Parents’ Meta-Emotion Philosophy, Emotional Intelligence and Relationship to 
Adolescent Emotional Intelligence

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Declaration

I declare that this report does not incorporate without acknowledgment any material previously submitted for a degree in any University, College of Advanced Education, or other educational institution, and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

I further declare that the ethical principles and procedures specified in the School of Behavioural and Social Sciences Human Research Ethics Committee document have been adhered to in the preparation of this report.

Name: Christiane Kehoe

Signed:_______________
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Abstract

The current study investigated combined contributions of several parental aspects involved in the socialisation of emotion. A model was proposed which considered how parental EI and emotion-related beliefs may shape parental behaviour, which in turn influences the emotional intelligence of adolescents. The parent sample consisted of 92 participants, including 60 mothers and 31 fathers and their 65 adolescent children, aged between 11 and 17 years. Parents completed the Swinburne University Intelligence Test (SUEIT), the Self-Expressiveness in the Family Questionnaire, the Coping with Children’s Negative Emotions Scale and a newly constructed Meta-emotion Philosophy Scale. Adolescents completed the adolescent version of the SUEIT. The Swinburne Meta-emotion Philosophy Scale was highly reliable and expected correlations indicated validity. Although the proposed mediating model was not supported, findings were in the expected direction and mediating effects were found for parts of the model. Cluster Analysis revealed that the subsidiary aim of the current study, which was to disentangle the construct of meta-emotion philosophy, was successful. Three distinct groups of parents were identified who differed in terms of emotional intelligence, emotion-related beliefs and parent practices. Results highlight the importance of considering parents’ emotional functioning and emotion-related beliefs as influences of parenting behaviour that ultimately affect children’s emotional competencies.
Introduction

Raising children is an emotional experience eliciting feelings such as joy, affection, worry or anger on a day-to-day basis. How parents deal with these emotions, their general beliefs about emotions, as well as how effectively they understand and handle their own and their children’s emotional experience and expression is an important aspect in the development of children’s emotional competence (see Eisenberg et al., 1999; Saarni, 1999). Only recently, however, have psychologists focused much attention on how families communicate emotionally and how parents socialise children’s emotion-related capacities.

Parental emotion socialization has been defined as parental behaviours that reflect parents’ beliefs, goals and values regarding their children’s experience, expression and modulation of emotion (Eisenberg, Fabes, Cumberland, & Spinrad, 1998). Researchers investigating emotion socialization and its links to children’s social and emotional competence have mainly focused on the impact of parental modelling expression of emotions (e.g., Halberstadt, 1986; Halberstadt, Crisp, & Eaton, 1999), parental contingent reactions to their children’s emotions (e.g., Eisenberg, Fabes, & Murphy, 1996; Jones, Eisenberg, Fabes, & MacKinnon, 2002), and parental coaching about emotions (e.g., Denham, Cook, & Zoller, 1992; J.M Gottman, Fainsilber Katz, & Hooven, 1997).

This research, however, is limited in three ways. First, most of the research has considered only a single aspect of parental emotional socialization
and has not considered the combined effects of a number of these parental socialization practices regarding emotion. A major focus of the current study was therefore to consider how parental modeling of expression of emotions, parental contingent reactions and explicit coaching about emotions together influence adolescents’ emotional expression and regulation of emotion, that is their emotional intelligence. Second, with the exception of Gottman, Katz and Hooven (1996), parents’ emotion-related beliefs and parents’ ability to effectively deal with their own or their children’s emotions, was not taken into consideration. Thirdly, there has been little research examining the links between these parental emotion-related beliefs and abilities, and parents’ socialization practices to gain more insight into the determinants of parental socialization behaviors.

Parental ability to distinguish and detect emotions within themselves and their children, as well as their ability to regulate emotions and control what and how they communicate during emotion eliciting situations are vital and are hypothesised to lead to important differences in parenting effectiveness (Dix, 1991). Therefore, a second aim was to extend research on emotion socialisation by investigating parents’ emotional intelligence as a possible determinant of their emotion-related socialisation beliefs and behaviours, including whether or not parenting behaviours mediate the relation between parents’ emotional intelligence and their adolescent children’s emotional intelligence.

Finally, the current study aimed to extend research to consider the impact of parental practices on adolescents, rather than to centre on the impact of parental practices on young children and infants, which has been the focus of
most research. A large number of studies point towards adolescence as being a
time of important changes in emotional functioning. Puberty has been associated
with increases in mood variability (Buchanan, Eccles, & Becker, 1992) and
experience of negative affect (Brooks-Gunn, Graber, & Paikoff, 1994) making it
likely to be a challenging and emotion-eliciting period for parents. With
adolescents becoming increasingly individuated from their families, parents may
need to access methods that are effective for managing and socialising a more
assertive and emotionally labile young person compared to methods used when
their child was younger (see Silk, Morris, Kanaya, & Steinberg, 2003).

The introductory section of this thesis first reviews the literature related to
parents’ meta-emotion philosophy, parents’ emotion socialisation practices, and
emotional expressiveness within the family. The review also considers how these
aspects of parents’ beliefs and behaviours regarding emotional socialisation are
related to parents’ own emotional intelligence. Finally, how parental emotional
intelligence, beliefs and behaviours may be expected to impact on several aspects
of adolescent emotional functioning, that is their EI, is reviewed. Understanding
how parenting variables interrelate and are related to adolescent emotional
functioning can help elucidate the origins of the development of emotional
intelligence. Due to the fact that there is a lack of direct empirical research about
the development of EI per se, the review draws on broader research that details
how children and adolescents learn to express, understand, and regulate
(components of EI) their emotions. This review ends by outlining the research
aims and hypotheses.
Meta-Emotion Philosophy

The concept of parental meta-emotion philosophy was introduced by Gottman et al. (1996) who defined it as an organised set of thoughts and feelings about one’s own emotions and one’s children’s emotions. According to Gottman et al. parents vary widely in the beliefs they hold in regard to emotions and their socialisation. That is, some parents may believe it is important to be in touch with emotions and to express them in socially appropriate ways, whilst others may believe that negative emotions are harmful, should be controlled, not be expressed, and be overcome quickly. Researchers have stressed the importance of parents’ beliefs in overtly and covertly guiding parents’ socialisation behaviour (Abidin, 1992; Eisenberg, Spinrad, & Cumberland, 1998; Siegel, 1985), yet there is little research on these beliefs and how they inform parental behavior related to the socialization of emotion apart from Gottman et al.’s seminal work.

Gottman et al. (1996) interviewed parents about their own experience of sadness and anger, their philosophy of emotional expression and control, and their thoughts, feelings and responses to their children’s sadness and anger. Responses were coded for parents’ awareness of their own and their child’s anger and sadness, their own and their child’s regulation of anger and sadness, and their acceptance and assistance (coaching) of their child’s anger and sadness (Hooven, 1994). Two global variables were created: awareness (which taps parental awareness of their own and their child’s emotion, their ability to talk differentially about nuances of emotion) and coaching (which reflects levels of parental involvement by means of direct instruction and talk about emotions with
their child, as well as concern about, respect for and acceptance of the child’s emotional experience).

Two types of philosophies were identified: an emotion coaching philosophy and an emotion dismissing philosophy. An emotion coaching philosophy (high awareness and high coaching) was seen as consisting of five components: a) parents said they were aware of low intensity emotions in themselves and in their children; b) viewed the child’s negative emotion as an opportunity for intimacy or teaching; c) validated their child’s emotion; d) assisted the child in verbally labelling the child’s emotions; and e) problem solved with the child, setting behavioural limits and discussing goals and strategies for dealing with the situation that led to the negative emotion. By parents’ valuing of emotional expression, awareness of their own emotions, and willingness and competence to help their children with their emotions, children are thought to gain knowledge about their own and others’ emotions, as well as be able to generate solutions in emotionally charged situations (Gottman et al., 1997).

In contrast, an emotion dismissing philosophy was one in which parents felt that the child’s negative emotions were potentially harmful to the child, that it was the parents’ job to change these toxic negative emotions as fast as possible, and that the child needed to realise that the emotions would not last and were not very important. Dismissing parents were low in awareness and coaching and found negative emotions difficult to discuss and deal with in constructive ways. They responded unemphatically by distancing themselves in some way, either by
disapproving of the child’s emotional expression, dismissing it as trivial, or ignoring it. Often they saw their child’s strong emotion expression as a demand that they fix everything and make it better, and hoped that this dismissing strategy would make the emotion go away quickly (Gottman et al., 1997).

Researchers have embraced the construct of meta-emotion philosophy and Gottman et al.’s (1996) emphasis on the role of parents’ thoughts and feelings about emotions in parenting. In a three-year longitudinal study, Gottman et al. investigated the effects of meta-emotion philosophy of 57 families on a variety of outcome variables. Findings of this study linked parental coaching philosophy to five-year-olds’ lower physical illness, higher teacher-rated social competence, higher physiological regulating abilities, better ability to focus attention, and higher academic achievement when aged 8 years (Gottman et al., 1996).

Other research has revealed that parent’s coaching philosophy was found to buffer children from the effects of marital dissolution (Fainsilber Katz & Gottman, 1997) and resulted in children’s better peer relations (Fainsilber Katz & Windecker-Nelson, 2004). Moreover, using only parts of the meta-emotion interview, Ramsden and Hubbard (2002) found that higher levels of mothers’ negative emotion expression and lower levels of acceptance of their child’s emotion (but not coaching or awareness) was related to children’s lower levels of emotion regulation. Gottman et al. also found that parents who were identified as emotion coaching were less likely to be derogatory in their parenting and were more likely to engage in supportive, praising and encouraging parenting.
Despite the scholarly enthusiasm, it is important to note that there are several aspects of Gottman et al.’s (1996) research that have been criticized and remain problematic. For example, Cowan (1996) argued that it is likely that parents do not fall neatly into two categories and proposed that meta-emotion typologies may eventually reveal more categories, which may resemble those of the adult attachment literature. In addition, Eisenberg (1996) criticized the fact that the coaching variable includes both beliefs and practices regarding emotions and the socialization of emotion. Further, apart from beliefs and practices, the overall concept of metaemotion also includes parents’ ability to regulate and be aware of their own and their children’s emotions. Darling and Steinberg (1993), and more recently Davidov and Grusec (2006) highlighted the importance of avoiding global measures of parenting and the need to disentangle goals, beliefs and values from parenting practices when investigating parenting effects on child development. Therefore, a clearer separation of beliefs and practices is needed in order to define which parts are more critically related to child outcomes.

Other researchers have also identified Gottman et al.’s (1996, 1997) research as too diffuse and global and not easily replicated. For example, the measurement of the construct requires sophisticated clinical interviewing to be able to retain the initial researchers’ level of predictive power (Cowan, 1996). Indeed, several studies have reported low inter-rater reliabilities (Fainsilber Katz & Windecker-Nelson, 2004; Kliewer et al., 2004; Ramsden & Hubbard, 2002) particularly for the awareness subscale, indicating the need for either refinement of the coding items or improved training of coders. Due to the time consuming nature of the interview procedure, the lack of clear definition between beliefs and
behaviour, and problems of reliabilities of scales constructed on the basis of responses given within an open-ended interview setting, the present study sought to remedy these difficulties. This was done by constructing a quantitative scale to measure distinct aspects of meta-emotional philosophy (beliefs), which were clearly distinct from practices. Based upon information contained in the meta-emotion interview coding manual (Fainsilber Katz, Mittman, & Hooven, 1994), scales were constructed to assess a) parents’ coaching beliefs and b) parents’ acceptance of emotion beliefs, thereby removing parent practices from the measure of meta emotional philosophy.

Parents’ Emotion-Related Socialisation Practices

Although Belsky (1984) proposed a mediating model whereby parenting practices mediated the link between parent characteristics and child outcomes, few researchers have tested this model with regards to the socialization of emotional competence. Instead, research has largely focused on the effect of parents’ emotion-related practices on children’s social and emotional functioning without taking into consideration determinants of parental behaviour (see Eisenberg et al., 1998 for a review). In addition, little is known, about how parents’ endorsement of emotion-related socialization practices (e.g., problem solving or punitive practices) progresses to influence children’s emotional intelligence once children reach adolescence.

Researchers have focused on two aspects of parents’ emotion related practices: parents’ discussion of emotion with their children and parents’ reactions to children’s negative emotions (Eisenberg et al., 1998). In discussions
about emotional experience parents are thought to reinforce the expression of certain emotions over others, by explaining the causes and consequences of emotions and helping children learn to understand emotional experiences (Eisenberg, Spinrad et al., 1998). Research on parents’ discussion of emotion has found that mothers who discuss feeling states with their children, have children who have better awareness and understanding of emotions (Denham et al., 1992; Denham, Zoller, & Couchoud, 1994). Similarly, spending time to explain emotions has been found to add to children’s more adept understanding of emotions (Denham et al., 1994).

On the other hand, parents’ emotional and behavioural reactions to their children’s emotional expression is thought to foster acquisition of emotion knowledge via either encouragement or discouragement of children’s expression of emotions (Denham & Kochanoff, 2002). Theorists have argued that these interactions, particularly in regard to expression of negative emotions may lead to children storing these experiences in memory, so that they draw upon these schemas later when similar situations occur (Roberts & Strayer, 1987). Children who receive negative reactions (e.g., minimizing, punitive or distress reactions) to negative emotion displays gradually learn to hide their emotions but become physiologically aroused in contexts that involve negative emotion because of the association between such situations and expected negative sanctions (Buck, 1984). In contrast, supportive parent practices, such as emotion focused practices (e.g., comforting), expressive encouragement, and problem solving practices are thought to signal to the child acknowledgement of the emotion and therefore may validate and normalise emotion-related experiences (Eisenberg, Spinrad et al.,
Therefore, by acting supportively parents may foster both children’s tolerance as well as regulation of emotions and teach children specific skills to help them cope with and manage a particular emotion experience and expression (Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Eisenberg, Spinrad et al., 1998).

In support of these predictions, supportive practices have been found to relate to children’s lower aggression and higher regulatory abilities (Gottman et al., 1997), lower anger intensity (Eisenberg & Fabes, 1994), and better understanding of emotions (Denham et al., 1997; Denham et al., 1994). Further, parents’ emotion-focused practices (e.g., comforting) have been related to young children’s constructive coping with real-life negative emotions (Eisenberg & Fabes, 1994), and teachers’ reports of children’s positive relationships with peers, and empathy (Denham et al., 1997). Moreover, parents’ problem solving reactions (but not parents’ emotion-focused practices and expressive encouragement) were negatively related to school-age children’s negative emotionality (Eisenberg et al., 1996).

In contrast, in relation to negative, unsupportive practices studies have consistently revealed a deleterious effect on children’s social and emotional functioning (Denham et al., 1997). For example, parents’ punitive or minimizing practices have been linked to lower social competence (Denham & Grout, 1993; Eisenberg et al., 1996), avoidant coping (Eisenberg et al., 1996), and low levels of emotion knowledge (Denham et al., 1997). Additionally, harsh parental practices in response to children’s negative emotions were related to lower
emotion regulation ability, particularly for parents who reported higher levels of distress to children’s negative emotion expression (Fabes, Leonard, Kupanoff, & Martin, 2001).

Considering these deleterious effects on children’s emotional development it is important to consider determinants of emotion-related parenting practices. Fabes et al. (2001) argued, that due to the aversive nature of negative emotions, parents often react by employing negative control strategies (e.g., punishment), particularly if parents see negative emotion as manipulation, reflective of poor character, or harmful to the child. Similarly, Gottman et al. (1997) argued that if parents do not feel in control of their emotions they often fear negative emotion, have trouble regulating these emotions, feel emotionally disorganised, and easily become angry or dismissive when faced with children’s negative emotional displays. In support of this argument, Gottman et al. found that parents, who perceive children’s negative emotions to be aversive, were more likely to report punishing or trivializing their children’s emotion display. Thus, considering that parental emotions are likely to influence emotion-related parenting practices it is important to consider parents’ ability to regulate their own emotions. That is, parental emotional intelligence may be an important determinant of parents’ emotion-related practices.

Due to emotional intelligence being a relatively new conception, there are few empirical studies of parents’ emotional intelligence, and how it links to parents’ socialization practices. Although research examining the role of emotions in parenting is still in its infancy, there are some studies that have
examined how parental emotional expressiveness relates to the development of children’s emotional competencies.

*Family Emotional Expressiveness*

Parental expressiveness relates to ‘parents persistent pattern or style in exhibiting non-verbal and verbal expressions that often, but not always, appear to be emotion related’ (Halberstadt, Cassidy, Stifter, Parke, & Fox, 1995, p.95), and which contribute to the quality of the emotional climate in the family (Halberstadt et al., 1999). Empirical studies have confirmed the influence of parental modelling of emotions within the family (see Halberstadt & Eaton, 2002 for a review). Children observe their parents’ emotional expressions daily. Parents’ emotional expressiveness with regard to various emotions, models emotion-related behaviour for the child and teaches children which emotions are acceptable as well as how to manage and express them (Denham, 1998; Denham & Kochanoff, 2002).

Family emotional expressiveness has been measured globally (e.g., frequency of combined positive and negative expressions of emotion), as well as broken down into positive and negative aspects (see Halberstadt et al., 1995). Positive expressiveness refers to parents’ general positive expressivity of emotion such as praising a family member, demonstrating admiration or expressing gratitude for a favour. In contrast, negative expressiveness refers to assertive or threatening expressions such as anger and hostility (negative-dominant) and sulking or crying (negative-submissive) (Halberstadt & Eaton, 2002).
Although scant research is available on the effects of parents’ expressiveness on adolescents, in general, positive expressiveness has been associated with children’s social competence, emotional understanding, and positive emotionality (see Halberstadt et al., 1999; Halberstadt & Eaton, 2002). Findings regarding negative expressiveness have been more complex and have not been consistently linked to aspects of children’s emotional functioning, including some findings, that found parents’ negative expressiveness to be related to positive developmental outcomes (Teti & Cole, 1995, cited in Eisenberg et al., 2003).

Researchers have begun to consider reasons for these inconsistencies (Eisenberg, Fabes et al., 1998; Halberstadt & Eaton, 2002). Eisenberg et al. suggested that the effect of expressiveness on children’s emotional functioning depends not only on frequency of expression, but also on the type and intensity of the emotions expressed. That is, negative expressiveness has often been measured without examining the submissive softer negative emotions (e.g., sadness) as separate from the more dominant negative expressiveness (e.g., anger and contempt) and then considering the impact of these on children’s emotional competence separately. This distinction is important, as it is likely that these two types of expressiveness differentially effect children’s emotional development. For example, it has been suggested that the more introspective negative-submissive expression of emotion may lead to children’s higher attention and therefore to better understanding of emotions, whereas the expression of negative dominant emotions may lead children to focus on self-protective escape mechanisms rather than fostering understanding (Halberstand & Eaton, 2002).
Although this might be the case for excessive levels of negative-dominant expressiveness, moderate expression of anger that does not attack the child’s character or personality may provide opportunities for the child to learn about expression of anger (Gottman et al., 1997). Indeed, several researchers have argued that negative emotions can be functional and productive if expressed in ways that are regulated (see Mikulincer, 1998; Parrott, 2002). Thus, the current study assesses the impact of both dominant and submissive negative expressiveness on adolescents’ emotional intelligence.

Finally, parental emotional competencies assessed by emotional intelligence are also likely to determine how negative emotions are expressed, not only their frequency. For example, a parent who feels overwhelmed by the emotion of anger may be more likely to engage in derogatory and hostile expression of emotion, thereby likely causing more harm (Gottman et al., 1997). Along similar lines, the harmful effects of negative expressiveness may also be due to parents’ inability to regulate their own affect and therefore lead to parents’ negative expressiveness being less predictable or inappropriately excessive (see Dix, 1991). In support of these arguments, research has found that adults from negative expressive families reported less control over feeling angry (Burrowes & Halberstadt, 1987), and adults’ self-reported difficulty in identifying their own emotions has been found to be associated with ambivalence about emotional expression (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995).

There are only few studies, however, that have gone beyond considering frequency or type of parental expressiveness of emotions, by taking into account
parents’ emotional experience (Fabes et al., 2001) or competencies (Fainsilber Katz, 1997; Gottman et al., 1996) when investigating the socialisation of emotion. Fabes et al. (2001) considered parents’ emotionality and regulation as determinants of parents’ positive and negative expressiveness in a sample of 214 children aged between four and eight years and their parents. They found that, parents’ expressiveness partially mediated the relation between parents’ emotion variables (emotionality and regulation) and child socio-emotional functioning. That is, mothers who were well regulated reported less negative expressiveness and higher positive expressiveness, which in turn related to better child socio-emotional functioning as rated by mothers. These preliminary findings provide support for considering parents’ emotional intelligence, which consists of a range of parental abilities to do with emotions, as a possible determinant of parents’ emotion-related behaviours, such as expressiveness and emotion-related parenting practices.

*Emotional Intelligence (EI)*

EI was first conceptualised by Salovey and Mayer (1990) and has been defined as ‘the ability to perceive and express emotion in thought, understand and reason with emotion, and regulate emotion in the self and others’ (Mayer, Caruso, & Salovey, 2000, p. 396). One of the core abilities of EI is understanding ones feelings (e.g., anger) and managing behavioural or cognitive expressions of these feelings (Matthews, Zeidner, & Roberts, 2002), abilities that are arguably directly relevant to social interaction and parenting. However, because EI is a relatively recent construct, the role of EI in parenting has only begun to be examined.
Although several models of EI exist, the one used in the current study, defines seven aspects of emotional intelligence, many of which may be expected to influence the effectiveness of parents in their socialisation of their children’s emotions. This model, developed by Gignac (2005), refines an earlier model developed by Palmer and Stough (2001) which was based on a large factor analytic study of the six predominant measures of EI. The new revised model extends the number of subscales from five to seven. These subscales were: Emotional Recognition in the Self, that is the ability to recognise, identify, and understand emotions in the self; Personal Expression, that is the ability to express emotions clearly and accurately to others; Understanding Emotions, that is the ability to recognise, identify and understand emotions in others and the environment; Emotional Control, that is the ability to maintain concentration and function effectively while experiencing strong emotion; Emotional Management of Self, that is the ability to repair negative mood states and generate and maintain positive ones; Emotional Management of Others, that is the ability to repair negative mood states and generate and maintain positive emotions in others and Emotional Reasoning, or the ability to take emotions into account when decision making (Gignac, 2005).

While numerous aspects of EI might be anticipated to contribute to effective parenting and in turn to better emotional functioning in children, investigations of the relationship between EI and parenting are in their infancy. The few studies that have been conducted, either measured how parenting contributes to the development of EI or how EI may be a determinant of parenting.
In one set of studies, EI was only investigated as a criterion variable to establish that EI, like other intelligences, develops partly as a result of parental socialisation (Ciarrochi, Chan, & Caputi, 2000; Mayer et al., 2000). These studies were quite limited in that they involved retrospective ratings by university students of parental warmth and support received during their upbringing. Findings were inconsistent with one larger study reporting a positive relationship between university students’ EI and parental warmth and support (Mayer et al., 2000) while another smaller study only found one of the subscales of EI, that is ability to accurately perceive emotions to be related to parental warmth and support (Ciarrochi et al., 2000). Clearly more substantive investigation is needed to establish how parental EI is linked to parental practices, which influence the development of EI in children and adolescents.

A few isolated studies have also begun to appear which consider how aspects of parental EI are linked to emotional functioning in children. One study, which examined parents’ regulation ability, revealed caregiver regulation of their own sadness was related to lower internalising symptoms in youths who had been exposed to violence (Kliewer et al., 2004). The one study explicitly considering parents’ EI, examined links between 67 mothers’ self-reported EI and the development of emotional competence in their three and a half year olds (Marsland & Likavec, 2003). Findings revealed that mothers’ self-reported EI, particularly their ability to perceive others’ emotions, was related to children’s security of attachment at 12 months of age and to children’s empathy and pro social peer relations at 3.5 years. Yet, while this study found links between
Beyond the EI framework there are a few isolated studies, which consider how aspects of parents’ ability to deal with their own emotions influence their parenting practices. For example, Gottman et al. (1997) found that fathers and mothers who were aware of their own sadness were more likely to coach their children on dealing with sadness, and in the case of fathers, in how to deal with anger. Further, parents more aware of their own anger and sadness were less likely to engage in derogatory parenting and, in the case of mothers, more likely to engage in positive parenting. One other study with parents of school-aged children has considered how parents’ ability to manage their own distressed emotional reactions influence their emotion-related parent practices (Fabes et al., 2001). When confronted with negative emotionality in their child, parents who were less able to regulate their own negative emotional reactions were the most likely to indicate they would resort to punitive or minimizing discipline of their child.

These preliminary studies highlight the complexity of the interrelations of parenting variables and the importance of considering parental emotional experience and parents’ ability to effectively deal with their own and others emotions (EI) when investigating parental effects on children’s emotional functioning. But apart from these few studies, there has been little focus on how parents’ emotional competencies link to their emotion-related beliefs and emotional socialisation practices, and how these in turn are linked to children’s
emotional functioning. Therefore, more in-depth integrated investigation is necessary to understand the process of emotion socialisation. That is, it is important to consider how determinants of parenting (e.g. parental beliefs and parents’ ability to effectively deal with their own and others emotions) may shape parental behaviour (e.g., parent emotion-related practices and parents’ negative or positive expressivity), which in turn influences the emotional development of children (see Belsky, 1984; Darling & Steinberg, 1993).

**Statement of Aims and Hypotheses**

The current study extends on previous findings in relation to the socialisation of emotion, by investigating parents’ ability to effectively deal with their own emotions as an important influence on parents’ practices and subsequently on their adolescents’ emotional intelligence. Specifically, the current study aims to explore the relationship between parental EI, parents’ meta-emotion philosophy, parents’ expressiveness of emotion and emotion-related socialisation practices. Furthermore, the study aims to investigate how these parenting variables relate to adolescent EI.

Figure 1 shows the proposed mediating model. It is expected that EI influences parents’ practices and expressiveness directly as well as indirectly via parents’ meta-emotion philosophy. In addition it is expected that parent’s meta-emotion philosophy influences adolescent EI via parents’ practices and expressiveness.
Figure 1
Proposed mediating model of the socialisation of EI

It was hypothesised that parents who rate themselves high on EI and high on acceptance and coaching beliefs (coaching meta-emotion philosophy) are more likely to engage in supportive emotion-related parent practices and less likely to engage in unsupportive emotion-related parent practices.

It was further hypothesised that parent’s emotional intelligence and their meta-emotion philosophy, as well as their more specific parenting practices in relation to negative emotions and the way they express their own emotions, are anticipated to influence adolescent emotional intelligence. Specifically, it was predicted that parents who rate themselves high in EI, high on coaching and acceptance beliefs, high on supportive practices and high on positive expressiveness will have adolescents who rate themselves as higher on EI.
A subsidiary aim of the current study was to disentangle the construct of meta-emotion philosophy and to design a quantitative way of measuring this construct so that beliefs were clearly distinguished from practices. This was done via the construction of a new measure of coaching beliefs, along with the use of a variety of existing measures to assess parental emotional socialisation practices.
Method

Participants

The parent sample consisted of 92 participants, including 60 mothers (mean age 43.2 years), and 31 fathers (mean age 45.7 years) who were the parents of 32 adolescent daughters (mean age 14.69; range 11-17 years), and 33 adolescent sons (mean age 14.59; range 11-17 years). The average family size was 2.2 children (min1, max 4). Of the parents 5.4% were single parents, 6.5% were single parents in shared custody arrangement, 72% were married/permanent live in relationship with the child’s biological father, 12% were married/permanent live in relationship with the child’s stepparent. Adolescents attended public (28 adolescents), private co-ed (21 adolescents) and private single gender (14 adolescents) schools. Adolescents’ education level ranged from grade 5 to year 12, with most of the adolescents (44 adolescents) attending year 9 or above. As can be seen in Table 1, the majority of the sample came from high socio-economic backgrounds as indicated by education and family income, with more than 50% of the sample having at least an undergraduate education and family incomes in excess of $75,000 per annum.

Table 1

Highest Education Levels Achieved by Parents and their Current Household Family Income

<table>
<thead>
<tr>
<th>Maximum Education Level Achieved</th>
<th>Percentage</th>
<th>Current Family Income ($)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Yr 11</td>
<td>12%</td>
<td>$15 000-40 000</td>
<td>3.3%</td>
</tr>
<tr>
<td>Completed Yr 12</td>
<td>7.6%</td>
<td>$40 000-50 000</td>
<td>7.6%</td>
</tr>
<tr>
<td>Post Secondary Training</td>
<td>8.7%</td>
<td>$50 000-75 000</td>
<td>32.6%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>23.9%</td>
<td>$75 000-100 000</td>
<td>26.1%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>28.3%</td>
<td>$100 000 +</td>
<td>29.3%</td>
</tr>
<tr>
<td>Missing</td>
<td>2.1%</td>
<td></td>
<td>1.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Materials

Materials consisted of a self-report questionnaire for parents, that contained measures assessing parents’ emotional intelligence, meta-emotion philosophy, emotional self-expressiveness within the family, emotion-related parent practices as well as a self-report questionnaire for adolescents that contained a measure of emotional intelligence. Both questionnaires also contained demographic questions regarding, annual family income, and parents ‘and students’ level of education, age, sex and number of children living with the family. A copy of the questionnaire is included as Appendix A.

Emotional Intelligence

Parents’ EI was measured with the revised Swinburne University Emotional Intelligence Test (SUEIT-R, Gignac, 2005), a self-report test originally devised by Palmer and Stough (2001). The SUEIT-R is construed of seven subscales, using 47 of the 64 original items: Emotional Recognition in Self (2 items), Personal Expression (5 items), Understanding Emotions External (17 items), Emotional Control (4 items), Emotional Management of Self (10 items), Emotional Reasoning (3 items) and Emotional Management of Others (6 items). Table 2 shows the definitions, example items, score ranges and alpha coefficients of the current study.

The SUEIT is metric with a total score derived from the seven subscales ranging from 47 to 235, and higher scores indicating higher EI. Respondents were asked to indicate the extent to which each statement was true of the way they typically think, feel and act. Scores are rated on a Likert scale ranging from
1=never to 5= always. Twenty-two items are reverse scored. Scores are calculated separately for each subscale.

According to Gignac (2005) the SUEIT-R has demonstrated adequate internal consistency with adequate to good Cronbach alpha coefficients reported for each scale: Emotional Reasoning .63; Emotional Control .84; Emotional Management of Others .74; Emotional Management of Self .86; Emotional Recognition in Self .46; Personal Expressiveness .76; Understanding Emotions External .89.

As can be seen in Table 2, although some of the subscales demonstrated a low coefficient alpha, it is common for subscales with low item numbers to have low Cronbach values (Pallant, 2001). Therefore, as suggested by Pallant, mean item intercorrelations were calculated. These were found to be within the optimal range of .20 and .40 suggesting adequate reliability (Briggs & Cheek, 1986). The coefficient alpha for the total EI scale was high (.92).

Adolescent EI was measured using the adolescent modified version of the SUEIT (Stough, in press) which consisted of 57 items measuring EI on four dimensions: (1) Emotional Recognition and Expression (10 items, score range 10-50): Measures individuals’ ability to perceive their own emotions and their ability to effectively express how they feel to others (e.g., ’I find it hard to talk about my feelings to other people’). (2) Understanding Emotions External (19 items, score range 19-95): Measures adolescents’ understanding of other’s
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Definition</th>
<th>Example item</th>
<th>Score range</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Recognition in Self</td>
<td>ability to recognise, identify, and understand emotions in the self</td>
<td>‘My moods and emotions help me generate new ideas’</td>
<td>2 -10</td>
<td>.57</td>
</tr>
<tr>
<td>Personal Expression</td>
<td>ability to express emotions clearly and accurately to others</td>
<td>‘I have trouble finding the right words to express how I feel’</td>
<td>5 - 25</td>
<td>.80</td>
</tr>
<tr>
<td>Understanding Emotions External</td>
<td>ability to recognise, identify and understand emotions in others and the environment</td>
<td>‘I can tell how others feel by the tone of their voice’</td>
<td>17-85</td>
<td>.85</td>
</tr>
<tr>
<td>Emotional Control</td>
<td>ability to maintain concentration and function effectively while experiencing strong emotion</td>
<td>‘I can be upset and still think clearly’</td>
<td>4-20</td>
<td>.67</td>
</tr>
<tr>
<td>Emotional Management of Self</td>
<td>ability to repair negative mood states and generate and maintain positive ones</td>
<td>‘I find it easy to control my anger’</td>
<td>10-50</td>
<td>.87</td>
</tr>
<tr>
<td>Emotional Reasoning</td>
<td>ability to use emotional information in decision-making</td>
<td>‘Examination of feelings is useful in solving problems’</td>
<td>3-15</td>
<td>.58</td>
</tr>
<tr>
<td>Emotional Management of Others</td>
<td>ability to repair negative mood states and generate and maintain positive emotions in others</td>
<td>‘I find it easy to comfort others when they are upset about something’</td>
<td>6-30</td>
<td>.66</td>
</tr>
</tbody>
</table>
emotions (e.g., ‘I find it hard to tell how others are feeling just from their body language’). (3) Emotions Direct Cognition (10 items, score range 10-50): Measures the degree to which adolescents utilise emotional information in reasoning, abstraction and decision making (e.g., ‘I use my feelings to help me find new ideas’). (4) Emotional Management and Control (16 items, score range 16-80): Measures adolescents’ ability to control strong emotion and their ability to repair negative moods and emotions and maintain beneficial positive moods and emotions both within themselves and others (e.g., ‘I find it easy to control my anger and calm down’). The scale is metric with a total EI score derived from the four subscales ranging from 57 to 285. Higher scores indicate higher EI. The adolescent SUEIT has demonstrated good internal consistency, with a Cronbach alpha coefficient reported of .54 (Emotional Recognition and Expression); .78 (Understanding Emotions External); .78 (Emotions Direct Cognition); .62 (Emotional Management and Control). In the current study reliability was adequate: Emotional Recognition and Expression ($\alpha = .71$); Understanding Emotions External ($\alpha = .87$); Emotions Direct cognition ($\alpha = .73$); Emotional Management and Control ($\alpha = .77$); and total adolescent EI ($\alpha = .89$).

**Meta-Emotion Philosophy**

Parents’ meta-emotion philosophy was assessed with the Swinburne Meta-Emotion Philosophy Scale constructed for the current study. Initially, 37 items for each emotion (anger, sadness and anxiety) were created from Hooven’s (1994) coding manual for the meta-emotion interview, which outlines how parents think about their own and their child’s negative emotions. (Note: the current study was extended to include anxiety in addition to sadness and anger).
Parents were asked to rate statements related to thoughts and feelings about their own and their child’s emotion of anger, sadness and anxiety on a 9-point response scale (1=strongly disagree; 5= neutral, to 9= strongly agree). Factor analysis was used to reduce the data and construct two subscales based on Gottman et al. (1996): Coaching beliefs (16 items) and Acceptance/competence beliefs (14 items). Example items for coaching were ‘There is value in experiencing sadness’, and ‘I believe it is important to discuss with my child the reasons behind their anger’. Example items for the acceptance subscale were: ‘Seeing my child angry makes me uncomfortable’, and ‘Seeing my child sad makes me feel inadequate’. Reliability for the subscales was high with α= .93 for the coaching subscale, α= .85 for the acceptance subscale and α= .89 for the total meta-emotion philosophy scale. Based on Gottman et al., a total scale score was calculated by summing the two subscales. High scores indicated a coaching meta-emotion philosophy and low scores indicated a dismissing meta-emotion philosophy (score range 30-270).

Meta-emotion philosophy was also assessed qualitatively with questions regarding each emotion (e.g. “What do you think about sadness in general?” “What do you want to teach your child about sadness”), as well as a question about which emotion was/was not encouraged/accepted in the participants’ family of origin. Furthermore, parents were asked to recall and write about two emotional experiences (one of either sadness, anger or anxiety experienced by self and one experienced by the child) and indicate in short answers what happened, what thoughts and feelings the parent had, whether others could tell
that the parent/child was feeling the emotion, and what the parent or child did to get over this feeling of sadness/anger/anxiety.

**Self-expressiveness in the Family**

The Self-Expressiveness in the Family Questionnaire (SEFQ, Halberstadt et al., 1995) was used to examine the frequency of emotional expressiveness of parents within the family context. Parents were asked to rate 40 hypothetical ways of expressing particular emotions on a 9-point Likert scale (1 = not at all frequently to 9 = very frequently) indicating the frequency of their own positive and negative emotional displays within their current family setting. The SEFQ was originally based on two dimensions (positivity and dominance) that were crossed with each other to create 4 scales: positive-submissive, positive-dominant, negative-submissive, negative-dominant. The current study used the three-scale format, consisting of a combined 20-item positive scale (positive submissive and positive dominant), the negative dominance scale (10 items) and the negative submissive scale (10 items), as suggested by Halberstadt et al. (1995). Example items included ‘Telling family members how happy you are’ (positive expressiveness), ‘expressing disappointment for something that didn’t work out’ (negative-submissive expressiveness), and ‘Showing contempt for another’s actions’ (negative-dominant expressiveness). Scores for each negative scale ranged from 10 to 90 and scores for the positive scale ranged from 20 –180. Higher scores indicated parents’ higher frequency of expressing that particular affect. The SEFQ has demonstrated good internal consistency, with a Cronbach alpha coefficient reported of .94 for the positive scale (Halberstadt et al., 1995) and .91 (negative-dominant) and .89 (negative-submissive) for the negative
scales (Halberstadt 1986). In the current study Cronbach alpha was .87 (positive expressiveness), .80 (negative-dominant expressiveness) and .76 (negative-submissive expressiveness).

*Parents Emotion-Related Practices*

Parents’ emotion-related practices were assessed with the Coping with Children’s Negative Emotions Scale (CNNES, Fabes, Eisenberg, & Bernzweig, 1990). Parents were presented with 12 typical situations in which children are described as experiencing distress and negative affect (e.g., being nervous about possibly embarrassing him/herself in public). The scale was originally designed for the use with children up to the age of eleven. As there is currently no scale available for measuring parents of adolescents’ emotion-related parenting practices, the questions were reworded in a way that required parents to reflect back to when their child was growing up. Considering that parenting practices have been found to be stable (Eisenberg et al., 1999; Forehand & Jones, 2002), parents’ endorsement of particular parent practices were assumed to indicate parents’ current leaning towards endorsing particular emotion-related practices. Table 3 shows the subscales, definitions, example items and alpha coefficients of the CNNES.

As can be seen in Table 3, the scale was composed of six subscales (three dismissive practices subscales and three coaching practices subscales) that reflect the specific types of coping response parents tend to use in these situations. Items were rated on a Likert type scale rating from 1= ‘very unlikely’ to 7= ‘very
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Definition</th>
<th>Example item</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dismissive practices</strong></td>
<td>the degree to which parents respond with punitive, controlling responses that decrease their exposure or need to deal with the negative emotions of their children</td>
<td>‘told my child that if he starts crying then he’ll have to go to his room right away’</td>
<td>.81</td>
</tr>
<tr>
<td><strong>Punitive Practices</strong></td>
<td>the degree to which parents minimize the seriousness of the situation or devalue the child’s problem or emotional response</td>
<td>‘told my child that (s)he is overreacting’</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Minimizing Practices</strong></td>
<td>the degree to which parents experience negative emotional arousal when children express negative affect</td>
<td>‘felt upset and uncomfortable because of my child’s reaction’</td>
<td>.59</td>
</tr>
<tr>
<td><strong>Distress Reactions</strong></td>
<td>the degree to which parents encourage children to express negative affect or the degree to which they validate child’s negative emotional states</td>
<td>‘it’s ok to feel sad.’</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Coaching practices</strong></td>
<td>the degree to which parents respond with strategies that are designed to help the child cope with negative feelings and manage their own negative affect</td>
<td>‘comforted my child and tried to get him/her to forget about the accident’</td>
<td>.73</td>
</tr>
<tr>
<td><strong>Expressive Encouragement</strong></td>
<td>the degree to which parents help the child solve the problem that caused the child’s distress</td>
<td>‘helped my child think of places he/she hasn’t looked yet’</td>
<td>.79</td>
</tr>
<tr>
<td><strong>Emotion-Focused Practices</strong></td>
<td>the degree to which parents help the child solve the problem that caused the child’s distress</td>
<td>‘helped my child think of places he/she hasn’t looked yet’</td>
<td>.79</td>
</tr>
</tbody>
</table>

likely’. Scores for individual subscales were calculated by adding items belonging to that particular subscale with scores ranging between 12-84. Higher scores indicated parents’ higher likelihood to have used that particular parenting
practice. The CCNES has demonstrated good internal consistency, with Cronbach alpha coefficients ranging from .65 to .93 (Eisenberg & Fabes, 1994). The Cronbach alphas of the current study indicated adequate reliability, but Cronbach alpha was low for the distress reactions subscale (see Table 3).

Procedure

After gaining Ethics approval from Swinburne Human Research Ethics Committee and the Catholic Education Office as well as from the College of Teachers of an independent secondary school, participants were recruited firstly via one Catholic Girls Secondary School and one Independent High School. Secondly, participants were recruited via advertisements in several school newsletters and thirdly via first year university students who recruited members of their families. Data was collected over a six-month period. An introductory information page (one for adolescents and one for parents) was given to potential participants prior to the questionnaire, which informed them about the research aims of the study and stated that completion of the questionnaire was entirely voluntary and anonymous. Participants were also informed that they were free to withdraw from the study at any time. In the case of participants recruited from the two schools, students were first invited to participate by their welfare co-ordinator and given the introductory page and consent-forms to take home to parents. Students with signed consent-forms were administered the questionnaire by the welfare co-ordinator in one school and by the researcher in the other school. Completed questionnaires were collected by the welfare co-ordinator or the researcher and students were then given surveys to take home for their parents to complete at home and mail back to the university. Participants who
responded to the advertisements in the newsletters or who were family members recruited by a university student were sent a survey pack, containing questionnaires and the information page. Completion of the questionnaire was considered to indicate the participant’s informed consent.
Results

Prior to the main analyses, all the data was screened for missing data and univariate outliers. No extreme univariate outliers were revealed. Missing values were replaced using the missing values analysis procedure implemented in SPSS v. 14, which uses the expectation-maximization algorithm (Little & Schenker, 1995).

Factor Analyses

An exploratory factor analysis was conducted to determine the factorial structure of the Swinburne Meta-Emotion Philosophy Scale (SMEPS) constructed for the current study. Since two domains were theoretically proposed, the coaching and acceptance domains, items were initially subjected to a series of Principal Components Analyses with Varimax rotation and a two-factor solution requested. Factor loadings less than .30 were suppressed. The Kaiser-Meyer Olkin (KMO =0.64) measure of sampling adequacy and Bartlett’s test of sphericity both indicated that this data was factorable \[ \chi^2 \ (1770) = 6718.53, \ p<0.001 \]. Items loading significantly on more than one factor, or loading below .30 were deleted and the analyses repeated until simple structure was achieved (Hair, Anderson, Tatham, & Black, 1998). The two resulting factors were labelled ‘coaching beliefs’ and ‘acceptance/competence beliefs’ and explained 44% of the variance. The final factor solution is illustrated in Table 4. In keeping with Gottman’s (1996) method of forming his meta-emotion philosophy score, items corresponding to the two dimensions were summed to create one total meta-emotion philosophy score.
Table 4

**Means, Standards Deviations, Factor Loadings, Eigenvalues and Percentage of Variance for the Meta-Emotion Philosophy Scale**

<table>
<thead>
<tr>
<th>Factor 1 – Coaching beliefs</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe it is important to discuss with my child the reasons behind their anger</td>
<td>7.84</td>
<td>1.45</td>
<td>0.85</td>
<td></td>
</tr>
<tr>
<td>I believe it is important to discuss with my child the reasons behind their sadness</td>
<td>7.73</td>
<td>1.58</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>I believe it is important to discuss with my child the reasons behind their anxiety</td>
<td>7.82</td>
<td>1.51</td>
<td>0.82</td>
<td></td>
</tr>
<tr>
<td>I think it is important to teach my child to calm/soothe themselves when they are angry.</td>
<td>7.70</td>
<td>1.68</td>
<td>0.76</td>
<td></td>
</tr>
<tr>
<td>I believe it is my responsibility to teach my child how to manage anxiety</td>
<td>7.72</td>
<td>1.46</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>I think it is important to teach my child to calm/soothe themselves when they are sad.</td>
<td>7.62</td>
<td>1.65</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>I think it is important to teach my child to calm/soothe themselves when they are anxious.</td>
<td>7.69</td>
<td>1.64</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>I think it is good to encourage my child to reflect upon why they are sad</td>
<td>7.64</td>
<td>1.70</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>I believe it is my responsibility to teach my child how to manage sadness</td>
<td>7.72</td>
<td>1.46</td>
<td>0.72</td>
<td></td>
</tr>
<tr>
<td>I believe it is my responsibility to teach my child how to manage anger</td>
<td>7.67</td>
<td>1.46</td>
<td>0.72</td>
<td></td>
</tr>
<tr>
<td>I think it is good to encourage my child to reflect upon why they are anxious</td>
<td>7.80</td>
<td>1.63</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>When my child is anxious I try to understand</td>
<td>8.11</td>
<td>1.08</td>
<td>0.50</td>
<td></td>
</tr>
<tr>
<td>It is positive to reflect upon why we are sad</td>
<td>7.49</td>
<td>2.01</td>
<td>0.61</td>
<td></td>
</tr>
<tr>
<td>It is positive to reflect upon why we are anxious</td>
<td>7.64</td>
<td>1.93</td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>It is positive to reflect upon why we are angry</td>
<td>7.65</td>
<td>1.92</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>I normally think it is best for my child not to express sadness (R)</td>
<td>7.86</td>
<td>1.72</td>
<td>0.42</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 2 – Acceptance/competence beliefs</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing my child angry makes me feel uncomfortable (R)</td>
<td>4.14</td>
<td>2.34</td>
<td>0.81</td>
<td></td>
</tr>
<tr>
<td>Seeing my child anxious makes me feel uncomfortable (R)</td>
<td>3.64</td>
<td>2.27</td>
<td>0.77</td>
<td></td>
</tr>
<tr>
<td>Seeing my child sad makes me feel uncomfortable (R)</td>
<td>3.88</td>
<td>2.43</td>
<td>0.77</td>
<td></td>
</tr>
<tr>
<td>Seeing my child sad makes me feel inadequate (R)</td>
<td>5.55</td>
<td>2.75</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>Seeing my child angry makes me feel inadequate (R)</td>
<td>5.93</td>
<td>2.63</td>
<td>0.73</td>
<td></td>
</tr>
<tr>
<td>Seeing my child anxious makes me feel inadequate (R)</td>
<td>5.37</td>
<td>2.68</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>Seeing my child sad makes me feel annoyed (R)</td>
<td>7.07</td>
<td>2.29</td>
<td>0.63</td>
<td></td>
</tr>
<tr>
<td>Seeing my child angry makes me feel annoyed (R)</td>
<td>5.70</td>
<td>2.60</td>
<td>0.56</td>
<td></td>
</tr>
<tr>
<td>Seeing my child anxious makes me feel annoyed (R)</td>
<td>6.63</td>
<td>2.30</td>
<td>0.48</td>
<td></td>
</tr>
<tr>
<td>It is important to get over anger as quickly as possible (R)</td>
<td>3.45</td>
<td>2.49</td>
<td>0.41</td>
<td></td>
</tr>
<tr>
<td>It is important to get over anxiety as quickly as possible (R)</td>
<td>3.59</td>
<td>2.41</td>
<td>0.35</td>
<td></td>
</tr>
<tr>
<td>I think my child expresses anxiety to manipulate others (R)</td>
<td>7.55</td>
<td>2.01</td>
<td>0.35</td>
<td></td>
</tr>
<tr>
<td>I think my child expresses anger to manipulate others (R)</td>
<td>7.01</td>
<td>2.35</td>
<td>0.33</td>
<td></td>
</tr>
<tr>
<td>It is important to get over sadness as quickly as possible (R)</td>
<td>4.71</td>
<td>2.51</td>
<td>0.32</td>
<td></td>
</tr>
</tbody>
</table>

Eigenvalues: 8.69 (28.04%) 5.18 (16.70%)
Total Variance: 44.74%

Note: N= 92. R = reverse coded item, only loadings above .30 are displayed
Descriptive Statistics and Inter-item Correlations between Dependent and Independent Measures

Preliminary analyses were conducted on scales formed. Firstly, descriptive analyses revealed that the dismissing practices and the negative-dominant expressiveness variables were slightly negatively skewed and the positive expressiveness variable was slightly positively skewed. Because skewness was not extreme and not due to outliers, and as transforming the data may create problems of interpretability, it was decided to leave variables in their original form. In addition, one multivariate outlier for the independent variables, case 49, was excluded from further analyses due to an unusual combination of scores as indicated by Mahalanobis’ Distance. Pearson’s correlations revealed that demographic variables (ie., parental age, education, and family income) as well as positive and negative-submissive self-expressiveness within the family were generally uncorrelated with indices of EI (both parent and adolescent), parenting practices, and meta-emotion philosophy. Therefore results were considered for the sample as a whole, and positive and negative-submissive self-expressiveness were excluded from further analyses.

Table 5 shows the means and standard deviations for the remaining variables and the possible theoretical ranges of scores. Overall, while there was considerable variability in the sample, the mean scores for adolescent EI, but particularly parents’ EI, coaching practices and meta-emotion philosophy were well above the mid-point of the possible range of scores. Dismissing practices and negative-dominant expressiveness, on the other hand, were below the mid-
point so that the sample overall, tends to represent parents’ with higher EI and optimal parenting socialization beliefs and practices.

Table 5

*Means and Standard Deviations and Score Range of Variables*

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Note: N = 91. * = p < .05; ** = p < .01; † = p < .10. Correlations without asterisks are non significant. (A) = Adolescent; (P) = Parent; EI = Emotional Intelligence; eprep= Emotion Recognition and Expression; urex = Understanding Emotions External; edc= Emotions Direct Cognitions; emc= Emotional Control; EMQ= Emotional Management of Others; EMS= Emotional Management of Self; PE= Personal Expressiveness, REC= Emotional self-recognition, UEX= Understanding Emotions External, DP= Dismissing practices; Pun= Punitive Practices; Mnp= Minimizing Practices; Esp= Emotional Encouragement Practices; Emo= Emotion-Focused Practices; Problem-focused Practices; Mep= Meta-emotion Philosophy; MepA= Acceptance Beliefs; MepC= Coaching Beliefs; Eencg= Negative Dominant Expressiveness Disr= Distress Reactions.
Table 6 demonstrates the pattern of correlations between the variables. Generally the expected pattern of correlations was found. That is, parents’ EI and parents’ meta-emotion philosophy were positively correlated with each other and were both positively correlated with adolescents’ EI, and coaching practices as well as negatively correlated with dismissing practices. Of note was that parents’ EI was unrelated to negative dominant expressiveness and that parental negative dominant expressiveness was not strongly related to adolescents’ EI, although there was a weak positive relationship with adolescents’ emotional control.

Regression Analyses to Test Mediating Model

Regression analyses were conducted to examine the relations among parents’ EI, meta-emotion philosophy, parents’ practices and adolescents’ EI. Specifically these analyses were conducted to determine whether parents’ meta-emotion philosophy and emotion-related parent practices mediated the relations between parents’ EI and adolescents’ EI. A second set of analyses were conducted to determine whether meta-emotion philosophy mediated the relations between parents’ EI and dismissing and coaching parenting practices (see figure 2). Following Baron and Kenny’s (1986) three-step test for mediation, in the first step the relationship between the predictor (parents EI) and the outcome (adolescent EI) was examined. As well the direct pathway between meta-emotion philosophy (predictor) and adolescent EI (outcome) was examined. In the second step, the relationship between each predictor and the mediators were examined individually. That is, it was examined whether parents’ EI (predictor) significantly predicted the mediators (meta-emotion philosophy and parenting practices) and also whether meta-emotion philosophy (predictor) significantly
predicted parent practices (mediators). At the third step, both the predictor and
the mediator were entered sequentially together to a) determine if the mediator is
related to the outcome when controlling for the predictor, and b) to determine if
the relation between the predictor and the outcome is significantly reduced when
the predictor is entered. This third step was undertaken with both parent practices
as outcome variables to test the first part of the model and with adolescent EI to
test the final model. The mediating model is supported, when the effect of the
predictor on the outcome is less in step 3 than in step 1, and all the relationships
are in the predicted direction. Assumptions underlying multiple regression
analysis were tested and none were found violated.

Based on the theoretical coaching/dismissing distinction and empirical
findings of Eisenberg and Fabes (1994), the two dismissing practices subscales
(punitive and minimizing reactions) that significantly correlated with adolescent
EI were summed into one total dismissing practices scale. This had the added
benefit to reduce variables to increase power and also avoided the problem of
multicollinearity present between the punitive and minimizing scales (r=.78).
Although it was initially planned to combine the three coaching practices to
create one coaching practices variable, it was decided to include only problem-
focused practices to represent coaching practices, as the other two coaching
practices were only very weakly related (emotion-focused practices) or unrelated
(expressive encouragement) to adolescents’ EI. Parents’ negative-dominant
expressiveness was not included in the regression analyses as it was also
unrelated to adolescent total EI.
### Table 7

*A Test of the Mediation Model*

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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents EI</td>
<td>.99  .63 7.61** .39</td>
<td>.20  .42 4.31** .17</td>
<td>-.28  -.29 -2.81** .13</td>
<td></td>
</tr>
<tr>
<td>Meta-emotion Philosophy</td>
<td>.10  .32 3.13** .10</td>
<td>-.34  -.48 5.16** .23</td>
<td></td>
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</tr>
<tr>
<td>Step 3</td>
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<tr>
<td>Outcome: Problem-Solving Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Parents EI (predictor)</td>
<td>.17  .36 2.90**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meta-emotion Philosophy (mediator)</td>
<td>.03  .09 72ns .18</td>
<td></td>
<td></td>
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<tr>
<td>Outcome: Dismissing Practices</td>
<td></td>
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<td></td>
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<tr>
<td>Parents EI (predictor)</td>
<td></td>
<td></td>
<td>-.10  -.09 -78ns</td>
<td></td>
</tr>
<tr>
<td>Meta-emotion Philosophy (mediator)</td>
<td></td>
<td></td>
<td>-.29  -.42 -3.52** .24</td>
<td></td>
</tr>
<tr>
<td>Outcome: Adolescent EI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents EI (predictor)</td>
<td></td>
<td></td>
<td>.26  .24 1.79ns</td>
<td></td>
</tr>
<tr>
<td>Meta-emotion Philosophy (mediator)</td>
<td></td>
<td></td>
<td>-.02  -.02 -.16ns</td>
<td></td>
</tr>
<tr>
<td>Problem-solving Practices (mediator)</td>
<td></td>
<td></td>
<td>.31  .14 1.23ns</td>
<td></td>
</tr>
<tr>
<td>Dismissing Practices (mediator)</td>
<td></td>
<td></td>
<td>-.17  -.17 -1.48ns .16</td>
<td></td>
</tr>
</tbody>
</table>

Note: N=91. *p<.05; **p<.01; ns= not significant
Table 7 and figure 2 show the results from the series of regression analysis. In step one, both parents’ EI (predictor) and meta-emotion philosophy (predictor) significantly predicted adolescents’ EI (outcome). In step two, parents’ EI and meta-emotion philosophy (predictors) were found to have a significant effect on problem-focused practices and dismissing practices (mediators), and parents EI (predictor) significantly predicted meta-emotion philosophy (mediator). In step three only one mediation effect was found for parents’ EI (predictor), meta-emotion philosophy (mediator) and dismissing practices (outcome) \[ F(2,88)=13.58, p<.001 \] explaining 24% of the variance in dismissing practices. Once meta-emotion philosophy was entered into the equation, the path between parents’ EI and dismissing practices was no longer significant. However, meta-emotion failed to mediate the link between parents EI

![Diagram](image)

**Figure 2**
Final model of the socialisation of EI with final beta weights indicated (note: numbers in parantheses indicate initial beta weights)
and problem-focused practices. Finally, the mediation effect for the overall model, which involved entering all variables in the equation at step 3, showed that none of the variables significantly predicted adolescent EI when entered together. Although the model remained significant ($F(1,81)= 4.16, p<.01$) and explained 16% of the variation in EI, the mediators and independent variables were no longer significant. Thus, although minor parts of the model were supported, and changes in strength of relationships were in the predicted direction, the mediation model as a whole was not supported.

Failure to detect expected mediation effects may have been due to insufficient power to detect mediation, considering the relatively small sample size. According to Frazier, Tix and Barron (2005) the correlation between the predictor and the outcome variable and the mediator and the outcome variable should be comparable in size. If, as is the case in the present study, the correlation between the predictor and the mediator is larger, more variance in the mediator is explained by the predictor and there is less variance in the mediator to contribute to the prediction of the outcome. Therefore a larger sample is needed to have enough power to detect mediation.

**Cluster Analyses**

Although the previous analyses were largely unsuccessful in supporting the proposed mediating model, a second series of analyses were undertaken so as to examine if, as hypothesised, parents who had high EI, subscribed more to a philosophy of acceptance and coaching beliefs, engaged in parenting consistent with this philosophy, and had children who rated themselves as higher on EI. To
define distinct groups of parents who were differentiated in terms of their beliefs and practices, a k-means simple cluster analysis was conducted on the data. Using clustering methods is thought to be an important and underused component of statistical methods that can help provide an understanding of the complexities of family relationships (Henry, Tolan, & Gorman-Smith, 2005). Only the total scales were used to conduct the cluster analysis. That is, parents’ EI, parents’ meta-emotion philosophy, dismissing practices (made up of punitive and minimizing scales) and coaching practices (made up of problem-focused and emotion-focused scales). The data was subjected to three, four and five cluster solutions and the three-cluster solution appeared to fit the data best and give a clearly interpretable solution. Once groups were identified, a series of ANOVA’s with post hoc analyses and Bonferroni adjustment were conducted. These analyses included all the subscales of meta-emotion philosophy, parent practices and expressiveness to gain greater insight into how these groups differ in terms of beliefs and behaviours regarding emotion socialisation. The assumptions of ANOVA were met apart from a violation of homogeneity of variance (as indicated by a significant Levene’s test) for negative submissive expressiveness. However, considering that group sizes were relatively equal ANOVA is thought to be robust and analyses proceeded (Stevens, 1996). The results are displayed in Table 8.

Three distinct groups of parents were defined: the ‘dismissives’, the ‘get on with it’ and the ‘coaching’. Of the three groups, parents belonging to the ‘dismissive’ cluster rated themselves as low on EI and meta-emotion philosophy, slightly below the mean on coaching and highest on dismissing practices and
Table 8

*Mean Scores for Cluster Memberships*

<table>
<thead>
<tr>
<th></th>
<th>‘Dismissive’</th>
<th></th>
<th>‘Get on with it’</th>
<th></th>
<th>‘Coaching’</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>PEI</td>
<td>148.96c</td>
<td>13.31</td>
<td>153.50c</td>
<td>14.91</td>
<td>174.00ab</td>
<td>16.55</td>
<td>24.93***</td>
</tr>
<tr>
<td>Mep</td>
<td>170.94bc</td>
<td>20.92</td>
<td>187.57ac</td>
<td>20.00</td>
<td>219.62ab</td>
<td>23.23</td>
<td>40.91***</td>
</tr>
<tr>
<td>Acc</td>
<td>59.76bc</td>
<td>15.36</td>
<td>70.79ac</td>
<td>16.85</td>
<td>84.77ab</td>
<td>18.76</td>
<td>15.88***</td>
</tr>
<tr>
<td>Coach</td>
<td>111.19c</td>
<td>16.11</td>
<td>116.78c</td>
<td>18.75</td>
<td>134.85ab</td>
<td>10.65</td>
<td>22.19***</td>
</tr>
<tr>
<td>CP</td>
<td>128.30bc</td>
<td>16.05</td>
<td>117.36ac</td>
<td>12.61</td>
<td>141.26ab</td>
<td>9.75</td>
<td>30.83***</td>
</tr>
<tr>
<td>Pfp</td>
<td>64.64bc</td>
<td>8.24</td>
<td>60.14ac</td>
<td>8.64</td>
<td>72.85ab</td>
<td>5.00</td>
<td>27.58***</td>
</tr>
<tr>
<td>Efp</td>
<td>63.65bc</td>
<td>8.88</td>
<td>57.21ac</td>
<td>6.70</td>
<td>68.42ab</td>
<td>6.98</td>
<td>18.76***</td>
</tr>
<tr>
<td>Eep</td>
<td>51.50c</td>
<td>12.27</td>
<td>46.57c</td>
<td>9.25</td>
<td>61.73ab</td>
<td>9.95</td>
<td>18.85***</td>
</tr>
<tr>
<td>DP</td>
<td>85.12bc</td>
<td>2.93</td>
<td>51.99a</td>
<td>11.14</td>
<td>48.32a</td>
<td>14.01</td>
<td>54.71***</td>
</tr>
<tr>
<td>Minp</td>
<td>46.17bc</td>
<td>10.46</td>
<td>28.67a</td>
<td>7.56</td>
<td>26.45a</td>
<td>8.87</td>
<td>38.60***</td>
</tr>
<tr>
<td>Punip</td>
<td>38.95bc</td>
<td>8.49</td>
<td>23.32a</td>
<td>12.10</td>
<td>21.87a</td>
<td>6.49</td>
<td>48.65***</td>
</tr>
<tr>
<td>Distr</td>
<td>42.54c</td>
<td>5.94</td>
<td>39.00</td>
<td>11.15</td>
<td>35.84a</td>
<td>6.87</td>
<td>4.90*</td>
</tr>
<tr>
<td>Posee</td>
<td>132.25</td>
<td>22.08</td>
<td>139.41</td>
<td>16.70</td>
<td>140.95</td>
<td>19.89</td>
<td>.23ns</td>
</tr>
<tr>
<td>Negse</td>
<td>50.35</td>
<td>15.32</td>
<td>52.12</td>
<td>13.11</td>
<td>52.54</td>
<td>10.58</td>
<td>.22ns</td>
</tr>
<tr>
<td>Negde</td>
<td>43.74</td>
<td>12.72</td>
<td>44.22</td>
<td>12.57</td>
<td>40.92</td>
<td>10.66</td>
<td>.76ns</td>
</tr>
</tbody>
</table>

\[n = 23\quad 28\quad 40\]

Note: ***p<.001, *p<.05; PEI= parents EI, Mep= meta-emotion philosophy, acc=acceptance beliefs, coach= coaching beliefs, CP=coaching practices (problem-focused practices and emotion-focused practices), pfp=problem-focused practices, efp=emotion focused practices, Eep= expressive encouragement practices, DP= dismissing practices (punitive and minimizing), minp=minimizing practices, punip= punitive practices, Distr= Distress Reactions, Posee= Positive expressiveness, Negse= Negative submissive expressiveness, Negde= Negative dominant expressiveness

a=significantly different to ‘dismissive families’
b= significantly different to ‘get on with it families’
c= significantly different to ‘coaching families’

distress reactions thus indicating a dismissing style according to Gottman et al. (1996). Parents in the ‘get on with it’ cluster rated themselves as slightly below the mean on EI and meta-emotion philosophy, yet they did not engage in minimizing or punitive reactions as did the dismissive parents, but they were low
in coaching practices, thereby denoting a kind of ‘get on with it’ style. Parents classified into the ‘coaching’ cluster rated themselves as high on EI, meta-emotion philosophy and coaching practices and lowest on dismissing practices and distress reactions, thus denoting a coaching style according to Gottman et al.

Overall, the results of the separate ANOVA’s indicated that the distribution of subscales was similar to that of their total scales. However, separating out the meta-emotion subscales gave insight into a more specific pattern. The ‘dismissive’ and ‘get on with it’ groups were similar in that they both did not espouse coaching beliefs, but the dismissive group was far less inclined to be accepting of emotions. Of note was that the clusters did not differ in their frequency of expressing positive or negative emotions.

Before analysing the impact of the different parent groups on adolescent EI, responses of parents who had completed all qualitative sections were examined. Although a thorough investigation of the qualitative data was beyond the scope of this study, the two parents who were most typical of each group were chosen as examples. The responses of these typical parents are displayed in Table 9.

A feature of the ‘coaching’ group was that responses included wanting to teach children strategies of how to deal with emotions of anger, sadness and anxiety/fear and feeling comfortable for the emotion to last for a longer time. In addition, whilst parents from all groups wrote that anger/anxiety/sadness are normal or natural emotions everyone experiences, some parents in the ‘coaching’ group mentioned that experiencing these emotions is “good” or
### Table 9
Parents’ Qualitative Responses for Emotion-related Beliefs, Coaching beliefs and Coaching Practices by Cluster Group

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Emotion-related beliefs</th>
<th>Coaching beliefs</th>
<th>Parent practice</th>
</tr>
</thead>
</table>
| **“Coaching”** | Mother 1c: “Sadness is a natural response to certain situations, loss of a loved one, news of something unpleasant happening in and around environment.” “There are different reasons for feeling anger and different ways to express anger. In general I believe anger can be a natural response-but in today’s society I feel many people cannot control their anger and express it in an inappropriate manner- i.e., violently.” “(Anxiety) is an emotion that affects some people more than others. In some people it can be quite debilitating. It can inhibit people in their day to day lives as they fear failure and therefore do not attempt everything they could.”
Mother 2c: “Sadness is a healthy emotion allowing reflection.” “I feel anger is a vital emotion and should be recognised. It is an opportunity for growth.” “I am more impatient with anxiety and fear. Yet I am empathetic with others and see it, like anger, as an opportunity for growth.” | Mother 1g: “wish to teach my child it is ok to feel sad and try and give him the processes of working thru the sadness- it can be a very natural and necessary process.” “That everyone feels angry at times, but to react with violence- lashing out, hitting etc is an unacceptable response. When angry I would encourage my son to remove himself from the situation until he is calm enough to try and discuss the issue.” “that the majority of people experience fear/anxiety to some degree, but that it should not stop one from moving forward with life. There are ways to manage it- i.e., self talk, discussing with family members, etc”
Mother 1d: “I would like her to have a healthy respect for sadness and give time to it.” “I would like her to develop a healthy control of her anger, but also allow herself to feel it. I would like her to learn to understand herself better in it.” “To again respect (anxiety/fear) and to try to give her tools to move through it.” | Mother 1c in response to son feeling anxious about failing a learners permit test: “he actually told me he was scared of failure. Understood his anxiety but felt with our help and if he applied himself to learning the rules- he would succeed. He made an appointment 4 weeks in advance and spent time- a few minutes each day learning the road rules. He did not tell friends etc he was going for learners. His self-talk on the day of the test was confident and he passed!”
Mother 2c in response to her child feeling anxious about starting a new job after having been ill: “I felt she was over the worst of her sickness. I reminded her to think why she needed the work and that it would be a good idea to get started in the job for her and further work for the company. I assured her she was well able for it. To get ready and see how she was feeling. She got washed and dressed, ate some food and slightly apprehensively headed off. She did the job, managed well and was less anxious about the next shift.”
| **“Get on with it”** | Mother 1g: “(Sadness) is part of life, time out to feel and reflect and then move on.” “(Anger) is an unproductive way to express hurt or frustration.” “(Anxiety) is sometimes valid, mostly not.”
Mother 2g: “Joy and sadness are opposites in life knowing both makes you appreciate the other side.” “(Anger) is an emotion that needs to be controlled.” “I try to overcome it (anxiety).” | Mother 1g: “to communicate what’s making them sad. To not feel sorry for themselves.” “To communicate what’s making them angry and do something about it.” “(anxiety) to communicate what it is and to get into action if it is something they can do something about.”
Mother 2g: “(Anger) is a healthy emotion allowing reflection.” “I feel anger is a vital emotion and should be recognised. It is an opportunity for growth.” “I am more impatient with anxiety and fear. Yet I am empathetic with others and see it, like anger, as an opportunity for growth.” | Mother 1g in response to child’s sadness at Fathers death: “comfort her. I was also worried as it did not seem to get better as time went on. I put my daughter in the Landmark Forum to share her feelings with other children who had similar experiences. She got over it after this.”
Mother 2a in response to child having an angry fit at a computer game: “(I felt) panic, fear, anxiety. I tried to calm him down. I stayed with him, cuddled him (when he wouldn’t let me). He calmed down. It took ages and we still speak about this incident (7years later). We spoke about the game (much later-days later).”
| **“Dismissing”** | Mother 1d: “(Sadness) is a human emotion but you must not allow it to take over your life.” “(Anger) is a wasted energy.” “(Anxiety) Fear are also wasted energy. Normal emotion in new situations but use them to benefit you.”
Mother 2d: “Sadness is so all consuming and tends to be attached to depression.” “Anger is an emotion that is such a waste of energy, even affecting your health.” “Too much anxiety in the world over so many things.” | Mother 1d: “(Anger) is a human emotion but you must not allow it to take over your life.” “(Anxiety) Fear are also wasted energy. Normal emotion in new situations but use them to benefit you.”
Mother 1d: “Sadness is normal- but it is not the whole life- There are many emotions that are part of life.” “Restrict anger because it does not help you to see situations clearly.” “Being anxious is normal-be anxious about things you can control in the end”
Mother 2d: “(Sadness) is a human emotion but you must not allow it to take over your life.” “(Anger) is a wasted energy.” “(Anxiety) Fear are also wasted energy. Normal emotion in new situations but use them to benefit you.” | Mother 1d in response to child not going to bed (child angry): “I tried to reason, then tried bribery, then a smack. I was disappointed that I had to use a smack to resolve the issues. (child) slept it off-then apologised the next day.”
Mother 2d in response to child’s sadness and anger when puppy had to be put down: “I felt the same as (my child) and tried to comfort her through the emotional time. She became realistic and understood that he would have been in pain if he lived, so it was for the best.”

“healthy”. A feature of the second, ‘get on with it’ group was to write about the importance of moving on quickly and not allowing emotions to “linger”. Parents’ from the third ‘discarding’ group seemed to write more simplistic and brief answers (e.g., “It’s ok to feel sadness/anger/anxiety”, “It’s a natural emotion”) and in relation to their memory of how they dealt with their child’s emotions they sometimes seemed to lack understanding of the child’s emotional experience. That is, they focused more on what happened rather than how the child felt.

Reinforcing these patterns found for typical members of each parent group were the patterns found across all parents who reported on how negative emotions were treated in parents’ family of origin (see Table 10).

Table 10.

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Dismissing</th>
<th>Get on with it</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger not accepted/encouraged</td>
<td>35%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>Anxiety not accepted/encouraged</td>
<td>17%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Sadness not accepted/encouraged</td>
<td>17%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>All neither encouraged nor discouraged</td>
<td>-</td>
<td>11%</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>23</td>
<td>28</td>
<td>40</td>
</tr>
</tbody>
</table>

As indicated in Table 10, there was a trend for parents from the dismissive group to have grown up in families that were least accepting of anger, anxiety and sadness when compared to the other groups, whereas the ‘coaching’ parents had grown up in families that were the most accepting of anxiety and sadness.
Finally, to examine whether parents from the ‘coaching’ cluster have adolescents who rate themselves as higher on EI when compared to adolescents of ‘dismissing’ or ‘get on with it’ parents an ANOVA with planned contrasts was conducted. Results showed that there was a statistically significant difference in adolescent EI scores for the three parent groups, \[ F(2,88) = 11.15, p < .001, \eta^2 = 0.20 \]. As expected, simple planned contrasts revealed that adolescents with parents that belong to the ‘coaching’ cluster rated themselves significantly higher on EI (\( M = 189.84, SD = 17.12 \)) when compared to adolescents whose parents belonged to the ‘get on with it’ cluster (\( M = 173.36, SD = 17.74 \)) or the ‘dismissing’ cluster (\( M = 169.56, SD = 21.42 \), \( F(1,88) = 22.11, p < .0001 \).

Adolescents in these last two clusters, however, did not significantly differ from each other, although scores showed a trend for adolescents whose parents were dismissive of emotions to rate themselves the lowest in EI.
Discussion

The current study explored the relationship between parental EI, parents’ meta-emotion philosophy, parents’ expressiveness of emotion and emotion-related socialisation practices and how these in turn relate to adolescent EI. To support the above goal a quantitative measure was constructed to measure parents’ acceptance and coaching beliefs (meta-emotion philosophy), as distinct from parent practices in order to overcome methodological limitations of previous research conducted on meta-emotion philosophy.

A model was proposed in which parents’ EI was expected to influence parents’ practices and expressiveness directly as well as indirectly via parents’ meta-emotion philosophy. The model further proposed that parents’ EI would influence adolescent EI via indirect paths through parents’ meta-emotion philosophy, parents’ emotion-related socialisation practices and expressiveness. Although support for the model as a whole was not found, findings were in the expected direction and mediating effects were found for parts of the model.

The hypothesis, that parents who rate themselves high on EI and high on acceptance and coaching beliefs (coaching meta-emotion philosophy) are more likely to engage in supportive emotion-related parent practices and less likely to engage in unsupportive emotion-related parent practices, was supported by the regression analysis. Further, examination of differences between cluster groups revealed that the hypothesis that parents who rate themselves high in EI, high on coaching and acceptance beliefs (meta-emotion philosophy), high on supportive practices, and high
on positive expressiveness, have adolescents who rate themselves as higher on EI, was generally supported, although expressiveness was found to be unrelated to adolescent EI. Lastly, results of the cluster analysis revealed that the subsidiary aim of the current study, which was to disentangle the construct of meta-emotion philosophy was successful. Moreover, the new meta-emotion philosophy scale allowed a third distinct meta-emotion philosophy to be identified, rather than simply the two identified by Gottman et al. (1996). These results will now be discussed separately in more detail.

*The Proposed Model of the Socialisation of Emotion*

The results did not support the proposed mediating model, although parts of the model were supported. Findings for the variables were, however, in the predicted direction, as indicated by the correlations and the reduction of the relationship between parents’ EI and adolescent EI once the mediators were entered. Contrary to expectations, expressiveness was unrelated to adolescent EI or parenting practices.

The hypothesis that parents’ EI influences parenting practices directly as well as indirectly via parents’ meta-emotion philosophy was partially supported. Whilst parents’ EI was found to only influence problem-focused practices directly, the pathway by which parents’ EI influenced dismissing practices was through parents’ acceptance and coaching beliefs (meta-emotion philosophy). That is, parents who rated themselves as higher on EI and may be thought of as better able to understand, and manage their child’s emotion experience, and better able to recognise and manage their own emotions were more likely to feel comfortable with emotions and held beliefs, that it is important to teach their child about emotions. Such acceptance and
coaching beliefs, in turn, were related to parents reported lower use of punitive and minimizing practices in response to their child’s negative emotion experience. This finding supports the argument that beliefs influence parents’ socialisation practices, as proposed by Darling and Steinberg (1993). It also supports results by Gottman et al. (1997) who found that parents who endorsed an emotion coaching philosophy (which included high awareness of own and others’ emotions and high coaching and acceptance of emotions) was related to lower derogatory parenting.

Although correlations were in the predicted direction, the pathway from parents’ EI to problem-focused practices was found to be direct and not, as expected, mediated by coaching and acceptance beliefs (meta-emotion philosophy). This finding contradicts the belief-behaviour hypothesis (Darling & Steinberg, 1993; Eisenberg et al., 1998). However, it is possible, that measurement problems contributed to this lack of finding. Parents generally reported high means for both the coaching beliefs and coaching practices (e.g. problem-focused practices). That is, most parents believed it was important to teach their children how to deal with their negative emotions, and also reported that they engaged in coaching practices. However, examination of qualitative data revealed that, although some parents indicated that they believed it is important to coach their children, this was not what they did. It is possible that some parents’ may have endorsed some items as attitudes rather than beliefs they have actually held. For example, at times parents’ may have agreed with an item (e.g., ‘I think it is good to encourage my child to reflect upon why they are sad’) because they thought it was a good idea (attitude) rather than their actual previously held belief that guided their actions. To rectify this possibility, a clearer explanation at the beginning of the scale may be necessary, or items could be reworded (e.g., ‘I have always held
the belief that it is good to encourage my child to reflect upon why they are sad/angry/anxious’). In addition, to address possible biases in parents reporting themselves in a favourable light regarding engaging in coaching practices, future research should consider observing parent-adolescent interactions (e.g., problem discussions) to address these limitations.

The fact the correlations between all variables in general were in the predicted direction, and parts of the model were found to be supported is promising, and points towards the possibility that failure to find support for the proposed mediating model may have been due to statistical (e.g., power) or methodological (e.g., measurement of parent coaching beliefs and practices, expressiveness) reasons. As suggested, stronger correlations between the mediators and adolescent EI were needed to increase the power of detecting mediation (Frazier, Tix, & Barron, 2004). It is possible that correlations between parent practices and adolescent EI were weaker due to the fact that the only questionnaire available to assess parents’ emotion-related practices was designed for the use of parents with children up to the age of eleven years and therefore had to be adapted, with parents having to rate these practices retrospectively. Although parenting practices are thought to be relatively stable (Eisenberg et al., 1999; Forehand & Jones, 2002), some researchers have argued that adolescents present new challenges for parents as they strive for autonomy and parenting practices have to adapt (Silk et al., 2003). It is likely that stronger relations may have been found had the scenarios in the parenting practices questionnaire been relevant to parenting adolescents. These expected stronger correlations in turn would have increased the power to detect mediation as suggested by Frazier et al. Therefore it may be worthwhile to replicate findings using an adolescent version of the parent
practices scale used in the current study, which includes scenarios parents may encounter with this age group.

*The Swinburne Meta-Emotion Philosophy Scale (SMEPS)*

Meta-emotion philosophy has previously only been measured via semi-structured interviews (e.g., Gottman et al., 1996; 1997). To overcome methodological limitations of previous research conducted on meta-emotion philosophy, a quantitative scale was constructed to measure parents’ acceptance and coaching beliefs as distinct from their emotion-socialisation practices. Results of the present study supported the two-component approach (coaching and acceptance) as suggested by Gottman et al. (1996). The two factors (coaching beliefs and acceptance/competence beliefs) were found to be highly reliable, as was the total meta-emotion philosophy scale formed from these two factors. The acceptance belief items indicated parents’ beliefs regarding feeling comfortable with their own and their child’s emotions, whilst the coaching beliefs indicated parents’ beliefs about the importance of teaching children about emotions.

Despite the high means on the coaching beliefs subscale, there was variability in parents’ coaching belief responses and, using cluster analysis, ‘coaching’ parents were able to be distinguished from parents classified as ‘dismissing’ or ‘get on with it’ who did not ascribe so much to coaching beliefs. There was also considerable variability in parents’ acceptance belief responses, and all three parent groups differed significantly from each other in their acceptance/competence beliefs.
In addition, all of the relationship patterns obtained with the SMEP scale and the other parenting variables (parents’ EI, parent practices) and adolescent EI were as expected and supportive of prior theory on the influence of beliefs on behaviour (Darling & Steinberg, 1993; Abidin, 1992) and meta-emotion philosophy (Gottman et al., 1996) and therefore added to the validity of this new scale.

*Parent Groups as Identified by Cluster Analysis*

Despite the failure of the overarching model, the SMEP scale allowed differentiation of three distinct groups of parents, who varied in terms of their EI, their emotion-related beliefs and socialisation practices. A cluster analysis revealed three distinct groups of parents: the ‘dismissives’, the ‘get on with it’ and the ‘coaching’. This supports suggestions by Cowan (1996) who proposed that, similar to adult attachment classifications, there might be more than two types of meta-emotion philosophies. Gottman et al. (1996) had identified only two philosophies: 1) a coaching philosophy, which was held by parents who were high in awareness of their own and others emotions and high in acceptance and coaching beliefs, and 2) a dismissing philosophy, which was held by parents who were low in awareness of their own and others emotions, low in acceptance beliefs about emotion and did not engage in coaching their children about emotions. Therefore, the results support and extend Gottman et al.’s findings and disentangled the construct of meta-emotion philosophy by investigating parents’ beliefs as distinct from parents’ practices.

The ‘coaching’ group of the current study resembled that of Gottman et al.’s (1996) ‘coaching families’, in that parents of the current study rated themselves significantly higher in their ability to deal effectively with their own and others
emotions, were accepting and comfortable with their own and their child’s negative emotions, and were more likely to engage in problem-focused practices when compared to the ‘dismissives’ and the ‘get on with it’ parents. These findings also correspond to findings within the attachment literature, where securely attached adults have been found to be more comfortable with emotional intimacy, find it easy to talk about negative or positive emotions (Bartholomew & Horowitz, 1991; Bowlby, 1973) and show higher functional emotion regulation (Kobak, 1993, Mikulincer 1998). Securely attached parents were also found to be more emotionally supportive and gave their children more helpful assistance in a problem-solving task (Crowell, 1988).

Qualitative responses of ‘coaching’ parents seemed to indicate that they saw anger, sadness and anxiety as “natural responses to certain situations” and as an “opportunity for growth“. They believed in the importance of providing their child with strategies to deal with these negative emotions, as is evident in the responses of these ‘coaching’ mothers: “(I) wish to teach my child it is ok to feel sad and try and give him the processes of working thru the sadness”, ”there are ways to manage it- i.e., self talk, discussing with family members, etc”. Their level of feeling at ease with emotions (acceptance) was evident in quantitative responses, where these parents rated themselves significantly higher on acceptance/competence beliefs and significantly lower in reacting with distress or punitive and minimizing practices to children’s negative emotion experience compared to the two other groups. Further, as indicated by both higher problem-focused scores and qualitative responses, ‘coaching’ parents went beyond acceptance of emotions by actively engaging in the child’s emotional experiences: “he actually told me he was scared of failure. (I) understood his anxiety but felt with our help and if he applied himself to learning the rules- he
would succeed. …His self-talk on the day of the test was confident and he passed!”.

In addition, ‘coaching’ families came from families in which they felt that they were themselves free to express their negative emotions, as is indicated by the low number of reports regarding which negative emotions were not accepted in their family of origin.

Gottman et al. (1997) argued that parents who scored low on their emotion coaching variable were disapproving, dismissing or ignoring of their child’s emotions. Results of the current study seem to have distinguished between two groups of parents who dismiss emotions, a ‘get on with it’ group who dismiss their child’s negative emotions by remaining detached (e.g., view emotions as “unproductive”) and a more extreme dismissive group that is far less comfortable with emotions and more disapproving (e.g., feeling that anger/anxiety “is a wasted energy” and sadness all consuming and “attached to depression”). Findings regarding these two groups again support Cowan’s (1996) suggestion that meta-emotion typologies may eventually reveal more categories that resemble those of attachment literature. The ‘get on with it group’ in the current study seems to resemble the dismissing attachment style. Adults with this attachment style have been found to minimize affect, deny negative emotions and use a repressive coping style (Cassidy, 1994; Hazan & Shaver, 1997). In emotion eliciting situations these adults have been found to display high levels of stonewalling, belligerence, defensiveness, act in a cool detached manner and rarely talk about feelings (Hesse, 1999; Magai, 1999).

Similarly to the dismissing attachment style, a distinguishing feature of the ‘get on with it’ group was that they did not have time for emotions as is evident in
their low scores on coaching practices, where they were less likely than even the
dismissive group to use problem-focused or emotion-focused practices with their
child. Their qualitative responses also reflected their desire to quickly deal with
emotions: “(sadness is) part of life, time out to feel and reflect and then move on”,
“To communicate what’s making them angry and do something about it”. Even in
response to her daughter’s sadness over the death of the father, time seemed to be
important for this mother belonging to the “get on with it” group: “I was also worried
as it did not seem to get better as time went on. I put my daughter in the Landmark
forum to share her feelings….She got over it after this”. In line with this ‘get on with
it’ philosophy, these parents also reported being least likely to engage in coaching
practices, but reported being more accepting of emotions and feeling more competent
in dealing with their own or their child’s emotions than the ‘dismissing’ group.

The ‘dismissing’ group in the current study, on the other hand, seems to
resemble the fearful attachment style. Adults with this attachment style have been
found to have high anxiety, display a pattern of negative affectivity (anger, shame and
sadness) (Magai, Hunziker, Mesias, & Culver, 2000), and have difficulty in regulating
emotions, so that at times they may react angrily and coercively with their children
(Crowell, 1988) engaging in more dysfunctional anger (Mikulincer, 1998). Supporting
this profile whereby anger is potentially toxic, are the profiles of the current
‘dismissive’ parents who reported the highest percentage of discouragement of
negative emotions, but particularly of anger in their families of origin. Further, they
reported feeling far less comfortable with emotions and less competent in dealing with
their own emotions. They were also more likely to report engaging in punitive and
minimizing practices in response to children’s negative expressions of emotion as
well as rating themselves significantly higher in reacting with distress to these expressions.

Although, both the ‘dismissives’ and the ‘get on with it’ parents ascribed to similar moderate levels of coaching beliefs, their methods of coaching differed. The ‘dismissives’ were more likely to use more disapproving punitive or minimizing strategies, with these often prevailing over attempted coaching practices. This is evident in this mother’s response to her child’s anger: “Tried to reason, then tried bribery, then a smack. I was disappointed that I had to use a smack to resolve the issues. (child) slept it off then apologised the next day”. These results support findings of other researchers, who found that parents who report higher levels of distress, are more emotionally vulnerable and therefore more likely to engage in dismissing harsh parental practices (Crnic & Greenberg, 1990; J.M Gottman et al., 1997).

Expressiveness

Contrary to expectations, parents’ frequency of expressing positive or negative emotions was unrelated to all variables examined in the current study. In addition, although there was a trend for coaching parents to be most expressive of positive emotions and least expressive of negative emotions, the groups did not significantly differ from one another. It is possible that the restricted nature of the sample, which was more representative of parents’ with high education, high income, higher EI and optimal parenting socialization beliefs and practices, may have precluded stronger findings related to expressiveness. Further, the scale itself did not extensively assess more extreme emotional expressions. For
example, the negative-dominant expressiveness subscale includes only a couple of items, representative of a more derogatory type of negative emotion expression (e.g., “Threatening someone”, “Showing contempt for another’s actions”). However most parents rated themselves as never or rarely expressing feelings related to these items. Therefore the scale may have picked up more on the type of negative expressions most families would experience (“quarrelling with a family member”, “expressing dissatisfaction with someone else’s behaviour”) and these were mostly expressed with moderate frequency.

Future studies investigating the impact of parent’s expression of negative or positive emotions should also look beyond simply frequency of expression, and separate out anger from hostility and contempt when investigating the effect of expressiveness on adolescent EI. This distinction is important, as it has been argued that it is the more derogatory, hostile negative expressions and expressions of contempt, that adversely effect children’s emotional competence (Gottman et al., 1997; Mikulincer, 1998). In addition, intensity of anger should also be taken into consideration when examining the effects of parents’ negative emotions on children’s EI, as it would be expected that uncontrollable episodes of destructive anger behaviour in response to children’s negative expression of emotion would differentially effect children’s emotional competence as opposed to controlled or functional anger, that is used to let children know that parents’ are upset over children’s actions with the effect being to focus children’s attention on the problem at hand so that it may be resolved.
Finally, the negative submissive expressiveness subscale also did not allow for the measurement of intensity or chronicity of these more submissive negative emotions. For example, normally occurring expressions of sadness are likely to differentially affect children’s emotional functioning compared with the effects for parental depression. Indeed, maternal depression has been related to less responsive, inconsistent and more punitive parenting (see Dix, 1999, for a review) and to increased risk of anxiety-depression symptoms in adolescence (Spence, Najman, Bor, O'Callaghan, & Williams, 2002).

Findings for Adolescent EI

Excluding expressiveness, the hypothesis, that parents who rate themselves high in EI, high on coaching and acceptance beliefs, and high on supportive practices have adolescents who rate themselves as higher on EI was supported by analyses that investigated differences between the cluster groups. However, all, positive and negative (dominant and submissive) emotional expressiveness showed no relationship to adolescents’ EI, within the correlations analysis or in differences between the groups.

Contrary to what might have been anticipated, parents’ negative-dominant expressiveness was weakly and positively related to adolescents’ ability to manage and control their emotions. These results, however, support findings, that have found negative expression of emotions to be positively related to children’s developmental outcomes (e.g., Teti & Cole, cited in Eisenberg et al., 2003) and support suggestions by researchers, that negative emotions, that are expressed with moderate frequency and do not attack the child’s character can be functional and can provide the child
with opportunities to learn how to express anger (e.g., Gottman et al., 1997; Mikulincer, 1998; Parrott, 2002).

Findings of the current study replicated prior studies of associations among parents’ socialisation practices and child emotional functioning (e.g., Eisenberg & Fabes, 1994) and support findings by Eisenberg et al. (1996), who found that problem-focused practices were related to children’s lower negative emotionality. They also supported prior research that has found minimizing and punitive practices in response to children’s negative emotion to be linked to low levels of emotion knowledge (Denham et al., 1997) and lower regulation ability (Eisenberg et al., 1997).

Adolescents, whose parents reported a greater ability to deal with their own and others emotions effectively and did not invalidate their emotional experience via engaging in punitive or minimizing practices, but rather reported engaging in problem-focused practices, teaching them skills to manage negative emotions reported higher EI. This supports research by Denham et al. (1994) and Gottman et al. (1996) who found that parents, who acknowledged and coached their children about emotions, have children that are better able to regulate emotions and have more adept emotion knowledge. It is likely that adolescents with parents who are emotion coaching, learn not to fear and avoid emotions of anger, sadness and anxiety and are therefore less likely to feel overwhelmed by them. In addition, by parents engaging in problem-focused practices children may learn to deal instrumentally with problems and stressors, and manage negative emotional arousal, so that they come to trust their emotional reactions and feel more at ease in expressing them.
**Strengths, Limitations and Implications for Further Research**

The strength of this study was the investigation of combined contributions of several parental aspects involved in the socialisation of emotion. However, there were several limitations to this study. First, as mentioned previously, the sample was relatively homogenous. This may have been the result of acquiring a sample from private schools, as well as parents who responded to the newsletter advertisements mainly living in more affluent areas of Melbourne. In addition, the questionnaire included some challenging qualitative questions, which may only have attracted more educated and higher functioning parents. The relatively weak relationships found between the parental beliefs and practices variables and adolescents’ EI may also be partly attributed to these sampling characteristics. Perhaps this limitation could be rectified by sourcing participants, who are representative of a wider range of socio-economic or ethnic backgrounds or of parent groups who report having parenting troubles or emotional difficulties. Using such a sample may result in stronger findings regarding the relationship between parental beliefs, practices and adolescent EI.

Moreover, while the study successfully distinguished three groups that differed in terms of EI, emotion-related beliefs, and parent practices, attachment studies of emotional functioning point towards the possibility for a fourth group. In the current study, while profiles corresponding to secure, dismissing and fearful families were evident, a more preoccupied profile (e.g., dwell on emotions, emotionally labile) was not apparent. By including a clinical sample, further meta-emotion philosophies (e.g., similar to the preoccupied attachment profile) may emerge.
Second, the study relied solely on self-report measurement, which may raise issues regarding social desirability. For example, parents may have wanted to present themselves in a favourable light and may therefore have been reluctant to accurately report certain negative aspects such as punitive or minimizing parenting or negative expressiveness. Findings may have been different had parent-adolescent interactions been observed, in particular regarding expressiveness (Denham et al., 1994). Also, in the case of adolescents who completed their questionnaires in class time, despite efforts made to ensure that they could complete their surveys undisturbed and anonymously, the fact that they were sitting next to peers may have resulted in socially desirable responding. Future studies should incorporate multi-method approaches (e.g., observations, ability measures, diaries) to measurement to avoid some of these limitations. In addition, researchers may want to use a wider range of measures of adolescent emotional competence, and integrate self-report measure of EI with measures of emotional regulation (e.g., Gottman et al., 1998), empathy related responding (e.g., Valiente et al., 2004) or emotion expression (e.g., Chaplin, Cole, & Zahn-Waxler, 2005).

Finally, the data in this study are correlational and do not test causality or direction of the effects. As such, testing of alternative models is needed, that also may take into consideration bi-directional influences (e.g., temperamental aspects such as emotional reactivity) or include longitudinal data in which change over time can be examined (see Eisenberg et al., 1998).

Despite the limitations, the results support the view that greater attention needs to be paid to parents’ emotional lives and how they influence parents’ beliefs and
practices and in turn their offspring’s emotional functioning. Similarly, parenting programs may benefit from teaching parents skills and strategies to be better able to manage their own emotional experience, and in turn pass emotion management skills on to their children (Goleman, 1995). Further, such programs may want to target parents’ EI and emotion-related beliefs to enable parents to respond empathically and respectfully to their children’s emotion expression, thus acknowledging and validating the child’s emotional experience.

Conclusions

In conclusion, the findings of the current study, although preliminary, provide some insight into the processes involved in the socialisation of EI. Although the proposed model was not supported, findings were in the predicted direction and parts of the model were supported. The aim of the current study, which was to disentangle the construct of meta-emotion philosophy by designing a new measure to address some of the previously encountered limitation of measurement of meta-emotion philosophy, was successful. The findings highlight the importance of considering parents’ emotional functioning and emotion-related beliefs as important influences of parenting behaviour that ultimately affect children’s emotional competencies.
References


Appendix A: Survey Package
Dear Parents,

Emotion regulation is becoming recognised as one of the major factors influencing our relationships with others, as well as our daily functioning. One of the major ways we learn about emotion regulation is in our families. We would like to invite you to participate in a study of parents’ thoughts and feelings about their own and their children’s emotions. The purpose of this investigation is to better understand some of the factors that influence how children learn to regulate and manage their emotions. The survey should take about 45 minutes to complete.

We understand that being a parent is not an easy task and that often, children can really get at you and push you to your limits by having angry tantrums. At other times seeing our children sad or anxious can make us feel all sorts of emotions ranging from sadness and helplessness to anger, depending on the situation. Our main focus is to investigate the various ways in which different parents deal with their own and their children’s emotions. We would really appreciate your candour in answering these questions so that we can fully understand the role parents play in influencing children’s emotional functioning.

Consent forms are given to you and your adolescent to sign to give your informed consent in participating in the study. Once they have been returned you will be given a survey package. The survey package includes three questionnaires, one for fathers, one for mothers and one (very short one) for one of your children aged between 11 and 17 years. (Note: In some cases, where the school agrees, students will complete their survey within the school setting once you have given permission for your child to participate). At least one parent (ideally both) should respond in relation to their child who answers the child survey. No identifying information will be sought on the questionnaire. Separate reply-paid envelopes are provided for your child and parents. The number on the questionnaire enables parental surveys to be linked to their adolescents’ surveys, which have the same number. But these numbers are not in any way linked to the consent forms, which are stored quite separately to the questionnaires. You are free to withdraw your consent at any stage throughout the study and discontinue your participation.

Information collected in this study will be reported in terms of descriptive statistics, so that results of any particular individual will not be identified. Other qualitative responses to questions may be used as quotes, and published to contribute to the empirical knowledge in this area. These will be presented in such a way that protects the identity of any individual. The results of the study, apart from being reported in thesis format, may also be published subsequently in a specialist journal article.
Your anonymity will be respected throughout and your participation is completely voluntary. This means that you have the right to discontinue from this study at any time of the research procedures. The project has also been cleared by Swinburne’s Human Research Ethics Committee. Researchers have had criminal record checks. Furthermore, you have the right to lodge a complaint if you feel that you have been treated unfairly during the research investigation.

On the questionnaire we do ask if you would be interested in a possible follow-up study by giving us a contact telephone number. This in no way obliges you or your child in any way. If we do proceed to the follow-up study, and you have indicated your interest, we will not retain your contact details beyond only using it to post you a new survey package.

Procedure for complaints and help:
If you have any questions relating to this study, entitled ‘Parents’ Meta-Emotion Philosophy, Emotional Intelligence and Relationship to Adolescent Emotional Intelligence’ you can contact the investigator, Christiane Kehoe on 0417 360 726 or you can contact her academic supervisor Dr Roslyn Galligan on 9214 5345. Should you (or your adolescent) feel the need to speak to a counsellor please call Lifeline 131 114, Parentline 13 2289 or Kids Help Line 1800 55 1800.

If you have a complaint about the way you were treated during this study, please write to:

The Chair, Human Research Ethics Committee
P.O. Box 218
Swinburne University of Technology
Hawthorn, Victoria 3122.

Thank you very much for your time. Your participation in this study is greatly appreciated.

Yours Sincerely

Christiane Kehoe

Date: __________________________

Parent Questionnaire:

Yours Sincerely

Dr. Roslyn Galligan

Date: __________________________
Background Information

Please answer the following background questions by circling the correct answer or by writing your response (where appropriate).

Sex: Male Female

How old are you? _____ years How old is your child _____ years

What sex is your child male/female

How many children do you have living with you? _______

What is your status? (please circle number)
1 Single parent
2 Single parent (divorced, shared custody of child)
3 Married/permanent live in relationship with child’s other biological parent
4 Married/permanent live in relationship with child’s step parent
5 Foster parent
6 Other ________________________________

What is your combined family income? (please circle number)
1 Less than 15 000 per year
2 $15 001-$40 000
3 $40 001- $50 000
4 $ 50 001- $75 000
5 $75 001-$100 000
6 More than $100 000

What is the highest level of education you have completed so far? (please circle number)
1 Completed year 11 or below
2 Completed year 12
3 Diploma or Certificate
4 Trade Qualification
5 Undergraduate Degree
6 Postgraduate or Higher Degree
Here we are interested in what you think about emotions like sadness, anger and anxiety. Try to sum up in one or two sentences what you generally think. There are no right or wrong answers, we are simply trying to gain understanding into what emotions mean to different people.

1. What do you think about sadness in general?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. What do you want to teach your child about sadness?
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________

3. What do you think about anger in general?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. What do you want to teach your child about anger?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. What do you think about anxiety/fear in general?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. What do you want to teach your child about anxiety/fear?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

7. Which emotion was/was not encouraged/accepted in your family of origin?
_________________________________________________________________
_________________________________________________________________
YOUR THOUGHTS ABOUT EMOTIONS
Here we are interested in your thoughts and feelings about your own emotions and about your child’s emotions. For each of the following statements, circle the number on the 9-point scale (1= strongly disagree, 9= strongly agree) that best describes how that statement applies to you. You will need to answer for each of the three emotions. There are no right or wrong answers, so don’t spend a lot of time on any one item. Be sure not to omit any items.

1. It is often hard for me to acknowledge when I am
   sad                           1   2   3   4   5   6   7   8   9
   angry                         1   2   3   4   5   6   7   8   9
   anxious                      1   2   3   4   5   6   7   8   9

2. I normally think it is best to express my
   sadness                      1   2   3   4   5   6   7   8   9
   anger                        1   2   3   4   5   6   7   8   9
   anxiety                      1   2   3   4   5   6   7   8   9

3. There is value in experiencing
   sadness                      1   2   3   4   5   6   7   8   9
   anger                        1   2   3   4   5   6   7   8   9
   anxiety                      1   2   3   4   5   6   7   8   9

4. I find _________ difficult to regulate
   sadness                      1   2   3   4   5   6   7   8   9
   anger                        1   2   3   4   5   6   7   8   9
   anxiety                      1   2   3   4   5   6   7   8   9

5. I have had various experiences of
   sadness                      1   2   3   4   5   6   7   8   9
   anger                        1   2   3   4   5   6   7   8   9
   anxiety                      1   2   3   4   5   6   7   8   9

6. When I am _____ I find it difficult to stop my _______ from spreading/escalating
   sad/sadness                  1   2   3   4   5   6   7   8   9
   angry/anger                  1   2   3   4   5   6   7   8   9
   anxious/anxiety             1   2   3   4   5   6   7   8   9

7. I can easily describe the physical sensations I feel when being
   sad                          1   2   3   4   5   6   7   8   9
   angry                        1   2   3   4   5   6   7   8   9
   anxious                      1   2   3   4   5   6   7   8   9
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8. It is positive to reflect upon why we are sad, angry, and anxious.

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9. I usually feel in control when expressing my sadness, anger, and anxiety.

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10. I usually know the cause of my sadness, anger, and anxiety.

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11. It is important to get over ________ as quickly as possible.

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12. I find it difficult to stop thinking about the causes of my sadness, anger, and anxiety.

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13. My child has had various experiences of sadness, anger, and anxiety.

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14. Seeing my child ______ makes me uncomfortable.

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15. I think my child expresses ______ to manipulate others.

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16. I think it is good to encourage my child to reflect upon why they are sad, angry, and anxious.

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<tr>
<td>strongly disagree</td>
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<td>strongly agree</td>
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</table>
17. It is often hard to tell when my child is
   sad  1 2 3 4 5 6 7 8 9
   angry 1 2 3 4 5 6 7 8 9
   anxious 1 2 3 4 5 6 7 8 9

18. I have never thought about teaching my child about how to express
   sadness 1 2 3 4 5 6 7 8 9
   anger 1 2 3 4 5 6 7 8 9
   anxiety 1 2 3 4 5 6 7 8 9

19. When my child is ______ I try to understand
   sad  1 2 3 4 5 6 7 8 9
   angry 1 2 3 4 5 6 7 8 9
   anxious 1 2 3 4 5 6 7 8 9

20. I find my child’s ______ difficult to control
   sadness 1 2 3 4 5 6 7 8 9
   anger 1 2 3 4 5 6 7 8 9
   anxiety 1 2 3 4 5 6 7 8 9

21. When my child is ____ I think it is important that we talk about it
   sad  1 2 3 4 5 6 7 8 9
   angry 1 2 3 4 5 6 7 8 9
   anxious 1 2 3 4 5 6 7 8 9

22. My child does not really get
   sad  1 2 3 4 5 6 7 8 9
   angry 1 2 3 4 5 6 7 8 9
   anxious 1 2 3 4 5 6 7 8 9

23. I usually know the cause of my child’s
   sadness 1 2 3 4 5 6 7 8 9
   anger 1 2 3 4 5 6 7 8 9
   anxiety 1 2 3 4 5 6 7 8 9

24. I am generally at ease with my child expressing
   sadness 1 2 3 4 5 6 7 8 9
   anger 1 2 3 4 5 6 7 8 9
   anxiety 1 2 3 4 5 6 7 8 9

25. I encourage my child to express their
   sadness 1 2 3 4 5 6 7 8 9
   anger 1 2 3 4 5 6 7 8 9
   anxiety 1 2 3 4 5 6 7 8 9
26. I often talk to my child about how to deal with situations that make them
   sad
   1 2 3 4 5 6 7 8 9
   angry
   1 2 3 4 5 6 7 8 9
   anxious
   1 2 3 4 5 6 7 8 9

27. My child finds it difficult to stop thinking about the causes of
   sadness
   1 2 3 4 5 6 7 8 9
   anger
   1 2 3 4 5 6 7 8 9
   anxiety
   1 2 3 4 5 6 7 8 9

28. Seeing my child ______ makes me feel inadequate
   sad
   1 2 3 4 5 6 7 8 9
   angry
   1 2 3 4 5 6 7 8 9
   anxious
   1 2 3 4 5 6 7 8 9

29. My child usually feels in control when expressing
   sadness
   1 2 3 4 5 6 7 8 9
   anger
   1 2 3 4 5 6 7 8 9
   anxiety
   1 2 3 4 5 6 7 8 9

30. Seeing my child ______ makes me feel annoyed
   sad
   1 2 3 4 5 6 7 8 9
   angry
   1 2 3 4 5 6 7 8 9
   anxious
   1 2 3 4 5 6 7 8 9

31. I normally think it is best for my child not to express
   sadness
   1 2 3 4 5 6 7 8 9
   anger
   1 2 3 4 5 6 7 8 9
   anxiety
   1 2 3 4 5 6 7 8 9

32. There is value in my child experiencing
   sadness
   1 2 3 4 5 6 7 8 9
   anger
   1 2 3 4 5 6 7 8 9
   anxiety
   1 2 3 4 5 6 7 8 9

33. When my child is____(s)he finds it difficult to stop the _____ from
   spreading/escalating
   sad/sadness
   1 2 3 4 5 6 7 8 9
   angry/anger
   1 2 3 4 5 6 7 8 9
   anxious/anxiety
   1 2 3 4 5 6 7 8 9

34. It is important for my child to get over _____ as quickly as possible
   sadness
   1 2 3 4 5 6 7 8 9
   anger
   1 2 3 4 5 6 7 8 9
   anxiety
   1 2 3 4 5 6 7 8 9
1. **Showing forgiveness to one who broke a favourite possession.**
   1 2 3 4 5 6 7 8 9

2. **Thanking family members for something they have done.**
   1 2 3 4 5 6 7 8 9

3. **Exclaiming over a beautiful day.**
   1 2 3 4 5 6 7 8 9

4. **Showing contempt for another’s actions.**
   1 2 3 4 5 6 7 8 9
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<tr>
<th></th>
<th>never or rarely experience those feelings</th>
<th>moderately experience those feelings</th>
<th>very frequently experience those feelings</th>
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<tr>
<td>5.</td>
<td>Expressing dissatisfaction with someone else’s behaviour.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>6.</td>
<td>Praising someone for good work.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>7.</td>
<td>Expressing anger at someone else’s carelessness.</td>
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<td>8.</td>
<td>Sulking over unfair treatment by a family member.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>9.</td>
<td>Blaming one another for family troubles.</td>
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<td>10.</td>
<td>Crying after an unpleasant disagreement.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>11.</td>
<td>Putting down other peoples interests</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>12.</td>
<td>Showing dislike for someone.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>13.</td>
<td>Seeking approval for an action.</td>
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<td>14.</td>
<td>Expressing embarrassment over a stupid mistake.</td>
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<td>15.</td>
<td>Going to pieces when tension builds up.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>16.</td>
<td>Expressing exhilaration after an unexpected triumph.</td>
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<td>17.</td>
<td>Expressing excitement over one’s future plans.</td>
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<td>18.</td>
<td>Demonstrating admiration.</td>
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<td>19.</td>
<td>Expressing sorrow when a pet dies</td>
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<td>20.</td>
<td>Expressing disappointment over something that didn’t work out.</td>
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<td>21.</td>
<td>Telling someone how nice they look.</td>
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<td>22.</td>
<td>Expressing sympathy for someone’s troubles</td>
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<td>23.</td>
<td>Expressing deep affection or love for someone.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>24.</td>
<td>Quarrelling with a family member.</td>
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<td>25.</td>
<td>Crying when a loved one goes away.</td>
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<td>never or rarely experience those feelings</td>
<td>moderately experience those feelings</td>
<td>very frequently experience those feelings</td>
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<td>26.</td>
<td>Spontaneously hugging a family member.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>27.</td>
<td>Expressing momentary anger over a trivial irritation.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>28.</td>
<td>Expressing concern for the success of other family members.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>29.</td>
<td>Apologising for being late.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>30.</td>
<td>Offering to do somebody a favour.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>31.</td>
<td>Snuggling up to a family member</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<td>32.</td>
<td>Showing how upset you are after a bad day.</td>
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<tr>
<td>33.</td>
<td>Trying to cheer up someone who is sad.</td>
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<tr>
<td>34.</td>
<td>Telling a family member how hurt you are</td>
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<tr>
<td>35.</td>
<td>Telling a family member how happy you are.</td>
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<td>36.</td>
<td>Threatening someone.</td>
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<td>37.</td>
<td>Criticising someone for being late.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>38.</td>
<td>Expressing gratitude for a favour.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>39.</td>
<td>Saying ‘I’m sorry’ when one realises one was wrong.</td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>40.</td>
<td>Surprising someone with a little gift or favour</td>
<td>1 2 3 4 5 6 7 8 9</td>
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HOW YOU DEAL WITH YOUR CHILD'S EMOTIONS

In the following items, think back to when your child was growing up. Please indicate on a scale from 1 (very unlikely) to 7 (very likely) the likelihood that you would have responded in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-7.

1  2  3  4  5  6  7
Very Unlikely      Medium      Very Likely

1. If my child became angry because he/she is sick or hurt and couldn't go to his/her friend's birthday party, I would have:
   a. send my child to his/her room to cool off 1 2 3 4 5 6 7
   b. got angry at my child 1 2 3 4 5 6 7
   c. helped my child think about ways that he/she can still be with friends (e.g., invite some friends over after the party) 1 2 3 4 5 6 7
   d. told my child not to make a big deal out of missing the party 1 2 3 4 5 6 7
   e. encouraged my child to express his/her feelings of anger and frustration 1 2 3 4 5 6 7
   f. soothed my child and do something fun with him/her to make him/her feel better about missing the party 1 2 3 4 5 6 7

2. If my child fell off his/her bike and broke it, and then got upset and cried, I would have:
   a. remained calm and not let myself get anxious 1 2 3 4 5 6 7
   b. comforted my child and tried to get him/her to forget about the accident 1 2 3 4 5 6 7
   c. told my child that he/she is over-reacting 1 2 3 4 5 6 7
   d. helped my child figure out how to get the bike fixed 1 2 3 4 5 6 7
   e. told my child it's ok to cry 1 2 3 4 5 6 7
   f. told my child to stop crying or he/she won't be allowed to ride his/her bike anytime soon 1 2 3 4 5 6 7

3. If my child lost some prized possession and reacted with tears, I would have:
   a. got upset with him/her for being so careless and then crying about it 1 2 3 4 5 6 7
   b. told my child that he/she is over-reacting 1 2 3 4 5 6 7
   c. helped my child think of places he/she hasn't looked yet 1 2 3 4 5 6 7
   d. distracted my child by talking about happy things 1 2 3 4 5 6 7
   e. told him/her it's ok to cry when you feel unhappy 1 2 3 4 5 6 7
   f. told him/her that's what happens when you're not careful 1 2 3 4 5 6 7
4. **If my child was afraid of injections and became quite shaky and teary while waiting for his/her turn to get a shot, I would have:**

   a. told him/her to shape up or he/she won't be allowed to do something he/she likes to do (e.g., watch TV) 1 2 3 4 5 6 7
   
   b. encouraged my child to talk about his/her fears 1 2 3 4 5 6 7
   
   c. told my child not to make big deal of the shot 1 2 3 4 5 6 7
   
   d. told him/her not to embarrass us by crying 1 2 3 4 5 6 7
   
   e. comforted him/her before and after the shot 1 2 3 4 5 6 7
   
   f. talked to my child about ways to make it hurt less (such as relaxing so it won't hurt or taking deep breaths). 1 2 3 4 5 6 7

5. **If my child was going over to spend the afternoon at a friend's house and became nervous and upset because I couldn't stay there with him/her, I would have:**

   a. distracted my child by talking about all the fun he/she will have with his/her friend 1 2 3 4 5 6 7
   
   b. helped my child think of things that he/she could do so that being at the friend's house without me wasn't scary (e.g., take a favourite book or toy with him/her) 1 2 3 4 5 6 7
   
   c. told my child to quit over-reacting and being a baby 1 2 3 4 5 6 7
   
   d. told the child that if he/she doesn't stop that he/she won't be allowed to go out anymore 1 2 3 4 5 6 7
   
   e. felt upset and uncomfortable because of my child's reactions 1 2 3 4 5 6 7
   
   f. encouraged my child to talk about his/her nervous feelings 1 2 3 4 5 6 7

6. **If my child was participating in some group activity with his/her friends and proceeds to make a mistake and then looked embarrassed and on the verge of tears, I would have:**

   a. comforted my child and try to make him/her feel better 1 2 3 4 5 6 7
   
   b. told my child that he/she is over-reacting 1 2 3 4 5 6 7
   
   c. felt uncomfortable and embarrassed myself 1 2 3 4 5 6 7
   
   d. told my child to straighten up or we'll go home right away 1 2 3 4 5 6 7
   
   e. encouraged my child to talk about his/her feelings of embarrassment 1 2 3 4 5 6 7
   
   f. told my child that I'll help him/her practice so that he/she can do better next time 1 2 3 4 5 6 7
7. If my child was about to appear in a recital or sports activity and became visibly nervous about people watching him/her, I would:
   a. helped my child think of things that he/she could do to get ready for his/her turn (eg., to do some warm-ups and not to look at the audience)  
   b. suggested that my child think about something relaxing so that his/her nervousness will go away  
   c. remained calm and not get nervous myself  
   d. told my child that he/she is being a baby about it  
   e. told my child that if he/she doesn't calm down, we'll have to leave and go home right away  
   f. encouraged my child to talk about his/her nervous feelings

8. If my child received an undesirable birthday gift from a friend and looked obviously disappointed, even annoyed, after opening it in the presence of the friend, I would have:
   a. encouraged my child to express his/her disappointed feelings  
   b. told my child that the present can be exchanged for something the child wants  
   c. NOT have been annoyed with my child for being rude  
   d. told my child that he/she is over-reacting  
   e. scolded my child for being insensitive to the friend's feelings  
   f. tried to get my child to feel better by doing something fun

9. If my child was panicky and couldn't go to sleep after watching a scary TV show, I would have:
   a. encouraged my child to talk about what scared him/her  
   b. got upset with him/her for being silly  
   c. told my child that he/she is over-reacting  
   d. helped my child think of something to do so that he/she can get to sleep (eg., take a toy to bed, leave the lights on)  
   e. told him/her to go to bed or he/she won't be allowed to watch any more TV  
   f. done something fun with my child to help him/her forget about what scared him/her
10. If my child was at a park and appeared on the verge of tears because the other children were mean to him/her and wouldn't let him/her play with them, I would have:

a. NOT got upset myself 1 2 3 4 5 6 7
b. told my child that if he/she starts crying then we'll have to go home right away 1 2 3 4 5 6 7
c. told my child it's ok to cry when he/she feels bad 1 2 3 4 5 6 7
d. comforted my child and try to get him/her to think about something happy 1 2 3 4 5 6 7
e. helped my child think of something else to do 1 2 3 4 5 6 7
f. told my child that he/she will feel better soon 1 2 3 4 5 6 7

11. If my child was playing with other children and one of them called him/her names, and my child then began to tremble and become tearful, I would have:

a. told my child not to make a big deal out of it 1 2 3 4 5 6 7
b. felt upset myself 1 2 3 4 5 6 7
c. told my child to behave or we'll have to go home right away 1 2 3 4 5 6 7
d. helped my child think of constructive things to do when other children tease him/her (eg., find other things to do) 1 2 3 4 5 6 7
e. comforted him/her and play a game to take his/her mind off the upsetting event 1 2 3 4 5 6 7
f. encouraged him/her to talk about how it hurts to be teased 1 2 3 4 5 6 7

12. If my child was shy and scared around strangers and consistently became teary and wanted to stay in his/her bedroom whenever family friends came to visit, I would have:

a. helped my child think of things to do that would make meeting my friends less scary (eg., to take a favourite toy with him/her when meeting my friends) 1 2 3 4 5 6 7
b. told my child that it is OK to feel nervous 1 2 3 4 5 6 7
c. tried to make my child happy by talking about the fun things we can do with our friends 1 2 3 4 5 6 7
d. felt upset and uncomfortable because of my child's reactions 1 2 3 4 5 6 7
e. told my child that he/she must stay in the living room and visit with our friends 1 2 3 4 5 6 7
f. told my child that he/she is being a baby 1 2 3 4 5 6 7
YOUR EMOTIONAL STYLE

Below are a series of statements, please circle the number (1= never, 2= seldom, 3= sometimes, 4= usually, 5= always) that is most indicative of the way you typically think, feel and act. That is, when considering a response, it is important not to think of the way you thought, felt, or acted in any one situation, rather how you typically think, feel or act. If you feel a statement does not apply to you, choose a response that gives the best indication of how you think you would typically think, feel or act.

1     2         3            4 5
never   seldom   sometimes usually always

1. I can tell how others are feeling
2. I generate positive moods and emotions within myself to get over being frustrated
3. Examination of feelings is useful in solving problems
4. When I’m anxious I can remain focused on what I am doing
5. I can tell whether others like each other or not
6. When I am under stress, I tend to get irritated by those around me
7. I find it difficult to talk about my feelings with others
8. I find it hard to determine how others are feeling from their body language alone
9. Difficult situations elicit emotions in me that I find hard to overcome
10. Others find it easy to pick up on how I am feeling
11. I find it difficult to keep from getting stressed-out when I am under a lot of pressure
12. My moods and emotions help me generate new ideas
13. I can tell how others feel by the tone in their voice
14. When I am anxious, I find it difficult to express this to others
15. I find it easy to influence the moods and emotions of those around me
16. I don’t easily pick-up on the emotional overtones of the environment
17. I can tell when others are trying to hide their true feelings
18. I try not to let my emotions guide me when problem solving

19. I find it easy to control my anger

20. I can describe my feelings on an issue to others

21. I don’t think it’s a good idea to use emotions to guide my decision making

22. I find it hard to identify if somebody is upset without them telling me

23. I find it hard to get people to cooperate with each other

24. I come-up with new ideas using rational thoughts rather than my moods and emotions

25. I find it hard to concentrate on a task when I’m really excited about something

26. I can portray how I am feeling to others through my body language

27. I find it hard to determine friendships between people I don’t know well

28. I overcome conflict with others by influencing their moods and emotions

29. I watch the way people react to things when I’m trying to build rapport with them

30. My problem solving is based on sound reasoning rather than feelings

31. I find it difficult to think clearly when I’m feeling anxious about something

32. I have trouble finding the right words to express how I feel

33. I find it difficult to get others excited about things

34. I can pick up on the emotional ‘overtone’ of a discussion

35. I attend to my feelings on a matter when making important decisions

36. I overcome anger by thinking through what’s causing it

37. Others know when I am worried
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<td>38.</td>
<td>I readily understand the reasons why I have upset someone</td>
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<td>39.</td>
<td>I find it hard to reduce anxiety in others</td>
<td>1 2 3 4 5</td>
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<td>40.</td>
<td>I weigh-up how I feel about different solutions to problems</td>
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<td>41.</td>
<td>I can be upset and still think clearly</td>
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<tr>
<td>42.</td>
<td>I find it hard to convey my anxiety to others</td>
<td>1 2 3 4 5</td>
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<td>43.</td>
<td>I can determine when other’s emotional reactions are inappropriate</td>
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<td>44.</td>
<td>I find it easy to comfort others when they are upset about something at work</td>
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<td>45.</td>
<td>Other’s facial expressions reveal a lot to me about the way they are feeling</td>
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<td>46.</td>
<td>I find it difficult to control strong emotions</td>
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<td>47.</td>
<td>Feelings should be kept at bay when making important decisions</td>
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<td>48.</td>
<td>I readily notice the ‘feel’ of different environments</td>
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<td>49.</td>
<td>When something gets me down I find it difficult to snap out of it</td>
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<td>I go with my ‘feelings’ when making important decisions</td>
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<td>51.</td>
<td>I can detect my emotions as I experience them</td>
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<tr>
<td>52.</td>
<td>When discussing an issue, I find it difficult to tell whether others feel the same way as me</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Thinking about how I felt in certain situations helps me remember them</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>54.</td>
<td>I can easily snap out of feeling down</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>55.</td>
<td>I find it hard to distinguish my emotions</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>56.</td>
<td>I can tell when someone feels the same way as myself about another person without actually discussing it</td>
<td>1 2 3 4 5</td>
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<tr>
<td>57.</td>
<td>I find it difficult to maintain positive moods and emotions when I’m under stress</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>When others get worked-up I stay out of their way</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
</tbody>
</table>
59. I find it hard to determine exactly how others feel about issues I have with them

60. When something goes wrong in my life, I find it difficult to remain positive

61. Others can easily tell how I feel

62. I try to keep emotions out of my decision making

63. I can tell when someone doesn’t really like me

64. When someone upsets me I think through what the person has said and find a solution

FINALLY, TWO IMPORTANT MEMORIES ABOUT EMOTIONS
We would like to ask some questions about how you have dealt with various difficult emotions in the past.

1. Can you recall a time/or significant incident in your life (can be childhood or adulthood memory) when you were either sad or angry or anxious. Briefly describe what happened, who was there and what was said.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

What were your thoughts and feelings?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Could others tell that you were sad/angry/anxious (circle applicable emotion)? If yes, how could they tell?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
What did you do to get over this feeling of sadness/anger/anxiety (circle applicable emotion)? Did this work for you?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. Can you give an example of a time/or a significant incident that your child was either sad or angry or anxious. Briefly describe what happened, who said and did what.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

How could you tell that your child was sad/angry/or anxious (circle applicable emotion)?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

How did you respond? What were your reactions, thoughts, feelings?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What did your child do to get over this feeling of sadness/anger/anxiety? Did this work?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Thank you for your participation!

In the future, we would like to follow up on adolescent functioning and how it is linked to the way families deal with emotions. If you are interested you can simply write your telephone number here............... Giving your telephone number in no way obligates you or your child in any way.
Dear Adolescents,

Emotion regulation is becoming recognised as one of the major factors influencing our relationships with others, as well as our daily functioning. One of the major ways we learn about emotion regulation is in our families. We would like to invite you to participate in a study of parents’ thoughts and feelings about their own and their children’s emotions. The purpose of this investigation is to better understand some of the factors that influence how children learn to regulate and manage their emotions. The survey given to you is a self-report questionnaire and should take about 15 minutes to complete. It asks you to report how you typically deal with emotions.

Information collected in this study will be reported in terms of descriptive statistics, so that results of any particular individual will not be identified. Consent forms are given to you and your parents to sign to give your informed consent in participating in the study. Once they have been returned they will be stored (quite separately from the questionnaires) and you will be given a survey package. The survey package includes three questionnaires, one for fathers, one for mothers and one for you. (Note: In cases where the school gives permission you may complete your survey within the school setting once you have received permission to participate). At least one parent (ideally both) should respond in relation to their child who answers the child survey (you). No identifying information will be sought on the questionnaire and your anonymity will be respected throughout. Separate reply-paid envelopes are provided for child and parents. You will note that the surveys each have a number on them. This is to enable parental surveys to be linked to their adolescents’ surveys, which have the same number. The numbers cannot be linked with your names, as no identifying information is requested. You are free to withdraw your consent at any stage throughout completing the questionnaires and discontinue your participation.

The results of the study, apart from being reported in thesis format, may also be published subsequently in a specialist journal article. Your anonymity in this study is guaranteed and your participation is completely voluntary. This means that you have the right to discontinue from this study at any time of the research procedures. The project has been cleared by the Swinburne Human Research Ethics Committee and researchers have had criminal record checks. Furthermore, you have the right to lodge a complaint if you feel that you have been treated unfairly during the research investigation.

**Procedure for complaints and help:**
If you have any questions relating to this study, entitled ‘‘Parents’ Meta-Emotion Philosophy, Emotional Intelligence and Relationship to Adolescent Emotional Intelligence’’ you can contact the investigator, Christiane Kehoe on 0417 360 726 or you can contact her academic
supervisor Dr Roslyn Galligan on 9214 5345. Should you (or your adolescent) feel the need to speak to a counsellor please call Kids Help Line 1800 55 1800.

In addition, if you would prefer to conduct the survey over the phone or in person, you can call Christiane to arrange a convenient time.

If you have a complaint about the way you were treated during this study, please write to:

The Chair, Human Research Ethics Committee
P.O. Box 218
Swinburne University of Technology
Hawthorn, Victoria 3122.

Thank you very much for your time. Your participation in this study is greatly appreciated.

Yours Sincerely

____________________
Christiane Kehoe

____________________
Dr. Roslyn Galligan

Date: _________________         Date: _________________
Adolescent Questionnaire

Age (yrs):__________

Gender: Male/female (circle)

Level of Education:__________
School: public/private co-ed/private single gender (circle)

Below are a series of statements, please indicate on the response scale (1= very seldom to 5 = very often) how accurate the statement is of the way you typically think, feel and act. Try to be truthful about yourself and do not answer in a way that you think sounds good or acceptable. There are no right or wrong ways to feel in any one given situation, rather we are interested in the way you typically deal with emotions. In general try not to spend too long thinking about responses. Most often the first answer that occurs to you is the most accurate.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very seldom</td>
<td>seldom</td>
<td>sometimes</td>
<td>often</td>
<td>very often</td>
</tr>
</tbody>
</table>

1. I can tell how others are feeling.
2. I try to make myself feel happy to get over being stressed or frustrated.
3. I use my ‘gut feelings’ when I try to solve problems.
4. I can still stay focussed when I get worried.
5. I can tell if others like each other or not.
6. When I am stressed, I get annoyed by people around me.
7. I find it hard to talk about my feelings to other people.
8. I find it hard to tell how others are feeling just from their ‘body language”.
9. Difficult situations bring out feelings in me that are hard to deal with.
10. Others find it easy to tell how I am feeling.
11. I get stressed-out when I am under a lot of pressure.
12. I use my feelings to help me find new ideas.
13. I can tell how others feel by the tone of their voice.
14. When I get worried, I find it hard to tell other people. 1 2 3 4 5
15. I find it easy to change other people’s feelings. 1 2 3 4 5
16. I don’t easily pick-up on the ‘vibe’ of the place I’m in. 1 2 3 4 5
17. I can tell when other people are trying to hide their true feelings. 1 2 3 4 5
18. When I try to solve problems I keep my feelings out of it. 1 2 3 4 5
19. I find it easy to control my anger and calm down. 1 2 3 4 5
20. I can tell others how I feel about things. 1 2 3 4 5
21. I don’t think it’s a good idea to listen to my feelings when I make a decision. 1 2 3 4 5
22. I find it hard to tell if somebody is upset if they don’t say it to me. 1 2 3 4 5
23. I find it hard to get people to ‘get along’ with each other. 1 2 3 4 5
24. I come-up with new ideas by logic and clear thinking instead of using my moods or feelings. 1 2 3 4 5
25. I find it hard to stay focussed if I am really excited about something. 1 2 3 4 5
26. I can show people how I am feeling through my ‘body language’. 1 2 3 4 5
27. I find it hard to tell how people feel about each other. 1 2 3 4 5
28. I solve my problems using logic and clear thinking instead of feelings. 1 2 3 4 5
29. I find it hard to think clearly when I am worried about something. 1 2 3 4 5
30. I find it hard to say how I feel. 1 2 3 4 5
31. I find it hard to make others excited about things 1 2 3 4 5
32. I can pick up on what the ‘vibe’ is when other people are talking about something. 1 2 3 4 5
33. I listen to my feelings when making important decisions. 1 2 3 4 5
34. Other people know when I am worried or stressed. 1 2 3 4 5
35. When I have upset someone I understand why they are upset with me. 1 2 3 4 5
36. I find it hard to calm people down when they are worried or stressed. 1 2 3 4 5
37. I can still think clearly when I’m upset. 1 2 3 4 5
38. I find it hard to let others know that I am worried or stressed. 1 2 3 4 5
39. I can tell when another person’s feeling or reactions don’t ‘fit’ or make sense with what is happening. 1 2 3 4 5
40. I can make my friends relax when they get stressed. 1 2 3 4 5
41. The look on other people’s faces tells me a lot about the way they are feeling. 1 2 3 4 5
42. I find it hard to control really strong emotions. 1 2 3 4 5
43. You should stop your feelings from having a big influence over any important decisions.  
44. I easily notice the ‘feel’ or atmosphere of different situations and places.  
45. When something gets me down I find it difficult to snap out of it.  
46. I trust my feelings when I make important decisions.  
47. I am good at knowing what my feelings are.  
48. When I talk about something, it is hard to tell if other people feel the same way as me.  
49. I can easily ‘snap’ myself out of feeling down or sad.  
50. I can tell when someone feels the same way as me about other people without talking about it to them.  
51. I find it hard to stay ‘positive’ when I get stressed or worried.  
52. When I’m upset with someone I find it hard to tell how they might be feeling.  
53. When things go wrong in my life, I find it hard to stay ‘positive’.  
54. Other people seem to find it easy to tell how I feel about things.  
55. I try to keep my feelings out of the decisions I make.  
56. I can tell when someone doesn’t really like me.  
57. When someone upsets me, I think about what they said and then usually find a solution.  

Thank you for your participation!
Consent form

Parents’ Meta-Emotion Philosophy, Emotional Intelligence and Relationship to Adolescent Emotional Intelligence

**Please note**: This form must be signed by both you and your son/daughter if you are both interested to take part in this study. It must be returned separately before you or your child can receive the questions. You may change your mind at any time.

**Consent of Parent(s) to participate in the study**

I ______________________ have read the information about the study and understand what will be required of me. Any questions I have asked have been answered to my satisfaction. I also understand that I may withdraw from the study at any time and that I may withdraw my permission for my son/daughter to participate at any time.

**Consent of Parent/Guardian for adolescent son/daughter to participate in study**

I ______________________ (name) have read the information about the study and understand what will be required of my son/daughter. Any questions I have asked have been answered to my satisfaction. I also understand that my son/daughter may withdraw from the study at any time and that I may withdraw my permission for him/her to participate at any time.

I agree that results of the study may be published or provided to other researchers on the condition that anonymity and confidentiality is preserved and that my son/daughter cannot be identified.

Thus, I give permission for my son/daughter ______________________ (name) to participate in this study of Parents Meta-Emotion Philosophy, Emotional Intelligence and Relationship to Adolescent Emotional Intelligence.

SIGNATURE…………………………………DATE………………………
Consent of Adolescent

I ________________ (name) have read (or have had read to me) the above information about the study and understand what I have to do. Any questions I have asked have been answered and I understood and am happy with the answers. I also understand that I can stop doing the study at any time if I change my mind.

I agree that results of the study may be published or given to other researchers on the condition that anonymity and confidentiality is preserved and that I cannot be identified.

Thus, I agree to participate in this study of Parents Meta-Emotion Philosophy, Emotional Intelligence and Relationship to Adolescent Emotional Intelligence.

SIGNATURE……………………………… . .DATE…………………… . .

Investigators:
Dr Roslyn Galligan     Christiane Kehoe
Senior Investigator and Lecturer    Swinburne University Honours Student
Appendix B: Testing the Mediating Model in Relation to Specific Aspects of Adolescents’ EI

Further analyses were conducted to see if mediating models might hold in relation to specific aspects of adolescents’ EI rather than their total EI. However, they too were largely unsuccessful, with only two mediation effects found (see figure 5 and 6). As can be seen in figure 5, a significant mediating effect was found for parents’ EI (predictor), meta-emotion philosophy (mediator) and one aspect of adolescent EI, emotional recognition and expression (outcome)\(F(2,88) = 9.12, p<.001\) explaining 17% of the variance in adolescent emotional recognition and expression.

![Diagram of mediation model](image)

Figure 5

The mediation effect of parents’ EI and meta-emotion philosophy on adolescent emotional recognition and expression. Note: Standardised beta weights shown; ***\(p<.001\).

Secondly, (see figure 6), problem-focused practices were found to significantly mediate the relationship between parents’ EI (predictor) and adolescents’ understanding
of emotions external (outcome) $[F(2,88)= 5.40, p< .01]$, which explained 11% of the variance in adolescent understanding of emotions external.

Figure 6

The mediation effect of parents’ EI and problem-solving practices on adolescent understanding emotions external. Note: Standardised beta weights shown: **p<.01, ***p<.001.