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**PRESCHOOL TEACHERS' EMOTIONAL EXPERIENCE TRAITS,
AWARENESS OF THEIR OWN EMOTIONS AND THEIR EMOTIONAL
SOCIALIZATION PRACTICES**

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by

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ABSTRACT

Emotions are composed of three interrelated sets of processes, which are (a) neurophysiologic and biochemical processes, (b) motor and behavioral expressive processes, and (c) cognitive-experiential processes. Individuals show differences in experiencing their emotions and these differences can be categorized into four groups: (1) Attention, the level of monitoring, valuing, and attending to emotions, (2) Clarity, the ability of identifying, distinguishing, and describing emotions, (3) Intensity, the strength of experiencing emotions, and (4) Expression, the extent of expressing emotions. In addition, individuals' attention to their own emotions and their clarity of their own emotions are two aspects of these individuals' awareness of their own emotions.

The current study is composed of three phases-questionnaires, observations, and interviews- to investigate preschool teachers' emotional experience traits, their awareness of their own emotions, and their emotional socialization practices. The results of this study revealed that if preschool teachers attended to their own emotions, they were more likely to refer to children's emotions and less likely to minimize their emotions. Moreover, preschool teachers who experienced their negative emotions intensely tended to use punishment for children's display of anger. Preschool teachers who were aware of their own emotions were also less likely to ignore their students' emotions, and more likely to encourage their student's emotions. In addition, preschool teachers with high awareness of their own emotions accepted and showed respect to their students' negative emotions. They also indicated the importance of encouraging their students to accept their own emotions and talk about them.

These findings offer an important contribution to understand the relationship between preschool teachers' own emotional experience processes and their responses to and discussions about emotions of young children.

TABLE OF CONTENTS

LIST OF FIGURES	vii
LIST OF TABLES	viii
ACKNOWLEDGEMENTS	ix
Chapter 1. INTRODUCTION AND REVIEW OF THE LITERATURE	
Introduction.....	1
Purpose of the Study	3
Research Questions.....	4
Emotional Experience Traits.....	5
What is Emotion.....	5
Individual Differences in Experiencing Feelings.....	9
Emotional Attention.....	10
Emotional Clarity.....	11
Emotional Intensity.....	12
Emotional Expression.....	13
Section Summary: Emotional Experience Traits.....	14
Emotional Socialization of Young Children.....	15
Emotional Socialization.....	15
Parents' Role in Young Children's Emotional Socialization.....	16
Reaction of Parents to Children's Experiences and Expressions of Emotions.....	17
Parents' Discussions about Emotions.....	17
Parents' Expression and Regulation of their own Emotions.....	18
The Role of Parents' Awareness of their own Emotions.....	19
Teachers Role in Young Children's Emotional Socialization.....	22
Section Summary: Emotional Socialization.....	23
Chapter Summary.....	24

Chapter 2. METHOD.....	27
Participants.....	28
Research Design.....	29
Procedure.....	31
Preliminary Instrument Development and Revision.....	31
Main Study.....	32
Phase One: The Questionnaires and the Demographic Information Form.....	32
Phase Two: Observation of Preschool Teachers.....	34
Phase Three: In-depth Interviews with Four Preschool Teachers.....	34
Measures.....	34
Demographic Information.....	34
Emotional Experience Traits.....	35
The Teachers' Attitudes/Behaviors Questionnaire.....	41
Observation Tool.....	42
In-depth Interviews.....	48
Chapter Summary.....	49
Chapter 3. RESULTS.....	50
Phase One: Demographic information and Questionnaires Results.....	51
Profile of Participants.....	51
Emotional Experience Traits of the Preschool Teachers.....	53
Preschool Teachers Attitudes and Behaviors in response to Young Children's Sadness and Anger.....	57
Preschool Teachers' Awareness of their own Emotions.....	61
Preschool Teachers' Attitudes/Behaviors to Respond to Young Children's Negative Emotions, Their Emotional Experience Traits, and Awareness of Their Own Emotions.....	61

Phase Two: Observation Results.....	72
Summary of the Total Observed Emotions.....	73
The Preschool Teachers' Responses to Young Children's Negative Emotions.....	74
The Preschool Teachers' Responses to Young Children's Positive Emotion.....	78
The Preschool Teachers' Discussions of Emotions.....	81
Phase Three: Interview Results.....	82
Sadness.....	83
Anger.....	86
Teaching about Emotions in their Curriculum.....	92
Chapter Summary.....	93
Chapter 4. DISCUSSION.....	103
Discussion of the Findings.....	103
Conclusions.....	120
Strengths and Limitations.....	122
Recommendations.....	123
REFERENCES.....	126
Appendix A: The Toronto Alexithymia Scale-20.....	141
Appendix B: The Trait Meta-Mood Scale.....	142
Appendix C: The Emotional Intensity Scale.....	143
Appendix D: The Emotional Expression Scale.....	145
Appendix E: The Teachers' Attitudes/Behaviors Questionnaire.....	146
Appendix F: Descriptive Statistics of Sadness and Anger Subscales of the Teachers' Attitudes/Behaviors Questionnaire	148

LIST OF FIGURES

Figure	Page
2.1 Formation of Explanatory Mixed Methods Design for the Current Study.....	30
3.1 Preschool Teachers' Highest Level of Completed Education.....	52

LIST OF TABLES

Table	Page
2.1 The Items of the Externally Oriented Thinking Style (EOT) Subscale of the TAS-20.....	36
2.2 The Items of the Attention Subscale of the TMMS.....	37
2.3 The Items of the Difficulty of Identifying Feelings Subscale of the TAS-20.....	38
2.4 The Items of the Difficulty of Describing Emotions Subscale of the TAS-20.....	38
2.5 The Items of the Clarity Subscale of the TMMS.....	39
2.6 The Subscales of the Teachers' Attitudes/Behaviors Questionnaire (TBQ).....	42
3.1 Number of Items, Cronbach's Alpha, and Descriptive Statistics of Emotional Experience Trait Scales.....	54
3.2 Intercorrelations among Emotional Experience Trait Scales.....	55
3.3 Number of Items, Cronbach's Alpha, and Descriptive Statistics of the Teachers' Attitude/Behavior Questionnaire Subscales.....	58
3.4 Intercorrelations Among the Teachers' Attitude/Behavior Questionnaire Subscales.....	60
3.5 Intercorrelations Among the Teachers' Attitude/Behavior Questionnaire Selected Subscales for Sadness and Anger.....	60
3.6 Intercorrelation Among Emotional Experience Traits, Emotional Awareness, and the Subscales of Teachers' Attitude/Behavior Questionnaire.....	62
3.7 Hierarchical Multiple Regression to Predict Label Feelings for Anger.....	65
3.8 Hierarchical Multiple Regression to Predict Label Feelings.....	65
3.9 Hierarchical Multiple Regression to Predict Refer to Emotions for Sadness.....	66

3.10	Hierarchical Multiple Regression to Predict Refer to Emotions for Anger.....	67
3.11	Hierarchical Multiple Regression to Predict Refer to Emotions.....	68
3.12	Hierarchical Multiple Regression to Predict No-Refer to Emotions.....	68
3.13	Hierarchical Multiple Regression to Predict No-Refer to Emotions for Anger.....	68
3.14	Hierarchical Multiple Regression to Predict No-Refer to Emotions for Sadness.....	69
3.15	Hierarchical Multiple Regression to Predict Punishment.....	69
3.16	Hierarchical Multiple Regression to Predict Punishment for Anger.....	69
3.17	Hierarchical Multiple Regression to Predict Minimize.....	70
3.18	Hierarchical Multiple Regression to Predict Minimize for Sadness.....	71
3.19	Hierarchical Multiple Regression to Predict Minimize for Anger.....	71
3.20	Hierarchical Multiple Regression to Predict Behavior Focus.....	71
3.21	Observed Preschool Teachers' Demographic Information.....	73
3.22	Preschool Teachers' Verbal Responses to Children's Negative Emotions.....	75
3.23	Preschool Teachers' Behavior Responses to Children's Negative Emotions....	77
3.24	Preschool Teachers' Verbal Responses to Children's Positive Emotion.....	80
3.25	Preschool Teachers' Behavior Responses to Children's Positive Emotion.....	81
3.26	Preschool Teachers' Discussion of Emotions.....	82
3.27	Summary of the Measurements Used for Each Emotional Experience Trait....	94
3.28	Summary of the Findings from Hierarchical Multiple Regression.....	98
3.29	Summary of the Teachers' Responses to Children's Negative Emotions.....	100
3.30	Summary of the Teachers' Responses to Children's Happiness.....	101

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Chapter 1

INTRODUCTION

In the last two decades, brain research has enlightened the role of emotion in individuals' behavior, and the relation between emotion and cognition. Researchers argue that emotion and cognition are different but interacting mental functions, and they are processed by different but interacting brain systems (Bar-On, Tranel, Denburg, & Bechara, 2003; LeDoux, 1996). Emotions direct attention, which influences learning and memory (Greenberg, & Snell, 1997). They are also important for making better judgments in decision-making process (Bar-On et al, 2003; Dolan, 2002), and for creative problem solving (Ashby, Isen, & Turken, 1999). In addition, emotions can turn thoughts into actions (Frijda, Manstead, & Bem, 2000). Emotions have regulatory functions in individuals' intra- and interpersonal behaviors as well (Denham, Zoller, & Couchoud, 1994; Mayer, 2001).

Current knowledge about emotions brings a new route for educational and psychological research to understand the role of emotions in young children's behaviors and in their social and cognitive developments. Several studies indicate that socialization of preschoolers' emotions is highly related to their school adjustments (Shields, Dicstein, Seifer, Giusti, Magee, & Spritz, 2001), adaptive social developments (Schultz, Izard, Ackerman, & Youngstrom, 2001), school achievements (Hooven, Gottman, & Katz, 1995), and social competences (Denham, Blair, DeMulder, Levitas, et al., 2003). An

enormous number of research shows how parents' emotional expressions, discussions, reactions, and awareness of their own emotions are related to their children's emotional regulation, understanding, competences, and altruistic behaviors (Cortes, 2002; Cuning, 2002; Denham, Mason, & Couchoud, 1995; Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Eisenberg, Cumberland, & Spinrad, 1998; Garner, 1999). Although family members have an important role in young children's emotional socialization, emotional socialization happens through young children's collective social relations and experiences over time. Classroom contexts and teacher-child interactions provide especially vital opportunities to preschoolers to learn about emotions (DeMorat, 1998; Rabineau, 2004; Thompson, 1990). Fortunately the number of studies on teachers' role in preschoolers' emotional socialization has been increasing in recent years; however, it is a still very small number when compared to the literature on parents (White & Howe, 1998).

Teachers have critical roles in supporting the interaction among emotion, cognition, and language (Greenberg, & Snell, 1997). Through the interaction with preschoolers, teachers would have several chances to identify and label emotions, to emphasize the connection between feelings and social situations, and to show respect and accept young children's emotions (Mayer, & Salovey, 1997). Rabineau (2004) indicates that teachers' support of preschoolers' emotions may protect these children from maladaptive emotional development. Although some teachers who are working with young children usually recognize their students' emotions, label them, and feel comfortable to show their own feelings to their students (Leavitt, & Power, 1989), the

other group of teachers seem to be uncomfortable to talk about emotions to their students (Matthews, Zeidner, & Roberts, 2002). Furthermore, some preschool teachers usually prefer to emphasize their students' behaviors, but rarely talk about their students' feelings, label them, or teach about emotions in general (Reimer, 1996).

Research with parents indicates that parents' encouragement, labeling, respect, and teaching about emotions to their children are highly related to parents' attentiveness, acceptance, and understanding of their own emotions (Cortes, 2002; Cuning, 2002; Gottman, Katz, & Hooven, 1997). Additionally, these children whose parents talk, label, accept, and teach about emotions are socially more competent, physically healthier, and have higher academic achievement than the children whose parents do not do those things (Hooven et al., 1995). Furthermore, emotional expressiveness and intensity of parents' emotions are associated with their children's emotional regulations, knowledge, and their prosocial behaviors (Denham & Grout, 1992; Dunn & Brown, 1994; Eisenberg, Fabes, & Losoya, 1997; Valiente, Eisenberg, Fabes, Shepard, Cumberland, & Losoya, 2004). Unfortunately, there has been no research with teachers to explore if there is a relation between teachers' clarity, attentiveness, expressiveness, and intensity of their own emotions and their ways to socialize their students' emotions and the resulting child outcomes.

Purpose of the Study

The purpose of the study is to explore the following points: (1) preschool teachers' emotional experience traits,(2) the relationship among these emotional

experience traits, (3) preschool teachers' preferences in response to young children' negative emotions, (4) the association between preschool teachers' emotional experience traits and their ways in response to children's negative emotions, (5) preschool teachers' awareness of their own emotions, (6) the relationship between preschool teachers' awareness of their own emotions and their emotional socialization practices, and (7) preschool teachers' understandings regarding young children's sadness and anger.

Research Questions

The research questions for this study are as follows:

- 1- What are the results of questionnaires used for assessing the emotional experience traits of preschool teachers, and what extent their results are similar to or different than the results of the literature?
- 2- What is the association among preschool teachers' emotional experience traits?
- 3- What are preschool teachers' attitudes and behaviors in response to young children's sadness and anger emotions?
- 4- Is there a relationship between preschool teachers' own emotional experience traits and their ways of responding to children's sadness and anger?
- 5- What are preschool teachers' the levels of awareness of their own emotions?
- 6- Is there a connection between preschool teachers' awareness of their own emotions and their emotional experience traits?
- 7- Is there an association between their awareness of their own emotions and their response preferences to young children's negative emotions?

- 8- In their practice of teaching, how do preschool teachers respond to young children's positive (e.g., happiness) and negative (e.g., sadness and anger) emotions?
- 9- What is the relation between preschool teachers' awareness of their own emotions and their socialization practices (i.e. reactions to and discussions about negative and positive emotions)?
- 10- What are preschool teachers' understandings and beliefs regarding young children's sadness?
- 11- What are the teachers' understandings and beliefs regarding young children's anger?
- 12- Do preschool teachers try to teach about emotions in their classrooms? If yes, what kinds of materials and activities do they prefer?

EMOTIONAL EXPERIENCE TRAITS

What is Emotion?

Emotion has been ignored and seen as a disturbance of thinking for a long time. However, the new techniques and numerous studies on the brain have brought new explanations and understandings into the definition of emotion, the way emotion works, and the relation among emotion, cognition, and behavior (LeDoux, 1996). According to new understanding in the science, emotion is a bond between body and the brain (Slywester, 1995).

In the literature, it is very hard to find a common definition of emotion. According to Damasio (1999, 2000), emotion is a collection of chemical and neural responses which have their own patterns. Lewis (1998) emphasizes the changes in somatic and/or neurophysiologic activities to define emotional state. To some researchers, emotions are means of evaluating quick response system, which construct and carry the meaning across the flow of experiences (Cole, Martin & Dennis, 2004; Prinz, 2002). Moreover, Carlson and Hatfield (1992) explain emotion as the genetic and learned-motivational tendency to respond experientially, physiologically, and behaviorally to internal and external changes. Another group of researchers define emotion as the state of compromising feelings, physiological changes, expressive behaviors, and tendencies to act (Frijda, Manstead, & Bem, 2000; Scherer, 2000).

Although researchers may not agree with the definition of emotion, the general sense they have is that emotional responses in humans include three interrelated sets of processes (Brenner & Salovey, 1997; Izard, 1993; Taylor, Bagby, & Parker, 1997):

- 1- neurophysiologic and biochemical process (e.g., heart beat rate, skin response, hormonal levels)
- 2- motor and behavioral-expressive processes (e.g., facial expressions, changes in posture and tone of voice)
- 3- cognitive-experiential system (e.g., subjective awareness and labeling feelings)

Researchers sometimes use the words “emotion” and “feeling” interchangeably, however they are different states. Feeling signifies “the subjective, cognitive-experiential

domain of emotion response systems” (Taylor et al, 1997, p.14). Feeling is a mental representation, which is the result of awareness of the changes in our central nervous system (e.g., heart rate), facial expressions, and environment (Damasio, 1999; Dolan, 2002; Greenberg & Snell, 1997). Prinz (2002) argues the existence of a three-level emotional response system in the brain areas related to emotion: 1- starting to notice some limited changes in body, 2- sensing complex patterns of change, and 3- categorical representation of occurring emotion . Emotions can be experienced as feelings at the second level of representation.

People are not aware of the mechanisms which initiate the emotions (Gohm & Clore, 2002; LeDoux, 1994) yet they can perceive the emotional states as the feelings in themselves. However, to know which feeling they have, they need second order representation and to attend their feeling experiences (Damasio, 1999). Lane and Schwartz (1987) proposed an epigenetic sequence to explain the increasing complexity of emotional awareness in which the emergence of symbolization and use of language control the formation of cognitive schemas of emotions. At the first level of emotional awareness, individuals are only aware of some body sensations caused by activated emotional arousal. The second level of emotional awareness includes the experience of both bodily sensation and an action tendency. At the third level of emotional awareness, individuals start to experience emotion as a conscious feeling state. Individuals start to be aware of blends of feelings, and they can describe complex and differentiated emotional states at the fourth level of emotional awareness. At the last level, combination of blends

of feelings can be differentiated, and individuals can detect distinct nuances of emotions and describe them in unique way including using metaphors.

People cannot control the occurrence of emotion willfully, but they can show emotional behaviors without attending consciously to those emotional experiences (LeDoux, 1996; Ohman, Flykt, & Lundqvist, 2000), and they can have partial control to express some emotions (Damasio, 2000). Processing of emotional experience occurs as a cooperation of different brain areas. The experiments on people who had split-brain surgery (operation to separate two hemispheres in the brain) help scientists to learn the functions of brain areas. These experiments indicate that the right hemisphere is particularly responsible for the perception and expression of nonverbal emotion behavior, and the left hemisphere is mainly involved in interpreting, categorizing, and explaining the cause of emotional experiences. Thus, perceiving an expression of emotions from others' faces and describing or giving name of the expressions need to be processed in different areas. Also, only the left hemisphere can recognize and make judgments about emotional words (Gazzaniga, 1992). For example, during an experiment with a split-brain patient, Gazzaniga (1992) showed, only to the patient's left eye, a film describing a person who threw another person into a fire. Thus only the right hemisphere of this patient received the information. This patient's reaction was "I don't know what I saw. I think just a white flash. Maybe some trees, red trees like in the fall. I don't know why, but I feel kind of scared. I feel jumpy. I don't like this room, or maybe it's you getting me nervous" (pp.126). This proved that the left hemisphere of this patient did not receive the information and was unable to aware of the reason for the emotional change this patient

went through. However, the left hemisphere experienced the changes in the body and had to interpret the reason for this change, even if this reason was not the correct one.

Individual Differences in Experiencing Feelings

Social psychologists have found four latent traits to experience emotions, and they claim that people show individual differences in experiencing their emotions into those four traits (Gohm & Clore, 2000, 2002; Gohm, 1998). The four categories in which individuals differ in experiencing their emotions are as follows:

1- Emotional attention: the level at which individuals monitor, value, and attend their own emotions (see also Salovey, Mayer, Goldman, Turvey, & Palfai, 1995; Swinkels & Giuliano, 1995; Taylor, Bagby, & Parker, 1997)

2- Emotional clarity: the ability in which individuals differ in identifying, distinguishing, and describing their emotions (see also Salovey, Mayer, Goldman, Turvey, & Palfai, 1995; Swinkels & Giuliano, 1995; Taylor, Bagby, & Parker, 1997).

3- Emotional intensity: the strength with which individuals generally experience their emotions (see also Bachorowski & Braaten, 1994; Larsen & Diener, 1987).

4- Emotional expression: the individual differences to the extent people express their feelings and their attitudes toward expressing their feelings (see also Kring, Smith, & Neale, 1994).

Emotional Attention

Emotional attention expresses how much one focuses, attends, recognizes, and admires his/her own emotions happening at the primary level of consciousness (Russell & Barchard, 2002).

Consciousness is defined as awareness of an organism's self and surroundings' (Damasio, 1999). Lane (2000) defines two different consciousnesses: 1- primary consciousness, which refers to the sensible experience such as the taste of an apple; 2- secondary consciousness, which refers to cognitive processes performed within the contents of the primary consciousness, such as attending to individual's own emotional state.

Attention is necessary for consciousness. Thus, to experience any stimuli, attendance is the first condition (Prinz, 2002). Lumley, Gustavson, Partridge, and Labouvie-Vief, (2005) propose that one's attention to his psychological process rather than external events may be the main requirement of the emotional awareness. As described before, the left hemisphere is mainly involved in language and analytical thought, and the right hemisphere is superior to perception of nonverbal emotional expressions. People who do not value their emotions and not attend them possibly use their left hemisphere more frequently to compensate the deficit to use their right hemisphere when they need to interpret others' facial expressions. Because of this reason, they have a tendency to focus on external events and poor awareness of emotions (Kano, Fukuto, Gyoba, Kamachi, & et al., 2003).

To assess the extent to which individuals pay attention to and value their emotions, the Attention subscale of the Trait Meta-Mood scale (TMMS) (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995), and the External Thinking subscale of the Toronto Alexithymia scale (TAS-20) (Bagby, Parker, & Taylor, 1994) are two commonly used scales. Attention was associated with openness to feelings ($r = .33$), look for social support in times of stress ($r = .45$), attribution of good events ($r = .25$) (Gohm & Clore, 2002). The low attention to individuals' own emotions in the Externally Oriented Thinking subscale of TAS-20 was correlated with perceiving emotions ($r = -.25$), understanding emotions ($r = -.40$), and managing emotions ($r = -.46$) (Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005).

Emotional Clarity

Individuals differ in conceptual knowledge of emotions including identifying, labeling, and distinguishing emotions (Russell & Barchard, 2002). Verbalization of an emotional experience is the ability that enables mental states to turn into the representations which is accepted as a consciousness raising process (Lane & Pollerman, 2002). In addition, naming what we experienced and identifying what we have named provide us with connecting emotional words of others back to nonverbal representation in our mind (Bucci, 1995). Representing our emotional experiences through words help us to communicate emotions with others and understand concept of emotions, and also help us to have a sense of control (Planalp, 1999; Saarni, 1997). Furthermore, use of language

to express or describe our emotions provides us with creating a network of similarities or differences between emotional concepts (Lane & Pollerman, 2002).

Clarity of one's own emotions is significantly important for mental health and well-being (Gohm & Clore, 2002). In addition, clarity of emotions is accepted as a precondition of effective emotion management (Salovey et al., 1995).

To assess the clarity of emotions one has, the Clarity subscale of the Trait Meta-Mood scale (TMMS) (Salovey et al., 1995), and the Difficulty Identifying Feelings and Difficulty Describing Feelings subscales of the Toronto Alexthymia scale (TAS-20) (Bagby et al., 1994) are used. Being less clear about one's own feelings was correlated with low self-esteem ($r = .42$) (Yelsma, 1995), vulnerability of distress ($r = .44$), depression ($r = .27$), ambivalence about emotional expression ($r = .25$) (Salovey et al., 1995), and less psychological mindedness and less openness (Bagby et al., 1994).

Emotional Intensity

The magnitude of experienced emotions differs from person to person but shows constant characteristics in an individual. While some people experience their emotions only mildly, others experience their emotions very strongly (Larsen & Diener, 1987; Selvig, 2002). Geuens and De Pelsmacker (2002) argue that intensity of positive emotions and negative emotions in one person should be thought related but different traits. If an individual has high intense positive emotions, it does not mean this person experience negative emotions in high intensity.

The Emotional Intensity scale (EIS) was developed by Bachorowski and Braaten (1994). They found that intensity of negative emotions was strongly associated with neuroticism ($r = .62$ and $.57$ for men and women, respectively), but intense positive emotions was related to extraversion ($r = .49$ and $.36$ for men and women, respectively). Gohm and Clore (2002) also found similar results; highly intense negative emotions were correlated with neuroticism ($r = .41$), but high intensity positive emotions was related to extraversion and openness ($r = .48$ and $.29$, respectively). To cope with their distresses, individuals who experience their emotions intensely focus on their emotions instead of the causes of their emotions and seek social support (Gohm & Clore, 2002).

Emotional Expression

Expression of emotion can occur through vocal tone, facial expression, body posture, and physiological channel (e.g., heart rate, skin conductance). Emotional expressivity functions not only as an expression of internal state, but also as a form of interpersonal communication (Greenberg & Snell, 1997; Tierweiler, Eid, & Lischetzke, 2002). Infants are born equipped with facial and body actions to reflect their emotional experiences (Greenberg & Snell, 1997). With a socialization process, they learn how to express their emotions (LeDoux, 1996). The mechanisms which trigger the emotions cannot be intentionally controlled. Thus, we cannot suppress the expression of our emotion completely, but we can learn how to express them in acceptable ways (Damasio, 1999).

The Emotional Expression (EES) scale was developed by Kring, Smith, and Neale (1994). They found that emotional expressiveness was associated with life satisfaction and emotional stability ($r = .27$ and $.21$, respectively). Moreover, emotionally expressive individuals tend to focus on their emotions and seek social support at times of stress (Gohm & Clore, 2002).

Section Summary: Emotional Experience Traits

The last few decades have provided the educator and the psychologist with new information regarding emotions. Emotions are composed of three interrelated sets of processes, (a) neurophysiologic and biochemical processes, (b) motor and behavioral expressive processes, and (c) cognitive-experiential system processes.

Individuals show differences in terms of experiencing their emotions. Social psychologists defined these differences into four groups. First, individuals differ according their level of attention to their own emotions. Second, the ability of individuals' identifying and describing their own emotions, called clarity, can be different. Third, individuals also report different emotional intensity levels. Lastly, individuals express their emotions to different extents.

EMOTIONAL SOCIALIZATION OF YOUNG CHILDREN

Emotional Socialization

Emotions play an important role in individuals' lives, including young children. Young children's understanding and structuring the meaning of every day life experiences are closely connected to their emotions (Denham & Kochanoff, 2002; Leavitt & Power, 1989). Young children's emotional states have an important impact on what they perceive, how they process the information, how they interpret the ongoing situation and what they learn about it (Bugental & Goodnow, 1998; Izard, 2002). Furthermore, emotional understanding and emotional regulation abilities of young children are highly related to their social competences (Garner & Power, 1996) and their school adjustments (Shields et al., 2001).

Emotional competence gained at preschool age has long-term implication in terms of social competence (Denham et al., 2003; Garner, 1999; Schultz et al., 2001). Denham and her colleagues (2003) found a strong relation between the emotional knowledge of 3 to 4 years children and the social competence of these children when they were in kindergarten. In addition, children with less intensive negative emotions and regulated emotional expressions showed active problem solving during kindergarten time. These researchers indicate that low level of emotional understanding, positive emotions, and emotional regulation are significant risk factors.

In a longitudinal study, Schultz and his colleagues (2001) studied preschool age children from low income families. Children who have difficulty understanding emotions

were at risk for social problems with their peers in first grade. Garner (1999) also points out that middle school age children's emotional display knowledge can be predicted by their understanding of emotions in preschool years.

Parents' Role in Young Children's Emotional Socialization

Beginning from early infancy, the context of parent-child caretaking shapes the socialization of the emotions in young children. Parents' emotional socialization practices influence children's learning process of recognizing and labeling emotions, children's both physiological and behavioral capacities for emotional regulation, and children's strategies for helping other people in emotional situations (Debaryshe & Fryxell, 1998). There are different mechanisms with which parents socialize their children's emotions:

1- Parents' reactions to children's expressions and experiences of their emotions (Eisenberg et al., 1998) which is also called "coaching of children's emotions" (Denham, 1998),

2- Parental discussion of emotion, and

3- Parents' way to express their emotions (Eisenberg et al., 1998), and the way they handle their own emotions (Cunning, 2002), also known as "modeling" (Denham, 1998).

Teachers also socialize their students' emotions with the same mechanisms as parents do (Brenner & Salovey, 1997).

1- Reaction of Parents to children's experiences and expressions of emotions

As parents accept and support children's emotional expressions, children can feel more comfortable with their own feelings, and start to accept and understand them better (Denham, 1998; Denham et al., 2003). If parents react negatively towards their children's emotional displays, children feel anxious whenever they face again the emotionally evocative situation. Also, parents' punitive reactions to children's negative emotions are related to children's intensive experience and expressions of these emotions (Buck, 1984; see also Fabes, Leonard, Kupanoff, & Martin, 2001). Ramsden and Hubbard (2002) have found that mothers' low level of accepting the emotions in children is connected to the low level of emotional regulations in the children, which is related to the high level of aggressive behaviors.

Parents' attention, acceptance, and support towards their children's emotional states appear to be important for the children's learning and understanding of their own and also others' emotions (Denham et al., 1997). Even when only one parent is actively involved in the child's experience and teaches about emotions, this child is positively protected from possible negative effects of non-supportive parent's reactions (DeCoursey, 2004).

2- Parents' discussions about emotions

Young children whose parents talk about their own feelings, e.g. the causes and consequences of them, demonstrate high level of understanding in others' feelings caused by any emotion eliciting situation (Dunn, Brown, & Beardsall, 1991; Dunn & Brown,

1994). Moreover, caregivers' use of emotion words provide children with understanding and recognition of their own feelings and giving them words to express their own emotions (Eisenberg, Cumberland, & Spinrad, 1998).

For a longitudinal study, Dunn et al. (1991) assessed the conversation among 3 years old children, their mothers, and their siblings. When preschoolers were frequently engaged in discussions about different feelings, and causes or consequences of these feelings with their mothers, they had high scores in emotional perspective taking task and understood better unfamiliar adults' emotions when they were 6-year-olds.

Children become more sensitive to the emotional states of others by labeling emotions and providing explanation about the reasons and consequences of their emotions (Garner, 1999). For example, if caregivers explain their own negative emotions, children begin to show more prosocial responses to the caregivers (Denham, Mason, & Couchoud, 1995). According to Denham et al. (1995), explaining and talking about negative feelings causes sympathy in children, and thus these children start to respond to their caregivers by prosocial behaviors. Moreover, talking about how the victims can feel as a result of children's behaviors increases children's voluntary help behaviors (Radke-Yarrow & Zahn-Waxler, 1984).

3- Parents' expression and regulation of their own emotions

The emotional expressiveness styles of parents are vital to predict their young children's emotional and social competences (Denham et al., 1997). Furthermore, parents' intensity and style of emotional expressiveness are highly related to their

children's emotional understanding level (Denham, Zoller, & Couchoud, 1994). For example, parents who mostly express negative emotions have children with low level of emotional regulation and thus high level of aggressive behaviors (Ramsden & Hubbard, 2002). If parents' negative emotions get intense and aversive, their children can become overly aroused, and thus have difficulty recognizing and handling their own emotions (Hoffman, 1983). Garner, Jones, and Miner (1994) found that if mothers of preschoolers expressed frequently and intensively anger, their children had low level of knowledge about the situations which can cause the anger (see also Denham et al., 1994).

Young children observe their parents' emotional expressions, and learn how and when to express emotions, and with which level of intensity. For instance, how mothers express and handle with their own emotions is highly associated with their children's pattern of emotional expression and management, also with these children's emotional knowledge levels (Denham & Grout, 1992).

The Role of Parents' Awareness of Their Own Emotions

Gottman and his colleagues (Gottman, Katz, & Hooven, 1997; Hooven, Gottman, & Katz, 1995) studied with preschoolers and their parents to understand how parents' feelings and thoughts about sadness and anger influence their reactions and coaching to their children's negative emotions. They also looked at the child outcomes including the children's physical health, academic achievement, and social competence 3 years later. They found significantly high correlation among parents' awareness and acceptance of their own emotions and their coaching to their children's negative emotions.

The awareness score was composed of experiencing the emotion, distinguishing the emotion from others, being descriptive of experience and physical sensation of the emotion, knowing the cause of the emotion, and talking without hesitation or confusion about the emotion (Gottman, Katz, & Hooven, 1996). If parents are aware of their anger, they are most likely aware of their child's anger ($r = .55$ and $r = .75$ for mother and father, respectively). Their awareness of own sadness was also highly related to their awareness of their child's sadness ($r = .39$ and $r = .50$ for mother and father, respectively).

Parents coaching includes showing respect to the child's emotion; talking about the emotion and the situation; comforting the child; teaching the appropriate expression ways for the emotion; talking about the nature of the emotion; teaching some strategies for self soothing; and use of age appropriate strategies (Gottman, Katz, & Hooven, 1996). Fathers' awareness of their own anger and sadness was significantly correlated with their coaching to their children's emotions ($r = .30$ and $r = .28$ for anger and sadness, respectively). Moreover, the more likely the mothers are aware of their own anger and sadness, the more likely they are coaching those emotions in their children ($r = .28$ and $r = .37$ for anger and sadness, respectively).

These researchers suggested that "one vehicle for increasing the parents' awareness of the child's emotions may be through self-awareness of the parents' own emotions" (Gottman et al., 1997, pp. 142).

As child outcomes, children had fewer behavioral problems at the age of 8 if their mothers were aware of their child's sadness and coaching of their child's anger. Children were also more emotionally positive on a daily basis when their mothers were aware of

their own sadness. In addition, children's academic achievements in mathematic and reading were associated with the mothers' awareness of their own sadness and the fathers' coaching with the child's anger respectively. Parents' awareness of their own sadness and their coaching their children's anger significantly related to their children's low level of physiological stress. Gottman (2001) asserts children's ability to regulate and to self-soothe their own emotions, and to focus attention help them to handle with emotional peer situations.

The results of Cuning's (2002) study also indicated a high correlation between mothers' awareness of their own emotions and their awareness of their child's emotions ($r = .68$). Mothers also were most likely to accept their children's emotions, if they accepted their own emotions ($r = .41$). Furthermore, mothers' alexithymia scores (composed of their attention and clarity of their own emotions) predicted their children's social skills through children's emotional regulation. Mothers' alexithymia (low clarity and attention of their own emotions) scores were also correlated with children's negative reactions, being less persistent and low grades for boys. Additionally, the more likely the mothers were aware of their own emotions, the more likely they were coaching their child's emotions. Cuning (2002) argued that parents' intentional and direct talk about emotions to their children helped them to cope with the situations which cause the emotions in children.

Teachers Role in Young Children Emotional Socialization

Despite the pervasive literature on parents' role in young children's emotional socialization and social development, very little is known about how teachers influence young children's emotional development, and the factors that shape teachers' emotional socialization practices in the classroom (Reimer, 1996; Sutton & Wheatley, 2003; White & Howe, 1998). Fortunately, researchers have recently started to focus on teachers and they have presented teachers' significant roles in promoting young children's emotional developments (Kienbaum, 2001; Rabineau, 2004; Shields et al., 2001). As supported by research, classroom context and interaction structures in it are distinctly influential on emotional knowledge and regulation of young children (DeMorat, 1998; Thompson, 1990). For example, Rabineau's (2004) study revealed that preschool teachers' support and acceptance of young children's emotions was a protecting factor for the children whose parents did not support these children's emotions and expressed high level stress. These teachers' acceptance and support in response to preschoolers' emotions helped these children's emotional regulation. The other study also found that teachers' engagement qualities with children were highly related to preschoolers' intense positive emotions (Hestenes, Kontos, & Bryan, 1993). Moreover, children's low level of aggressive behaviors and peer problems were predicted by teachers' support of emotional regulation (Schoiack, 2000). Finally, teachers' depressive symptoms were related to the emotional quality in the pre-kindergarten classrooms (Pianta, Howes, Burchinal, & et al., 2005).

Some of the recent studies documented preschool teachers' responses to their students' emotions. Ahn (2005) indicated that young children's classrooms were important social context in which children learned about feelings. Several times in a regular day, preschoolers expressed different emotions and their teachers had chances to discuss children's emotions, use emotion-related words, and instructed them about the ways to express the emotions. However, the other researcher (Reimer, 1996) found that preschool teachers tended to label their students' behaviors more than their emotions. These teachers also occasionally encouraged preschoolers' emotion expressions.

How teachers' emotional regulation levels, emotional experiences, and how understanding of their own emotions can be connected to their classroom behaviors need to be investigated (Sutton & Wheatley, 2003). Reimer (1996) underlines the necessity of knowing why some teachers use more emotional references to respond to young children's displays of emotions, and whether these behaviors are coming from their conscious efforts or their typical interaction styles.

Section Summary: Emotional Socialization

Understanding and regulation of emotions are accepted as important factors for young children to predict their social competence. Children learn about emotions in every interaction with the people in their lives. Numerous studies have been conducted to understand children's emotional development. However, almost all of these studies focus on young children and their parents.

Three important mechanisms are defined in which caregivers socialize young children's emotions: (a) caregivers' reactions to young children's display of emotions, (b) caregivers' discussions regarding emotions, and (c) the ways of caregivers' emotion displays and handling their own emotions.

If caregivers accept young children's negative emotions and help them to relieve their distress, these children can be comfortable with their feelings and understand them better, which in turn supports their understanding of others' emotions. Discussions regarding reasons of children's emotions and the ways to express them improve young children's understanding about emotions. Increasing understanding in emotions and being comfortable with emotions increase sympathy in children, which is highly related to children's prosocial behaviors.

It is well documented that parents' awareness of their own emotions is strongly associated with their acceptance of their children's emotions. Parents with high awareness show respect to children's feelings and also talk and teach about emotions to their children.

Recent studies have documented that the classroom context and interaction structures in it are influential on young children's emotional knowledge and emotional regulation.

CHAPTER SUMMARY

The research in the last two decades has informed the educators and psychologists how emotions are connected to children's learning, school adjustments, and social

competence. Although researchers define emotions and their functions differently, they generally agree upon that emotions are composed of three interrelated sets of processes, which are (a) neurophysiologic and biochemical processes, (b) motor and behavioral expressive processes, and (c) cognitive-experiential system processes.

Social psychologists defined four different traits in which individuals experience their emotions. First, individuals differ according their level of attention to their own emotions. Second, the ability of individuals' identifying and describing their own emotions, which called clarity, can be different. Third, individuals also report different emotional intensity levels. Lastly, individuals express their emotions in different extents.

Young children basically learn and regulate their emotions though three ways: (a) caregivers' reactions to young children's display of emotions, (b) caregivers' discussions regarding emotions, and (c) the ways of caregivers' emotion displays and handling their own emotions. Several studies conducted with young children's parents have provided valuable information regarding development of children's emotional competence. If parents show a low level of acceptance towards children's emotions and use punitive approaches, their children have low emotional regulation and display high levels of aggressive behaviors.

When parents have high awareness of their own emotions, they accept and respect their children's negative emotions. They also talk about the nature of emotions and the ways to express them to their children.

There are few studies to document teachers' approaches in respond to their students' emotional displays and their ways of talking about emotions.

To learn more about preschool teachers' attitudes and behaviors in response to their students' emotions, their emotional experience traits, awareness of their own emotions, and overall the relationship among these factors, this investigation was conducted.

Chapter 2

METHOD

The purpose of this study was to explore the relationship among preschool teachers' emotional experience traits, awareness of their own emotions, and their emotional socialization practices. With this study the following research questions aimed to be answered: (1) what are the results of questionnaires used for assessing the emotional experience traits of preschool teachers, and what extent their results are similar to or different than the results of the literature?, (2) what is the relationship among preschool teachers' emotional experience traits?, (3) what are preschool teachers' attitudes in response to young children's sadness and anger emotions?, (4) is there a relationship between preschool teachers' own emotional experience traits and their ways of responding to young children's sadness and anger?, (5) what are preschool teachers' the levels of awareness of their own emotions?, (6) is there a connection between preschool teachers' awareness of their own emotions and their emotional experience traits? (7) is there an association between preschool teachers' awareness of their own emotions and their response preferences to young children's negative emotions?, (8) in their practice of teaching, how do preschool teachers respond to young children's positive and negative emotions?, (9) what is the relationship between preschool teachers' awareness of their own emotions and their emotional socialization practices?, (10) what are preschool teachers' beliefs regarding young children's sadness and anger?, (11) do preschool teachers try to teach about emotions in their classrooms? If yes, what kinds of materials and activities do they prefer?

This chapter describes: (1) participants in this study, (2) design of the study, (3) procedures of the research steps, and (4) measurements used to collect data.

Participants

Three phases comprised this study: questionnaires, observations, and interviews. For the first phase, 69 preschool teachers (n=65 females and 4 males) from 22 child care facilities located in two small-sized urban school districts agreed to participate. One female teacher who completed only one questionnaire out of five was eliminated from the data analysis. To select the second phase participants for observations, the subscales used for “Attention” and “Clarity” emotion experience traits were listed using the quartile and cross-table system. The participants with all subscale scores which were in the first quartile were accepted as a “low awareness group”, and the participants whose all subscale scores placed in the last quartile were grouped as “high awareness”. Only five preschool teachers were in the “low awareness group”. However, one of them was working in a child care facilities where high number of special needs young children attended. To be able to control this factor, this teacher was eliminated from the list. As a result of this placement, four preschool teachers with the lowest ‘attention’ and ‘clarity’ trait scores of the whole group were presented as “low awareness group” in the second phase of the study. In addition, the other four preschool teachers with highest ‘attention’ and ‘clarity’ traits scores of the whole group were placed in the “high awareness group” in the second phase of the study. For the third phase of this study, four out of these eight

observed preschool teachers were randomly selected -two from each group- to be interviewed regarding their beliefs about preschoolers' sadness and anger emotions.

Research Design

Mixed methods research design was used for the current study. Mixed methods research design is defined as the combination of the quantitative and qualitative approaches into a single or multiphase study (Tashakkori & Teddlie, 1998). Both the quantitative and qualitative approaches have some strengths and weaknesses. First, the quantitative approach makes it possible to evaluate the answers of a high number of people to a limited number of questions with which comparing and statistically analyzing of the answers would be possible (Patton, 2002). On the other hand, quantitative research methods are limited in representing directly the voices of the participants (Creswell & Clark, 2007). The strength of the qualitative methods is in its being able to provide various detailed information regarding a small group of people (Patton, 2002). However, studying a limited number of participants makes it difficult to generalize the findings of qualitative research. Using the mixed methods makes more inclusive evidence available to investigate the research problems than is using either qualitative or quantitative method alone (Creswell et al., 2007).

For the current study, the research was started with quantitative data collection by questionnaires and observations and followed by qualitative interviews. Creswell and Clark (2007) call this model an explanatory design. The researcher preferred to use this explanatory design for the following reasons:

(1) the quantitative and qualitative methods can be used in separate phases of the study which makes it possible for one researcher to collect all data,

(2) the findings of each phase can be presented in different sections which helps the readers to follow the explanations more easily (Creswell et al., 2007), and

(3) the findings of the quantitative methods (questionnaires and observations) would be explained additionally by the findings of the qualitative method (interviews). Using different methods is also recommended to achieve triangulation to reduce errors related to a particular method (Patton, 2002).

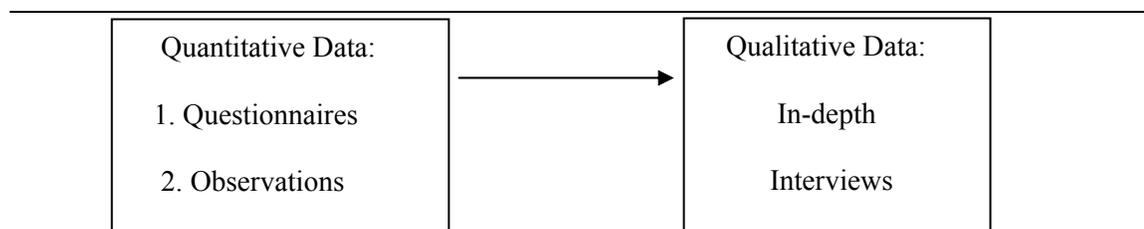


Figure 2-1: Formation of Explanatory Mixed Methods Design for the Current Study

As seen in Figure 2-1, the study started with collection of quantitative data. For the first phase of the study, using a set of questionnaires generated information on a high number of preschool teachers. Because preschool teachers' emotional experience traits and their relationships with teachers' attitudes regarding responding to children's negative emotions were studied for the first time in the literature, it was important to contact as many teachers as possible to seek statistically reliable results. During the second phase of the study, a manageable number of teachers were observed in the natural classroom settings. Except for preschool teachers' self reported answers, their practices

were observed when they were interacting with their students. Throughout the last phase, half of the observed teachers had a chance to talk about their beliefs and teaching methods regarding young children's negative emotions by the use of in-depth interviews.

Procedure

There were four phases in this current study: (a) preliminary instrument development and revision, (b) data collection via questionnaires, (c) observation of eight preschool teachers, and (d) in-depth interviews with four preschool teachers.

Preliminary Instrument Development and Revision

Prior the main investigation, the researcher conducted a small study to examine the teachers' and teacher candidates' understanding of the questions of the Teachers' Attitudes/ Behaviors Questionnaire. In addition, the observation categories and observation method used for second phase of the study were examined to check for their usefulness and to then make any needed revisions.

First of all, the investigator contacted 13 undergraduate students who were taking a 400 level Pre-K practicum course, and six graduate students in the Department of Curriculum and Instruction. All these participants reviewed the Teachers' Attitudes/ Behaviors Questionnaire for content and face validity with the researcher. Appropriate modifications were made according to their inputs. For example, one of the scenarios reflecting a preschooler's sadness, "a student is crying and rubbing his/her arm after he/she fell off the side of the bench, I would:", was changed to " a student is crying

quietly and looks sad after his/her friend refuses to invite this child to a birthday party during their play, I would:” .

Secondly, each of the five preschool teachers from two different child care facilities was observed two different days for a total of 80 minutes. These participants also filled a set of questionnaires, which were used in the main study. Each participant provided her feedback related to the each questionnaire. According to gathered information, the researcher did modifications to the observation data collection process and categories, and also to the Teachers’ Attitudes/ Behaviors Questionnaire. For instance, the researcher changed her plan to use a voice recorder for observation data collection after experiencing the difficulties that occurred during the preliminary small study. These five preschool teachers observed were excluded from the main study.

Main Study

Phase One: The Questionnaires and the Demographic Information Form

The researcher contacted the directors of 29 child care facilities located in two small-sized urban school districts to obtain their permission to contact the teachers who worked with 3- to 5-years old children in their facilities. Twenty-two directors gave permission to contact their teachers. During most of the process, the researcher had a chance to talk face-to-face with the preschool teachers and explain the purpose of the study, to introduce the questionnaires and the consent form, and to inform them that they would be contacted again for the second phase of the study. Although 88 teachers

received the set of the questionnaires, only 69 preschool teachers returned their questionnaires, a return rate of 78%.

The order of the questionnaires given to participants was as follows: (1) demographic information form, (2) the Teachers' Attitudes/ Behaviors Questionnaire, (3) the Trait Meta-Mood Scale (TMMS), (4) the Emotional Intensity Scale (EIS), (5) the Emotional Expression Scale (EES), and (6) the Toronto Alexithymia Scale-20 (TAS-20). Since the Trait Meta-Mood Scale (TMMS) and the Toronto Alexithymia Scale-20 (TAS-20) had conceptually similar items, they were placed separately in the set of questionnaires. The researcher assumed that the participant teachers answered the questionnaires in this order. The time between distribution and collection of the questionnaires ranged from two days to four days.

The researcher entered all information from the demographic form and the questionnaires into a statistic software called SPSS Graduate Pack for Windows 12.0. Data were analyzed with the descriptive statistics program. To decide on the participants for the second phase, the scales used for "Attention" and "Clarity" emotion experience traits were listed using the quartile and cross-table system. The participants who were in the first quartile and in the last quartile were selected. The researcher used "Attention" and "Clarity" scores to calculate the level of participants' "Awareness of their own emotions". According to this selection system, the researcher aimed to create two contrasting groups: (1) a group of teachers with low emotional awareness and (2) a group of teachers with high emotional awareness. Eight preschool teachers (four representing each group) were picked for the second phase of the study.

Phase Two: Observation of Preschool Teachers

Eight preschool teachers purposefully selected from eight different child care facilities were asked permission to observe them. Each of the eight teachers was observed on three different days for a total of 120 minutes. The observations were conducted by using the event sampling technique which is described as the recording of behaviors only when specified previously defined events or behaviors occur (Brown, Cozby, Kee, & Worden, 1999). Fifteen percent of the observations were done concurrently by an independent second observer to evaluate interrater reliability.

Phase Three: In-depth Interviews with Four Preschool Teachers

For the last step of the study, the researcher contacted four out of eight observed teachers to try to understand their beliefs and thoughts about preschoolers' sadness and anger- two teachers from each group (high awareness and low awareness groups). Before starting the interviews, the participants were asked to sign a separate consent form. All of the teachers accepted the use of a voice recorder during the interview.

Measures

Demographic information

The demographic information was obtained from the participants according to the following categories: a-age; b-sex; c- race; d-completed schooling; e- their credential or certificates; f- time worked in the early childhood education field; g- time at the current position; and h- ratio of teacher to child in their classrooms. These questions were selected to be able to describe the sample group of this research. In addition, the

researcher wanted to evaluate the possible association of this demographic information with participant teachers' emotional experience traits and their preferences in response to children's negative emotions.

Emotional Experience Traits

Four emotional experience traits were defined: (1) attention, (2) clarity, (3) intensity, and (4) expression. First, emotional attention is described as the degree at which individuals focus, value, and recognize their own emotions. Second, emotional clarity is individuals' conceptual knowledge (e.g., identifying, labeling, and distinguishing) of their own emotions. Third, emotional intensity is the strength with which individuals generally experience their emotions. Finally, emotional expression is described as the extent to which individuals express their feelings.

1- Attention

To calculate the attention category score, subscales of the two questionnaires were used: 1) The Toronto Alexithymia Scale-20 (TAS-20) and 2) The Trait Meta-Mood Scale (TMMS).

Externally Oriented Thinking Style is a subscale of the Toronto Alexithymia Scale-20 (TAS-20) (see Appendix A) and includes eight questions which are given in Table 2-1. The Externally-oriented-thinking subscale aims to capture the minimization of emotional experiences, lack of introspection, and concrete thought (Bagby, Parker, & Taylor, 1994; Taylor, Bagby, & Parker, 1997). Externally oriented thinking is "...a cognitive style characterized by a preoccupation with the minute details of external events, rather than by feelings, fantasies, and other aspects of inner experiences"

(Taylor & Bagby, 2000, p.43). Responses are selected using a 5-point scale ranging from “strongly disagree” to “strongly agree”. Increasing values reflect greater externally oriented thinking style.

In this study, question 5 (Q5) of the Externally Oriented Thinking Style subscale was eliminated when calculating the mean score of this subscale in order to increase the internal coefficient score of this subscale.

Table 2-1: The Items of the Externally Oriented Thinking Style (EOT) Subscales of the TAS-20 (8 items)

I prefer to analyze problems rather than just describe them (Q5) (reversed)
I prefer to just let things happen rather than to understand why they turned out that way.
Being in touch with emotions is essential. (reversed)
I prefer talking to people about their daily activities rather than their feelings.
I prefer to watch "light" entertainment shows rather than psychological dramas.
I can feel close to someone, even in moments of silence. (reversed)
I find examination of my feelings useful in solving personal problems. (reversed)
Looking for hidden meanings in movies or plays distracts from their enjoyment.

In the extant research literature, the reported internal reliability coefficients for this subscale are 0.66 (Bagby et al., 1994), and 0.63 and 0.62 for female and male participants respectively (Parker, Bagby, Taylor, Endler, & Schmitz, 1993).

Attention is a subscale of the Trait Meta-Mood Scale (TMMS) (see Appendix B) and has 13 items. The items of this subscale are presented in Table 2-2. The items in the Attention subscale of TMMS are meant to assess the degree to which individuals notice and admire their own feelings (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995).

Responses are rated using a five-point scale ranging from “strongly disagree” to “strongly

agree”. Higher scores in this scale represent the higher degree of valuing one’s own emotional experiences.

Salovey et al. (1995) found the internal consistency of the Attention subscale, reported with alpha coefficients, to range from 0.78 to 0.86 with different samples.

Table 2-2: The Items of the Attention Subscale of the TMMS (13 items)

People would be better off if they felt less and thought more. (reversed)
I don't think that it's worth paying attention to your emotions or moods. (reversed)
I don't usually care much about what I'm feeling. (reversed)
Feelings give direction to life.
I believe in acting from the heart.
The best way for me to handle my feelings is to experience them to the fullest.
One should never be guided by emotions. (reversed)
I never give into my emotions. (reversed)
I pay a lot of attention to how I feel.
I don't pay much attention to my feelings. (reversed)
I often think about my feelings.
Feelings are a weakness humans have. (reversed)
It is usually a waste of time to think about your emotions. (reversed)

2- Clarity

To evaluate Clarity, two subscales of The Toronto Alexithymia Scale-20 (TAS-20), “Difficulty of Identifying Feelings” (DIF) and “Difficulty of Describing Emotions” (DDE), and one subscale, “Clarity”, of The Trait Meta-Mood Scale (TMMS) were used.

Difficulty of Identifying Feelings (7 items) (DIF) (see Table 2-3) and *Difficulty of Describing Emotions* (5 items) (DDE) (see Table 2-4), both subscales of the Toronto

Alexithymia Scale-20 (TAS-20), were used to assess the ability to know the feelings one possesses and to distinguish one emotion from another, and to describe feelings to others. In the literature a high correlation has been reported between these two subscales ($r = .65$, and $.72$) (Bagby et al, 1994). Participating teachers in the present investigation gave their answers on a 5-point scale ranging from “strongly disagree” to “strongly agree”. High scores from these subscales indicate difficulty in identifying and describing feelings.

Table 2-3: The Items of the Difficulty of Identifying Feelings (DIF) Subscale of the TAS-20 (7 items)

I often get confused about what emotion I am feeling.
 I have physical sensations that even doctors don't understand.
 When I'm upset, I don't know if I am sad, frightened or angry.
 I am often puzzled by the sensations in my body.
 I have feelings that I can't quite identify.
 I don't know what's going on inside me.
 I often don't know why I am angry.

Table 2-4: The Items of the Difficulty of Describing Emotions (DDE) Subscale of the TAS-20 (5 items)

It is difficult for me to find the right words for my feelings.
 I am able to describe my feelings easily. (reversed)
 I find it hard to describe how I feel about people.
 People tell me to describe my feelings more.
 It is difficult for me to reveal my innermost feelings, even to close friends.

These two subscales have high internal reliability scores reported with alpha coefficients ranging from 0.77 to 0.79 for DIF and from 0.75 to 0.76 for DDE (Bagby et al, 1994; Parker et al, 1993).

Clarity, which is a subscale of the Trait Meta-Mood Scale (TMMS), has 11 items (see Table 2-5). The Clarity subscale evaluates the ability to differentiate feelings and to know which feeling state one has (Salovey et al., 1995). Scoring is on a 5-point scale ranging from ‘strongly disagree’ to “strongly agree”. Increasing scores reflect higher levels of clarity about the feelings that one has.

Salovey et al. (1995) found the internal consistency of the Clarity subscale, reported with alpha coefficients, to vary from 0.80 to 0.88 with different samples.

Table 2-5: The Items of the Clarity subscale of the TMMS (11 items)

Sometimes I can't tell what my feelings are.
I am rarely confused about how I feel.
I can never tell how I feel
My belief and opinions always seem to change depending on how I feel.
I am often aware of my feelings on a matter.
I am usually confused about how I feel.
I feel at ease about my emotions.
I can't make sense out of my feelings.
I am usually very clear about my feelings.
I usually know my feelings about a matter.
I almost always know exactly how I am feeling.

3- Intensity

The Emotional Intensity Scale (EIS) (see Appendix C) was created by Bachorowski and Braaten (1994). The original format of the scale consists of 30 items; 14 items for positive emotions and 16 items for negative emotions. For the current study, to keep the scale as short as possible, only the first 16 items were selected to evaluate preschool teachers' intensity of their emotions. In the current study, eight items for Positive Emotions subscale and eight items for Negative Emotions subscale were used.

Answers for each item were indicated on a 5-point scale. One example from the positive emotions subscale is "Someone compliments me. I feel:", and the answer choices are "1-It has little effect on me, 2-Mildly pleased, 3-Pleased, 4-Very pleased, 5-Ecstatic-on top of the world". One sample item from the negative emotions subscale is "Something frustrates me. I feel:" and the response choices are "1-It has little effect on me, 2-A little frustrated, 3-Frustrated, 4-Very frustrated, 5-So extremely tense and frustrated that my muscles knot up". Higher scores in this scale indicate the high intensity of feelings.

Bachorowski et al. (1994) reported high internal consistency for total EIS scores (0.90, coefficient alpha). They also found test-retest reliability coefficients for positive emotions (EIS-POS) to be 0.71 and for negative emotions (EIS-NEG) to be 0.87.

4- Expressivity

The Emotional Expression Scale (EES) (see Appendix D) (Kring, Smith, & Neale, 1994) was used to evaluate the degree to which one outwardly shows his/her

emotions. The EES is composed of 17 items. Responses were selected on a 6-point Likert scale ranging from “never true” to “always true”. Two example items from this scale are “I don't like to let other people see how I'm feeling” and “I can't hide the way I'm feeling”.

Kring et al. (1994) reported high internal reliability scores for this scale, with alpha coefficients for different sample groups ranging from 0.90 to 0.93.

The Teachers' Attitudes/Behaviors Questionnaire

The Teachers' Attitudes/Behaviors Questionnaire (TBQ) (see Appendix E) was developed by the present researcher to estimate preschool teachers' response preferences towards young children's emotions of anger and sadness. This questionnaire has six items in total. Preschoolers' emotional states of sadness and anger are represented in short scenarios. Responses are given on a 4-point Likert scale ranging from “very unlikely” to “very likely”.

For each scenario, teachers rated the likelihood of responding in each of eight possible ways when exposed to their students' sadness and anger. These eight possible ways to respond children's anger and sadness reflect conceptually two distinct categories: 1-Refer to Emotions and 2-No Refer to Emotions.

“Refer to Emotions” category was composed of two subscales: (a) Labeling feelings and (b) Emotional regulation. In addition, “No refer to emotions” category included five subscales: (a) Distraction, (b) Behavior focus (composed of two items), (c) Punishment, (d) Problem focus, and (e) Minimize. The researcher also created each category for sadness and anger emotions (see Table 2-6).

An example scenario in which a preschooler gets sad is “A student is crying in the corner alone after his/her mom left the classroom, I would:”. The following scenario was used to represent one preschooler’s anger: “A student is throwing puzzle pieces and yelling after his/her friend pushed him/her when they were playing, I would :”.

Table 2-6: The Subscales of the Teachers’ Attitudes/Behaviors Questionnaire (TBQ)

Preschool Teachers’ Responses		
Refer to Emotions	Label Feelings (LF)	sadness
		anger
	Emotional regulation (ER)	sadness
		anger
No Refer to Emotions	Distraction (DS)	sadness
		anger
	Behavior Focus (BF)	sadness
		anger
	Punishment (P)	sadness
		anger
	Problem focus (PF)	sadness
		anger
	Minimize (M)	sadness
		anger

For the current study, the researcher found the following internal reliability coefficients for the two main categories: 0.62 for “Refer to emotions” subscale and 0.77 for “Not refer to emotions” subscale.

Observation Tool

The researcher aimed to see preschool teachers’ emotional socialization practices in their natural settings. Since an appropriate observation recording system with the same aim as the current study could not be found, a new coding scheme was created for the present study.

Preschool teachers' responses to positive (happiness) and negative emotion (sadness and anger) expressions of preschoolers were observed. In addition, if a teacher started a conversation and referred explicitly to any emotion during the observation, this conversation was also recorded under the "discussion of emotion" category, which was different from the teachers' responses to children's display of emotions. Observations were done during free play or free choice times when preschoolers freely moved around, choosing any activity they wanted, and playing with each other.

The observation settings were three church related, one university related, three private, and one community related facilities.

Coding of Preschool Teachers' Responses to Children's Display of Emotions

The researcher focused on the target teachers' verbal and behavioral responses to children's emotional expressions. The observation area was approximately a radius of three feet from the target teacher. The researcher placed herself about five feet away from the target teacher. Recoding of an event started with the following two situations: (1) an emotional expression of a child or a group of children (e.g., happiness, sadness, or anger) within a radius of 3 feet of the target teacher, or (2) reaction of the target teacher to an emotional situation of a child or a group of children who were placed outside the observation area. Event recording ended when (a) the teacher or the child/children walked away from the event area or (b) a child's emotional expression changed.

A-Preschool teachers' Responses to Children's Negative Emotions

The display of the negative emotions was determined based on a child's facial, vocal, gestural, and also behavioral expressions. The emotion of anger was defined based

on the following criteria (Chaplin, Cole, Zahn-Waxler, 2005; Denham, Zoller, & Couchoud, 1994):

- (a) Facial: brows shoved down (brow furrow), tense lower lips, lip press, clenched jaw and staring;
- (b) Vocal: clipped speech, harsh voice, abrupt, possibly yelling;
- (c) Behavioral: throwing, pushing, hitting, finger jabbing/pointing

For the sadness, the following criteria were used:

- (a) Facial: inner corners of eyebrows lifted and corners of lips down, head dropped and tilted and slow;
- (b) Vocal: steady-pitched speech (low volume in speech with end of utterance dropping off);
- (c) Behavioral: possible crying, tears on the eyes

(1) Preschool Teachers' Verbal Responses to Children's Sadness and Anger.

Created codes for the teachers' verbal responses were combined after data collection because of the small number of events observed. The preschool teachers' verbal responses were classified into seven categories: (1) Emotional reference: the teacher makes explicit verbal references to emotions/feelings or uses an expression which means a feeling state (e.g., hurt feelings); (2) Behavior focus: previously created five verbal response categories were combined in this category (controlling, evaluation, regulation/rules, modification, and minimization). The responses of the teacher attempt to control or change the behavior of a child by reminding him/her of the rules, dictating what this child needs to do, or punishing the child; (3) Problem focus: the teacher helps to solve the problem which causes the child's emotional reaction by mediating between the child and involved peers, providing options or suggestions to solve the problem ; (4) Explanation: The teacher simply explains the fact about a situation which is related to the child' emotion expression, and/or possible

consequences of the child's behavior; (5) Consoling: the teacher provides verbal support and comfort, and shows interest in the child's condition by asking brief questions (e.g., are you okay?); (6) Ignoring: the teacher intentionally or unintentionally does not attend the children's emotional displays (verbally and behaviorally); and (7) Other.

(2) Preschool Teachers' Behavior Responses to Children's Sadness and Anger.

Behavior responses which were nonverbal were coded into four categories: (1) Comfort: the teacher comforts a child by patting, hugging, holding on her/his lap, rubbing this child's back; (2) Child level: the teacher bends to become child's level, sits on her/his knees, and/or makes eye contact; (3) Control: the teacher tries to control or limit the child's behavior without hurting by carrying the child to another area, holding the child's hand(s), or preventing this child's move; (4) Not child level: the teacher talks from a distance, or is standing close to the child without going to this child's level, with or without eye contact. In addition, the previously created categories of "negative touch" and "physical help" were not observed during the data collection.

B- Preschool Teachers' Responses to Children's Positive Emotion

For this study, the researcher only focused on happiness as a positive emotion. The emotion of happiness was defined based on the following criteria found in the literature (Chaplin, Cole, Zahn-Waxler, 2005; Denham, Zoller, & Couchoud, 1994): (a) Facially: upturned mouth, crinkling around eyes, (b) Vocal: light, lilting voice (voices with "pearly", relaxed pitch), (c) Behaviorally: clapping, singing, laughter, smile, and giggling.

(1) *Preschool Teachers' Verbal Responses to Children's Happiness*. These responses were recorded in five categories: (1) Encouragement: the teacher enriches the context of the situation through which a child shows happiness by creating or sharing pretend play scenarios, or using positively reinforcing words, or the teacher encourages the expression of the emotion; (2) Not support: the teacher discourages the continuation of the activity through which the child expresses his emotion; (3) Teaching: the teacher starts or continues the conversation which focuses on learning a subject or a specific skill when a child's happiness expression is observed; (4) Daily: the teacher starts or continues a conversation regarding a news, daily routine, or a short inquiry question when a child's happiness expression is observed; (5) Other.

During data collection, if a teacher gave a behavioral response to a child's expression of happiness, but his or her verbal response could not possibly be categorized with the previous coding system, the verbal conversation observed was recorded under the category of "other". For example, a teacher asked 'how many here?', a child answered "6", and the teacher asked again "how many here?", the child said "2", and teacher replied "how many does that make?" , and the child answered " 8",and the teacher said "yes!". After completing the data collection, two new categories of "teaching" and "daily" were created. If a teacher only responded behaviorally to a child's happiness expression and did not use any verbal response, "No verbal response" category was checked under the verbal response part.

(2) *Preschool Teachers' Behavior Responses to Children's Happiness*. Behavior responses to children's happiness were coded into six categories: (1) Matching: the teacher

shows the same emotion display with a child; (2) Encourage the feeling: although the teacher's facial expression does not match with the child, he/she behaviorally encourages the expression of happiness in a child by making funny face, tickling, hugging, kissing, or dandling; (3) Control: the teacher tries to physically control the child's behaviors during the expression of the emotion; (4) Child level: the teacher bends to child's level, sits on her/his knees, and/or makes eye contact; (5) Not child level: the teacher talks from distance, or when standing close the child without becoming child level with or without eye contact; (6) Other.

Coding of Preschool Teachers' Discussions of Emotions

Although the main purpose of the observation was to record preschool teachers' responses to young children's display of emotions, the researcher also expected to observe some conversations regarding emotions in the classroom context. The target teachers' conversations in which at least one emotion word was explicitly used were recorded. Codes for this category were modified from a study by Ahn (2003). These codes were:

(a) Object of the emotional talk:

1) Teacher's emotion; 2) Children's emotion; 3) Someone else in the observation area; 4)

Other

(b) Function of emotion talk:

1) Naming or describing the emotion; 2) Express the cause of the emotion; 3) Teach how to regulate the emotion.

Interrater Reliability

The second observer independently observed 15% of the volume of total observations. The second observer was a master's student in the Curriculum and Instruction Department. The researcher and the second observer did the observation recording independently at the same time, at some distance from each other but sharing the same field of vision.

First, the alpha levels of coding of teachers' verbal responses to children's negative emotions was .82, and the alpha level of teachers' behavioral responses to children's negative emotions was .89. The agreement between first and second observer on teachers' verbal responses to children's positive emotion was .88, and the alpha of the coding of teachers' behavior responses to children's positive emotion was .90.

In-depth Interviews

After the classroom observations were carried out, four out of eight preschool teachers were interviewed. All interviews were conducted during their lunch breaks in the child care facilities where these teachers worked. The interviews were completed between 45 to 60 minutes. All interviewed teachers accepted the use of a voice-recorder during the interviews. The researcher followed a sequence of prepared open-ended questions (see below) to elicit each teacher's ideas on specific issues.

The purpose of the interviews was to identify preschool teachers' beliefs and thoughts about preschoolers' sadness and anger, their ways of handling their students' display of these emotions, and their ways of teaching children about emotions in their

classrooms. The study of Gottman and his colleagues (1997) was taken as a guide to form some of the interview questions. The interview schedule was as follows:

1. What do you think about sadness/anger?
2. How do you understand if your students are sad/angry? How do they generally express their sadness/anger?
3. Why do they generally get sad/angry?
3. Do you think you try to teach something about sadness/anger to your students when you are handling their emotions?
4. Could you give one recent example when one of your students was sad/angry? What happened? What did you do? What happened at the end?
5. I would like to ask if you use any material or do any activity to talk about emotions or teach about emotions.

Chapter Summary

This chapter has described the methodology and procedures followed to conduct this study. This study had three different phases. During the first phase, 68 preschool teachers from two small-urban school district areas responded to five questionnaires: four questionnaires to identify their emotional experience traits and one questionnaire to understand their attitudes and beliefs about young children's negative emotions. For the second phase, eight teachers were selected according to their awareness of their own emotions in order to observe them and to analyze their responses to young children's emotions. Finally, four out of eight observed preschool teachers were interviewed regarding their ideas about young children's sadness and anger.

Chapter 3

RESULTS

This chapter presents data analysis results from the three different phases of this study: Phase-1) demographic information and results of five questionnaires; Phase-2) the observation of eight preschool teachers; and Phase-3) the in-depth interviews with four preschool teachers.

For the first phase of the study, the following research questions were addressed:

(1) what are the results of questionnaires used for assessing the emotional experience traits of preschool teachers, and what extent their results are similar to or different than the results of the literature?; (2) what is the relationship among preschool teachers' emotional experience traits?; (3) what are preschool teachers' attitudes in response to young children's sadness and anger emotions?; (4) is there a relationship between preschool teachers' own emotional experience traits and their ways of responding to young children's sadness and anger?; (5) what are preschool teachers' the levels of awareness of their own emotions?; (6)) is there a connection between preschool teachers' awareness of their own emotions and their emotional experience traits?; (7) is there association between preschool teachers' awareness of their own emotions and their response preferences to young children's negative emotions?. Next, the second phase of the study focused on the following research questions: (8) in their practice of teaching, how do preschool teachers respond to young children's positive and negative emotions?, and (9) what is the relationship between preschool teachers' awareness of their own

emotions and their emotional socialization practices?. Finally, the following two research questions were investigated during the phase three of this study: (10) what are preschool teachers' beliefs regarding young children's sadness and anger?; and (11) do preschool teachers try to teach about emotions in their classrooms? If yes, what kinds of materials and activities do they prefer?

PHASE ONE: Demographic Information and Questionnaire Results

Results in this part are organized into five sections: (1) profile of participants, (2) the emotional experience traits of the preschool teachers, (3) the preschool teachers' attitudes and behaviors in response to young children's sadness and anger, (4) the preschool teachers' awareness of their own emotions, (5) the relation of preschool teachers' own emotional experience traits, their emotional awareness level, and their ways of response to young children's sadness and anger.

Section 1: Profile of Participants

In this study the data were obtained from a criterion sample (Patton, 2002). Teachers who worked with three to five years old children in child care facilities located in two small urban school district areas were included in this study. Although 88 preschool teachers in 22 child care facilities received the set of questionnaires, only 69 teachers returned their questionnaires. However, one out of 69 participants completed only the demographic information and the Teachers' Attitudes/Behaviors questionnaire (TBQ). Thus this participant was eliminated from all analysis, leaving a total of 68.

Most of the participants were female (94%). Only four male preschool teachers (6%) participated in this study. Sixty-five (96%) participants were White; two participants (3%) chose “Other” option, and one participant did not respond to this question. The participants were mostly between the ages of 22 and 40 years old (69%), and the other age groups ranged from 17-21 years (4.4%), 41-55 years (19%), and 55 years or older (7.4%).

Thirty-three preschool teachers (48.5%) participating in this study graduated from college, and seven teachers (10.3%) completed their graduate degree (See Figure 3.1).

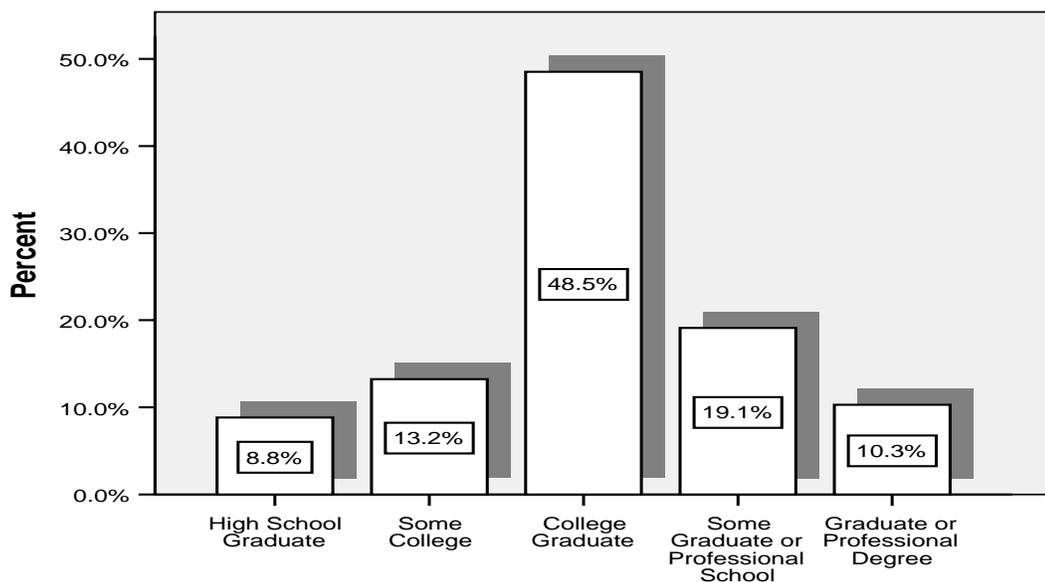


Figure 3-1: Preschool Teachers’ Highest Level of Completed Education

In terms of participants’ credentials or certifications, 23.5% of the preschool teachers had “Early Childhood Education Certification”, 25% had “Elementary Education

Certification”; 4.4% had Special Education, 2.9% had Reading Specialist; and 1.5% had Child Development Associates degrees.

The number of years worked in the early childhood education field ranged from 3 weeks to 35 years. The mean of the years worked in the field was 9.4 years (SD=8.4).

The preschool teachers’ average years in the current job was 4.9 years (SD=6.4).

However, 52% of these teachers have been working in the current job for only 2 years or less. The standard deviations for the years worked in the field and the years in the current job were high because both of them were ranged from 0.06 to 35 years.

The average child to adult ratio was 7.9:1 (SD=2.4) ranging from 3:1 to 15:1. In addition, 37% of the total participants indicated that they had 10 preschoolers per teacher in their classrooms.

Section 2: Emotional Experience Traits of the Preschool Teachers

First, with respect to internal consistency reliability coefficient calculation, the alpha coefficient for Externally-Oriented-Thinking subscale (EOT) of TAS-20 was found to be 0.58 (from 8 items). After further investigation of the inter-item correlation matrix, the researcher decided to drop question 5 (Q5) from the calculation of mean score for this subscale (EOT). The eliminated question was “I prefer to analyze problems rather than just describe them (Q5)”. This item removal from the indicated subscale increased the alpha coefficient to 0.62 (from 7 items).

Table 3-1 summarizes the descriptive statistics and the alpha coefficients for each of nine scales used to assess the preschool teachers' emotional experience traits. All alpha coefficients are in the acceptable range ($>.60$)¹.

Table 3-1: Number of Items, Cronbach's Alpha, and Descriptive Statistics of Emotional Experience Trait Scales (n= 68)

	Number of Items (Alpha)	Mean	SD	Skewness
Attention-TMMS	13 (.70)	3.99	.42	-.37
Clarity-TMMS	11 (.88)	3.93	.64	-.62
DIF-TAS-20	7 (.86)	1.70	.71	1.62
DDE-TAS-20	5 (.75)	2.21	.74	.57
EOT(nq5)-TAS-20	7 (.62)	2.23	.56	.96
Positive-EIS	8 (.71)	27.93	3.35	-.37
Negative-EIS	8 (.71)	26.28	3.89	-.18
EIS	16 (.80)	54.21	6.01	-.35
EES	17 (.91)	68.49	12.96	.09

¹The acceptable range for alpha coefficients was defined as $>.60$ instead of $>.70$ because the reported alpha coefficient in the literature for the Externally Oriented Thinking subscale ranged from .62 to .66.

Table 3-2: Intercorrelations Among Emotional Experience Trait Scales

	1	2	3	4	5	6	7	8	9
1.Attention-TMMS	1.00								
2.Clarity-TMMS	-.04	1.00							
3.DIF-TAS-20	.10	-.68**	1.00						
4.DDE-TAS-20	.05	-.46**	.55**	1.00					
5.EOT#-TAS-20	.01	-.27*	.23t	.29*	1.00				
6.Positive-EIS	.18	-.03	.05	-.08	-.01	1.00			
7.Negative-EIS	.23t	-.32**	.49**	.26*	.11	.38**	1.00		
8.EIS	.25*	-.21t	.34**	.12	.07	.80**	.86**	1.00	
9.EES	.27*	.22t	-.16	-.48**	-.03	.16	-.02	.07	1.00

* . p<.05

** . p<.01

Listwise n=68; t p<.05 (1-tailed); for all others, 2-tailed test was used.
 Note: EOT#TAS-20 represents EOT subscale without Question 5.

As seen in Table 3-2, Clarity subscale of TMMS was associated with negative emotion intensity (NEG-EIS) ($r = -.32, p < .01$). The preschool teachers who reported difficulty in identifying their feelings (DIF) and difficulty in describing their emotions (DDE) also reported higher levels of negative emotion intensity (NEG-EIS) scores ($r = .49, p < .01$ and $r = .26, p < .05$ respectively). Higher scores in the Difficulty of Describing Emotions (DDE) were also associated with less emotional expressiveness (EES) ($r = -.48, p < .01$).

Higher scores in the Attention subscale of TMMS was associated with both higher emotional intensity (EIS) ($r = .25, p < .05$) and higher emotional expressiveness (EES) ($r = .27, p < .05$) (see Table 3-2).

The positive emotion intensity (POS-EIS) was moderately associated with intensity of negative emotions (NEG-EIS) ($r = .38, p < .01$).

Calculating preschool teachers' attention and clarity trait scores. In the current study, the two subscales of The Toronto Alexithymia Scale-20 (TAS-20), which are the "Difficulty of Identifying Feelings" (DIF) and the "Difficulty of Describing Emotions" (DDE), as well as the subscale "Clarity" of the Trait Meta-Mood Scale (TMMS) were used to calculate the Clarity trait score of the preschool teachers. These three scales were highly correlated to each other ($r = -.68, p < .01$ for Clarity-TMMS and DIF-TAS-20; $r = -.46, p < .01$ for Clarity-TMMS and DDE-TAS-20; and $r = .55, p < .01$ for DIF-TAS-20 and DDE-TAS-20). To calculate the "Clarity" trait score, first the standardized scores of DIF-TAS-20 and DDE-TAS-20 subscales were added, and then this total score was subtracted from the standardized Clarity-TMMS score. Thus, higher scores on this new Clarity trait variable reflected greater clarity of the emotions.

Unexpectedly, there was not a significant correlation between Externally Oriented Thinking Style subscale of the Toronto Alexithymia Scale-20 (EOT-TAS-20) and the Attention subscale of the Trait Meta-Mood Scale (Attention-TMMS) in the current study. However, there are numerous studies which have reported a high correlation between these two subscales (e.g., $r = -.54, p < .001$, Dizen, Berenbaum, & Kerns, 2005). To be able to calculate one "Attention" score for this study, the present researcher decided to subtract the standardized TAS-20 Externally Oriented Thinking (EOT-TAS-20) score

from the standardized TMMS attention score. The higher scores on this new Attention trait variable reflected greater attention to the emotions.

The preschool teachers with high level of clarity to their own emotions scores had less intense negative emotions (NEG-EIS) scores ($r = -.42, p < .01$). There was a significant and negative association between the Clarity and the Emotional Intensity (EIS) trait scores ($r = -.27, p < .05$). In addition, Clarity of the emotions was moderately correlated with being Emotionally Expressive (EES) ($r = .34, p < .01$). The Attention trait was also positively related to Emotional Expressiveness (EES) ($r = .23, p < .05$ (1-tailed)).

Section 3: Preschool Teachers' Attitudes and Behaviors in Response to Young Children's Sadness and Anger

The summary of the descriptive statistics for each subscale of the Teachers' Attitudes/Behaviors Questionnaire (TBQ) is given in Table 3-3. The coefficient alphas of three subscales were lower than 0.5. Because of this, these subscales (Emotion regulation, Behavior focus-1 and Behavior focus-2) were removed from further analyses.

**3-3: Number of Items, Cronbach's Alpha, and Descriptive Statistics
of the Teachers' Attitudes/Behaviors Questionnaire Subscales (n= 68)**

Subscales	Number of items (Alpha)	Mean	SD	Skewness
Label Feelings	6 (.65)	3.65	.38	-.93
Emotion Regulation	6 (.44)	3.53	.39	-.47
Refer to Emotions	12 (.62)	3.59	.34	-.51
Distraction	6 (.76)	2.13	.54	.18
Behavior focus-1	6 (.45)	2.46	.40	.03
Behavior focus-2	6 (.38)	2.81	.43	.13
Behavior Focus	12 (.66)	2.63	.38	.25
Punishment	6 (.71)	1.71	.48	.35
Problem Focus	6 (.54)	3.39	.45	-.63
Minimize	6 (.71)	1.64	.53	.75
No Refer to Emotions	36 (.77)	2.36	.27	.55

The descriptive statistics of each subscales for Sadness and Anger of TBQ showed that the preschool teachers' mean scores of "Refer to Emotions" category when responding to young children's sadness and anger expressions were not different (M sad = 3.64; M anger = 3.55) (for their information see Appendix F). The use of distraction for sadness was slightly higher than the use of distraction for anger (M sad = 2.75; M anger = 1.50). The preschool teachers preferred to use of "refer to emotions (RE)" response to young children's sadness and anger more than the use of "not refer to emotions (NRE)" response for these emotions (M sad-RE= 3.64 and M anger-RE= 3.55; M sad-NRE= 1.98 and M anger-NRE= 2.73)

The relations among the subscales of the Teachers' Attitudes/Behaviors questionnaire (TBQ) are given in Table 3-4. The preschool teachers who labeled feelings as a response to young children's negative emotions were less likely to choose use of punishment and minimizing in response to children's negative emotions ($r = -.24, p < .05$ and $r = -.36, p < .01$, respectively). Although referring to emotions was positively associated with distraction ($r = .35, p < .01$) and problem focus responses ($r = .53, p < .01$), it was negatively and significantly correlated with minimizing ($r = -.32, p < .01$). Furthermore, the preschool teachers who chose "focusing on behaviors" response to young children's negative emotions also reported a preference for "punishment" ($r = .50, p < .01$) and "minimize" ($r = .32, p < .01$) responses to children's negative emotions. There was also a moderate positive and significant correlation between punishment and minimizing responses ($r = .36, p < .01$). This was an expected pattern and it will be discussed later.

As seen in Table 3-5, the preschool teachers who tended not to refer to emotions in response to young children's sadness also tended not to refer to emotions in response to children's anger ($r = .51, p < .01$).

In reference to the presentation of the findings in the next sections, coefficient alpha scores lower than 0.50 for any subscale of the Teachers' Attitudes/Behaviors questionnaire (TBQ) were not taken into further analysis (see Pedhazur & Pedhazur Schmelkin, 1991).

Table 3-4: Intercorrelations Among the Teachers' Attitudes/Behaviors Questionnaire Subscales

	1	2	3	4	5	6	7	8	9
1.Label Feelings	1.00								
2.Emotion Regulation	.55**	1.00							
3.Refer to Emotions	.87**	.89**	1.00						
4.Distraction	.29*	.31**	.35**	1.00					
5.Behavior Focus	.00	.18	.11	.11	1.00				
6.Punishment	-.24*	.04	-.11	.04	.50**	1.00			
7.Problem Focus	.55**	.39**	.53**	.30*	.26*	-.10	1.00		
8.Minimize	-.36**	-.21t	-.32**	-.08	.32**	.36**	-.04	1.00	
9.No Refer to Emotions	.06	.23t	.17	.44**	.82**	.63**	.45**	.54**	1.00

** . p<.01

* . p<.05

Note: Listwise n=68; t p<.05 (1-tailed); for all others, 2-tailed test was used.

Table 3-5: Intercorrelations Among the Teachers' Attitudes/Behaviors Questionnaire Selected Subscales for Sadness and Anger (n= 68)

	1	2	3	4	5	6
1.Refer to Emotions-Sad	1.00					
2.Refer to Emotions-Anger	.53**	1.00				
3.Refer to Emotions	.83**	.91**	1.00			
4.No Refer to Emotions-Sad	.17	.24*	.24*	1.00		
5.No Refer to Emotions-Anger	.08	.03	.06	.51**	1.00	
6.No Refer to Emotions	.14	.16	.17	.86**	.87**	1.00

** . p<.01

* . p<.05

Section 4: The Preschool Teachers' Awareness of Their Own Emotions

There are two dimensions of emotional awareness, clarity of emotions and attention to emotions. To calculate the preschool teachers' awareness of their own emotions, the total of the standardized clarity and attention traits scores were used. The awareness scores showed a fairly normal distribution in this sample (M awareness = 00, SD= 3.07, and Skewness = -.68).

The calculation of the relations among awareness scores and emotional experience traits revealed a significant but low negative correlation between emotional awareness and emotional intensity of negative emotions (NEG-EIS) ($r = -.29, p < .05$). In addition, preschool teachers with high level emotional awareness tended to be more emotionally expressive (EES) ($r = .39, p < .01$). The correlations are moderate but suggestive.

Section 5: Preschool Teachers' Attitudes/Behaviors to Respond to Young Children's Negative Emotions, Their Emotional Experience Traits, and Awareness of Their Own Emotions

Awareness of emotions and preschool teachers' responses to young children's negative emotions. The awareness of emotions was negatively associated with both 'minimize' ($r = -.34, p < .01$) and "not refer to emotions" ($r = -.25, p < .05$) responses to the children's negative emotions (see Table 3-6). This means that the preschool teachers with high awareness of their own emotions are less likely minimize their students' negative emotions and are less likely prefer to use of 'not refer to emotions' responses to their students' negative emotions.

Further investigation of the associations among the preschool teachers awareness of their own emotions and their responses to young children' sadness and anger was also done. These results showed that the preschool teachers who were more aware of their own emotions chose less "minimize" response for young children's sadness and anger ($r = -.33, p < .01$ and $r = -.30, p < .05$, respectively). There was marginally significant (George & Mallery, 2005) negative correlation between the emotional awareness and "not refer to emotions" for anger ($r = -.22, p < .08$), and, also, between the awareness and "not refer to emotions" for sadness ($r = -.22, p < .07$).

Table 3-6: Intercorrelation Among Emotional Experience Traits, Emotional Awareness, and the Subscales of Teachers' Attitudes/Behaviors Questionnaire (n=68)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Awareness	1.00														
2. Attention	.58**	1.00													
3. Clarity	.89**	.13	1.00												
4. Positive-EIS	.07	.15	.00	1.00											
5. Negative-EIS	-.29*	.12	-.42**	.38**	1.00										
6. EIS	-.15	.16	-.27*	.80**	.86**	1.00									
7. EES	.39**	.23	.34**	.16	-.02	.07	1.00								
8. Label Feelings	.16	.23	.06	.02	.04	.04	.03	1.00							
9. Refer to Emotions	.19	.27*	.07	.03	.02	.03	.02	.87**	1.00						
10. Distraction	-.04	.08	-.09	.11	-.01	.06	-.05	.29*	.35**	1.00					
11. Behavior Focus	-.13	-.06	-.12	.09	.11	.12	-.22t	.00	.11	.11	1.00				
12. Punishment	-.19	-.05	-.20	.23t	.37**	.37**	-.19	-.24*	-.11	.04	.50**	1.00			
13. Problem Focus	-.06	-.09	-.02	-.09	.08	.00	-.10	.55**	.53**	.30*	.26*	-.10	1.00		
14. Minimize	-.34**	-.37**	-.21t	-.05	.06	.01	-.10	-.36**	-.32**	-.08	.32**	.36**	-.04	1.00	
15. No Refer Emotions	-.25*	-.16	-.21t	.10	.19	.18	-.24*	.06	.17	.44**	.82**	.63**	.45**	.54**	1.00

** .p < .01

* .p < .05

Note: Listwise n=68; t p < .05 (1-tailed); for all others, 2-tailed test was used.

Emotional experience traits and preschool teachers' responses to young children's negative emotions. The attention to emotions was positively associated with “refer to emotions” response ($r = .27, p < .01$), but was negatively correlated with minimize emotions ($r = -.37, p < .01$). In addition, preschool teachers who reported high attention to their own emotions chose less “minimize” response for young children’s sadness and anger ($r = -.41, p < .01$ and $r = -.29, p < .05$, respectively). High attention was also associated with less “no refer to emotions” for sadness ($r = -.25, p < .05$) but more with “refer to emotions” for children’s sadness ($r = .32, p < .01$).

The clarity of emotions was negatively associated with both “no refer to emotions” for young children’s anger ($r = -.24, p < .05$) and “punishment” for children’s anger ($r = -.22, p < .08$).

Negative emotion intensity and total emotion intensity were positively associated with punishment ($r = .37, p < .01$ and $r = .37, p < .01$). Preschool teachers who reported having high negative emotion intensity also tended to report using more “no refer to emotions” for children’s anger ($r = .31, p < .01$), and more punishment for young children’s anger ($r = .32, p < .01$).

In addition, a high level of emotional expressiveness was negatively related to both “no refer to emotions” ($r = -.24, p < .05$) and “no refer to emotions for anger” ($r = -.25, p < .05$).

Emotional experience traits, emotional awareness, and responding to young children's negative emotions. Preschool teachers’ awareness of their own emotions and

their emotional experience traits were significantly related to ways they responded to children's negative emotions. Follow up analyses were conducted to see the contributions of each emotional experience trait and emotional awareness level to predict teachers' behaviors/attitudes in response to children's negative emotions. For this reason, hierarchical multiple regression models were conducted (Tabachnick & Fidell, 2001). As recommended by Tabachnick and Fidell (2001), independent variables were entered in blocks. The regression was hierarchical over blocks, but stepwise within blocks.

The years in ECE scores ranged from .06 years to 35 years, and had 4 outliers (30, 34, 35, and 35 years). To reduce the impact of the outliers, their scores were changed into 26 years which was the highest score in the normal limitation (Tabachnick & Fidell, 2001). For the highest completed schooling and participants' age variables, two level dummy coding was used.

To meet the parametric assumptions, variables only with skewness score <2 were included in the analysis (George & Mallery, 2005). In addition, residual scatterplots were created to see if errors were normally distributed. All regression tests of multicollinearity were acceptable with tolerance levels at or exceeding .60.

For the analyses the following entry format was used: attention and clarity, or awareness as a first block; total emotional intensity score (or negative and positive emotion intensity scores) and emotional expressiveness as a second block; and having early childhood certification, schooling, age, and years in ECE as a third block.

For the first regression the dependent variable was **label feelings for anger**.

Emotional intensity and years in early childhood education (ECE) together accounted for 11% of the variance in “label feelings for anger” (see Table 3-7).

As seen in Table 3-8, the attention and years in ECE accounted for 15% of the variance in **label feelings** response the preschool teachers reported. The years in ECE were responsible for explaining significant variance with label feelings for 10% ($p < .01$) and the attention an additional 5% ($p < .09$).

Table 3-7: Hierarchical Multiple Regression to Predict **Label Feelings for Anger**

Variable	ΔR^2	β
Emotional Intensity	.05 [^]	.24 [^]
Years in ECE	.06*	.33*
$R^2 = .11, F(2, 61) = 3.82^*$		

* $p < .05$, [^] $p < .08$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-8: Hierarchical Multiple Regression to Predict **Label Feelings**

Variable	ΔR^2	β
Attention	.05 [^]	.26*
Years in ECE	.10**	.33**
$R^2 = .15, F(2, 61) = 5.51^{**}$		

* $p < .05$, ** $p < .01$, [^] $p < .09$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-9: Hierarchical Multiple Regression to Predict **Refer to Emotions for Sadness**

Variable	ΔR^2	β
Attention	.10*	.34**
Years in ECE	.05 [^]	.23 [^]
$R^2 = .15$, $F(2, 61) = 5.33^{**}$		

* $p < .05$, ** $p < .01$, [^] $p < .07$

Note: ΔR^2 = R square change; β = Beta weight

The attention and the years in ECE together were significantly related to **refer to emotions for sadness** (see Table 3-9). The attention accounted for 10% ($p < .05$) of the variance alone, and the years in ECE accounted for an additional 5% ($p < .07$) of the variance.

When conducting a hierarchical multiple regression analysis to predict “**refer to emotions for anger**”, the years in ECE were the only independent variable being responsible for a significant contribution in the model. The years in ECE accounted for 12% ($p < .01$) of the variance (see Table 3-10).

The “**refer to emotions**” response was predicted by the attention and the years in ECE (see Table 3-11). The attention accounted for 7% ($p < .05$) of the variance when entering the model alone, and the years in ECE accounted for the further 12% ($p < .01$) of the variance.

As seen in Table 3-12, the preschool teachers’ awareness of their own emotions accounted for 7% ($p < .05$) of the variance alone in “**no refer to emotions**”. Two levels of

schooling (0= college graduation and less; 1= more than college graduation) accounted for additional 6% ($p<.05$) of the variance.

The overall model for the prediction of “**no refer to emotions for anger**” was significant ($p<.01$) with three independent variables: awareness, emotional intensity, and emotional expressiveness (see Table 3-13). These three variables explained 21.0 ($p<.01$) percent of the variance in the “no refer to emotions for anger” score. The emotional intensity ($\beta = .36, p<.01$) and the emotional expressiveness ($\beta = -.25, p<.06$) were significant contributors to the model.

The attention accounted for 7% ($p<.05$) of the variance in “**no refer to emotions for sadness**” (see Table 3-14).

The preschool teachers’ emotional intensity and expressiveness were responsible for explaining 17% ($p<.01$) of the variance in their ‘**punishment**’ response to young children’s negative emotions (see Table 3-15).

Table 3-10: Hierarchical Multiple Regression to Predict **Refer to Emotions for Anger**

Variable	ΔR^2	β
Years in ECE	.12**	.34**
$R^2 = .12, F(1, 62) = 8.06^{**}$		

** $p<.01$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-11 : Hierarchical Multiple Regression to Predict **Refer to Emotions**

Variable	ΔR^2	β
Attention	.07*	.30*
Years in ECE	.12**	.35**
$R^2 = .19$, $F(2, 61) = 7.04^{**}$		

* $p < .05$, ** $p < .01$ Note: ΔR^2 = R square change; β = Beta weightTable 3-12: Hierarchical Multiple Regression to Predict **No-Refer to Emotions**

Variables	ΔR^2	β
Awareness	.07*	-.27*
Two Level Schooling	.06*	-.24*
$R^2 = .13$, $F(2, 61) = 4.61^*$		

* $p < .05$ Note: ΔR^2 = R square change; β = Beta weightTable 3-13: Hierarchical Multiple Regression to Predict **No-Refer to Emotions for Anger**

Variable	ΔR^2	β
Awareness	.06*	-.10
Emotional Intensity	.10**	.36**
Emotional Expressiveness	.05 [^]	-.25 [^]
$R^2 = .21$, $F(3, 60) = 5.44^{**}$		

* $p < .05$, ** $p < .01$, [^] $p < .06$ Note: ΔR^2 = R square change; β = Beta weight

Table 3-14: Hierarchical Multiple Regression to Predict **No-Refer to Emotions for Sadness**

Variable	ΔR^2	β
Attention	.07*	-.27*
$R^2 = .07, F(1, 62) = 4.88^*$		

* $p < .05$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-15: Hierarchical Multiple Regression to Predict **Punishment**

Variable	ΔR^2	β
Emotional Intensity	.11**	.36**
Emotional Expressiveness	.06*	-.24*
$R^2 = .17, F(2, 61) = 6.38^{**}$		

* $p < .05$, ** $p < .01$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-16: Hierarchical Multiple Regression to Predict **Punishment for Anger**

Variable	ΔR^2	β
Negative Emotion Intensity	.10*	.25*
Years in ECE	.07*	-.27*
$R^2 = .17, F(2, 61) = 6.11^{**}$		

* $p < .05$, ** $p < .01$

Note: ΔR^2 = R square change; β = Beta weight

The negative emotion intensity and the years in ECE were the significant independent variables to predict “**punishment for anger**”. The negative emotion intensity accounted for 10% ($p < .05$) of the variance, and the years in ECE accounted for a further 7% of the variance (see Table 3-16).

As seen in Table 3-17, the preschool teachers’ attention to their own emotions explained 16% ($p < .01$) of the variance in their “**minimize**” response to young children’s negative emotions. Two levels of age (0= 40 years old and younger, 1= 41 and older) explained only an additional 4% ($p < .10$) of the variance.

The preschool teachers’ attention to their own emotions accounted for 19% ($p < .01$) of the variance in their **minimize** response to young children’s **sadness** (see Table 3-18).

The 11% of the variance in **minimize for anger** was also explained by the preschool teachers’ attention to their own emotions ($R^2 = .11$, $p < .01$) (see Table 3-19).

Table 3-17: Hierarchical Multiple Regression to Predict **Minimize**

Variable	ΔR^2	β
Attention	.16**	-.42**
Two Levels of Age	.04^	-.20^
$R^2 = .20$, $F(2, 61) = 7.57^{**}$		

** $p < .01$, ^ $p < .10$

Note: ΔR^2 = R square change; β = Beta weight

Table 3-18: Hierarchical Multiple Regression to Predict **Minimize for Sadness**

Variable	ΔR^2	β
Attention	.19**	-.43**
$R^2 = .19$, $F(1, 62) = 14.40^{**}$		

**p<.01

Note: ΔR^2 = R square change; β = Beta weightTable 3-19: Hierarchical Multiple Regression to Predict **Minimize for Anger**

Variable	ΔR^2	β
Attention	.11**	-.33**
$R^2 = .11$, $F(1, 62) = 7.51^{**}$		

**p<.01

Note: ΔR^2 = R square change; β = Beta weightTable 3-20: Hierarchical Multiple Regression to Predict **Behavior Focus**

Variable	ΔR^2	β
Emotional Expressiveness	.05 [^]	-.21 [^]
Emotional Intensity	.04 [^]	.12
Two Level Schooling	.07*	-.28*
$R^2 = .16$, $F(3, 60) = 3.85^*$		

*p<.05, [^]p<.08Note: ΔR^2 = R square change; β = Beta weight

The emotional expressiveness, the emotional intensity, and two levels of schooling all accounted for 16% of the variance in teachers' **behavior focus** response to young children's negative emotions (see Table 3-20).

The preschool teachers' **problem focus** attitude was explained only by their years in the early childhood education area ($\beta = .31$; $R^2 = .10$; $F(1, 62) = 6.68$, $p < .05$).

PHASE TWO: Observation Results

For the second phase of the study, four preschool teachers who had low awareness of their own emotions and four teachers who had high awareness of their own emotions were observed. Preschool teachers' responses to positive (happiness) and negative emotion (sadness and anger) expressions of preschoolers were recorded by use of event sampling technique.

The results in this part are organized into four sections: (1) the results of total observed emotions, (2) the preschool teachers' responses to young children's negative emotions, (3) the preschool teachers' responses to children's positive emotions, and (4) the preschool teachers' discussions related to emotions.

Table 3-21: Observed Preschool Teachers' Demographic Information (n=8)

Group	ID	Age	Schooling	ECE Certificate	Years in ECE	Child to Adult Ratio
Low Awareness	1	41-55	College	Have	20	6.33
	2	41-55	College	Have	26	8.5
	3	22-40	College	Not have	7	8
	4	22-40	College	Have	13	10
High Awareness	1	55 or older	Some Graduate	Have	35	10
	2	22-40	Some College	Not have	12	10
	3	22-40	Graduate Degree	Have	15	4
	4	22-40	Some College	Not have	16	10

Note: The teachers with identification numbers written in bold interviewed in phase three

1-) Summary of the Total Observed Emotions

The total observed event number was 492; 399 (81%) of these events were happiness (as a positive emotion) and 93 (19%) of them were sadness and anger (as negative emotions). The degree to which teachers ignored children's emotions was significantly higher in the preschool teachers with low emotional awareness than the teachers with high emotional awareness ($\chi^2 (1) = 14.23, p < .001$). The preschool teachers who had low awareness of their own emotions ignored 35% (90 out of 255) of the children's emotions. However, the preschool teachers with high level of awareness ignored only 19% (46 out of 237) of young children's emotions.

In the current study, the boys expressed more emotions than did the girls (271 and 192 events, respectively) ($\chi^2 (1) = 13.48, p < .001$). In addition, the boys expressed significantly higher number of anger than did the girls ($\chi^2 (1) = 27.77, p < .001$). Expressiveness of sadness was not significantly different between the boys and the girls (25 and 16 events, respectively).

2-) The Preschool Teachers' Responses to Young Children's Negative Emotions

The observed responses were categorized in two groups: (a) teachers' verbal responses and (b) teachers' behavior responses.

The preschool teachers' verbal responses to young children's negative emotions.

The number of observed negative emotions was significantly higher for the preschool teachers who had low awareness of their own emotions than it was for the teachers with high emotional awareness ($\chi^2 (1) = 13.17, p < .001$) (see Table 3-22).

Although the researcher expected to see a significant difference between the teachers with high and low emotional awareness in terms of using "refer to emotions" verbal responses, the results did not show a significant difference. However, the teachers with high emotional awareness were 4 times more likely to refer to emotions compared with teachers who had low awareness of their own emotions.

Table 3-22: Preschool Teachers' **Verbal** Responses to Children's **Negative Emotions**

Group	Event	Ignore	Refer to Emotion	Behavior Focus	Problem Focus	Explain	Console	Others
Low Awareness	64	15 (23%)	2 (3%)	23 (36%)	6 (9%)	8 (13%)	3 (5%)	7 (11%)
High Awareness	29	-	3 (10%)	6 (21%)	9 (31%)	3 (10%)	4 (14%)	4 (14%)
Total	93	5 (16%)	5 (5%)	29 (31%)	15 (16%)	11 (12%)	7 (8%)	11 (12%)

Note: The values in parenthesis reflect percentages of occurrences within the groups

Remarkably, preschool teachers with high emotional awareness did not ignore any of their students' negative emotions. The teachers with low emotional awareness ignored 23% of their students' negative emotions.

As expected, the teachers who had low awareness of their own emotions were significantly more focused on young children's behaviors than were teachers with high emotional awareness ($\chi^2 (1) = 9.96, p < .01$).

The teachers with high emotional awareness used about 5 times more problem focused approaches than did teachers with low emotional awareness. The preschool teachers who had high awareness of their own emotions encouraged their students to talk with each other about the problems which caused these children's negative emotions.

Young children's sadness. A total of 41 sadness events were observed: 19 events for Low Emotional Awareness group and 22 events for High Emotional Awareness

group. Although the teachers with low emotional awareness did ignore 10% or 2 out of 19 events of their students' sadness, teachers with high awareness of their own emotions did not ignore any sadness of their students.

Using "behavior focus" in response to young children's sadness was about 3 times more likely in the low awareness group of teachers compared to the high awareness group of teachers. For the emotionally high awareness teachers, the probability to use consoling for children's sadness was 1.2.

The preschool teachers who had high awareness of their own emotions were about 4 times more likely to encourage their students to talk about their problems when they were sad compared to low emotional awareness teachers' tendency to display this teaching sensitivity.

Young children's anger. Significantly higher numbers of anger instances (87% of the total anger events) were observed in classrooms staffed by teachers with low emotional awareness ($\chi^2 (1) = 27.77, p < .001$). Only 13% (7 out of 52) of the total anger events was observed in classrooms of the teachers with high emotional awareness.

The preschool teachers who had low awareness of their own emotions ignored 29% or 13 out of 45 of their students' anger. When students were angry, these teachers focused significantly more on children's behaviors (19 events) than did the teachers with high emotional awareness (4 events) (Fisher's Exact test, $p < .01$).

The preschool teachers who were more aware of their own emotions were 3 times more likely than the teachers with low emotional awareness to help their students talk about their problems when these students expressed their anger.

The preschool teachers' behavior responses to young children's negative emotions. As seen in Table 3-23, the preschool teachers who were highly aware of their own emotions were 6 times more likely to comfort their students when they expressed negative emotions than were the teachers who had low awareness of their own emotions. Teachers with high awareness comforted their students by hugging, patting, or rubbing the children's back.

The preschool teachers with high awareness of their own emotions were about 5 times more likely to lower oneself to the child's level and to locate themselves close to their students when these children were expressing sadness or anger when compared to the teachers with low awareness of their own emotions (see Table 3-23).

Talking from a distance or standing beside children without becoming student level was 14 times more likely for preschool teachers who had low awareness of their own emotions compared to the teachers with high emotional awareness (see Table 3-23).

Table 3-23: Preschool Teachers' Behavior Responses to Children's Negative Emotions

Group	Event	Ignore	Comfort	Child Level	Control	Not Child Level
Low Awareness	64	15 (23%)	7 (11%)	13 (20%)	5 (8%)	23 (36%)
High Awareness	29	-	12 (41%)	16 (55%)	-	1 (4%)
Total	93	15 (16%)	19 (20%)	29 (31%)	5 (5%)	24 (26%)

Note: The values in parenthesis reflect percentages of occurrences within the groups

Young children's sadness. Preschool teachers who had high awareness of their own emotions were 2 times more likely to go to the child's level and comfort sad students than were teachers with low emotional awareness.

Neither of these groups used control behaviors for children's sadness.

Teachers with low awareness of their own emotions responded 9 times more likely to their students' sadness without becoming child level than did the teachers with high emotional awareness.

Young children's anger. The preschool teachers with low awareness of their own emotions responded to 38% of their students' anger instances without going to these children's level. In addition, these teachers used physical control for 11% or 5 out of 45 instances of their students' anger. They also went to child's level only 18% of the anger instances.

Presenting a sharp contrast, the preschool teachers with high emotional awareness did not ignore any of the anger instances, and they also did not use physical control or "not child level" approaches towards their students' anger. Furthermore, these teachers went to child's level 86% of the time or 6 out of 7 events of their students' anger instances.

3-) The Preschool Teachers' Responses to Young Children's Positive Emotion

The preschool teachers' responses to young children's happiness were observed in two categories: (a) teachers' verbal responses and (b) teachers' behavior responses.

In the classrooms of the teachers with high emotional awareness, 88% or 208 out of 237 events of the total observed emotions were happiness. For the teachers with low emotional awareness, 75% or 191 out of 255 events of the total observed emotions were happiness.

The preschool teachers who had low awareness of their own emotions ignored significantly more often the happiness of their students than did the teachers with high emotional awareness ($\chi^2 (1) = 6.95, p < .01$) (see Table 3-24).

The preschool teachers' verbal responses to young children's happiness. In this study, 26% or 104 out of 399 events of the total happiness was not responded verbally by the whole group of observed preschool teachers.

The preschool teachers with high emotional awareness did verbally encourage children's happiness by creating pretend play contexts or using positive reinforcements more than did the teachers with low emotional awareness ($\chi^2 (1) = 3.00, p < .09$) (see Table 3-24).

The preschool teachers who had high awareness of their own emotions were almost 2 times more likely to use "not support" category than were the teachers with low emotional awareness. Most of the time the teachers with high emotional awareness asked their students to stop their play through which their students were expressing happiness and explained how and why the elements of the plays would be dangerous for themselves or for other students.

The preschool teachers' behavior responses to young children's happiness. The preschool teachers with high emotional awareness smiled back more often to their students than did the teachers with low emotional awareness ($\chi^2 (1) = 3.71, p < .06$) (see Table 3-25).

There was a significant difference between the preschool teachers who had low emotional awareness and the teachers who had high emotional awareness in terms of encouraging children's positive emotions by making funny face, tickling, hugging, and kissing children ($\chi^2 (1) = 10.67, p < .01$)

Table 3-24: Preschool Teachers' Verbal Responses to Children's Positive Emotion

Groups	Number of events	Ignore	Encourage	Not Support	Daily	Teaching	Others	No verbal response
Low Awareness	191	75 (39%)	45 (24%)	8 (4%)	17 (9%)	8 (4%)	3 (2%)	35 (18%)
High Awareness	208	46 (22%)	63 (30%)	11 (5%)	12 (6%)	6 (3%)	1 (0.5%)	69 (33%)
Total	399	121 (30%)	108 (27%)	19 (5%)	29 (7%)	14 (4%)	4 (1%)	104 (26%)

Note: The values in parenthesis reflect percentages of occurrences within the groups

Table 3-25: Preschool Teachers' **Behavior** Responses to Children's **Positive Emotion**

Groups	Number of events	Ignore	Match	Encourage Feeling	Control	Child Level	Not Child Level
Low Awareness	191	75 (39%)	78 (41%)	15 (8%)	3 (2%)	13 (7%)	7 (4%)
High Awareness	208	46 (22%)	104 (50%)	39 (19%)	1 (0.5%)	12 (6%)	6 (3%)
Total	399	121 (30%)	182 (46%)	54 (14%)	4 (1%)	25 (6%)	13 (3%)

Note: The values in parenthesis reflect percentages of occurrences within the groups

4 -) The Preschool Teachers' Discussions of Emotions

A total of 18 discussion instances regarding emotions were observed. These discussions were not part of teachers' responses to children's emotions.

As seen in Table 3-26, the preschool teachers who had high awareness of their own emotions talked a significantly high number of times about emotions than did the teachers with low emotional awareness (Fisher's Exact test, $p < .01$).

Emotion words used were classified as happy (7 times), excited (3 times), sad (2 times), angry (2 times), scared (2 times), worry (1 time), and nervous (1 time).

The 13 out of 18 emotion discussions were observed during children's outside free play times.

Table 3-26: Preschool Teachers' Discussion of Emotions

Groups	Object of Emotion Talk		Function of Emotion Talk	
	Object	Frequency	Function	Frequency
Low Awareness	Child	2	Simple	2
	Teacher	3		
High Awareness	Child	12	Simple	11
	Others	1	Cause	5
	Total	18		18

PHASE THREE: Interview Results

Here the results of interviews with four preschool teachers are presented. Two preschool teachers were in the low emotional awareness group, and the other two teachers were in the high emotional awareness group. Teachers are identified by assigned symbols: T1 and T2, low awareness group; T3 and T4, high awareness group. These teachers were interviewed about their ideas regarding young children's sadness and anger. The analysis of the interviews was organized in terms of the views of two groups of teachers. The high emotional awareness group and the low emotional awareness group are compared regarding their answers to the interview questions.

SADNESS

Nature of the Emotion

The preschool teachers from both groups agreed that sadness is a natural human emotion and everybody experiences it. However, teachers with high emotional awareness emphasized that sadness is an emotion which needs to be expressed and understood.

“I think it is emotion and I think everybody has it I mean children, adult, teenagers, whoever, so my way of looking it that I think it is very important to express it, show it, if you have a reason to feel it you must show it and get over it.” (T4)

“We all have the same feelings, we all get sad from time to time, and it is just a part of life, and you know this is the best way to go about try to work through it, we don’t forget about it we work through it, and we try to understand why it happened.” (T3)

The Ways Young Children Express Sadness

All interviewed teachers provided similar descriptions regarding how young children express their sadness. The common clues of being sad were crying, being quiet, getting their heads down, unusual behaviors, being themselves, and not participating in activities.

“Usually the body language, you can you know immediately heads goes down, they cover their face, or they just cry” (T1)

“that’s typical playing on your own, being quiet , not necessarily eating, and well of course not being happy they usually are, a little bit reserve, they’ll sit after they decided not to play with their friends, sometimes they’re just be mean towards to their friends, because they want to keep the distance from them , anything from snack time maybe not eating , or not eating a lot, or just not participating you know it’s the circle time ,not raising her hand or not doing” (T3)

The Ways Preschool Teachers Handle Young Children's Sadness

The preschool teachers from different emotional awareness groups pointed out different approaches to handle young children's sadness. The preschool teachers with high emotional awareness showed respect to children's emotions, gave them space, and provided options to solve their problems. In addition, they encouraged children to talk about their problems and sadness.

“You get down her level, you always get down to child's level, you usually sit beside them so they know that you are there and comforting them” (T3)

“..the little one was very sad and she would not speak for a while , ... she was into herself, wouldn't even open herself , I went to her and said “what happened you?” “what do you feel?” she wouldn't talk at the beginning , “you know if you want me be able to help you, you have to tell me what do you feel”, we got the idea that she was sad, she said “I am sad” and I said “why ?” “because this X girl doesn't want to play with me now”, and I said” why do you feel sad about that?” “because I really really want to play with her, I cannot play by myself without her” and so we worked out on the situation, first we said “it is okay to be sad, but you have to tell how you feel, because I wouldn't know if you are angry or disappointed or sad or lonely” or so we got the point she is sad and we said, I told her “why do you feel sad?” she said “because I cannot come up with the ideas what to play but other girl show me what to do” also, and I said “how we can help you to solve the problem and make you happy?” and we worked out few options and one of them was you can choose a game for herself or choose a game and go to the other girl and tell her would you play with me? This one, or she can play with other children, so we worked out few options and she have to choose one of them and she decided she would go to the other girl and say “would you play with me” and she said “yes, sure, no problem!” so the problem was solved easily” (T4)

The preschool teachers who had low awareness of their own emotions indicated that they provided physical comfort and explanation. However they did not emphasize

the importance of using emotional words. In addition, they did not encourage children to solve their own problems.

“... She is a cuddler, so I know that it really helps her out, I know that I can take her in my lap and we can read a story, and I can remind her daddy has to go to work today really, really he needs to go to work, he has a meeting and he has to couple things done, and he will come back and get you, what do you think you’ll gonna do tonight?...” (T1)

“... he got up from the circle and he want to tell me something , and when he went back someone take his spot and he immediately started to cry instantly, but I know he cries very easily I went there right away and “what happened ? What can I do to help you” and he said “so and so took my spot” “did you tell him you were sitting there? “no” he just started to cry, “honey, you need to calm down and tell him you were sitting there, and he needs to find another spot”, and he was crying so hard he could not do it and I need to help him which is okay, I told the other person and the other person got up very nicely and moved to another spot... any little things hurts his heart like that...” (T1)

What are They Trying to Teach about Sadness?

The preschool teachers with high emotional awareness expressed that they tried to teach children to accept their feelings and to express them.

“it is very important to let them know that we’re all get sad. Absolutely what they’re feeling is normal that we all have things going in our lives that make us sad... children around they jump right in (conversation) and they will continue this is what I did and this is why make me sad, or I was sad when and they continue on you know, yes always always you let them know it is okay, that is normal” (T3)

“I think I try to teach them that these feelings are okay, it is okay to have them and it’s okay to express them. I think expressing feelings are the most important, I don’t like to hear people are saying you should not cry or you shouldn’t do this because it is not okay, I don’t think so I think every emotion every feeling should be, it’s there anyway, it should be expressed, and children should know that it’s okay to be in those situation, so I hear mom says don’t cry for that , I don’t like it, I think they should cry if they feel like, yeah after that maybe we could work it out and

see how you can get over it but I think children should accept their feelings. That's what I try to teach them." (T4)

The low emotional awareness group of teachers was not clear about this point with respect to teaching about sadness and they did not emphasize if accepting or expressing sadness is important.

I don't think I set out to do that I hope I do in some way... maybe some way... you don't have to let other people make you sad, you can be who you are and go ahead whatever that is..." (T1)

"they need to come to us if they need us, use their words try to solve it I mean don't just sit there and not talk anybody so we can help you, things like that,... sometimes they even don't come to me at all, sometimes when their feelings get hurt, they are like "no thank you, that's hurt my feelings" and that's over, so it is really nice to see... they're learning to use their own words and be independent." (T2)

ANGER

Nature of the Emotion

Three teachers out of four indicated that anger is a strong passionate emotion. Children can have this feeling but they need to learn how to express it. One of the teachers from low emotional awareness group did not tell anything about the nature of the emotion but emphasized instead the problems with expressiveness of anger.

"physical , physical behavior do the anger really really I am impatient with that, it makes me so sad, when someone hurts someone when they are upset, I think that's very intolerable,..." (T1)

The preschool teachers with high emotional awareness pointed out more detailed description of the emotion.

“I think sadness is more like you have the sadness in reaction to something, anger have the more sides I think everybody can get angry, I think lots of people get angry because they fear of something you know, anger can be not the first emotion like but secondary emotion like come up after, you get angry because you are disappointed of someone or you get angry because you afraid or something you know... anger is more complex in my way of thinking , ... and I think it is hard to deal with the anger because it has more faces around and I think sadness I don't know that is my feelings sadness is something you worked towards yourself , anger can be towards other people ,” (T4)

In addition, these teachers thought that angry child is also hurting himself or herself, and teachers cannot get angry with these children just because they are angry.

“it is okay to be angry but doesn't mean you can hurt yourself or other people because you are angry, I think this is the most important tool we try to teach here. It is okay to be angry but you have to learn how to get over it or solved it, doesn't mean you have the option to hurt anybody not yourself not other people...” (T4)

“anger once again, there is a reason behind it , you cannot you cannot get angry at a child that's angered by something” (T3)

The Ways Young Children Express Anger

The four preschool teachers agreed on the signs for being angry that they observed in their classrooms. The indicated signs of being angry were raising voice, hitting, kicking, crying, grabbing, making their arms cross, and throwing things around. However, the teachers with high emotional awareness brought out more details regarding expressiveness of the anger.

“...depends on the child, depends on different situations, but with a child that doesn't have a lot of issues just say a child comes from a loving caring mom and dad comes in,... they handle things a lot easier because raising of the voice that's the first sign you know right away...” (T3)

“they can be very nasty, even to themselves or to friends they can be behaving in a rough way , behaving like not caring not taking care of things ,... even talking they can say words that's not nice and you see they're angry about something , they can be doing things differently...

suddenly someone who is acting differently who throw his cub and throw his napkin and not want to line up ,and why he is doing like this and you need to get the point he is angry about something...” (T4)

The Ways Preschool Teachers Handle Young Children’s Anger

All four teachers expressed their concerns about children who exhibit violent behaviors. When a child started to behave violently, they had to carry him/her to another place to protect other children.

The preschool teachers who were highly aware of their own emotions used distinctly different approaches to handle young children’s anger. These teachers reported to spend time as long as needed to talk with children, respect children’s space, and not force any solution to children. They also indicated that they felt sad for these children because these children did not know why they felt angry so much. In addition, they tried to know why these children were angry, so as to be able to help them.

“this little boy refuse to go to bathroom in our school , he would go for number one easily he would go for pee ...but he doesn’t do number two.... he can do it in his pants and we try to take him out to clean... he would be very very angry with us and kick and through tantrum and shout and scratch one time... we keep saying “it is okay to be angry , it is okay , but you cannot hurt us or himself”,... we discover daddy told him that if he won’t go to the bathroom he will go to the jail , so he was so angry.... so we were talking with him a lot and saying , first we explained what is jail and why people go to jail and it is noting to do with pooping to pants... we made him understand that if he is angry that’s okay, he can tell us what he is really angry about it and he doesn’t like to be changed but it’s okay, but he can be angry about the situation but he cannot kick or , I think he learn by it , it’s been few months now , no kicking, no tantrums, he can say “I don’t like it or I don’t wanna to be changed right now.... honestly I felt sad, sometimes I get frustrated from his behavior ... I felt sad lots of times I would just hold him and hug him, and he was kicking all around but I hold him and let him know I am there for him ... I would go to floor with him, hugging him letting know it’s okay and I would say it’s okay to be angry but don’t kick me , please you know and keep telling

him how much I am there to help him to work it out .. I felt sad that little boy have so much anger in him , you saw it when he was screaming and shouting and kicking , you saw that there is something really really upset him , I felt sad for him I mean I felt I want to help him in my way...”(T4)

Teacher 1 (T1) sees the reason of being angry for children as a disappointment of not being able to have what they wanted. She indicated if children wanted to talk about why they were angry then she could listen, but she would not insist talking about children’s emotions or problems. First, children need to cool down in a separate place and after that T1 provided some explanations regarding children’s behaviors.

“... some days regardless of whether even he get the toy or not just to hold back what makes him upset and angry, he starts to hit and kick or pinch , if you pick him up and he try to bite you, if a kid get too close to him, he needs to physically work it out, so we try to get him to place where he can be sort of by himself and work it out for awhile, and they say at home they send him to his room he can go to his room and work it out and he can come back , and that’s the main thing we try to talk to we try to say, we don’t try to talk too much because that makes him more angry...when they calm down, when they’re done with physical part, sometimes he wanna talk about it, sometimes he won’t, we try to always bring back with him, you’re really upset about that car but I just wanna remind you that you cannot have all of them, you can have one you really like it and I really help you and won’t let anybody to take it from you, you have to trust me on that, I really really will, but you cannot have all, you cannot do all, you cannot ... you cannot do that right now...” (T1)

Teacher 2 several times pointed out how little things can make children angry. She expected children to control their behaviors when they get angry, and she reported that she used behavioral control methods.

“...just for something sitting up, and I said “ if you don’t sit up , you will not be able to do this fun activity we planned for dinosaurs” you know “ I don’t care!” and just immediately got so angry and it wasn’t , any little thing all the times he gets like that , so I went and got a chair like bench

filled over and “you need to sit on this bench if you are not big enough to sit on circle so you need to sit on this chair” we put the chair and he threw it,... he supposed to instantly go out in the hall (when he feels angry), so but he don’t he physically kicks physically hurts, he hurts me he kicks me, and the next step... he gets demote class by class and he is not invited back upstairs until he can sit and calm down and , it can take 10 minutes , or it can take 2 hours.” (T2)

“... smallest thing(s) I am thinking he forgets his name on his paper, ... if their names are not on it they are going to “no pile” , if they did not color nicely they should go to “no pile” and the kids in the “yes pile” gets chosen and gets a prize like a sticker or tattoo or something , and he forget the name , the day is gone because it is in the “no pile”, it is just awful, and it is something little I think it is very minimal, but for him it’s end of the world...” (T2)

What are They Trying to Teach about Anger?

The preschool teachers with high emotional awareness had clear aims concerning what to teach children about anger. In addition, they tried to give the message that feeling angry is normal and acceptable, but you cannot hurt yourself or others.

“...first of all it is okay to be angry because of the feeling we all have you cannot say that it is not , you cannot deal with , you supposed to not feel that way, with you just bring the fine line between when you are angry and how you deal with it, you know you can be angry, you can be upset, and you can express your anger about something you can use your words but you cannot use your hand(s) you cannot use your feet, you cannot hurt other people, that is not appropriate way to handle anger, you can be angry, but you know talk about it , say what’s going on, yell if you have to yell, scream if you need to scream get out whatever it is you need to out but you have to understand that you cannot be violent when you are angry, like a hitting, like as I said you reassuring them it is a feeling we all have...” (T3)

Teacher 4 also believed that teaching about feelings and the way to handle them would help children to solve their problems in a positive way when they become adults.

“... what I am trying to make the anger from being maybe a negative feeling to be a positive way, now you are angry because this and this, how

can you help yourself , what can you do to change it and make things go better now , I think that's what's the most important for me now give those tools to kids, so they grow up and kids and adults they will be more aware of themselves and more aware of the way in life they can help themselves... I think if I can teach the kids from now to use it for rest of their life to learn to help yourself to solve this problem and be more positive about it that's something really help..." (T4)

Although teacher 1 (T1) indicated that she tried to give words to children to make them talk about what made them angry and tried to come up with some solutions to release the anger, she believed that "being there for children" was the most important thing she could do. She did not emphasize that talking about the reasons of children's anger and the ways to solve their problems are the important learning experiences to handle their anger.

"I try to get that children really finds the words to talk about what making them angry... if they don't have the words try to give it to them you know, "are you mad it what this child just did"... even try to come up with some ideas of what they can do, how they could relief anger... sometimes they can but sometimes they cannot, sometimes kids don't care, sometimes they're angry and they're done and you know and we have adult try to make them talk about it, think about it, try to come up with solutions, and that's not what they want at all,... you talk to them they like "I am okay now " "that's okay" and they walk away, being there for them if they need you again I think that's the most important let them know you are there if they need your help, but if they don't want then, being okay with that, and just not keep add on it, and make them angry too." (T1)

The preschool teacher 2 (T2) did not indicate any point regarding teaching children about emotions or making them talk about the reasons of their anger. She tried to teach children to learn how to control their behaviors, an ability assumed to be important when they go to kindergarten.

“... when he is gone he is in time-out, this is the kind of behavior not tolerated that would get you a lot of trouble next year and if you physically hurt someone you will be in principle room and call your mom and, we really really many, many times we have lessons on, rights and wrongs and I think they learn from it... they don't want (to) end-up go to downstairs, it is scares them if they go to time-out there , end-up downstairs they don't want that, I'll be a good you know what I mean, if it is only ever happens too” (T2)

Teaching about Emotions in their Curriculum

All four preschool teachers used books to teach about emotions.

For example, teacher 2 indicated that she had one week long theme about feelings that involved books. Teachers 3 and 4 also reported that they occasionally used books to encourage children to tell their own stories followed by discussions regarding different emotions.

Only teacher 4 indicated use of several materials and different activities to talk about emotions. This teacher used every opportunity to talk about feelings and how children can help themselves.

“... there is one thing that in every day, in every minute that we're here we work on it... in every activity, in every thing we try we always talk about sharing and caring and how much it is important to respect your friend and show your feelings and accept feelings so, it work out with every activity ...in the base for everything,... one day that something came up and one of the children wouldn't talk , and be very quiet during circle time and we asked what happened ... and we worked out and had a discussion with all the class what happened when you feel like this and what's happened when you feel like that, how you can help yourself and what do you think what would be better to do and so those of things coming spontaneously” (T4)

In addition, teacher 4 planned different projects and games for her students to teach about emotions.

“...one of the subject we learned this year children around the world, so we learnt about different children about different ways of children to behave, so again we came up for ways to do things and ways to show emotions ways to show feelings... we had a feeling board that each child could come and say what are they feeling, so we had happy and unhappy and shy ... we have sometimes like cards we would play and we say what do you think he feels now? Why? What could happen?” (T4)

Chapter Summary: Reiterate and Synthesis

In this section, the summary of the three phases of this study is provided.

During the first phase of the study, 68 preschool teachers working in 22 child care facilities completed one demographic information form and five questionnaires. Sixty-nine percent of the participants were between the ages of 22 and 40 years old, 48.5% of them were college graduates, and 23.5% earned teaching certification in the early childhood education.

These preschool teachers completed four questionnaires to determine the following emotional experience traits: attention, clarity, intensity, and expressiveness. To calculate the Attention trait, two subscales were used, the Attention subscale of TMMS and the Externally-Oriented-Thinking subscale of TAS-20 (see Table 3-27). Regarding clarity, three subscales were used: “Difficulty of Identifying Feelings” (DIF) and “Difficulty of Describing Emotions” (DDE) subscales of TAS-20, and the Clarity subscale of TMMS. The scale used for the Intensity trait had two subscales-one for positive (POS-EIS) and another for negative emotions (NEG-EIS). The investigation of the intercorrelations among the nine subscales assessing the preschool teachers’ emotional experience traits revealed that the difficulty in identifying feelings (DIF) and the difficulty in describing emotions (DDE) were positively associated with high the level

of negative emotion intensity (NEG-EIS). The Clarity subscale of the TMMS also had a moderately negative association with the negative emotion intensity. In addition, difficulty in describing emotions (DDE) was highly negatively correlated with the expressiveness of the emotions. There was a marginally significant low correlation between the Attention trait and the expressiveness trait (EES). The Clarity trait was negatively correlated with the negative emotion intensity and the Intensity trait. The preschool teachers' Clarity and Expressiveness traits were positively related.

Table 3-27: Summary of the Measurements Used for Each Emotional Experience Trait

Trait	Measurement
Attention	TAS-20 – EOT
	TMMS – Attention
Clarity	TAS-20 – DIF
	TAS-20 – DDE
	TMMS – Clarity
Intensity	EIS – Positive
	EIS – Negative
	EIS Total
Expressiveness	EES

The total of the Attention and the Clarity traits was calculated to find the level of awareness of the teachers' own emotions. The high awareness scores were moderately correlated with the high level of emotional expressiveness scores. Moreover, there was a negative association between the awareness of the teachers' own emotions and the intensity of their negative emotions.

To understand the preschool teachers' behaviors and attitudes in response to young children's negative emotions, the TBQ (the Teachers' Attitudes/Behaviors Questionnaire) was created by the researcher for this study. The subscales of TBQ with .50 or lower alpha scores were excluded from the analysis. The preschool teachers in this study indicated more use of "refer to emotions" approach than use of "no reference to emotions" approach in response to young children's negative emotions. They also reported a preference of the distraction response more so for children's sadness than for their anger. The results of the teachers' responses showed that if the preschool teachers referred to the children's emotions and labeled their feelings in response to these children's negative emotions, they less likely minimized these children's emotions. The "refer to emotions" response highly correlated with using a "problem focus" approach in response to young children's sadness and anger. If the preschool teachers indicated they were highly focused on young children's behaviors, they also reported mostly a use of punishment and minimization in response to preschoolers' negative emotions. Furthermore, there was a moderate positive relation between punishment and minimization response choices.

The researcher explored the association between the subscales of TBQ and each emotion experience trait. Teachers with high attention to their own emotions less frequently chose minimization in response to both children's sadness and anger. This high attention group also tended to refer to emotions in response to the children's sadness. In addition, there was a negative low correlation between the clarity of teachers' own emotions and their "no refer to emotions" responses for the children's anger. The

preschool teachers with high negative emotion intensity reported to use more punishment and “no refer to emotions” approach in response to children’s anger than did the teachers with low negative emotion intensity. The intensity trait was also positively correlated with “punishment” in response to the children’s negative emotions. There was a negatively low association between the expressiveness trait and the “no refer to emotions” subscale of the TBQ.

The preschool teachers with high awareness of their own emotions reported to choose less minimization and “no refer to emotions” responses for children’s negative emotions than the teachers with low awareness. The awareness scores were also negatively correlated with both minimization for sadness and minimization for anger.

To find the contribution of each emotion experience trait and the awareness level of the teachers to each subscale of the TBQ, the hierarchical multiple regression analyses were conducted (see Table 3-28). The 11% of the variance in “label feelings for anger” in response to children’s anger was explained by the teachers’ years in ECE, and their emotional intensity trait. The attention trait and the years in ECE accounted for 15% of the variance in each “label feelings” and “refer to emotions for sadness” response. The years in ECE accounted for 12% of the variance in “refer to emotions” in response to the children’s anger. The 19% of the variance in the teachers’ “refer to emotions” approach was explained by the attention trait and the years in ECE. The awareness of the teachers’ own emotions and the level of their schooling together accounted for 13% of the variance in the “no refer to emotions” response to children’s negative emotions. The awareness, intensity, and expressiveness together accounted for 21% the variance in “no refer to

emotion for children's anger". The attention trait was the only significant variable explaining 7% of the variance in "no refer to emotions for children's sadness". The intensity and expressiveness traits accounted for 17% of the variance in the punishment response of the preschool teachers. However, the 17% of the variance in the punishment of the anger was explained by the negative emotion intensity and the years in ECE. Moreover, the attention trait accounted for 16% of the variance in "minimization" when entering the model alone; and the age of the teachers accounted for an additional 4% of the variance. However, 19% of the variance in "minimization of sadness" and 11% of the variance in "minimization of anger" were explained by only the attention trait. The expressiveness and intensity traits and the schooling of the teachers accounted for 16% of the variance in "behavior focus" subscale of the TBQ. The low level of the variance in the problem focus approach was explained by only the years in ECE (10%).

Table 3-28: Summary of the Findings from Hierarchical Multiple Regression

Predicted variable	R ²	Explaining Variable(s)	ΔR ²
Label feelings for Anger	.11	EIS	.05
		Years in ECE	.06
Label feelings	.15	Attention	.05
		Years in ECE	.10
Refer to Emotions for Sadness	.15	Attention	.10
		Years in ECE	.05
Refer to Emotions for Anger	.12	Years in ECE	.12
Refer to Emotions	.19	Attention	.07
		Years in ECE	.12
No Refer to Emotions	.13	Awareness	.07
		Schooling	.06
No Refer to Emotions for Sadness	.07	Attention	.07
No Refer to Emotions for Anger	.21	Awareness	.06
		EIS	.10
		EES	.05
Punishment	.17	EIS	.11
		EES	.06
Punishment for Anger	.17	NEG-EIS	.10
		Years in ECE	.07
Minimize	.20	Attention	.16
		Age	.04
Minimize for Sadness	.19	Attention	.19
Minimize for Anger	.11	Attention	.11
		EES	.05
Behavior Focus	.16	EIS	.04
		Schooling	.07
Problem Focus	.10	Years in ECE	.10

Note: ΔR² = R square change

In the second phase of the study, the researcher selected eight preschool teachers from the first phase of the study to observe their responses to young children's negative and positive emotions. These eight teachers were selected based on their responses to the questionnaires for attention and clarity traits. The four teachers whose attention and

clarity scores were in the first quartile were assumed to have low awareness of their own emotions. In addition, the other four teachers whose attention and clarity scores were in the fourth quartile were assumed to have high level awareness of their own emotions. Although the teachers with low awareness ignored 35% of their students' emotions, the teachers with high awareness ignored only 19% of their students' emotions.

Children's negative emotions (sadness and anger). The students of the teachers with low awareness expressed a significantly higher number of negative emotions compared to the students of the teachers with high awareness. The high awareness group of the teachers did not ignore any of their students' negative emotions. The low awareness group of the teachers focused more on children's behaviors when these children expressed negative emotions than did the teachers with high awareness scores. The teachers with high awareness scores were 5 times more likely to use the problem focus approach in response to children's negative emotions compared to the teachers with low awareness scores. The teachers who had high awareness of their own emotions were 6 times more likely to comfort and were 5 times more likely to become child level when their students expressed negative emotions compared to the teachers with low awareness. The teachers with low awareness were 14 times more likely to not go to child's level in response to children's negative emotions compared to the high awareness teachers (see Table 3-29).

Table 3-29: Summary of the Teachers' Responses to Children's Negative Emotions

Groups	Number of Events	Verbal Responses	Behavior Responses
Low Awareness	64 (19 Sadness) (45 Anger)	23%-Ignore 36%-Behavior Focus 9%- Problem Focus 3%- Refer to Emotions	11%- Comfort 20%- Child Level 8%- Control 36%- Not Child Level
High Awareness	29 (22 Sadness) (7 Anger)	No Ignore 21%- Behavior Focus 31%- Problem Focus 10%- Refer to Emotions	41%- Comfort 55%- Child Level No Control 4%- Not Child Level

Note: The percentages reflect occurrences within the groups

Children's positive emotion (happiness). The teachers with high awareness scores verbally encouraged the children's happiness to a greater extent than did the teachers with low awareness scores. These high awareness teachers also smiled back to their students more than did the teachers with low awareness. The preschool teachers who had high awareness of their own emotions behaviorally also encouraged children's happiness to a greater extent by making funny faces, tickling, and hugging (see Table 3-30), relation to the other group of teachers in the comparison analysis.

Talking about emotions. The teachers with high awareness scores discussed emotions in their classrooms significantly high number of times than did the teachers with low awareness scores.

Table 3-30: Summary of the Teachers' Responses to Children's Happiness

Groups	Number of Events	Verbal Responses	Behavior Responses
Low Awareness	191	39%- Ignore 24%- Encourage 4%- Not Support 18%- No Verbal Response	41%- Match 8%- Encourage Feeling 2%- Control
High Awareness	208	22%- Ignore 30%- Encourage 5%- Not Support 33%- No Verbal Response	50%- Match 19%-Encourage Feeling 0.5%-Control

Note: The percentages reflect occurrences within the groups

In the third phase, the researcher interviewed four preschool teachers, two from the high awareness group and the other two from the low awareness group. The results of the interviews are compatible with the findings from the previous two phases of this study.

The preschool teachers with high awareness of their own emotions. These teachers thought that sadness and anger were part of life and needed to be expressed. These teachers showed respect to their students' emotions, provided options to solve their problems, and encouraged them to talk about their emotions. Furthermore, they indicated feeling upset when they saw too much anger in their students. They used books to talk and teach about the emotions; and they also support discussions regarding emotions in their classrooms. One of these teachers said she planned different activities to teach about emotions, and used any chance to talk about children's emotions.

The preschool teachers with low awareness of their own emotions. These teachers did not emphasize the importance of talking about children's emotions and teaching about emotions. In addition, these teachers mostly focused on the ways to change children's behaviors especially when their students' were angry.

Chapter 4

DISCUSSION

The purpose of the present investigation was to explore the relationship among preschool teachers' awareness of their own emotions, their emotional experience traits, and their emotional socialization practices. As a first step of the study, preschool teachers' emotional experience traits and their preferred approaches in response to young children's negative emotions were documented by use of questionnaires. Secondly, the researcher investigated if the preschool teachers' emotional experience traits and their awareness levels of their own emotions were associated with their responses to children's negative emotions. Thirdly, the researcher conducted observations to investigate the relationship between preschool teachers' awareness levels of their own emotions and their responses to young children's emotions. Finally, preschool teachers with different awareness levels of their own emotions emphasized their beliefs with respect to young children's negative emotions through the interviews.

This chapter is devoted to the discussions of the findings, conclusions, and the recommendations for the future studies and practices. This chapter is organized into four sections: (1) discussion of the findings, (2) conclusions, (3) strengths and limitations, and (4) recommendations.

First Section: Discussion of the Findings

The findings of this study and related discussions are organized according to the following parts: (1) preschool teachers' emotional experience traits, (2) preschool

teachers' awareness of their own emotions, (3) preschool teachers' attitudes and behaviors in response to young children's emotions, (4) the relationship among these teachers' awareness of their own emotions, emotional experience traits and their responses to children's emotions, (5) teachers' awareness of their own emotions and emotional socialization practices, and (6) teachers' awareness of their own emotions and their understandings regarding children's sadness and anger.

Preschool Teachers' Emotional Experience Traits

The data coming from the questionnaires were represented here to respond to two research questions: (1) what are the results of questionnaires used for assessing the emotional experience traits of preschool teachers, and what extent their results are similar to or different than the results of the literature?, and (2) what is the association among preschool teachers' emotional experience traits?

Based on the literature, four emotional experience traits were investigated in preschool teachers: (1) attention, (2) clarity, (3) intensity, and (4) expression. All the measurements used to assess these traits were normally distributed. In addition, these measures' internal consistency alpha scores were in an acceptable range. Although the present researcher used only 16 out of 30 items of the Emotional Intensity scale (EIS), the internal reliability coefficient alpha scores were in an acceptable range ($\alpha = .71$ for both Positive-EIS and Negative-EIS). Even though these scales assessed the emotional experience traits used at the first time with preschool teachers, the results demonstrated no apparent differences from the findings revealed in the literature. These questionnaires

used for assessing emotional experience traits were not developed specifically for the preschool teachers, but still they can be used with this group of teachers.

The researcher investigated the relationship between demographic information - participants' age, schooling, years in ECE, and certification in ECE- and each emotional experience trait. First of all, preschool teachers' education level, age, years in the early childhood education, or certification in ECE did not correlated with their attention or clarity trait scores. As a result, the higher education the preschool teachers had was not related to these teachers' level of attention to or clarity of their own emotions. Interestingly, preschool teachers who were older tended to feel their emotions less intensively. Moreover, the preschool teachers who had a certification in the early childhood education reported to be more emotionally expressive which was not a surprising result.

The three subscales (DIF and DDE subscales of TAS-20, and Clarity-TMMS) were highly correlated with each other as expected. The results regarding these subscales were similar with the findings from the literature. As found in other studies, these three scales were also grouped as one factor according to the cluster analyses because of their content similarities (Coffey, Berenbaum, & Kern, 2003; Ghorbani, Bing, Watson, Davitson, & Mack, 2002; Gohm & Clore, 2000). For the purpose of this study, these three subscales were added to calculate the clarity trait scores of preschool teachers.

The attention subscale of the TMMS and the EOT-TAS-20 (Externally Oriented Thinking) subscale were not significantly correlated in this study, which was an unexpected result. According the findings in the literature, these subscales always

correlated with each other ranging from low to high degrees (Coffey et al., 2003; Dizen et al., 2005; Lumley et al., 2005). In addition, these two subscales showed content similarities and clustered in one factor in several studies (Coffey et al., 2003; Ghorbani et al., 2002; Gohm & Clore, 2000, 2002). Interestingly, internal consistency coefficient alpha scores of these two subscales were in an acceptable range but still lower than the general findings of the literature. Preschool school teachers could have some difficulties to interpret some items of these questionnaires or these subscales could not represent the diversity of preschool teachers' answers.

The zero-order correlations among all of the subscales used to assess the preschool teachers' emotional experience traits showed some similar and some different results from the literature. First of all, in this study, preschool teachers with high attention scores from the attention-TMMS subscale tended to feel their emotions intensely and also show their emotions to others; but these correlations were not very strong ($r = .25$ and $.27$, respectively). Gohm and Clore (2000, 2002) also found a low positive association between emotional intensity (EIS) and the attention-TMMS subscale; however their research revealed a high positive relationship between the Emotional Expression scale (EES) and the attention-TMMS subscale ($r = .58$ and $.54$ in two studies). Different than the current study, Gohm and Clore (2000, 2002) studied with undergraduate students in their research.

Secondly, the current study did not find a significant association between the attention and the clarity subscales of the TMMS which was a similar result with the literature (Gohm & Clore, 2000; Salovey et al., 1995). Next, preschool teachers with

difficulty in identifying their feelings tended to feel their negative emotions intensely and their emotions in general; however, there was not any association between the level of these teachers' difficulty in identifying their feelings and their emotional expressions. Although teachers with difficulty in describing their emotions tended to have intense negative emotions, these teachers tended to not show their feelings to others. These associations were similar to the findings from the other studies done with undergraduate students (Gohm & Clore, 2000, 2002). In this study, preschool teachers' emotional intensity trait did not correlate with their emotional expression trait; however, Gohm and Clore (2000, 2002) found a moderate positive association between the emotional intensity and the emotional expression traits in their studies. One possible reason could be the use of a short version of the Emotional Intensity scale (EIS) to assess teachers' intensity trait in the current study.

The preschool teachers' positive emotion and negative emotion intensity scores only moderately correlated with each other. This result supports the argument that people can feel their positive and negative emotions at different intensities (Bachorowski & Braaten, 1994; Geuens & De Pelsmacker, 2002).

One of the interesting results that this study revealed was that preschool teachers who had higher clarity trait scores tended to have less negative emotion intensity; however there was not a significant correlation between these teachers' clarity trait scores and their positive emotion intensity scores. Thus we can say that if preschool teachers could not identify and describe their feelings, they felt their negative emotions in high level intensity. In addition, teachers with higher clarity trait scores tended to express

more their emotions. Gohm and Clore (2000, 2002) reported only the relationship between the total emotional intensity scores (EIS)-not as negative and positive emotion intensity- and each subscale individually used to calculate the clarity trait in this study; however, they also show the positive relationship between higher level expressiveness and higher scores in each subscale of the clarity trait.

Preschool Teachers' Awareness of Their Own Emotions

The awareness of individuals' own emotions includes the ability of attending, recognizing, distinguishing, and describing their emotions (Lane, 2000b). To calculate the preschool teachers' awareness of their own emotions, their Attention and Clarity trait scores obtained from the questionnaires were added. The findings which discussed here aimed to answer the following research questions: (1) what are preschool teachers' levels of awareness of their own emotions?, and (2) is there a connection between these teachers' awareness of their own emotions and their emotional experience traits?

Adding the Attention and Clarity trait scores to calculate the awareness of one's own emotions was used first time in the literature. In the current study, preschool teachers' awareness scores were fairly normal distributed. In addition, preschool teachers' awareness scores were not related to their age, education level, or years in the early childhood education.

According to the findings, preschool teachers with high awareness of their own emotions were more likely to express their emotions and they tended to have less

negative emotion intensity. Moreover, the awareness scores were not associated with teachers' positive emotion intensity scores.

Preschool Teachers' Attitudes/Behaviors When Responding to Young Children's Negative Emotions

The Teachers' Attitudes/Behaviors Questionnaire was developed for this study to understand the preschool teachers' preferences in response to young children's negative emotions, which were sadness and anger. The findings which were discussed here aimed to answer the following research question: what are the preschool teachers' attitudes and behaviors in response to young children's sadness and anger emotions?.

The answers of the preschool teachers were grouped mainly in two subcategories: (1) responses which referred to children's emotions (labeling feelings and emotional regulation), and (2) responses which did not refer to children's emotions (distraction, behavior focus, punishment, problem focus, and minimize). The overall result, the participated teachers reported higher preference to use of emotional reference responses than use of the responses which did not refer to children's emotions. Moreover, preschool teachers showed a tendency to use of the responses which did not refer to children's emotions when their students displayed anger more than when their students were sad. Because this questionnaire used first time in the literature, it would be hard to compare the findings of this study with other studies.

Preschool teachers participated in this study reported higher preferences to talk to children about what these children were feeling and how they would express their

emotions, as well as what they needed to do to solve their problems. In addition, preschool teachers reported to use of reminding rules and appropriate behaviors more frequently in response to their students' displays of anger than in response to their students' displays of sadness. Moreover, preschool teachers preferred to tell interesting and funny stories when their students were sad more often than the time when their students were angry.

The zero-order correlation between each subscale of the TBQ showed a consistent pattern among subscales. First of all, preschool teachers who preferred to talk to their students regarding their feelings also tended to teach these students how to express their feelings. In addition, preschool teachers who chose to talk about students' feelings were less likely to prefer to punish their students or minimize their students' feelings; however, these teachers tended to talk to their students about how to solve their problems and to tell them funny and interesting stories. Moreover, preschool teachers with high scores in responses which refer to children's emotions were less likely to prefer to minimize their students' feelings. As expected, preschool teachers who preferred to talk to their students about appropriate behaviors and the rules their students needed to follow tended to choose punishment and minimization in response to their students' negative emotions. The pattern of the responses previously mentioned showed that if preschool teachers paid attention to their students' emotions, they tended to change their students' emotions by telling funny and interesting stories or they tended to help their students to solve their problems which were related to their students' emotions. On the other hand, if preschool teachers focused their students' behaviors and preferred to remind the rules, they tended

to use of punishment and minimization in response to their students' negative emotions. The TBQ is a new self-reported instrument and it needs some more psychometric testing, but still the findings of this study indicate that the TBQ can reflect preschool teachers' response preferences in response to their students' negative emotions.

Preschool Teachers' Awareness of Their Own Emotions, Their Emotional Experience Traits, and Their Responses to Children's Negative Emotions

The findings coming from the questionnaires were intent to answer the following research questions: (1) is there a relationship between preschool teachers' own emotional experience traits and their ways of responding to children's sadness and anger?, and (2) is there a relationship between preschool teachers' awareness of their own emotions and their response preferences to young children's negative emotions?

According to the zero-order correlation results, preschool teachers who had high awareness of their own emotions were less likely to minimize both children's sadness and anger. These teachers with high awareness also tended to use low number of responses which did not refer to their students' emotions than did teachers with low awareness. However, preschool teachers' awareness levels were not related to their preference to use of emotional reference responses. The teachers with high awareness of their own emotions could be expected to see the connection among emotion, thought, and behavior. Because of this reason, they can empathize and value children's emotions. Actually, this idea was supported by the observation results which will be discussed later.

The zero-order correlation also revealed that preschool teachers who had more attention to their own emotions were more likely to refer to their students' emotions when they were sad, but less likely to minimize their students' negative emotions. As discussed later, the teachers' attention to their own emotions was highly related to their preferences in response to children's negative emotions. In terms of the clarity trait, preschool teachers with higher clarity scores were less likely to prefer the responses which did not refer to their students' emotions and to use of punishment when their students displayed anger. As seen from these results, if preschool teachers valued, distinguished and described their own emotions, they tended to use less negative approaches towards their students' negative emotions. Fabes et al. (2001) categorized punishment and minimization responses of parents towards their children's negative emotions as harsh parental coping.

The preschool teachers who experienced their negative emotions intensively tended to use punishment and not refer to their students' emotions in response to their anger. On the other hand, preschool teachers who were highly expressive of their own emotions were less likely to prefer responses which did not refer to their students' emotions when these students were angry.

All emotion experience traits, the awareness, and the selected demographic variables (age, schooling, years in ECE, and having certification in ECE) were analyzed by a hierarchical multiple regression. Most of the results explained medium level of association with the predicted variables [based on Cohen's (1988) explanations].

First of all, preschool teachers' preferred responses which referred children's emotions were explained by these teachers' attention traits and their years in the early childhood education (ECE). Valuing and attending to own emotions and working longer time in ECE predicted preschool teachers' referring to emotions responses to their students' negative emotions. In addition, preschool teachers' attention trait scores and years in ECE also predicted their preferences to label their students' emotions.

Interestingly, preschool teachers' preferences to label their students' emotions when these students' were angry were predicted by these teachers' emotional intensity traits instead of their attention trait scores.

Preschool teachers' no-refer to students' emotions main subscale was predicted by their awareness and education levels. Preschool teachers who were highly aware of their own emotions and who had higher education than college graduation tended to not prefer the responses which did not refer children's emotions. Although preschool teachers' attention trait explained their preferences for not referring to their students' emotions when these students were sad, these teachers' emotional intensity and expression traits predicted their preference for not referring to children's emotions at the time of their anger.

Preschool teachers' emotional intensity and expressiveness traits predicted their punishment preferences in response to children's negative emotions. Although high emotional intensity was related to use of punishment, high emotional expressiveness was related to less use of punishment. Moreover, use of punishment in response to children's

displays of anger was predicted by teachers' high level intensity of their negative emotions.

Preschool teachers' attention trait constantly explained their minimization responses to children's negative emotions- for both sadness and anger. If teachers were highly monitoring and valuing their own emotions, they were less likely to minimize their students' negative emotions. As a result, when teachers focused their psychological processes rather than the external events, they could also value the way their students were feeling and not minimize their experiences.

Preschool teachers' emotional expression trait scores and their education levels predicted their behavior focus responses in this study. If the teachers were highly emotionally expressive and had higher education than college graduation, they were less likely to prefer to talk about appropriate behaviors and the rules needed to be followed.

As a summary, preschool teachers' attention to their own emotions explained most of their responses to children's negative emotions. Attending one's emotional processes is accepted as a first step of the emotional awareness (Lumley et al., 2005). The findings of this study support the argument that if people do not attend their emotions, they focus the external events around them to understand others' nonverbal emotional expressions (Kano et al., 2003). Because of this reason, preschool teachers with low attention trait scores may think that their students were overreacting with that kind of emotional expressions. Interestingly, the attention trait scores were mostly related to preferred responses for children's sadness.

Preschool teachers' emotional intensity trait scores were generally related to these teachers' responses to children's displays of anger. A group of researcher argued that people who feel their negative emotions intensively have tendency to experience personal distress which was defined as a self-focused aversive response to another's emotions (Eisenberg, Wentzel, & Harris, 1998). This would be connected to the teachers' punishment reactions to children's anger.

In the current study, if preschool teachers showed their emotions to others and had positive attitude to express their own emotions, they showed tendency to accept their students' displays of emotions.

Preschool Teachers' Awareness of Their Own Emotions and Their Emotional Socialization Practices

The findings coming from the observations were discussed here and aimed to answer the following research questions: (1) in their practice of teaching, how do preschool teachers respond to young children's positive (e.g., happiness) and negative (e.g., sadness and anger) emotions?, (2) what is the relationship between preschool teachers' awareness of their own emotions and their socialization practices (i.e. reactions to and discussions about negative and positive emotions)?.

As indicated in the literature, the classroom context and teacher-child interactions provided several opportunities to socialize young children's emotions (Ahn, 2003; DeMorat, 1998). In the current study, preschoolers expressed their emotions several times during the free play times. In addition teachers also socialized their students' emotions in

a similar way to parents do (Brenner & Salovey, 1997). The current study focused especially two methods of emotional socialization : (a) caregivers' reactions to young children's experience and expression of emotions, and (b) caregivers' discussions about emotions (Eisenberg et al., 1998).

Children's negative emotions. Before starting the observations, the researcher expected the preschool teachers who had high awareness of their own emotions to use more emotional words when they were responding to the children's emotions. These teachers did not label emotions significantly more than the teachers with low awareness in response to the children's emotion displays. However, they talked about the emotions a significantly higher number of times than did the teachers with low awareness during the regular routine of free play time in their classrooms. The preschool teachers with high awareness either comforted children or position themselves at the child level when they behaviorally responded to children's negative emotions. Furthermore, preschool teachers with high awareness did not ignore their students' display of negative emotions and encouraged their students to talk about the problems related to their emotions. These results were similar to Gottman and his colleagues's (1997) findings from young children's parents. In their studies, if parents highly aware of their own emotions, they indicated to prefer comforting their children and talking about the situations that gave rise to emotions and helped them to solve their problems. In addition, parents with high awareness talked and taught about emotions.

The teachers with low awareness of their own emotions more often ignored their students' displays of emotions. These teachers' approaches to children's display of

negative emotions were more likely to include the response category of control, remind rules and regulations, or underrate the children's emotion displays. These observation results were supported by the findings from the questionnaires used during the first phase of this study. According the questionnaire results, preschool teachers who had low awareness of their own emotions were more likely to minimize their students' negative emotions. These teachers may think their students' overreacting and may not think that it was necessary to handle with their students' emotions. Interestingly, the number of observed anger display was significantly higher in these teachers' classrooms. Studies with parents pointed out some parallel results. For example, Cortes (2002) found that children whose parents were highly aware of their own anger exhibited less problem behaviors. In addition, the low awareness group of teachers responded to children's negative emotions mostly without positioning themselves at the children's levels.

Children's positive emotion. The preschool teachers who had high awareness of their own emotions were less likely to ignore, and were more likely to encourage verbally the children's happiness. These teachers also responded to 50% of their students' happiness by smiling them. They were also more likely to show playful behaviors such as making funny faces, tickling, or jumping. In the literature, the studies investigating parents' awareness focused only negative emotions-mostly sadness and anger. Because of this reason, the current study provided new information to the literature regarding caregivers' awareness and their responses to children's happiness.

The preschool teachers with low awareness were more likely to not give any reaction to their students' display of happiness-verbally or behaviorally. These teachers

were also less likely to interact with their students in a playful way to encourage children's happy expressions.

There was not a significant difference in display of happiness between the low awareness and high awareness teachers' students.

Preschool Teachers' Awareness of Their Own Emotions and Their Understandings Regarding Children's Sadness and Anger

The findings discussed here were collected from the interviews and intended to answer the following research questions: (1) what are preschool teachers' understandings regarding young children's sadness?, (2) what are the teachers' beliefs regarding young children's anger?, (3) do preschool teachers try to teach about emotions in their classrooms? If yes, what kinds of materials and activities do they prefer?.

The results of the interviews supported the findings from the other two phases of this study. As expected, the preschool teachers who were highly aware of their own emotions provided detailed descriptions regarding how young children express sadness and anger. They emphasized several times that it is normal to feel these feelings, and children need to express them. They had some clear points about what they tried to teach their students about emotions. Their ways to handle preschoolers' negative emotions were approaching the child, giving freedom to talk about what had been happened, labeling these children's emotions or trying to encourage the children to name them, and providing options to solve the problem. Gottman and his colleagues (1997) also used interviews with parents to investigate parents' awareness levels and their responses to

children's sadness and anger. The findings of their study were similar to the present study. Parents with high awareness were more likely to show respect to their children's emotions, accept them, and educate their children about nature of the emotions. In addition, these parents were clear about what their children need to know about the emotions and they tried to teach their children how to handle with these emotions.

All interviewed teachers pointed out that they had some children who were continuously displaying anger and they can be very violent from time to time. However, one interesting point that the researcher realized was that only the teachers with high awareness of their own emotions reported progress in problem children's handling of their violent behaviors, even if it took long time for progress to emerge.

The preschool teachers with low awareness of their own emotions explained the reason of the negative emotions in children either with only one main reason such as being disappointed, or without any internal reason but with external circumstances. Especially, if teachers did not connect children's behaviors with these children's feelings, thoughts, or perceptions, they had difficulty to explain why these children behave in a way they did. It may be the reason why they usually tried to control or focus on children's behaviors.

The teachers with high level awareness of their own emotions underlined that "we all have these feelings". Because they connected with their own emotions, experience them, and also be clear about the possible reasons for their own emotions, they could empathize with children's emotions and see the connection between the internal reasons and children's behaviors. I believe this ability of being connected and clear about their

own emotions provide them with perceiving, accepting, and teaching about emotions. These findings are also similar to the results of Gottman and his colleagues's study (1997). They also underlined that "one vehicle for increasing the parents' awareness of the child's emotions may be through self-awareness of the parents' own emotions" (Gottman et al., 1997, pp. 142).

In terms of teaching about emotions in the curriculum, all interviewed teachers told that they were using books to teach about emotions. The preschool teachers with high awareness usually used books to have discussions about emotions and encourage their students to talk about what happened to them related to the emotion they were discussing.

Second Section: Conclusions

The purpose of this study was to investigate the relation among preschool teachers' awareness of their own emotions, their emotional experience traits, and their emotional socialization practices and their beliefs about children's emotions. The mix of quantitative and qualitative methods was used for the current investigation. The data collection was completed in three different phases.

First of all, the relation between preschool teachers' ways of handling children's emotions and their way of conceptualizing and experiencing their own emotions was investigated. This study showed that preschool teachers' emotional experience traits, which were attention, clarity, intensity, and expression, were related to their attitudes and behaviors in response to their students' negative emotions. The preschool teachers' attention trait was a constant variable related to their reported answers. Whether teachers

were connected with their own emotions and valued them at the first place changed their preferences in the way they reacted to their students' sadness and anger. Emotional intensity and expression traits of the preschool teachers were also associated their punishment or behavior focus preferences in response to children's negative emotions.

In the current study, it seems that the preschool teachers' attention or clarity of their own emotions did not associate with a tendency to use more emotional words when they were handling children's emotions, but did relate with their lower use of minimization and punishment in response to children's emotions. Additionally, the preschool teachers' level of awareness of their own emotions which was composed of attention and clarity traits explained some level of their preferences for using the non-reference to emotions approach.

Although the preschool teachers' years of experiences in the early childhood education and their education levels were associated to some extent with their emotional socialization practices, it was evident that how they processed their own emotions cognitively (e.g., attending and distinguishing) and the extent to which they experienced their own emotions were also related to their ways of responding, discussing, and handling children's emotions.

The present study also revealed that preschool teachers' attention and clarity levels of their own emotions were not connected to their education levels. This may be interpreted in two ways: (1) how much one values their emotions and can be clear about them does not change with their education; or (2) the current education system does not teach us about emotions. In addition, age also was not related to teachers' attention or

clarity of their own emotions levels. This result could mean that people do not learn automatically to value and to be clear about their emotions as they become older.

The observation and interview results of the present study revealed that preschool teachers' level of awareness of their own emotions related to their emotional socialization practices and to their beliefs regarding children's emotions. Furthermore, preschool teachers with high awareness frequently responded to their students' emotions and attended to position themselves at the children's level. They also accepted and valued children's emotions and they taught their students how to express emotions. All of these tendencies are positive traits for teachers to have; teacher education needs to find ways to encourage these tendencies in new teachers. Professional development programs need to find ways to encourage them in veteran teachers as well.

Third Section: Strengths and Limitations

The current research has some strengths and limitations. First of all, using different data collection methods can be accepted as strength of this study. The quantitative method of data collection of self-report questionnaires provided the researcher with a way of reaching a relatively wide number of preschool teachers. The results of the questionnaires were used to create a purposeful sample to continue with observations. The interviews as the last step of this study gave selected preschool teachers a chance to talk about their understandings and their beliefs. The research strategy thus was directed towards contributing some explanation of the findings yielded by the quantitative procedures conducted in the earlier phase of this investigation.

Secondly, this is the first study which explored the relationship between teachers' emotional experience traits, awareness levels of their own emotions, and their emotional socialization practices. Besides documenting preschool teachers' responses to, discussions, and beliefs about young children's emotions, the present study provided information about how these teachers process their own emotions.

Thirdly, the current study also presents a new method of calculating awareness scores of individuals. In addition, this study offers a new instrument, which is the Teachers' Attitudes/Behaviors questionnaire, to document teachers' preferred responses to their students' emotions.

On the other hand, because the sample size was relatively small and heavily composed of one race and gender group, the results of the current study can hardly be said to generalize to all preschool teachers. In addition, this study aimed to explore the relationships among variables; it is not appropriate to posit cause-effect relations regarding teachers' behaviors. This is true even though the mixed designed can be said to be an explanatory one (Creswell & Clark, 2007).

Forth Section: Recommendations

The preschool teachers who participated in this study were overwhelmingly white and female. In addition, the education levels of the teachers were generally college graduation or some graduate school. Replicating this study with a different group of preschool teachers is recommended to see if the findings of this study can be generalized to other groups of teachers.

There are three mechanisms by which young children's emotions are socialized: (1) caregivers' reactions to children's emotions; (2) caregivers' discussions regarding emotions; and (3) caregivers' ways of expressing and handling their own emotions. In the current study, mostly the first and partly the second mechanisms were studied. It would be interesting to investigate, additionally, the relation between preschool teachers' tactics to handle their own emotions and their ways of responding to children's displays of the emotions.

In addition, further study of preschool teachers' emotional socialization practices, it is recommended that further research examine how these practices influence young children's emotional regulation, their understanding of others' emotions, their empathic reactions, and their prosocial behaviors. These child social-emotional outcomes should be investigated not only in connection to affect socialization variables, but also caregivers' meta-emotion traits.

There are several intervention programs to improve young children's emotional regulation and school readiness, but also reduce behavior problems (e.g., Cohen, 2001). However, these programs do not investigate how aspects of teachers could associate implementation and results of these programs. Studying teachers' emotional experience traits and their awareness levels could advance effectiveness and implementation of these programs.

Current education and training systems for teachers do not necessarily increase the level of valuing, distinguishing and describing teachers' own emotions. Creating and planning teacher training programs to provide information and experiences to improve

teachers' awareness levels a worthwhile goal, one that this researcher intend to pursue in the years to come.

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APPENDIXES

APPENDIX- A

TAS-20

INSTRUCTIONS: Using the scale provided as a guide, indicate how much you agree or disagree with each of the following statements by writing a number in the blank next to that item.

	Strongly disagree	Moderately disagree	Neither disagree nor agree	Moderately agree	Strongly agree
	1	2	3	4	5

- _____ 1. I often get confused about what emotion I am feeling.
- _____ 2. It is difficult for me to find the right words for my feelings.
- _____ 3. I have physical sensations that even doctors don't understand.
- _____ 4. I am able to describe my feelings easily.
- _____ 5. I prefer to analyze problems rather than just describe them.
- _____ 6. When I'm upset, I don't know if I am sad, frightened or angry.
- _____ 7. I am often puzzled by the sensations in my body.
- _____ 8. I prefer to just let things happen rather than to understand why they turned out that way.
- _____ 9. I have feelings that I can't quite identify.
- _____ 10. Being in touch with emotions is essential.
- _____ 11. I find it hard to describe how I feel about people.
- _____ 12. People tell me to describe my feelings more.
- _____ 13. I don't know what's going on inside me.
- _____ 14. I often don't know why I am angry.
- _____ 15. I prefer talking to people about their daily activities rather than their feelings.
- _____ 16. I prefer to watch "light" entertainment shows rather than psychological dramas.
- _____ 17. It is difficult for me to reveal my innermost feelings, even to close friends.
- _____ 18. I can feel close to someone, even in moments of silence.
- _____ 19. I find examination of my feelings useful in solving personal problems.
- _____ 20. Looking for hidden meanings in movies or plays distracts from their enjoyment.

APPENDIX- B

TMMS

Please read each statement and decide whether or not you agree with it. Place a number in the blank line next to each statement using the following scale:

Neither				
Strongly disagree	Somewhat disagree	agree nor disagree	Somewhat agree	Strongly agree
1	2	3	4	5

- ___ 1. I try to think good thoughts no matter how badly I feel.
- ___ 2. People would be better off if they felt less and thought more.
- ___ 3. I don't think that it's worth paying attention to your emotions or moods.
- ___ 4. I don't usually care much about what I'm feeling.
- ___ 5. Sometimes I can't tell what my feelings are.
- ___ 6. I am rarely confused about how I feel.
- ___ 7. Feelings give direction to life.
- ___ 8. Although I am sometimes sad, I have a mostly optimistic outlook.
- ___ 9. When I am upset I realize that the "good thing in life" are illusions.
- ___ 10. I believe in acting from the heart.
- ___ 11. I can never tell how I feel.
- ___ 12. The best way for me to handle my feelings is to experience them to the fullest.
- ___ 13. When I become upset I remind myself of all the pleasures in life.
- ___ 14. My belief and opinions always seem to change depending on how I feel.
- ___ 15. I am often aware of my feelings on a matter.
- ___ 16. I am usually confused about how I feel.
- ___ 17. One should never be guided by emotions.
- ___ 18. I never give into my emotions.
- ___ 19. Although I am sometimes happy, I have mostly a pessimistic outlook.
- ___ 20. I feel at ease about my emotions.
- ___ 21. I pay a lot of attention to how I feel.
- ___ 22. I can't make sense out of my feelings.
- ___ 23. I don't pay much attention to my feelings.
- ___ 24. I often think about my feelings.
- ___ 25. I am usually very clear about my feelings.
- ___ 26. No matter how badly I feel, I try to think about pleasant things.
- ___ 27. Feelings are a weakness humans have.
- ___ 28. I usually know my feelings about a matter.
- ___ 29. It is usually a waste of time to think about your emotions.
- ___ 30. I almost always know exactly how I am feeling.

APPENDIX- C

EIS

Imagine yourself in the following situations and then choose the answer that best describes how you usually feel.

1. Someone compliments me. I feel:
 1. It has little effect on me.
 2. Mildly pleased.
 3. Pleased
 4. Very pleased.
 5. Ecstatic-on top of the world.
2. I think about awful things that might happen. I feel:
 1. It has little effect on me.
 2. A little worried.
 3. Worried.
 4. Very worried.
 5. So extremely worried that I can almost think of nothing else.
3. I am happy. I feel:
 1. It has little effect on me.
 2. Mildly happy.
 3. Happy.
 4. Extremely happy.
 5. Euphoric-so happy I could burst.
4. I see a child suffer. I feel:
 1. It has little effect on me.
 2. A little upset.
 3. Upset.
 4. Very upset.
 5. So extremely upset I feel sick to my stomach.
5. Someone I am very attracted to asks me out for coffee. I feel:
 1. Ecstatic-on top of the world
 2. Very thrilled.
 3. Thrilled.
 4. Mildly thrilled.
 5. It has little effect on me.
6. Something frustrates me. I feel:
 1. It has little effect on me.
 2. A little frustrated.
 3. Frustrated.
 4. Very frustrated.
 5. So extremely tense and frustrated that my muscles knot up.
7. I achieve a personal best in my favorite sport. I feel:
 1. It has little effect on me.
 2. Mildly effect.
 3. Happy.
 4. Very happy.
 5. Ecstatic-on top of the world.
8. I say or do something I should not have done. I feel:
 1. It has little effect on me.
 2. A twinge of guilt.
 3. Guilty.
 4. Very guilty.
 5. Extremely guilty.

9. I am at the park with a favorite child. I feel:
 6. It has little effect on me.
 7. Slightly playful.
 8. Playful.
 9. Very playful.
 10. So playful I feel like running around the park.
10. Someone criticizes me. I feel:
 11. It has little effect on me.
 12. I am a bit taken aback.
 13. Upset.
 14. Very upset.
 15. So extremely upset I could cry.
11. I receive positive feedback from a favorite professor. I feel:
 16. Thrilled-so happy I could burst.
 17. Very happy.
 18. Happy.
 19. Mildly pleased.
 20. It has little effect on me.
12. People do things to annoy me. I feel:
 21. It has little effect on me.
 22. A little bothered.
 23. Annoyed.
 24. Very annoyed.
 25. So extremely annoyed I feel like hitting him.
13. I hear a speech by a leader whose ideas I respect. I feel:
 26. It has little effect on me.
 27. Slightly impressed.
 28. Impressed.
 29. Very impressed.
 30. Inspired-so impressed I have a new sense of purpose.
14. I have an embarrassing experience. I feel:
 31. It has little effect on me.
 32. A little ill at ease.
 33. Embarrassed.
 34. Very embarrassed.
 35. So embarrassed I want to die.
15. Someone I know is rude to me. I feel:
 36. So incredibly hurt I could cry.
 37. Very hurt.
 38. Hurt.
 39. A little hurt.
 40. It has little effect on me.
16. I am at a fun party. I feel:
 41. It has little effect on me.
 42. A little lighthearted.
 43. Lively.
 44. Very lively.
 45. So lively that I almost feel like a new person

APPENDIX -E

TEACHERS' ATTITUDE/BEHAVIOR QUESTIONNAIRE (TBQ)

The following items describe various emotional situations involving preschool children. Please indicate your answers to these situations on a scale from **1 (very unlikely)** to **4 (very likely)** the likelihood that you would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-4.

Respond Scale: **1** **2** **3** **4**
 Very Unlikely **Unlikely** **Likely** **Very Likely**

1-A student is crying in the corner alone after his/her mom left the classroom, I would:

- | | | | | |
|--|---|---|---|---|
| a. talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |
| b. talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| c. <u>not</u> tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| d. talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |
| e. talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |
| f. <u>not</u> tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| g. talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |
| h. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |

2- A student is throwing puzzle pieces and yelling after his/her friend pushed him/her when they were playing, I would:

- | | | | | |
|--|---|---|---|---|
| a. <u>not</u> talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |
| b. tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| c. talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |
| d. tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| e. <u>not</u> talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |
| f. talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| g. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |
| h. talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |

3- A student is very sad and appears on the verge of tears after his/her friend teases this child's hat wearing for their play, I would:

- | | | | | |
|---|---|---|---|---|
| a. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |
| b. talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |
| c. tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| d. talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |
| e. <u>not</u> talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |
| f. tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| g. <u>not</u> talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| h. talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |

Respond Scale: **1** **2** **3** **4**
 Very Unlikely **Unlikely** **Likely** **Very Likely**

4- A student is screaming and throwing the toys around with a frowning face after he/she is told to wait to take a turn to play with water table, I would:

- | | | | | |
|---|---|---|---|---|
| a. talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |
| b. tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| c. talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| d. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |
| e. tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| f. <u>not</u> talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |
| g. talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |
| h. <u>not</u> talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |

5- A student is crying quietly and looks sad after his/her friend refuses to invite this child to a birthday party during their play. I would:

- | | | | | |
|--|---|---|---|---|
| a. talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| b. <u>not</u> talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |
| c. talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |
| d. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |
| e. tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| f. <u>not</u> tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| g. talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |
| h. talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |

6- A student is angry and tears his/her friend's picture after I start to talk about other child's painting. I would:

- | | | | | |
|--|---|---|---|---|
| a. <u>not</u> tell this child that he/she is over-reacting | 1 | 2 | 3 | 4 |
| b. tell this child that he/she <u>cannot</u> join any activity for some time | 1 | 2 | 3 | 4 |
| c. talk to this child about how he/she is feeling at that moment | 1 | 2 | 3 | 4 |
| d. <u>not</u> talk to this child about how to express his/her existing feeling | 1 | 2 | 3 | 4 |
| e. talk to this child about what he/she needs to do to solve the problem | 1 | 2 | 3 | 4 |
| f. talk to this child about appropriate behaviors he/she needs to learn | 1 | 2 | 3 | 4 |
| g. tell this child an interesting and funny story | 1 | 2 | 3 | 4 |
| h. talk to this child about the rules everybody has to follow | 1 | 2 | 3 | 4 |

APPENDIX-F
Descriptive Statistics of Sadness and Anger Subscales of the Teachers'
Attitudes/Behaviors Questionnaire

Subscales n=68	Number of items (Alpha)	Mean	SD	Skewness
Label feelings-Sad	3 (.08)	3.77	.33	-1.44
Emotion regulation-Sad	3 (.42)	3.50	.45	-.41
Refer to motions-Sad	6 (.54)	3.64	.33	-.58
Distraction-Sad	3 (.71)	2.75	.73	-.68
Behavior focus1-Sad	3 (.45)	1.50	.52	1.08
Behavior focus2-Sad	3 (.46)	2.10	.69	.37
Punishment-Sad	3 (.55)	1.10	.29	4.80
Problem focus-Sad	3 (.34)	3.12	.65	-.65
Minimize-Sad	3 (.53)	1.32	.44	1.08
No refer to emotions-Sad	18 (.61)	1.98	.31	.74

Subscales n=68	Number of items (Alpha)	Mean	SD	Skewness
Label feelings-Anger	3 (.72)	3.54	.55	-1.17
Emotion regulation-Anger	3 (.22)	3.57	.52	-1.04
Refer to emotions-Anger	6 (.59)	3.55	.44	-.64
Distraction-Anger	3 (.78)	1.50	.58	1.79
Behavior focus1-Anger	3 (.39)	3.41	.53	-.89
Behavior focus2-Anger	3 (.42)	3.51	.46	-.57
Punishment-Anger	3 (.85)	2.33	.87	-.04
Problem focus-Anger	3 (.43)	3.67	.44	-1.33
Minimize-Anger	3 (.60)	1.97	.73	.50
No refer to emotions-Anger	18 (.69)	2.73	.32	.17

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Professional Experiences

Instructor, Spring 2007, Clinical Application of Instruction-Early Childhood Education (CI 495A)

Instructor, Spring 2007 and Fall 2006, Instruction in Early Childhood Education Derived from Development Theories (ECE 451)

Psychological Counselor and Guidance Teacher, September, 1995-October, 1999, Turkey

Selected Presentations

Ersay, E., Johnson, J. E., & Christie, J., 2007. Teacher Education to Foster Understanding of Value of Block Play. 33rd Annual Conference of the Association for the Study of Play/International Play Association, April 25-28, Rochester, NY

Ersay, E., 2006. The relation between preschool teachers' emotional experience traits and their emotional socialization practices. 4th Annual Hawaii International Conference on Education, January 6-9. Honolulu, HI.

Awards

Graduate Assistantship, Curriculum and Instruction Department, The Pennsylvania State University, University Park, PA (2006-2007)

Graduate Scholarship Award, The Ministry of National Education, Turkey (1999-2006)