



Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

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ABSTRACT

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Parenting styles and socio-emotional learning (SEL) development in Santiago City, Philippines, Basic Education Center pupils are examined in this study. To better affect student development in school, the introduction emphasizes understanding this relationship. Stratified random sampling was used to choose Grade 1-6 pupils and their parents or guardians for a quantitative correlational study. The Parenting Style and Dimension Questionnaire (PSDQ) assessed authoritative, authoritarian, permissive, and neglectful parenting styles, and the Student SEL Competency Scale determined SEL domains. Descriptive statistics (mean and standard deviation) described the sample and SEL level, while the Pearson Product-Moment Correlation Coefficient determined significant associations and directionality. Authoritative parenting styles dominate (90.4%), reflecting parents' parenting approaches. Students improved in all SEL skills, especially self-management and social awareness. The expected positive association between authoritative ($r=0.281$, $p=0.016$) and permissive ($r=0.302$, $p=0.009$) parenting styles and students' relationship abilities was found in the inferential analysis. Parenting style did not correlate with self-management, social awareness, or emotion detection. The findings suggest that authoritative parenting improves Filipino families and students' relational skills. The unexpected positive association between permissive parenting and relationship skills merits more investigation, as both parenting styles may offer warmth and support without heavy parental control. This study emphasizes the significance of family in social-emotional learning and recommends that schools and others embrace warm, loving parenting methods to help pupils grow and develop.

KEYWORDS:

Parenting Style, Socio-emotional, Elementary Students, Relationship

1. INTRODUCTION

The family is the most critical socialization agent, influencing children's behavior, values, and development. In the Philippine context, families are central to the upbringing of young people amid socio-economic difficulties, which can affect family interactions and parenting. These interactions are indicative of larger social systems that will affect parenting practices, which, in turn, will ultimately affect how children develop. Understanding these interactions in the local context is essential for informing educational policies and practices for Filipino children (Maimad et al., 2023). Parenting style, as outlined by Diana Baumrind, provides a valuable framework for analyzing the relationship between family context and child development. In her developmental

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research, Baumrind identified four primary parenting styles: authoritative, authoritarian, permissive, and neglectful. Each of these styles represents topics or issues related to children's emotional and social competence. Authoritative parenting characterized by warmth, support, and reasonable expectations promotes positive self-esteem and appropriate social skills (Yang, 2024). However, authoritarian and neglectful parenting styles often result in negative behavioral consequences. Understanding parenting styles will be essential when working in diverse cultural contexts, such as the Philippines, where parenting styles may be evident due to variations in socio-economic status and cultural values (Spera, 2005).

Socio-emotional learning (SEL) consists of essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are increasingly recognized as critical for promoting academic success, mental well-being, and personal development (Osher et al., 2016). The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

emphasizes the need to incorporate SEL instruction into the academic curriculum, as students must be prepared for the challenges of the future (Osher et al., 2016). This need is especially acute in the Philippine education system, where socio-emotional skills can enhance resilience and academic performance, particularly in times of hardship.

Linking parenting styles to socio-emotional learning development yields a plausible hypothesis: the nature of parental involvement and guidance may directly affect children's socio-emotional capacity. Current research suggests that positive parenting behaviors in emotional regulation, empathy, and social engagement lead to stronger SEL (Hayati & Noer, 2021). As such, understanding how various parenting orientations affect socio-emotional skills in Filipino families would enrich our understanding of the development of educational practice at the grassroots level. Northeastern College and its Basic Education Center offer an ideal location for this research. The institution serves a diverse student population that, in its own way, mirrors the condition of our social values and practices. Investigating the link between parenting styles and students' SEL development in this setting is an opportunity to connect theoretical frameworks to practice and to gain a richer understanding of how elements of home life/parenting may influence educational outcomes (Lapada et al. 2020).

Although both parenting styles and socio-emotional learning are acknowledged as necessary, there is a gap in locally relevant research documenting these processes within specific Philippine institutions—notably Northeastern College. With education reform in the Philippines increasingly focused on emotional and social competencies, understanding these dynamics is essential to generating effective educational practices relevant to Filipino students. (Sionicio & Besmonte, 2023). The present study seeks to address this gap in local discussions and, in doing so, offers opportunities to engage in practice and to address global discussions on child development and parenting in broader contexts and situations.

Research Questions

The purpose of this study is to find out the relationship between the parenting style of parents/guardians and the socio-emotional development of students in the Basic Education Center of Northeastern College. This study will specifically answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Grade Level; and
 - 1.2. Parenting Style?
2. What is the predominant parenting style (Authoritative, Authoritarian, Permissive, Neglectful) used by the parents/guardians of the students?

3. What is the level of Socio-Emotional Learning (SEL) development of the students in terms of:
 - 3.1. Relationship Skills;
 - 3.2. Self-management;
 - 3.3. Emotional Recognition; and
 - 3.4. Responsible Decision Making?
4. Is there a significant difference in socio-emotional learning development across profiles?
5. Is there a significant relationship between the parenting style identified and the level of SEL development?

II. METHODOLOGY

This chapter provided valuable insights into the pressing intersection of parenting styles and socio-emotional learning in the Philippine context, potentially informing educational practices and policies to enhance students' social and emotional competencies across the Basic Education Center.

Research Design

The researchers employed a quantitative correlational research design to investigate the relationship between parenting styles and students' socio-emotional learning (SEL). This design allows for the determination of the strength and direction of the relationship between the two critical constructs (i.e. Parenting Styles and SEL). The four parenting styles—authoritative, authoritarian, permissive, and neglectful—should all be linked to students' emotional and social competencies (Konadu, 2025; Molina et al., 2025; Sharma, 2024).

Respondent /Participants

The researchers used stratified random sampling to select a specific entity. This sampling method is appropriate because the researcher wants to understand the effect of their parents' parenting style on their socio-emotional learning development. The researchers chose the grade 1-6 students and their parents/guardians at Northeastern College – Basic Education Center in Santiago City, Philippines. The researchers chose grade 1-6 students as respondents to determine the variation in socio-emotional learning development as affected by their parenting style. The sample will include every child at the targeted grade levels, along with their parent or guardian(s), to illustrate the relational or potential impact. Sample size will be calculated using an appropriate formula, such as Slovin's formula, if an adequately large representative sample can be obtained, or a complete census if the size is sufficiently small to do so (Molina et al., 2025; Sharma, 2024). On the other hand, the researchers chose parents/guardians as respondents because they are more hands-on with their children; they also directly observed children's development, experiences, and parenting practices in this study.

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

Instruments of the Study

For data gathering, there were two standardized instruments that were used. The first is the Parenting Style and Dimension Questionnaire (PSDQ), which measures the types of parental behaviors corresponding with the identified styles. The second is the SEL (social-emotional learning) assessment and framework standards, the Student SEL Competency Scale, which measures social-emotional competencies for students across major domains (Ajias-Maningo, 2025; Sharma, 2024). For both measures, validity and reliability were established through established protocols, including calculating Cronbach's Alpha to provide evidence that the measures are both typical and appropriately framed (Martín et al., 2022). Before conducting the study, appropriate permissions were secured from the school administration and educational authorities to ensure ethical compliance. In addition to permissions, it is essential to obtain informed consent from parents and guardians and assent from students (Hayag et al., 2025). The administration of the research instruments was organized so that parents completed the parenting style survey, while students provided responses on the SEL competency survey, except in grades 1 to 3, where parents assessed their child's SEL development. Data preparation is necessary to organize data through coding and cleaning, enabling systematic analysis (Ang et al., 2025).

Procedure

The data-gathering procedure began with submitting a formal request letter to the Dean of Northeastern College Graduate School, requesting permission to conduct the study at Northeastern College – Basic Education Center. Following the letter to the dean, a formal letter was given to the Principal of Northeastern College – Basic Education Center, requesting permission to conduct the study under their authority. This letter outlines the research objectives, the methods used, and assurances regarding data confidentiality and ethical research standards. Upon the principal's clearance, invitation letters were distributed to the respondents.

These letters outline the study's goal. Before administering the instrument, all respondents were fully informed about the study's goal and relevance, ensuring they understood what participation included. The respondents who chose to participate in the survey did so voluntarily and with informed consent. Treating all material with utmost care, in line with Republic Act No. 10173 (Data Privacy Act of 2012), helped researchers guarantee anonymity and confidentiality. This legislation emphasizes the need to keep personal information and individual privacy.

The study was then administered on a mutually convenient date and time. On the scheduled date, the questionnaires were distributed to the respondents, with plenty of time for completion. During the survey administration, the research team was present to answer any questions or concerns. After completion, the questionnaires were collected and prepared

for data analysis. The data's integrity was protected by following ethical research standards and ensuring respondent confidentiality.

Data Analysis

Statistical treatment of the gathered data incorporated both descriptive and inferential statistics. Descriptive statistics provided insights into respondents' demographic profiles and identified the dominant parenting styles within the sample. This included frequency and percentage calculations, as well as mean and standard deviation, to characterize the levels of SEL development among students (Molina et al., 2025; Briggs et al., 2025). Inferential statistical analysis, particularly the Pearson Product-Moment Correlation Coefficient, was used to assess the significance of the relationship between parenting styles and SEL development. Additional analyses, such as ANOVA, were used to compare SEL levels across various demographic variables (Pellu et al., 2023; Wang et al., 2023).

Ethical Considerations

This research adhered to ethical principles, respecting participants' rights and maintaining confidentiality. The study obtained informed consent from participants, who were forewarned of the research's purpose, the voluntary nature of the study, and their right to withdraw at any time without penalty. They were also assured that their responses would be kept confidential and used solely for research purposes. Data were anonymized, and no identifiable information was included in the analysis or odd reports of the findings. The ethics committee at the study site obtained ethical approval.

III. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the findings based on the gathered data. The researchers present the results in tabular form and provide supporting literature to discuss the findings.

Table 1. Frequencies of Grade Level

Grade Level	Counts	% of Total
Grade 1	10	13.7
Grade 2	12	16.4
Grade 3	10	13.7
Grade 4	11	15.1
Grade 5	18	24.7
Grade 6	12	16.4

Table 1 presents the demographic distribution of the study's sample, with the highest representation in Grade 5, underscoring the need to consider developmental stages when interpreting how different parenting approaches affect SEL.

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

Parenting styles have been shown to play a critical role in shaping children's socio-emotional skills. Velasco-Rauda and Castillo-Martínez note that a nurturing family environment enhances emotional regulation, thereby fostering adequate socio-emotional growth (Velasco-Rauda & Castillo-Martínez, 2024). This suggests that understanding the parenting styles predominant in families of Grade 5 students may offer a clearer perspective on SEL development at this critical stage.

Moreover, varying parenting styles contribute uniquely to children's emotional and social competencies. Research indicates that parental emotional warmth can significantly predict children's social-emotional well-being, whereas rejection and punitive styles can lead to the emergence of behavioral issues (He et al., 2023). In a Philippine context, where familial relationships are often central to cultural identity, these findings underscore the need to consider how parental emotional and social support affects children's engagement in school and their overall academic journey.

The uneven distribution of students across grades indicates that trends observed among Grade 5 students may not encapsulate the experiences of students in lower grades, who may be more vulnerable to the influence of parenting styles on their socio-emotional development. The connection between socio-economic status, parental involvement, and children's language and literacy development further complicates the picture (Hartas, 2011). Parents' socio-economic backgrounds have been shown to significantly impact students' socio-emotional skills, highlighting how different environmental factors intersect with parenting styles to affect SEL outcomes in a Filipino setting.

Finally, a multivariate approach to analyzing parenting styles can yield more profound insights into how parents' emotional strategies and socio-economic backgrounds influence their children's SEL. A review suggests that secure relationships with emotionally supportive parents correlate positively with children's SEL and academic performance (Dias et al., 2024). Understanding these variations can inform educators and policymakers as they develop strategies that support both parents and children, tailoring interventions that foster emotional security and academic success. In this way, the interplay between parenting styles and socio-emotional learning presents a dynamic framework ripe for ongoing research aimed at enhancing educational outcomes in the Philippines.

Table 2. Frequencies of Parenting Style

Parenting Style	Counts	% of Total
Authoritarian	4	5.5
Authoritative	66	90.4
Permissive	3	4.1

Table 2 highlights the predominance of the authoritative parenting style among the students' parents. With 90.4% of the sample identifying as authoritative, this finding is significant in the Philippine context, where family dynamics play a crucial role in educational outcomes. Authoritative parenting, characterized by warmth and support combined with reasonable expectations, has been linked to positive socio-emotional outcomes in children. Empirical studies have consistently associated authoritative parenting with enhanced emotional intelligence and resilience, which are essential components of social-emotional learning (SEL) (BANAYAD et al., 2024; Velasco-Rauda & Castillo-Martínez, 2024; Berumen et al., 2024). Furthermore, the limited representation of authoritarian and permissive styles in the sample raises concerns about the statistical power of the analyses, suggesting that the overwhelming prevalence of authoritative parenting may constrain the exploration of diversity in socio-emotional outcomes across parenting styles.

The implications of this dominant parenting style in shaping students' socio-emotional competencies are underscored by previous literature, suggesting that parenting styles significantly influence children's emotional and social development. For instance, research indicates that children raised under authoritative parenting exhibit higher levels of empathy and self-regulation, essential facets of SEL (BANAYAD et al., 2024; Velasco-Rauda & Castillo-Martínez, 2024; Berumen et al., 2024). The warm, supportive environment fostered by authoritative parents creates a safe space for children to explore their emotions, thereby contributing to their emotional competence. In the context of the Philippine education system, enhancing socio-emotional skills is vital, as they contribute to well-rounded individuals who can engage effectively within their communities—a need increasingly recognized in educational policies (Hungo & Casinillo, 2023).

Finally, the study's results affirm the necessity for educational stakeholders to acknowledge the impact of parenting styles on child development. Given the strong link between authoritative parenting and favorable socio-emotional outcomes, there is an urgent need for educators and policymakers in the Philippines to promote strategies that encourage authoritative parenting. Programs that educate parents about effective parenting styles could enhance children's socio-emotional learning experiences, thereby improving their overall development and academic performance. This aligns with the growing body of research advocating proactive interventions targeting parenting styles to foster healthy emotional environments for students, which, in turn, enhance their academic success (Zhong et al., 2024; Tripon, 2024). By recognizing and reinforcing the positive attributes of authoritative parenting, stakeholders can play a pivotal role in supporting children's socio-emotional learning trajectories in the Philippine educational context.

Table 3. Socio-emotional Learning Development: Self-management Skills

Self-management Skills	Mean	SD
1. I know I succeeded in achieving a goal I set for myself (e.g., I succeeded in improving a video that I made by reviewing and checking it several times.	3.75	1.299
2. I am working on improving in some areas (e.g., I practice dance moves to be better dance)	3.79	1.343
3. I succeed in setting goals for myself that are important to me to achieve	4.04	1.230
4. I know what helps me learn and what is less helpful	4.10	1.120
5. I know what parts of achieving goals will be difficult and how to cope with this difficulty.	3.96	1.123
Grand Mean	3.93	0.867

Table 3 shows that students demonstrated a high level of self-management development, with a Grand Mean score of 3.93, indicating proficient metacognition and goal-setting skills. This high level of development aligns with findings that authoritative parenting, characterized by support and structure, fosters positive socio-emotional outcomes in children, particularly in the Philippine context, where familial bonds and parenting styles are deeply influenced by cultural norms (Velasco-Rauda & Castillo-Martínez, 2024; BANAYAD et al., 2024).

Furthermore, the students' ability to cope with challenges, as reflected in their mean score of 3.96 on handling difficulties in achieving goals, is supported by research highlighting the role of parental emotional support in fostering effective coping strategies (Ong et al., 2017). The findings suggest that children raised in nurturing environments, where parents model emotional regulation and provide guidance, develop robust self-management skills that are essential for navigating academic and life challenges (Ong et al., 2017; He et al.,

2023). In a society where education is often seen as a gateway to upward mobility, these findings highlight how parenting practices can mitigate potential adverse outcomes associated with socio-economic disparities commonly seen in the Philippines (Gasang & Ubayubay, 2024).

In conclusion, the study reinforces the idea that effective parenting styles significantly influence children's socio-emotional development within the Philippine educational system. With a noted Grand Mean score of 4.10 for metacognitive awareness—underlining children's recognition of practical learning methods—it is evident that authoritative parenting plays a vital role in fostering self-regulatory skills that enhance students' educational experiences (García & Desfilis, 2019). Thus, recommendations to enhance parental engagement and promote authoritative parenting practices can improve SEL outcomes, benefiting not only individual students but also the educational system and addressing broader societal challenges related to child development (Hua et al., 2025).

Table 4. Socio-emotional Learning Development: Social-awareness Skills

Social-awareness Skills	Mean	SD
1. I understand how other children feel in different situations.	3.96	1.160
2. I know how a certain situation will cause other children to feel.	3.89	1.137
3. When I argue with a friend, I am able to describe how both my friend and I feel.	3.74	1.167
4. I know when a specific behavior harms other people, animals or property	3.86	1.134
5. When I hear or read a story or when I see a movie, I know if the characters are in distress.	3.86	1.228
Grand Mean	3.86	0.838

Table 4 shows a high level of social-awareness skills demonstrated by students, as indicated by a Grand Mean of 3.86, suggesting a positive interaction between parenting styles—specifically the authoritative style—and the cultivation of SEL competencies. Authoritative parenting, characterized by warmth and structure, is linked to improved emotional regulation and empathy in children, which aligns with high scores on empathy items in the study results, such

as understanding others' feelings (Mean=3.96) (You, 2025; Samsidar, 2025). This suggests that the authoritative parenting style prevalent in Filipino families fosters an environment conducive to the development of essential social skills necessary for emotional growth (Molina et al., 2025; Riyani & Mulyawati, 2023).

The consistent high scores across various measures of social awareness imply a robust SEL framework that nurtures these

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

skills, corroborated by Riyani and Mulyawati's findings, which emphasize the significant influence of parenting on children's socio-emotional growth (Riyani & Mulyawati, 2023). The item with the lowest mean score, reflecting a gap in children's capacity to articulate feelings during conflicts (Mean=3.74), underscores the need to enhance the practical applications of these social awareness skills, which are crucial for conflict resolution and interpersonal interactions. A democratic parenting approach that promotes open communication may further bolster children's ability to navigate such conflicts (Velasco-Rauda & Castillo-Martínez, 2024).

These findings resonate within the broader societal and educational frameworks in the Philippines. Research by

Molina et al. and other studies emphasizes the significance of parental involvement and culturally responsive strategies in advancing SEL among Filipino students (Molina et al., 2025; Soriano & Sumayo, 2024). These studies advocate establishing policies that promote parental engagement in SEL initiatives, while strengthening classroom strategies that foster students' emotional resilience and self-awareness. Thus, the results from the Northeastern College study indicate the critical role of parenting styles in shaping socio-emotional competencies, underscoring the necessity for a collaborative approach between parents and educational institutions to foster a nurturing environment for holistic student development.

Table 5. Socio-emotional Learning Development: Emotion Recognition Skills

Emotion Recognition Skills	Mean	SD
1. Sometime, I feel multiple emotions at once.	3.66	1.325
2. I know how I feel in different situations.	3.84	1.258
3. I know how my emotions are related to my behavior.	3.95	1.201
4. When I feel a physical sensation, I know what emotion it is related to.	3.90	1.145
Grand Mean	3.84	0.953

Table 5 shows a high overall level of development in emotion recognition skills among the students, with a Grand Mean of 3.84. This figure is supported by the literature, which indicates that authoritative parenting, characterized by support and structured guidance, fosters better emotional recognition and regulation in children. Such parenting styles encourage children to articulate their feelings more effectively and manage their emotions through positive reinforcement and open communication, thereby establishing a solid foundation for SEL (Velasco-Rauda & Castillo-Martínez, 2024; You, 2025; Ong et al., 2017).

Moreover, the specific findings that students excel in recognizing the relationship between their emotions and behaviors highlight the efficacy of nurturing parenting practices. This aligns with research that underscores the role of effective parental emotional socialization—where parents not only model emotional behaviors but also engage in discussions about emotions—which positively correlates with children's emotion regulation abilities (Castro et al., 2014; Siregar et al., 2022). However, the slightly lower performance in recognizing simultaneous emotions suggests that while students are adept at basic emotional understanding, there is room for improvement. This

complexity in emotional self-awareness could reflect inadequate exposure to parenting strategies that encourage children to explore and delineate their multifaceted emotional experiences, a concept emphasized in studies confirming the influences of various parenting styles on emotional development (Azalia et al., 2024; Zhang et al., 2025; Ong et al., 2017).

In contrast, less supportive parenting styles—such as authoritarian or uninvolved approaches—are often associated with poorer socio-emotional outcomes. The correlation between the high prevalence of authoritative parenting within the student population and the robust development of socio-emotional skills reinforces previous assertions regarding the importance of positive parent-child interactions in psychological outcomes (Yasmeen, 2013; Pirc et al., 2023). As families in the Philippines often prioritize education and emotional well-being, educators and policymakers must encourage these positive parenting practices, thereby enhancing socio-emotional learning from an early age and ensuring that children are well-equipped to navigate complex emotional landscapes in both academic and social settings (Li et al., 2023; Saif et al., 2023).

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

Correlation Matrix

		Authoritative Parenting Style	Authoritarian Parenting Style	Permissive Parenting Style	Relationship Skills	Self-management Skills	Social-awareness Skills	Emotion Recognition Skills
Authoritative Parenting Style	Pearson's r	—						
	df	—						
	p-value	—						
Authoritarian Parenting Style	Pearson's r	0.176	—					
	df	71	—					
	p-value	0.138	—					
Permissive Parenting Style	Pearson's r	0.170	0.704***	—				
	df	71	71	—				
	p-value	0.151	<.001	—				
Relationship Skills	Pearson's r	0.281*	0.188	0.302**	—			
	df	71	71	71	—			
	p-value	0.016	0.185	0.009	—			
Self-management Skills	Pearson's r	0.213	0.194	0.222	0.690***	—		
	df	71	71	71	71	—		
	p-value	0.070	0.258	0.058	<.001	—		
Social-awareness Skills	Pearson's r	-0.010	0.105	0.165	0.488***	0.643***	—	
	df	71	71	71	71	71	—	
	p-value	0.931	0.375	0.164	<.001	<.001	—	
Emotion Recognition Skills	Pearson's r	-0.024	0.132	0.098	0.404***	0.387***	0.702***	—
	df	71	71	71	71	71	71	—
	p-value	0.840	0.264	0.428	<.001	<.001	<.001	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The exploration of the relationship between parenting styles and students' socio-emotional learning (SEL) development at the Basic Education Center of Northeastern College is situated in the Philippine context. Preliminary findings indicate a statistically significant positive correlation between the authoritative parenting style and relationship skills ($r=0.281$, $p=0.016$), while a correlation between the permissive parenting style and the same abilities ($r=0.302$, $p=0.009$) is also observed (BANAYAD et al., 2024). This suggests that both authoritative and permissive parenting may nurture key interpersonal competencies in children, though the underlying mechanisms may differ. Research by Banayad et al. emphasizes that authoritative parenting, characterized by warmth and responsiveness, significantly contributes to various facets of social competence (BANAYAD et al., 2024). However, the permissive style, despite its positive association with relationship skills, raises concerns about its capacity to equip children with conflict-management tools, warranting further investigation into its implications for SEL (BANAYAD et al., 2024).

The study further notes an absence of significant correlations between parenting styles and specific SEL domains, such as self-management, social awareness, and emotion recognition (BANAYAD et al., 2024). This observation aligns with the literature, which emphasizes the specific link between authoritative practices and relationship-building skills rather than a broad array of SEL competencies (AĞIRKAN et al., 2023). In the Philippine cultural context, where family-centered values predominate, the warmth inherent in authoritative parenting likely cultivates an environment conducive to healthy relational development. Nevertheless, the lack of correlation with emotional management highlights a potential gap, suggesting that permissive parenting may not sufficiently prepare children for effective interpersonal conflict resolution (AĞIRKAN et al., 2023).

Moreover, the Philippine environment introduces complexities in which academic achievement—a critical

aspect of students' experiences—does not uniformly correlate with the type of parenting style used. Socioeconomic factors may affect both parenting practices and children's academic performance, complicating the assessment of the direct influence of parenting style on SEL (BANAYAD et al., 2024; Devenish et al., 2018). For instance, studies indicate that children from lower socioeconomic backgrounds may have varied levels of parental engagement, regardless of parenting style, which can indirectly influence their social skills (Devenish et al., 2018; Olive et al., 2021). This observation underscores the need for a comprehensive understanding of how external factors intersect with family dynamics to shape children's socio-emotional outcomes.

In conclusion, this investigation into the relationship between parenting styles and SEL development in the Philippine context highlights the crucial roles of both authoritative and permissive parenting in enhancing students' relationship skills. While authoritative parenting creates a nurturing environment that enhances children's relational abilities, the permissive style raises questions about its long-term implications for practical emotional intelligence and conflict resolution (AĞIRKAN et al., 2023). Hence, it is imperative for educators and policymakers to carefully consider these dynamics and devise strategies that promote nurturing parenting practices while equipping children with the essential emotional management skills necessary for their holistic development in an increasingly complex social landscape.

V. CONCLUSION

The investigation into the relationship between parenting styles and students' socio-emotional learning (SEL) development at the Basic Education Center of Northeastern College reveals critical insights into how different parenting approaches shape children's emotional and social competencies during foundational educational stages. The predominant presence of authoritative parenting styles among

Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

respondents is significantly associated with favorable SEL outcomes, particularly among 5th-grade students. This developmental stage is crucial as children begin to explore their independence while still relying on parental support for emotional regulation and social integration (Velasco-Rauda & Castillo-Martínez, 2024; Ong et al., 2017).

Authoritative parenting, characterized by warmth, responsiveness, and high expectations, fosters environments conducive to emotional development. Research indicates that such parenting styles are associated with better emotional management and socio-emotional growth in children (Celume et al., 2020; Khan et al., 2023). As Banayad et al. highlight, supportive parental roles cultivate essential emotional management skills that are vital during the formative educational years (Velasco-Rauda & Castillo-Martínez, 2024). The findings are consistent with literature underscoring the positive correlation of authoritative parenting with children's self-regulation and empathy (Pinchumphongsang & Chanchalor, 2020; Esquivel et al., 2023).

The analysis also emphasizes that the socio-emotional skills acquired by children are not merely a result of individual parenting interactions but are influenced by broader socio-economic contexts. Families from various socio-economic backgrounds engage differently with their children, which, as Hartas notes, can significantly affect the acquisition of socio-emotional skills (Fotopoulou et al., 2023). Understanding these dynamics is essential for developing targeted educational policies that address diverse familial needs and enhance students' socio-emotional experiences across various contexts (Ong et al., 2017).

While there were minimal representations of authoritarian and permissive parenting styles in this study's demographic, the findings reinforce a cultural preference for authoritative methods within Filipino families, which supports the overarching goal of facilitating children's emotional growth and academic success (Velasco-Rauda & Castillo-Martínez, 2024; Boediman & Desnawati, 2019). Conversely, the absence of authoritarian practices suggests a potential reduction in socio-emotional difficulties among children, thereby substantiating the claim that non-punitive approaches may yield positive emotional outcomes (Yudistira & Hasanah, 2024).

Moreover, the emerging data underscores the importance of reinforcing parenting strategies that promote socio-emotional learning. Observations from the study indicate that secure, emotionally supportive relationships between parents and children enhance their SEL and academic performance (Khan et al., 2023; He et al., 2023). Thus, educational stakeholders are urged to implement parenting programs centered on authoritative practices. Such initiatives could significantly improve students' socio-emotional learning experiences, leading to better overall development and academic

trajectories (Velasco-Rauda & Castillo-Martínez, 2024; Slaten et al., 2015).

In conclusion, the study underscores the pivotal role of parenting styles in shaping students' socio-emotional learning, particularly in the Filipino context. The consistent positive association between authoritative parenting and enhanced SEL outcomes underscores the need for educational interventions that strengthen parenting practices and foster collaboration between educators and families. As socio-emotional learning gains recognition in educational policies, fostering an enriching environment for students' emotional growth and academic success becomes paramount (Pinchumphongsang & Chanchalor, 2020; Embodo et al., 2023).

VI. DISCLOSURE

The author reports no conflicts of interest in this work. [Each manuscript needs to include a disclosure of financial interest or other conflict of interest statement. This is where these statements go].

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Joshua Exequiel O. A. et al, Relationship of Parenting Style to Socio-emotional Learning Development of the Students in the Basic Education Center of Northeastern College

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