

The influence of parents' social network on the socialization of emotion regulation in the child

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Introduction. Parents have an influence on the socialization of emotion regulation of their child. Parents' social network influences the child's upbringing. Whether this social network of parents also has an influence on the socialization of specifically the emotion regulation in the child through the influence they have on parents is still unknown in the scientific literature. The purpose of current research is to find out whether the social network of parents influences the socialization of emotion regulation in the child.

Method. A questionnaire was designed based on the literature and existing measurement instruments. This was distributed through the personal network of the researchers among parents of children aged 3 to 7 years. Based on the data from 38 to 64 participants, a descriptive analysis and a one sample t-test was performed.

Results. Parents are influenced by their social network in socializing the child's emotion regulation. Partners had the most influence on this and social media contacts the least influence. The influence of parents and partners was significantly different then no influence at all. The influence of friends and siblings and or other relatives were ambiguous. The influence of contacts via social media was not significantly different then no influence.

Discussion. The results are aligned with the findings in the literature. The findings of this study can be used in the intervention of emotion regulation difficulties in a child or as a preventive factor. A follow up study should be a qualitative study.

Inleiding. Ouders hebben invloed op de socialisatie van emotieregulatie van hun kind. Het sociale netwerk van ouders beïnvloedt de opvoeding van het kind. Of dit sociale netwerk van ouders ook invloed heeft op de socialisatie van specifiek de emotieregulatie bij het kind door de invloed die zij hebben op de ouders is nog onbekend in de wetenschappelijke literatuur. Het doel van het huidige onderzoek is om na te gaan of het sociale netwerk van ouders invloed heeft op de socialisatie van emotieregulatie bij het kind.

Methode. Op basis van de literatuur en bestaande meetinstrumenten werd een vragenlijst ontworpen. Deze werd via het persoonlijke netwerk van de onderzoekers verspreid onder ouders van kinderen in de leeftijd van 3 tot 7 jaar. Op basis van de gegevens van 38 tot 64 deelnemers werd een beschrijvende analyse en een one sample t-test uitgevoerd.

Resultaten. Ouders worden beïnvloed door hun sociale netwerk bij het socialiseren van de emotieregulatie van het kind. Partners hadden de meeste invloed hierop en sociale media contacten de minste. De invloed van ouders en partners was significant anders dan helemaal geen invloed. De invloed van vrienden en broers en zussen en/of andere familieleden was niet eenduidig. De invloed van contacten via sociale media was niet significant verschillend van geen invloed.

Discussie. De resultaten komen overeen met de bevindingen in de literatuur. De bevindingen van deze studie kunnen gebruikt worden bij de interventie van emotieregulatie problemen bij een kind of als preventieve factor. Een vervolgstudie zou een kwalitatieve studie moeten zijn.

Introduction

Emotion regulation is the process by which an individual is enabled to exert an influence on emotions (Koole, 2009). The beginning of the socialization of emotion regulating starts in early childhood (Crowell, 2011). Parents and their parenting have a significant role in this (Morris, 2007). Parenting is not an isolated construct, but is influenced by the context in which it occurs. One of these contextual factors is the social network of the parents, such as for example their partner, their friends and their parents (Doreleijers & Boer, 2019). Assumed that the social network of parents has an influence on parenting, it is possible that they also have an indirect effect on the socialization of emotion regulation in children.

Parenting and the development of children

A human being develops from the creation of the embryo until their death. This development is partially explained by the nature of the individual, such as their genetic material and their predisposition. On the other hand, this development is explained by the influence of the environment (Struyven et al., 2010). An important influence from the environment in childhood are parents and their parenting practices. Parenting is characterized by the daily interaction with the child by parents (Doreleijers & Boer, 2019). Through parenting, parents influence their child's social development (Mensah & Kuranchie, 2013) emotional development (Morris et al. 2007) and academic achievement (Turner et al., 2009). In addition, parenting is seen as the most important factor in preventing academic failure and criminal behavior ("Improving parenting: the why and the how," 2007).

The way in which parents raise their child differs. A well-known way by which this distinction is made is by parenting styles. There are four parenting styles that are classified by the degree of parental responsiveness and parental demandingness. These parenting styles are permissive, authoritative, authoritarian and dominant (Maccoby & Martin, 1983). It is assumed that an authoritative style of parenting creates the most optimal development in a child (Lee et al., 2006; Smetana, 2017). The style adopted by parents is related to the characteristics of the parent. For example, increased self-efficacy and reduced parenting stress, as well as lower depression and anxiety in parents leads to a more authoritative parenting style (Vafaenejad et al., 2019).

Bronfenbrenner's (1986) ecological model shows that parenting is not a one-sided concept, but must be seen in context. For example, relationships within the family play a role in parenting, such as the marital relationship, but factors from outside the family can also be influential (Doreleijers & Boer, 2019). For example, ethnicity and culture, the socioeconomic status and poverty of the family and the neighborhood and community in which they live can also play a role in the parenting (Kotchick & Forehand, 2002). The latter is part of the social network of parents.

The social network of parents

The social network of the parents consists of an informal network and a formal network. The informal network consists of friends and family, for example. The formal network consists of professionals with whom parents have regular contact, such as the childcare center or the school of their child (De Roos et al., 2021). The informal social network can have three functions: practical support, emotional or psychological support and a normative function. Practical support can consist of babysitting the children, for instance. Emotional support can be, for example, a listening ear from the social network. Normative support relates to the example people set; by being part of a social network, people learn from each other (Bartelink & Verheijden, 2015). In research by De Roos et al. (2021), two thirds of the parents indicated that they asked their informal network for help with their upbringing.

The degree of social support experienced from the social network has an impact on parenting. A low level of support from the social network can lead to difficulties in parenting. In addition, it also has an effect on parenting characteristics. For example, parents who experience low levels of social support have more mental health problems and experience more loneliness (Ortega, 2002). In contrast, parents who experience sufficient social support from their social network have better relationships with their children and have better parenting practices (Green et al., 2007). In addition, parents who receive enough social support have better psychological well-being (Taylor et al., 2015). Parents who experience more social support are also more nurturing and consistent in their parenting and are less likely to display harsh parenting behavior (Lippold et al., 2017). These parent characteristics influence their parenting style and practices. Therefore, enough social support plays a role in parenting. In contrast, unsolicited support or too much advice from the social network can lead to insecurity among parents. Parents also get the feeling that the social network passes judgment on their parenting practices (De Roos et al., 2021; Ortega, 2002).

Emotion regulation

Assuming that parents' social network plays a role in parenting and parenting plays a role in the child's emotional development, it is possible that the social network of the parents plays a role in children's socialization of emotional regulation through the influence they exert on parenting. Emotion regulation is the influence an individual exerts on emotions when they occur (Koole, 2009). There is a wide range of behaviors that can be classified as emotion regulation. The goal of emotion regulation is diverse. People can wish to regulate their emotions to reduce the duration and intensity of negative emotions or to increase the duration and intensity of positive emotions. The goal of emotion regulation can also be instrumental, such as wanting to look happy for your child. In addition, emotions can also be regulated from a broader cultural context (Gross, 2015).

Cultural rules play a role in the experience and expression of emotions, for example, there may be cultural rules by which children learn when and how to express or not express an emotion. In collectivist cultures, expressing emotions that reflect individual needs may be seen as inappropriate, whereas within

an individualist culture this is emphasized in the upbringing (Novin & Rieffe, 2006). Emotion regulation must be placed in the cultural context because of this cultural aspect. Nevertheless, there seems to be a consensus in most cultures that emotions need to be regulated in some way. The development of regulation of emotions is seen as a fundamental aspect in the overall development of children (Gross, 1998).

Morris et al. (2007) developed a model through which they attempt to explain how the socialization of emotion regulation is shaped and how parents play a role in it. Research by Morris et al. (2007) outlines this parental influence on the development of emotion regulation in children. It states that the influence is determined by three mechanisms, which are observation, parenting practices, and the emotional climate within the family. The three mechanisms interact and influence each other. In addition, these factors are influenced by the characteristics of the parents. The influence of the components on the emotion regulation is also mediated by the characteristics of the child, the effects of the mechanisms will differ per child (Morris et al., 2007).

Parenting and the socialization of emotion regulation

The first mechanism through which children's emotion regulation is influenced by their parents is modeling. This mechanism assumes that what behavior parents show regarding emotions teaches children how they should regulate their emotions (Morris, 2007). An example of this is the study by (Lara et al., 2011) which showed that fear of the dentist in parents increases the chance of fear of the dentist in the child.

The second mechanism is parenting practices, this involves how parents teach children about their emotions. Research by Denham et al. (1997) found that parents who responded responsively to a child's positive emotions led to the child's better understanding of the emotion. Rejecting the child's emotions, such as by telling a child to stop crying, has a direct negative effect on a child's emotional socialization (Lunkenheimer et al., 2007). In addition to dismissing emotions, negative parental reactions to their child's emotions also lead to difficulties with emotion regulation. Parents can also teach their child emotion regulating strategies, such as counting to ten when the child experiences anger. Helping children to approach a situation in a positive way or to shift the attention when experiencing a negative emotion that occurs, for example, when performing a frustrating task, are associated with lower levels of expressed sadness and anger (Morris et al., 2007)

The final mechanism is the emotional climate of the family, this daily emotional climate in which a child finds himself has an important effect on the development of emotion regulation. The emotional climate is often measured in studies by looking at parent-child attachment, parenting style, family expressivity, expressed emotion and marital relationships (Morris et al., 2007). A secure parent-child relationship allows a child to feel more free to express emotions. Furthermore, an authoritative

parenting style, where there are clear guidelines for expressing emotions in a socially desirable way, provides increased emotional safety for the child. An example of this is when parents indicate that when a child is angry they may be angry, but they may not hit. Overly harsh parenting, associated with a dominant parenting style, on the other hand, leads to problems with the regulation of emotions, such as the regulation of anger (Morris et al., 2017).

Current study

Whereas the influence of the social network of parents on parenting has been the subject of research for many years, it seems that research on the specific influence on socialization of emotion regulation in children is lacking. In the literature, the focus is mainly on the child's social network or the influence of the social network of parents on the parent's emotion regulation (Crowell, 2011; Rutherford et al., 2015). In addition, the research that exists on the effects of the informal social network often does not specify the various people who may be involved in this network, but considers the social network in its entirety (De Roos et al., 2021; Lippold et al., 2017; Green et al., 2007; Taylor et al., 2015). Morris et al. (2007) research already suggests that more research is needed on those around parents, but this focuses on those in the household, such as siblings of the child or a resident grandparent.

The aim of this exploratory research is to examine to what extent the social network of the parents influences the socialization of emotion regulation in the child. Therefore, the following main question will be central to this study: 'To what extent does the social network of parents have an indirect influence on the socialization emotion regulation of a child?' This main question will be answered by the following sub questions:

1. To what extent does the social network of parents influence the mechanism how parents give expression to the modeling mechanism??
2. To what extent does the social network of parents influence how parents give expression to the parenting practices mechanism?

The mechanisms in the sub questions originate from the model of Morris et al. (2007). This model explains how parents can influence the socialization of emotion regulation in the child, but not how parents are influenced in this. In addition, this study will also make a distinction between different categories with the social network of parents. Parents' social network is divided into the partner, parents, siblings or other relatives, friends, and social media contacts of parents. This distinction is made because one category within the social network may exert more influence than the other category (De Roos et al., 2021).

In addition to the scientific relevance of this research, there is also a societal relevance of the current study. A child's emotion regulation has a direct effect on the child's well-being (Gross, 2015). If there are problems in the development of the child's emotion regulation, parents are often involved in the

intervention, for example through psycho-education or coaching. The formal social network of parents is then deployed (Braet & Berking, 2019). If this network is no longer present when the intervention ends, the informal network of parents remains present in family life. If they exert influence on the way in which parents influence the socialization of the child's emotion regulation, it is important that this is also investigated during the intervention.

In addition to treating difficulties in emotion regulation, the social network can play a preventive role. Families can look at their social network and how it can be strengthened to play a preventive role. Since the decentralization of youth care in 2015, more attention is paid to the social network of families in order to strengthen the family's bearing capacity (De Roos et al., 2021). This can also include the influence on emotion regulation if this turns out to be of influence.

Method

Design

To answer the research question a quantitative study using a questionnaire was conducted. Since this is a study involves humans, the study was approved by the Ethics Committee of the Faculty of Behavioral and Social Sciences of the University of Groningen.

Participants

The questionnaire was distributed to parents with a child aged three to seven years. This age was chosen because in it all mechanisms from the model of Morris et al. (2007) are already of influence on the development of emotion regulation (Crowell, 2011). The recruitment of participants was conducted by the social network of the researchers. The questionnaire was distributed via social media, which are LinkedIn, a personal website, Twitter and Facebook. In addition, the questionnaire was also distributed in Facebook groups where the target population was a member. An infographic was also displayed in busy places, such as the supermarket and a music school. There were 83 participants in this study. Since the questions, besides the question for consent, were not required, there is missing data differentiating per variable. The data analysis was conducted with the data available per variable, which was data from 38 tot 64 participants.

Measures

The questionnaire was created in collaboration with the supervisor and a fellow student. The questionnaire was distributed among a small sample of the study population from their own network (N=3) and provided with feedback by this sample. The questionnaire was further provided with feedback by members of the Youth Studies Research Group of the University of Groningen. Based on the pilot and the feedback from the research group, the questionnaire was adapted, particularly in terms of language use and length. The questionnaire was administered using Qualtrics. Information about the goals of the

study was provided on the first page, together with the informed consent checkbox. Participants were also asked whether they were a parent of a child between the ages of three and seven. If the answer to this question was no, the survey was closed. Participants were then asked a few general questions. The survey then continued with the topic of primary school choice. After that, the participant moved on to the questions regarding the influence of the social network on emotion regulation. Due to the complexity of the emotional climate mechanism, no questions on this concept were included in the questionnaire. The mechanisms modeling and parenting practices were operationalized in the questionnaire. The full questionnaire can be found in the appendix.

The **modeling** mechanism was reflected in the questionnaire through the aspects of their own display of emotion. The participants were first asked questions about their approach regarding the modeling mechanism. Participants were presented with a situation and asked how they would respond to it. These questions were based on the self-expressiveness in the family questionnaire (Touliatos et al., 1990) and the FEEL-E Questionnaire on emotion regulation in adults (Grob & Horowitz, 2015). These questions were not used in the data analysis, because they were brief qualitative and quantitative questions, that were adjusted from combined and existing scales, that provided too little information to make statements about. The purpose these questions served was to get parents to think about their approach regarding the socialization of the emotion regulation in their child before answering questions about the influence of their social network.

These questions were then followed up by the question to what extent the social network had an influence on this. The question they were asked was: ‘To what extent do the opinions of the people listed below affect how you handle your own emotions in front of your child?’. When asked about the influence of the social network, the influence of the following categories was asked: parent(s), partner, brother(s) and/or sister(s) and/or other relatives, friends, contacts via social media and other than the above, namely. The response options were 1 = no influence at all, 2 = somewhat influence, 3 = influence, 4 = a lot of influence, 5 = very much influence, and 6 = the opinion of this person I do not know. The scores of these questions were later transformed.

The **parenting practices** mechanism was reflected in the questionnaire by the aspects of parents’ reaction to their child’s emotions and which emotion regulation strategies they teach. Participants were presented with a situation and asked how they would respond. Again, the data of this question was not used, since it provided too little information and were adjusted and combined questions from existing scales. These questions were based on the Maternal Emotional Style Questionnaire (Lagace-Seguin & Coplan, 2005) and the The Parent Affect Test (Linehan et al., 1983).

These questions were then followed up by the question to what extent the social network had an influence on this. The questions about the reaction from parents to their child’s emotions were: ‘To what

extent do the opinions of the people listed below affect how you handle your child's emotions?', 'To what extent do the opinions of the people listed below affect how you handle anger in your child?', 'To what extent do the opinions of the people listed below affect how you handle fear in your child?', 'To what extent do the opinions of the people listed below affect how you handle sadness in your child?' and 'To what extent do the opinions of the people listed below affect how you handle happiness in your child?'. The question about strategies was: 'To what extent do the opinions of the people listed below affect how you teach your children emotion regulation strategies?'

The influence was measured by asking to what extent the social network had an influence on the parenting practices mechanism. When asked about the influence of the social network, the influence of the following categories was asked: parent(s), partner, brother(s) and/or sister(s) and/or other relatives, friends, contacts via social media and other than the above, namely. The response options were 1 = No influence at all, 2 = Somewhat influence, 3 = Influence, 4 = A lot of influence, 5 = Very much influence, and 6 = The opinion of this person I do not know.

Analytic strategy

Analyses were conducted using IBM SPSS Statistics version 26. A descriptive analysis was performed which addressed the mean and standard deviation for each category within the social network. This evaluation of the descriptive data was conducted for each question. For this descriptive analysis, the scores were transformed. The score 1 = no influence at all was transformed as 0. The score 2 = somewhat influence was transformed as 1. The score 3 = influence was transformed to 2. The score 4 = a lot of influence was transformed to 3. These scores were transformed so that the score no influence at all obtained the value 0, but the distribution in the scale remained the same. The score 6 = The opinion of this person I do not know was not included in the analysis. The category 'other persons, namely' was also not included, because this was not a unified category and not all participants mentioned someone here. In the results it is mentioned which other persons were named as exerting an influence.

The null hypothesis in this study is that there is no influence of the social network on the mechanisms by which parents influence the socialization of emotion regulation. A one sample t-test was also performed. This involved comparing the value with the test value 0.5 to see if it deviated significantly from 0.5. Because of the scale used to measure influence, a significant score of 0.5 or higher indicates an influence from out of parents' social network. If the value deviated significantly from 0.5, the null hypothesis was rejected and the alternative hypothesis that there is influence of the social network on the mechanisms by which parents influence the socialization of emotion regulation was adopted. The p-value was examined with a significance of $\alpha = .05$. This one sample t-test was examined for all categories within the social network per question.

Results

For the purpose of examining the influence of the parental social network on the socialization of emotion regulation in children, the influence on the modeling mechanism and parenting practices mechanism by the partner, parents, friends, siblings or other relatives, contacts through social media, and possibly other individuals was studied. This was assessed by determining the mean and standard deviation per question and per category within the social network. Then a one sample t-test was used to see if the mean measure of influence was significant with a test value of 0.5. A table with these results is included in the appendix.

Modeling mechanism

The highest mean score on the influence of parents' social network on the modeling mechanism comes from the partners (N=63) with a mean of 2.87. This is followed by parents (N=63) with a mean of 1.37. The mean score of friends (N=60) and siblings and other relatives (N=58) is almost the same with a mean difference of 0.07 on a scale of 0 to 4. The mean score of friends is 1.00 and the mean score of siblings and other relatives is 1.07. The lowest score is contacts via social media (N=61) with a mean of 0.49. In addition to these categories, a family coaching institution (N=1) was also indicated as an influence on the modeling mechanism.

The one sample t-test concluded that the extent of influence from parents ($t(62) = 6.4, p < .001$), partners ($t(62) = 15.9, p < .001$), siblings and other relatives ($t(57) = 4.3, p < .001$) and friends ($t(59) = 4.3, p < .001$) on the modeling mechanism was found to be significantly different from 0.5. The influence from social media contacts ($t(60) = -.08, p = .934$) was not found to be significantly different from 0.5.

Parenting practices mechanism; reactions to emotions

The mechanism of parenting practices was measured by two variables, namely the reactions to the child's emotions and the learning of emotion regulation strategies. The highest mean score on the influence of parents' social network on the reactions to emotions comes from the partners (N=64) with a mean of 2.90. This is followed by parents (N=62) with a mean of 1.36. The mean score of friends (N=60) and siblings and other relatives (N=58) is the same, the mean score of these categories is 1.05. The lowest score is contacts via social media (N=61) with a mean of 0.49. In addition to these categories, neighbours (N=1) and social services (N=1) were also mentioned as influences from the social network on parents' reactions to their child's emotions.

The one sample t-test concluded that the extent of influence from parents ($t(61) = 6.7, p < .001$), partners ($t(63) = 15.9, p < .001$), siblings and other relatives ($t(57) = 3.8, p < .001$) and friends ($t(59) = 4.3, p < .001$) on the reaction of parents on their child's emotion was found to be significantly different from 0.5. The influence from social media contacts ($t(55) = -.9, p = .366$) was not found to be significantly different from 0.5.

The reactions of parents to their child's emotions was broken down further into responses to the specific emotions of anger, fear, happiness, and sadness. The highest mean score on the influence of parents' social network on the reactions to anger in their child comes from the partners (N=46) with a mean of 2.74. This is followed by parents (N=49) with a mean of 1.24. The mean score of friends (N=45) and siblings and other relatives (N=43) is almost the same with a mean difference of 0.07 on a scale of 0 to 4. The mean score of friends is 0.91 and the mean score of siblings and other relatives is 0.98. The lowest score is contacts via social media (N=43) with a mean of 0.80. In addition to these categories, neighbors (N=1) and social services (N=1) were also mentioned as influences from the social network on parents' reactions to their child's anger.

The one sample t-test concluded that the extent of influence from parents ($t(48) = 5.4$, $p < .001$), partners ($t(45) = 12.$, $p < .001$), siblings and other relatives ($t(42) = 3.2$, $p = .002$) was found to be significantly different from 0.5. The influence from friends ($t(44) = 3.0$, $p = .005$) and social media contacts ($t(42) = -.7$, $p = .505$) was not found to be significantly different from 0.5

The highest mean score on the influence of parents' social network on the reactions to sadness in their child comes from the partners (N=46) with a mean of 2.72. This is followed by parents (N=49) with a mean of 1.33. The mean score of friends (N=47) and siblings and other relatives (N=44) is the same with a mean of 0.98. The lowest score is contacts via social media (N=44) with a mean of 0.32. In addition to these categories, neighbours (N=1), host parent (N=1) and social services (N=1) were also mentioned as influences from the social network on parents' reactions to their child's sadness.

The one sample t-test concluded that the extent of influence from parents ($t(48) = 6.0$, $p < .001$), partners ($t(45) = 11.3$, $p < .001$), siblings and other relatives ($t(43) = 3.8$, $p = .001$) and friends ($t(46) = 3.7$, $p < .001$) was found to be significantly different from 0.5. The influence from social media contacts ($t(43) = -1.9$, $p = .066$) was not found to be significantly different from 0.5.

The highest mean score on the influence of parents' social network on the reactions to happiness in their child comes from the partners (N=46) with a mean of 2.70. This is followed by parents (N=49) with a mean of 1.29. The mean score of friends (N=46) and siblings and other relatives (N=43) is almost the same with a mean difference of 0.14 on a scale of 0 to 4. The mean score of friends is 0.91 and the mean score of siblings and other relatives is 1.05. The lowest score is contacts via social media (N=38) with a mean of 0.32. In addition to these categories, neighbours (N=1), host parent (N=1) were also mentioned as influences from the social network on parents' reactions to their child's happiness.

The one sample t-test concluded that the extent of influence from parents ($t(48) = 5.2$, $p < .001$), partners ($t(45) = 10.3$, $p < .001$), siblings and other relatives ($t(42) = 3.7$, $p = .001$) and friends ($t(45) = 3.7$, $p = .004$) was found to be significantly different from 0.5. The influence from social media contacts ($t(37) = -1.8$, $p = .075$) was not found to be significantly different from 0.5.

The highest mean score on the influence of parents' social network on the reactions to fear in their child comes from the partners (N=46) with a mean of 2.70. This is followed by parents (N=49) with a mean of 1.53. The mean score of friends (N=45) and siblings and other relatives (N=44) is almost the same with a mean difference of 0.13 on a scale of 0 to 4. The mean score of friends is 1.18 and the mean score of siblings and other relatives is 1.05. The lowest score is contacts via social media (N=42) with a mean of 0.38. In addition to these categories, neighbours (N=1), social services (N=1) and therapists (N=1) were also mentioned as influences from the social network on parents' reactions to their child's fear.

The one sample t-test concluded that the extent of influence from parents ($t(48) = 6.3$, $p < .001$), partners ($t(45) = 11.5$, $p < .001$), siblings and other relatives ($t(43) = 3.7$, $p = .001$) and friends ($t(44) = 5.1$, $p < .001$) was found to be significantly different from 0.5. The influence from social media contacts ($t(41) = -1.2$, $p = .222$) was not found to be significantly different from 0.5.

Parenting practices mechanism; strategies for emotion regulation

The influence on mechanism parenting practices by parents' social network was also measured by measuring the influence of the social network on the strategies parents teach their children to regulate emotions. The highest mean score on the influence of parents' social network on the strategies parents teach their children to regulate emotions comes from the partners (N=45) with a mean of 2.47. This is followed by parents (N=45) with a mean of 1.07. The mean score of friends (N=45) and siblings and other relatives (N=42) is almost the same with a mean difference of 0.07 on a scale of 0 to 4. The mean score of friends is 0.89 and the mean score of siblings and other relatives is 0.81. The lowest score is contacts via social media (N=42) with a mean of 0.33. In addition to these categories, therapists (N=2), social services (N=1) and school (N=1) were also mentioned as influences from the social network on parents' reactions to their child's fear.

The one sample t-test concluded that the extent of influence from parents ($t(44) = 3.7$, $p = .001$) and partners ($t(44) = 9.5$, $p < .001$) was found to be significantly different from 0.5. The influence from siblings and other relatives ($t(41) = 2.3$, $p = .025$), friends ($t(44) = 3.0$, $p = 0.005$) and social media contacts ($t(41) = -1.7$, $p = .104$) was not found to be significantly different from 0.5.

Discussion

The main question of this study is : "To what extent does the social network of parents have an indirect influence on the socialization emotion regulation of a child?". To answer this question, the influence of the social network on the modeling mechanism and parenting practices mechanism from the model of Morris et al. (2007) was examined. On the modeling mechanism partners, parents, friends and siblings or other family members have an influence. Contacts through social media have no influence on the modeling mechanism. On the reactions of parents to the emotions of their child, partners, parents and

siblings and other family members have an influence. Friends also have an influence, except on parents' reactions to anger in their child. Contacts through social media do not influence parents' reactions to their child's emotions. On learning strategies for emotion regulation, partners and parents do have an influence, but friends, siblings and other family members and contacts through social media. In conclusion, the social network of parents has an impact on the socialization of emotion regulation. The categories that have an influence are parents, partners, siblings and other relatives and friends.

These results align with the assumption based on the literature. Parenting is a not an isolated construct is, but is subject to influences from various contexts (Doreleijers & Boer, 2019). One of these factors that influences parenting is the social network of parents (De Roos et al., 2007). With parenting, parents have a conscious and unconscious influence on the emotional development and thus socialization of emotion regulation in their child (Morris et al. 2007). Based on this literature, it is plausible that the social network has an indirect effect on emotion regulation in the child and this study finds the same results.

However, this influence of the social network is only one of the factors that can potentially influence the socialization of the emotion regulation. The emotional climate and characteristics of the child also have an influence on the socialization of the emotion regulation (Morris et al., 2007). In addition, other factors such as socioeconomic status and ethnicity and culture also influence this (Kotchick & Forehand, 2002). In addition, it is also possible that there is an influence from the formal social network of parents (De Roos et al. 2021) as pointed out by a number of participants in the study.

The results from this study are of societal relevance, because parents and their parenting are often involved in interventions with emotion regulation difficulties and are also considered as a preventive factor of these difficulties (Braet & Berking, 2019). In the context of problems in emotion regulation or as a preventive factor, not only parenthood should be examined, but also the social network of parents. For example, the level of social support can be taken into consideration. A low level of social support can lead to problems in parenting and perhaps also to problems in the emotion regulation of the child. On the other hand, a high degree of social support for parents can potentially serve as a preventive factor (Green et al., 2007; Taylor et al. 2015; Lippold et al. 2017). On the other hand, unsolicited or too much advice can have a negative effect on parenting and thus the child's emotion regulation (De Roos et al., 2021). The way in which parents are influenced is therefore also a factor that can be looked at in the context of difficulties with emotion regulation or as a preventive factor for these difficulties.

There are also a number of methodological issues that need to be addressed. These results should be interpreted with caution due to the missing data from the survey. The results are based on the responses of a minimum of 38 and a maximum of 64 participants. It is unknown why participants did not answer certain questions. In most cases, when asked a question for one or more categories, they did not

mention the extent of influence for every category. This is possibly because they did not understand the question, but they could also have skipped the question because this category does not have an influence. Should the latter be the case, it could be possible that the results are different and for some categories, for example friends or siblings and other relatives.

In addition, the sample population is not equal to the research population, for example, in the sample population 87.8% is female and 87.8% is highly educated. Because of this, caution must be applied to apply the effects within this study to the entire population. Therefore, a suggestion for follow-up research is to repeat the study in a larger random sample (Verhoeven, 2018).

A suggestion for follow-up research is to conduct a qualitative study on the influence that the social network of parents exerts on the socialization of emotion regulation in the child. This study found that there is an influence, but does not look at how this influence is exerted or why one category has more influence than another. By examining not merely whether there is an influence, but also how parents are influenced by the social network in the socialization of emotion regulation in their child and whether this has a positive or negative effect, this can be taken into account in interventions for emotion regulation difficulties or as a preventive factor.

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