
	Moderate	80	63.5%
	High	24	19%
	Total	126	100%

Based on the results of a simple linear regression, it was found that parental social support had a positive role on emotional intelligence in adolescent boys ($p = 0.018$, $R^2 = 0.044$, $F = 5.726$), see table 4.

Table 4. The Role of Parental Social Support on Adolescent Boys' Emotional Intelligence

Parental Social Support → Emotional Intelligence	0.044	5.726	0.018
Variabel	R2	F	Sig

For these aspects, emotional support has the most dominant role in emotional intelligence in adolescent boys. Then there is instrumental and reward support, and information support has the least role in emotional intelligence in adolescent boys (see Table 5).

Table 5. The Role of Each Aspect of Parental Social Support on Emotional Intelligence

Aspects	Sig
Emotional Support → Emotional Intelligence	0.068
Emotional Intelligence → Award Support	0.548
Instrumental Support → Emotional Intelligence	0.310
Information Support → Emotional Intelligence	0.897

DISCUSSION

Based on the hypothesis test results, it is known that parental social support has a positive role in emotional intelligence in adolescent boys. This means that the higher the social support of parents, the higher the level of emotional intelligence possessed by adolescent boys, and vice versa. These results confirm previous findings by Rosdiana and Laila (2022) and Wijaya (2019), which showed that high parental social support accompanies most adolescents with high emotional intelligence.

Parental social support comprises four aspects: emotional, reward, instrumental, and information support. Based on the research results, the most dominant aspect felt by the subjects is emotional support. This aspect includes empathy, care, and attention given by parents so that children feel comfortable, safe, and loved (Sarafino, 2011). The dominance of emotional support in this study suggests that for adolescent boys, the presence of a "secure base" provided by parents—such as praise during success and validation during failure—is the most felt form of intervention. In a cultural context where boys are often pressured to be stoic, emotional support from parents may act as a critical counter-narrative, allowing them to feel safe enough to process their internal states. This emotional safety then becomes the foundation for developing their emotional intelligence, as they feel valued and accepted regardless of the social stigmas regarding male vulnerability.

Conversely, the weakest aspect identified is information support. According to Sarafino (2011), this involves advice and suggestions to direct children and help them find solutions. The lower score in this aspect may indicate that adolescent boys in this developmental stage prioritize autonomy and emotional validation over direct cognitive direction or advice, which they might perceive as a challenge to their growing independence.

Regarding emotional intelligence, the most dominant aspect identified is the use of emotion, which relates to directing emotions toward positive and productive performance. This is characterized by the belief in self-motivation and competence. However, the weakest aspect is regulation of emotion. According to Blair (2017), an inability to regulate emotions can lead to poor learning outcomes and an inability to cope with stress. This finding is particularly significant for adolescent boys, as the inability to regulate emotions is often the bridge between internal distress and externalized aggressive behavior, such as cyberbullying or physical fights (Khairunnisa & Alfary, 2022).

Furthermore, this study's limitations must be addressed. First, there are instrumentation limitations; while the tools used are valid, further refinement in adapting these instruments to specifically capture the nuances of male emotional expression could enhance future data accuracy. Second, the use of accidental sampling (previously noted as purposive in the draft) reduces the generalization of research results to a broader population. Therefore, the results of this research should be interpreted with caution. Future studies could benefit from a more diverse sampling frame and the inclusion of longitudinal designs to observe how these variables interact over time.

CONCLUSION

This study concluded that parental social support plays a significant positive role in the emotional intelligence of adolescent boys, with a contribution of 4.4%. These findings show that the higher the support received, the better their emotional intelligence, with the emotional support aspect being the most dominant form of help felt by the subjects.

Practically, parents are advised to provide a safe space for boys to express their emotions through open communication in order to deconstruct the stigma of traditional masculinity. Theoretically, researchers will then need to explore other variables such as peer influence or the role of teachers, as well as consider qualitative methods to get a more comprehensive picture of the emotional dynamics of adolescent boys.

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