

Abstract of thesis entitled:

Paternal Beliefs about Children's Negative Emotions, Paternal Emotion-Related Expressive Behaviors, and School-Age Children's Emotion Regulation Ability in Chinese Families

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Parental emotion socialization refers to parents expressing, modeling, discussing, and reacting to emotions during various forms of daily parent-child interactions. Previous research found that parental emotion socialization plays a significant role in the development of emotion regulation ability and social adaptive behaviors among children. Most research in this area, however, focused mainly on studying maternal emotion socialization. The present study extended the findings of previous research by investigating the relationship between paternal emotion socialization and children's emotion regulation ability in the Chinese cultural context. Eighty-five school-age children ($M = 7.58$ years, $SD = 0.50$, 47.1% boys) from three primary schools in Eastern China and their parents participated in the present study. Both parents reported their beliefs about children's negative emotions and their children's emotion regulation ability. Fathers' and children's emotion-related expressive behaviors were observed and coded during a real-time problem-solving task. Results revealed that fathers' belief regarding the value of children's negative emotions was positively associated with fathers' reports of boys' (but not girls') emotion regulation ability. Fathers' belief about the danger of

children's negative emotions, on the other hand, was negatively associated with fathers' neutral structure behavior and positively associated with fathers' passive behaviors exhibited during the interaction, which in turn were related to fathers' reports of boys' (but not girls') emotion regulation ability. Additionally, data from the interaction observation supported the reciprocal effect between fathers' supportive expressive behaviors and children's adaptive expressive behaviors, and the dyadic patterns of fathers' and children's synchronous expressive behaviors accounted for boys' but not girls' emotion regulation ability. In summary, findings of the present study suggest that fathers' emotion-related beliefs and emotion-related expressive behaviors play an important role in the development of their children's emotion regulation ability. Future research should further examine the mechanisms through which paternal emotion socialization affect children's emotional development.

中文摘要

父母對孩子的情緒社會化教養通常體現在與孩子的日常互動中，比如父母通過表達情緒、對孩子的情緒給予回應、以及和孩子討論他們的情緒。以往很多研究發現，父母對孩子的情緒社會化教養對孩子的情緒調節能力和社會適應行為具有重要作用。然而，這些研究只關注母親的情緒社會化教養方式，並且這些研究多在西方文化背景下進行。為了彌補以往研究不足，本研究嘗試在中國文化背景下探討父親對孩子的情緒社會化教養與孩子的情緒調節功能之間的關係。來自中國東部地區三所小學的八十五名學生以及他們的家長參與了本次研究。本研究通過觀察父親和孩子在一個問題解決任務中的實時互動，對他們的情緒表達行為分別進行記錄和編碼。父親和母親分別報告他們自己對孩子負性情緒的觀念以及孩子的情緒調節能力。結果表明，父親認為孩子的負性情緒具有價值這一觀念與男孩的情緒調節能力具有正向聯繫。此外，父親認為孩子的負性情緒具有危害性這一觀念與男孩的情緒調節具有間接聯繫，表現為父親越是認為孩子的負性情緒有害，他們在與男孩互動中越少表現出對孩子的指導行為以及越多表現出被動表達行為，從而間接與男孩的情緒調節產生負向聯繫。最後，通過觀察父親和孩子在互動中各自的情緒的表現行為，發現父親支持性情緒表達行為與孩子適應性情緒表達行為之間存在相互作用，以及父親與孩子同步性情緒互動模式與男孩的情緒調節能力具有顯著相關。綜上所述，本研究表明中國家庭中父親對孩子的情緒發展具有至關重要的作用，表現為父親對孩子情緒的觀念和態度，以及父親在與孩子互動中的情緒性表達行為均與孩子的情緒調節能力具有顯著聯繫。未來研究仍需進一步探討父親的情緒教養對孩子的情緒能力產生作用的機制。