



Original Article

# Relationship between parenting styles, religiosity, and emotional intelligence with addiction potential in high schools students

Khaled Aslani<sup>1\*</sup>; Nahid Derikvandi<sup>2</sup>; Yousef Dehghani

<sup>1</sup>Assistant professor of counseling, Shahid Chamran University of Ahvaz, Ahvaz, Iran

<sup>2</sup>M.A. student in consoling, Shahid Chamran University of Ahvaz, Ahvaz, Iran

<sup>3</sup>Assistant professor of psychology, Persian Gulf University of Bushehr, Bushehr, Iran

## Abstract

**Introduction:** The aim of this research was to investigate the relationship between permissive, authoritative and authoritarian parenting styles, emotional intelligence and religiosity with addiction potential among students in high-schools of Ahvaz.

**Materials and Methods:** The population of this correlational study consists of 262 high school students (Ahvaz) selected through multistage cluster sampling method. The tools used for collecting data included Buri's Parental Authority Questionnaire, Aryan's Religiosity styles, Shatte's Emotional Intelligence Scale (EIS) and Zargar's Addiction Potential Scale. Data analyzed by descriptive statistics and regression analysis.

**Results:** There are significant relationships between permissive, authoritative and authoritarian parenting styles, emotional intelligence, and religiosity with active addiction potential, and between authoritarian parenting style, religiosity, and emotional intelligence with passive addiction potential ( $P=0.001$ ). There was no significant relationship between permissive and authoritative styles with passive addiction potential. Step-by-step regression analysis indicated that among the research variables religiosity, permissive parenting style, emotional intelligence, authoritarian and authoritative parenting styles are significant predictors for active addiction potential respectively and explain about 39% of its variance. Additionally authoritarian parenting style and religiosity are significant predictors for passive addiction potential and account for 11% of its variance.

**Conclusion:** It seems that authoritative parenting style, religiosity and emotional intelligence are effective in reducing addiction potential among the high schools students.

**Keywords:** Addiction, Emotional intelligence, Parenting styles, Religiosity

## Please cite this paper as:

Aslani Kh, Derikvandi N, Dehghani Y. Relationship between parenting styles, religiosity, and emotional intelligence with addiction potential in high schools students. *Journal of Fundamentals of Mental Health* 2015; 17(2): 74-80.

## Introduction

During the past two decades, numerous studies have been carried out on changing the intentional and objective-oriented behavior, especially about the addiction-based behaviors (1). Many factors including the personal, family and social factors are effective in the beginning, continuance and or returning after treating the addiction dependence (2). In the meantime, the religious role seems to be determinant in terms of encompassing all areas of human life and on the other hand as one of the intrapersonal aspects in mental health, the religious beliefs can pave the way in the field of promoting the

person's mental health via manifesting in action and life style (3). Research findings have shown that attaching to the religion is connected to the mental and physical health (4-6). Studies have indicated that religious attitudes and beliefs cause the reduced psychological stress and risky behaviors prevention such as smoking, alcohol and drugs. Religious indicators like membership in a religious sect, participation in religious rituals has reverse relationship with using addicted drugs and alcohol (7). Not only in the prevention discussion, but also in the treatment discussion, researches (8-10) have shown that religiosity plays an important role in improving the addiction.

Those subjects who have been a member in religious groups or committed to performing the ritual, social and religious or have participated in the collective prayers passed more likely the treatment

\*Corresponding Author: Department of counseling, Shahid Chamran University of Ahvaz, Ahvaz, Iran

kh.aslani@scu.ac.ir

Received: May. 22, 2014

Accepted: Sep. 16, 2014

successfully (11). Researches (12,13) indicated that there is positive relationship between religiosity and spirituality with health outputs including the addiction treatment. It is also known that (14) those adolescents who are not religious have reported more abuse compared to those religious adolescents. Another study on the risk-exposed women was carried out and showed that the women with higher level of religiosity have reported less use of illegal drugs (15). Studies also indicated that the highest rate of using tobacco, marijuana and other illegal drugs was observed among those persons who had less religious preferences (16). Additionally, attending the religious places and higher level of religiosity of parents had significant relationships with less use of the aforementioned drugs and the religious action of persons is a supportive factor against using alcohol, marijuana and cocaine (17).

One of the other important factors in rate of tendency to drugs is the parental styles. McCoby and Martin (18) revised the Baumrind's classic model. They believe that the parental styles are classified based on two characteristics of expectation rate and responding rate. Expectancy points out that the parents expect experienced behavior from their children and responding indicates that the parents show affective warmth and acceptance and engage themselves in children's actions. Based on this, three styles authoritarian, permissive and authoritative were introduced. In his study, Pellerin (19) showed that children of authoritative parents have more cognitive and social competencies, better psychological health feeling and exchange with others. Children of authoritarian parents show a lower standard in behavioral problems and drug abuse, together with the lower social competency and lower self-esteem and the children of permissive parents have higher social competency and self-esteem, but they suffer the lower progress motivation and less engagement with educational issues and high standard in behavioral problems and drug abuse.

Coombs and Landsverk (20) stated that the parent-child relationship is a rational area for studying the fact that why some children use drugs and why some others prevent using it. Abar, Carter and Winsler (21) in a research showed that the authoritarian parental style has a positive relationship with high level of self-regulating and educational performance and study skills among the students and has no significant relationship with behavioral problems such as alcohol and drug. Patock-Peckham and Morgan-Lopez (22) also found out that permissive parents are effective directly on the control trends (general and specific) and

indirectly on the drugs and alcohol abuse among the children. Wood, Read, Mitchell and Brand (23) showed that the permissive parents cause the increased alcohol abuse. Another result showed that having the authoritarian parents has relationship with more rebellion among the adolescences and that is related to the alcohol abuse (24). In another research (25) it was specified that authoritative parental style of father and mother has a negative relationship with addiction potential; authoritarian parental style has a positive relationship with the addition potential and the permissive style has not relationship with the addiction.

Emotional intelligence is one of the constructs lack of which causes the people not to be aware of their emotions and as a result they make less effort for solving their problems with this feeling that they have no control over their life. Therefore, the results of research by Mayer and Salovey (26) shows that emotional intelligence is a kind of processing the emotional information which leads the life flow improve. As some researchers believe, low emotional intelligence is one the effective factors in beginning the drug abuse (27, 28). In fact, those persons who have high emotional intelligence perceive the peers' pressure and can control their emotions and as a result show resistance against the drug abuse (29). Those persons with low emotional intelligence turn to drugs for encountering the negative emotions (30). Accordingly, they only have a vague perception of their emotions which they attribute to unrelated factors within their bodies or environment. Also, the research by Taylor, Bagby and Parker (31) indicated that those drinking alcoholic beverages for fun and those addicted to alcohol have less emotional intelligence. Another research (32) showed that there is negative correlation between drug abuse and problem-solving component of the emotional intelligence components. Research carried out in Canada, Poland and USA indicate that about half of persons attached to drug and alcohol abuse have had less emotional intelligence and also it became clear that there is a negative relationship between emotional intelligence and addition acceptance and this study showed that persons engaged in drug abuse behaviors have had less emotional intelligence (33).

Based on the aforementioned literature and also since a few studies have been carried out in Iran concerning the relationship among the research variables, the present research is trying to investigate the simple and multiple relationships of the variables of parental styles, religiosity and emotional intelligence with addiction potential. Since the parental styles can be trained to parents

and emotional intelligence can be taught to the children, and the religiosity is also trained via children cloning from parents and other educational institutes, this research has a high educational value.

### Materials and Methods

The research method of this study is descriptive-correlational. The statistical population of this research includes high school students of Ahvaz and the sample consists of 268 students. 6 questionnaires were excluded from the analysis due to imperfection and finally the sample volume included 262 which were selected by the multistage cluster sampling method. At first, 2 Education areas were selected randomly from among 4 areas and in the next stage 5 high schools were selected from each area and a class from each high school was selected as a sample volume. Research ethics was observed completely in this research in such a way that the participants were ensured from the information confidentiality and they filled the questionnaire with full satisfaction in a quiet atmosphere and without mentioning their names. The addiction potential, religiosity, parental styles and emotional intelligence scales were used for measuring the variables.

#### Research instruments

*A) Zargar's Addiction Potential Scale:* This questionnaire is the Iranian addiction potential scale which has been constructed by Zargar (34) based on the social-mental conditions of Iranian society. The first factor, i.e. active potential is related to the antisocial behaviors, tendency to abusing drugs, positive attitude towards drugs and excitement, and the second factor, i.e. passive potential is related to lack of self-assertion and depression. Scoring each question is on a continuum from zero (completely disagree) to 3 (completely agree). Two methods were used for measuring the validity of this scale. Scale construct validity is calculated 0.45 through correlating it with 25-item scale of clinical symptoms SCL-25. It was significant in the level 0.01 and in the validity criterion the addiction potential questionnaire distinguished two addicted and non-addicted groups well. Reliability of this scale is computed by Cronbach's Alpha as 0.90 which is favorable (34).

*B) Aryan's Religiosity Measurement Scale:* This scale is a self-report tool for measuring the rate of religiosity and include 20 questions and scoring on each question is done by a continuum from 1 (very low) to 5 (very high). Sum of scores of question 1 to 20 is considered as the person's religiosity rate indicator in this research via revising the questions 12 and 17. This scale was developed and prepared

by Khadijeh Aryan (34). Aryan study (34) has been carried out on a sample of Allameh Tabatabaei University students whose the reliability coefficient was obtained 0.92. in the present research, the reliability coefficient of this scale was calculated by Cronbach's Alpha method as 0.96 which indicates a good reliability of test.

*C) Buri's Parental Authority Questionnaire:* This questionnaire was developed by Buri in 1991 based on the model proposed by Baumrind in 1971 and includes 30 items which is scored from 0 to 4 (35). Every 10 questions measure a style. Buri (35) reported the reliability of this scale by retest method 0.81, 0.86 and 0.92 for permissive style, authoritarian style and authoritative style, respectively. The questionnaire's diagnosis validity showed that the authoritarian style has a reverse relationship with permissive and authoritative styles and dominance of father also has a reverse relationship with permissive and authoritative styles (35). In Iran, Esfandyari (36) also reported the reliability of this questionnaire by retest method 0.81, 0.77 and 0.73 for permissive style, authoritarian style and authoritative style, respectively and the test internal validity was also approved by 10 psychological and psychiatric experts.

*D) Shatte's Emotional intelligence Scale:* This questionnaire is a 33-item test which has been developed by Shatte et al. (37) based on Saloy and Meer intelligent model. The test questions measure three components of emotional intelligence including emotions adjustment, productivity of emotions and emotions assessment in a 5-degree Likert from 1 (completely disagree) to 5 (completely agree). Emotional intelligence scale, though saturated by the aforementioned components, only a general score was obtained for the emotional intelligence whose range is 36 to 165 (37).

Internal consistency of test questions has reported based on the Cronbach's Alpha coefficient from 0.84 to 0.90 (37). In the Persian form of this Cronbach's Alpha scale, the scale questions were calculated in a sample consisting of 135 students as 0.88 (38).

### Results

In this section, descriptive and inferential information required for research hypotheses are given.

Table.1 indicates number of sample, mean and standard deviation of the research variables.

Table.2 shows the Pearson correlation coefficients for variables of parental styles, religiosity and emotional intelligence with active and passive

addiction potential As seen in Table. 2 there is a positive significant relationship between permissive and authoritarian parental styles and active potential.

That is, the permissive and authoritarian parental styles make the active addiction potential increase. There is a negative significant relationship between emotional intelligence, authoritative parental styles and religiosity with active addiction potential.

There is also a positive significant relationship between authoritarian parental styles with passive addiction potential and there is a negative significant relationship between emotional intelligence and religiosity with passive addiction potential.

On the other hand, no relationship was observed between permissive and authoritative styles and passive addiction potential.

**Table 1.** Number, mean and standard deviation of research variables

Variable	Mean	SD	Lowest score	Highest score
Permissive style	17.63	6.62	2	40
Authoritarian style	16.83	6.83	3	38
Authoritative style	27.59	7.01	9	68
Religiosity	20.34	15.78	0	78
Emotional intelligence	13.93	5.26	0	27
Active addiction potential	103.7	27.41	45	181
Passive addiction potential	78.55	11.86	31	134

**Table2.** Matrix of Pearson correlation coefficients for variables of parental styles, religiosity and emotional intelligence with active and passive addiction potential

Variable	1	2	3	4	5	6
Permissive style	-	-	-	-	-	-
Authoritarian style	.501*	-	-	-	-	-
Authoritative style	.316*	-.161	-	-	-	-
Emotional intelligence	-.097	-.120	.073	-	-	-
Religiosity	-.071	-.101	.201**	.083	-	-
Active addiction potential	.368**	.234**	-.130*	-.250**	-.391**	-
Passive addiction potential	.80	.272**	-.306	-.132*	-.219**	.409**

In order to investigate the fact that how scores of parental styles, religiosity and emotional intelligence can predict the scores of active and passive addiction potential, step-by-step regression method was used.

Table No.3 shows the results of step-by-step regression analysis for predicting the active addiction potential based on the variables of parental styles, religiosity and emotional intelligence.

**Table 3.** Step-by-step regression for predicting the active addiction potential based on the variables of parental styles, religiosity and emotional intelligence

Prediction model	R	R <sup>2</sup>	F	B	β	T	P
Religiosity	.391	.153	48.08	-.521	-.391	.6.9	0.001
Permissive style	.519	.269	48.78	.813	.341	6.49	0.001
Emotional intelligence	.552	.304	38.5	-.109	-.189	-3.67	0.001
Authoritarian style	.579	.331	32.6	.389	.166	3.26	0.001
Authoritative style	.592	.338	28.25	-.341	-.152	-2.76	0.001

As seen in this Table 3, from among the research variables, religiosity, permissive style, emotional intelligence, authoritarian style and authoritative parental style are respectively significant predictors for active addiction potential and determined about 34% of its variance. Table No.4 indicates the step-by-step regression analysis for predicting the

passive addiction potential based on the variables of parental styles, religiosity and emotional intelligence. In the meantime, on the basis of information of Table 4, among the research variables, authoritarian and religiosity styles are significant predictors for passive addiction potential and determine about 11% of its variance.

**Table 4.** Step-by-step regression for predicting the passive addiction potential based on the variables of parental styles, religiosity and emotional intelligence

Prediction model	R	R <sup>2</sup>	F	B	β	T	P
1. Authoritarian style	.272	0.074	21.18	.209	.272	4.6	0.001
2. Religiosity	.332	.111	16.5	-.086	-.193	-3.32	0.001

**Discussion**

The present study aims at investigating the relationship between parental styles, religiosity and emotional intelligence with addiction potential among the high school students. Based on the findings of this research, there is a negative

significant relationship between religiosity and active and passive addiction potential. The results are consistent with the results of other researches (3-7,9) which have indicated that attachment to religion has relationship with the mental and physical health and religious attitude and beliefs come together with

reduced psychological stress and prevention of risky behaviors such as smoking, alcohol and drugs. Also, other researches (17) in similar results found out that person's religious action is a supportive factor against abuse of alcohol, marijuana and cocaine; having religious commitment and religiosity are effective factors in preventing the adolescents and youth addiction. This research results can play an important role in educational approaches. Parents know that being religious and transferring the religious commitment to their children can connect their future with mental and physical health and be considered as a supportive factor for keeping the children away from the social vulnerability related to drugs and tendency to drugs.

Also, based on the results of this study, there is a positive significant relationship between permissive parental styles and active addiction potential and there is a negative significant relationship between authoritative parental styles and active addiction potential. Meanwhile, there is a positive significant relationship between authoritarian parental styles and passive addiction potential. The results of this research are consistent with other researches' results (1,19,22-25,41,43). On the basis of research by Pellerin (19), children of authoritative parents have higher cognitive and social competencies, better psychological health and exchange with others. Children of authoritarian parents show a lower standard in behavioral problems and drug abuse, together with the lower social competency and lower self-esteem and the children of permissive parents have upper social competency and self-esteem, but they suffer the lower progress motivation and less engagement with educational issues and have high standard in behavioral problems and drug abuse. Also, other researches (1, 39) showed that the authoritarian parental style has a positive relationship with high level of self-regulating and educational performance and study skills among the students and has no significant relationship with behavioral problems such as alcohol and drug. Additionally, in view of this finding that permissive parents are effective directly on the control trends (general and specific) and indirectly on the drugs and alcohol abuse among the children and in regard to strong research background about the educational value of parental style, paying attention to this discussion in the parent-child relationships should be contemplated. These findings highlight that parents should be very diligent in their children's rights and cover the educational deficiencies by scientific method.

Finally, based on the findings of present study, there is a negative significant relationship between

emotional intelligence and active and passive addiction potential.

Findings of this research are consistent with other researches (27-32,40,42). As Golman (27), Parker, Taylor, Istabrook, Shell and Wood (28) believe, low emotional intelligence is one of the effective factors in beginning the drug abuse. Also, in view of the research explanation by Trinidad and Johnson (29), Trinidad, Anger, Chu and Johnson (30) those persons who have high emotional intelligence perceive the peers' pressure and can control their emotions and as a result show resistance against the drug abuse. Those persons with low emotional intelligence turn to drugs for encountering the negative emotions. And with regard to the research by Akbar-Zardkhaneh and Javadi (33) which showed that there is a negative significant relationship between emotional intelligence and addiction potential, emotional intelligence is considered as one of the effective factors in addiction potential discussion.

The important point to mention in the emotional intelligence discussion is the ability to train this construct. This matter is of high importance for educational affairs instructors so that, train them as clever in terms of emotional intelligence and play a role as one of the other supportive factors significant for children through providing children with training situations and creating an enriched atmosphere for them in order to prevent them falling into the trap.

It should also be noted that the present study encountered several limitations. First, since the present research is of type correlation, the causal inference should be done from the results with high caution. At the end, it is suggested that the future researches will investigate the personality characteristics such as psychological headstrong, tolerance and self-assertion which seems to have considerable role in addiction potential. Gender is one of the limitations of this research.

One of the other limitations is that the sample has been taken from the high school students whose results should be carefully generalized for other groups. Also, the present study has been carried out on the literate persons and it cannot be generalized to the illiterate people. Based on this, it is suggested that the gender should be taken into account as an important variable in future researches and also this study should be carried out on the other groups for more generalization.

## Conclusion

It seems that authoritative parenting style, religiosity and emotional intelligence are effective in reducing addiction potential among the high schools students.

**Acknowledgement**

Hereby we are very grateful to Khouzestan

Education Organization and all students who participated honestly in this research.

**References**

1. Gossop M, Grant M. Preventing and controlling drug abuse. World Health Organization: Geneva; 1990: 132-78.
2. Dabbaghi P, Asgharnejad AA, Atef MK, Bolhari J. [Effectiveness of mindfulness-based cognitive therapy group (mindfulness) and moral schema activation in preventing relapse in opioid]. Iranian journal of psychiatry and clinical psychology 2007; 13(4): 366-75. (Persian)
3. Bashirpour M, Razi A, Moradi H. Determine the contribution of religious attitudes acceptance addiction among students. 4<sup>th</sup> International Congress on Psychosomatic; 2012; Oct 15-19, Isfahan, Iran.
4. Takyi KB. Religion and women's health in Ghana: Insights into HIV/AIDS preventive and protective behavior. Soc Sci Med 2003; 56: 1221-34.
5. Ball J, Armistead L, Austin BJ. The relationship between religiosity and adjustment among African- American female, urban adolescents. J Adolesc 2003; 26: 431-46.
6. Maselko J, Kubzansky LD. Gender differences in religious practices, spiritual experiences and health: Results from the US General Social Survey. Soc Sci Med 2006; 62: 2848-60.
7. Wills TA, Yaeger AM, Sandy JM. Buffering effect of religiosity for adolescent substance use. Psychol Addict Behav 2003; 17: 24-31.
8. Miller WR. Researching the spiritual dimensions of alcohol and other drug problems. Addiction 1988; 93: 979-90.
9. Moos RH. Addictive disorders in context: Principles and puzzles of effective treatment and recovery. Psychol Addict Behav 2003; 17: 3-12.
10. Tonigan JS, Miller WR, Schermer C. Atheists, agnostics and alcoholics anonymous. J Stud Alcohol 2002; 63: 534-41.
11. Koenig HG, McCullough ME, Larsen DB. Handbook of religion and health. New York: Oxford University; 2001: 40-156.
12. Hill PC, Pargament KI. Advances in the conceptualization and measurement of religion and spirituality: Implications for physical and mental health research. Am Psychol 2003; 58: 64-74.
13. Powell LH, Shahabi L, Thoreson CE. Religion and spirituality: Linkages to physical health. Am Psychol 2003; 58: 36-52.
14. Miller L, Davies M, Greenwald NW. Relationship between family religiosity and substance use and abuse among adolescents in the national co morbidity survey. Am J Orthopsychiatry 2005; 75(4): 585-98.
15. Klein H, Elifson KW, Sterk CE. The relationship between religiosity and drug use among at risk women. J Relig Health 2006; 45(1): 40-56.
16. Merrill RM, Folsom JA, Christopherson SS. The influence of family religiosity on adolescent substance use according to religious preference. Soc Behav Pers 2005; 33(8): 821-36.
17. Nonnemaker JM, McNeely CA, Blum RW. Public and private domains of religiosity and adolescent health risk behavior: Evidence from the National Longitudinal Study of Adolescent Health. Soc Sci Med 2003; 57: 2049-54.
18. Maccoby E, Martin J. Socialization in the context of the family: Parent-child interaction. New York: Wiley; 1983: 1-101.
19. Pellerin LA. Applying Baumrind's parenting typology to high schools: Toward a middle-range theory of authoritarian socialization. Soc Sci Res 2005; 34: 283-303.
20. Coombs RH, Landsverk J. Parenting styles and substance use during childhood and adolescence. J Marr Fam 1988; 50(2): 473-82.
21. Abar B, Carter KL, Winsler, A. The effects of maternal parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American parochial college students. J Adolesc 2009; 32: 259-73.
22. Patock-Peckham JA, Morgan-Lopez AA. The gender specific meditational pathways between parenting styles, neuroticism, pathological reasons for drinking, and alcohol-related problems in emerging adulthood. Addict Behav 2009; 34(3): 312-15.
23. Wood ME, Read JP, Mitchell RE, Brand NH. Do parents still matter? Parent and peer influences on alcohol involvement among recent high school graduates. Psychol Addict Behav 2004; 18: 19-30.
24. Hayes L, Smart D, Toumbourou JW, Sanson A. Parental influences on adolescent alcohol use. Melbourne: Australian Institute of Family Studies; 2004: 175-241.
25. Zeinali A, Vahdat R, Gharadinge K. [Relationship between parenting style talented addiction in children]. Journal of family research 2010; 23(6): 335-52. (Persian)
26. Mayer JD, Salovey P. What is emotional intelligence? In: Mayer JD, Salovey P (editors). Emotional development and emotional intelligence. New York: Basic Books; 1997: 1-234.
27. Goleman D. Emotional intelligence. New York: Bantam Books; 1995: 30-95.

28. Parker JD, Taylor RN, Eastabrook JM, Schell SL, Wood LM. Problem gambling in adolescence: Relationships with internet misuse, gaming abuse and emotional intelligence. *Pers Individ Diff* 2008; 45: 174-80.
29. Trinidad DR, Johnson CA. The association between emotional intelligence and early adolescent tobacco and alcohol use. *Pers Individ Diff* 2002; 32: 95-105.
30. Trinidad DR, Unger JB, Chou CP, Johnson A. The protective association of emotional intelligence with psychosocial smoking risk factors for adolescents. *Pers Individ Diff* 2004; 36: 945-54.
31. Taylor GJ, Bagby RM, Parker JD. Disorders of affect regulation: Alexithymia in medical and psychiatric illness. New York: Cambridge University; 2001: 1-217.
32. Mansheyi GH, Mazaheri MM. [The relationship between emotional intelligence and substance abuse: an explanatory model of drug abuse and the moderator's]. *Iranian journal of psychiatry and clinical psychology* 2010; 15(4): 71-80. (Persian)
33. Akbari S, Javadi RK. [The relationship between identity and parent- child relationships in addicted women]. *Journal of family research* 2010; 5(19): 371-85. (Persian)
34. Zargar Y, Najarian B, Naami A. [The relationship between personality (sensation seeking, assertiveness and resiliency) religious attitudes and marital satisfaction to addiction potential]. *Journal of education and psychology* 2008; 1(3): 99-120. (Persian)
35. Buri M. Parental authority questionnaire. *J Pers Assess* 1991; 57: 110- 19.
36. Esfandiari GH. [Study of parenting styles in mothers of children with behavior disorders, and normal children and effect of parental education on children's behavioral disorders]. MA. Dissertation. Tehran: Psychiatric Institute, College of psychology and education science, 1996: 112-18. (Persian)
37. Austin EJ, Saklofske DH, Huang SH, McKenney D. Measurement of trait emotional intelligence: testing and cross-validating a modified version of Schutte et al.'s (1998) measure. *Pers Individ Diff* 2004; 36: 555-62.
38. Besharat MA, Hajiaghazade M, Ghorbani N. [Analysis of emotional intelligence, defenses mechanism and general intelligence]. *Journal of contemporary psychology* 2008; 2(1): 48-59. (Persian)
39. Matejevic M, Jovanovic D, Lazarevic V. [Functionality of family relationships and parenting style in families of adolescents with substance abuse problems]. *Proceed Soc Behav Sci* 2014; 128: 281-7.
40. Cleveland MJ, Reavy R, Mallett KA, Turrissi R, White HR. [Moderating effects of positive parenting and maternal alcohol use on emerging adults' alcohol use: Does living at home matter?]. *Addict Behav* 2014; 39(5): 869-78.
41. Calafat A, García F, Juan M, Becoña E, Fernández-Hermida JR. Which parenting style is more protective against adolescent substance use? Evidence within the European context. *Drug Alcohol Depend* 2014; 138: 185-92.
42. Mercken L, Sleddens EFC, De Vries H, Steglich CEG. Choosing adolescent smokers as friends: The role of parenting and parental smoking. *J Adolesc* 2013; 36(2): 383-92.
43. Resurrección DM, Salguero JM, Ruiz-Aranda D. Emotional intelligence and psychological maladjustment in adolescence: A systematic review. *J Adolesc* 37(4): 461-72.