

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/258193465>

# Parenting Styles and Children's Emotional Intelligence: What do We Know?

Article in *The Family Journal* · January 2011

DOI: 10.1177/1066480710387486

---

CITATIONS

38

---

READS

7,096

1 author:



Albert Alegre

East Stroudsburg University

14 PUBLICATIONS 89 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Project Evaluation of emotional intelligence programs [View project](#)

All content following this page was uploaded by [Albert Alegre](#) on 16 May 2014.

The user has requested enhancement of the downloaded file.

# The Family Journal

<http://tfj.sagepub.com/>

---

## Parenting Styles and Children's Emotional Intelligence: What do We Know?

Alberto Alegre

*The Family Journal* 2011 19: 56

DOI: 10.1177/1066480710387486

The online version of this article can be found at:

<http://tfj.sagepub.com/content/19/1/56>

---

Published by:



<http://www.sagepublications.com>

On behalf of:

The Official Journal of the International Association  
of Marriage and Family Counselors



[International Association of Marriage and Family Counselors](#)

**Additional services and information for *The Family Journal* can be found at:**

**Email Alerts:** <http://tfj.sagepub.com/cgi/alerts>

**Subscriptions:** <http://tfj.sagepub.com/subscriptions>

**Reprints:** <http://www.sagepub.com/journalsReprints.nav>

**Permissions:** <http://www.sagepub.com/journalsPermissions.nav>

**Citations:** <http://tfj.sagepub.com/content/19/1/56.refs.html>

>> [Version of Record](#) - Dec 17, 2010

[What is This?](#)

# Parenting Styles and Children's Emotional Intelligence: What do We Know?

Alberto Alegre<sup>1</sup>

## Abstract

The theory of emotional intelligence has elicited great interest both in the academic and the nonacademic world. Therapists, educators, and parents want to know what they can do to help children develop their emotional intelligence. However, most of the research in this field has investigated adults' emotional intelligence. This study reviews the scarce research literature in the area of children's emotional intelligence. It also reviews the way in which parenting styles and practices predict children's emotional intelligence in similar or different ways that they predict other developmental outcomes. Based on the parenting literature, four main dimensions of parenting are identified that are relevant to the study of emotional intelligence: parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills. Implications for practitioners are discussed.

## Keywords

parenting styles, emotional intelligence, parental demandingness, parental coaching

For a long time, many human beings shared the intuition that intelligent behavior does not always correlate with high intelligence quotient (IQ). This intuition received scientific support when Salovey and Mayer (1990) proposed and scientifically supported the existence of an emotional intelligence. The interest in this new concept skyrocketed when Daniel Goleman published his famous book *Emotional Intelligence*. The fascination is not limited to the general society. It has also awakened in the academic community.

Goleman (1995) proposed emotional intelligence as a predictor of future success. Although his claim may be exaggerated, research is confirming the relation between emotional intelligence and some positive developmental outcomes such as subjective well-being (Gallagher & Vella-Brodrick, 2008), adaptive coping styles and mental health (Mavroveli, Petrides, Rieffe, & Bakker, 2007), mental ability and positive personality traits (Van Rooy & Viswesvaran, 2004), academic achievement (Schute et al., 1998), and physical and psychological health (Tsaousis & Nikolaou, 2005).

Initially, emotional intelligence was defined as the ability to attend to, understand, and regulate emotions to guide thought and behavior (Salovey & Mayer, 1990). This definition emphasizes the processing of emotional information. However, Goleman (1995) proposed a somehow different definition in which processing abilities were mixed with natural or learned tendencies to react to emotional situations in positive and

efficient ways. Therefore, almost from the beginning, there was a double conceptualization of the term. The situation worsened because of problems in the measurement of the construct.

According to Mayer, Salovey, and Caruso (2004), for emotional intelligence to be considered a form of intelligence, its measurement has to show a modest correlation with general intelligence. However, most if not all the measurement tools developed in the first years of study (including one developed by Mayer and Salovey themselves) showed very low correlations with general intelligence and instead showed moderate-to-strong correlations with personality measures (for a review see Matthews, Zeidner, & Roberts, 2004). All of these measurement tools were based on self-report questionnaires. A few years later, Mayer, Salovey, and Caruso developed an initial ability measure of emotional intelligence called the Multifactor Emotional Intelligence Scale (MEIS; Mayer & Salovey, 1999), and later, another more complex ability measure called the Mayer-Salovey-Caruso Emotional Intelligence Test (MESCEIT; reviewed in Mayer, Salovey, & Caruso, & Sitarenios, 2003), which to an extent solved

---

<sup>1</sup>East Stroudsburg University, PA, USA

## Corresponding Author:

Alberto Alegre, PO Box 403, Mount Tabor, NJ 07878, USA  
Email: merchalbert@yahoo.es

the problems presented by the previous measures. In these new ability tests, respondents are required to give answers to different emotional tasks. Examples of such tasks are: identifying emotions in pictures of faces or in photographs, and showing capacity to reason with emotions when confronted with certain stories/vignettes. The MEIS and the MESCEIT are tests of maximum performance where responses are later evaluated as right or wrong according to their correspondence with the answers of a panel of emotion experts or a normative sample of the general population. Congruent with Mayer and Salovey's theory, these tests show modest correlations with general intelligence, and show weak correlations with personality measures. However, they also show weak correlations with the self-report measures of emotional intelligence.

Because of these results, Petrides and Furnham (2003) have proposed two different conceptualizations of emotional intelligence: ability emotional intelligence and trait emotional intelligence. Ability emotional intelligence refers to the specific emotional abilities measured with ability tests. The concept is based on Mayer and Salovey's definition of emotional intelligence as a group of emotional information processing abilities. Ability emotional intelligence supports its claim of being a form of intelligence in the relatively moderate correlations with general intelligence obtained in different studies.

Trait emotional intelligence refers to emotion-related self-perceptions and dispositions that are assessed with self-report questionnaires. These questionnaires let the respondents evaluate their own emotional abilities. Trait emotional intelligence is considered a personality dimension mainly because of its relatively high correlations with other personality measures (Pérez, Petrides, & Furnham, 2005).

Emotional intelligence is a conjoint of different abilities, and therefore, it has been presumed that it can be trained and perfected (Goleman, 1995). Through training, individuals are expected to develop positive behaviors and establish positive social relationships (Asher & Rose, 1997; Baron & Parker, 2000). Indeed, evidence that intervention positively influences emotional intelligence has appeared already. Bernet (1996) and Guastello, Guastello, and Hanson (2004) found higher levels of emotional intelligence-related abilities in people who had completed psychotherapy. Furthermore, van Dierendonck, Garssen, and Visser (2005) significantly enhanced emotional intelligence in subjects that participated in a psychosynthesis-based prevention program when compared to a control group.

Because emotional intelligence seems to have positive effects and because it seems to be sensitive to environmental influences, it is important to study how children can develop greater emotional intelligence. While abilities can be trained, personality dispositions may need more subtle nurturing through human interaction. For children the most important human interactions happen with their parents.

## Parenting Styles

Since Baumrind's (1966, 1967, 1971) and Maccoby and Martin's (1983) seminal work, four styles of parenting have

been identified: authoritative, authoritarian, permissive, and neglectful. Authoritative parents use developmentally appropriate demands, maintain control of children when needed, yet they are responsive, affectionate, and communicate effectively with their children. Authoritarian parents are highly demanding, exercise strong control, and show little affection and do not communicate often. Permissive parents make few demands, exercise little control, and are very responsive and affectionate (Walker, 2008). Neglectful or uninvolved parents make few demands, exercise little control, show little affection, and do not communicate often.

Children of authoritative parents have been found to score better than children of authoritarian, uninvolved, and permissive parents in measures of adjustment (Steinberg, Lamborn, Darling, & Mounts, 1994), attachment (Karavasilis, Doyle, & Markiewicz, 2003), resilience (Kritzas & Grobler, 2005), school achievement (Boon, 2007), social and school competence (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), and prosocial behavior (Hastings, McShane, & Parker, 2007).

Another way in which researchers have been studying the art of parenting is through the basic dimensions that compose parenting styles: responsiveness and demandingness (Baumrind, 1995; Maccoby & Martin, 1983). The term responsiveness basically refers to a combination of parental warmth, nurturance, and support. Sometimes the term positive parenting has been used to describe this same group of responsive parenting practices (Jouriles et al., 2008; Tildesley & Andrews, 2008). Parental responsiveness is associated with positive outcomes in children's development such as higher child self-regulation and lower externalizing behavior (Eiden, Edwards, & Leonard, 2007), higher self-esteem (Rohner, 1990), and better psychological adjustment (Khaleque, Rohner, & Riaz, 2007).

Parental demandingness seems to be a more complex dimension. Some of the parenting practices that integrate this construct show correlations with positive developmental outcomes, while other parental demanding practices typically show correlations with negative or undesirable developmental outcomes. Positive responsiveness includes parental practices such as monitoring and supervision, behavioral control, autonomy granting, appropriate maturity demands and expectations, and inductive discipline (De Clercq, Van Leeuwen, De Fruyt, Van Hiel, & Mervielde, 2008; Sanders, 2008). Those parental practices have been found to correlate with reduced alcohol consumption (Mogro-Wilson, 2008), higher academic functioning (Wang, Pomerantz, & Chen, 2007), less exposure to situations of sexual risk (Baptiste, Tolou-Shams, Miller, McBride, & Paikoff, 2007), higher life satisfaction (Suldo & Huebner, 2004), higher prosocial behavior (Krevans & Gibbs, 1996), and higher confidence (Collins & Barber, 2005).

Negative demandingness includes parenting practices such as psychological control, inconsistent and punitive discipline, and harsh disciplining (Barnett, Deng, Mills-Koonce, Willoughby, & Cox, 2008; Barry, Frick, Adler, & Grafeman, 2007; Lim, Wood, & Miller, 2008; Shelton & Harold, 2008). Those practices have been found to correlate with internalizing

and externalizing problems, lower emotional well-being, personality disorders, lower prosocial behavior, and cognitive anxiety (Collins & Barber, 2005; Johnson, Cohen, Chen, Kasen, & Brook, 2006; Knafo & Plomin, 2006; Lengua, 2006; Van Leeuwen & Vermulst, 2004; Wang, Pomerantz, & Chen, 2007).

## Emotional Intelligence and Parenting

Because parenting styles and practices predict so many developmental outcomes, it makes sense to believe that they may also predict children's emotional intelligence. Despite the extensive research on parenting styles, no study has yet investigated their relation to children's emotional intelligence. However, there is some research on the relation between parenting practices and children's emotional intelligence. Additionally, there are three emotional constructs that have been extensively studied (though separately) in relation to those parenting practices and that can be considered some of the most important dimensions of emotional intelligence: children's emotion knowledge, children's emotion understanding, and children's emotion regulation. Emotion knowledge refers to the ability to accurately perceive and label emotional expressions and situational and behavioral emotion cues. Emotion understanding refers to the individual's awareness and identification of one's and others' emotions. Emotion regulation refers to the ability to handle frustrating, stressful, or harmful emotional arousal. Those studies are discussed hereafter.

### Responsiveness

Bennett, Bendersky, and Lewis (2005), in a study of the recognition of facial expression, found that parental warmth is positively related to children's emotion knowledge. Parental warmth has also been found to be linked to children's emotion understanding (Alegre & Benson, 2007; Dunn & Brown, 1994; Steele, Steele, Croft, & Fonagy, 1999). And a big group of studies investigating parental expression of and reactions to children's expression of emotions have found consistent relations between parental warmth and emotion regulation (Eisenberg, Cumberland, & Spinard, 1998; Eisenberg, & Fabes, 1998; Eisenberg, Fabes, Guthrie, & Reiser, 2000; Eisenberg et al., 1991; Eisenberg et al., 1999). Finally, in a study of early adolescents, Alegre and Perez (2009) found a positive correlation between parental warmth as reported by the early adolescents and the early adolescents' emotional intelligence.

### Parental Positive Demandingness

In a study of 203 Malaysian secondary school students, Liao, Liao, Teoh, and Liao (2003) found a positive correlation between parental monitoring and emotional intelligence. Adolescents with higher levels of emotional intelligence, in turn, showed lower internalizing and externalizing problems.

There are no studies of other parental positive demanding practices such as behavioral control, autonomy granting, or appropriate expectations, and children's emotional intelligence.

### Negative Parental Demandingness

Punitive discipline has also been found to correlate to children's lower level of emotional understanding (Pears & Moses, 2003) and to lower emotional regulation (for a review see, Morris, Silk, Steinberg, Myers, & Robinson, 2007). No other studies have addressed the relation between other negative parental demanding practices such as psychological control, or harsh punishment and children's emotional intelligence.

### Parental Emotional Training

Confirming the effects of emotional training on adults' emotional intelligence, parental emotion-related practices have been found to relate to higher emotional intelligence as well. Martinez-Pons (1999) showed that parental promotion, training, and rewarding of emotionally intelligent behavior, as perceived by their young adult children, related to the young adults' higher emotional intelligence. In addition, Gottman, Katz, and Hooven (1997) found that when parents accept children's displays of emotionality and help children to understand them and to use the information of those emotions to behave in positive and efficient ways, a group of parental practices that has been termed emotional coaching, children show a higher ability to regulate their emotions. Additionally, parental emotion dismissing practices, including minimization, punitive, and distress parental reactions to children's display of negative emotions, have also been negatively related to children's emotion knowledge (Perlman, Camras, & Pelphrey, 2008). Denham and colleagues have also shown that when parents are emotionally expressive and responsive, their children understand their emotions better. When, additionally, parents encourage children to express their own emotions and discuss emotional events with them, children develop higher emotional competence (Denham & Grout, 1994; Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997).

### Implications for Practitioners

Research indicates that children's emotional abilities can be improved using specific emotion-related training. Research also indicates the importance of emotional intelligence as a predictor of an array of positive developmental outcomes. To date, no clinical interventions have been devised based on emotional intelligence theory. However, different socioemotional intervention programs used in schools have already shown positive effects. Bierman et al. (2010) studied the *Fast Track PATHS* (Promoting Alternative Thinking Strategies), a social-emotional learning program that teaches self-control, emotional awareness and understanding, peer-related social skills, and social problem solving in order to promote social and emotional competence. It is delivered by teachers with

support from project staff. They found that the program is effective in reducing aggressive behavior and increasing prosocial behavior, especially for boys.

Webster-Stratton and Herman (2010) studied the *Incredible Years Series*, a set of programs based on social cognitive theory that uses an intervention consisting of 60 socioemotional lessons for children from kindergarten to second grade. They also found improvements in children's problem-solving and conflict resolution skills. When the program was combined with socioemotional lessons for parents and teachers, the effects were stronger and children also showed less aggressive behavior, had fewer conduct problems, and had better prosocial skills. The *Strong Kids Social Emotional Learning Programs*, another series of programs devoted to teach children from kindergarten to eighth grade social-emotional skills, have also shown improvements in emotional knowledge, self-management strategies, and coping strategies. Therefore, we know that certain emotional abilities can be trained, that those emotional abilities result in more positive outcomes for children, and that appropriate social-emotional training results in improvement both of emotional abilities and of adaptive behavior. All this accumulated evidence can help practitioners to introduce systematic social-emotional training in their practice with children.

Unfortunately, there is still very little research on emotional intelligence and parenting. The literature does not reveal studies that have examined the relation between authoritative, authoritarian, permissive, and uninvolved parenting styles and children's emotional intelligence. Nor are there studies that investigate the relation between parenting styles and specific emotional abilities such as emotion knowledge, emotion understanding, attention to emotions, or emotion regulation. It is difficult to explain the reasons for the lack of research in this area. Because the main proponents of emotional intelligence believe that emotional intelligence can improve with the appropriate training, most authors may have been more interested in finding methods that can directly train a specific emotional ability. In addition, because the concept itself is still in its infancy there may just not have been enough time for this kind of study.

However, some results have started to appear and some conclusions can be reached. For example, the following parental practices, parental warmth, parental monitoring, and parental emotional coaching, which seem to promote higher child self-regulation, lower externalizing behavior, higher self-esteem, and better psychological adjustment, also correlate positively with emotional intelligence or with emotional intelligence dimensions such as children's emotion knowledge, children's emotion understanding, and emotion regulation.

On the other hand, one negative parental practice, punitive discipline, that is associated with internalizing and externalizing problems, lower emotional well-being, personality disorders, lower prosocial behavior, and cognitive anxiety, is also associated with lower emotional understanding and lower emotional regulation. Therefore, interventions that target parental socioemotional education could be extremely useful for children's well-being. The above mentioned study

by Webster-Stratton and Herman (2010) shows the positive effects of parental training on children's social and emotional skills and behavior. Recently, Sheridan, Knoche, Edwards, Bovaird, and Kupzyk (2010), in a study of 200 children and their parents participating in the *Getting Ready* parental engagement program have shown that intervention targeting parents can indeed improve children's socioemotional competencies.

## Future Directions

Clearly, the research on parenting and emotional intelligence is still very limited. There is an urgent need for addressing the relation between parenting styles and emotional intelligence. There is a need to study other parental practices that have been shown to be important in children's development but that have not been studied in relation to emotional intelligence. For instance, parental psychological control has been shown to relate to negative outcomes such as emotional eating (van Strien, Snoek, van der Zwaluw, & Engels, 2010), anxiety symptoms (El-Sheikh, Hinnant, Kelly, & Erath, 2010), and depression and delinquency (Barber, 1996). Similarly, harsh disciplining, parental expectations, inductive discipline, or parent-child joint activity have also been associated to children's developmental outcomes, but none of those parental practices have been studied in relation to emotional intelligence. Additionally, most of the few studies addressing parenting and emotional intelligence or emotional intelligence dimensions are of correlational nature. We need more studies of an experimental or longitudinal nature that investigate the effects of interventions targeting specific parenting practices on children's emotional intelligence.

In conclusion, very little research in the field of parenting and emotional intelligence has been done to date. Further research in this area is urgently needed. However, the review of the available literature already suggests directions that therapist, educators, and parents may want to follow to promote children's emotional intelligence.

## Declaration of Conflicting Interests

The author declared no conflicts of interest with respect to the authorship and/or publication of this article.

## Funding

The author received no financial support for the research and/or authorship of this article.

## References

- Alegre, A., & Benson, M. (2007). Parental acceptance and late adolescents' adjustment: The role of emotional intelligence. In E. Fatos (Ed.), *Acceptance: The essence of peace*. (Selected Papers from the First International Congress on Interpersonal Acceptance and Rejection, pp. 33-49). Istanbul, Turkey: Turkish Psychology Association, Incekara Press.
- Alegre, A., & Perez N. (2009, September). *Familia, emociones y adaptación en preadolescentes* (Family, emotions, and



- preadolescents adaptation). Paper presented at the "II Congreso Internacional de Inteligencia Emocional" (Second International Congress on Emotional Intelligence), Santander, Spain.
- Asher, S. R., & Rose, A. J. (1997). Promoting children's social-emotional adjustment with peers. In P. Salovey, & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence* (pp. 196-230). New York, NY: Basic Books.
- Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development*, 67, 3296-3319.
- Barnett, M. A., Deng, M., Mills-Koonce, W. R., Willoughby, M., & Cox, M. (2008). Interdependence of parenting of mothers and fathers of infants. *Journal of Family Psychology*, 22, 561-573.
- Baron, R., & Parker, J. D. A. (2000). *E.Q.i: YV BarOn Emotional Quotient Inventory: Youth Version. Technical Manual*. North Towanda, NY: Multi-Health Systems Inc.
- Barry, Ch. T., Frick, P. J., Adler, K. K., & Grafeman, S. J. (2007). The predictive utility of narcissism among children and adolescents: Evidence for a distinction between adaptive and maladaptive narcissism. *Journal of Child and Family Studies*, 16, 508-521.
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37, 887-907.
- Baumrind, D. (1967). Child care practices anteceding three patterns of pre-school behavior. *Genetic Psychology Monographs*, 75, 43-88.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4, 1-103.
- Baumrind, D. (1995). *Child maltreatment and optimal caregiving in social contexts*. New York, NY: Garland Publishing, Inc.
- Baptiste, D. R., Tolou-Shams, M., Miller, S. R., McBride, C. K., & Paikoff, R. L. (2007). Determinants of parental monitoring and preadolescent sexual risk situations among African American families living in urban public housing. *Journal of Child and Family Studies*, 16, 261-274.
- Bennett, D. S., Bendersky, M., & Lewis, M. (2005). Antecedents of emotion knowledge: Predictors of individual differences in young children. *Cognition & Emotion*, 19, 375-396.
- Bernet, M. (1996). *Emotional intelligence: Components and correlates*. Paper presented at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.
- Bierman, K. L., Cole, J. D., Dodge, K. A., Greenberg, M. T., Lochman, J. E., McMahon, R. J., & Pinderhughes, E. (2010). The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics. *Journal of Consulting and Clinical Psychology*, 78, 156-168.
- Boon, H. J. (2007). Low- and high-achieving Australian secondary school students: Their parenting, motivations and academic achievement. *Australian Psychologist*, 42, 212-225.
- Collins, K., & Barber, H. (2005). Female athletes' perceptions of parental influences. *Journal of Sport Behavior*, 28, 295-314.
- De Clercq, B., Van Leeuwen, K., De Fruyt, F., Van Hiel, A., & Mervielde, I. (2008). Maladaptive personality traits and psychopathology in childhood and adolescence: The moderating effect of parenting. *Journal of Personality*, 76, 357-383.
- Denham, S. A., & Grout, L. (1992). Mothers' emotional expressiveness and coping: Relations with preschoolers' social-emotional competence. *Genetic, Social, and General Psychology Monographs*, 118, 73-101.
- Denham, S. A., Mitchell-Copeland, J., Strandberg, K., Auerbach, S., & Blair, K. (1997). Parental contributions to preschoolers' emotional competence: Direct and indirect effects. *Motivation and Emotion*, 21, 65-86.
- Dunn, J., & Brown, J. (1994). Affect expression in the family, children's understanding of emotions, and their interactions with others. *Merrill-Palmer Quarterly*, 40, 120-137.
- Eiden, R. D., Edwards, E. P., & Leonard, K. E. (2007). A conceptual model for the development of externalizing behavior problems among kindergarten children of alcoholic families: Role of parenting and children's self-regulation. *Developmental Psychology*, 43, 1187-1201.
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parental socialization of emotion. *Psychological Inquiry*, 9, 241-273.
- Eisenberg, N., & Fabes, R. A. (1998). Prosocial development. In W. Damon, & N. Eisenberg (Eds.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5th ed., pp. 701-778). New York, NY: John Wiley.
- Eisenberg, N., Fabes, R. A., Guthrie, I. K., & Reiser, M. (2000). Dispositional emotionality and regulation: Their role in predicting quality of social functioning. *Journal of Personality and Social Psychology*, 78, 136-157.
- Eisenberg, N., Fabes, R. A., Schaller, M., Miller, P. A., Carlo, G., Poulin, R., & . . . Shell, R. (1991). Personality and socialization correlates of vicarious emotional responding. *Journal of Personality and Social Psychology*, 61, 459-471.
- Eisenberg, N., Fabes, R. A., Shepard, S. A., Guthrie, I. K., Murphy, B. C., & Reiser, M. (1999). Parental reactions to children's negative emotions: Longitudinal relations to quality of children's social functioning. *Child Development*, 70, 513-534.
- El-Sheikh, M., Hinnant, J. B., Kelly, R. J., & Erath, S. (2010). Maternal psychological control and child internalizing symptoms: Vulnerability and protective factors across bioregulatory and ecological domains. *Journal of Child Psychology and Psychiatry*, 51, 188-198.
- Gallagher, E. N., & Vella-Brodrick, D. A. (2008). Social support and emotional intelligence as predictors of subjective well-being. *Personality and Individual Differences*, 44, 1551-1561.
- Goleman, D. (1995). *Inteligencia emocional*. (Emotional intelligence). Barcelona, Spain: Editorial Kairos.
- Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Meta-emotion. How families communicate emotionally*. Mahwah, NJ: Lawrence Erlbaum.
- Guastello, S. J., Guastello, D. D., & Hanson, C. A. (2004). Creativity, mood disorders, and emotional intelligence. *Journal of Creative Behavior*, 38, 260-281.
- Hastings, P. D., McShane, K. E., & Parker, R. (2007). Ready to make nice: Parental socialization of young sons' and daughters' prosocial behaviors with peers. *Journal of Genetic Psychology*, 168, 177-200.
- Johnson, J. G., Cohen, P., Chen, H., Kasen, S., & Brook, J. S. (2006). Parenting behaviors associated with risk for offspring personality disorder during adulthood. *Archives of General Psychiatry*, 63, 579-587.

- Jouriles, E. N., Brown, A. S., McDonald, R., Rosenfield, D., Leahy, M. M., & Silver, C. (2008). Intimate partner violence and preschoolers' explicit memory functioning. *Journal of Family Psychology*, 22, 420-428.
- Karavasilis, L., Doyle, A. B., & Markiewicz, D. (2003). Associations between parenting style and attachment to mother in middle childhood and adolescence. *International Journal of Behavioral Development*, 27, 153-164.
- Khaleque, A., Rohner, R. P., & Riaz, M. (2007). Perceived parental acceptance-rejection and psychological adjustment of children: A cross-cultural study in Finland, Pakistan, and the United States. *Psychological Studies*, 52, 114-119.
- Knafo, A., & Plomin, R. (2006). Parental discipline and affection and children's prosocial behavior: Genetic and environmental links. *Journal of Personality and Social Psychology*, 90, 147-164.
- Krevans, J., & Gibbs, J. C. (1996). Parents' use of inductive discipline: Relations to children's empathy and prosocial behavior. *Child Development*, 67, 3263-3277.
- Kritzas, N., & Grobler, A. A. (2005). The relationship between perceived parenting styles and resilience during adolescence. *Journal of Child and Adolescent Mental Health*, 17, 1-12.
- Lamborn, S. D., Mounts, N. S., & Steinberg, L., & Dornsbuch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1065.
- Lengua, L. J. (2006). Growth in temperament and parenting as predictors of adjustment during children's transition to adolescence. *Developmental Psychology*, 42, 819-832.
- Liau, A. K., Liau, A. W. L., Teoh, G. B. S., & Liau, M. T. L. (2003). The case for emotional literacy: The influence of emotional intelligence on problem behaviours in Malaysian secondary school students. *Journal of Moral Education*, 32, 51-66.
- Lim, J., Wood, B., & Miller, B. D. (2008). Maternal depression and parenting in relation to child internalizing symptoms and asthma disease activity. *Journal of Family Psychology*, 22, 264-273.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. *Handbook of Child Psychology*, 4, 1-102.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2004). *Emotional intelligence: Science and myth*. Cambridge, MA: The MIT Press.
- Martinez-Pons, M. (1999). Parental inducement of emotional intelligence. *Imagination, Cognition, and Personality*, 18, 3-23.
- Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*, 25, 263-275.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry*, 15, 197-215.
- Mayer, J. D., Salovey, P., Caruso, D. R., & Siteranios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion*, 3, 97-105.
- Mogro-Wilson, C. (2008). The influence of parental warmth and control on Latino adolescent alcohol use. *Hispanic Journal of Behavioral Sciences*, 30, 89-105.
- Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social Development*, 16, 361-388.
- Pears, K. C., & Moses, L. J. (2003). Demographics, parenting, and theory of mind in preschool children. *Social Development*, 12, 1-19.
- Pérez, J. C., Petrides, K. V., & Furnham, A. (2005). Measuring trait emotional intelligence. In R. Schulze, & R.D. Roberts (Eds.), *Emotional intelligence: An international handbook* (pp. 181-201). Ashland, OH: Hogrefe & Huber Publishers.
- Perlman, S. B., Camras, L. A., & Pelfrey, K. A. (2008). Physiology and functioning: Parents' vagal tone, emotion socialization, and children's emotion knowledge. *Journal of Experimental Child Psychology*, 100, 308-315.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57.
- Rohner, R. P. (1990). *Handbook for the study of parental acceptance and rejection* (3rd ed.). Storrs, CT: Rohner Research Publications.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
- Sanders, M. (2008). Triple P-Positive Parenting Program as a public health approach to strengthening parenting. *Journal of Family Psychology*, 22, 506-517.
- Shelton, K. H., & Harold, G. T. (2008). Interparental conflict, negative parenting, and children's adjustment: Bridging links between parents' depression and children's psychological distress. *Journal of Family Psychology*, 22, 712-724.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21, 125-156.
- Schute, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, Ch. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
- Steele, H., Steele, M., Croft, C., & Fonagy, P. (1999). Infant-mother attachment at one year predicts children's understanding of mixed emotions at six years. *Social Development*, 8, 161-178.
- Steinberg, L., Lamborn, S. D., Darling, N., & Mounts, N. S. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754-770.
- Suldo, S. M., & Huebner, E. S. (2004). The role of life satisfaction in the relationship between authoritative parenting dimensions and adolescent problem behavior. *Social Indicators Research*, 66, 165-195.
- Tildesley, E., & Andrews, J. A. (2008). The development of children's intentions to use alcohol: Direct and indirect effects of parent alcohol use and parenting behaviors. *Psychology of Addictive Behaviors*, 22, 326-339.



- Tsaousis, I., & Nikolaou, I. (2005). Exploring the relationship of emotional intelligence with physical and psychological health functioning. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 21, 77-86.
- van Dierendonck, D. H., Garssen, B., & Visser, A. (2005). Burnout prevention through personal growth. *International Journal of Stress Management*, 12, 62-77.
- Van Leeuwen, K. G., & Vermulst, A. A. (2004). Ghent Parental Behavior Questionnaire: Psychometric properties; parents ratings; factor structure; internal consistency. *European Journal of Psychological Assessment*, 4, 283-298.
- Van Rooy, D. L., & Viswesvaran, Ch. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behavior*, 65, 71-95.
- van Strien, T., Snoek, H. M., van der Zwaluw, C. S., & Engels, R. C. M. E. (2010). Parental control and the dopamine D2 receptor gene (DRD2) interaction on emotional eating in adolescence. *Appetite*, 54, 255-261.
- Walker, J. M. (2008). Looking at teacher practices through the lens of parenting style. *Journal of Experimental Education*, 76, 218-240.
- Wang, Q., Pomerantz, E. M., & Chen, H. (2007). The role of parents' control in early adolescents' psychological functioning: A longitudinal investigation in the United States and China. *Child Development*, 78, 1592-1610.
- Webster-Stratton, C., & Herman, K. C. (2010). Disseminating incredible years series early-intervention programs: Integrating and sustaining services between school and home (Special issue: Using prevention science to address mental health issues in schools). *Psychology in the Schools*, 47, 36-54.