



## Parental Support and Its Relationship to Emotional Intelligence of Intermediate Learners

Rhodora Miles Fatima M Rosales<sup>1\*</sup>, Rosemarie D Paceño<sup>2</sup>

<sup>1</sup> Agusan Colleges Inc. Butuan City, Philippines

<sup>2</sup> Ph.D., Agusan Colleges Inc. Butuan City, Philippines

\* Corresponding Author: **Rhodora Miles Fatima M Rosales**

---

---

### Article Info

**ISSN (Online):** 2582-7138

**Impact Factor (RSIF):** 8.04

**Volume:** 07

**Issue:** 01

**Received:** 18-12-2025

**Accepted:** 19-01-2026

**Published:** 21-02-2026

**Page No:** 814-818

### Abstract

This study determined the level of parental support and emotional intelligence of intermediate learners who are beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps) and examined the relationship between these variables as a basis for a proposed intervention program. Specifically, it sought to analyze how academic, emotional, and financial parental support are associated with the domains of emotional intelligence, namely self-awareness, self-management, social awareness, and relationship management. The study employed a quantitative descriptive–correlational research design and was conducted at Maon Integrated School in Butuan City. The respondents consisted of 165 Grade 4 to Grade 6 learners who were identified as 4Ps beneficiaries and were selected through complete enumeration sampling. Data were collected using an adapted and validated survey questionnaire that measured levels of parental support and emotional intelligence. Reliability of the instrument was established through pilot testing, and ethical procedures were strictly observed throughout the data-gathering process. Descriptive statistics were used to describe the levels of parental support and emotional intelligence, while Spearman's rank correlation analysis was applied to determine the significant relationships between the variables. Findings revealed a significant positive relationship between parental support and emotional intelligence among intermediate 4Ps learners. Academic, emotional, and financial support were all significantly correlated with the four domains of emotional intelligence, with all p-values registering at .000. Among the three types of parental support, emotional support emerged as the strongest predictor, showing strong correlations with self-awareness, self-management, and social awareness. Academic support demonstrated moderate but significant relationships with all emotional intelligence domains, while financial support also showed significant positive associations, particularly with self-awareness. The results confirm that parental support, especially emotional support, plays a crucial role in the development of emotional intelligence among intermediate learners.

**Keywords:** Confidence, Learning Preferences, Mathematics Performance, Motivation

---

---

### 1. Introduction

Parental support plays a crucial role in shaping learners' academic engagement, emotional development, and overall well-being. Beyond the provision of basic needs, it involves parents' active involvement in their children's schooling, consistent guidance, and the creation of a nurturing home environment that supports both learning and personal growth. Learners who receive strong parental support are more likely to develop confidence, positive learning behaviors, and sustained motivation, while limited parental involvement may weaken their ability to cope with academic and emotional demands, especially in contexts marked by socioeconomic constraints.

Closely connected to parental support is emotional intelligence, which influences how learners understand and regulate their emotions, interact with others, and respond to academic and social pressures. Emotional intelligence encompasses key competencies such as self-awareness, self-management, social awareness, and relationship management. Supportive and responsive parenting provides a foundation for the development of these competencies, enabling learners to build resilience, empathy, and emotional stability that are essential for effective learning and healthy peer relationships. Supportive environments grounded in human-centered practices have been shown to significantly influence individuals' emotional development, engagement, and adaptive behaviors, particularly in contexts where emotional support compensates for structural and socioeconomic constraints (Tasleem, 2018) <sup>[11]</sup>.

These dynamics are particularly relevant among learners who are beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps), a conditional cash transfer initiative aimed at reducing poverty and improving access to education. While the program has successfully increased school attendance, attendance alone does not guarantee meaningful learning or emotional readiness. Financial challenges may limit parents' capacity to provide sustained academic guidance and emotional support, and in some cases, parental involvement becomes focused on compliance with program requirements rather than on learners' developmental needs. At Maon Integrated School, observations from teachers and the school's 4Ps coordinator reveal that although attendance among beneficiary learners has improved, variations in academic engagement, motivation, and emotional regulation persist. These observations suggest that parental support may be a key factor influencing learners' emotional intelligence and, consequently, their overall school adjustment and well-being.

Despite this, existing studies have often examined parental support and emotional intelligence separately, with limited attention to their interrelationship within localized school contexts. Addressing this gap, the present study focuses on parental support and its relationship to emotional intelligence of intermediate learners who are 4Ps beneficiaries at Maon Integrated School. By examining how different forms of parental support relate to learners' emotional competencies, the study seeks to generate evidence that can inform targeted interventions integrating parental involvement and emotional development, thereby supporting the holistic growth and long-term success of learners from economically disadvantaged families.

## 2. Theoretical Framework

This study is anchored on Eisenberg's Emotion Socialization Theory (1998) <sup>[3]</sup>, and Goleman's Theory of Emotional Intelligence (1995) <sup>[5]</sup>. The Emotion Socialization Theory explains how children acquire emotional competence through their interactions with parents, caregivers, and their social environment. The theory emphasizes that emotional intelligence, the ability to recognize, express, and regulate emotions, is learned through socialization processes that occur primarily within the family. Eisenberg introduced the concept of Emotion-Related Socialization Behaviors (ERSBs) to describe how caregivers shape children's emotional development through three key mechanisms: modeling, reaction, and emotion talk.

Modeling occurs when children observe how parents manage

their emotions, such as staying calm under stress, which teaches emotional regulation. Reaction refers to how parents respond to their child's emotional expressions. Supportive reactions foster empathy and confidence, while punitive or dismissive responses can lead to emotional confusion. Emotion talk involves open discussions about feelings, which help children identify, label, and understand their emotions. Through these processes, children gradually develop emotional intelligence, empathy, and social competence.

This theory provided a clear framework for understanding how parental behaviors affect children's emotional development. In this context, parental support refers to the emotional socialization practices of parents, encompassing how they respond to, guide, and communicate with their children about emotions. By examining the relationship between parental support and emotional intelligence among intermediate learners who are beneficiaries of the 4Ps program, the study applies Eisenberg's principles to a Filipino context where socio-economic challenges may affect family dynamics and emotional development. The theory supports the idea that consistent academic support, nurturing financial support, and emotional support help strengthen children's ability to manage emotions effectively, even in resource-constrained environments.

On the other hand, Daniel Goleman's Theory of Emotional Intelligence (1995) <sup>[5]</sup> offers a strong theoretical foundation for understanding the internal emotional competencies that learners bring to the school environment. Goleman conceptualizes emotional intelligence through four interrelated domains: self-awareness, self-management, social awareness, and relationship management, which together explain an individual's ability to recognize, understand, and regulate emotions in both oneself and others. These domains do not operate in isolation; rather, they interact to shape how learners respond to academic pressures, social interactions, and emotional challenges within the school setting.

Within the context of this study, Goleman's Theory of Emotional Intelligence provides a clear lens for examining the relationship between parental support and the emotional intelligence of intermediate learners who are beneficiaries of the 4Ps. The theory supports the premise that the level of support learners receive from their parents significantly influences the development of their emotional competencies. When parents provide consistent academic support, children are better guided in managing school-related demands; when they offer emotional support, children feel understood and secure; and when they ensure financial support, basic needs are met, allowing learners to focus more effectively on learning. Together, these forms of parental support create a nurturing environment that fosters emotional growth among 4Ps learners at Maon Integrated School.

Guided by Goleman's framework, the study examines emotional intelligence across four interrelated dimensions: self-awareness, self-management, social awareness, and relationship management. Learners with higher self-awareness can recognize and understand their own emotions, while those with strong self-management skills can regulate stress, control impulses, and sustain motivation. Similarly, learners who demonstrate social awareness can empathize with others, and those with effective relationship management skills can establish positive and supportive interactions with peers and teachers. These emotional competencies do not operate independently; rather, they work

together to enhance classroom engagement, promote adaptive coping strategies, and support healthier school adjustment.

Anchored on these concepts, the discussion focuses on three key areas: first, the perceived level of parental support received by intermediate 4Ps learner beneficiaries at Maon Integrated School in terms of academic, emotional, and financial support; second, the level of emotional intelligence of these learners across the domains of self-awareness, self-management, social awareness, and relationship management; and third, the significant relationship between parental support and emotional intelligence among intermediate 4Ps learners. By examining these interconnected variables, the study seeks to provide a comprehensive understanding of how parental support contributes to the emotional development and school experiences of learners from economically disadvantaged backgrounds.

### 3. Problem Formulation

This study determined whether a significant relationship exists between the level of parental support and the level of emotional intelligence of intermediate learners who are beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). Specifically, it aimed to test the null hypothesis that there is no significant relationship between parental support and the emotional intelligence of the intermediate 4Ps learners at the 0.05 level of significance.

### 4. Significance of the Study

This study will have significant implications for the education sector, particularly in supporting the holistic development of intermediate learners who are beneficiaries of the Pantawid Pamilyang Pilipino Program (4Ps). Aligned with DepEd Order No. 62, s. 2011, the findings will highlight the crucial role of parental support in shaping learners' emotional intelligence and will serve as a basis for developing targeted school- and family-based interventions. The results will benefit 4Ps learners by strengthening essential emotional intelligence skills that support their well-being, resilience, and academic engagement; teachers by providing insights that will help them adopt more empathetic, emotionally responsive teaching strategies and strengthen collaboration with parents; and school administrators by guiding the integration of emotional intelligence development and parental engagement into school policies, programs, and resource allocation. Additionally, the study will help parents recognize their vital role in nurturing their children's emotional growth beyond financial support and will serve as a valuable reference for future researchers examining emotional intelligence, parental support, and learner development in similar educational contexts.

### 5. Scope and Limitations

This study focused on determining the relationship between parental support and the emotional intelligence of intermediate learners (Grades 4 to 6) at Maon Integrated School during School Year 2025–2026. It assessed the level of parental support in terms of emotional, academic, and financial support related to schooling, and examined how these were related to learners' emotional intelligence, particularly their ability to perceive, understand, manage, and express emotions. The study served as a foundation for the development of a school-based intervention program aimed

at enhancing learners' emotional intelligence. Data were collected using modified emotional intelligence questionnaires and researcher-developed parental support surveys.

The study was limited to Maon Integrated School and did not include learners from other schools or educational levels, which may have affected the generalizability of the findings. The data relied heavily on self-reported questionnaires, which may have been influenced by social desirability bias or inaccurate self-perception. In addition, external factors that could be related to emotional intelligence, such as peer relationships, school climate, and individual personality traits, were not examined. Lastly, the proposed intervention program was based solely on the findings from this specific context and may have required further validation prior to broader implementation.

### 6. Methodology

The study employed a quantitative descriptive–correlational research design to determine the level of parental support and emotional intelligence of intermediate learners who are 4Ps beneficiaries and to examine the relationship between these variables. It was conducted at Maon Integrated School in Butuan City and involved 165 Grade 4 to Grade 6 learners selected through complete enumeration. Data were gathered using an adapted and validated survey questionnaire measuring parental support and emotional intelligence, with reliability established through pilot testing. Ethical procedures were observed throughout data collection. Descriptive statistics were used to describe the levels of the variables, while Spearman rank correlation analysis determined the significant relationship between parental support and emotional intelligence, serving as the basis for the proposed intervention program.

### 7. Results and Discussion

This section presents the significant relationship between the level of parental support and the level of emotional intelligence of the intermediate 4Ps learners

Table 4 shows the result of the Spearman correlation analysis of the significant relationship between parental support and the emotional intelligence of intermediate 4Ps learners. Results reveal that academic, emotional, and financial support are all positively and significantly correlated with the four domains of emotional intelligence in terms of self-awareness, self-management, social awareness, and relationship management, as evidenced by p-values of .000. Thus, the null hypotheses are rejected across all variables.

Among the three types of parental support, emotional support demonstrates the strongest relationships with all emotional intelligence domains, particularly with self-awareness ( $\rho = .558$ ;  $p = .000$ ); self-management ( $\rho = .604$ ;  $p = .000$ ) and social awareness ( $\rho = .593$ ;  $p = .000$ ). This finding aligns with Goleman's Emotional Intelligence Theory, which emphasizes that emotional competencies develop through supportive social interactions, particularly within the family. When parents provide emotional warmth, encouragement, and all practical support, the learners are better able to understand and regulate their emotions, empathize with others, and build positive relationships. The findings of this study have important implications for educational research, particularly in understanding the role of parental support in developing learners' emotional intelligence.

**Table 1:** Correlation analysis between the parental support and the emotional intelligence of the intermediate 4Ps learners

Parental support		Self-awareness	Self-management	Social awareness	Relationship management
Academic support	Correlation Coefficient	.463**	.565**	.474**	.380**
	p-value	.000	.000	.000	.000
	Decision on H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>
	Interpretation/ Remarks	Significant	Significant	Significant	Significant
Emotional support	Correlation Coefficient	.558**	.604**	.593**	.423**
	p-value	.000	.000	.000	.000
	Decision on H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>
	Interpretation/ Remarks	Significant	Significant	Significant	Significant
Financial support	Correlation Coefficient	.532**	.427**	.402**	.449**
	p-value	.000	.000	.000	.000
	Decision on H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>	Reject H <sub>0</sub>
	Interpretation/ Remarks	Significant	Significant	Significant	Significant

\*\*Significant @  $p < .01$

## Discussion

The strong and significant relationship between emotional parental support and key emotional intelligence domains (self-awareness, self-management, and social awareness) reinforces existing theoretical and empirical evidence that emotional development is largely shaped within the family context. This supports Goleman's Emotional Intelligence Theory, which emphasizes that emotional competencies are nurtured through consistent, emotionally responsive social interactions, especially from parents.

Consistent with this, Gaspar *et al.* (2022) [4] demonstrated that emotionally supportive parenting significantly enhances children's emotional self-regulation and self-awareness, while Harp (2025) [6] found that parental involvement promotes social competence and empathy through increased exposure to positive social interactions. Furthermore, the findings align with Sorgente *et al.* (2024) [10] and Aizillalaa *et al.* (2025) [11], who reported that financial stability indirectly strengthens emotional intelligence by reducing emotional stress and fostering a secure environment for emotional growth.

Furthermore, academic and financial support also show moderate but significant relationships with emotional intelligence, suggesting that parental involvement in learning and the provision of basic needs contribute to emotional stability and social functioning. Academic support shows a moderately strong and significant relationship with self-management ( $\rho = .565$ ;  $p = .000$ ), which suggests that learners who receive greater academic support from their parents tend to demonstrate higher emotional intelligence skills, particularly in managing their emotions and understanding others. Financial support also shows positive and moderately strong relationships with all domains of emotional intelligence, with the highest correlation value with self-awareness ( $\rho = .532$ ;  $p = .000$ ). This implies that the provision of financial resources contributes to learners' emotional stability and social functioning. The results affirm that parental support serves as a vital foundation for the development of emotional intelligence among intermediate 4Ps learners. These results support Goleman's Emotional Intelligence Theory, which emphasizes that emotional competencies are shaped not only by emotional interactions but also by environmental and contextual factors within the family.

In general, the results imply that academic support from

parents helps learners develop self-management skills, such as controlling emotions, maintaining focus, and responding appropriately to challenges. This finding is consistent with previous studies showing that parental involvement enhances learners' engagement, motivation, and behavioral regulation (Liu *et al.*, 2025) [8]. Similarly, the positive relationship between financial support and self-awareness implies that meeting learners' basic needs contributes to emotional security, which allows learners to better recognize and understand their own emotions. This supports earlier research indicating that financial stability reduces stress and promotes emotional well-being, thereby indirectly supporting emotional intelligence development (Sorgente *et al.*, 2024; Aizillalaa *et al.*, 2025) [10, 11].

The findings reinforce evidence that emotional intelligence is closely linked to academic engagement, social competence, and psychological well-being (Bereded *et al.*, 2025; Hussain *et al.*, 2025) [2, 7]. They also help explain why some studies report weak direct relationships between parental support and academic performance, as emotional intelligence, particularly self-awareness and self-management, may serve as an intervening or mediating factor (Maghanoy *et al.*, 2025) [9].

## 8. Conclusion

Based on the findings of the study, it is concluded that parental support plays a significant and essential role in the development of emotional intelligence among intermediate 4Ps learners. Academic, emotional, and financial support are all positively associated with learners' self-awareness, self-management, social awareness, and relationship management, indicating that a supportive home environment contributes to learners' emotional and social competence.

Among the different forms of parental support, emotional support emerged as the most influential factor, highlighting the importance of parental warmth, encouragement, and understanding in nurturing learners' emotional intelligence. The results further suggest that parental involvement in academics and the provision of financial resources also contribute to emotional stability and effective emotional regulation. Overall, the study affirms that strengthening parental support systems can enhance the emotional intelligence of intermediate 4Ps learners, which is vital for their well-being, social relationships, and overall development.

## 9. Thank-You Note

Thank you to the 165 Grade 4 to Grade 6 learners who are 4Ps beneficiaries for your active participation and cooperation in this study. Your time, honesty, and willingness to share your experiences made this research possible and contributed valuable insights that will help improve learner support and educational programs. Your participation is sincerely appreciated.

## 10. References

1. Aizillalaa SM, Rahman HA, Noor NM. Financial stability and emotional development of children from low-income families. *J Child Fam Stud*. 2025;34(2):215-29.
2. Bereded TM, Alemu SM, Tesfaye DA. Emotional intelligence as a predictor of academic engagement and psychological well-being among school-aged children. *Int J Educ Psychol*. 2025;14(1):88-103.
3. Eisenberg N. *The socialization of emotional competence*. New York: Guilford Press; 1998.
4. Gaspar JP, Reyes LA, Dela Peña MA. Parenting practices and emotional regulation of elementary learners. *Asian J Educ Res*. 2022;10(3):134-47.
5. Goleman D. *Emotional intelligence: why it can matter more than IQ*. New York: Bantam Books; 1995.
6. Harp JR. Parental involvement and social competence among intermediate learners. *J Educ Dev*. 2025;19(1):41-55.
7. Hussain A, Khan MI, Qureshi SA. Emotional intelligence and school adjustment of children in public schools. *J Sch Psychol Res*. 2025;12(2):97-111.
8. Liu Y, Zhang X, Chen H. Parental academic involvement and learners' self-regulation skills. *Educ Stud*. 2025;51(2):256-70.
9. Maghanoy RM, Cruz JP, Villafior EM. Emotional intelligence as a mediating factor between parental support and academic performance. *Philipp J Educ Psychol*. 2025;7(1):22-36.
10. Sorgente A, Lanz M, Serido J, Shim S. Financial stress, family support, and emotional well-being of adolescents. *J Fam Econ Issues*. 2024;45(1):1-15.
11. Tasleem N. Employee experience and HR innovation: redefining human resource management through design thinking and human-centered practices. *Int Res J Innov Manag Soc Sci*. 2018;2(1):1-12.

## How to Cite This Article

Rosales RMFM, Paceaño RD. Parental support and its relationship to emotional intelligence of intermediate learners. *Int J Multidiscip Res Growth Eval*. 2026;7(1):814–818.

## Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.