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Parents' interpretations of emotion regulation and its implementation in parenting

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Parents' interpretations of emotion regulation and its implementation in parenting
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Abstract

The aim of this study is to explore the parents' perception of emotion regulation and how it supports parents in upbringing children. The importance of this topic is dictated by the need to understand with what knowledge, skills, or areas parents might begin to immerse themselves in this learning process. This study has assumed to start parents' learning path with examining parenting styles and practices as "a constellation of attitudes toward the child" and emotion regulation as a specific area. A total of 11 parents were recruited for the current study. The data were collected through two questionnaires including a Likert scale assessment to examine parenting styles and emotional practices and a semi-structured interview to explore parents' interpretations of emotion regulation and self-assessment of parenting styles/practices (8 participants took part in the interview). Based on the questionnaire analysis, the parents were divided into 3 groups. Group 1 - with a pronounced authoritative style and emotion-coaching practice, Group 2 - with a slight predominance of an authoritative style and dismissing emotional practice, Group 3 - with an authoritative style and dismissing and did not participate in the interview. The qualitative analysis presented that those parents, who pay attention to emotion regulation and purposefully implement it in parenting, tend to display the authoritative style and the emotion-coaching parenting practice, interpret emotion regulation in multifaceted dimensions, taking into account their internal perception of emotions (acceptance, awareness), influencing emotion (regulation), and social interests. The less knowledgeable parents in the emotional area do not appropriately take into account acceptance and awareness of emotions, especially negative, and they use fewer strategies compared with the emotion coaches. Moreover, results showed that the application of knowledge on emotional regulation in practice often depends on the internal state of the parents. Additionally, the main reasons were identified why parents want to be aware of emotion regulation, where they emphasized the importance of emotions in parent-child relationships.

Key words: Emotion Regulation, Parenting Styles, Parenting Emotional practices

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1 Introduction

By default, the notion of parent is always connected with child or children, with parent and child interactions and their influences. Although the issues of parenting are studied in some sciences, for parents this knowledge is demanded in everyday life, when they have been put on the parenting role. Many studies shed light on how parents influence children, their development, being and becoming in different aspects (Eisenberg et al., 1998; J. M. Gottman et al., 1996, 1997; Matthes, 2018; Mermelstine, 2017; Pino-Pasternak, 2010; Seroussi, 2020). Lately, researchers are more interested in child-parent relations, how children can change parents' behavior, and points of view (Knafo-Noam & Galansky, 2008; Spiteri, 2020; Stehlik, 2003). However, few studies document and explore the parents' intention to learn in the new role, where more attention is paid to adult and their learning (de Wit, 2018; Kolar, 1999; Lee, 2011; Stehlik, 2003). Becoming a parent poses many challenges for adult, because the newly made parent commonly asks the questions "what should I do? how? when? where? and why?" literally in all directions as landmarks of adequate metacognitive functioning (Veenman, 2015) and it is not always possible to focus on one area. The importance of this topic is dictated by the need to understand with what knowledge and skills, or areas parents might begin to immerse themselves in this learning process in order to build harmonious and happy relationships in the family. It is also possible that building harmonious relationships in the family will help create harmonious relations in society, where people will learn to better understand and accept each other, negotiate more effectively, solve problems, get out of conflicts in environmentally friendly ways, and look for common ground.

The themes about family, parents, and childhood are deeply and in detail researched and studied in the fields of psychology and social sciences, but quite often they are deprived of attention in interdisciplinary research. For example, the Scopus database review of the measuring beliefs in education from the year 1963 to nowadays prepared by Hercz et al. (2019) shows that teachers' thinking is six times more mentioned in the scientific documents than parents' beliefs. Perhaps, one of the potential reasons why the parents' learning is not detailed studied among multi-disciplined researchers and, especially, master's degree students is the lack of this experience and, consequently, awareness of its importance. Before having discussed parents' learning overall it is necessary to determine the specific area that could be a natural starting point for parents' learning path. Based on

my personal experience as a parent, I constructed exploring from one of the core upbringing attributes - parenting styles, because it creates a general framework and gives insights on the question “What kind of parent am I?” and further continue with the particular theme, which is intuitively familiar to every parent and which is used consciously or not from the first days of a child's life, the theme of emotions, and to be even more specific, emotion regulation.

2 Theoretical Framework

When people become parents, they start to more concentrate on those things that previously could seem insignificant or unnecessary or they did not think about it at all, for example, the issue what parenting style should be performed or the importance of emotion regulation in the parent-child relationship. We all come from childhood, we went through this period, but the memories and impressions could still affect us. Certainly, each of us has some understanding of the role of parents and some ideas on how to bring up children, but do parents think about factors that can influence them and their behavior? Kolar (1999) argued that our family influences deeply on our child-rearing strategies. Young parents unconsciously have learned from their parents and relatives, and thus it is shown the strong influence of generations. Culture and society can also have a strong influence (Lee, 2011) and sometimes parents have no internal and external recourses and power to contradict established attitudes and traditions.

Indeed, no formal education or background needed to be parent, nobody could ask parents about specific certificate as well there are no specific instructions on how to child rear. However, parenting requires some knowledge, skills and competencies. As Stehlik (2003) suggested, parenting is one of the most significant processes through which adults could ongoing learn and get experience. He made the parallel between parenting as a vocation and work-related context. This emphasizes another issue about awareness of necessarily to consciously learn at that period of life for people (de Wit, 2018). As well as ultimately the questions arise: what exactly to learn and how? What will be useful and necessary to the person in the parent role?

As known, the confrontation with a problem and the awareness of a knowledge deficit lead to increase situational interest, which induced to learn (Rotgans & Schmidt,

2014). So, when parents become aware of their parenting behavior and style and think about its importance and consequences, they probably would like to know how to improve their relationship with children. And one of the ways to do it is to pay attention on emotions and emotion regulation, that form and develop from infancy and early childhood and affect the rest of our life (Gross & Thompson, 2007; Pollak et al., 2019). In the theoretical framework the basic concepts of parenting styles, emotion regulation and the relationship between these concepts were considered and explored.

2.1 Parenting styles

By and large, parenting styles have been widely examined and explored in research and studied preliminary in terms of parental discipline techniques and effects on children over the last fifty years (J. M. Gottman et al., 1997). However, for this thesis the main definition for parenting style is not the techniques, but “a constellation of attitudes toward the child that are communicated to the child and create an emotional climate in which the parent's behaviors are expressed” (Darling & Steinberg, 1993, p. 488). In this study, I concentrate on two main concepts of parenting styles. One of the concepts is the fundamental research in parent-child relations, which was conducted in the 60s-70s of the 20th century by Baumrind (1966) who highlighted three different parenting styles of the general condition of the parent-child dynamic. Later, these styles have been considered with various facets, have been expanded and reformulated, but the main idea of them is to stay the same. The second concept is the parent-child interaction that focused on the more emotional domain – Gottman’s parenting styles (1997; 1996).

Generally, Baumrind (1966) categorized parents’ behavior in three styles: *Authoritarian, Authoritative, and Permissive*. The first style can be described as totally controlling and child’s behavior evaluation in accordance with the standards, child should unambiguously accept parents’ world. In this type, child does not get enough emotional support from parent (high control and low warmth and acceptance). In contrast, the Authoritative style gives more freedom to child, but allows realize child’s activity in a rational manner, and parents share their emotional support with child. Parents are leaders of child (high control and high warmth and acceptance). In the third style, child has greater freedom and a low level of control, parents usually consult with them and support child emotionally at a high level (low control and high warmth and acceptance). Permissive

parents avoid punishment and allow the children to regulate and control their own behavior by themselves. Baumrind concluded that the Authoritative model may effectively generate in the child, behavior which while well socialized is also willful and independent. Nowadays most researchers (J. M. Gottman et al., 1996, 1997; Kimble, 2014; Seroussi, 2020; Shaw & Starr, 2019) refer to the study of Baumrind's model (1966) of parenting styles, which is based on two measures: "acceptance" (i.e., support, emotional involvement, responsiveness and warmth) and "control" (i.e., set limits, guidance, power assertion and demandingness) (Seroussi, 2020). Later, these dimensions were clarified and reclassified in the axis of "responsiveness" and "demandingness" by Maccoby and Martin (1983) and the fourth style of upbringing was highlighted - *Uninvolved parenting* (in different literature it is called as unengaged, disengaged, neglecting, or rejecting-neglecting style) (Kimble, 2014). Uninvolved parents strive to minimize their time and efforts to upbringing, they neglect child's needs, use coercive practices, and do not respond emotionally, this style is related to a lack of monitoring (low control and low warmth and acceptance). The substance of responsiveness is revealed through acceptance, adjusting to the child's needs, warmth and support, and refers to affect (warm/cold – hostile dimension). Demandingness refers to the control and autonomy that parents permit their children to have (permissive/restrictive dimension) (J. M. Gottman et al., 1997; Kimble, 2014). In 2020 the Organization for Economic Co-operation and Development (Ulferts, 2020) issued the working paper where an evidence-based framework (29 meta-studies and 81 quantitative studies) for understanding parenting and its impact on child development were explored. The result suggested that an authoritative approach seems to be beneficial for children's development because it is warm parenting and provides structure and autonomy that foster a prosperous and healthy development.

However, approximately thirty years ago Gottman (J. M. Gottman et al., 1997) pointed out that research on parenting styles missed the emotional aspects and how parents feel about and are aware of children's and their own emotions, currently parenting styles are explored in many domains, a demanded role in which belongs to emotion-related parenting. For example, Gottman et. al (1997; 1996) conceptualized four parenting styles concerning emotional interpretations: *Emotion coaching*, *Dismissing*, *Disapproving*, and *Laissez-faire*. The emotion coaching style is the style in which parents are aware of children's and their own emotions, they are able to recognize and validate emotions, they use negative emotion as an opportunity for teaching as well as they solve problems, which lead to the negative emotion, with children together. Emotion dismissing is mostly

characterized by ignoring or denying emotions, especially negative, as much as possible because emotion is something they have to cope with, but it is not worthy of attention in itself. Thus, these parents do not solve problems regarding emotions with children and do not teach them how to be aware of emotions, recognize and regulate them. The disapproving parent shows the dismissing behavior, but in a more negative way: he/she thinks that negative emotions are unproductive, have to be controlled, and make people weak, he evaluates and criticizes the child's emotional expression, emphasizes compliance with good standards of conduct, and children must be emotionally tough to survive. The laissez-faire parent does not or little guide the child's emotional behavior, accepts all emotional expression, thinks that we can only ride out and release negative emotions, does not set limits, and does not help a child to solve the problem. Gottman identified that emotion-coaching could better affect children's outcomes, rather than other styles (e.g., awareness in regulating their own emotions, trusting feelings, and solving problems, higher self-esteem, better learning ability). Although some authors (Darling & Steinberg, 1993; Morris et al., 2007) classified Gottman's styles as practices because a practice means specific parental behaviors defined by socialization goals and content (in this case in an emotional context), but a style described across a wide range of situations, including practices. It does not prejudice the importance of emotions in parent-child relationships.

To sum up, researchers classified and explained several parenting styles and dimensions on which they are based. These two described typologies could be combined and correlated with each other as B. Vondruska proposed (2018): Baumrind's parenting styles as the general framework and the Gottman's model is confined to the emotional domain - Authoritative with Emotional coaching, Authoritarian with Disapproving, Permissive with Laissez-Faire and Uninvolving with Dismissive. However, the questions arise whether the parents are aware of which parenting styles or practices they use and how knowledge from the side of emotion domain can be used for parenting?

2.2 Emotion Regulation

Emotions can be defined as one of the fundamental areas besides, for instance, cognition, behavior, motivation, which could be regulated, monitored, and controlled by learners, in accordance with some references in the self-regulated learning models (Panadero, 2017). Parents might be learners and act as learners as well because parenting

requires some knowledge, skills, and competencies. But what, indeed, is emotion and what is the difference between this notion and, for example, other impulses (e.g., mood, affect). Although a huge contribution to the theory of emotions and their nature was made by psychologist R. Plutchik (1980), who created a world-famous wheel of eight primary emotions, where other emotions are mixed or derivative from primary and proposed an psycho-evolutional approach to the classification of common emotional reactions, this study concentrates more on the latest research, where emotions are revealed from the regulatory point of view and in the context of parenting (J. M. Gottman et al., 1996, 1997; Gross & Thompson, 2007). In this study, I consider emotions and emotion regulation by the conceptual foundation of Gross and Thompson (2007), who not only defined features of these notions, but also built the Modal model of emotions, and described the process of Families of emotion regulation strategies. Additionally, I emphasize Gottman's parental meta-emotion philosophy (1997; 1996) and his five-step method of emotion-coaching, based on which his parent styles were described in the previous chapter. In my personal opinion, the compilation of two theories is necessary in the thesis, since Gross describes the process of emotion regulation in general, and Gottman emphasizes the context of child-parent relationships, which is the core moment for the study.

Gross and Thompson (2007) depicted emotions on a par with other affective processes like stress, mood, impulses under the general umbrella term "affect", where emotion is related to negative and positive responses unlike stress, which mainly reflects negative states. In terms of time, emotion is shorter than mood and it has the concrete object of influence. Emotions possess flexibility, which allows achieving a broader range of targets. Additionally, these researchers (Gross & Thompson, 2007) specified three core features of emotions. Firstly, relevant situations and individual's goals evoke emotions, which might be changed over time. Secondly, emotions affect not only our feelings but also our actions, which lead to behavior and physiological changes. Thirdly, emotions possess pliability and can be modulated in diverse ways, which is a necessary aspect for their regulation. In the context of parenting, Gottman et al. (1997; 1996) introduced the concept of parental meta-emotion philosophy, which refers to parents' own emotions as well as their children's emotions where meta-emotion is considered in the broad view as both feelings and thoughts about emotion. The authors argued that parental meta-emotion influences children's outcomes through both suppressing negative and promoting positive parental affect, through directly affecting the regulatory physiology of children and the children's ability to regulate their emotions.

A decade ago, the Australian authors (Bariola et al., 2011) concluded that the developmental research in the emotional regulation domain is still at its origin, but it has been actively gaining demand lately and not only in the scientific literature but also in the media (e.g., the popular cartoon *Inside Out*). Thus, to go deeper into operating with emotions it is necessary to understand the definition of emotion regulation. Notably, some experts (Acar et al., 2021; Bariola et al., 2011; Betts et al., 2009; Morris et al., 2007; Shaw & Starr, 2019) in emotion regulation studies rely on Thompson's (1994, pp. 27–28) definition, which defined this as "the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions, especially their intensive and temporal features, to accomplish one's goals". Later Gross and Thompson (2007) elucidated that intrinsic processes are mostly studied in adult literature and aimed to regulate own emotions. In contrast, extrinsic processes refer to the regulation of other emotions and are more visible in infancy and early childhood, where parents could manage children's emotions and behavior. Additionally, these authors classified the emotion regulatory processes as controlled or automatic, conscious or unconscious. These clarifications also follow three features of regulation, to which the authors draw attention: either positive and negative emotions could be regulated, training of regulations leads from conscious/controlled processes to unconscious/automatic processes and emotion regulation facilitates to make things either worse or better. The actions of monitoring, evaluation and control, modification refer to the metacognitive model (Nelson & Narens, 1990) in general, and skills particularly, which imply using certain strategies for regulation.

According to Gross et al. (2007) modal model of emotions, which consistently consists of Situation, Attention, Appraisal, and Response, the authors emphasized five emotion regulation processes in the same order as in mentioned above model: Situation selection, Situation modification, Attentional deployment, Cognitive change, and Response modulation. In each process, people could influence and subsequently regulate their own emotional states and others' states. Perhaps, the order reflects the complexity of implementation of strategies, which required more knowledge and skills. Situation selection and modification refer to choosing and modifying the physical external environment. In this connection, it is necessary to understand situations and know emotional reactions to the situations. Attentional deployment could be characterized as internal situation selection, where, for instance, attention distraction or concentration strategies can be applied. The fourth process, Cognitive change, refers to our own appraisal of capacity how we can manage our emotions. In this process, the comparing (e.g., with

the less fortunate situation or person) or re-appraisal (change situation meaning) strategies could be used. Finally, Response modulation is the most direct type of regulation, which influences physiological, experiential, or behavioral responses. Throughout the study, the authors emphasized that in each process of emotion regulation, it is also possible to effectively regulate children's emotions, especially in the first three processes, since children are dependent on their parents and from birth do not know how to regulate emotions without experience and knowledge.

Another way how to apply emotion regulation strategies in parenting was presented by Gottman. In meta-emotion philosophy the researcher (1997; 1996) emphasized the five steps of emotional coaching, including building emotional intelligence and creating positive effects for children: a) be aware of emotions in their child especially if it is at a lower intensity; b) consider the child's emotion as an opportunity for intimacy and teaching; c) validate the child's emotion; d) help the child to use words to describe how they feel; and e) assist the child to solve problems while set behavioral limits, strategies, and goals for dealing with the situation.

If the picture could be considered more broadly, not only in the emotional field but also in general at the level of metacognition, awareness along with control or regulation over one's thinking is characterized as a fundamental aspect of metacognition (Hartman, 2002). Several authors emphasized that emotional awareness is one of the skills that affect emotional response and experience and skill that is essential for effective and successful using emotion regulation strategies (J. M. Gottman et al., 1997; Lambie & Marcel, 2013). In other words, awareness in the emotional area could be linked to the extent to which individuals could think about, acknowledge, and recognize that they live through and experience emotions, through which emotion regulation can be effectively applied. Also, awareness could be considered as an ability to speak as an expert about emotions, and the ability to differentiate them (Ciucci et al., 2015; Doohan et al., 2014; J. M. Gottman et al., 1996). Another dimension that is often analyzed with awareness and regulation of emotions is acceptance. By acceptance, Gottman (1997) meant allowing one or others to behave in such a way that gives confidence and increases the ability to express feelings and thoughts, but it should not be confused with permissiveness. In other words, it means allowing oneself or others to live through and experience emotions and be in a comfortable state to express emotions.

Overall, emotion regulation is the ability to apply metacognition to own and others' emotional responses. But the ability to regulate others' emotions can be realized only when there is awareness of one's own emotional regulation (J. M. Gottman et al., 1996; Gross & Thompson, 2007). Therefore, primarily it is necessary to learn how to interpret and regulate own emotions and then use this skill in upbringing. The importance of facilitating and scaffolding children's emotion regulation is highlighted in many studies (Bariola et al., 2011; Betts et al., 2009; Ciucci et al., 2015; J. M. Gottman et al., 1996; Kurki K, 2017; Morris et al., 2007). For instance, Kurki (2017) argued that children whose mothers ranked highly in scaffolding had a particularly higher level of executive control. Some authors (Bariola et al., 2011) hypothesized that parental emotion regulation facilitates the creation of an affective environment in which children could learn the valence, duration, and intensity of emotional expression. Morris (2007) concluded that parents' attempts to facilitate emotion regulation vary with the age of the child: parents usually initiate regulatory strategies from infancy and self-regulation increasing as children mature. Hence, emotion regulation is an essential fundamental skill in infancy and early childhood, which is the basis for future learning and development (Acar et al., 2021). Gottman (1996) argued that parental meta-emotion philosophy has an impact on various outcomes of children since parental meta-emotion philosophy is associated with both curbing parental negative affect and facilitating positive parenting, that this directly impacts the physiology of regulation in children, and that this, in turn, influences children's ability to regulate their own emotions. Moreover, parents' emotional reactions as a socialized factor have a direct association with children's social-emotional competence (Eisenberg et al., 1998).

2.3 The relationship between emotion regulation and parenting styles

Numerous studies (Acar et al., 2021; Betts et al., 2009; Brenning et al., 2020; Cameron et al., 2020; Hajal & Paley, 2020; Havighurst et al., 2013; Manzeske & Stright, 2009; Morris et al., 2007; Shaw & Starr, 2019; Tani et al., 2018) show a direct association between emotion regulation and parenting styles or parenting practices in different contexts and target groups. Nevertheless, most examples show only unidirectional influence: the impact of parenting styles on emotion regulation (Acar et al., 2021; Betts et al., 2009; Brenning et al., 2020; Manzeske & Stright, 2009; Shaw & Starr, 2019; Tani et al., 2018). It is notable, the opposite association where emotion regulation skills are essential for upbringing was presented only in limited research and in bookstore guidance like "tips to

be the better parents” (J. Gottman & DeClaire, 1997; Hajal & Paley, 2020; Havighurst et al., 2013; Vondruska, 2018). Therefore, in this study, I presented some examples of the importance of parenting styles and practices for emotion regulation and described Morris’s tripartite model of the family’s impact on emotion regulation (especially, children’s). Next, I touch on the idea, that the emotion domain is the prosperous side from which parents can become better in childrearing relationships.

There are some examples that parenting styles have a direct effect on emotion regulation throughout the subsequent life of children. Some researchers reported that a higher level of maternal psychological parental control has resulted in lower levels of young adults’ (Manzeske & Stright, 2009) and toddlers’ (Brenning et al., 2020) emotion regulation. Shaw and Starr (2019) provided evidence that authoritarian parenting style is a mechanism via which emotion regulation difficulties are translated from mother to adolescent. Turkish researchers (Acar et al., 2021) concluded that parenting style characterized by inductive reasoning and high warmth (also which is opposite to punishment) is positively correlated with preschool children’s emotion regulation. Other authors (Tani et al., 2018) showed that perceived parenting style plays a key role in defense from emotion dysregulation. Recently, Cramer et al. (2020) conducted research to identify correlations between four parenting styles (Authoritative, Authoritarian, Permissive, and Uninvolved) with parents’ emotional intelligence (viz. emotion recognition owns and other, emotion regulation owns and other, and use of emotions for thought). They concluded that the level of emotional intelligence was higher for adults who were raised in authoritative and permissive families than for those, who grown by authoritarian or uninvolved parents, indicating that levels of support characteristic of these styles have the strongest positive relation to adults’ emotional intelligence (Cramer et al, 2020).

Other researchers (Morris et al., 2007) described the overall role of the family context, which affects the development of emotion regulation. According to Morris et al. (2007), forming emotion regulation is based on three core components: a) observing and modeling emotion regulation in the family; b) emotion-related parenting practices and c) emotional climate (the main determinant is parenting style) of the family. Observing or modeling emotion regulation means that children are able to observe and model the emotional reaction of others and apply the same ways to deal with their own situations. This can be manifested, for example, through emotion contagion, or social referencing, or modeling (Morris et al., 2007). Emotion-related parenting practices, which are defined by

specific parental behaviors and aimed to instruct children about emotions, could be revealed through emotion-coaching practice (J. M. Gottman et al., 1996) or specific parental reactions to children's positive and negative emotions (Eisenberg et al., 1998) or parental control over emotions or teaching about specific emotion regulation strategies like taking a deep breath or mentally away before the performance. Finally, the emotional climate in family which predominantly characterized by the overall parents' attitude toward the child – parenting style (Morris et al., 2007). In Morris et al. (2007) study, the authors purposefully divided two concepts - parenting practices and parenting style, since the latter is usually applied on an ongoing systematic basis, it does not matter: consciously or not. In the context of parenting styles, a lot of attention is paid to the category responsiveness and its derivatives: support, acceptance, and sympathy, which positively affect children's emotion regulation and self-regulatory behavior. As well as in the contrast negative parenting style such as psychological control, lack of sensitivity or hostility result in poor emotion regulation. In summary, parenting style is one of the core components that has a direct impact on the formation and development of emotion regulation, because it is an integral part of the environment in which the child develops and grows. (Eisenberg et al., 1998; J. M. Gottman et al., 1997; Hajal & Paley, 2020; Morris et al., 2007) Many people underestimate the influence of parenting style on human life in general. However, there is some evidence that parenting style provides intergenerational similarity (Brenning et al., 2020) of parenting and also has an influence on emotion regulation abilities in adulthood (Tani et al., 2018).

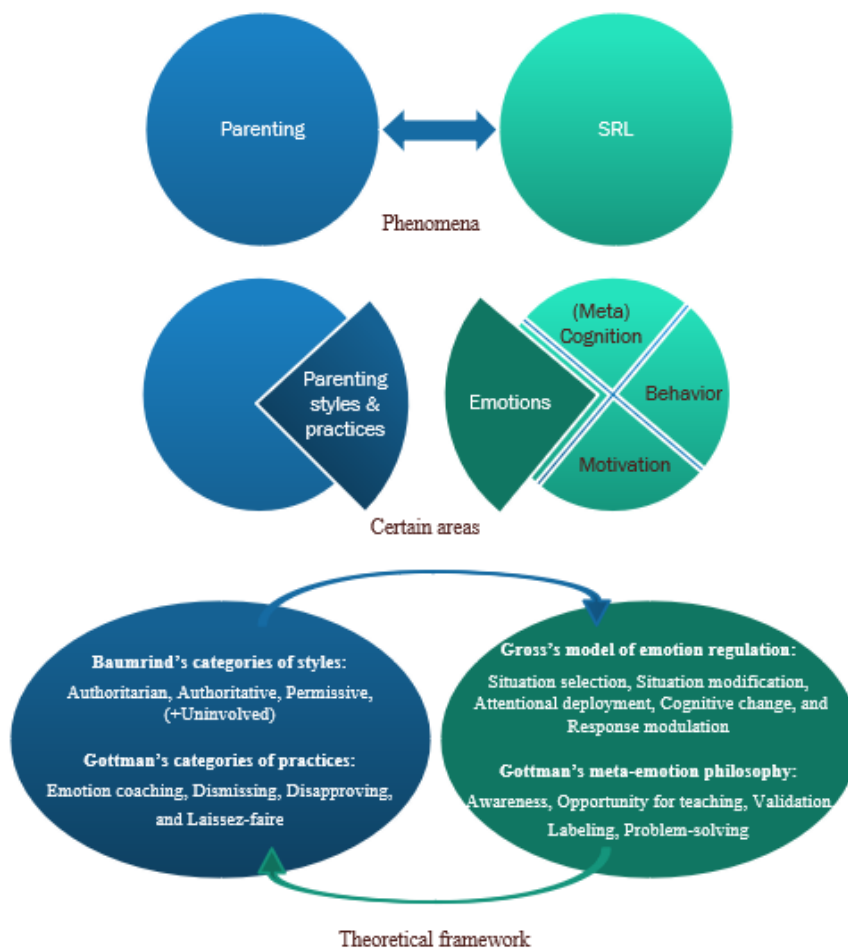
If we are based on the suggestion that guiding and managing the emotional experience of upbringing is the major task for successful parenting (Darling & Steinberg, 1993) and not all parents naturally possess emotion-coaching skills (J. M. Gottman et al., 1997), the idea that these skills and competence could be obtained and learned during the time and could improve parenting, makes a lot of sense. Australian researchers (Havighurst et al., 2013) conducted an emotion-focused parenting program and identified that the parent training had positive results and parenting intervention might help parents to learn emotion-coaching skills that have been caused to improve child behavior. Some authors suggested including emotion regulation in the program of parent training (J. M. Gottman et al., 1997; Macklem, 2007). As authoritative parenting style universally is recognized as beneficial and there were defined some components and dimensions of it (connection, regulation, and autonomy granting), emotion regulation domain could be one of the core areas from which

parents could start improving their relationship with children (change or reinforce parenting styles if they want).

To visualize the theoretical base, I prepared a schematic representation (see Figure 1) from two phenomena (parenthood and self-regulated learning - SRL), in which I chose certain areas (styles/practices and emotions) to specific theories in these areas.

Figure 1

Visualization of the theoretical framework for Master's thesis



3 Aim and Research Questions

The aim of this study is to explore the parents' perception of emotion regulation and how it supports parents in upbringing children. Based on the suggestion that generally the authoritative parenting style is the harmonized and beneficial style for children's development and the emotion-coaching practice could be one of the facets of authoritative style, parents may strive to achieve it in their parenting. It seems that parents, who pay attention to emotion regulation and purposefully apply it in parenting, tend to display the authoritative style and the emotion-coaching parenting practice. To fulfill the mentioned research aim, I addressed the following research questions (RQ):

RQ1: What parenting styles are parents guided in upbringing children?

RQ2: What are the parents' interpretations and knowledge of emotion regulation in mind and action?

RQ3: How does awareness of emotion regulation support parenting?

4 Research Methods

4.1 Participants

A total of 11 parents (7 mothers, 4 fathers; from them 3 couples and rest – separate parents) were recruited for the current study. But only 8 parents (5 mothers or 62,5%, 3 fathers or 37,5%; from them 2 couples or 50%) gave consent to participate in the interview. Therefore, the subsequent participants' analysis included only parents, who participated in both parts: questionnaires and interviews. Mothers' mean age was 31,8 years (SD=2,168, range 30–35 years); fathers' mean age was 37,33 years (SD=5,033, range 32–42 years). Children's age ranged from 27 to 48 months (app. 2-4 years). Cultural influence and background were not explored in this study. Therefore, 100% of the fathers and mothers are Russian in nationality and they were not selected randomly, because they know properly well the author and our relationship are trusted and valuable. Participants were asked taking part on a voluntary basis and were informed in the written form about the purpose of the study prior to participation. Each parent filled out individual consent electronically and could withdraw from participation at any time. All communications during the data gathering process were in an ecological and sensitive manner. The study has been conducted following the research ethics guidelines of the Finnish Advisory Board on Research Integrity (TENK, 2019). For the purpose of avoiding personal identification, all real names of the participants have been changed.

4.2 Measures

A qualitative method was implemented in this paper through two techniques: Questionnaire, and interview. Quantitative indexes were used as supportive data for qualitative analysis. Questionnaires are mainly aimed to address the RQ1 about parenting styles which parents are guided in upbringing children and to prepare parents for the interview topic, activate their knowledge and awareness of their behavior in parenting, tune them on the topic of regulating emotions. The interview covers all RQ, where I could understand parents' interpretation of emotion regulation and how it supports parenting overall. Additionally, I could compare parents' interpretations of parenting styles from their words and questionnaire results.

Questionnaire. Initially, there were chosen several existing questionnaires for measuring parenting styles such as the Parental authority questionnaire and the Parenting styles & dimensions questionnaire (PSDQ). My choice fell on the second questionnaire. The PSDQ (Robinson et al., 2001) is used to assess parenting styles from the parent point of view based on Baumrind's theory (1966). The PSDQ is a 32-item rated on a 5-point Likert-type scale from 1 (strongly disagree) to 5 (strongly agree) (see Appendix A).

For measuring emotion regulation, I initially selected Crèche Educators Emotional Style Questionnaire (CEESQ). The CEESQ (Ciucci et al., 2015) consists of 2 questionnaires: 21 items related to children (own attitude to children's emotions) and 15 items directly related to own emotions on a 5-point Likert-type scale from 1 (rarely or never) to 5 (very often). The CEESQ is based on Gottman's meta-emotion philosophy (1996) and comprises items representing coaching and dismissing emotional styles (two others were excluded), and self-efficacy as emotional socializers (see Appendix B).

To avoid overwhelming and based on the study's aim to explore parenting styles with emotion regulation combination, I used the PSDQ (takes 5-10 minutes to fill out) and the CEESQ (21 items related to children's emotions, which takes 5-10 minutes to fill out) questionnaires due to several reasons. Firstly, it introduces the context of assessing attitudes to others' emotions and taking actions (styles) in relation to others (external interactions). Secondly, the parent is considered as a co-regulator (who manages the upbringing process), not only a self-regulator. Thirdly, the aim is to study parents' awareness of applying styles and practices to their children (what does parent convey to children?) and these means are orientated and focused on the nowadays and the future. Other parenting questionnaires are more about our memories, we cannot influence the past actions of our own parents, but we could change our actions right now for the future. Additionally, I changed some working in the CEESQ, because the original version is oriented toward the teachers, not parents (example: "6. *The contribution of early childhood teachers to the emotional development of young children is fundamental at the care center*" - "6. *The contribution of parents to the emotional development of young children is fundamental in family*"). The questionnaires were created in two languages: Russian and English. However, all parents passed it in Russian.

4.3 Semi-structured interview

The semi-structured interview is a flexible and versatile way of collecting interview data (Kallio, 2016). The interview was aimed at identifying parents' emotion regulation in relation to their children (an individual's understanding and interpretation of the emotions of others) as well as how, overall, it supports parenting. The script of the interview was comprised of three sections (see Appendix C): 1) activation of knowledge and ordinary questions about emotion regulation; 2) interpretation of parents' knowledge and implementation of strategies to certain emotion (either positive or negative) and in a certain emotional situation (one example from research about situation on tantrum); 3) correspondence parenting styles with emotion regulation.

Activation of prior knowledge could be used as one of the strategies that develop intellectual skills and allow one to think metacognitively about interpretations and explanations (Hartman, 2002). To activate participants' prior knowledge and experience related to the topic of emotion regulation and "test the ground" on how parents are aware of this concept, I started the semi-structured interview with general questions: *How do you understand "Emotion regulation"? Are you familiar with this? What role does emotion regulation play for you in the upbringing process? Do you pay attention to it? Are you thinking about it?* Next, I asked parents about emotion regulation strategies that they usually use with children. If the participants had struggled with answers to open questions, I could ask them closed questions (e.g., *Do you try to select a situation to avoid some certain child's emotions?* or suggest other strategies by Gross (2007) or Gottman (1997). The research aim in this part is to understand parents' first interpretation of emotions and tune them into a deeper conversation.

The basis for the interview questions on certain emotions was taken from the Meta-Emotion Interview (MEI) by Doohan et al. (2014), who examined four emotions (sadness, anger, pride, and love/affection) in three perspectives: what emotions were expressed in their family in the past, experience these emotions now with partner and children (overall, 22-23 questions for each emotion). Importantly, this version of the interview (MEI) was developed based on Gottman's meta-emotion philosophy (1996), who interviewed parents of preschool-aged children, but only in two negative emotions: sadness and anger. Additionally, Doohan et al. (2014) described which coding system they used for their interview. The researchers identified four main dimensions for each emotion: awareness, acceptance, dysregulation, and coaching. Moreover, they evaluated nonverbal behavior as

well. For the current study, I directed parents to recall one emotion (it does not matter: negative or positive), which children express more often. To these emotions, I applied MEI template of five questions for mentioned emotion, which more focused on emotion regulation strategies. To wrap up questions about emotion regulation strategies I offered to parents to imagine a situation when their child starts crying, lying on the floor, and throwing a tantrum in the shop (or choose other situations where they could apply strategies). I asked them about the reasoning behind their reactions, goals, and intentions about this situation and asked them to describe their behavior and actions step-by-step.

The last part of the interview consisted of a brief explanation of tested parenting styles and practices in questionnaires by sharing with them prepared handout materials (see Appendix D) and consisted of asking parents to self-identify their own parenting styles without getting the research results. Additionally, participants were asked to identify desired or preferable styles and practices for them. Next, they got results from questionnaires and expressed their opinions about it, comparing with their own feelings and expectations. The closing questions aimed to listen to their views about the interconnection of emotion regulation and parenting styles and their intentions to learn more in this field (*Do you think that knowledge, competence, and skills in emotional regulation can help you to adhere to your desired parenting style? Would you like to learn more about emotion regulation? If so, why? What exactly? If not, why not?*) When the interview was completed, a general impression of the interview questions and the process of conducting were collected. The interview script was created in two languages: Russian and English. However, all parents passed it in Russian.

4.4 Data collection procedures

The research was conducted in two phases: collecting data from the survey (two questionnaires: PSDQ and CEESQ) and collecting data from the interview. The first step of the data collection procedure was obtaining consent from participants in the proposed form by the university and conducting the risk assessment form to assess data protection risks in general. The first phase was performed in the first half of January 2022, the second - from the end of January 2022 to the beginning of February 2022. Receiving data from survey/questionnaires is carried out in the Webropol platform, which easily allows exporting data in different formats for processing in Excel or in the SPSS tool. The survey was

prepared in two languages: Russian and English. As well as a link for participation was shared with the participants via different social media channels (e.g., Whatapp, Facebook). The average time to fill out the survey, including giving consent and providing personal information, was about 20 minutes. The interviews (second phase) were realized through the Zoom platform, which allows recording sessions, sharing screens, and getting access from different devices. Participants received the link for participation in the interview through email as they provided this information in the first phase. Overall, I recorded and transcribed seven interviews (8 participants, but 2 of them participated in one interview). The total time for all interviews was approximately 5 hours, the average time to participate in the interviews was about 43 minutes (range 23–56 minutes). When participants had answered all research questions and I as the interviewer had pointed out about it, they might freely express their overall impressions about the structure of the interview, interview questions, and topic, the manner of data collecting and general points of view, that could provide additional insights for current studies. All recordings were saved in the appropriate format for future analysis.

4.5 Data analysis

The study used a qualitative analysis. The questionnaires were used as supporting material for the interview results. Each survey was analyzed separately based on existing methodologies. The interview was analyzed using content analysis. Due to small number of participants (11 parents took part in the survey and 8 parents participated in interviews) I could not conduct the quantitative analysis. However, results from the questionnaires were used as supportive results for qualitative analysis based on interviews. Therefore, each survey was analyzed separately without generalizing approach and checking internal consistency, normality and subsequent descriptive analysis and correlations.

Firstly, analyzing questionnaires was based on the existing methodology. PSDQ was considered based on Robinson et al.'s (2001) factors and subfactors distribution. The authors performed original results on a sample of 1377 participants and distinguished in the questionnaire three factors – parenting styles: authoritative (Cronbach's alpha = 0.86), authoritarian (Cronbach's alpha = 0.82), and permissive (Cronbach's alpha = 0.64). The authoritative style is represented by the following breakdown into subfactors: Connection Dimension (Warmth & Support), Regulation Dimension (Reasoning/Induction), and

Autonomy Granting Dimension (Democratic Participation). The breakdown for authoritarian style is Physical Coercion Dimension, Verbal Hostility Dimension, and Non-Reasoning/Punitive Dimension. The indulgent Dimension belongs to the permissive parenting style.

In accordance with the second questionnaire, CEESQ, the authors originally collected data among 306 participants and categorized it by three factors: emotion-coaching (Cronbach's alpha = 0.77), dismissing (Cronbach's alpha = 0.78), and self-efficacy as an emotional socializer (Cronbach's alpha = 0.70). Under self-efficacy as an emotional socializer, the researchers (Ciucci et al., 2015) implied perceived capability to manage the children's emotional lives, that capability was positively associated with a coaching style. The full version of the questionnaires with a breakdown by factors and subfactors is presented in Appendices A and B.

Secondly, results of questionnaire were analyzed for each participant by calculating average scores by factors and subfactors (from 1 to 5 in accordance with a Likert-type scale). From this analysis, the participants and I could assess which styles and practices dominate for them based on the results of the survey: authoritative, authoritarian, or permissive, and emotion-coaching or dismissing.

Thirdly, in order to analyze the answers from the interviews, I transcribed the video into text in the program NVivo, while simultaneously translating from Russian (the language of the interview) into English, to speed up the process I used Google translator and the translation was looked through by the supervisors and the second coder. The results of the semi-structured interview will be analyzed through the content analysis method. This type could apply convergence and divergence, similarities and differences could include varying levels of analyzing and applying the researcher's reflections (Braun & Clarke, 2014; Hsieh & Shannon, 2005; Miller et al., 2018). Content analysis allows the use of predetermined codes or creating codes during the analysis (Hsieh & Shannon, 2005). This analysis could be like the thematic one, but the former focuses more on a micro-level and allows using qualitative data for quantitative analysis, (Braun & Clarke, 2014). Galletta (2013) emphasized three analytical steps of data analysis in the content analysis research method. First, in the beginner phase, researchers should complete their own post-interview reflection, store, and organize data, make preparation for thematic codes, and check the accuracy of the transcript. Second, early meaning-making should be conducted, which consists of scrutinizing reading each interview, documentation of significant ideas, paying

attention to expressions, assigning to capture ideas, and looking for thematic patterns across interviews. The final stage is more interpretive waves, where in-depth interpretive possibilities, the link between theory and data, and responding to the research question will be conducted. To analyze the interviews and answer RQ2 and RQ3, I gradually followed the 10 steps described in Table 1 from grouping the participants to analyzing the results. The data analysis was carried out in a qualitative data analysis application NVivo.

Table 1

Steps for data analysis in a Master's Thesis

Steps	Description	Steps	Description
1	Based on survey results I ranged all participants into 2 groups: Group 1: Predominantly authoritative and emotion-coaching styles Group 2: Rest	6	I created 2 new codes: Internal energy or resource state and Definition of emotion regulation (ER) (with 3 subcodes: External direction, Internal perception and Influence emotions)
2	I transcribed and translated the answers of all 7 interviews in the NVivo tool with the highlighting timespan	7	In the second reading I checked the first coding and completed coding data for RQ2
3	For RQ2 I prepared pre-determinant codes for emotion regulation (ER) in practice in NVivo (3 codes in the high level: awareness, acceptance and regulation via strategies; the regulation reveals from 9 strategies)	8	During the third reading I created codes for RQ3 (identified 7 codes) and coded data in the fourth reading
4	I started to read interviews' transcription of participants from Group 1 and later from Group 2	9	I conducted interrater reliability with the second coder in NVivo (we had 2 rounds of negotiations)
5	During the first reading I coded emotion regulation in practice by using pre-determinant codes and simultaneously making notes in the separate word document	10	Processing and analysis of results

Since I used different codes for RQ2 and RQ3, I developed two different coding schemes. For RQ2, I used firstly the pre-determinant or directed codes and later text that could not be categorized with the initial coding scheme would be given a new code (Hsieh & Shannon, 2005). Pre-determinant codes such as *Awareness, Acceptance, and Regulation* in this master's thesis were based on the existing coding system proposed by Doohan et al. (2014), as well as a similar approach was used in the analysis of CEESQ (Ciucci et al., 2015). However, I created a more detailed scheme for the regulation code, I developed nine subcodes. I took Gross's (2007) five strategies/families of emotion regulation processes (*Situation selection, Situation modification, Attentional deployment, Cognitive change, and Response modulation*) and Gottman's (1996) five strategies/steps of emotion regulation (*Awareness of low-intensity emotions, Opportunity to intimacy and teaching, Validating, Labeling, Problem-solving*), excluded from the latter awareness and validating as they duplicate the codes of awareness and acceptance at a higher level, and added *Other*

strategies. While reading the transcripts of the interview, I managed to create 2 new codes: *Internal energy or resource state* and *Definition of emotion regulation (ER)*. The definition of emotion regulation was divided into 3 subcodes: *External direction*, *Internal perception*, and *Influence emotions* (see Table 2). Encoding was done in such a way that all phrases and expressions that affect a given topic refer to a specific code, without special specification whether the parent uses it or not. For example, the *Attention Deployment* code includes excerpts when the parent is trying to distract, as well as when the parent deliberately does not apply the distraction. Multicoding (code selection to multiple items) was also involved in coding transcriptions of interviews, i.e., the same phrases can be encoded with two different codes, such as “*Awareness of emotions*” and “*Opportunities to intimacy and teaching*”.

Table 2

Coding rules and examples for RQ2 (Interpretation of emotion regulation)

	Category	Coding rule	Example	Cohen's Kappa
1	Definition of emotion regulation (ER)			0.92
1.1	Definition of ER	External direction	It refers to when the action is directed to the outside, to other people, to society.	0.84
1.2		Internal perception	It refers to when the action is directed inside the person, how person relates to certain actions (e.g., accepts / does not accept, aware / not aware, experience or not)	0.87
1.2		Influence emotions	Certain actions aimed at managing emotions, changing them, hiding, redirecting them	0.76
2	Awareness of emotions	Awareness has to do with the extent to which participants recognize and acknowledge that they or others (e.g., children) experience the emotion and whether they can speak as an expert about this emotion and can identify own feelings, share other people's emotions, and can describe physical expression of emotions	“I see and understand that you are upset because your toy is broken”	0.89
3	Acceptance of emotions	Participants allow themselves or others (e.g., children) to experience this emotion and it is comfortable for them to express their or others' emotions. It could be also the empathetic listening and validation of the child's feelings.	“For me, children's anger is normal, because I believe that a child should experience both negative and positive emotions”	0.93
4	Regulation			0.96
4.1	Strategies	Situation selection	This type of regulation involves taking actions that make it more (or less) likely that one will end up in a situation that one expects will give rise to desirable (or undesirable) emotions.	0.71
4.2		Situation modification	It refers to directly modifying a situation to alter its emotional impact, to do with modifying external, physical environments.	0.86
4.3		Attentional Deployment	It refers to directing attention within a given situation in order to influence one's or others' emotions. Distraction (incl. physical) and	“I usually use an attentional shift in the child by getting the child to focus on positive sides, for

		concentration are the most common forms of attentional deployment.	example, birthday wishes.” or “I do not think that it is necessary to distract the child from negative emotions”	
4.4	Cognitive change	It refers to changing how we appraise the situation we are in to alter its emotional significance, either by changing how we think about the situation or about our capacity to manage the demands it poses	“Imagine that the hairdresser’s buzzer sounds like a cat purring (rather than a monster roaring)”	0.86
4.5	Response modulation	It refers to influencing physiological (medicines), experiential (exercise and relaxation), or behavioral responding as directly as possible. An example of behavioral could be suppression due to wishes to hide our true feelings from another person or to direct prompts from a parent.	“I said that big kids shouldn’t cry and tell the child to stop it right now”	0.67
4.6	Opportunity to intimacy and teaching	Using especially negative emotions to bond with the child and the opportunity to teach the child something about emotions, use explanations	“When my child is angry, I try to understand the reasons for his anger and explain to him what to do in this situation”	0.99
4.7	Labeling	This means that participants can help themselves and their children name and label the emotions they or their children are experiencing.	“If I see that my child is sad, then I tell him that this emotion is called sadness and ask him to explain what he feels at the moment”	0.97
4.8	Strategies of problem-solving	This step may include setting limits, setting goals, thinking about workable solutions, evaluating proposed solutions based on your family’s values, and helping your child choose a solution.	“I offer the child options for solving problems” or “I’d be pissed off by your friend’s behavior too, but hitting him is wrong”	0.69
4.9	Other strategies	This includes reading books about emotions together with a child, being open and telling the truth about one’s condition, creating a child’s mental map, praise and scaffolding, and others, delegation to another parent	“We often read books about emotions”	0.50
5	Internal energy or resource state	An internal conscious state when a parent can influence their own behavior and the behavior of others	“I feel that now I have inner strength and I can teach a child something regarding emotions”	0.95

The data to answer RQ3 were used to investigate the reasons why parents want to know more about emotion regulation. In developing this scheme, I did not refer to any existing codes, because I used data driven content analysis, the codes were developed from the answers of the participants. Therefore, these codes are conventional. In accordance with Hsieh and Shannon (2005), it can be an advantage of content analysis, because this knowledge is generated from unique participants' perspectives and grounded on the actual data without imposing pre-determinant theoretical perspectives. Finally, 7 coding categories were created: Be a better parent, Be capable to regulate own and others' emotions, Emotions – the basis of child’s development, Have alternatives to solve problems, Lack of awareness/acceptance of emotion regulation, Teach/share knowledge with others, Understand reasons for emotion expressions and effects (see Table 3).

Table 3

Coding rules and examples for RQ3 (Reasons why parents want to know more about Emotion Regulation)

	Category	Coding rule	Example	Cohen's Kappa
1	Be a better parent	Intention to be better than now	"I want to be the best parent for my children"	0.80
2	Be capable to regulate own and others' emotions	Have the ability to influence their own emotions and the emotions of others	"I want to know how emotions can be regulated"	0.94
3	Emotions – the basis of child's development	Belief that emotions as the main component for the future development of the child	"For me, emotions are the basis of child's development"	0.86
4	Have alternatives to solve problems	Be aware of different possible ways to solve problems	"I need knowledge to understand how to act, that I have a choice in making decisions"	0.88
5	Lack of awareness/acceptance of emotion regulation	Obtaining additional knowledge to fill this gap in order to be aware of emotion regulation and realize how to accept different emotions	"I don't quite understand what emotion regulation is"	0.89
6	Teach/share knowledge with others	Willingness to share knowledge with others	"I want to learn myself and teach my child to manage emotions"	0.86
7	Understand reasons for emotion expressions and effects	Intention to understand the causes of emotions and realize effects of it. Understand the cause-and-effect relationship	"If I know the causes of anger, then I can somehow eliminate them."	0.90

All coding was conducted in the program NVivo. To have objective reliability of coding, I tested Cohen's kappa coefficient with a second coder as the most used summary measure for evaluating interrater reliability (Xie, 2013). It includes the degree of agreement that one would expect as a result of chance. NVivo calculates Cohen's kappa coefficient separately for each node and source combination (QSR, 2022). For interrater test, the second coder was selected from the non-participants of this study. The task for them was to carefully read all transcriptions of interviews and code text in accordance with coding rules presented in Tables 2 and 3. The final results were obtained during two rounds of negotiations with the second coder. To interpret the result, I used threshold values by Fleiss et al. (2003). In accordance with them, the main codes received the degree of agreement as "very good" (0.75 – 1.00), although 4 sub-codes in the *Regulation* category were assigned as "fair to good" (0.41 – 0.75), the lowest value was 0.50. Since the purpose of the study was not to highlight the exact strategies of regulation, I assumed that there was a mixture between the strategies, and in general the indicator for the *Regulation* code is relatively high (Cohen's kappa = 0.96). Also, for the RQ3 all codes were in the range "very good" (minimum code's Cohen's kappa = 0.8). More details of other coefficients can be seen in Tables 2 and 3.

5 Results

In this section, three research questions were answered in sequence. In addressing the RQ1, firstly, the general results of the analysis of the questionnaires regarding parental behavior and practices were described, then each group of participants was considered in detail. The answer to the RQ2 was considered in relation to the categories related to emotional regulation, namely: definition, awareness, acceptance, regulation, and internal energy and resource state. The answer to the RQ3 reveals the main reasons why parents want to be aware of emotional regulation.

5.1 RQ1: What parenting styles are parents guided in upbringing children?

5.1.1 General results

There were two questionnaires that described parenting attitude towards children in general (PSDQ which identified Authoritative, Permissive or Authoritarian styles) and parenting practices in the emotional area (CEESQ which identified Emotion coaching, Dismissing and Self-efficacy as emotional socializer). Based on a survey conducted among 11 participants, I classified them into three groups. Group 1 consists of those who took part in both the survey and the interview and whose authoritative style is predominant in relation to the other two and who have a Likert score of 4 or higher (agree/strongly agree or often or always use). Group 2 included participants who also participated in both the interview and the survey, but the authoritative style scores were below 4. Group 3 included participants who did not participate in the interview and from whom I did not receive their self-interpretation on parenting styles and practices. To visualize the results, I made a graphic (see Figure 2 and Table 4) with visualized style types and parent self-interpretation. Survey responses were color-coded from green (5 on the Likert scale) to red (1 on the Likert scale) as presented in Figure 2. All names have been changed to ensure the anonymity of participants.

Figure 2

Summary of parenting styles and practices results (all names have been changed)

Participant	Parenting Style			Parenting Practices			Classification for analysis
	Authoritative	Permissive	Authoritarian	Coaching	Dismissing	Self-efficacy as emotional socializer	
Maria	4.00	3.00	2.00	4.29	1.60	4.00	Group 1
Svetlana	4.67	2.40	1.50	3.86	1.80	4.33	Group 1
Elena	4.27	2.40	1.33	3.86	2.20	3.83	Group 1
Nikita	4.33	3.00	2.00	3.71	2.80	3.67	Group 1
Jana	4.20	2.60	2.67	3.71	3.40	4.33	Group 1
Olga	4.20	3.60	2.58	3.43	2.60	3.83	Group 1
Alex	3.93	2.80	2.33	3.43	3.60	3.83	Group 2
Oleg	3.40	2.80	2.17	2.57	3.20	3.33	Group 2
Sergey	4.20	3.00	2.17	2.86	3.20	3.00	No interview
Lida	4.27	3.00	1.75	3.29	4.00	4.33	No interview
Nina	3.87	2.60	2.75	3.00	3.40	3.83	No interview

Table 4

Participants' self-assessment of parenting styles and practices

Participant	Classification for analysis	Self-assessment of styles	Preferred styles	Self-assessment of emotional practices
Maria	Group 1	Between Authoritative and Permissive	Authoritative	Emotion-coaching, sometimes use dismissing
Svetlana	Group 1	Permissive	Authoritative	Not dismissing, but not achieve yet emotion-coaching
Elena	Group 1	Permissive	Authoritative and Permissive	Emotion-coaching
Nikita	Group 1	Between Authoritative and Permissive	Authoritative	Emotion-coaching, sometimes use dismissing
Jana	Group 1	Permissive	Authoritative and Permissive	Emotion-coaching, sometimes dismissing happens
Olga	Group 1	Authoritative	Authoritative	Emotion-coaching, sometimes dismissing happens
Alex	Group 2	Between Permissive and Authoritarian, not Authoritative	Authoritative	Cannot assess
Oleg	Group 2	between Permissive and Authoritarian	No preferences	Dismissing

5.1.2 Group 1 results

In accordance with the data obtained, the following features can be noted. For the participants in Group 1, who have an authoritative style, emotion coaching also dominates compared to dismissing. As well as all participants in this group have a high score of self-efficacy as an emotional socializer. This suggests that parents who adopt an authoritative style, in general, tend to be emotional coaches for their children and are able to influence their development emotionally. All respondents in this group do not use an authoritarian style (max result 2.68 – between “Disagree” and “Neither agree nor disagree”) and most do not use dismissing (5 of 6 responses below 3 score (“Rarely or never” and “A bit”). Interestingly, the majority of these six parents rated themselves as parents who tend to show permissive style (3 parents said they use permissive style, 2 parents - both authoritative and permissive, 1 parent rated their style as only authoritative). However, according to the results of the questionnaire, the maximum score of the permissive style for parents who identified themselves with this style is 3 scores (“Neither agree nor disagree”). No one rated themselves as an authoritarian parent, and this coincides with the results of the questionnaire. During the personal interviews, each of the parents in this group was aware of what style she/he is striving for: 4 parents designated the authoritative style as preferred, and 2 parents preferred both authoritative and permissive. Notably, parents themselves are aware of what exactly they lack in order to achieve their desired parenting style and they understand the context. The following confirmative data was received as examples before I showed the results of the survey to parents.

It seems to me, to authoritative, I have not grown up yet, since we do not have so many rules, we constantly change them...We sometimes have this that the child says he does not want to brush his teeth, I say "well, today we will not brush them. (Svetlana, mother, Group 1)

We do not always make her (daughter) follow the rules (brushing teeth example) ...but we want to work on it...but 80% she listens to the rules and does what we tell her. (Maria and Nikita, parents, Group 1)

It is always exceedingly difficult with such classifications, there are a lot of situations when there is a mix of different styles, and it is difficult to attribute myself to a particular style, since there are also elements from other styles. (Jana, mother, Group 1)

The next extract also shows that the parent is not only aware of what she needs to do to achieve the desired parenting style, but also the parent gives an internal assessment of the results of the survey after getting the results.

These are great results; I just think I still have to put in the effort to apply the authoritative style.... but probably, when we answer, we sometimes brighten up the answers... a little idealized picture... but for me, this is a high mark (results) in fact, but I still have an understanding of how to achieve this style (authoritative) with clear standards and rules, I am not always perfect my credo is - prioritizing the needs and abilities of the child. (Elena, mother, Group 1)

Most of the parents highlighted that they need to set the standards and rules in the family, systematically follow them to achieve the authoritative desired style. Some of the parents also emphasized that in the written survey people could idealize and embellish responses (see Elena's response above), for them, *"it was difficult to answer when you understand how to answer, but in fact, you don't always do it right"* in accordance with Maria and Nikita's response. Therefore, surveys could be used as supportive material and deeper answers could be collected from personal conversations.

Almost all parents from Group 1 stated that they consider themselves to be emotional coaches, although sometimes they show dismissing. It is noticeable that parents underestimate themselves in the emotional areas because it was clear that they were not accustomed to talking about this topic, and in accordance with Maria and Nikita's response *"it is our first experience of participation on such a topic"*. They are critical to themselves, some of them know how to be the ideal parents and realize how it is different in reality (e.g., *"we understand that we are not ideal parents..."*, *"this is ideal of course, this is not always the case, especially in relation to myself"*, *"I am not always perfect"*, *"I try to work with myself in many ways, I remember many moments...I criticize myself very much, that I reacted incorrectly before"*), although the survey results show the opposite (see, for example, Svetlana's self-assessment below, by survey she has a self-efficacy level of 4,33 score) and parents make high demands on themselves that they didn't cope somewhere with something or didn't do it right. It is observable that parents can talk about their mistakes or omissions openly, for instance, in the case of acceptance of negative emotions. Only when mistakes are recognized they can be corrected.

Of course, we do not have any punishments (for the expression of negative emotions) ... but my attitude to the negative emotions of a child is different ... in general, we have tantrums from birth (colic, teeth), the child is such that it requires constant attention, participation and involving. (Olga, mother, Group 1)

Dismissing is, of course, quite some kind of trash... coaching - we try to apply more. I am not a supporter of the use of punishment at all, at this age, and indeed. But it happens, of course, when you are in a situation of frustration. (Jana, mother, Group 1)

I would add two more intermediate styles, because I am definitely not talking about dismissing, but I cannot say that I am an emotional coach either, because when I meet negative emotions ... I can control my emotions in a very limited way time ... I do not give enough time for the child to experience his negative emotion as much as he needs... I think my self-efficacy as an emotional socializer is not high. And I never try to evoke any emotion on purpose. (Svetlana, mother, Group 1)

Additional features that can be noticed from this group of parents, that they are sensitive and attentive to their children and children's needs and that children could teach them (e.g., *"she knows how to show joy in every little thing. We learn from our daughter"*), they learn from children and from partners (e.g., *"he (child) seems to know how to behave himself"*, *"he (child) does not require any kind of framework, he knows what to do and what not to do"*). These parents emphasize the importance of raising children in the same direction and with the agreement and support each other (e.g., *"we are a team...parents should raise their children in one direction, otherwise the child will have a mess in his head and it seems to me that this is not good"*, *"Important agreement between parents...joint child - agreed joint task"*, *"I observe how my wife behaves with our daughter and try to interact using the same methodology ... since my wife is more knowledgeable... I mirror and apply it"*). In the course of the interview, such parents often used comparison, gave measurements to their actions, analyze and reflect how they brought up, they are able to measure something relative to something, they are able to evaluate not only their own actions, but also the actions of others (e.g. *"In attitude of other people to my child, I see that the older generation is used to adjusting the child for themselves, so that makes adults comfortable"*, *"Perhaps we ourselves were brought up imperfectly somewhere ... we are too hypersensitive sometimes"*, *"He doesn't react at all, he immediately calms our daughter"*, *"I'm involved in him, I'm with him ... well, maybe 90%"*). It is noticeable that

the results made these parents happy, and it gave them confidence that they were on the right track.

5.1.3 Group 2 and 3 results

Group 2 were represented by two fathers, based on survey results in whom the authoritative style (ranked 3,93 and 3,4) also predominates in comparison with the other two parenting styles (permissive and authoritative), but to a lesser degree compared to Group 1. Moreover, dismissing emotional practice slightly prevails among them in comparison with emotion-coaching. Interestingly, both fathers did not rank their parenting style as authoritative, they rated themselves between permissive and authoritarian. However, one father mentioned that the *“authoritative style is for smart parents”*. Another father said openly and truthfully about himself that he *“does not have such standard patterns of behavior within himself, no internal boundaries, everything works out very situationally for him”* as well *“he has already known that he is a good parent and does not want to be the best parent”*. This statement does not coincide with the beliefs of the parents from Group 1, for whom there is no limit to perfection. Self-assessment of both parents regarding their emotional practice coincided with the results of the questionnaires. One father could not attribute himself to one of the two practices, the second father rightly attributed himself to dismissing (*“I am, of course, closer to the second style”*). Regarding the results obtained, one of the fathers noted that he *“agrees with the results, but not the fact that he always shows this, although he doesn't know”*. It seems a similar statement to Group 1, that people tend to overestimate their performance in a self-report, trying to seem better. However, this father has a belief that *“to be an authoritative parent, you need to have a talent for this... need own personal traits, which he probably doesn't have”* based on his opinion. Such a view could have been formed due to self-doubt, which can originate in unawareness. Nevertheless, it can be noted that these parents can also describe situations and their and others' behavior using any measurement. For example, Alex said *“depends on his (son) state. He may or may not perceive. 50/50. or 30/70. 30 - perceives, 70 - does not perceive. he is on his own wave, I do not always manage to tune into it”* and Oleg remarked, *“for the first 30-40 seconds, I endured and tried to persuade him (son)”*. Also, one of the fathers admitted that he has a lot to learn and consult his wife about education, as she is more experienced and has more knowledge.

The results of Group 3 show that the authoritative parenting style, in general, is also prevalent in these parents as in the other participants in the study, but also dismissing

practice is dominated. Unfortunately, I was unable to interview the participants in this group, although their answers could shed light on many points regarding emotion regulation and the application of these skills in parenting. The particularly interesting case would be the case of Lida, whose dismissing practice was rated as 4 points, while self-efficacy was rated 4.33. In other cases, in all three groups, it can be seen that parents in whom emotion-coaching dominates over dismissing also have a strong position of self-efficacy. The inability to interview participants who scored differently on the questionnaires may also be considered a limitation of this study. Further, it would be interesting to know the opinions and self-assessment of those who received results similar to Group 3.

In general, the authoritative parenting style is dominated by all parents based on the survey. Additionally, parents with a strong authoritative style and a dominant emotional style may critically evaluate themselves, sometimes underestimating their results, but they clearly understand which style they want to achieve and what they lack for this, and how to do it. These parents are free to speak up and admit their mistakes and want to become better parents for their children. Although there are few parents interviewed who do not have a clear advantage in emotional practices, their opinions and reasoning about emotions may show similarities and/or differences between them and the parents from Group 1. Therefore, it is interesting to know their opinion and interpretation of emotional regulation and its implementation in children's upbringing. When answering the following research questions, I adhered to the same classification into groups as in the first question.

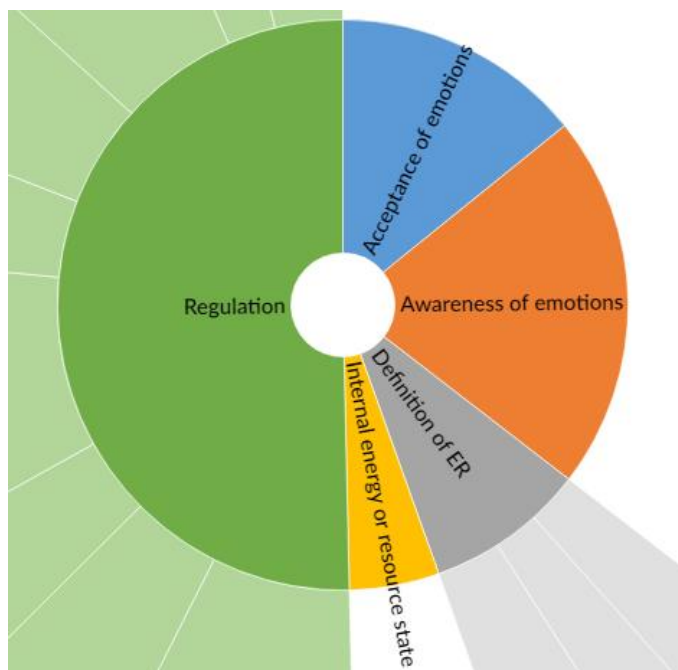
5.2 RQ2: What are the parents' interpretations and knowledge of emotion regulation in mind and in action?

In order to answer this research question, I asked the participants directly in the interview what they mean by the term "emotion regulation". Further, I tried to understand parents' interpretation of emotional regulation through their attitudes and perceptions of children's emotions (i.e., acceptance and awareness) and through the strategies that they apply in everyday life or in specific situations in relation to children's emotions. On the diagram (see Figure 3) it can be seen how the weights were distributed by coding references for all interviews, where it is shown that about half is allocated to the regulation of emotions. Interestingly, five participants from Group 1 made it clear that they had not

encountered such a concept before. Only one participant claimed to have met this concept from the course of developmental psychology during her studies but did not remember the exact definition. Nonetheless, they tried to describe the concept in their own words, linking it to emotions in general or even to emotional intelligence.

Figure 3

Distribution of coding references for RQ2 for all interviews



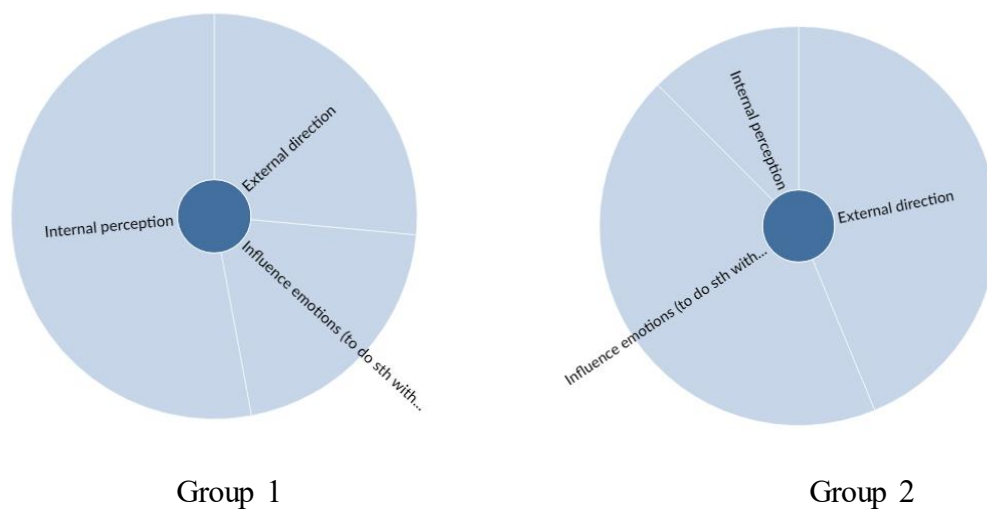
5.2.1 Definition of emotion regulation

I prepared a word cloud (see Figure 4) through the NVivo program with a view to visualize the answers of the participants about their understanding of what emotion regulation and related concepts are.

I accept (emotions), I contain them i.e. I am aware of my emotion or the emotion of the child (daughter), what I or she feels, acceptance, give me or the child time to live this emotion, do not rush, pronounce, accept, this is ideal. (Maria, mother, Group 1)

Figure 5

Distribution of emotion regulation definition codes by groups



However, in Group 1, the parents' opinions differ regarding the suppression of emotions. For example, for Elena, “*suppression of emotions is not ecologically*”, it is unacceptable for her to regulate emotions in this way. For Svetlana, on the contrary, it is acceptable to “*suppress negative emotions and give freedom to positive ones*”.

There was also a noticeable difference in attitudes towards negative emotions among the participants. For all participants, except for Oleg (Group 2), negative emotions are normal, even for Alex from the same group (e.g., “*child’s anger is normal*”), which also confirms the results of the questionnaire on emotional practices. During the entire interview, Oleg constantly drew attention to the fact that negative emotions are destructive that they need to be limited or avoided, therefore, his regulation is aimed at preventing negative emotions. Negative emotion beliefs influence understanding emotion regulation. It was clear from his answers that his child is often in negative emotions and the situation with tantrums is repeated quite often. In contrast, many parents in Group 1 consider

negative emotions as necessary emotions that have “*a positive side*” and which arise because the child “*has not yet a mature nervous system*” they are glad that the child can show such emotions because it is “*useful for the future life and there may be fewer mental problems*”. Below I have given an example of how Oleg describes his belief regarding negative emotions. This statement logically leads to the issues of acceptance and awareness of emotions, as well as the applied strategies for regulation.

Child experiences very much (negative emotions) ... he drools, snot, he directly becomes purple, puffs up ... but it is not true that he should live through this ... well, of course, I should help him get out of this situation, I tell him how to get out. But if I just watch how he experiences this situation inside himself, I do not know ... probably, he will develop such a habit ... then he will be sad all his life because of all sorts of nonsense. He should, on the contrary, at this moment think about how he can correct this situation. All the same, I need to switch it ... this is probably regulation ... but just sit and do nothing so, he will not have any skill for life.
(Oleg, father, Group 2)

5.2.2 Acceptance, awareness, and regulation of emotions

From the above example, it can be seen that Oleg does not allow his son to fully experience negative emotions (“*it's not true that he should live through this*”), and therefore the child feels negative emotions repeatedly and cannot experience them to the end. Surprisingly, Olga (Oleg's wife) noted that “*negative emotions start to spin like a snowball*” in their family. This suggests that Oleg does not accept the negative emotions of his son, which only leads to worse results “*I even noticed that when I try to correct his negative emotion, he very often, on the contrary, strengthens it, especially in denial of my words ... he starts turning himself on even more ... it even turns out the opposite effect... even after an hour or two he will not accept my words and explanations*”. If the parent does not accept the child's emotions, then the child may not accept the parents' words and explanations in response. This non-acceptance of childhood negative emotions may seem to frequent uncontrollable childish tantrums and can lead parents to use strategies to distract from these emotions or change the situation through physical intervention (e.g., take/get the child out). The opposite picture is seen of parents from Group 1. They accept the negative emotions of the children (“*Most of the time, I'm fine with tantrums*”, “*I don't see anything wrong with being in a negative emotion*”), if it is possible (depending on their condition) to give the child time to stay in this state (“*I can leave her alone with her*

emotion”, “*I’m not trying to get him out of his state of sadness*”) and they do not react with their negative emotion to it, do not draw much attention to it (“*If I don’t respond, she stops doing it*”). They notice that when they “*accept child’s emotions... explain... child calms down much faster... distraction works much worse here*”, they support child, show empathy, make physical contact (e.g., hug, give hand or to stroke/caress).

In the interview, parents had to choose any frequently encountered emotion of the child (all chose either a positive emotion or one positive and one negative). Among the positive emotions were such as love, delight, joy, tenderness, curiosity (it is questionable if it can be attributed to emotions, but the parent decided so), and stubbornness (for the parent it is a positive one), but only anger was selected as a negative emotion by four participants. As for the acceptance of positive emotions, all respondents accept children's positive emotions. As seen in the interviews acceptance is manifested in the way that parents do not stand aside, but also begin to become affected with positive, encourage, share it with the child, and participate in these emotions mentally and physically (“*If he (child) shows love to me, I show him love too, I do not stand aside*”, “*We support her enthusiasm*”, “*For me it is a source of my own joy*”, “*If he (child) invites me with him, then I jump*”, “*I have very good reactions to children's tenderness, I really love it when my child hugs me*”).

Like in this study can be seen the acceptance of emotions can be associated with the awareness of the emotion. It was especially noticeable when the participants spoke like experts about emotions and could describe the state of the children when the latter experience this or that emotion. As well as when they are aware of emotions, they could accept them. All parents quite clearly described how the child shows this or that emotion, some parents even tried to convey this state during the interview with facial expressions and gestures (“*He smiles... active gestures... most often associated with some kind of movement.... it can be laughter, dancing, clapping his hands*”, “*He drools, snot, he directly becomes purple, puffs up*”, “*He smiles, comes, waits for eye contact and body contact*”). However, in Group 2, I noticed that the fathers showed a lack of emotional awareness. Alex even said the question out loud “*I don’t understand what a positive emotion is?*”. Fathers admitted that they do not explain to children what negative emotions are, referring to the small age of children (“*If he has a negative emotion...it doesn’t work ... perhaps it all depends on age*”, “*I do not explain to a child what anger is, it is impossible...he is not even 3 years old*”). Moreover, they do not know what to do with negative emotions, besides

changing the environment or trying to distract, because words and persuasion do not work, and they do not know what are the reasons that caused this or that emotion. Although for parents from Group 1, who have the same age children, *“it is easy to read what kind of emotion children have because it is written on their face”*.

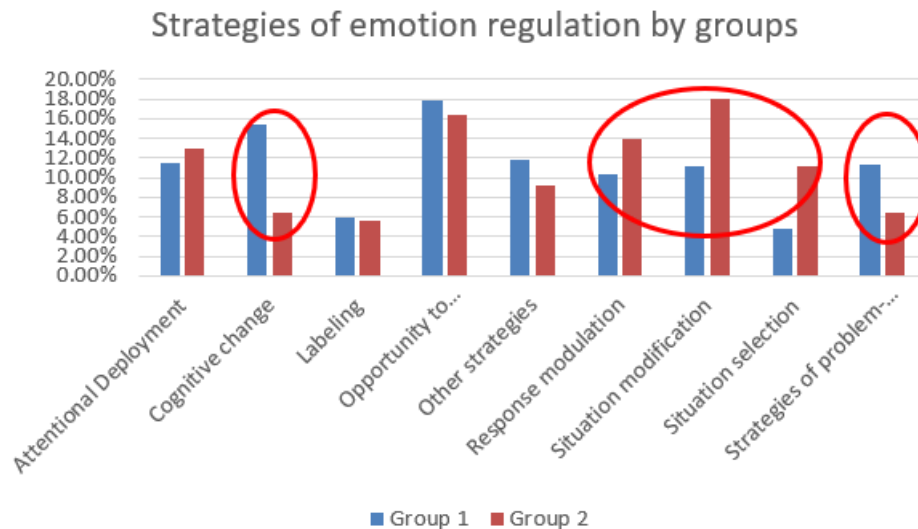
Additionally, those parents try to pronounce and explain negative emotions in order for the children to be aware of them. Such parents strive to understand the causes of emotions by observing behavior or asking the child directly what they feel (*“So, I understood why he cried when he watched a cartoon, that it caused him a feeling of fear”*, *“I start asking my daughter what happened, why she is upset”*, *“The child feels everything, reads all our emotions”*), they realize that children also have a spectrum of emotions (*“I see that he does not only divide the world into good and bad, he has a range of emotions”*). They do not hide their emotions from children, even if they are negative and openly talk about their own reactions (*“I myself began to show aggression”*). They also understand where and what the emotions are directed to (*“I understand that now she is angry not because I am so bad, but because something made her angry”*), they can assess how the child copes with and experience emotion (*“She still does not know how to regulate her emotions, express them correctly”*). The remarkable observation is that parents can be aware and assess the actions of other people related to their child’s emotions. For example, Elena mentioned that *“the older generation is used to adjusting the child for themselves, so that makes adults comfortable. Emotional manifestations such as crying are uncomfortable for them”*. Maria confirmed that *“grandmothers try to distract attention, but this does not work with her, she only starts to get angrier”*. Jana also mentioned that *“dad is better at sometimes coping with the child’s emotions, he doesn’t react at all, he immediately calms our daughter”*. In my personal opinion, it is important not only to be able to understand emotion and its causes but also to know what to do with it.

In general, this study shows that parents in both groups tried to mention consciously or unconsciously different strategies for regulating emotions. These results do not mean that parents necessarily apply these strategies. This means that parents mentioned them, including in the context also that they do not use the specific strategies. As can be seen in the bar charts (see Figure 6), parents from both groups mentioned strategies in approximately a certain proportion, although Group 2 placed more emphasis on Situation Modification/Selection and Response modulation compared with Group 1. On the contrary, parents from group 1 mentioned more Cognitive change and Strategies of problem-solving.

Opportunity to Intimacy and Teaching and Attentional Deployment have significant shares in both groups. The following describes the features of using emotion regulation strategies by parents.

Figure 6

Emotion regulation strategies by groups



As noted above, most parents (5 out of 6) from Group 1 do not often use the distraction from negative emotions (Attentional deployment), as they are sure that children should experience emotions to the fullest (“I don’t like it when doctors start distracting the child “look at the tractor”, “I most likely do not distract, but speak with her, immerse and concentrate...maybe, if only I unconsciously distract, like our parents did”, “Attention switching is also an effective strategy, but we do not use it as often”). Even when the child starts to impress the negative emotions some parents on opposite concentrate their attention that they are upset about something in order to understand the reasons together. Although in cases of tantrums, when other strategies do not work, parents' resort to distraction and situation modification (“When nothing helps...rarely try to distract from anger”, “I probably already started to distract him, because after kindergarten we often go hysterical”, “The hysteria has come, the words are useless, she no longer hears...take her out of the store”). As the interview showed, it was different from other participants, as Oleg (Group 2) often applies this strategy, “can distract him, and can order ... even shout”.

Even though Oleg does not accept the negative emotions of the child, at the moment of hysteria, when distraction does not help, he *“takes the child in his arms, calms him down and carries him to a less crowded place”*. This suggests that this participant is also using the opportunity to intimate with the child. As for the possibility of teaching children about negative emotions, neither Alex nor Oleg (Group2) can teach children anything about anger, for example. Alex makes several attempts to *“explain, then just goes aside, considering it useless”*, and Olegs’ *“child does not always respond to his learning style”*. Parents from Group 1 in relation to negative emotions show support and closeness (*“take my hand stronger”*), use explanation, dialogue, show children that negative emotions are temporary, and they will end soon, try to teach patience in relation to stubbornness (Jana’s case). Interestingly, Maria and Nikita prepare the child, play the situation in advance (for example, before going to the dentist), which allows the child to find out the sequence of events, understand what the dentist will do, and what not to be afraid of. Another feature for all parents is that none of them try to teach children anything about positive emotions (*“With regard to joy, I do not try to teach him anything”*).

In terms of Cognitive Change, parents try to convey or explain something to children, some of them do it through books and words, set the child up for events that will happen after something (*“Important to understand that the injection will end soon and that something will happen after that”*), they try to change children’s perceptions about certain situations. Some parents admitted that they possibly use this strategy unconsciously, and do not try to substitute concepts when using the strategy. However, for Oleg, this strategy does not work in comparison with distraction. Interviewed parents said the emotions that children experience aloud, i.e., Labeling, but they also answered that they do not always do this. Elena mentioned that she *“probably pronouncing only joy and frustration”*, Jana and Oleg unconsciously pronounce negative emotions but with denial, for example, *“stop being angry”*, *“do not freak out”*. It is noticeable that parents did not expect that there would be such a strategy as Situation Selection and some of them said that they would use it unconsciously. Therefore, I had to explain it with the example of a hairdresser (as Gross gave). Generally, parents avoid situations that provoke negative emotions and choose situations to reinforce positive emotions, for creating a comfortable environment for child and for planning. The most popular strategy among respondents, which is effective during times of powerful emotional picks or tantrums, is Situation Modification (*“It is more effective to take on the handles, to stroke/caress, the words no longer work at the moment”*, *“try to physically get away from the irritant”*). Also, Oleg (Group 2) mentioned that he

does not intentionally change the situation, he accepts it, because he believes that it is necessary to adapt to the situation and *“there are circumstances, then the child must behave in a certain way in them”*. Many of the parents of Group 1 consciously restrain themselves in order not to give their children a response to emotions, and even for them it is embarrassing to admit that sometimes they can say *“stop being angry”*. I use Olga’s generalization, which characterizes the general attitude of parents: *“You as parent don’t need to say “you should not cry now” to the child, you do not need to give a ban on feelings, on the contrary, you need to let the child live through these emotions ... and just make it clear to the child that you understand that you are accepting the child right now this emotion that you are with him”*. In this contrast, Oleg (Group 2) often uses this strategy to correct child’s behavior, he says *“certain actions that the child can’t cry here, can’t laugh aloud here, can’t yell here, can’t stomp on the floor ... yes, such a strategy is definitely needed”*. The Strategy of problem-solving reveals through setting limits (e.g., *“I told my daughter that you can’t beat people, you can’t spoil others’ things”*) and explaining about workable solutions (*“We do not have much space at home. Let’s see some smaller toy if he really wants it, but it is very expensive, then we discuss the topic of money”*). Although many strategies are intertwined with each other and some actions include several strategies, in the discussions with parents I was able to highlight other strategies, such as reading books about emotions together with a child, delegation to another parent, counting 5 minutes, playing situation, or even not interfering.

5.2.3 Internal energy or resource state

One remarkable aspect or condition that all participants described is the dependence of the applied strategies on their internal state. This refers to the internal state of the parent, to the internal conscious state when the parent can influence their own behavior and the behavior of others (e.g., *“Everything very much depends on the state I am in”*). All parents in both groups are well aware that if they have an internal resource or energy to do something, they consciously do what they consider right in relation to emotions (e.g., *“When I am in a resource when I am calm, then I accept emotions, I contain them”*). But when parents are in a state of fatigue or lack of internal resources, they begin to respond inappropriately to children's emotions and children's emotions begin to be perceived distortedly (e.g., *“When I am tired and fall into the state of a child, then her anger hurts me, I can be offended, I think what I am a bad mother”*, *“When a parent has little strength, it’s difficult to respond adequately ... you react with a scream to a scream”*). This may

indicate that parents can capture two of their states: in the resource and not. As well as that in the resource they can control and regulate their actions. Hence the questions logically follow: can parents regulate this state of being in the resource and whether are there actions that they do regardless of the internal state and whether do actions to regulate emotions can be like that?

Table 5

Summaries of the parents' interpretation and knowledge of emotion regulation

Categories	Group 1	Group 2 (mostly Oleg's case)
Definition of Emotion Regulation	Multifaceted dimensions: <ul style="list-style-type: none"> ✓ internal perception of emotions (acceptance, awareness), ✓ influencing emotions (regulation), ✓ social interests (society) 	Concentrate mostly on <ul style="list-style-type: none"> ✓ social interests (society) and ✓ influencing emotions (regulation)
Attitude to negative emotions	<ul style="list-style-type: none"> ✓ Negative emotions are normal, have “a positive side” and other benefits. ✓ Accept them. ✓ Could describe them. ✓ Give understanding what are negative emotions? ✓ Firstly, use opportunity to intimacy and teaching, later other strategies, if the first does not work ✓ Try to understand the reasons and ask questions ✓ Can show their own neg emotions 	<ul style="list-style-type: none"> ✓ Negative emotions are destructive. ✓ Do not accept. ✓ Could describe them. ✓ Do not give understanding what negative emotions? ✓ Use often distraction or “way out” of situation, sometimes opportunity to intimacy ✓ Often do not know what to do with them ✓ Do not understand reasons
Attitude to positive emotions	<ul style="list-style-type: none"> ✓ Acceptance and awareness ✓ Not teaching regarding positive emotions 	<ul style="list-style-type: none"> ✓ Probably accept but are not always aware. ✓ Not teaching regarding positive emotions
Assessment	<ul style="list-style-type: none"> ✓ Can assess how to cope with and experience emotion ✓ Can assess the actions of other people related to their child's emotions 	
Strategies	<ul style="list-style-type: none"> ✓ Try not to use response modulation ✓ Use situation modification mostly in tantrums. ✓ Sometimes use cognitive change and situation selection unconsciously or do not use before, not using substitution of concepts. ✓ Unconsciously use labeling negative emotions with denial ✓ Using problem-solving through setting limits and explanation. ✓ Use other strategies 	<ul style="list-style-type: none"> ✓ Often use response modulation ✓ Unconsciously use labeling negative emotions with denial ✓ Are not able to use cognitive change
Internal state	Can understand they are in the resource and not. Ability to do something consciously with emotions or not depends on this state.	

In summary, those parents who are more knowledgeable in the emotional area and strive to be the emotion coach, interpret emotion regulation in multifaceted dimensions, considering their internal perception of emotions (acceptance, awareness), influencing emotion (regulation), and social interests (society). For them the manifestation of all

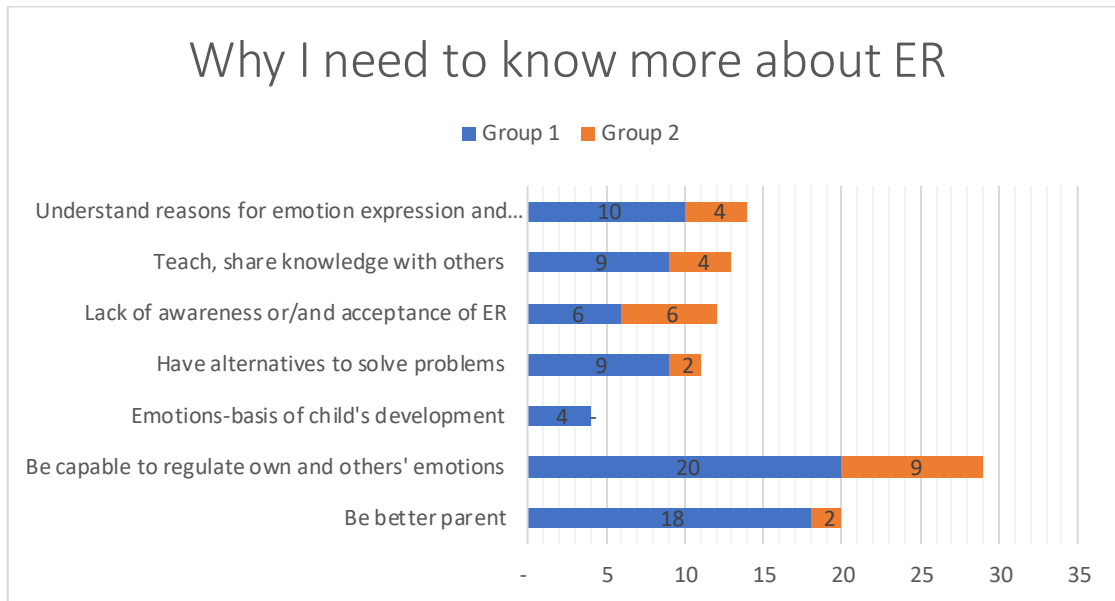
emotions (negative and positive) is normal, they are aware of emotions and accept them. They use various strategies applied to emotions, it is important to them to understand the causes of emotions, they can assess the emotional state and actions aimed at emotions. Parents, who are less knowledgeable in this, do not pay enough attention to their internal perception of emotion. The latter do not accept negative emotions, because they are destructive. They often use a distraction strategy or modulate the response to a negative emotion, but also admitted that they do not always know what to do with negative emotions. They use fewer strategies compared to emotional coaches. Most parents have a common belief that they accept and are aware of positive emotions, but do not consciously teach anything about them. Also, the application of knowledge on emotional regulation in practice often depends on the internal state of the parents.

5.3 RQ3: How does awareness of emotion regulation support parenting?

Awareness of emotional regulation can be understood as knowledge in this area, which can be applied, particularly, in parenthood. This raises the question, why do parents need this knowledge? What benefits can this knowledge give them? What is the point for parents to be aware of emotional regulation? If they would be aware of emotion regulation, would they receive for parenting? In order to answer these questions during interviews with parents, the main reasons that parents want to gain this knowledge, why it is necessary for them were identified. Based on the answers of parents, seven main reasons were identified why parents want to receive knowledge in this area. They are following: to be capable to regulate own and others' emotions (29 mentions), to be a better parent (20), to eliminate the lack of awareness and/or acceptance of emotion regulation (12), to understand the reasons for emotion expression and its effect (14), teach/share knowledge with others (13), to have alternatives to solve problems (11), the belief that emotions are the basis of child's development (4) (see Figure 7, numbers show a quantity of coding references). Some parents' explanations are shown below for each reason.

Figure 7

Main drivers to be aware of emotion regulation



The most frequently cited reason was the intention to be able to regulate emotions. Obviously, parents understand that in order to regulate children's emotions and teach children to manage their own emotions, they have to know how to regulate their own emotions firstly (e.g., *“You learn to control yourself ... sometimes you make think that you poorly manage your emotions, and then there is also a small person, which is yet to come this self-control”*). Moreover, the intention to learn regulation own emotions and the emotions of others is mainly due to two aspects: 1) they do not know how to properly regulate, are not aware of potential regulation strategies; 2) they know how to regulate, but because of the internal state without some energy, they cannot apply this regulation.

For example, parents expressed unawareness about certain actions as follows: *“I wouldn't have done situation modification before, but now I would do this”*. The inability to apply existing knowledge was described as *“If I am very tired, I most likely will not be able to do all the necessary actions that I would like”*, *“It happens that I cannot recognize in advance that I am tired and that I can no longer do anything with the child's emotions”*, *“When I have been exhausted, I do not let the child experience this emotion, not because I consider it unnecessary, but because I can no longer myself cope with it”*. Interestingly, Maria, who has the highest results of applying emotion coaching among participants, mentioned that *“knowledge about emotions helps to stay in the resource, however, self-*

care helps even more". Oleg also showed a desire to learn how to regulate emotions, because his son *"is developing, speaks, and expresses his feelings and we need to do something with this"*, but this desire is aimed precisely at coping with negative emotions.

The second most popular answer was driven by the desire to be a better parent. Notably, almost all participants openly said that they are not ideal parents, and they have a lot to strive for. Participants mentioned that they want to be a more qualitative parent, that they are often aware of their actions post-factum and criticize themselves, but work on it both intellectually and emotionally, that when parents are tired, they fall into a state of a child, begin to take offense, and think that they are bad mothers, that periodically they correct their behavior, they need to grow and develop themselves.

Half of the participants answered directly in the interview that they want to gain more knowledge in the field of emotional regulation in order to be more aware or learn to accept them since this concept is not entirely clear to them or they want to understand what is happening in general or whether they are moving in the right direction or not, not try to accept, but exact accept it. It is quite understandable that Oleg during the interview often focused on this: *"Probably, like most fathers, I don't have a clear understanding of what strategies I use, I do everything according to my mood"*, *"In the dispute with my wife I often argue at the level of intuition, and she already has a certain theory and significant arguments about this"* or *"Until a certain time, I did not consider emotions important"*.

The next two reasons are similar to each other due to the understanding of existing or potential options offered by parents. It is essential to parents to learn to understand the causes of emotions and understand what effects this can lead to. The participants point out that *"it is a big work for parents to understand the reason for this or that emotion, the child is angry not because I am so bad, but because something made her angry"*. They also noted that during tantrums the *"main task is to understand the causes of it to find the solutions"* and if they are *"in a state of frustration, they try less to understand the problem"*, and they are aimed *"to find out what the child is angry about, they offer her option to since she does not realize it"*. Svetlana also gave an example that she allows her son to scream, rather than shutting him up, as was acceptable in her generation because she understands that in times of danger a child should scream for help. For her, understanding such causal-effect relationships is useful and interesting. In addition, parents want to understand what alternatives they have for solving problems, they *"would like to have a choice of what knowledge to use and look for less painful or more beneficial alternatives"* because often

parents act the way they were brought up, and what *“an upbringing can be performed in diverse ways is difficult to realize, and even more difficult to realize that they were brought up wrongly”*. Parents also talked about ways to solve some problems. For instance, *“the child behaves more adequately with one parent than when both are nearby, therefore, they are separated, someone with the child, someone continues to do other things”* or they set specific rules: *“you have already eaten enough sweets, I don't mind if you eat them, but the next portion will be tomorrow”*. Jana turns to additional knowledge and literature if she has a request when some situation happens, and she does not know how to deal with it.

According to the responses received, parents are aware that children *“still does not know how to regulate their emotions, express them correctly, our (parents') goal is to teach them”*. Firstly, parents mentioned they would like to teach children because it is an important skill for life to children to *“recognize signals from others and respond adequately”*. Secondly, parents are *“an example for children”*. Parents set the goal not only to teach children but also to share their knowledge with a partner who is less competent in this area. It can be seen from Svetlana's answer that if parents have additional information and knowledge, then they can choose how to behave and act in any situation, and not just as our unconscious said, laid down by our upbringing.

My husband did not read these books, for some time I retold and told how to act, how to raise a child, because he does everything wrong, in my opinion, he does as our parents do. (Svetlana, mother, Group 1)

As a researcher, I was strongly hooked by the last reason, namely, the inner strong belief of parents, which was noted by half of the interviewees, that *“emotions-basis of child's development”*. For parents, such a belief is a beacon or a guiding star that illuminates their path in education, parents are sure that it is thanks to the emotional development and sustainability acquired in childhood that the child will be able to build the right relationships, learn, and live.

In summary, probably, awareness of emotion regulation could help parents to eliminate the lack of knowledge in this field, be capable to regulate own and others' emotions, transfer this knowledge, understand reasons of emotion expression and its effect, have alternatives to make decisions and solve problems. All this is done with the desire to be the best parent for children, because, for them, emotions are the basis for children's development.

6 Discussion

The aim of this study was to explore the parents' perception of emotion regulation and how it supports parents in upbringing children. For this, data were collected on parenting styles and emotional practices of 11 parents, 8 of whom participated in a semi-structured interview, where they spoke about their understanding of emotional regulation and its application in their practice. In this section, obtained study findings were compared with existing research results around studied questions.

6.1 Parents are guided by a certain style and practice – guided style and practice which they desire?

All participants of this study are guided by the authoritative style but to varying degrees. The participants with the highest degree of authority style have the highest degree of emotional coaching with correspondence of self-efficacy as an emotional socializer (Group 1). As well as the participants, who do not have such a pronounced authoritative style compared to other styles, the dominance of dismissing emotional practice and lower degree of emotional socializer self-efficacy are observed. Although the extrapolation to a larger population has not been made due to an insufficient number of participants, these results are in line with existing research that claims that a high level of authoritative style predicts a high level of parental self-efficacy (Harpaz et al., 2021) and the emotion-coaching style is positively correlated with self-efficacy as an emotional socializer (Ciucci et al., 2015). To match general parenting styles to emotional practices, Vondruska (2018) attempted to superimpose Gottman's model (with emotional styles) (1997) on the Baumrind model (with general styles) (1971), where the emotional coaching and the authoritative style are in the same square, which also indicates their association. Like Gottman (1997) Vondruska (2018) contrasted emotional coaching with a dismissing style, but Ciucci et al. (2015) showed that emotion-coaching and dismissing are two discrete styles but not antithetic as well as applying each of them depends on the specific situation, which was also confirmed by the interviewees, who consciously apply both styles depending on the circumstances. When creating a meta-emotion philosophy, Gottman (1996) determined that emotion-coaching differs from the authoritative style in that the former is much broader than the idea of warmth, as it additionally includes scaffolding and praising.

Both the authoritative style and emotion-coaching practice are related to “Positive parenting”, which describes parent-child interactions that are relevant to the study of emotional regulation development and include parental responsiveness, warmth, collaboration, and cognitive scaffolding features (Macklem, 2007). Participants from the emotion-coachers group mentioned in the interview that authoritative and permissive styles are close to them because they value the same aspects as in positive parenting. Parents also emphasized that they are aware of how their parents raised them and want to do better in raising their children. This also confirms the statement that “parenting is not static but always evolving” and the selected parents have learned about parenting from their parents, but apply the modified family model (Kolar, 1999). And this suggests that parents can consciously relate to and think about the process of parenting.

This study also shows how parents assess themselves and their parenting styles and practices. In other words, how parents can apply self-regulating skills, how do they set goals, how do they achieve them, how can they reflect, are they aware of their mistakes and ways to correct them. Stehlik (2003) rightly pointed out that parenting skills are acquired through learning by doing or experiencing, and its roots in childhood role models, from observing other parents, from books or other resources accessible for parents. This is also confirmed by the interviewed parents, that they know how they were brought up, they see the difference in their own methods of parenting and the spouse, they tell what they read and whose advice they listen to, and they learn from the children, which additionally shows that for them learning is a social process (Hadwin, 2004; Zimmerman, 2002).

In the study, two categories of parents were clearly visible: those who know what style they are striving for, who are aware of what they lack, and those who are undecided and unsure that they can achieve the desired style or do not attach importance to it, therefore they do not put before goals. It can be referred to as Boekaerts’ (2016; Panadero, 2017) dual processing model of SRL, that the formers adhere to the mastery mode, where they could better achieve results and know how to deal with emotions (evidence from the RQ2), and the latter to the coping mode, in order to preserve their well-being and avoid tasks. It is important to pay attention to the values and goals of parents, as this is one of the characteristics in the parenting model (Darling & Steinberg, 1993) that determine the processes through which parenting style affects the development of the child. The mastery mode parents could assess their performance critically (e.g., accepting mistakes and omissions) and based on their assessment criteria (e.g., achieving level of agreement with

child and spouse) and level goal (e.g., learn how to deal with certain emotions) (Panadero & Alonso-Tapia, 2014) and possess self-regulatory skills through besides setting specific goals, observing their actions (e.g., accepting, not scolding), evaluating progress towards goals (e.g., I still cannot manage the child), responding by continuing or modifying strategies (e.g., distracting does work), depending on the value of the task and perceived self-efficacy (Hartman, 2002). In other words, they possess general regulatory skills. In the coping mode, parents try to maintain their well-being and their unshakable beliefs (e.g., negative emotions are destructive) and it is difficult for them to expand the horizon of their knowledge and skills. It seems that parents who have less regulatory ability and knowledge in a particular area (in this case, in parenting) are likely to often make erroneous conclusions and poor choices, as their incompetence deprives them of the metacognitive ability to fully realize this (Ehrlinger et al., 2008; Kruger & Dunning, 1999). In simpler terms, unskilled in some areas are unaware of it.

From here it can be concluded that parents can choose the style of upbringing in which they want to raise a child, if they have enough knowledge in this area and they consciously approach this issue and parents from the group of emotional coaches confirm this. As well as it is appreciable for me as a parent and researcher that in the zone of my proximal development (Vygotski, 1978) there are people who consciously address the issues of upbringing, thereby improving themselves.

6.2 Parents' emotion regulation in mind and action?

In general, the results of the questionnaire and interview allowed the participants to be classified into two categories: those who are more aware of emotional regulation and those who are less. Mostly they have differences in their understanding of emotional regulation, in their attitude towards negative emotions, and in the strategies they use.

Less knowledgeable parents in emotional regulation pay attention to the external component, how they manifest themselves in front of society and this can be a call to action with emotions. This can be attributed to impression management, which may refer to the social goals of emotion regulation (Eldesouky & English, 2019; Tamir, 2016), or to emotional norms (von Scheve, 2012) or moral emotions (Turner & Stets, 2006), which also characterize emotions from a sociological perspective. For another category of parents, it is notable to consider besides social view also psychological aspects (Ciucci et al., 2015;

Ersay, 2015; J. M. Gottman et al., 1996; Gross, 2015; Kurki K, 2017), for instance, to be aware of any emotions and accept them, internally perceive them.

The proposed classification of parents in this thesis and obtained results are also in line with existing evidence from the meta-emotion philosophy (J. Gottman & DeClaire, 1997; J. M. Gottman et al., 1996). Parents who are, or aspire to be, emotional coaches are able to accept, regulate, and be aware of children's emotions, especially negative ones (Ciucci et al., 2015; J. M. Gottman et al., 1996). Parents who are aware of emotions and can speak as experts find emotional expression acceptable. They do not differentiate negative emotions as bad and positive emotions as good; all emotions are part of our life and it's great to be aware of them, they should not suppress emotions. In contrast, parents with low levels of awareness perceive negative emotions as toxic and destructive and get children out of negative mood as soon as possible (J. M. Gottman et al., 1996). If such parents can accept another classification of emotions, for example, all emotions, depending on the context, can be either helpful or harmful (Gross, 2015), then perhaps they could change their thoughts about negative emotions. As well as it is likely that a chain of the emergence of children's negative emotions, their rejection by parents, constant tantrums, and the inability to experience them "fully", non-perception of parental explanations and learning style in relation to negative emotions might be interrupted or modified.

Regarding positive emotions, the distinguishing feature of the interviewed parents was that they do not try to teach their children anything about these emotions, they also do not try to regulate these emotions. Although, on the contrary, it has been suggested that people can regulate both negative and positive emotions, both increasing or decreasing them (Gross, 2015; Gross & Thompson, 2007; Pekrun, 2014).

The use of emotional regulation strategies also depends on the level of awareness. The low level of emotional awareness is associated with the low level of emotion regulation and problem focus responses (Ersay, 2015). It is quite clearly seen in Oleg's case, especially in the regulation of negative emotions. As noted by Gross (2015; 2007) that the attentional deployment strategy is used from infancy, this is confirmed by the participants in the study, everyone used this strategy. Although knowledgeable emotional coaches do not strive to apply distraction in relation to negative emotions (J. M. Gottman et al., 1996), they use it when the intensity of emotion is high, where cognitive change is less effective (Gross, 2015). Although Gottman (1997; 1996) found that parents do not see negative emotions as useful or as an opportunity for either intimacy or learning, according to

interviews in this thesis, such parents sometimes do use situations with negative emotions to get closer to their children. In situations of tantrums, parents prefer to use strategies that focus on external environmental change, as these are forms of extrinsic emotional regulation that is most pronounced in the infancy and early childhood periods (Gross & Thompson, 2007).

During the analysis of the data, one interesting topic was identified, which was noted by all participants, and which was not considered in the theoretical part. All parents pay special attention to their inner or internal energy and resources. This is a surprising note that parents have the knowledge on how it should be implemented in practice, they are motivated, for example, to regulate emotions, but they are physically unable to do this at certain points in time when they are really tired or feel fatigued. According to the strength model of self-control (Baumeister et al., 2007) this state can be called as ego depletion characterized when “a resource of self-control that determines the ability to for effortful control over dominant responses is used up, which leads to impaired self-control task performance” (Hagger et al., 2010). Passarotti et al. (2022) argued that research in this area has not yet given sufficiently a comprehensive picture of how the effectiveness of emotion regulation can be modified due to influence of fatigue. argued that research in this area has not yet given sufficiently a comprehensive picture of how the effectiveness of emotion regulation can be modified due to influence of fatigue. However, it is known from the theory of metacognition that strategy as a purposeful, conscious specific method can gradually transform into skills that are used unconsciously, automatically, and selectively when it is necessary. As well as this transformation is carried out only through the practice of strategy implementation, which helps to develop control over one's own learning (Hartman, 2002; Veenman, 2015). The researcher also claimed that, for example, in academic settings, students can use their emotions as a source of energy (Boekaerts & Pekrun, 2016). This opens the issues for future research on how emotions, emotional regulation, and ego depletion are interrelated.

6.3 Drivers of emotion regulation awareness for parenting

The results show if parents would be aware of emotion regulation, they could at least eliminate the lack of knowledge in this field, be capable to regulate own and others' emotions, transferring this knowledge, understanding reasons of emotion expression and

its effect, have alternatives to make decisions and solve problems (J. Gottman & DeClaire, 1997; J. M. Gottman et al., 1996; Gross & Thompson, 2007). Achieving and solving these tasks can have a wide impact not only on improving relationships in the family but also on the metacognitive abilities of parents since awareness along with control or regulation over one's thinking is characterized as a fundamental aspect of metacognition (Hartman, 2002). Several authors emphasized that emotional awareness is one of the skills that affect emotional response and experience and skill that is essential for effective and successful using emotion regulation strategies (J. M. Gottman et al., 1997; Lambie & Marcel, 2013). Also, awareness could be considered as an ability to speak as an expert about emotions, and the ability to differentiate them (Ciucci et al., 2015; Doohan et al., 2014; J. M. Gottman et al., 1996). Gross (2015) argued that because emotional awareness is useful for emotional regulation, deficiencies in the perceptual stage can cause emotion regulation to fail and differences of this awareness can affect emotion regulation. In other words, awareness in the emotional area could be linked to the extent to which individuals could think about, acknowledge, and recognize that they live through and experience emotions, through which emotion regulation can be effectively applied.

Generally, parents have formulated goals for themselves that they want to achieve through emotional regulation. The researchers (Eldesouky & English, 2019; Gross, 2015; Tamir, 2016; Thompson, 1994) also explored that there is some kind of goal or motive behind every regulation of emotion, whether it is an end in itself (e.g., to regulate sadness with the aim not to be sad) or the means to achieve other goals. Gross (2015) suggested the defining feature of emotion regulation is the activation of a goal that affects the trajectory of emotions and weak activation of a goal could be the cause of less successful regulation. L. Eldesouky and T. English (2019) defined the associations between emotion regulation goals (e.g., hedonic and instrumental) and personal traits (e.g., extraversion, agreeableness, and openness to experience). The importance of setting a goal is quite understandable and necessary in any process of the regulation (not only in the areas of emotions), as evidenced, for example, by different models of SRL in which the processes begin with goals or task perception (Panadero, 2017). Another category that is close to the goals and also affects the management of emotions are beliefs about emotional regulation. People with higher beliefs about the manageability and controllability of emotions tend to also consider themselves better able to regulate emotions (Moumne et al., 2021). According to B. Ford and J. Gross (2018), our fundamental beliefs about emotions are likely to shape the regulation of emotions and they are the decisive leverage on them. Therefore, parents'

belief that emotions are the basis for a child's development may be a crucial factor in their regulation of emotions, although this issue of the influence of beliefs is on the agenda for current and future research (Ford & Gross, 2018).

Gross (2015) rightly pointed out that while it is hard to predict one's own emotional response, it can be even harder to correctly assess how another person is feeling in different situations. If a person is unaware of various strategies of emotion regulation and has a limited number of available strategies or is dependent on one regulation strategy or has a belief that it is not possible to effectively use a particular emotion regulation strategy, malfunctions in emotion regulation and misregulation can occur (Gross, 2015; Thompson, 1994). This suggests that the ability to see the spectrum of emotional causes or problems and at the same time the spectrum of suitable solutions or strategies may refer to the development of divergent and convergent thinking, for example, based on the Double Diamond methodology (Council, 2020) and emotion regulation flexibility as a dynamical adjustment of strategies across situations, including blends and sequences of regulatory efforts (Gross, 2015). In other words, having an expanded understanding of the options for the occurrence of certain emotional reactions and having an understanding of the various strategies for their settlement, achievement goals of emotional regulation is likely more successful, especially in the parent-child relationship where the adult shows mostly extrinsic regulation.

7 Conclusion, Limitations, Ethical issues and Future research

This study attempted to explore the parents' perception of emotion regulation and how it supports parents in upbringing children for a small group of parents through qualitative analysis. Firstly, I identified parenting styles and practices by which parents are guided in daily life. Secondly, I found how parents understand emotional regulation and how it is implemented in practice. Thirdly, I revealed several drivers of emotion regulation awareness for parenting.

Overall, a dominant majority of participants adopt an authoritative parenting style and emotion-coaching practices. Their interpretation of emotional regulation in thought and action are quite consistent with the previous studies and it is suggested that those parents, who pay attention to emotion regulation and purposefully implement it in parenting, tend to display the authoritative style and the emotion-coaching parenting practice, interpret emotion regulation in multifaceted dimensions, considering their internal perception of emotions (acceptance, awareness), influencing emotion (regulation), and social interests. The less knowledgeable parents in the emotional area do not appropriately take into account acceptance and awareness of emotions, especially negative and they use fewer strategies compared with emotion coaches. Moreover, results showed that the application of knowledge on emotional regulation in practice often depends on the internal state of the parents. Additionally, the main drivers were identified as to why parents want to be aware of emotion regulation, where they emphasized the importance of emotions in parent-child relationships.

However, this thesis includes several limitations. First, the sample of participants was not representative and was not random. All participants are in good friendly relations with the author, and they have children from 2 to 4 years old. On the one hand, the level of trust and disclosure of reliable information was high, on the other hand, all parents are mainly from the same communication cohort with the same ideas about parenting, so there was not enough diversity for the purpose of the study. Second, it was a small number of participants (N=11), which made it impossible to conduct quantitative analysis, thus, results could not be extrapolated and generalized. Third, the influence of cultural background and parents' gender has not been considered, although some authors (Acar et al., 2021; Brenning et al., 2020; J. Gottman & DeClaire, 1997; Gross & Thompson, 2007; Manzeske & Stright, 2009; Morris et al., 2007; Tani et al., 2018) found these aspects essential in the study of parenting styles and emotion regulation. Fourth, using self-reports

(questionnaires) as the offline method does not accurately reflect metacognitive behavior and the results could be over- or underestimated (Veenman, 2015). Despite the fact that interrater reliability was tested, the creation of the interview script was conducted by a single person. Accordingly, in future studies, it is possible to work in the collaborative research group, expand the sample on a random basis, study cultural and gender aspects, conduct quantitative analysis in addition to qualitative analysis, use online data collection methods, for example, observation.

Despite the limitations, the study sheds light on parents' interpretations and how they perceive emotions and how they regulate them, what triggers affect their parental emotional behavior (e.g., inner fatigue), and what motivates them to continue learning and gain more knowledge in this area and perform learning by doing and across the life span. Received insights could be beneficial for parents, psychologists, learning science researchers, and also educators and teachers, especially in early childhood education. It is highly likely that food for thought will help to find common ground and common agreements in matters of emotional (and not only) education of children among adults. Future research may be aimed at establishing the connection and correlation between the ability of emotional regulation and internal energy, resource state, and the study of the interpretation of emotional regulation in those parents who are guided by other parenting styles and practices, for example, authoritarian or permissive. The findings highlight the importance of this topic for parents themselves, since few people talk to them and discuss, for instance, emotional regulation, using certain strategies, parenting styles, and practices, and especially for research purposes, and perhaps future research will take this into account. But it causes careful thought on ethical issues and compliances for doing this kind of research.

In this study, ethical questions were performed in accordance with the principles of the Finnish Advisory Board on Research Integrity (TENK, 2019) with consideration of the following ethical issues (Israel & Hay, 2006): integrity, avoiding harm and doing good, informed consent of using participants' personal data, anonymization of participants, confidentiality private information, plagiarism. The participants were informed in the written forms about the study and the purpose of the study prior to participation. Each parent filled out individual consent electronically and could withdraw from participation at any time, participation was voluntary. For the purpose of avoiding personal identification, all real names of the participants have been changed. Personal data were processed in well

commonly used and well-known applications with a high level of development of technologies and protection (e.g., NVivo, Excel). Access to the processing of personal data was protected in the IT system. The research material was archived without identifiers. All statements and quotes of parents are framed in this thesis accordingly. However, during the data collection process participants could obtain new information related to the selected topic and this somehow could influence their awareness and subsequent implementation of this information. Participants were warned about this in advance, and they are responsible for it.

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Appendices

1. Appendix A. Parenting styles and dimensions questionnaire (Robinson et al., 2001).
2. Appendix B. Crèche Educators Emotional Style Questionnaire (Ciucci et al., 2015).
3. Appendix C. The interview script in English and Russian.
4. Appendix D. Handout materials for participants in English and Russian.

Appendix A. Parenting styles and dimensions questionnaire, PSDQ (Robinson et al., 2001).

#	In English	In Russian	PSDQ factor	PSDQ subfactor
1	I explain the consequences of the child's behavior.	Я объясняю последствия поведения ребенку	AUTHORITATIVE	Regulation Dimension (Reasoning/Induction)
2	I encourage my child to talk about his/her troubles.	Я поощряю своего ребенка рассказывать о своих проблемах	AUTHORITATIVE	Connection Dimension (Warmth & Support)
3	I help my child to understand the impact of behavior by encouraging my child to talk about the consequences of his/her own actions.	Я помогаю своему ребенку понять влияние поведения, побуждая ребенка говорить о последствиях его собственных действий.	AUTHORITATIVE	Regulation Dimension (Reasoning/Induction)
4	I explain to my child how we feel about the child's good and bad behavior.	Я объясняю своему ребенку, как мы относимся к хорошему и плохому поведению ребенка.	AUTHORITATIVE	Regulation Dimension (Reasoning/Induction)
5	I give my child reasons why rules should be obeyed.	Я объясняю своему ребенку, почему следует соблюдать правила.	AUTHORITATIVE	Regulation Dimension (Reasoning/Induction)
6	I emphasize the reasons for rules.	Я подчеркиваю причины, почему правила необходимо соблюдать	AUTHORITATIVE	Regulation Dimension (Reasoning/Induction)
7	I give praise when my child is good.	Я хвалю ребенка, когда он поступает хорошо	AUTHORITATIVE	Connection Dimension (Warmth & Support)
8	I show respect for my child's opinions by encouraging my child to express them	Я проявляю уважение к мнению моего ребенка, поощряя выражать его.	AUTHORITATIVE	Autonomy Granting Dimension (Democratic Participation)
9	I give comfort and understanding when my child is upset.	Я утешаю и понимаю, когда мой ребенок расстроен.	AUTHORITATIVE	Connection Dimension (Warmth & Support)
10	I am responsive to my child's feelings and needs.	Я чуток к чувствам и потребностям моего ребенка.	AUTHORITATIVE	Connection Dimension (Warmth & Support)
11	I encourage my child to freely express him/herself	Я поощряю своего ребенка свободно выражать себя, даже если он не согласен с родителями.	AUTHORITATIVE	Autonomy Granting Dimension (Democratic Participation)
12	I have warm and intimate times together with my child.	Я использую возможность для теплого и душевного времяпровождения с ребенком	AUTHORITATIVE	Connection Dimension (Warmth & Support)
13	I take my child's desires into account before asking	Я принимаю во внимание желания своего ребенка, прежде чем просить его что-то сделать.	AUTHORITATIVE	Autonomy Granting Dimension (Democratic Participation)
14	I scold or criticize when my child's behavior doesn't meet my expectations.	Я ругаю или критикую, когда поведение моего ребенка не соответствует моим ожиданиям.	AUTHORITARIAN	Verbal Hostility Dimension
15	I explode in anger towards my child.	Я взрываюсь от гнева на своего ребенка	AUTHORITARIAN	Verbal Hostility Dimension
16	I grab my child when being disobedient.	Я хватаю/одергиваю ребенка, когда он не слушается	AUTHORITARIAN	Physical Coercion Dimension
17	I scold and criticize to make my child improve.	Я ругаю и критикую ребенка, чтобы он стал лучше	AUTHORITARIAN	Verbal Hostility Dimension
18	I yell or shout when my child misbehaves.	Я повышаю голос или кричу, когда мой ребенок плохо себя ведет	AUTHORITARIAN	Verbal Hostility Dimension
19	I use physical punishment as a way of disciplining my child.	Я использую физическое наказание как способ дисциплинировать своего ребенка.	AUTHORITARIAN	Physical Coercion Dimension
20	I slap my child when the child misbehaves.	Я бью своего ребенка, когда ребенок плохо себя ведет	AUTHORITARIAN	Physical Coercion Dimension
21	I spank when my child is disobedient.	Я шлепаю ребенка, когда он не слушается	AUTHORITARIAN	Physical Coercion Dimension
22	I state punishments to my child and do not actually do them	Я заявляю своему ребенку о наказаниях и на самом деле их не применяю.	PERMISSIVE	Indulgent Dimension
23	I threaten my child with punishment more often than actually giving it.	Я угрожаю своему ребенку наказанием чаще, чем на самом деле.	PERMISSIVE	Indulgent Dimension
24	I use threats as punishment with little or no justification.	Я использую угрозы как наказание без каких-либо оснований или почти без всяких оснований.	AUTHORITARIAN	Non-Reasoning/Punitive Dimension
25	I find it difficult to discipline my child.	Мне сложно дисциплинировать своего ребенка	PERMISSIVE	Indulgent Dimension
26	I give in to my child when the child causes a commotion about something.	Я отдаюсь полностью своему ребенку (полностью в его распоряжении), когда ребенок из-за чего-то волнуется.	PERMISSIVE	Indulgent Dimension
27	I punish by taking privileges away from my child with little if any explanations.	Я наказываю, отнимая у моего ребенка привилегии без каких-либо объяснений.	AUTHORITARIAN	Non-Reasoning/Punitive Dimension
28	I punish by putting my child off somewhere alone with little if any explanation.	Я наказываю тем, что отправляю своего ребенка куда-нибудь наедине без каких-либо объяснений.	AUTHORITARIAN	Non-Reasoning/Punitive Dimension
29	I spoil my child.	Я балую своего ребенка	PERMISSIVE	Indulgent Dimension
30	I take into account my child's preferences in making plans for the family.	Я принимаю во внимание предпочтения моего ребенка при планировании семейных дел	AUTHORITATIVE	Autonomy Granting Dimension (Democratic Participation)
31	I allow my child to give input into family rules.	Я разрешаю своему ребенку вносить свой вклад в семейные правила.	AUTHORITATIVE	Autonomy Granting Dimension (Democratic Participation)
32	When my child asks why he/she has to conform, I state, "Because I said so," or "I am the parent and I want you to."	Когда мой ребенок спрашивает, почему он / она должен меня слушаться, я отвечаю: «Потому что я так сказал/а» или «Я родитель и знаю, как надо».	AUTHORITARIAN	Non-Reasoning/Punitive Dimension

Appendix B. Crèche Educators Emotional Style Questionnaire (Ciucci et al., 2015).

#	In English	In Russian	CEESQ factor
1	When a child is angry, my goal is to make him/her stop	Когда ребенок злится, моя цель - заставить его остановиться.	Dismissing
2	I help children get over sadness quickly so they can move on	Я помогаю ребенку быстро избавиться от грусти, чтобы он смог двигаться дальше.	Dismissing
3	The children will learn to manage their emotions by themselves	Дети учатся управлять своими эмоциями самостоятельно.	Dismissing
4	I feel I am very good at making the children reflect on what made them angry, frightened or sad	Я чувствую, что очень хорошо умею побудить ребенка задуматься о том, что его злило, напугало или огорчило.	Self-efficacy as emotional socializer
5	If children are sad, I don't get involved unless it lasts too long or it is too intense	Если детям грустно, я не вмешиваюсь, если это не длится слишком долго или не слишком интенсивно.	
6	The contribution of early childhood teachers to the emotional development of young children is fundamental at the care center	Вклад родителей в эмоциональное развитие детей раннего возраста является основополагающим в семье.	Coaching
7	Children's sadness is an emotion worth exploring	Детская грусть — это эмоция, которую стоит исследовать.	Coaching
8	I try to change the negative mood of a child into a cheerful one	Я стараюсь изменить негативный настрой ребенка на веселый и позитивный.	Dismissing
9	When a child is happy, I take some time to share this feeling with him/her	Когда ребенок счастлив, я нахожу время, чтобы обсудить с ним это чувство.	Coaching
10	I easily recognize the emotions that a child is experiencing	Я легко распознаю эмоции, которые испытывает ребенок.	Self-efficacy as emotional socializer
11	I accept children's fear even if it seems unmotivated	Я принимаю детский страх, даже если он кажется немотивированным.	Coaching
12	When a child is angry, I help him/her to express what made him/her so angry	Когда ребенок злится, я помогаю ему выразить, что его так рассердило.	Coaching
13	The greatest responsibility for children's emotional development lies with the parents	Наибольшую ответственность за эмоциональное развитие детей несут родители.	
14	I feel able to help children cope with their fears and their anger	Я чувствую, что могу помочь ребенку справиться со своими страхами и гневом	Self-efficacy as emotional socializer
15	The children will learn to regulate their emotions by experiencing them with their peers	Дети учатся управлять своими эмоциями благодаря их общению со своими сверстниками.	
16	When a child is angry, it's an opportunity for getting close	Когда ребенок злится, это возможность сблизиться.	Coaching
17	When a child is afraid, I try to distract him/her	Когда ребенок боится, я стараюсь его отвлечь.	Dismissing
18	I am able to stay close to an angry child	Я могу оставаться рядом с рассерженным ребенком	Self-efficacy as emotional socializer
19	When a child is feeling a negative emotion, it's an opportunity to use my educational skills	Когда ребенок испытывает негативные эмоции, это возможность применить мои навыки и опыт.	Coaching
20	I can easily distinguish the different emotions a child is feeling	Я легко могу различать разные эмоции, которые испытывает ребенок	Self-efficacy as emotional socializer
21	I can get the children to express all of their emotions	Я могу побудить ребенка выразить все свои эмоции	Self-efficacy as emotional socializer

Appendix C. The interview script in English and Russian.

In English

(5 min) Activation and general questions about emotion regulation

Q1. How do you understand “Emotion regulation”? Are you familiar with this? What role does emotion regulation play for you in upbringing process? Do you pay attention to it? Are you thinking about it?

Q2. Which strategies of emotion regulation do you usually use in upbringing process? *(If the participant has struggled with answers to open question, ask him closed questions: e.g. Do you try to select a situation to avoid some certain child’s emotions? or suggest other strategies)*

(10 min) Questions about certain emotions

Q3. What emotion (negative or positive), in your opinion, does your child show more often: sadness / anger/ pride / affection/love? Or another one? Which?

3.1. What does your child do to get over being sad/angry/pride...?

3.2. How do you respond to child sadness/ anger/pride...? What might you do?

3.3. What do you think you are trying to teach child about sadness/ anger/pride...?

3.4. How does your child respond to your teaching style?

3.5. In general, what are your reactions, thoughts and feelings about child’s sadness/ anger/pride...?

(5 min) Closing questions about emotion regulation

Q4. Imagine a situation when your child starts crying, lying on the floor and throwing a tantrum in the shop *(or choose other situation where parents could apply strategies)*.

Which actions do you take and why? What is your reaction? Goals and intentions?

Describe your behavior/Explain your actions step-by-step. *(Repeated questions about strategies)*.

(10 min) Questionnaire results (briefly describe each parenting style by Baumrind and Gottman)

Q5. Which parenting style do you think you are applying in life: Authoritative, Authoritarian, or Permissive? Is it your preferable style?

Q6. Do you think that knowledge, competence and skills in emotional regulation can help you to adhere to your desired parenting style?

Q7. Would you like to learn more about emotion regulation? If so, why? What exactly? If not, why not?

(5 мин) Активирующие вопросы

Q1. Что такое для Вас «регулирование эмоций»? Знакомы вы с этим понятием? и какую роль регулирование эмоций играет для Вас в процессе воспитания? Вы обращаете на это внимание? Задумывайтесь об этом?

Q2. Какие стратегии регулирования эмоций вы обычно используете в процессе воспитания? Расскажите о них, можно на примерах. *(Если участник затрудняется ответить на открытый вопрос, задайте ему закрытые вопросы: например, пытаетесь ли вы выбрать ситуацию, чтобы избежать определенные эмоций ребенка? Или предложите другие стратегии)*

(10 мин) Вопросы по отдельным эмоциям

Q3. Какую, на Ваш взгляд, эмоцию (позитивную или негативную) Ваш ребенок проявляет чаще грусть/печать/гнев/гордость или привязанность/любовь? Или другую? Назовите?

3.1. Что делает Ваш ребенок, чтобы перестать грустить/как справляется с гневом, как проживает гордость....?

3.2. Как Вы реагируете на детскую грусть/гнев/гордость...? Что Вы делаете?

3.3. Как Вы думаете, чему Вы пытаетесь научить ребенка в отношении грусти/гнева/гордости...?

3.4. Как Ваш ребенок реагирует на Ваш стиль обучения?

3.5. Каковы в целом Ваши реакции, мысли и чувства по поводу детской грусти/гнева/гордости...?

(5 мин)

Q4. Представьте ситуацию, когда ваш ребенок начинает плакать, лежать на полу и закатывать истерики в магазине. Какие действия вы предпринимаете и почему? Какова будет Ваша реакция? Цели и намерения в этой ситуации? Объясните свои действия шаг за шагом. *(повторяющейся вопрос про стратегии)*

(10 мин) Результаты опросника (описать каждый стиль родительского воспитания вкратце)

Q5. Как вы думаете, к какой стиль родительского воспитания вы применяете в жизни: Авторитетный, Авторитарный или Разрешительный? Этот стиль вы ходите применять?

Q6. Как Вы думаете, чтобы придерживаться желаемого стиля воспитания знания и компетенции в области эмоционального регулирования могут помочь Вам?

Q7. Хотели бы Вы получить больше знаний в области эмоционального регулирования? Если да, то почему? Если нет, то почему?

Appendix D. Handout materials for participants in English and Russian.

Handout materials in English

	High Control	Low Control
High Responsiveness	<p style="text-align: center;">Authoritative</p> <ul style="list-style-type: none"> • Firm and consistent control • Monitor and impart clear standards for their children’s conduct • Give priority to child’s needs and abilities • Implying age appropriate maturity demands • Encourage children to be independent • Attentive • Forgiving • Encouraging autonomy • Offering democratic climate 	<p style="text-align: center;">Permissive</p> <ul style="list-style-type: none"> • Frequent expression of warmth and affection • Low enforcement of rules and authority • High acceptance • Taking the role of friend rather than parent • Allow the child to make their own decision • Minimal punishment
Low Responsiveness	<p style="text-align: center;">Authoritarian</p> <ul style="list-style-type: none"> • Firm in control practices • Expecting strict, unquestioned obedience to parental authority • Not ready to accept individuality of child • Disobedience is dealt by forceful and punitive discipline • Relative neglect of child’s needs • Little communication between parent and child • Highly directive behaviors 	<p style="text-align: center;">Negligent</p> <ul style="list-style-type: none"> • Inattentive behavior • Neglecting the child • Little interaction with child

Pic.1 Parental behaviors characterizing the four parenting styles (Gafoor & Kurukkan, 2014)

Emotion coaching	Children’s negative emotions are met with awareness, patience and respect, and viewed as an opportunity to develop intimacy. Children are guided through emotional storms with listening, empathy, identification of feelings, limit settings on behavior and assistance with problem solving. Specific solutions are not mandated, and “should be” emotions are not dictated.
Dismissing	Children’s negative emotions are viewed as irrational, trivial, devoid of substance, manipulative or bad, and therefore unimportant. Because negative emotions are believed to come weakness or flawed character traits, they are treated with harsh, judgment and criticism. Conformity to a state of emotional homeostasis is demanded, and enforced via punishment.

Pic.2 Emotional styles (J. Gottman & DeClaire, 1997)

Self-efficacy as an Emotional Socializer was positively associated with a Coaching style. it is parents' perceived capability to manage the children’s emotional lives (Ciucci et al., 2015).

	Высокий контроль	Низкий контроль
Высокая отзывчивость	<p>Авторитетный</p> <ul style="list-style-type: none"> • Твердый и последовательный контроль • Понятные стандарты для поведения детей • Приоритет потребностям и способностям ребенка • Соответствующие возрасту требования зрелости • Поощрение детей быть независимыми • Внимательность к детям • Прощение • Поощрение автономии • Демократичный климат в семье 	<p>Разрешительный</p> <ul style="list-style-type: none"> • Частое выражение тепла и привязанности • Низкое соблюдение правил и подчинения • Высокое признание индивидуальности ребенка • Родитель в роли друга • Позволение ребенку принимать свои собственные решения • Минимальное наказание
Низкая отзывчивость	<p>Авторитарный</p> <ul style="list-style-type: none"> • Твердость в методах контроля • Ожидание строгого, беспрекословного послушания • Не готовность принимать индивидуальные решения ребенка • Неподчинение пресекается силовыми и карательными мерами, строгая дисциплина • Относительное пренебрежение потребностями ребенка • Мало общения между родителем и ребенком • Директивное поведение родителей 	<p>Не вовлеченный</p> <ul style="list-style-type: none"> • Невнимательное поведение • Пренебрежение ребенком • Мало взаимодействия с ребенком

Рис.1 Родительское поведение, характеризующее четыре стиля воспитания (Gafoor & Kurukkan, 2014)

Эмоциональный коучинг	Отрицательные эмоции детей встречаются с осознанием, терпением и уважением и рассматривают как возможность для развития близости. Детей «проводят через эмоциональные бури» с помощью слушания, сочувствия, определения чувств, ограничения поведения, при помощи решении проблем. Конкретные решения не требуются, а эмоции какими они «должны быть» не диктуются.
Отстранение	Отрицательные эмоции детей рассматриваются как иррациональные, тривиальные, лишённые содержания, манипулятивные или вообще плохие и, следовательно, неважные. Поскольку считается, что отрицательные эмоции возникают из-за слабости или недостатков характера, к ним относятся резко, осуждают и критикуют. Требуется соответствие состоянию эмоциональной устойчивости, и оно обеспечивается посредством наказания.

Рис.2 Эмоциональные стили (J. Gottman & DeClaire, 1997)

Самоэффективность как эмоциональный социализатор - предполагаемая способность родителей управлять эмоциональной жизнью детей. Самоэффективность как эмоциональный социализатор была положительно связана со стилями коучинга (Succi et al., 2015).