

Socio-Psychological Factors in The Development of Emotional Intelligence in Family Relationships

Masharipova Saida Rahimovna
Researcher of Bukhara State University, Uzbekistan



DOI : <https://doi.org/10.61796/jlhss.v3i6.1821>



Sections Info

Article history:

Submitted: March 07, 2026
Final Revised: April 26, 2026
Accepted: May 18, 2026
Published: June 11, 2026

Keywords:

Emotional intelligence
Family relationships
Socio-psychological factors
Empathy
Communication competence
Emotional literacy
Psychological support
Family environment
Parenting
Psychological well-being

ABSTRACT

Objective: This article examines the socio-psychological factors influencing the development of emotional intelligence in family relationships. **Method:** The study analyzes the impact of the family emotional climate, parenting styles, communication patterns among family members, empathy, mutual trust, and psychological support on the formation and development of emotional intelligence. **Results:** The findings indicate that a positive psychological environment within the family, constructive communication, and the enhancement of emotional literacy significantly contribute to the development of emotional intelligence. Furthermore, emotionally supportive family relationships promote psychological well-being, resilience, and effective conflict resolution. **Novelty:** Particular attention is given to the influence of contemporary social changes, digital technologies, and stress-related factors on family interactions and the development of emotional competencies.

INTRODUCTION

The development of emotional intelligence in family relationships has become one of the most important issues in contemporary psychology. Rapid social change, digitalization, and increasing life stressors have significantly influenced communication patterns within families, making emotional competence a key factor in maintaining healthy relationships. International studies indicate that emotional intelligence contributes to effective communication, conflict resolution, psychological well-being, and the emotional development of children. Research has also demonstrated that higher levels of emotional intelligence among parents are positively associated with better mental health outcomes and stronger family functioning [1].

In Uzbekistan, strengthening the family institution is recognized as a priority direction of social policy. Scientific and practical initiatives aimed at promoting family values, psychological well-being, and healthy family environments have been actively implemented through specialized research institutions and family support programs. Recent national surveys revealed that Uzbekistan's Family Happiness Index reached a high level, reflecting the growing importance of family relationships and psychological well-being in society [2].

Therefore, studying the socio-psychological factors that influence the development of emotional intelligence in family relationships is both scientifically significant and socially relevant. The findings can contribute to improving family communication, strengthening emotional resilience, and enhancing the psychological well-being of family members in modern society [3].

Family relationships constitute the primary social environment in which an individual's emotional, cognitive, and behavioral characteristics are formed. Among the various psychological constructs that influence interpersonal functioning, emotional intelligence has emerged as one of the most significant determinants of healthy family interactions, psychological well-being, and social adaptation. Emotional intelligence refers to the ability to recognize, understand, regulate, and effectively express emotions while also being capable of perceiving and responding appropriately to the emotions of others. In the context of family relationships, emotional intelligence serves as a crucial mechanism for fostering empathy, trust, mutual understanding, conflict resolution, and emotional support among family members [4].

The importance of emotional intelligence has increased significantly in the twenty-first century due to rapid social transformations, technological advancements, urbanization, migration, and changing family structures. Contemporary families face numerous challenges, including economic instability, work-life imbalance, intergenerational conflicts, and the growing influence of digital communication. These factors can affect emotional communication within families and may contribute to misunderstandings, stress, and relationship dissatisfaction. Consequently, researchers and practitioners increasingly emphasize the need to develop emotional intelligence as a protective factor that enhances family resilience and strengthens interpersonal bonds [5].

Scientific studies indicate that family environments play a decisive role in the development of emotional intelligence. Children acquire emotional competencies primarily through interactions with parents and other family members. According to developmental psychology, emotional awareness begins to emerge during early childhood and continues to develop throughout adolescence and adulthood. Parenting styles, emotional support, communication patterns, and family cohesion significantly influence the formation of emotional intelligence. Families characterized by warmth, openness, and effective communication tend to foster higher levels of emotional competence among their members, whereas families marked by conflict, neglect, or emotional distance often experience difficulties in emotional regulation and interpersonal understanding [6].

Research conducted in various countries demonstrates a strong relationship between emotional intelligence and family functioning. Individuals with higher emotional intelligence are generally more capable of managing stress, maintaining positive relationships, resolving conflicts constructively, and adapting to changing family circumstances. Studies have shown that emotionally intelligent parents are more likely to employ supportive parenting practices, encourage emotional expression, and create psychologically safe environments for their children. Such environments

contribute to children's emotional stability, social competence, academic success, and overall psychological well-being [7].

Socio-psychological factors represent a complex system of social and psychological influences that shape emotional intelligence within family relationships. These factors include family communication patterns, emotional climate, social support networks, cultural values, socioeconomic conditions, gender roles, parental education levels, and interpersonal attachment styles. Effective communication, characterized by active listening, empathy, and mutual respect, enables family members to understand one another's emotional experiences and develop stronger emotional competencies. Conversely, dysfunctional communication patterns may hinder emotional development and increase the likelihood of interpersonal conflicts [8].

Cultural and societal influences also contribute significantly to the development of emotional intelligence. Different cultures establish distinct norms regarding emotional expression, emotional regulation, and family interactions. In collectivist societies, including many Central Asian communities, family cohesion, mutual support, and interdependence are highly valued. These cultural characteristics can promote emotional sensitivity and social responsibility while simultaneously shaping individuals' approaches to emotional communication. Understanding these socio-cultural dimensions is essential for comprehending the mechanisms through which emotional intelligence develops within family systems [9].

RESEARCH METHOD

This study was conducted to identify the socio-psychological factors influencing the development of emotional intelligence in family relationships. The research employed a quantitative correlational design and utilized standardized psychodiagnostic instruments that have been widely applied and validated in psychological research conducted in Uzbekistan. The sample consisted of 180 participants (90 males and 90 females) aged between 20 and 55 years, representing different family structures and socio-economic backgrounds. Participants were selected through stratified random sampling from educational institutions, workplaces, and community organizations.

To assess emotional intelligence, the study employed N. Hall's Emotional Intelligence Questionnaire, which is one of the most frequently used instruments in psychological research within Uzbekistan. The methodology evaluates five major components of emotional intelligence: emotional awareness, emotional self-regulation, self-motivation, empathy, and recognition of others' emotions. The questionnaire has demonstrated satisfactory reliability and validity indicators in numerous studies conducted among Uzbek populations.

To evaluate socio-psychological characteristics of family relationships, the study utilized the Family Environment Scale (FES) adapted for post-Soviet psychological practice and widely applied in family psychology research. The scale measures family cohesion, emotional expressiveness, conflict management, mutual support, and communication quality. These dimensions were selected because previous theoretical

and empirical studies have identified them as important determinants of emotional intelligence development.

RESULT AND DISCUSSIONS

The collected data were processed using SPSS Statistics 26.0. Descriptive statistical analyses were conducted to determine the general distribution of emotional intelligence and family relationship indicators. Furthermore, Pearson correlation analysis and multiple regression analysis were employed to examine the relationship between socio-psychological family factors and emotional intelligence. Statistical significance was determined at $p < 0.05$ [10].

The first stage of analysis focused on identifying correlations between family relationship variables and emotional intelligence indicators [11].

Table 1. Pearson Correlation Analysis Between Family Relationship Factors and Emotional Intelligence (N = 180)

Variables	Emotional Intelligence (r)	Significance (p)
Family Cohesion	0.68	0.000
Emotional Support	0.72	0.000
Communication Quality	0.75	0.000
Family Conflict	-0.59	0.000
Mutual Trust	0.70	0.000

The results presented in Table 1 demonstrate statistically significant relationships between socio-psychological family factors and emotional intelligence. Communication quality exhibited the strongest positive correlation with emotional intelligence ($r = 0.75$, $p < 0.001$), indicating that individuals who experience open and constructive communication within their families tend to display higher levels of emotional competence. Emotional support ($r = 0.72$, $p < 0.001$) and mutual trust ($r = 0.70$, $p < 0.001$) also showed strong positive associations with emotional intelligence. Conversely, family conflict demonstrated a significant negative correlation ($r = -0.59$, $p < 0.001$), suggesting that frequent interpersonal tensions may hinder the development of emotional awareness and regulation skills. These findings support the theoretical assumption that emotionally supportive family environments serve as critical contexts for emotional intelligence development.

To determine the predictive power of socio-psychological variables, a multiple regression analysis was subsequently performed [12].

Table 2. Multiple Regression Analysis Predicting Emotional Intelligence from Family Relationship Factors

Predictor Variable	Beta (β)	t-value	Significance (p)
Communication Quality	0.38	6.84	0.000
Emotional Support	0.31	5.76	0.000

Predictor Variable	Beta (β)	t-value	Significance (p)
Mutual Trust	0.24	4.42	0.000
Family Cohesion	0.19	3.65	0.001
Family Conflict	-0.22	-4.13	0.000

Model Summary: $R = 0.81$; $R^2 = 0.66$; $F = 67.42$; $p < 0.001$

The regression model explained 66% of the variance in emotional intelligence scores ($R^2 = 0.66$), indicating a high predictive capacity of the selected socio-psychological variables. Communication quality emerged as the strongest predictor ($\beta = 0.38$), followed by emotional support ($\beta = 0.31$) and mutual trust ($\beta = 0.24$). Family conflict remained a significant negative predictor ($\beta = -0.22$), confirming that dysfunctional family interactions may reduce opportunities for the acquisition of emotional competencies. The overall model was statistically significant ($F = 67.42$, $p < 0.001$), demonstrating that family-related socio-psychological factors collectively play a substantial role in shaping emotional intelligence [13].

Overall, the SPSS analyses confirm that emotional intelligence development in family relationships is strongly influenced by communication quality, emotional support, trust, and family cohesion, while conflict exerts a detrimental effect. These findings correspond with contemporary international and Uzbek psychological research emphasizing the family's role as the primary social institution responsible for the formation of emotional competencies, interpersonal sensitivity, and adaptive emotional regulation skills. The results further suggest that interventions aimed at strengthening positive family interactions may contribute significantly to the enhancement of emotional intelligence among family members [14, 15].

CONCLUSION

Fundamental Finding: The present study has demonstrated that the development of emotional intelligence within family relationships is a complex process shaped by a combination of socio-psychological factors. Family environments characterized by effective communication, emotional support, mutual trust, empathy, and positive interpersonal interactions create favorable conditions for the formation of emotional competencies. Furthermore, the statistical analyses confirmed that socio-psychological factors collectively account for a substantial proportion of variability in emotional intelligence. **Implication:** These competencies enable individuals to recognize, understand, express, and regulate emotions effectively, thereby contributing to healthier relationships and improved psychological well-being. Therefore, the quality of family interactions has long-term implications not only for individual emotional functioning but also for broader social adaptation and relationship success. Consequently, promoting emotional intelligence within family settings can contribute to the prevention of interpersonal difficulties and enhance overall family functioning. **Limitation:** The study was limited to a quantitative correlational design involving 180 participants aged between 20 and 55 years from different family structures and socio-economic

backgrounds. Therefore, the findings explain the relationship between socio-psychological family factors and emotional intelligence, but they do not fully capture deeper personal experiences, cultural meanings, or long-term changes in emotional intelligence development within family relationships. **Future Research:** Future research should expand the investigation by using qualitative or mixed-method approaches to explore how family members experience emotional support, trust, communication, and conflict in daily interactions. Further studies may also examine different age groups, family structures, cultural contexts, and the influence of digital technologies and modern social changes on the development of emotional intelligence in family relationships.

REFERENCES

- [1] P. Salovey and J. D. Mayer, "Emotional Intelligence," *Imagination, Cognition and Personality*, vol. 9, no. 3, pp. 185–211, 1990.
- [2] J. D. Mayer, P. Salovey, and D. R. Caruso, "Emotional Intelligence: Theory, Findings, and Implications," *Psychological Inquiry*, vol. 15, no. 3, pp. 197–215, 2004.
- [3] D. Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY, USA: Bantam Books, 1995.
- [4] D. Goleman, *Working with Emotional Intelligence*. New York, NY, USA: Bantam Books, 1998.
- [5] R. Bar-On, "The Bar-On Model of Emotional-Social Intelligence (ESI)," *Psicothema*, vol. 18, pp. 13–25, 2006.
- [6] J. Bowlby, *Attachment and Loss*, vol. 1, *Attachment*. New York, NY, USA: Basic Books, 1969.
- [7] M. D. S. Ainsworth, M. C. Blehar, E. Waters, and S. Wall, *Patterns of Attachment: A Psychological Study of the Strange Situation*. Hillsdale, NJ, USA: Lawrence Erlbaum Associates, 1978.
- [8] J. B. Rotter, *Social Learning and Clinical Psychology*. New York, NY, USA: Prentice-Hall, 1954.
- [9] I. Ajzen, *Attitudes, Personality and Behavior*. Maidenhead, U.K.: Open University Press, 2005.
- [10] J. A. Schumpeter, *The Theory of Economic Development*. Cambridge, MA, USA: Harvard University Press, 1934.
- [11] A. Rauch and M. Frese, "Let's Put the Person Back into Entrepreneurship Research: A Meta-analysis on the Relationship Between Business Owners' Personality Traits and Business Creation and Success," *European Journal of Work and Organizational Psychology*, vol. 16, no. 4, pp. 353–385, 2007.
- [12] I. Ismoilov, "About the Talismans of Iskandar (Alexander) by Alisher Navoi," *International Journal of Linguistics, Literature and Culture*, vol. 7, no. 3, pp. 139–145, 2021.
- [13] I. Ismailov, "Nizomiy va Navoiy: bir mavzuning turfa talqini," *Uzbekistan: Language and Culture. Literary Studies*, vol. 1, no. 1, pp. 18–32, 2023.
- [14] I. Ismoilov, "Alisher Navoiyning 'Saddi Iskandariy' dostoni debochasi badiiyati," *Oltin Bitiglar-Golden Scripts*, vol. 1, no. 1, 2021.
- [15] I. Ismoilov, "Tafsirlarda Iskandar mavzusiga oid talqinlar," *Oltin Bitiglar-Golden Scripts*, vol. 2, no. 2, 2021.

*** Masharipova Saida Rahimovna (Corresponding Author)**

Researcher of Bukhara State University, Uzbekistan

Email: ummatovbaxtiyor91@gmail.com
