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The role of students' and parents' emotional intelligence in academic self-efficacy

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ABSTRACT

Academic self-efficacy (ASE) is an important determinant of academic success, influencing students' motivation, resilience, and performance. Previous research has consistently demonstrated a positive association between emotional intelligence (EQ) and ASE. However, most studies have assessed either students' or parents' EQ separately, limiting understanding of their combined impact, particularly in the context of university students. This gap restricts insight into how both individual and familial emotional factors shape academic confidence. The present study investigated the effects of students' and parents' EQ on ASE among 230 university students. Correlation analyses revealed a strong positive relationship between students' EQ and ASE. Parents' EQ also correlated positively with ASE, although the association was weaker. Regression analysis confirmed that students' EQ was a stronger predictor of ASE compared to parents' EQ. Notably, some students displayed high ASE despite lower parental EQ, indicating the importance of resilience and additional contributing factors to academic achievement. These findings emphasize the value of strengthening both student and parental EQ to enhance academic performance and emotional well-being. Further research should examine other psychological and contextual factors influencing university students' success and developmental outcomes.

Keywords: emotional intelligence, academic self-efficacy, parental emotional intelligence, parental involvement, parent-child relationship

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1 INTRODUCTION

Academic success remains a primary concern for educators, researchers, and parents in today's rapidly evolving educational landscape. One key determinant of academic success is Academic Self-Efficacy (ASE), which refers to a student's belief in their ability to complete academic tasks and achieve learning goals (Bandura, 1997). Research highlights that higher ASE is associated with greater motivation, resilience, and academic performance (Hayat et al., 2020). Given its significance, understanding the factors that contribute to ASE is crucial for improving student outcomes.

Existing research has extensively explored the relationship between Emotional Intelligence (EQ) and ASE, demonstrating that EQ plays a vital role in cognitive and emotional functioning within educational settings. EQ refers to the ability to perceive, regulate, and utilise emotions effectively, helping students manage academic stress and build positive relationships (Mohiuddin, 2023; Pérez-Fuentes et al., 2019). Numerous studies suggest a strong correlation between student EQ and ASE, showing that students with higher EQ exhibit greater academic confidence and perseverance (Gharetepeh et al., 2015). More recent studies reinforce these findings, highlighting how students with high EQ are better equipped to handle academic pressure, maintain motivation, and develop problem-solving skills (Mohamed et al., 2025; Salleh et al., 2024).

Despite the well-established link between student EQ and ASE, there remains a critical gap in understanding how parental EQ contributes to this relationship. Some scholars argue that EQ is significantly influenced by early childhood experiences and parental emotional support (Alegre, 2011; Wenling et al., 2023). However, much of the research in this area has examined student and parental EQ separately, failing to address their combined effects on ASE.

While student EQ has been widely examined, an equally important yet less explored factor is parental EQ, which plays a crucial role in shaping students' emotional and academic development (Alegre, 2011). Parents with high EQ are generally better equipped to support their children's emotional regulation and empathy, both of which contribute to ASE (Von et al., 2022). In contrast, parents with lower EQ may struggle to manage their emotions and understand their child's perspective, potentially hindering their child's emotional control and social skills (Elsa, 2022).

A growing body of literature suggests that parental EQ influences a child's emotional well-being and academic motivation. For instance, research by Alegre (2011) found that children of emotionally intelligent parents displayed higher resilience and problem-solving abilities, which are key components of ASE. Furthermore, recent studies have demonstrated that parental involvement and emotional support positively impact students' motivation and confidence in academic tasks (Șițoiu & Pânișoară, 2023; Utami, 2022). Research by Shaver and Mikulincer (2014) underscores the long-term impact of early attachment experiences on emotional regulation and empathy in adulthood, highlighting the importance of parental socio-emotional support. This suggests that parental EQ may serve as a critical factor in shaping ASE, yet little research has directly examined how it interacts with student EQ to influence academic outcomes.

1.1 Theoretical Framework

Mayer and Salovey's (1997) Four-Branch Model of Emotional Intelligence serves as the foundational structure for understanding EQ as a skill set. The model encompasses four branches: Perception of Emotion, Emotional Facilitation of Thought, Understanding Emotions, and Managing Emotions. This model suggests that EQ is multifaceted, encompassing the awareness and control of emotions in oneself and others. In an academic context, students with strong EQ, particularly in perceiving and managing emotions, are more likely to navigate academic pressures with resilience and maintain a positive outlook on their abilities (Ononye et al., 2022). Mayer and Salovey's model provide a nuanced understanding of EQ by distinguishing how emotional skills contribute to both personal growth and cognitive processing, making it essential for examining students' ASE.

While Mayer and Salovey emphasise EQ as a cognitive ability, Goleman (1995) expands the concept into five broader components i.e., Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills, placing a stronger focus on its applicability in personal and professional success. Goleman argues that EQ is not just about emotional reasoning but also about how emotional competencies influence life outcomes, potentially even surpassing IQ as a predictor of success. In academic settings, Goleman's model highlights the importance of emotional competencies in managing stress, sustaining motivation, and developing social connections that can enhance academic engagement and confidence (Goleman, 1995). Compared to Mayer and Salovey's model, Goleman's framework places greater emphasis on social dimensions, such as empathy and interpersonal relationships, which are critical for collaborative learning and academic persistence.

Bar-On's (1997) model takes an even broader perspective, integrating emotional and social competencies across five scales: self-perception, self-expression, interpersonal skills, decision-making, and stress management. This model emphasises the role of EQ in fostering adaptability and psychological well-being, both of which are essential to academic self-efficacy (ASE). For instance, student’s adept in self-perception and stress management can better understand their academic strengths and manage performance-related anxiety, thus bolstering their ASE. Compared to Mayer and Salovey's cognitive-based approach and Goleman's leadership-oriented perspective, Bar-On's model presents EQ as a more holistic construct, directly linking it to mental health and social adaptation.

By integrating these three perspectives, a more comprehensive understanding of EQ emerges. Mayer and Salovey provide the cognitive foundation of EQ as an intelligence, Goleman expands on its impact on motivation and leadership, and Bar-On highlights its role in well-being and adaptability. In an academic setting, these models collectively emphasise that EQ is not just about understanding emotions but also about leveraging them to enhance academic motivation, social support, and resilience.

Attachment Theory, as developed by Bowlby (1982), further informs this framework by illuminating the impact of parent-child relationships on emotional development and self-confidence. Bowlby's theory emphasises that early attachment experiences shape individuals' self-

perception, emotion regulation, and interpersonal skills. Secure attachment, characterised by trust and emotional security, fosters resilience and self-assurance, enabling students to approach academic challenges with confidence (Quintana et al., 2023). In contrast, insecure attachment may hinder self-belief, impacting ASE. Attachment Theory underscores the potential impact of parental EQ in creating emotionally supportive environments that enhance students' ASE, suggesting that students with secure attachments may have a stronger foundation for developing ASE.

Bandura's (1997) Self-Efficacy Theory posits that self-efficacy is context-dependent and plays a crucial role in goal setting, motivation, and perseverance. Self-efficacy describes a person's optimism about their capability to perform well in certain tasks, distinguishing it from general self-esteem (Bandura, 1997). Academic Self-Efficacy (ASE), a focused application of this confidence in educational settings, serves as a strong predictor of motivation, engagement, and academic performance (Dogan, 2015). Bandura's theory serves as a cornerstone in this framework, demonstrating that students with higher ASE are more likely to adopt effective learning strategies and persist when faced with challenges, thereby enhancing their academic success.

The integration of these theories provides a comprehensive lens for examining how emotional competencies and parental influence contribute to students' academic confidence, resilience, and overall academic performance

1.2 Problem Statement

Although research has established a positive correlation between high EQ and ASE (Garcia-Alvarez et al., 2021), there is limited understanding of the combined impact of both parents' and students' EQ on ASE (Ambarwati, 2018). Most studies have examined student and parental contributions separately, leaving the interactive effects of both EQs on ASE inconclusive. To address this gap, this study explores how the interaction between parental and student EQ influences ASE. By investigating this relationship, the research aims to provide valuable insights to inform educational strategies that support both student and parental EQ, ultimately fostering ASE.

1.3 Objectives of the Study

The following are the objectives of the study:

1. To examine the relationship between students' emotional intelligence and their academic self-efficacy.
2. To examine the influence of parents' emotional intelligence on the academic self-efficacy of their children.
3. To investigate the relationship between parents' emotional intelligence and students' emotional intelligence.
4. To examine the combined influence of students' emotional intelligence and parents' emotional intelligence on academic self-efficacy.

2 METHODS

2.1 Design

The present study employed a quantitative, cross-sectional correlational research design to examine the relationships between students' and parents' EQ and ASE. A survey method was used to collect data at a single point in time, allowing for the examination of naturally occurring associations between these psychological constructs. Correlational designs are well-suited for investigating relationships without manipulating variables, making them ideal for understanding how EQ influences ASE (Almegewly et al., 2022; Shao et al., 2022). The cross-sectional approach enables the identification of trends and patterns within a specific population at a given time, providing a snapshot of these relationships. Correlational studies, particularly those using survey methods, are widely used in educational psychology due to their efficiency in identifying meaningful patterns and informing future experimental research (Sun & Lyu, 2022; Verhoef & Casebeer, 1997).

2.2 Participants

The study sample comprised 230 undergraduate students from the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, selected from a total population of 1575 students. The sample size was determined using Krejcie and Morgan's (1970) method**,** ensuring a 95% confidence level with a ±5.97% margin of error. A stratified random sampling method was used to ensure representation across academic levels within FCSHD. The population was divided into groups based on factors such as gender, age, program, and academic level (e.g., first-year, second-year, third year). Participants were randomly selected from each stratum to ensure proportional representation and to account for potential variations in EQ and ASE across different groups. This method enhances the generalizability and reliability of the findings by reducing sampling bias. To be eligible for participation, students must be enrolled as undergraduate students in FCSHD at UNIMAS and must be willing to participate voluntarily, with informed consent obtained prior to data collection.

2.3 Instruments

This study used three standardised instruments. Section A utilised the Wong and Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002) to assess students' EQ across four dimensions: Self-Emotion Appraisal (SEA), which refers to the ability to recognise and understand one's own emotions; Others' Emotion Appraisal (OEA), which evaluates the ability to perceive and understand emotions in others; Use of Emotion (UOE), which measures the ability to harness emotions to facilitate cognitive activities; and Regulation of Emotion (ROE), which assesses the ability to regulate and control emotions effectively. In this study, the reliability of the questionnaire is indicated by a Cronbach's alpha of 0.887, demonstrating high internal consistency. The WLEIS does not contain negatively worded items. Additionally, the scale has shown strong content and construct validity in multiple studies (Gharetepeh et al., 2015; Wong & Law, 2002).

All questions are rated on a five-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree).

Section B employed an adapted version of the Wong and Law Emotional Intelligence Scale to assess parental EQ from the students' perspective. This revised questionnaire involved rewording the items to reflect students' perceptions of their parents' EQ within the context of parenting. It is supported by several established theories and references related to parental EQ. Table 1 presents the references and justifications used in modifying the WLEIS questionnaire. The reliability is demonstrated by a Cronbach's alpha of 0.827. The adapted WLEIS contains negatively worded items, which were restructured during the pilot test. For validity, a pilot test (n=30) was conducted to assess clarity and content validity, with expert reviews ensuring alignment with parenting-related EQ constructs. All questions are rated on a five-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree).

Section C utilised the Academic Self Efficacy (ASE) questionnaire developed by Sachitra and Bandara (2017) to assess students' confidence in their academic abilities and self-regulation strategies. It demonstrates excellent reliability, with a Cronbach's alpha of 0.895, indicating high internal consistency. This scale does not include negatively worded items. Additionally, the scale has shown strong content and construct validity in previous research (Sachitra & Bandara, 2017). All questions are rated on a five-point Likert scale, ranging from 1 (completely disagree) to 5 (completely agree).

Table 1. References and justifications for modified questionnaire items.

Dimensions	Items	Justification / References
Self-Emotion Appraisal	1 - 3	These items evaluate parents' awareness and understanding of their own emotions, particularly in the context of parenting. Research indicates that parents with strong self-awareness positively influence their children's emotional development and well-being by modelling emotional regulation (Frankel et al., 2012; Mortazavizadeh et al., 2022). Being aware of one's emotional state, including happiness, is important for maintaining parental well-being and creating a positive caregiving environment (Morey & Gentzler, 2017).
Others' Emotion Appraisal	4 - 7	These items focus on parents' ability to perceive and understand their children's emotions through behaviour and expressions. Recognising and understanding children's emotions from their behaviour enhances parent-child communication, emotional bonding, and nurturing relationships (Dunsmore et al., 2009; Morris et al., 2007). van der Voort et al. (2014) assert that sensitivity to children's emotions promotes secure attachment and positive socio-emotional development. Understanding family members' emotions fosters harmonious family relationships and effective parenting (Thomas et al., 2017).

Use of Emotion	8 - 11	These items measure parents' ability to use their emotions constructively and stay composed during parenting challenges. Emotional regulation is crucial for effective parenting, enabling parents to respond calmly and constructively, which promotes positive parent-child interactions (Edvoll et al., 2023; Zimmer-Gembeck et al., 2021). Rapid emotional recovery minimises the negative impact of parenting stress on interactions (Golfenshtein et al., 2016).
Regulation of Emotion	12 - 14	These items assess parents' ability to regulate their own emotions, set goals, and stay motivated despite parenting challenges. According to Roy and Giraldo-García (2018), goal setting and motivation are key aspects of parental EQ, facilitating effective parenting practices. Positive self-affirmations and self-motivation contribute to parental self-efficacy and resilience, which enhance parental involvement and dedication to children's well-being (Charenkova, 2023).

2.4 Procedure

A pilot test (n = 30) was conducted before data collection to refine the questionnaire structure. Participants were selected from diverse age groups, genders, and academic levels to enhance the representativeness of the sample. Based on feedback from the pilot test, one item in Section B was modified, as it was deemed confusing and required rewording to improve clarity. The revised questionnaire was then re-administered, and responses were analysed to ensure data quality. This process was repeated until no major issues were identified in data distribution or response patterns.

Informed consent was obtained from all participants before data collection, emphasising their voluntary participation, anonymity, and right to withdraw at any time without consequences. Data confidentiality was maintained, with responses securely stored and used solely for research purposes. The questionnaire was administered online via Google Forms, with clear instructions provided to participants. A paper-based version was also made available for those who preferred a physical copy, ensuring accessibility.

The collected responses were analysed using IBM SPSS Statistics 26. Pearson correlation analysis was employed to examine the relationship between students' and parents' EQ and ASE. This statistical method is widely recognised as one of the most effective techniques for assessing such relationships, as it accurately quantifies the strength and direction of a linear relationship between two continuous variables (Fallahzadeh, 2011; Schober et al., 2018). Additionally, multiple regression analysis was conducted to determine the predictive power of student and parental EQ on ASE, as supported by previous research demonstrating its effectiveness in identifying key contributing factors and measuring their combined impact (Chung et al., 2019).

Initially, 262 respondents participated in this study. However, data from only 230 respondents were retained for analysis. This reduction in sample size was necessary due to the identification of outliers, which could have skewed the results and compromised data accuracy.

Removing these outliers ensured the integrity, reliability, and validity of the findings. Outliers were identified based on inconsistent response patterns among participants. Some respondents demonstrated erratic answering behaviours, alternating between extremely high and low scores without a logical progression.

By refining the questionnaire through pilot testing, ensuring a robust sampling method, and applying appropriate statistical analyses, this study enhances the reliability and validity of its findings, offering valuable insights into the influence of EQ on ASE.

3 RESULTS

The findings from the statistical analysis are presented below.

3.1 Respondents

Table 2. Frequencies and per cent distributions of gender, age, programme, and year of study of the respondents.

Demographic Items	Frequency	Percent (%)
Gender:		
Male	93	40.4
Female	137	59.6
Age:		
18 - 20	32	13.9
21 - 23	136	59.1
24 - 26	48	20.9
> 26	14	6.1
Programme:		
Human Resource Development	50	21.7
Cognitive Science	91	39.6
Counselling	51	22.2
Psychology	38	16.5
Year of Study:		
First Year	72	31.3
Second Year	43	18.7
Third Year	98	42.6
Fourth Year	17	7.4

Table 2 shows that the sample consisted of 40.4% male and 59.6% female students. In terms of age, the majority of participants were between 21 and 23 years old (59.1%), followed by those aged 24 to 26 (20.9%), 18 to 20 (13.9%), and those older than 26 years (6.1%). Regarding their academic programs, 21.7% of the students were enrolled in Programme A, 39.6% in Programme B, 22.2% in Programme C, and 16.5% in Programme D. As for their year of study, most participants were in their third year (42.6%), followed by first-year students (31.3%), second-year students (18.7%), and a smaller percentage in their fourth year (7.4%).

3.2 The Relationship Between Students' Emotional Intelligence and Their Academic Self-Efficacy

Table 3 presents a strong positive correlation between student EQ and ASE, as evidenced by a Pearson correlation coefficient of 0.770 ($p < 0.001$). These findings highlight the significant role of EQ in shaping students' academic self-efficacy, suggesting that higher emotional intelligence is associated with greater confidence in academic abilities.

Table 3. Pearson correlations between students' EQ and academic self-efficacy.

		SEQ	ASE
Students' EQ	Pearson Correlation	1	.770**
	Sig. (2-tailed)		<.001
Academic Self-Efficacy	Pearson Correlation	.770**	1
	Sig. (2-tailed)	<.001	

**. Correlation is significant at the 0.01 level (2-tailed).

3.3 The Relationship between Parents' Emotional Intelligence and the Academic Self-Efficacy of their Children

Table 4. Pearson correlations between parental EQ and ASE of their children.

		PEQ	ASE
Parents' EQ	Pearson Correlation	1	.588**
	Sig. (2-tailed)		<.001
Academic Self-Efficacy	Pearson Correlation	.588**	1
	Sig. (2-tailed)	<.001	

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4 reveals a significant positive correlation between parental EQ and students' ASE ($r = 0.588$, $p < 0.001$), suggesting that students with emotionally intelligent parents are more likely to exhibit higher ASE. This finding supports previous research indicating that emotionally supportive

parenting fosters resilience and confidence in students (Shengyao et al., 2024). However, some students maintain strong ASE despite having parents with lower EQ, which may be attributed to intrinsic motivation and effective coping strategies that reduce reliance on parental influence (Nurida & Suharso, 2022). Furthermore, Aghazade and Moheb (2017) suggest that self-efficacy and academic success may be inherited, as cognitive abilities passed down from parents contribute to students' confidence regardless of parenting style.

3.4 The Relationship between Parents' Emotional Intelligence and Students' Emotional Intelligence

Table 5. Pearson correlation between parental EQ and students' EQ.

		PEQ	SEQ
Parents' EQ	Pearson Correlation	1	.557**
	Sig. (2-tailed)		<.001
Students' EQ	Pearson Correlation	.557**	1
	Sig. (2-tailed)	<.001	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 indicates a significant positive correlation between parental EQ and students' EQ ($r = 0.557$, $p < 0.001$), demonstrating that emotionally intelligent parents tend to have children with higher EQ. This finding aligns with previous research emphasising the role of parenting behaviours, such as emotional coaching and supportive interactions, in shaping children's emotional intelligence (Alegre, 2011). The results show the importance of parents modelling emotional skills, as their ability to regulate and express emotions effectively can influence their children's emotional development and social competencies.

3.5 Predictors of Students' Academic Self-Efficacy

Table 6. Regression analysis of ASE predictors.

Variable	Unstandardised Coefficients (B)	t-value	Sig. (p-value)
Students' EQ (SEQ)	.707	13.212	<.001
Parents' EQ (PEQ)	.198	4.733	<.001

Table 6 presents a multiple regression analysis examining the combined influence of students' and parental EQ on ASE. The results indicate that both students' EQ ($B = 0.707$, $p < 0.001$) and parental EQ ($B = 0.198$, $p < 0.001$) significantly predict ASE. However, students' EQ has a stronger predictive effect, suggesting that while parental EQ contributes to students' academic self-efficacy, the primary driver is the students' own emotional intelligence. These findings

emphasise the importance of fostering students' EQ alongside parental support to enhance academic confidence and performance.

4 DISCUSSION

According to the study, students with higher EQ are more likely to believe in their ability to succeed academically and achieve their learning objectives. The positive correlation between high student EQ and ASE aligns with Bandura's (1997) Social Cognitive Theory, which emphasises the impact of personal achievements, social encouragement, and observational learning on self-efficacy. Students with elevated EQ exhibit stronger emotional regulation, stress management, and intrinsic motivation, enabling them to navigate academic challenges more effectively.

This aligns with existing literature, which highlights that high-EQ students often excel in interpersonal skills that facilitate effective collaboration and greater access to academic resources (Hassan et al., 2015). Such skills foster a positive academic environment that boosts one's confidence and performance (Kirby & Thomas, 2021). Additionally, EQ has been shown to enhance cognitive processes such as critical thinking and problem-solving (AkbariLakeh et al., 2018), which are essential for managing academic pressures effectively. These findings reinforce the role of EQ in strengthening students' ASE through both cognitive and emotional mechanisms, further validating Bandura's (1997) theory in an academic context.

Parents with higher EQ often create supportive environments that foster their children's emotional and academic development. By effectively managing their own emotions, fostering resilience, and modelling healthy coping strategies (Wyman et al., 2010), they provide a strong foundation for their children's development. Furthermore, their empathetic communication strengthens parent-child relationships, laying the emotional groundwork necessary to bolster academic confidence (Stone, 2015). These parents frequently employ effective parenting strategies, such as offering encouragement and providing emotional support, which empower their children to strive for academic excellence (Manalo et al., 2023).

The analysis also revealed that as parental EQ increases, students' EQ tends to improve. This finding aligns with previous research suggesting that EQ traits are often transmitted across generations through modelling and guidance (Min et al., 2012). Parents with high EQ facilitate the development of essential emotional skills in their children, including emotional regulation, resilience, and interpersonal skills, further supporting Social Cognitive Theory's (Bandura, 1997) emphasis on learning through observation. These findings underscore the crucial role of family dynamics in shaping emotional development. Therefore, interventions aimed at enhancing parental EQ could help create a nurturing environment conducive to both emotional growth and academic success for children (Zahl-Olsen et al., 2023). This study contributes to the literature by reinforcing the intergenerational transmission of EQ and its implications for academic achievement.

Although both students' and parents' EQ were found to be positively associated with students' ASE, the study also highlighted cases where students maintained high ASE despite having parents with lower EQ. In such cases, protective factors such as the student's own emotional regulation, problem-solving skills, and external support networks (e.g., teachers or mentors), played a significant role in maintaining their ASE (Luthar et al., 2000; Masten & Reed, 2002). These findings align with resilience theory, which suggests that individuals can develop adaptive coping mechanisms to succeed despite environmental challenges (Fullerton et al., 2021). Furthermore, Bandura's (1997) Social Cognitive Theory offers a theoretical explanation, emphasising that ASE is influenced not only by parental factors but also by direct personal achievements, encouragement from others, and learning through observation. This suggests that students may cultivate strong ASE through alternative mechanisms, such as positive academic experiences, mentorship, or personal accomplishments, rather than relying solely on parental emotional guidance.

Conversely, some students with high parental EQ still exhibited low ASE. This phenomenon may be attributed to adverse academic experiences, personal insecurities, or a disconnect between parental support and the student's individual needs. Self-Determination Theory (Ryan & Deci, 2000) posits that ASE is reinforced when students experience autonomy, competence, and relatedness in their learning environment. However, if parental support is perceived as overly controlling or misaligned with the student's aspirations, it may negatively affect confidence and motivation. Additionally, learned helplessness theory (Abramson et al., 1978) suggests that repeated academic failures or discouraging feedback could diminish a student's ASE, regardless of parental encouragement. These findings highlight the complex and multidimensional nature of ASE, demonstrating that individual, familial, and environmental factors interact dynamically to shape students' academic confidence.

Despite the significant findings, this study has several limitations. First, the use of self-reported measures may introduce bias, as participants might respond in a socially desirable manner rather than accurately reflecting their experiences. Second, the sample was limited to students from a single university, which limits the generalizability of the findings to broader student populations. Lastly, the assessment of parental EQ was based on students' perceptions rather than direct responses from parents, potentially leading to subjective biases.

To address these limitations, future studies should consider using mixed method approaches that combine quantitative surveys with qualitative interviews to gain deeper insights into the relationship between EQ and ASE. Additionally, future research should explore other potential influences on ASE, such as socioeconomic status, peer influence, and institutional support, to provide a more comprehensive understanding of the factors contributing to academic self-efficacy. Lastly, developing and implementing EQ intervention programs targeting both students and parents could be beneficial in enhancing ASE. Such programs should focus on improving emotional regulation, stress management, and resilience-building strategies to promote academic success and overall well-being.

In summary, this study examined the relationship between EQ and ASE, focusing on the roles of students' EQ, parental EQ, and their combined impact on ASE. The findings underscore the critical importance of EQ in fostering students' academic confidence and success. Students' EQ demonstrated the strongest influence on ASE, highlighting the importance of skills such as emotional regulation, stress management, and motivation in navigating academic challenges. Parental EQ also emerged as a significant factor, with high EQ parents creating supportive environments that nurture their children's confidence and resilience. However, individual traits and external support systems can mitigate challenges posed by lower parental EQ, showing the multifaceted nature of ASE.

This study emphasises the value of fostering EQ in both students and parents to enhance academic outcomes and personal growth. Educational institutions and families should prioritise EQ development through targeted interventions and strategies, equipping students with the skills needed to succeed academically and thrive holistically. This research provides valuable insights for designing programs to promote academic success and well-being through the lens of emotional intelligence.

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AUTHOR CONTRIBUTIONS

The first author conceived and designed the study, collected and analysed the data. The second author supervised the study, provided guidance throughout the research process, and offered substantial input in revising the manuscript. Both authors contributed to interpreting the results and writing the manuscript and approved the final version.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest related to this study.

DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

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