

Parenting Style, Emotional Intelligence, and Social Anxiety among Adolescents: A Systematic Literature Review

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Abstract

This review set out to synthesize and analyze the existing research on the relation between parenting style, emotional intelligence (EI) and social anxiety among adolescents. An extensive and systematic search across multiple databases such as Google Scholar, Science Direct, and Web of Science was performed. The keywords related to parenting styles, EI, and social anxiety were employed, resulting in the initial retrieval of over 90,000 articles. This paper focus on studies involving participants aged 10-18, with a particular emphasis on EI or social anxiety as outcome variables and parenting style as a predictor. Ultimately, 27 papers met the study requirements and were subjected to a critical appraisal examining the clarity of research questions, sample representativeness, research procedures, result analysis, and alignment with study objectives. The analysis revealed marked variation in the impact of parenting styles on EI across different cultural settings. Authoritative parenting consistently showed positive outcomes on adolescents' psychological flexibility and emotion regulation. In contrast, the authoritarian and indulgent/neglectful parenting styles were related to less adaptive behaviors regarding these domains. However, this association varied in non-Western contexts, with authoritarian parenting sometimes positively linked to EI. This critical evaluation of the parenting styles, with specific reference to EI and social anxiety, provides valuable insights into the intricate nature of adolescent development.

Keywords: Parenting Style, Emotional Intelligence, Social Anxiety, Adolescent Development, Systematic Review.

Introduction

Emotional Intelligence (EI) is the capacity to recognize and comprehend one's own emotions and also the emotions of others, intending to enhance mental well-being. Early research on the topic can be attributed to Thorndike's work on social intelligence in 1937. This work laid

the foundation for the concept of emotional intelligence, as recognized in the published literature by Bar-On (2006), and Gardner (1983). Gardner put forward the existence of various intelligences in people, including interpersonal and intrapersonal intelligence. The interpersonal intelligence is the ability to understand, manage, and respond to emotions in others, while intrapersonal intelligence refers to the ability to understand, manage, and respond to their feelings and emotions. Gardner believed that these types of intelligence were just as important as IQ (Petrides, 2021). Subsequent studies, inspired by these early findings, contributed to the development of the concept of emotional intelligence.

Emotional intelligence was found to be related to different styles of parenting, which can be influenced by the cultural background of a society, whether it is individualistic or collectivistic. Parenting style refers to the behaviors and actions of parents that influence a child's emotions and behavior. According to Baumrind (1967), there are three main parenting styles categorized by their level of demands. Authoritative parents are responsive, reasonable, and provide appropriate guidance to their children. In non-Western cultures, the authoritarian parenting is often used by parents, which involves strict obedience without much explanation. On the other hand, the permissive parenting style involves being responsive but not imposing many demands on the child.

Individuals with higher EI have been found to demonstrate adaptive emotional and psychosocial functioning, leading to positive developmental outcomes across various domains of life (Floros & Siomos, 2013). Research in different cultures shown that people with higher EI are more likely to have better mental health, higher subjective well-being, greater life satisfaction, higher levels of academic engagement, improved job performance, and enhanced leadership abilities (Schaffer et al., 2009). One area of particular interest in the study of emotional intelligence is its correlation with characteristics in students. Researchers have explored how emotional intelligence influences various aspects of student life, including stress management, deviant behavior, problem-solving abilities, and academic performance (Schaffer et al., 2009). The findings of these studies have consistently pointed to the significant role that emotional intelligence plays in shaping these key aspects of students' lives.

One of the key findings in the research on emotional intelligence and students is its impact on stress management. Individuals with higher EI have been shown to be more adept at coping with stress and adversity (Drózdź & Pokorski, 2007). People with higher EI are better able to regulate emotions in challenging situations, which helps them navigate stressors more effectively. This ability to manage stress can have a profound impact on students' overall well-being and academic performance, as it allows them to be better focused and resilient facing challenges. Moreover, emotional intelligence has also been linked to deviant behavior in students (Schaffer et al., 2009). Research suggests that students with lower EI are more likely to engage in problematic behaviors including aggression, delinquency, and substance abuse. Students with higher EI are more likely to exhibit prosocial behaviors and make positive choices in social situations. This highlights the importance of emotional intelligence in promoting positive social interactions and preventing negative behaviors in students (Laible & Carlo, 2004).

Emotional intelligence plays a crucial role in shaping students' problem-solving abilities. Individuals with higher EI tend to approach problems more effectively, drawing on their emotional awareness and interpersonal skills to find creative solutions. This ability to think critically and navigate complex situations is essential for academic success and personal growth. Students with higher EI are better equipped to address challenges, work collaboratively with others, and adapt to changing circumstances (Eisenberg et al., 1991). Academic performance is another area where emotional intelligence has been found to have a significant impact. Research suggests that students with higher EI tend to perform better academically, achieving higher grades and demonstrating greater motivation and engagement in their studies (Schaffer et al., 2009). This is likely because emotional intelligence makes students better at controlling their emotions, communicate more clearly, and build positive relationships with teachers and peers.

In addition to its influence on these diverse outcomes, emotional intelligence has also been linked to leadership abilities in students. People with higher EI are more prone to exhibit strong leadership skills, such as empathy, communication, and decision-making (Gupta & Kumar, 2010; Llorca-Mestre et al., 2017). These skills are essential for effective leadership in academic settings, extracurricular activities, and future career opportunities. Students with higher EI are quipped to motivate others, build strong teams, and achieve common goals.

The research on emotional intelligence and students highlights the significance of developing emotional intelligence skills in educational settings (Llorca-Mestre et al., 2017). By fostering emotional awareness, self-regulation, social skills, and empathy, educators can help students improve their emotional intelligence and set them up for success in various areas of life. Cultivating emotional intelligence not only benefits students' well-being and academic performance but also equips them with essential skills for navigating challenges, building positive relationships, and achieving their full potential. As we continue to explore the implications of emotional intelligence in education, it becomes increasingly clear that nurturing these skills is critical for fostering resilient, adaptive, and successful students.

Previously published research has established a correlation between emotional intelligence and anxiety among participants. For instance, studies indicated that high emotional intelligence was related to lower levels of stress among freshmen. Gupta and Kumar (2010), similarly found a link between emotional intelligence and students' mental health, while Abdollahi et al (2015), observed a negative association between emotional intelligence and depression symptoms among male Iranian students. A lack of emotional intelligence may be a vulnerability factor for generalized anxiety disorder. In summary, these studies suggest a significant relationship between emotional intelligence and anxiety. These findings highlight the importance of emotional intelligence in students' lives and its impact on their overall well-being. To support the well-being of early adolescents, professionals such as family psychotherapists, teachers, and parents must identify potential predictors of emotional intelligence and gain further understanding of their development.

Methodology

Prisma

This study was performed in alignment with the PRISMA guidelines, which are the Preferred Reporting Items for Systematic Reviews and Meta-Analyses. It is a methodology commonly

employed for systematic reviews. As highlighted by Sierra-Correa and Kintz (2015), PRISMA offers notable benefits, including 1) the establishment of precise research questions enabling structured investigation, 2) the delineation of explicit criteria for the inclusion and exclusion of studies, and 3) the capacity to scrutinize an extensive collection of scholarly articles within specified temporal bounds. Following the PRISMA framework effectively facilitates a comprehensive exploration of terms pertinent to the impacts of parenting style on emotional intelligence and social anxiety.

Therefore, the primary research question for this study is: What are the impacts of parenting style on emotional intelligence and social anxiety in prior studies?

Systematic Review Process

This review encompassed four distinct phases and was carried out in October 2023. Initially, the keyword identification phase was crucial for guiding the search strategy. By consulting previous research and using related keywords. To conduct a comprehensive search for relevant articles, various databases, including Google Scholar, Science Direct, and Web of Science, were explored. The following table presents the terms used for search. These keywords were specifically searched within the titles and abstracts of articles to retrieve a large dataset of potentially relevant articles, regardless of their publication date.

Table 1

Terms used for searching literatures

Terms on Parenting	Terms on EI	Terms on Social Anxiety
parenting style	emotional intelligence	social anxiety
parenting	emotional development	
parents' behavior	emotional socialization	
	emotional regulation	

Inclusion And Exclusion Criteria

This study included the empirical studies that met the following criteria: (a) Studies with a sample of participants aged 10 to 18, (b) The outcome variable used in study was emotional intelligence or social anxiety, (c) The predictor variables were parenting style or emotional intelligence, (d) The research used either a cohort/longitudinal, cross-sectional/comparative, or qualitative/quantitative research design. This study excluded studies which met the following criteria: (a) Non-English publications, (b) Studies that did not examine the relationship of parenting style and emotional intelligence or emotional intelligence and social anxiety, (c) Studies with samples primarily of participants aged over 18 or below 10.

Critical Appraisal

The second phase involved the screening of articles. Over 90,000 articles were found based on the keywords searched. Next, the eligibility phase took place, which entailed a thorough examination of the full text of the remaining articles. The final phase of the systematic review used a compilation of 27 articles, which were deemed suitable for qualitative analysis. The 27 papers were included in this study as others were excluded because of failure to meet the above criteria. The articles under review underwent critical appraisal concerning quality and internal validity. The evaluation criteria focused on the following aspects: 1) Clarity and appropriateness of the research questions and objectives. 2) Representativeness of the

sample about the study population. 3) Sufficiency of the research procedures employed. 4) Adequate discussion of the results obtained. 5) Alignment of the presented results with the study objectives. For each article, the aforementioned criteria were assessed to ensure the high validity and reliability of findings. Critical appraisal plays a vital role in the research process as it assists in identifying potential flaws and improving quality of research.

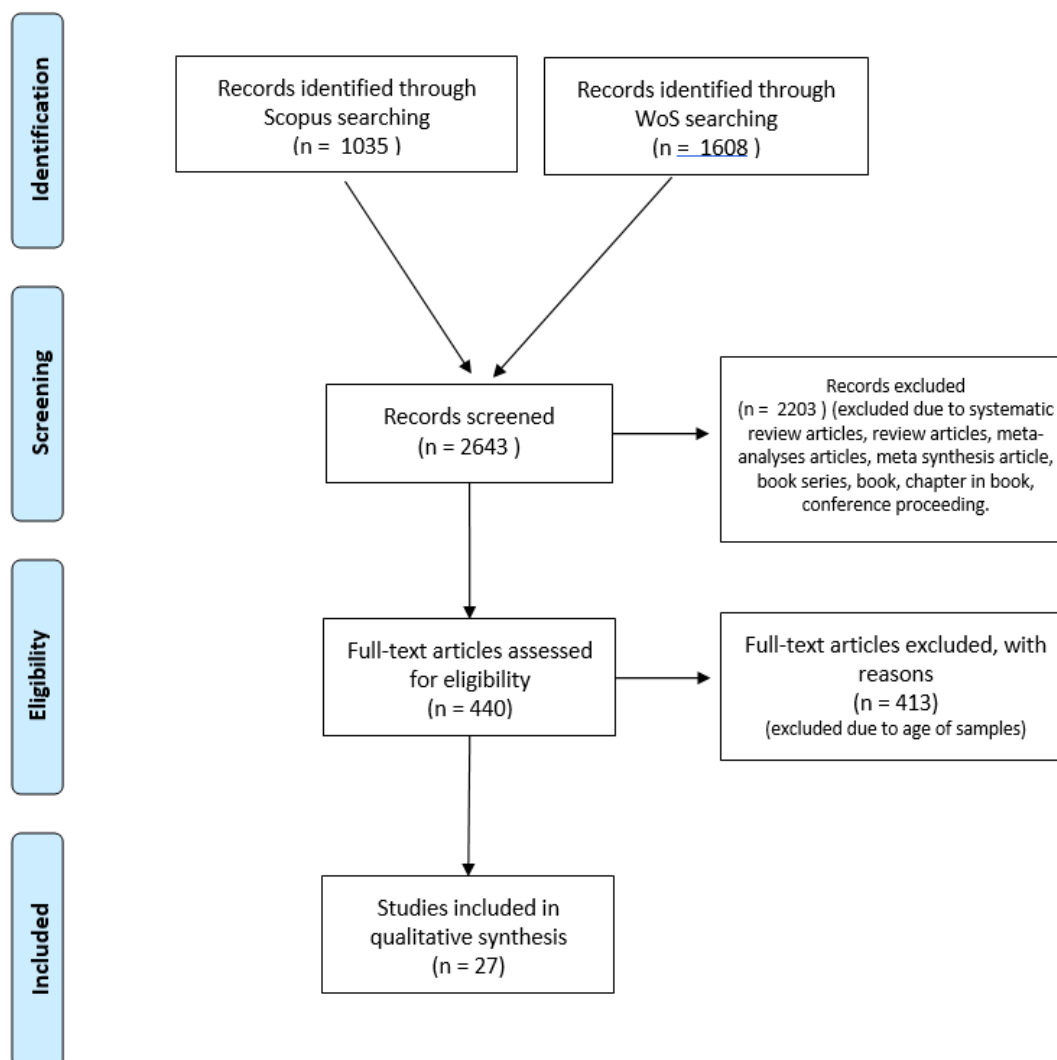


Figure 1 The flow diagram of the study

Data Abstraction and Analysis

The articles underwent thorough evaluation and analysis. Attention was directed toward those studies that directly addressed the predetermined research questions. The data extraction first start with an initial review of the studies' abstracts. The next step is the comprehensive reading of the full articles to pinpoint relevant themes and sub-themes. Qualitative content analysis was then employed to delineate themes related to impacts of parenting style on individual's emotional intelligence and social anxiety. The researchers classified sub-themes within the context of these broader themes, employing a typological structure to organize the findings systematically.

Results

Parenting Style and EI

The Benefits of Authoritative Parenting Style

All the studies analyzed in the review provide evidence supporting the idea that the three types of parenting styles have different effects on the emotional intelligence levels of culturally diverse students. It is crucial to have social resources for global well-being and self-worth. However, parenting is a challenging task because parents have many responsibilities to help their children achieve developmental milestones at the right time. Goleman (1995), stated that emotional learning is primarily in the family, emphasizing the importance of parents in fostering emotional intelligence in children. Furthermore, Goleman (1995), noted that when parent and child having close emotional bonds and good communication, children can be emotionally and socially competent and independent.

Research suggests that parenting style is associated with children's adaptability, emotional regulation, and impulsivity. Williams et al (2012), found that high school students who received authoritative parents showed better psychological flexibility compared to those raised by authoritarian parents who had lower flexibility. Responsive and supportive parenting styles were also found to be associated with children's use of effective emotion regulation strategies (Kliewer et al., 1996; Morris et al., 2007; Valiente et al., 2004). Additionally, authoritative parenting was found to be negatively correlated with children's impulsive Internet use (Floros & Siomos, 2013), impulsivity, and problems related to alcohol consumption, possibly due to more monitoring (Patock-Peckham et al., 2011).

Previous studies have demonstrated the influence of parenting style on self-esteem, motivation, and stress in children. The adolescents raised in authoritative households exhibit better self-esteem (Milevsky et al., 2007), while authoritarianism is negatively linked to self-confidence in children (Chan & Koo, 2011; Lamborn et al., 1991). Moreover, a study shown that authoritative fathers have children with greater perseverance, internal motivation, and persistence despite challenges or setbacks (Padilla-Walker et al., 2013). Regarding stress regulation, adolescents raised by authoritative parenting display less distress compared to those raised in authoritarian homes (Steinberg et al., 1994). Similarly, Sideridis and Kafetsios (2008), discovered that father's parenting style had a significant impact on their stress response while presenting in class.

In addition, adolescents received authoritative parenting tend to exhibit better social skills, popularity, and socially adaptive behavior, as well as demonstrate empathy (Baumrind, 1991; Steinberg et al., 1994). Conversely, children with overprotective parents are more likely to have lower social skill levels and engage in delinquent behaviors (McElhaney & Allen, 2001). Parenting practices also influence the quality of friendships through social skills (Betts et al., 2013) and competence in interpersonal relationships of the child (Drózdź & Pokorski, 2007).

The Negative Impacts of Authoritarian, Indulgent and Neglectful Parenting

Authoritarian parenting, characterized by strict rules and a lack of warmth, can have detrimental effects on a child's emotional intelligence (Heaven & Ciarrochi, 2008; Lamborn et al., 1991). Children raised in such environments often experience anxiety and low self-esteem, as they are constantly under pressure to meet their parents' rigid standards. The lack of emotional support and open communication stifles their ability to express and manage their

emotions effectively, leading to difficulties in forming healthy relationships and understanding others' emotions (Chan & Koo, 2011). This rigid and punitive parenting style can result in children who are emotionally stunted, struggling to navigate the complexities of social interactions.

Indulgent and neglectful parenting styles also impair children's emotional intelligence but in different ways. Indulgent parents, who are lenient, often fail to set appropriate boundaries, leading to children who may struggle with self-discipline and impulse control. These children may become overly reliant on external validation and lack the resilience to cope with frustration and setbacks (Furnham & Cheng, 2000). Neglectful parenting, where emotional and physical needs are ignored, can lead to severe deficits in emotional intelligence. Children in such environments often feel unloved and unworthy, leading to difficulties in trusting others and forming secure attachments (Williams et al., 2012)). They may also have a limited understanding of their own emotions and how to regulate them, resulting in chronic feelings of isolation and emotional instability.

Studies found that parenting styles were associated with various negative outcome in children such as drug use, misconduct (Lamborn et al., 1991), and compulsive eating (Argyriou et al., 2016). There is in general a positive correlation between emotional intelligence and parent's parenting practices, which are supported by studies in Western countries. Conversely, authoritarian parenting style is negatively associated with emotional intelligence. However, the studies carried out in Iran and other Arab countries reveal a positive relationship between authoritarian parenting and emotional intelligence. This suggests that within an authoritarian culture, authoritarian parenting may not be as detrimental as when it is practiced in Western countries with different cultures. Given the collectivist nature and strict cultural practices in Asian and Islamic societies, children growing up in these environments will comply with parents' strict rules and regulations (Chan & Koo, 2011). Disobedience is viewed as inappropriate within this system and is met with punishment such as isolation and restrictions. Consequently, individuals tend to continue adhering to collectivistic practices in these countries. Family bonds are highly valued, and individuals identify themselves based on these bonds rather than as distinct individuals.

EI and Social Anxiety

The Impacts of EI on Anxiety

Trait EI is found to be significantly and negatively associated with anxiety and depression, while a high ability to understand emotions can decrease depression disorder (Bauld & Brown, 2009). Depressed individuals have been found to possess a lower ability to manage emotions, which makes them more susceptible to stress, anxiety, and depression (Fernández-Berrocal & Extrenera, 2006). In clinical contexts, the ability to understand and control emotions is crucial in reducing the risk of depression, and the inability to control emotions can contribute to emotional expression difficulties and anxiety (Batool & Khalid, 2009).

Recent research has highlighted connections between emotional intelligence assessments and mental health outcomes. For instance, Domínguez-García and Fernández-Berrocal (2018), found that higher scores in managing self-emotions, as measured by self-report EI tests, were associated with reduced tendencies towards suicidal behavior in individuals with major depressive disorders. Similarly, in studies concerning anxiety disorders among

university students, Jan et al (2020), observed negative correlations between trait EI and anxiety levels. Emotional dysregulation has been identified as a predictor of both anxiety and depression (Downey et al., 2010). Effective emotional regulation involves inhibitory processes that suppress the emergence of inappropriate emotional states and promote personal adaptation. Individuals who can employ these strategies effectively tend to experience better psychological well-being. Conversely, poor emotional regulation correlates with poorer mental health outcomes, as it contributes to difficulties in managing ruminative thoughts associated with anxiety and depression (Fernández-Berrocal & Extremera, 2006; Lim & Kim, 2005).

The Mechanisms of EI's Impacts

There is evidence suggesting that individuals who are socially anxious or shy may have distorted perceptions of social situations. They tend to evaluate their performance more negatively than individuals who are not anxious (Taylor & Alden, 2005). Moreover, they often exhibit inefficient interactional styles, such as excessive smiling, head nodding, making excuses, and apologizing. They also use more verbal reinforcement when others are speaking, but display limited social cooperation and dominance behaviors (Baker & Edelmann, 2002). Research demonstrated that anxious individuals perceive their social abilities to be below others' expectations and doubt their ability to manage impressions (Carleton et al., 2007). This suggests that individuals with social anxiety may struggle with analyzing and strategizing social situations and interactions, abilities often associated with emotional intelligence.

The findings from various studies included in this research indicate that emotional intelligence has the potential to reduce social anxiety levels and attitudes towards smoking among students (Abdollahi et al., 2015), ultimately improving the quality of life. Cortés-Denia et al. (2020), conducted a multiple mediation model and found that self-concept was a predictor of EI, while anxiety and depression were consequences of low EI. They also found that EI mediated coping with academic stress (Llorca-Mestre et al., 2017). As a result, enhancing basic psychological needs improved motivation, emotional well-being, and academic performance among learners. Moreover, the study revealed that social support predicted EI in girls, whereas in boys, it was social support that played a significant role.

Limited Research among Chinese Adolescents

Most of the research conducted on the relations of EI and psychological well-being has focused on adults (Milevsky et al., 2007). However, there is a lack of studies specifically involving adolescents, particularly adolescents in China. Available research suggests that certain personal characteristics are important for a young people's psychosocial adjustment, such as social competence and emotional regulation. Various studies have explored the connection between EI and psychological status, indicating the need for further research in this area (Jan et al., 2020). Additionally, EI has been positively associated with well-being among adolescents. Other studies have shown that higher Trait EI are linked to lower depression and anxiety in adolescents. Furthermore, differences have been observed between non-clinical adolescents and those with dysphoric characteristics in terms of emotional attention and the anxiety (Llorca-Mestre et al., 2017). It has been suggested that EI has influences over emotional functioning in adolescence. There is a need to conduct more empirical studies in different cultures.

Discussion

The literature has previously emphasized the importance of emotional intelligence in promoting children's well-being. Furthermore, parenting style has a strong association with emotional intelligence. This research aimed to investigate the cultural differences in parenting styles of authoritative, authoritarian, and permissive styles. In non-Western societies, the authoritarian parenting style is often justified based on children's responsibilities to respect and obey their elders. Conversely, in Western cultures, authoritative parenting was characterized by warmth, love, and care, and is more prevalent. Understanding the influence of cultural beliefs in evaluating the parenting styles can contribute to promoting healthy well-being for children raised in diverse contexts. Conversely, if parenting practices do not harm children's physical or mental health, a more restrictive style may not necessarily be detrimental. This research's findings shown that authoritarian parenting style does not equate to harshness but can be seen as fulfilling parent responsibilities in promoting better outcomes.

Different societies can be characterized by either individualism or collectivism. Western societies, for example, tend to prioritize individualism, where individuals see themselves as independent entities (Sergi et al., 2012). In contrast, Asian and African countries often emphasize collectivism and interdependence. These cultural models have a direct or indirect influence on parenting styles. Previous studies indicate that the concept of effective parenting can differ significantly depending on the region. In Asian and African cultures, authoritarian parenting is often perceived as desirable, with controlling behaviors not necessarily viewed as limiting. In contrast, in European and American societies, middle- and upper-class parents tend to prefer authoritative or democratic parenting styles, which are linked to positive outcomes for children (Valiente et al., 2004). Research suggests that parenting practices, alongside factors such as cultural values, religious beliefs, and socioeconomic status, play a pivotal role in shaping children's emotional intelligence. This is particularly relevant as parenting behaviors can vary widely across ethnic groups (Jan et al., 2020).

Despite previous studies examining the correlation between parenting, emotional intelligence and anxiety in students, the use of ability-based emotional intelligence measures has not been well-studied in this context. Future research should investigate the relation between emotional intelligence, anxiety, and various outcomes using different measures (Carleton et al., 2007). Additionally, examining the relationship between anxiety and subfactors of emotional intelligence would deepen our understanding of how emotions can be effectively used in professional services.

Emotional intelligence plays a significant role in influencing the ability to manage social interactions and navigate social situations effectively. Social anxiety, a common psychological condition characterized by intense fear or discomfort in social situations, can be influenced by one's level of emotional intelligence (Valiente et al., 2004). Individuals with higher EI are better equipped to cope with and overcome social anxiety, leading to improved social functioning and well-being. One way in which emotional intelligence can impact social anxiety is through the regulation of emotions. Individuals with higher EI have a greater awareness of their own emotions and are more skilled at regulating them effectively. This emotional awareness and regulation allow individuals to control feelings of fear, worry, and self-doubt that often contribute to social anxiety. By being able to identify and manage their emotions,

Individuals with higher EI can approach social situations with greater confidence and composure, reducing the likelihood of experiencing anxiety symptoms (Jan et al., 2020). Additionally, emotional intelligence is found to be closely related to interpersonal skills, such as empathy, communication, and social awareness. Individuals with higher EI are more attuned to the emotions and needs of others, making them better equipped to navigate social interactions with sensitivity and understanding. These interpersonal skills can help individuals build rapport, establish connections, and forge meaningful relationships, which can serve as protective factors against social anxiety (Sergi et al., 2012). By connecting with others in a genuine and empathetic manner, individuals with higher EI can feel more comfortable and secure in social settings, reducing the impacts of social anxiety on their overall well-being.

Emotional intelligence plays a crucial role in influencing the related experience and management of social anxiety. Through its impact on emotional regulation, interpersonal skills, stress coping mechanisms, and self-perception, emotional intelligence can help individuals develop the resilience, confidence, and social skills needed to navigate social anxiety effectively (Morris et al., 2007). By fostering emotional intelligence through education, therapy, and self-awareness, individuals can enhance their capacity to cope with social anxiety, build meaningful relationships, and engage in social activities with greater ease and comfort (Jan et al., 2020). As we continue to explore the relations of emotional intelligence and social anxiety, it becomes increasingly clear that developing emotional intelligence skills is a critical strategy for promoting mental health, well-being, and social adjustment in individuals experiencing social anxiety.

Building upon existing research on correlation between parenting, emotional intelligence, and anxiety in students, a new direction for investigation lies in the utilization of ability-based emotional intelligence instruments. This area remains relatively unexplored within this context, presenting an opportunity for future research to further research into the nuances of emotional intelligence and its impact on anxiety levels among students (Taylor & Alden, 2005). Future studies focus on analyzing the relations of emotional intelligence, anxiety, and different levels of students by employing different measures. By utilizing these tools, researchers can gain a more comprehensive understanding of how emotional intelligence influences anxiety levels in students across various demographics and academic settings (Jan et al., 2020). Moreover, exploring the correlation between anxiety and specific subfactors of emotional intelligence, such as emotion management and utilization, can provide valuable insights into how students can effectively harness their emotions in professional services. By examining these subfactors concerning anxiety, researchers can uncover strategies and interventions that promote emotional regulation and well-being among students, ultimately enhancing their performance and overall mental health (Carleton et al., 2007). Future research endeavors should prioritize the investigation of emotional intelligence, anxiety, and student populations using validated instruments. By delving into the intricacies of emotional intelligence and its subcomponents, researchers can contribute to a deeper understanding of how emotions impact student well-being and success in both academic and professional environments.

The implementation of intervention programs aimed at promoting cognitive, social, and emotional development mechanisms underlying these behaviors (Carleton et al., 2007). To achieve this, interventions that promote integral health and healthy lifestyles should be based

on psychological, social, and family approaches (Milevsky et al., 2007). It would be beneficial if such interventions begin in the early years of adolescence to ensure comprehensive development among youngsters to foster inclusion (Méndez-Aguado et al., 2020). During adolescence, EI should be fostered through education. Education should enable young people to understand and discover the various emotional factors involved in the teaching-learning process, facilitating their personal development. Students must grasp that emotions are a vital aspect of their being, as they shape behavior and have a significant impact on social adjustment, well-being, and overall health.

Promoting students' emotional intelligence is crucial for their overall well-being and success. There are several key measures that educational institutions can implement to enhance emotional intelligence among students. Firstly, incorporating emotional intelligence education into the curriculum is essential (Morris et al., 2007). Integrating various lessons on self-regulation, empathy, and social skills into the academic syllabus, students are able to learn to understand and manage their emotions effectively within a structured learning environment (Jan et al., 2020). Providing specific emotional intelligence training programs can offer students practical tools and strategies to develop their emotional intelligence skills. Workshops, seminars, and activities focused on emotional awareness and regulation can help students enhance their emotional competence (Llorca-Mestre et al., 2017). Encouraging mindfulness practices is another effective measure to promote emotional intelligence among students. By incorporating mindfulness techniques like meditation and deep breathing exercises into daily routines or offering mindfulness sessions, students can improve their emotional self-awareness and ability to respond to emotions calmly and constructively.

It is also necessary to have a more supportive and open communication environment in schools is crucial for fostering emotional intelligence (Llorca-Mestre et al., 2017). Encouraging students to communicate their feelings and experiences openly helps them develop empathy, interpersonal skills, and a sense of emotional well-being. Peer support programs can also play a significant role in enhancing students' emotional intelligence. Providing opportunities for students to engage in meaningful conversations, share experiences, and offer support to one another, peer support programs help students build empathy, communication skills, and a sense of community (Lamborn et al., 1991). In addition, teaching conflict resolution strategies can help students navigate interpersonal conflicts positively and constructively. By equipping students with skills to manage and resolve conflicts peacefully, schools can help enhance their emotional intelligence and communication abilities.

Positive role models within the school community, such as teachers, counselors, or older students, can demonstrate healthy emotional intelligence behaviors for students to emulate. By observing and interacting with positive role models, students can learn valuable emotional intelligence skills through modeling and guidance (Llorca-Mestre et al., 2017). Offering counseling services and support groups can provide students with access to personalized support and guidance for managing emotional challenges. These services can help students develop their emotional intelligence, cope with emotions effectively, and enhance their overall well-being. By implementing these measures and creating a supportive environment that values emotional intelligence, schools can effectively promote students' emotional intelligence and teach them essential skills to face challenges, and succeed academically and socially.

Directions For Future Research

The body of literature highlights the essential role that EI plays in fostering well-being of children and notes a substantial link between parenting style and EI. As observed, non-Western societies often view the authoritarian style, which emphasizes children's obedience, as appropriate. In contrast, Western cultures predominantly endorse an authoritative style, marked by supportive and affectionate parental interactions (Lamborn et al., 1991). Research must delve into the potential effects of individualistic and collectivistic cultural constructs on parenting practices and how these constructs contribute to differences in the definition of effective parenting across the globe. Embracing the concept that authoritarian parenting within Asian and African societies can be regarded as an expression of duty, rather than an authoritarian constraint, can challenge traditional views and offer a more nuanced understanding of child development outcomes.

Moreover, insight into the relations of parenting styles and children's emotional intelligence necessitates further exploration in future research, particularly using ability-based emotional intelligence measures. This could elucidate the connection between emotional intelligence and levels of anxiety among students across different educational stages (Morris et al., 2007). Expanding this line of research to include different dimensions of emotional intelligence, such as emotion regulation and harnessing emotions, could deepen our grasp of emotional application within professional domains.

Additionally, existing knowledge regarding the manifestation of EI in adolescents underscores the potential benefits of early interventions that cultivate cognitive, social, and emotional growth, using multiple approaches. Such programs should commence at the onset of adolescence and employ innovative, inclusive, and motivational methodologies to ensure holistic youth development. Furthermore, education systems should aim to enhance EI during adolescence, enabling young individuals to comprehend and navigate the emotional aspects of learning and personal development. Recognizing the profound role emotions play in shaping behavior, social integration, well-being, and health is vital in these pursuits. Therefore, the advancement of future research in these domains holds the promise of generating interventions and educational practices that are not only culturally sensitive but also constructive in advancing the emotional intelligence and overall well-being of children internationally.

Conclusion

Emotional intelligence significantly influences the ability to manage social interactions and navigate social situations effectively. Individuals with higher EI are better equipped to cope with and overcome social anxiety, leading to improved social functioning and well-being. Emotional intelligence helps regulate emotions, allowing individuals to control feelings of fear and self-doubt that contribute to social anxiety. Additionally, higher EI enhances interpersonal skills such as empathy and social awareness, which help individuals build rapport and establish meaningful connections, reducing the impacts of social anxiety on their well-being.

This study contributes to research by investigating the critical role that parenting styles play in shaping adolescents' emotional development and social behaviors. It identifies different parenting styles and their varying impacts on adolescents. Authoritative parenting is linked to

fostering higher emotional intelligence and reducing levels of social anxiety, whereas authoritarian and permissive styles are associated with increased social anxiety and lower emotional intelligence. This finding underscores the importance of adopting effective parenting strategies to promote healthy emotional and social development in teenagers. Synthesizing existing literature, the review demonstrates that adolescents with high levels of emotional intelligence are better equipped to manage their emotions, understand social cues, and engage in positive interpersonal relationships. This suggests that promoting emotional intelligence through educational and developmental programs could be a viable intervention for reducing social anxiety among adolescents.

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