

EWA ŁODYGOWSKA, MAGDALENA CHEĆ

University of Szczecin, Institute of Psychology

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND RETROSPECTIVE RATINGS OF PARENTING ATTITUDES

Abstract: Introduction: Emotional intelligence can be determined by various factors related to the functioning of the family and the parents, including the parenting attitudes they display. Prior research confirms the relationship between some parenting attitudes and children's emotional intelligence, though it has chiefly focused on adolescents. The aim of the presented research was to determine whether a relationship between emotional intelligence and parenting attitudes retrospectively evaluated by young adults exists, while taking into consideration the parent's and the child's gender, as well as the family characteristics.

Method: Two hundred and fifty seven young adults, aged 20–25, students of various universities, were tested with the Emotional Intelligence Questionnaire (INTE) by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim, adapted into Polish and standardized by Jaworowska and Matczak, as well as with the Retrospective Evaluation of Parenting Attitudes Questionnaire (KPR-Roc)

by Plopa. The study also controlled for demographic factors.

Results: A positive relationship exists between the mothers' attitudes of acceptance/rejection and autonomy and their daughters' emotional intelligence and ability to utilize emotions in thinking and behavior. No relationship between the mothers' parenting attitudes and the young women's ability to recognize emotions was found. A weak relationship between the mothers' attitude of acceptance and their sons' emotional intelligence exists. Participants from conjugal families rated their mothers' attitudes of acceptance/rejection, demands, and lack of consistency, as well as their fathers' attitudes of acceptance/rejection, autonomy, and lack of consistency more favorably than did participants from non-conjugal families. The relationship between parenting attitudes and children's emotional intelligence can be determined by the type of the family of origin.

Keywords: emotional intelligence, parenting attitudes.

INTRODUCTION

Emotional intelligence is a significant factor determining individual psychosocial functioning, not only by shaping emotional experiences and reactions, but also by influencing the social, cognitive, and motivational-volitional spheres (Bar-On, 1997; Matczak, Knopp, 2013; Salami, 2010). The literature points to the role of emotional

intelligence in shaping one's sense of self-worth and agency, locus of control, and the ability to cope with difficult life events (Mućko, 2009; Skrzelińska, 2009; Wiczorek 2008, qtd. in: Matczak, Knopp, 2013).

Although the concept of emotional intelligence has gained popularity during the first half of the 1990s, a unified definition of this construct has not been proposed yet. Authors describe this construct in various ways. Moreover, they define it differently in their works (Jaworowska, Matczak, 2008). Thus, the definitions of emotional intelligence present in the literature have a varied character: narrow, limited to emotional processing abilities, or broader, emphasizing the role of emotional intelligence (understood both as a set of abilities and as a process) for adaptive socio-emotional functioning. In general, two types of emotional intelligence models are outlined in the literature: 1) the so-called mixed model, being a compilation of specific skills of emotion identification, expression, and control with personality traits and other skills, e.g., ones related to motivation; 2) the so-called mental ability model (also called the scientific model), in which emotional intelligence is treated as a separate set of mental abilities (Mayer, Salovey, Caruso, 2000; Sadowska, Brachowicz, 2008).

The most well-known mixed models are those by Reuven Bar-On (1997, 2000, 2001) and Daniel Goleman (1997) – both authors describe emotional intelligence as a set of competences and personality traits that allow for understanding and expression of the self, understanding of others, and coping with the demands and pressures of the environment.

It is worth noting that in contrast to mixed models, which combine emotion “processing” skills with other abilities and traits, the mental ability model, exemplified by Peter Salovey and John D. Mayer's (1990) concept, treats emotional intelligence as a separate set of mental abilities. Salovey and Mayer (Mayer, DiPaolo, Salovey, 1990; Salovey, Mayer, 1990) consider emotional intelligence as an element of a wider category of social intelligence. They define emotional intelligence as the ability to recognize and identify feelings and emotions (both in self and others), differentiate between them, and use the information obtained this way in directing thinking and behavior. Though the authors initially outlined three main groups of emotional intelligence components (Mayer et al., 1990; Salovey, Mayer, 1990), they finally decided to distinguish four groups of factors, related to various types of emotion recognition, utilization in other processes (e.g., thinking), understanding and use, as well as control and regulation abilities (Mayer, Salovey, 1997; Mayer et al., 2000). It is worth adding here that factor analyses of research data have not always unequivocally confirmed the existence of these four emotional intelligence components (Ciarrochi, Chan, Caputi, 2000; Mayer, Caruso, Salovey, 1999; Palmer, Gignac, Manocha, Stough, 2005; Rossen, Kranzler, Algina, 2008), though they have proven the existence of the general factor of emotional intelligence (Ciarrochi et al., 2000; Mayer et al., 1999; Palmer et al., 2005).

Regardless of the assumed definition of emotional intelligence, its developmentally varied character is underscored, as emotional intelligence changes dynamically with age, developing most intensively in childhood, adolescence, and young adulthood (Mayer et al., 1999; Matczak, Knopp, 2013). Thus, in studying the determinants of emotional intelligence, various researchers are looking towards the family (Ciarrochi, Chan, Bajgar, Lopes, Salovey, Straus, 2003; Mayer et al., 1999).

Examining the relationships between emotional intelligence and parental behaviors also leads to the question of the role of parenting attitudes in the develop-

ment of this ability. A detailed presentation of the definitions and classifications of parenting attitudes, already well described in the literature (see, e.g., Ziemska, 1973; Kanner, qtd. in: Przetacznik-Gierowska, Włodarski, 1994; Plopa, 1987, 2008b, 2011) does not seem warranted, though it is worth mentioning that parenting attitudes play a crucial role in the child's appropriate functioning and in shaping its beliefs about self and the world (Braun-Gałkowska, 1986; Chęć, Łodygowska, 2010; Plopa, 2011).

Parents displaying given attitudes are, consciously or otherwise, modeling the child's behavior, as well as shaping its way of perceiving and interpreting reality. By showing acceptance (or not) and simultaneously delineating areas of autonomy, they can facilitate its openness to experience and spontaneity or, on the contrary – limit the expression thereof and, in extreme cases – negate its emotions, promoting rigidity in their experience and display. Thus, the way the parents react, determined by their parenting attitude, not only influences the child's behavior, but also the development of its ability to recognize and control its emotions and utilize them in everyday life (Jaworowska, Matczak, 2008; Plopa, 2011).

The relationship between parenting attitudes and emotional intelligence was the subject of Polish studies (mainly on adolescents) which confirmed some of the relations between parenting attitudes of the mothers and fathers and emotional intelligence of their sons and daughters (Godyk, 2002; Gromek, 2006; Klepa, 2005; Koziół, 2002, qtd. in: Jaworowska, Matczak, 2008; Knopp, 2007; Martowska, 2012). It is also worth noting that the results of these studies are not fully conclusive: They sometimes pointed to the role of the fathers' attitudes in shaping the sons' emotional intelligence (Koziół, 2002, qtd. in: Jaworowska, Matczak, 2008), the role of both parents' attitudes in case of men's emotional intelligence (Klepa, 2005, qtd. in: Jaworowska, Matczak, 2008), or to the significant role of the mothers' attitudes (Gromek, 2006, qtd. in: Jaworowska, Matczak, 2008). It must be highlighted that these studies were often carried out on relatively small samples and using different methods of assessing parenting attitudes.

There are relatively few results concerning the relationship between young adults' ratings of parenting attitudes and their emotional intelligence. Nevertheless, it is a significant period in which young people begin creating their own independence, making independent decisions and choices based on their own values, traits, and needs – the parents' behaviors seem to lessen in importance in this context. On the other hand, however, during this time young adults assume a range of new social roles (including parental roles) in which they can still rely on the models and examples from their family of origin. Thus, the function of parenting attitudes seems twofold – first, they influence the developmentally shaped emotional intelligence of the children (see Plopa, 2008b, 2011; Strzelczyk-Muszyńska, 2010), and second – subjectively evaluated by the adult children, they can determine their emotional and social functioning in new life roles, increasing the need to identify with the environment of origin (Rostowska, 1995) or the need to distance themselves from it.

The presented research focused on a sample of young adults, seeking a relationship between their emotional intelligence and their retrospective ratings of their parents' attitudes.

METHOD

Research questions and hypotheses

The aim of the presented research was to verify whether a relationship exists between emotional intelligence and young adults' retrospective ratings of parental attitudes. The following hypotheses were put forward:

H1: There is a relationship between retrospective ratings of parenting attitudes made by young adults and their emotional intelligence.

H2: The relationship between parenting attitudes and emotional intelligence is moderated by the gender of the parent and the child¹⁾.

Additionally, the following research question was formulated: Is the relationship between emotional intelligence and parenting attitudes different in conjugal as opposed to non-conjugal (single-parent, separated and reconstructed) families.

Participants

The sample consisted of 257 students of various majors, aged 20–25 ($M = 22.5$), 49.4% men ($N = 127$) and 50.6% women ($N = 130$). The participants were all citizens of northern and northwestern Poland – 56% ($N = 144$) lived in large cities (over 100 thousand citizens), 17% ($N = 43$) lived in towns between 10 and 100 thousand citizens, 10% ($N = 26$) lived in small towns up to 10 thousand citizens, and 17% ($N = 44$) lived in rural villages.

75.5% ($N = 194$) of the sample were brought up in a conjugal family, 3.5% ($N = 9$) in a non-conjugal family (single-parent from birth), 9.3% ($N = 24$) in a separated family, and 11.7% ($N = 30$) in a reconstructed family. Among the 257 participants, four were unable to complete the questionnaire about their mothers, and 11 – about their fathers, claiming they do not know that parent at all or have no contact with them.

Among the mothers of the participants, the majority had a higher (43.6%) and secondary (31.9%) education, while among fathers, those with a vocational (41.6%), secondary (28%), and higher (27%) education were the most numerous.

Materials

The following tools were used in the study:

1. A demographic data questionnaire.
2. The Emotional Intelligence Questionnaire (INTE) by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim, adapted into Polish and standardized by Jaworowska and Matczak. The questionnaire consists of 33 statements, most of which can be classified as concerning skills or abilities. The character of the INTE items is largely consistent with Salovey and Mayer's concept and the assumption that emotional intelligence is comprised of various abilities. Aside from the general emotional intelligence (EI) score, the INTE measures two separate factors: I (CZ-1) – reflecting the ability to utilize emotions to support thinking and behav-

¹⁾ The term “child” is used here in the context of a social role rather than developmental age.

- ior; II (CZ-2) – referring to the ability to recognize emotions. The questionnaire is characterized by good reliability – satisfactory internal consistency (Cronbach’s α : 0.82–0.91), unconditional stability (test-retest method: 0.71–0.75), and sufficient validity (Jaworowska, Matczak, 2008).
3. The Retrospective Evaluation of Parenting Attitudes Questionnaire (KPR-Roc) by Plopa. At least two methodological approaches to the study of parenting attitudes exist in the psychological literature. The first is centered around analyzing the information gained directly from the parents, e.g., through interviews and questionnaires, and the second is based on the children’s reports (Goldin, 1969; Plopa, 2011). The present research has taken the second approach, examining the reports and feelings of young adults. The questionnaire consists of 100 items (50 relating to the mother and 50 relating to the father) describing the parenting attitudes distinguished by Plopa (2008a): 1) acceptance/rejection (M-AKC – mother; O-AKC – father); 2) demanding (M-WYM – mother; O-WYM – father); 3) autonomy (M-AUT – mother, O-AUT – father); 4) lack of consistency (M-NIEK – mother, O-NIEK – father); 5) overprotection (M-OCHR – mother, O-OCHR – father); The questionnaire is characterized by good reliability (the results for individual subscales are in the range of 0.86 to 0.90) and theoretical validity (Plopa, 2008a).

Procedure

Participant selection was random (the “snowball” method). All participants gave their consent and the research was carried out in accordance with ethical guidelines.

The statistical analysis used the pairwise correlation analysis, Mann-Whitney’s U test for independent samples, and the Fisher transformation (r -to- z), allowing for determining the significance of difference between two correlation coefficients (Ferguson, Takane, 2003; Ścibor-Rylski, 2007).

RESULTS

The descriptive statistics are presented in Table 1.

In order to verify the H1 which assumes the existence of a relationship between young adults’ emotional intelligence and their retrospective ratings of parenting attitudes, a pairwise correlation analysis was carried out and Spearman’s ρ coefficient was calculated (see Table 2).

The analysis confirmed the relationship between some parenting attitudes (accepting and autonomous attitudes of the mother and father, and inconsistent attitude of the mother) and the general level of EI, as well as the relationship between some parenting attitudes and factors of emotional intelligence (see Table 2), therefore H1 can be partially confirmed.

The statistical analysis was expanded to include the child and the parent’s gender (see Table 3) which allowed to clarify the found relations.

An in-depth analysis revealed that none of the fathers’ attitudes were significantly related to the sons’ and daughters’ EI nor to its components. The previously outlined relationships (see Table 2) were of weak strength ($\rho \leq 0.20$), and their statistical significance could stem from the sample size (Kośny, Peternek, 2011).

TABLE 1
Descriptive statistics of the analyzed variables

| | | All N = 257 | | Men N = 127 | | Women N = 130 | |
|--------------------|--------|----------------|-------|----------------|-------|------------------|-------|
| | | M | SD | M | SD | M | SD |
| IE | IE | 123.56 | 20.27 | 120.91 | 22.28 | 126.15 | 17.80 |
| | CZ-1 | 62.14 | 10.52 | 60.91 | 11.60 | 63.35 | 9.24 |
| | CZ-2 | 42.97 | 8.24 | 41.98 | 9.01 | 43.93 | 7.31 |
| | | All N = 253 | | Men N = 125 | | Women N = 128 | |
| | | M | SD | M | SD | M | SD |
| Maternal attitudes | M-AKC | 39.73 | 8.66 | 38.98 | 8.36 | 40.46 | 8.93 |
| | M-WYM | 26.28 | 9.49 | 26.29 | 8.34 | 26.28 | 10.53 |
| | M-AUT | 37.67 | 8.58 | 37.45 | 8.63 | 37.89 | 8.56 |
| | M-NIEK | 23.22 | 9.91 | 23.10 | 9.18 | 23.34 | 10.61 |
| | M-OCH | 34.89 | 7.71 | 34.22 | 7.76 | 35.55 | 7.65 |
| | | All N = 246 | | Men N = 121 | | Women N = 125 | |
| | | M | SD | M | SD | M | SD |
| Paternal attitudes | O-AKC | 35.58 | 10.66 | 34.86 | 9.67 | 36.28 | 11.54 |
| | O-WYM | 27.59 | 10.39 | 27.87 | 9.33 | 27.32 | 11.36 |
| | O-AUT | 35.74 | 9.62 | 35.77 | 9.27 | 35.71 | 9.98 |
| | O-NIEK | 26.02 | 10.22 | 25.42 | 9.04 | 26.59 | 11.26 |
| | O-OCH | 27.04 | 8.61 | 26.55 | 8.41 | 27.52 | 8.81 |

Source: The authors' own elaboration.

TABLE 2
Analysis of Spearman's correlations between EI and parenting attitudes

| Parenting attitudes | | Emotional intelligence | | |
|---------------------|------------------|------------------------|--------------|-------------|
| | | EI | CZ-1 | CZ-2 |
| Maternal attitudes | M-AKC (N = 253) | .22** | .21** | .14* |
| | M-WYM (N = 253) | -.11 | -.12 | -.05 |
| | M-AUT (N = 253) | .19** | .21** | .09 |
| | M-NIEK (N = 253) | -.14* | -.10 | -.09 |
| | M-OCH (N = 253) | .01 | -.00 | .04 |
| Paternal attitudes | O-AKC (N = 246) | .18** | .17** | .11 |
| | O-WYM (N = 246) | -.04 | -.03 | -.01 |
| | O-AUT (N = 246) | .15* | .15* | .09 |
| | O-NIEK (N = 246) | -.04 | -.04 | .00 |
| | O-OCH (N = 246) | .10 | .09 | .03 |

*p < .05; **p < .01

Source: The authors' own elaboration.

TABLE 3

Analysis of Spearman's correlations between EI and parenting attitudes by broken down by gender

| Parenting attitudes | | EI | | CZ-1 | | CZ-2 | |
|---------------------|--------|----------------|------------------|----------------|------------------|----------------|------------------|
| | | Men N = 125 | Women N = 128 | Men N = 125 | Women N = 128 | Men N = 125 | Women N = 128 |
| Maternal attitudes | M-AKC | .18* | .23** | .14 | .26** | .16 | .09 |
| | M-WYM | -.03 | -.17 | -.01 | -.21* | .01 | -.10 |
| | M-AUT | .11 | .27** | .11 | .30** | .05 | .12 |
| | M-NIEK | -.10 | -.18* | -.04 | -.16 | -.05 | -.13 |
| | M-OCH | .09 | -.09 | .07 | -.10 | .11 | -.03 |
| | | Men N = 121 | Women N = 125 | Men N = 121 | Women N = 125 | Men N = 121 | Women N = 125 |
| Paternal attitudes | O-AKC | .17 | .15 | .15 | .17 | .17 | .03 |
| | O-WYM | .07 | -.11 | .06 | -.10 | .03 | -.01 |
| | O-AUT | .14 | .15 | .15 | .15 | .14 | .03 |
| | O-NIEK | -.00 | -.07 | .01 | -.08 | -.02 | .02 |
| | O-OCH | .14 | .05 | .12 | .04 | .07 | -.04 |

** $p < .01$; * $p < .05$

Source: The authors' own elaboration.

The analysis confirmed the relationship between some attitudes of mothers and the emotional intelligence of daughters – daughters demonstrating higher levels of EI and a higher ability to use emotions in thinking and behavior rated their mothers higher in terms of acceptance and granting rights to autonomy and self-determination. In addition, a significant, although small, relationship emerged between the mothers' lack of consistency and the daughters' lower emotional intelligence. However, there was no relation between the attitudes of mothers and the ability of young women to recognize emotions (CZ-2).

In the case of men, the accepting attitude of mothers was significantly associated with their sons' general emotional intelligence (see Table 3), though it is worth mentioning that the correlation coefficient value remained low ($r_{ho} \leq 0.20$).

Therefore, there are grounds for partial confirmation of H2 which assumes that the relationship between parenting attitudes and emotional intelligence is moderated by the gender of the parent and the child, though maternal attitudes are important in this relationship.

The next analysis compared participants from conjugal and non-conjugal families (Table 4). Due to the random selection of participants, unequal groups were obtained ($Chi^2(N = 257.1) = 66.77$; $p < 0.001$) – 194 participants from conjugal and 63 from non-conjugal families (single-parent, separated and reconstructed). The analysis with the non-parametric Mann-Whitney's U test revealed that the compared groups differed in the assessment of their mothers' (acceptance/rejection, demanding, lack of consistency) and fathers' attitudes (acceptance/rejection, autonomy, lack of consistency), with parents in conjugal families assessed more favorably than in non-conjugal ones (see Table 4).

TABLE 4

Comparison of the analyzed variables between participants from conjugal and non-conjugal families

| | | Conjugal family N = 194 | | Non-conjugal family N = 63 | | Mann-Whitney's U | |
|------------------------|--------|----------------------------|-------|-------------------------------|-------|------------------|-------|
| | | M | SD | M | SD | z | p |
| Emotional intelligence | EI | 123.33 | 19.78 | 124.27 | 21.89 | -.67 | .501 |
| | CZ-1 | 62.16 | 10.15 | 62.10 | 11.69 | -.27 | .789 |
| | CZ-2 | 42.64 | 8.22 | 43.97 | 8.30 | -1.43 | .152 |
| | | Conjugal family N = 194 | | Non-conjugal family N = 59 | | | |
| | | M | SD | M | SD | | |
| Maternal attitudes | M-AKC | 40.48 | 8.38 | 37.32 | 9.21 | -2.50* | .013 |
| | M-WYM | 25.69 | 9.50 | 28.18 | 9.31 | -1.97* | .049 |
| | M-AUT | 37.67 | 8.54 | 37.67 | 8.79 | -.11 | .909 |
| | M-NIEK | 22.44 | 9.72 | 25.72 | 10.19 | -2.22* | .026 |
| | M-OCH | 35.37 | 7.40 | 33.37 | 8.56 | -1.63 | .104 |
| | | Conjugal family N = 194 | | Non-conjugal family N = 52 | | | |
| | | M | SD | M | SD | | |
| Paternal attitudes | O-AKC | 37.13 | 9.65 | 29.94 | 12.29 | -3.78*** | <.001 |
| | O-WYM | 27.13 | 10.15 | 29.25 | 11.19 | -1.10 | .272 |
| | O-AUT | 36.90 | 8.68 | 31.53 | 11.62 | -2.95** | .003 |
| | O-NIEK | 24.75 | 9.63 | 30.64 | 11.05 | -3.43** | .001 |
| | O-OCH | 27.52 | 8.25 | 25.32 | 9.72 | -1.56 | .118 |

^Ap < 0,10 (statistical tendency); * p < .05; ** p < .01; *** p < .001

Source: The authors' own elaboration.

In order to verify the nature of the relationship between EI and its components and attitudes of parents of participants from conjugal and non-conjugal families, a pairwise correlation analysis was conducted again (Table 5).

Due to the unequal sample sizes, it was not justified to base the further analysis only on the significance of the correlation coefficients, hence, the *post-hoc* pairwise comparison using the Fisher transformation (Ferguson, Takane, 2003) was conducted to estimate the differences between the strength of the correlation coefficients (see Table 5).

The analysis revealed that the relationship between parenting attitudes and EI, as well as its factors, is generally similar in conjugal and non-conjugal families, although isolated differences emerged. The nature of the relationships between inconsistent maternal attitudes and EI of children from two separate family types was different (see Table 5) – for children from conjugal families, inconsistent attitudes of mothers in-

TABLE 5
Analysis and comparison of Spearman's correlation coefficients between EI and parenting attitudes between family types.

| Parenting attitudes | EI | | CZ-1 | | CZ-2 | | <i>p</i> | <i>z</i> | <i>p</i> | <i>z</i> | <i>p</i> |
|---------------------|---------------------|------------------------|---------------------|------------------------|---------------------|------------------------|----------|-------------------|----------|----------|----------|
| | Conjugal N = 194 | Non-conjugal N = 59 | Conjugal N = 194 | Non-conjugal N = 59 | Conjugal N = 194 | Non-conjugal N = 59 | | | | | |
| M-AKC | .23** | .25 | .21** | .26* | .17* | .11 | .728 | .37 | .728 | .38 | .687 |
| M-WYM | -.17* | .07 | -.17* | .02 | -.10 | .11 | .207 | 1.23 | .207 | 1.42 | .165 |
| M-AUT | .22** | .12 | .22** | .20 | .14 | -.05 | .890 | .11 | .890 | 1.24 | .209 |
| M-NIEK | -.22** | .09 | -.17* | .11 | -.14 | .04 | .063 | 1.85 ^A | .063 | 1.18 | .234 |
| M-OCH | -.04 | .17 | -.05 | .16 | .03 | .15 | .164 | 1.39 | .164 | .81 | .425 |
| | Conjugal N = 194 | Non-conjugal N = 52 | Conjugal N = 194 | Non-conjugal N = 52 | Conjugal N = 194 | Non-conjugal N = 52 | <i>p</i> | <i>z</i> | <i>p</i> | <i>z</i> | <i>p</i> |
| O-AKC | .23** | .11 | .21** | .10 | .17* | .06 | .458 | .71 | .458 | .66 | .463 |
| O-WYM | -.09 | .11 | -.12 | .25 | .00 | -.06 | .013 | 2.33* | .013 | .38 | .693 |
| O-AUT | .24** | -.02 | .25** | -.08 | .15* | .00 | .027 | 2.06* | .027 | .91 | .320 |
| O-NIEK | -.11 | .18 | -.12 | .22 | -.05 | .11 | .023 | 2.15* | .023 | .98 | .291 |
| O-OCH | .09 | .19 | .04 | .24 | .04 | .06 | .178 | 1.24 | .178 | .13 | .895 |

^A*p* < 0.10 (statistical tendency); **p* < .05; ***p* < .01

Source: The authors' own elaboration.

creased the risk of lower emotional intelligence, while for children from non-conjugal families such a relationship did not occur.

Interesting observations were revealed in the relationship between paternal attitudes and children's ability to use emotions in thinking and behavior (CZ-1) – in non-conjugal families, the fathers' overly demanding and inconsistent attitudes did not limit this ability. In addition, the differences in the relationship between the ability to use emotions in thinking and behavior (CZ-1) and giving autonomy by fathers were significant across family types – for adult children from conjugal families, this relationship was significant and positive, while from children from non-conjugal families, it remained negative and insignificant (see Table 5). At the same time, it is worth noting that the results should be interpreted with caution, as the internal heterogeneity of the group defined as “non-conjugal family” may be a limitation – it included participants raised by single parents, as well as participants from separated families (without specifying the child's age at the time of the family's separation) and reconstructed families; the gender of the child and the parent were not considered. Therefore, it is worthwhile to expand research in this area with greater control of the above variables.

DISCUSSION

The results obtained in the study confirmed the relationship between some parenting attitudes (regardless of the gender of children and parents) and emotional intelligence and its factors, which is in line with global reports indicating the relationship between warmth and support provided by parents and emotional intelligence of children (Ciarrochi et al., 2001; Lopes et al., 2003; Mayer et al., 1999). The study confirmed the relationship between the mothers' attitude of acceptance and higher emotional intelligence in children. Additionally, it showed that the mothers' attitude of acceptance is related to the general emotional intelligence of their sons and daughters and their daughters' ability to use emotions in practice. The obtained results are consistent with other reports (although they mainly concerned adolescents) (Gromek, 2006; Klepa, 2005; Kozioł, 2002, qtd. in: Jaworowska, Matczak, 2008; Knopp, 2007). It should be noted that in the case of sons, the aforementioned relationships were small, which may suggest that maternal attitudes do not directly affect their emotional intelligence, but strengthen other factors determining its development (Ciarrochi et al., 2001) or – it is not so much parenting attitudes as other maternal characteristics that determine the development of the sons' emotional intelligence (cf. Rostowska, 2003; Sukiennik, 2016).

The relationships between the attitudes of the fathers (acceptance/rejection and autonomy), although statistically significant, were quite weak and ceased to be significant when the children's gender was included. Does this mean that paternal attitudes are not important for the development of emotional intelligence? This issue certainly requires deeper exploration, as the results of other studies do not provide unequivocal results (Gromek, 2006; Klepa, 2005; Kozioł, 2002, qtd. in: Jaworowska, Matczak, 2008; Knopp, 2007).

The obtained results are thought-provoking, as there is no doubt that some maternal attitudes are connected with the emotional intelligence of children (mainly daughters), but the fact that these relationships are not stronger and do not apply to all parenting attitudes is intriguing. An attempt to explain these results can be made

by referring to the multi-level model of emotional intelligence development proposed by Zeidner (Zeidner, 2008; Zeidner, Matthews, Reoberts, MacCann, 2003). Zeidner assumed that biologically determined temperamental features constitute the basis for emotional intelligence development as well as its “environment”. By determining the attentional processes and intensity of emotional experience, temperament influences the strategies of emotional regulation. The second level consists of the processes of acquiring emotional competences (assimilating the rules of emotion recognition and expression), which are the result of temperament and socialization attained from significant others. The third level is related to the processes of developing self-aware and strategic behavior regulation – the acquisition of skills in this area occurs through direct training and learning from significant others.

Therefore, in the context of the model proposed by Zeidner, parenting attitudes only partially influence the emotional intelligence development of children, since this process is also conditioned by biological factors (temperament). At the same time, the importance of persons from whom the individual acquires models in the course of developing emotional competences is also highlighted – these are significant objects for the child and they constitute subjects of identification. Therefore, considering this context, the obtained results may inspire further research which would include the child’s relationship with the parent and the degree of closeness.

The conclusion that the relationship between parenting attitudes and emotional intelligence can also be moderated by other variables is also suggested by the presented results on the differences between people from conjugal and non-conjugal families. First, the study confirmed that people from non-conjugal families assessed the attitudes of mothers and fathers less favorably (e.g., in terms of acceptance and lack of consistency), and secondly, that there are differences in the nature of the relationship between children’s emotional intelligence and the inconsistent attitude of mothers and fathers and between the lack of autonomy and excessive demands on the part of fathers. Such varied results can be explained by the influence of other variables related to family functioning and of moderating factors not included in the current study – e.g., the parents’ self-esteem, their emotional balance or the level of development of reflexive thinking (see Rostowska, 2003; Sukiennik, 2016).

The limitations of the presented research should also be indicated. The self-report tools used require that the results be treated with a degree of caution. Moreover, parenting attitudes were evaluated only through the subjective, retrospective perspective of adult children, without also testing the parents themselves. Although the perception of parenting behaviors may determine individual development (Plopa, 2008a; Strzelczyk-Muszyńska, 2010; Ziemska, 1973), it is worth extending the study of such relationships to parents, especially when the assessment of parental attitudes changes with age (Plopa, 2011). Lack of parents’ participation in the study is also connected with the impossibility of considering the factors mentioned above, which may moderate the relationship between parenting attitudes and children’s emotional intelligence (see Rostowska, 2003; Sukiennik, 2016). Therefore, further research should be extended to include moderators and mediators of this relationship.

In summary, the relationship between parenting attitudes and children’s emotional intelligence is complex and not immediately obvious. On the one hand, there is no doubt that parenting attitudes, i.e., the way parents behave towards their child, have a significant impact on the development of the child’s personality and competences, including emotional intelligence. On the other hand, the nature of these factors may

be conditioned by the presence of other variables, such as the child's and the parent's gender or family type. Continuing and expanding research in this field is also important in terms of practical implications: as the impact of parenting attitudes towards their children is long-term and extends beyond childhood (Grochocińska, 1992; Rys, 2004), broadening the knowledge on this subject is important for cultivating and directing psychoeducation processes and supporting the educational function of the family.

CONCLUSIONS

1. The study has shown that daughters who display higher levels of emotional intelligence and a greater ability to use emotions in thinking and behavior rate their mothers higher in terms of attitudes of acceptance/rejection and autonomy.
2. There was no relation between the attitudes of mothers and young women's ability to recognize emotions, which is a specific dimension of emotional intelligence.
3. There was a small but statistically significant correlation between the attitude acceptance/rejection in mothers and the general emotional intelligence of sons.
4. Persons from conjugal families rated maternal attitudes of acceptance/rejection, demands, and lack of consistency, and paternal attitudes towards acceptance/rejection, autonomy and lack of consistency more favorably than persons from single-parent, separated, and reconstructed families.
5. For children from conjugal families, the inconsistent attitude of mothers facilitated lower emotional intelligence, whereas in children from non-conjugal families, such relationship did not occur.
6. The relationship between the children's ability to use emotions in thinking and behavior and the excessively demanding and inconsistent paternal attitudes varies in strength – in non-conjugal families, the aforementioned paternal attitudes do not limit this ability in children.

REFERENCES

- Bar-On, R. (1997). *EQ-i. BarOn Emotional Quotient Inventory. A measure of emotional intelligence. User's manual*. Toronto: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: insights from the Emotional Quotient Inventory. In: R. Bar-On, J.D.A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 363–388). San Francisco: Jossey-Bass, Wiley Company.
- Bar-On, R. (2001). Emotional intelligence and self-actualization. In: J. Ciarrochi, J.P. Forgas, J.D. Mayer (Eds.), *Emotional intelligence in everyday life. A scientific inquiry* (pp. 82–97). Philadelphia, PA: Psychology Press, Taylor & Francis Group.
- Braun-Gałkowska, M. (1986). *Patologia i terapia postaw rodzinnych [Pathology and family attitude therapy]*. Lublin: RW KUL.
- Chęć, M., Łodygowska, E. (2010). Funkcjonowanie w rodzinie młodzieży należącej do subkultury Emo [Emo adolescents in family life]. In: T. Rostowska, A. Jarmołowska (Eds.), *Rozwojowe i wychowawcze aspekty życia rodzinnego [Developmental and educational aspects of family life]*. Warszawa: Difin.
- Ciarrochi, J.V., Chan, A.Y.C., Bajgar, J. (2001). Measuring emotional intelligence in adolescents. *Personality and Individual Differences*, 31, 1105–1119.
- Ciarrochi, J.V., Chan, A.Y.C., Caputi, P. (2000). A critical evaluation of emotion-

- al intelligence construct. *Personality and Individual Differences*, 28, 539–561.
- Ferguson, G.A., Takane, Y. (2003). *Analiza statystyczna w psychologii i pedagogice [Statistical analysis in psychology and pedagogy]*. Warszawa: WN PWN.
- Goldin, P. (1969). A review of children's reports of parent behaviors. *Psychological Bulletin*, 71, 222–236.
- Goleman, D. (1997). *Inteligencja emocjonalna (Emotional intelligence)*. Poznań: Media Rodzina of Poznań.
- Grochocińska, R. (1992). *Psychospołeczna sytuacja dzieci w rodzinach rozbitych [Psychosocial situation of children in broken families]*. Gdańsk: UG.
- Jaworowska, A., Matczak, A. (2008). *Kwestionariusz Inteligencji emocjonalnej INTE [Questionnaire on Emotional Intelligence INTE]*. Warszawa: PTP.
- Kośny, M., Peternek, P. (2001). Wielkość próby a istotność wnioskowania statystycznego [Sample size and significance of statistical inquiry]. *Didactics of Mathematics*, 8(12), 71–80.
- Knopp, K. (2007). Inteligencja emocjonalna i temperament studentów a postawy rodzicielskie ich matek i ojców [Emotional intelligence and temperament of students and parenting attitudes of their mothers and fathers]. *Roczniki Psychologiczne*, 10, 113–134.
- Lopes, P.N., Salovey, P., Straus, R. (2003). Emotional intelligence, personality, and perceived quality of social relationships. *Personality and Individual Differences*, 35, 641–658.
- Martowska, K. (2012). *Psychologiczne uwarunkowania kompetencji społecznych [Psychological determinants of social competences]*. Warszawa: Liberi Libri.
- Matczak, A., Knopp, K.A. (2013). *Znaczenie inteligencji emocjonalnej dla funkcjonowania człowieka [The importance of emotional intelligence for human functioning]*. Wydawnictwo Stowarzyszenia Filomatów, www.LiberiLibri.pl, accessed 1.10.18.
- Mayer, J.D., Salovey, R., Caruso, D. (2000). Models of emotional intelligence. In: R. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). Cambridge, UK: Cambridge University.
- Mayer, J.D., DiPaolo, M.T., Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: a component of emotional intelligence. *Journal of Personality Assessment*, 54, 772–781.
- Mayer, J.D., Caruso, D.R., Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267–298.
- Mayer, J.D., Salovey, R. (1997). What is emotional intelligence? In: P. Salovey, D.J. Sluyter (Eds.), *Emotional development and emotional intelligence*. New York: Basic Books.
- Palmer, B.R., Gignac, G., Manocha, R., Stough, C. (2005). A psychometric evaluation of the Mayer–Salovey–Caruso Emotional Intelligence Test Version 2.0. *Intelligence*, 33(3), 285–305.
- Plopa, M. (1987). Skala Postaw Rodzicielskich [Parenting Attitudes Scale]. *Psychologia wychowawcza*, 4, 552–567.
- Plopa, M. (2008a). *Kwestionariusz Retrospektywnej Oceny Postaw Rodziców (KPR-Roc) [Retrospective Assessment of Parenting Attitudes Questionnaire]*. Warszawa: Vizja Press & It.
- Plopa, M. (2008b). *SSkala Postaw Rodzicielskich. Wersja dla Rodziców [Parenting Attitude Scale. Version for Parents]*. Warszawa: Vizja Press & It.
- Plopa, M. (2011). *Psychologia rodziny: teoria i badania [Family psychology: theory and research]*. Kraków: Impuls.
- Przetacznik-Gierowska, M., Włodarski, Z. (1994). *Psychologia wychowawcza [Educational psychology]*. Warszawa: WN PWN.
- Rossen, E., Kranzler, J.H., Algina, J. (2008). Confirmatory factor analysis of the Mayer–Salovey–Caruso Emotional Intelligence Test V 2.0 (MSCEIT). *Personality and Individual Differences*, 44, 1258–1269.
- Rostowska, T. (1995). *Transmisja międzypokoleniowa w rodzinie w zakresie wybranych wymiarów osobowości [Intergenerational transmission in the family in terms of selected personality dimensions]*. Łódź: Wydawnictwo UŁ.
- Rostowska, T. (2003). Dojrzałość osobowa jako uwarunkowanie życia małżeńskiego

- i rodzinnego [Personal maturity as a basis of marital and family life]. In: I. Janicka, T. Rostowska (Eds.), *Psychologia w służbie rodziny [Psychology for the family]* (pp. 45–55). Łódź: Wydawnictwo UŁ.
- Ryś, M. (2004). *Systemy rodzinne [Family systems]*. Warszawa: CM PPP.
- Sadowska, M., Brachowicz, M. (2008). Struktura inteligencji emocjonalnej [Structure of emotional intelligence] *Studia z Psychologii w KUL*, 15, 65–79.
- Salami, S.O. (2010). Emotional intelligence, self-efficacy, psychological well-being and students' attitudes: implications for quality education. *European Journal of Educational Studies*, 2(3), 247–257.
- Salovey, P., Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185–211.
- Strzelczyk-Muszyńska, D. (2010). Postawy rodzicielskie a kompetencje społeczne [Parental attitudes and social competence]. In: T. Rostowska, A. Jarmołowska (Eds.), *Rozwojowe i wychowawcze aspekty życia rodzinnego [Developmental and educational aspects of family life]*. Warszawa: Difin.
- Sukiennik, A. (2016). Refleksyjność matek jako moderator związku ich poczucia własnej wartości z postawami rodzicielskimi [The reflectiveness of mothers as a moderator of the relationship between their self-esteem and parenting attitudes]. *Psychologia Rozwojowa*, 21(4), 29–42.
- Ścibor-Rylski, M. (2007). Miary związku pomiędzy zmiennymi – współczynniki korelacji [Measures of the relationship between variables – correlation coefficients]. In: S. Bedyńska, A. Brzezicka (Eds.), *Statystyczny drogowskaz [Statistical guide]*. Warszawa: Wydawnictwo SWPS Academica.
- Zeidner, M. (2008). Rozwój inteligencji emocjonalnej Czego dowiedzieliśmy się do tej pory? [Development of emotional intelligence. What have we learned so far?]. In: M. Śmieja, J. Orzechowski (Eds.), *Inteligencja emocjonalna: fakty, mity, kontrowersje [Emotional intelligence: facts, myths, controversies]* (pp. 82–112). Warszawa: WN PWN.
- Zeidner, M., Matthews, G., Roberts, R.D., MacCann, C. (2003). Development of emotional intelligence: towards a multi-level investment model. *Human Development*, 46, 69–96.
- Ziemska, M. (1973). *Postawy rodzicielskie [Parenting attitudes]*. Warszawa: Wiedza Powszechna.

Transl. Jarosław Woś, Piotr Kałowski