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AND PEER RELATIONSHIPS

Examining the Relationships Between Parental Meta-Emotion Philosophy, Child
Temperament, and Children's Peer Relationships

By

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PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

Abstract

The present study aimed to build upon the growing body of research on parental meta-emotion philosophy, child temperament, and children's peer relationships. Past researchers indicate that an aspect of parental meta-emotional philosophy, emotion coaching, and child temperament, have implications for children's outcomes. Though the literature provides insight to how these factors may be related to children's peer relationships, some aspects remain unclear. Therefore, the objective of the present study was to examine these relationships and evaluate the predictive ability of the parental meta-emotional philosophy of emotion coaching and child temperament on children's peer relationships. 45 parent-child dyads, comprised of children between 9-12 and their mothers and fathers, completed the Parental Emotional Styles Questionnaire, the Early Adolescent Temperament Questionnaire-Revised, and the People in My Life Questionnaire. Results indicated that in the present sample, the parental meta-emotion philosophy of emotion coaching and peer relationships were not significantly correlated. Additionally, emotion coaching was also found not-significantly related to child temperament domains. However, a significant correlation was found between the temperament domain of negative affect and children feeling dissatisfied and alienated from their friends. A significant interaction was also found in a regression model including emotion coaching, negative affect, and alienation. Post-hoc analyses revealed that this may be primarily due to the effect of negative affect on one's feelings of alienation and dissatisfaction with peers. Results of the present study continue to emphasize the importance of considering the impact of child temperament and call for continuing research to build a fuller picture of the relationships that may exist within parental meta-emotion philosophy, child temperament, and children's peer relationships, provides considerations for the importance of considering parenting and children's temperaments when

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psychologists work with students and their families, and helps clarify recommendations for school psychologists.

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Examining the Relationships Between Parental Meta-Emotion Philosophy, Child Temperament, and Children's Peer Relationships

Parenting is an important area of research within the overall field of child psychology and development and is an important predictor of outcomes for children (Baldwin, 1948; Baumrind, 1966; Baumrind, 1975; Darling and Steinberg, 1993; Fabes, Leonard, Kupanoff, and Martin, 2001; McDermott Panetta, Somers, Cerenie, Hillman and Partridge, 2014; Mounts, 2002). In general, parenting involves providing and supporting one's child's development emotionally, intellectually, physically and socially (Johnson, Berdahl, Horne, Richter & Walters, 2014). Early parenting research that focused on children's social and emotional development involved a focus on parenting styles and attachment theory. Elements of parenting style that have been found particularly influential to children's outcomes are support and control (Johnson et al., 2014). These domains are much of the focus of parenting styles. Parenting style has been discussed by researchers as a characteristic which influences efficacy of parenting, parenting practices, and influences the child in their receptiveness to parenting practices (Darling and Steinberg, 1993).

A framework of organizing parenting styles that has been researched in depth is Baumrind's typology where parents are generally categorized as authoritative, authoritarian or permissive (Baumrind, 1966; Baumrind, 1975; Darling and Steinberg, 1993; McDermott Panetta et al., 2014; Mounts, 2002). Parents who are authoritative provide high support, standards, and provide appropriate autonomy and communication to their children (Baumrind, 1966; Darling and Steinberg, 1993). Authoritarian parents are characterized as parents who value a high degree of control over their children's behaviour and place a high importance on rules and respect for authority (Baumrind, 1966; Baumrind, 1975). The defining characteristics of permissive

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parenting are warmth and communication with the child, but a noticeable lack of overt rules and authority that are present in both authoritarian and authoritative parenting.

These parenting styles have been associated with various outcomes. Authoritative parenting has been associated with more mature, competent, achievement oriented, and friendly children (Baumrind, 1975). Authoritative parenting has also been found cross-culturally to be associated with positive child outcomes, including more satisfying and fulfilling peer relationships (McDermott Panetta et al., 2014; Mounts, 2002). Findings from authoritarian parenting indicate children of authoritative parents are more submissive and less achievement oriented than their peers (Baumrind, 1975). Permissive parenting has been associated with children who are friendly and cooperative but lacking in drive for achievement and social responsibility. Parenting styles are one way of examining various ways of parenting. Researchers have also focused on other methodologies of parenting, such as parental meta-emotion philosophy (Gottman, Katz & Hooven, 1996; Katz, Maliken and Stettler, 2012; Katz and Windecker-Nelson, 2004; Lagacé-Séguin and Coplan, 2005; Lagacé-Séguin and Gionet, 2009; Wilson et al., 2014; Yap, Allen, Leve and Katz, 2008).

Parental Meta-Emotion Philosophy

Research has indicated that parenting style has ramifications for children's outcomes. Parental meta-emotional philosophy is another view of parenting that has shown implications for child outcomes (Gottman, Katz & Hooven, 1996; Katz, Maliken and Stettler, 2012; Katz and Windecker-Nelson, 2004; Lagacé-Séguin and Coplan, 2005; Lagacé-Séguin and Gionet, 2009; Wilson et al., 2014; Yap, Allen, Leve and Katz, 2008). Parental meta-emotion philosophy places importance on parents' thoughts and feelings about their own emotions and their children's emotions (Gottman et al., 1996). The literature on parental meta-emotion philosophy has

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identified at least two types of parental meta-emotional philosophies; emotion coaching and emotion dismissing (Cunningham, Kliewer and Garner, 2009; Daga, Raval, and Raj, 2015; Gottman et al., 1996; Katz et al., 2012; Katz and Windecker-Nelson, 2004; Lagacé-Séguin and Coplan, 2005; Lagacé-Séguin and Gionet, 2009; Wilson et al., 2014; Yap et al., 2008). Parents who are emotion coaching are aware of their children's emotions and view these emotions as an opportunity to be close with their child (Gottman et al., 1996). These parents also validate their children's emotions and teach them how to identify and problem solve their emotions. In contrast, emotion dismissing parents notice their children's emotions, but view negative emotions as potentially harmful to their child. Therefore, rather than guiding the child through their emotions, they try to deal with their child's negative emotions by distracting them or placating them and ignoring the emotional experience.

Parental emotion coaching has been associated with many positive outcomes for children, including emotion regulation, emotion socialization, and better peer relationships (Cunningham et al., 2009; Gottman et al., 1996; Lagacé-Séguin and Gionet, 2009; Yap et al. 2008; Katz and Windecker-Nelson, 2004; Wilson et al. 2014). In comparison, researchers have indicated that emotion dismissing associated with less positive outcomes, including childhood aggression and poorer coping skills. While it has been demonstrated that parenting practices (e.g. parental meta-emotion philosophy) are important, characteristics of the child (e.g. temperament) have also been shown to be influential in childhood outcomes (Lagacé-Séguin and Gionet, 2009; Gülay, 2012; Yap et al., 2008).

Child Temperament

Researchers have found that child temperament is important in predicting child outcomes (Lagacé-Séguin and Gionet, 2009; Gülay, 2012; Yap et al., 2008). Rothbart, Ahadi and Evans'

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(2000) review of temperament research notes that temperament serves as the initial framework for how infants, toddlers, children, adolescents and even adults interact with the world.

Temperament can be defined as individual differences in reactivity and self-regulation. (Lagacé-Séguin and Gionet, 2009; Rothbart et al., 2000). Rothbart's model of temperament evaluates multiple dimensions of reactivity and self-regulation to help explain individual differences in temperament. Specifically, negative emotionality (irritability and frustration), effortful control (sustained attention, activation control and inhibitory control), surgency (characterized by high intensity pleasure, low levels of shyness and fear), and affiliativeness (overall affiliation, perceptual sensitivity and pleasure sensitivity) have been shown to be aspects of temperament that help explain differences in children's outcomes, including coping skills and children's peer relationships (Capaldi & Rothbart, 1992; Goldsmith et al., 1987).

Much of temperament research examines the relationship between child temperament and outcome variables through a goodness of fit model (Chess & Thomas, 1991; Gordon, 1981; Lagacé-Séguin and Gionet, 2009; Seifer, Dickstein, Parade, Hayden, Magee & Schiller, 2014; Thomas & Chess, 1977). In a goodness of fit model, the child's temperament and the parent's manner of parenting interact and have the potential to affect each other. Specifically, goodness of fit posits that a parent's parenting adapts to a child's temperament, and a child's temperament adapts to the parenting the child receives (Thomas & Chess, 1977; Lagacé-Séguin and Gionet, 2009). When considering parental meta-emotion philosophy and child temperament, it therefore seems possible that a parent's meta-emotion philosophy may change to better fit the child's temperament.

Goodness of fit.

The recommended proposed framework within temperament research is goodness of fit

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theory (Chess & Thomas, 1991; Gordon, 1981; Lagacé-Séguin and Gionet, 2009; Seifer, Dickstein, Parade, Hayden, Magee & Schiller, 2014; Thomas & Chess, 1977). Broadly speaking, this theory suggests that childhood developmental outcomes are related to the degree of match or mismatch between characteristics of the child (e.g. temperament) and the environment (e.g. parenting characteristics). In this, if there is match between child characteristics and environmental characteristics, there is said to be good fit. Conversely, if there is mismatch between the child and environment, the fit is poor. Researchers have suggested that match between parenting characteristics and childhood characteristics like temperament is particularly important for children when difficulties arise (Seifer et al., 2014). Additionally, it has been suggested that poor fit between the parent and the child can be aided by use of positive parenting strategies. Therefore, examining temperament and parental meta-emotion through a goodness of fit framework may help explain variance in outcomes due to these differences between temperament and the fit of the environment (e.g. parenting).

Parental Meta-Emotion and Temperament

Research has been conducted on how parental meta-emotion philosophy and temperament interact to predict specific child outcomes (Chen, Li & Lin, 2012; Lagacé-Séguin and Gionet, 2009; Yap et al., 2008). Lagacé-Séguin and Gionet (2009) evaluated how temperament interacted with parental meta-emotion to predict coping abilities in early adolescents (11-13) and found that temperament and parental meta-emotional philosophy interacted to predict coping in early adolescents. Specifically, children with more challenging temperamental characteristics (high negative emotionality, low affiliation) benefitted more from having parents who were emotion coaching than children who were high in domains like affiliativeness and surgency (e.g. were more support seeking and outgoing). Parental meta-

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emotion and temperament have also been associated with differences in how parents respond to emotional situations with their children (emotion socialization) (Yap et al., 2008). Here, mothers were found to more likely to respond adversely (emotion dismissing) in emotional situations with their children when their children had more difficult temperaments. However, preliminary research found that there was no significant relationship between parental meta-emotion and temperament (Gottman et al., 1996) themselves. In this study, Gottman et al. looked at temperament through vagal tone, which was essentially defined as reactivity to the environment, as well as the ability to suppress one's reactions. They noted vagal tone was found to be related to various temperament dimensions within the literature. Here, it was posited that there may be a bidirectional relationship between vagal tone and parental meta-emotion emotion coaching, wherein parents may be more likely to emotion coach children higher in vagal tone (more able to suppress behavioural reactivity), though it was also noted that emotion coaching may also have the potential to alter a child's baseline vagal tone. However, through their study, vagal tone was found to be unrelated to parental meta-emotion philosophy. Gottman et al. also looked at correlations between emotion coaching and negative affect within the scope of their study and found that this temperament dimension was unrelated to parental meta-emotion philosophy as well. Despite Gottman and colleagues (1996) finding, it is notable that Gottman et al. noted a limitation of their study was limited measurement of child temperament (e.g. only measuring one aspect of temperament). However, it is important to note that the direct relationship between parental meta-emotion philosophy and a child's temperament is only theoretical at the present time, as past researchers have primarily found that this relationship interacted to predict specific outcomes. Researchers have suggested that a goodness of fit model may exist between parental meta-emotional philosophy and child temperament (Lagacé-Séguin & Gionet, 2009). In this, it

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has been proposed that parents of children with temperaments that tend to be associated to poor outcomes (for example higher negative emotionality and lower affiliativeness) may be more difficult to emotion coach. However, as researchers have suggested that positive parenting practices can help poor fit between the child's temperament and the environment, use of emotion coaching may aid in this mismatch (Seifer et al., 2014).

Parental Meta-Emotion, Temperament, and Peer Relationships

Researchers indicate the importance of peer relationships in childhood (Katz & Windecker-Nelson, 2004; Zimmermann, 2004). Researchers note that many adolescents have friendships with their peers that are characterized by trust and feelings of support, though some report relationships characterized by feelings of hostility (Zimmermann, 2004). Many aspects have been discussed to influence adolescent peer relationships (e.g. temperament, attachment) (Katz & Windecker-Nelson, 2004; Zimmermann, 2004).

Early parental meta-emotion researchers (Gottman et al., 1996) found that children of parents who were emotion coaching at age five were more socially able at eight years old, were more aware of social expectations, and better able to regulate themselves in social situations, when evaluated at follow-up. Parental meta-emotion philosophy has also been suggested to relate to children's positive and negative interactions with their peers (Katz & Windecker-Nelson, 2004). Researchers have also found that mothers' awareness of their own emotions, a facet of parental meta-emotion, interacted with child aggression to predict peer interactions in a sample of children with conduct problems (Katz & Windecker-Nelson, 2004). It appears that the children of parents who are emotion coaching may be able to transfer the skills that they have been taught about dealing with emotions through interactions with their parents, and that these children may, in turn, be more successful in their relationships with their peers as they be more

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socially aware and potentially better able to cope with interpersonal conflict. The importance of peer relationships overall is well known, and research has connected peer relationships to many outcomes, including incidence of school drop out, criminal activity, and delinquency (Carson & Parke, 1996).

Researchers have also assessed the impact of child temperament on children's peer relationships (Rudasill, Neihaus, Buhs & White, 2013). Using early childhood temperament to predict later peer relationships, it was found that there was a moderate to large effect for predicting third grade peer relationships by assessing temperament in early childhood (Rudasill et al., 2013). In a sample of five and six-year-old children, it was also found that temperamental characteristics were significant predictors on peer relationship quality variables such as prosocial behaviour, asocial behaviour, exclusion, victimization, and social impact, as assessed by parental report (Gülay, 2012). When considering the aspects of temperament measured in Rothbart's model (effortful control, surgency, affiliation, and negative affect), it seems reasonable to suggest that children who are higher in domains of temperament such as affiliation and surgency, may be more outgoing and demonstrate a tendency to flock more to social situations. Conversely, students who are higher in negative affect may have difficulty reaching out to their peers and finding a sense of community.

Individual Difference Factors

Individual differences are also important to consider in research and have been found particularly influential in the study of parental meta-emotion (Daga et al., 2015; Wilson et al., 2014). In a sample of Indian immigrant and Caucasian American families with children between 8-16, it was found that emotion coaching was negatively associated with child externalizing and positively associated with mother rated social competence for Caucasian American mothers, but

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that these variables were unrelated for Indian immigrant mothers (Daga et al., 2015). Child gender has also been found significant when looking at the relationship between parental meta-emotion and outcome variables. Yap et al. (2008) found that gender of the child moderated the relationship between mothers' emotional awareness and adverse responses to negative situations. Cunningham et al. (2009), found that parental meta-emotion was related to varying emotional control variables for boys and girls (e.g. emotional self-regulation in boys, perspective taking in girls. Cunningham et al. (2009) also found that a mediational model between socialization of emotion, child's understanding of emotions and emotional regulatory capabilities, and child adjustment, could only be examined for boys, as there was no mediation of child's understanding and regulatory on predictor and outcome variables for girls. These findings suggest that it is important to consider the potential of individual differences variables to influence findings for parental meta-emotion and peer relationships.

Gaps in the Literature and Rationale for the Proposed Study

Researchers indicate that parental meta-emotional philosophies, such as emotion coaching and emotion dismissing, are important to peer relationships, and child outcomes in general. Researchers also suggest that child temperament is related to peer relationships, as it has been found to predict later peer relationships and effect various indicators of children's peer relationships and social skills (e.g. prosocial behaviour, aggression) (Gülay, 2012).

Previous research has demonstrated relationships between parental meta-emotion and temperament. Specifically, researchers suggest that use of emotion coaching may help children with temperaments that are low in affiliation and high in negative emotionality to achieve more positive outcomes (e.g. use of more adaptive coping strategies) (Lagacé-Séguin and Gionet, 2009). Researchers also suggest that using a more emotion coaching style may be more

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challenging for parents when their child has a temperament that tends to be associated with poorer outcomes (Yap et al., 2008).

Though the literature enables a better understanding about these facets of child development, there are still many gaps in the literature. To date, no known studies have been focussed to examine parental meta-emotion, temperament, and peer relationships within the scope of the same study. Through examining parental meta-emotion, temperament, and peer relationships within the scope of the same study, interactions between the parenting and temperament to predict peer relationships can be examined, in addition to looking at how parental meta-emotion philosophy and child temperament may be independently associated with peer relationships. Additionally, some of the research reviewed on child temperament has only examined temperament in a limited manner, which has potentially led to mixed findings for the relationship between temperament and parental meta-emotion. Therefore, research needs to evaluate child temperament using a more comprehensive construct. The literature also indicates that consideration of individual differences variables (ethnicity, gender) may be important. This thesis will consider these factors and control for them when analyzing relationships between parental meta-emotion, child temperament, and peer relations.

Previous researchers have used a goodness of fit model when examining parental meta-emotion and child temperament (Lagacé-Séguin and Gionet, 2009). In this, it is proposed that there is a bidirectional influence between parental meta-emotion philosophy and the child's temperament, where parental meta-emotion philosophy influences temperament and the child's temperament, in turn, influences a parent's parental meta-emotion philosophy. However, presently, there are no known studies that use this model when considering parental meta-emotion and temperament, and the relationship between these two in predicting peer

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relationships.

The Present Study

Previous researchers have demonstrated the importance of examining parental meta-emotion, child temperament, and children's peer relationships, and the relationships between these variables. Therefore, the results of the proposed study may have several implications. Based on hypotheses, results aimed to provide support for emphasizing the importance of parental emotional styles that promote these positive peer relationships and considering a child's temperament when parenting. Results also aimed to provide further evidence for looking at child temperament and parental meta-emotion through goodness of fit, as well as providing implications for parenting practices and programs (e.g. Tuning into Kids [Havinghurst, Wilson, Harley & Prior, 2009; Havinghurst, Wilson, Harley, Kehoe, Efron & Prior, 2013]).

The present study will have implications for practice of psychologists, particularly psychologists in schools. School psychologists spend a significant amount of time talking to parents about how to help their children. Through strengthening the argument for considering parental meta emotion philosophy, the proposed study may provide school psychologists with suggestions to assist parents wishing to help their children's peer relationships.

The objective of the present study is to examine the relationships between parental meta-emotional philosophies, child temperament, and peer relationships. In examining these relationships, the study aims to determine if parental meta-emotional philosophy and temperament can predict peer relations, as well as further clarifying any relationships that may exist between parental meta-emotion and child temperament. Additionally, the literature has suggested that it is important to consider individual difference variables in this research. Therefore, the present study intends to examine and control for individual difference variables

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(e.g. child gender, ethnicity), though no specific hypotheses can be made as to how these variables may interact to predict peer relationships. Based on the preceding review, I hypothesized the following:

1. Parental meta-emotion will predict positive peer relationships. Specifically, parents who use emotion coaching are predicted to have children who report peer relationships that are characterized by trust and communication.
2. Children who score higher on domains of temperament, such as affiliation and surgency (measuring high intensity pleasure and levels of shyness and fear), and who score lower on negative emotionality, will have more positive (e.g. characterized by trust and communication) relationships with their peers.
3. Parental meta-emotion and child temperament will be related. As indicated by research using a goodness of fit model, it is hypothesized that there will be higher levels of emotion coaching in parents whose children are higher in affiliativeness and lower in negative affect (Lagacé-Séguin and Gionet, 2009).
4. An exploratory hypothesis predicts that a model including both parental meta-emotion and child temperament will predict children's peer relationships better than either parental meta-emotion or child temperament individually. However, the directionality of this relationship cannot be determined.
5. It is hypothesized that the relationship between parental meta-emotion and peer relationships will be affected by individual difference variables, such as ethnicity and child gender.

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Method

Participants

Student Sample Characteristics.

Participants included 45 children and parent dyads including students nine (15.60%), ten (46.70%), eleven, (28.90%), and twelve (8.90%) years old in grades four (48.90%), five, (22.20%) and six (28.90%), from a public elementary school in Riverview, New Brunswick. The majority of students were in grade four at the time of data collection ($M = 4.80$, $SD = .86$), and were ten years of age ($M = 10.31$, $SD = .84$). Student participants included a relatively equal distribution of boys (46.70%) and girls (53.30%). Most students' parents identified their children's ethnicity as Caucasian (91.10%), though parents also identified their children's ethnicity as Biracial/Multiracial (6.70%) and African Canadian/Black (2.20%).

Parent Sample Characteristics.

Parent participants included 38 women (84.40%) and seven men (15.60%). The majority of parents reported themselves as being between 40-44 (37.80%) years of age at the time of data collection. Parents also indicated themselves as being 45-49 (22.20%), 35-39 (17.80%), 30-34 (13.30%), 54-59 (4.40%), 50-54 (2.20%), and 25-29 (2.20%) at the time of data collection. Most parents identified their ethnicity as Caucasian (95.60%), though participants also identified themselves as African Canadian/Black (2.20%) and Asian Canadian/Pacific Islander (2.20%). Of parents surveyed, 28.90% identified their education level as college, trade, or technical school, 24.40% as university (undergraduate), 20.00% as university (graduate), 8.90% as some university (undergraduate), 6.70% as some college, trade, or technical school, 6.70% as high school, 2.20% as some university (graduate), and 2.20% as some high school. Most parents

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reported their household income as \$90, 000 or above (42.20%), and participants also reported their income levels as between \$61, 000-70, 000 (15.60%), \$81, 000-90 000 (8.90%), \$71, 000-80 000 (11.10%), \$31,000- 40 000 (6.70%), \$21, 000-30, 000 (6.7%), \$41, 000- 50,000 (4.40%), and \$0- 20, 000 (2.20%). Most parents reported that they were married (75.60%), and others indicated their marital status as separated (8.90%), common law (6.70%), divorced (4.40%), or single (4.40%) at the time of data collection.

Recruitment Methods.

Participants were recruited through an information session presented at the school by one of the researchers. Following this information session, information packets were sent home from school and were collected approximately one week after distribution (See appendices A-G).

Measures

Demographic questionnaire.

Parents completed demographic information for themselves and their child. The demographic questionnaire included questions about age, gender, level of education, and ethnicity for both the parent and the child, and marital status and SES for the parent (see appendix D). This information was collected to determine sample characteristics. This information was also intended on being analyzed to examine individual difference variables, as these variables have been suggested by researchers to be influential in studies of parental meta-emotion (Daga et al., 2015).

Parental emotional styles questionnaire.

Parents completed the Parental Emotional Styles Questionnaire (PESQ; Lagacé-Séguin & Coplan, 2005) and a self-report measure of parental meta-emotional styles (see appendix E). The

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PESQ consists of 14 items making up two subscales that measure emotion coaching (e.g. “when my child is angry, it’s an opportunity for getting close”) and emotion dismissing (e.g. “when my child gets angry, my goal is to get him/her to stop”) meta-emotional philosophies. Individuals answered each item on a 5-point Likert scale, where the scores for the emotion coaching scale and emotion dismissing scale indicated the parent endorsing a higher emotion coaching or emotion dismissing philosophy. The range possible range of raw scores for each scale (coaching or dismissing) was 7-35. To obtain subscale scores, responses for emotion coaching and emotion dismissing items were averaged. The present study demonstrated acceptable internal consistency reliability for both scales; emotion coaching ($\alpha = .60$) and emotion dismissing ($\alpha = .73$).

Early adolescent temperament questionnaire- revised.

Children completed the Early Adolescent Temperament Questionnaire- Revised, Short Form (ETQ-R) (Ellis & Rothbart, 2001) to measure aspects of temperament (see appendix F). This questionnaire consists of 65 items that are rated on a 5-point Likert scale. The ETQ-R measures four aspects of temperament: negative affectivity (e.g. being easily frustrated), surgency (e.g. being outgoing), affiliativeness (desiring warmth or closeness with others), and effortful control (e.g. ability to control attention), as well as measuring aggression and depressive mood. Sample items for the scale include “I tend to get in the middle of one thing and then go off and do something else” and “I get really frustrated when I make a mistake in my school work”. Answers reflecting each dimension were summed to create overall subscale scores for each measured aspect of temperament, which then loaded into superscales that were computed by averaging the sum of subscales that comprised each superscale. Each aspect has demonstrated acceptable internal consistency in past research (α s ranging from .64-.81) (Lagacé-Séguin & Gionet, 2009). Alphas for subscales and superscales varied in the present research. Alphas for

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subscales (e.g. depressive mood, aggression, surgency) ranged from .38-.78, with alphas for most scales falling around .6. Alphas for Early ETQ-R superscales also varied (Effortful Control; $\alpha = .77$, Surgency; $\alpha = .38$; Negative Affect; $\alpha = .65$; Affiliativeness; $\alpha = .55$).

People in my life questionnaire.

The People in my Life (PIML) questionnaire was used to survey students on their interpersonal peer relationships (see appendix G) (Cook, Greenberg & Kusche, 1995). The PIML questionnaire is a 78 item self-report measure which assesses parental and peer attachment through measuring experiences of trust, communication, and alienation with parents and peers (Moreira, Fonseca, & Canavarro, 2017; Ridenour, Greenberg & Cook, 2006) through responses on a 4-point Likert scale, where the total for the trust with friends scale was 12-48, the range for the communication with friends scale was 5-20, and the range for the alienation/dissatisfaction with friends was 7-28. Sample peer items on the questionnaire include “my friends accept me as I am”, “my friends can tell when I am upset about something”, and “I wish I had more friends”. The PIML questionnaire also includes items measuring peer’s delinquent behaviour. Studies validating the use of the PIML questionnaire indicate that this measure has been well validated on samples aged 8-12. Previous research evaluating the PIML questionnaire’s validity reported Cronbach’s α s ranged from between .90 and .68 for peer items (attachment; .90, trust; .90, communication; .80, alienation; .70, peer delinquency; .68). Cronbach’s alphas relevant to the present study varied (trust in friends; $\alpha = .73$, communication with friends; $\alpha = .81$, alienation/dissatisfaction with friends, $\alpha = .30$).

Procedure

Prior to administration of questionnaires, a research associate gave a short presentation to parents to explain the study. Following this, questionnaire packets including consent forms and

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measures of the study to be completed by the parent (demographics, PESQ), and the child (ETQR, PIML) were sent home, and collected approximately one week after distribution. Schools that participated in the present research were thanked for their participation through donation of a book to their school's library.

Results

Preliminary Analyses

Upon collection of the questionnaires, it was noticed that there were missing participant responses. I substituted the missing items for the series mean, as is standard practice. Prior to hypothesis testing, assumptions were tested to evaluate normality of the present sample. Measures of central tendency indicated normality as means and medians were similar for all variables (see table 1). Additionally, skewness and kurtosis measures further indicated normal distribution (see table 1) for most measures, though data for some scales demonstrated skew and/or kurtosis. Histograms also indicated that the majority of data was normally distributed, therefore, the decision was made that overall the data was normally distributed.

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Table 1

Descriptive Statistics for Questionnaire Measures

	<i>M (SD)</i>	<i>Skew (SE)</i>	<i>Kurtosis (SE)</i>
<i>Parental Emotional Styles Questionnaire</i>			
<i>Emotion Coaching</i>	3.82 (.45)	-.02 (.35)	-.93 (.69)
<i>Emotion Dismissing</i>	3.08 (.59)	-.05 (.35)	-.26 (.69)
<i>Early Adolescent Temperament Questionnaire</i>			
<i>Effortful Control</i>	3.64 (.57)	-.65 (.35)	-.17 (.69)
<i>Negative Affect</i>	2.38 (.45)	.41 (.35)	-.20 (.69)
<i>Affiliativeness</i>	3.49 (.54)	.29 (.35)	-.38 (.69)
<i>Surgency</i>	2.96 (.51)	.18 (.35)	.85 (.69)
<i>People in My Life Questionnaire</i>			
<i>Trust with Friends</i>	2.93 (.34)	-.22 (.35)	-.84 (.69)
<i>Communication with Friends</i>	2.92 (.64)	-.17 (.35)	-.58 (.69)
<i>Alienation/Dissatisfaction with Friends</i>	1.71 (.29)	.70 (.35)	1.12 (.69)

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Hypothesis Testing

Correlations were computed for all continuous variables (PESQ, ETQ-R, PIML). All correlations between parental meta-emotion philosophy (emotion coaching and emotion dismissing) and temperament composites were found not significant at the .05 level (See table 2).

Correlations were also computed for parent and child gender and parental meta-emotion philosophy. One significant correlation was found between gender and the questionnaire variables was a positive relationship between child gender and communication with friends ($r = .35, p < 0.5$) (See table 3).

To explore relationships between parental meta-emotion philosophy and peer relationships and child temperament composites and peer relationships, correlations were computed. Correlations between these variables were also primarily non-significant (see tables 4 and 5). An exception to this was a significant positive relationship between negative affect and students' feeling alienated/dissatisfied with their friendships ($r = .42, p < .01$).

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Table 2

Correlations between Parental Meta-Emotion Philosophy and Child Temperament

	Pearson's <i>r</i>	
	<i>Emotion Coaching</i>	<i>Emotion Dismissing</i>
<i>Effortful Control</i>	-.08	-.06
<i>Negative Affect</i>	-.06	.16
<i>Affiliativeness</i>	.15	-.20
<i>Surgency</i>	.08	-.27

Significant correlations indicated with a * at the .05 level; Significant correlations indicated with a ** at the .01 level

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Table 3

Questionnaire Variable Correlations with Participant Gender

	Pearson's <i>r</i>	
	Child Gender	Parent Gender
<i>Parental Meta Emotional Styles Questionnaire</i>		
<i>Emotion Coaching</i>	-.26	.13
<i>Emotion Dismissing</i>	.02	-.19
<i>Early Adolescent Temperament Questionnaire</i>		
<i>Effortful Control</i>	.14	-.28
<i>Negative Affect</i>	-.16	.16
<i>Affiliativeness</i>	.16	-.07
<i>Surgency</i>	.14	.10
<i>People in My Life Questionnaire</i>		
<i>Trust with Friends</i>	.26	.17
<i>Communication with Friends</i>	.35*	-.13
<i>Alienation/Dissatisfaction with Friends</i>	-.23	.14

Significant correlations indicated with a * at the .05 level; Significant correlations indicated with a ** at the .01 level

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Table 4

Correlations between Parental Meta-Emotion Philosophy and Peer Relationships

	Pearson's <i>r</i>	
	<i>Emotion Coaching</i>	<i>Emotion Dismissing</i>
<i>Trust with Friends</i>	-.21	.10
<i>Communication with Friends</i>	-.08	.02
<i>Alienation/Dissatisfaction with Friends</i>	.15	.05

Significant correlations indicated with a * at the .05 level; Significant correlations indicated with a ** at the .01 level

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Table 5

Correlations between Child Temperament and Peer Relationships

	Pearson's <i>r</i>		
	<i>Trust with</i>	<i>Communication with</i>	<i>Alienation/Dissatisfaction</i>
	<i>Friends</i>	<i>Friends</i>	<i>with Friends</i>
<i>Effortful Control</i>	-.12	-.12	-.29
<i>Negative Affect</i>	-.13	-.20	.42**
<i>Affiliativeness</i>	.18	.16	.01
<i>Surgency</i>	.14	-.03	.19

Significant correlations indicated with a * at the .05 level; Significant correlations indicated with a ** at the .01 level

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Regression analyses.

Hierarchical multiple regressions were conducted to examine the hypotheses of the present study. Here, variables and interactions were entered into analyses in steps, where the significance in R^2 change at each step determined if each main effect or interaction added to the predictive value of the model. Parental meta-emotion (first step) and child temperament scales (second step) were entered to examine the predictive ability of these variables and determine the amount of variance in children's peer relationships that can be accounted for. As correlations for emotion dismissing were found to be non-significant, the decision was made to only include emotion coaching in these subsequent regression analyses. In the third step, an interaction term including both emotion coaching and temperament scales were entered into analyses, to examine if a model including both emotion coaching and child temperament enables us to explain more of the variance in children's peer relationships than a model including only one of these variables. The aim of this was to determine whether a model including both variables best predicts children's peer relationships.

To answer this hypothesis, twelve hierarchical regression analyses were computed (see table 6 for regression statistics). These analyses looked at the predictive ability of parental meta-emotion emotion coaching, child temperament as measured by four scales (effortful control, negative affect, affiliativeness, and surgency) and peer relationships as measured by three scales (trust in friends, communication with friends, and alienation/dissatisfaction with friends). Results from regression analyses revealed one significant interaction between emotion coaching, negative affect, and feeling alienated/dissatisfied with friendships ($F(3,41) = 4.71, p < .01$). Regression statistics are reported in table 6. As part of model building, simple regression models were computed for emotion coaching and alienation ($F(1, 43) = .96, p = .33$) and for negative

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affect and alienation ($F(2, 42) = 5.00, p < .05$). Though the simple model for emotion coaching and alienation was not statistically significant, a model including negative affect and alienation was found to be significant. The hierarchical model including the interaction term for emotion coaching and negative affect was found statistically significant ($F(3,41) = 4.71, p < .01$).

To examine this interaction, correlations were computed separately for individuals high in negative affect and low in negative affect, as indicated by separating participants at the median score for the ETQ-R negative affect superscale. Results indicated that when separated into high negative affect ($r = .21, p = .79$) and low negative affect ($r = -.14, p = .39$) groups, the correlations between emotion coaching and alienation were statistically non-significant.

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Table 6

Regression Statistics for Emotion Coaching, Negative Affect, and Feeling Alienated/Dissatisfied with Friends

	<i>B</i>	<i>SE b</i>	<i>B</i>	<i>P</i>
Step 1				
Emotion Coaching	-.095	.097	-.15	.33
Step 2				
Emotion Coaching	-.077	.09	-.12	.39
Negative Affect	.27	.09	.41	.01
Step 3				
Emotion Coaching	-1.07	.54	-1.67	.05
Negative Affect	-1.25	.82	-1.92	.13
Emotion Coaching X Negative Affect interaction term	.42	.22	2.73	.07

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Discussion

The goal of the present study was to build on the existing body of research on parental meta-emotion philosophy and its' relationship to other characteristics that have been shown in the literature to relate to parenting (temperament), and child outcomes (peer relationships) (Baldwin, 1948; Baumrind, 1966; Baumrind, 1975; Darling and Steinberg, 1993; Fabes, Leonard, Kupanoff, and Martin, 2001; McDermott Panetta, Somers, Cerenie, Hillman and Partridge, 2014; Mounts, 2002). Researchers suggest that parental meta-emotion philosophy is related to emotion regulation, coping skills, emotion socialization, and positive peer relationships, in typical samples as well as in clinical populations (e.g. children with anxiety, conduct problems) (Cunningham et al., 2009; Gottman et al., 1996; Hurrell, Houwing, & Hudson, 2017; Lagacé-Séguin and Gionet, 2009; Yap et al. 2008; Katz and Windecker-Nelson, 2004; Wilson et al. 2014). Additionally, researchers have explored the relationships between childhood temperament and peer relationship outcomes. When thinking of temperament through the framework suggested by Rothbart, Ahadi, and Evans' (2000), temperament can be thought of as the initial framework for how children interact with their world and can be defined as individual differences in reactivity and self-regulation (Lagacé-Séguin & Gionet, 2009; Rothbart et al., 2000). These individual differences have been connected to outcomes for children, such as coping skills and interpersonal relationships (Capaldi & Rothbart, 1992; Goldsmith et al., 1987). Research investigating temperament and child outcomes often uses a goodness of fit model, where a parent's parenting and a child's temperament have the potential to impact each other.

Limited research has explored the interactions between parental meta-emotion philosophy, child temperament, and peer relationships at the present time. Researchers have found that children of parents who are emotion coaching at a young age may demonstrate more

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positive peer interactions through time (Gottman et al., 1996), and it has been found that parental meta-emotion philosophy may be connected to positive and negative peer relationships (Katz & Windecker-Nelson, 2004). Temperament characteristics have also been found to affect peer relationships as demonstrated by previous research (Rudasill et al., 2013). Research has also supported relationships between parental meta-emotion philosophy and child temperament, where these two were found to interact to predict outcomes (e.g. coping) (Lagacé-Séguin & Gionet, 2009). However, an early study in parental meta-emotion philosophy found no connections between parental meta-emotion philosophy and child temperament when temperament was measured using vagal tone (e.g. individual differences in behavioural reactivity and ability to suppress behavioural reactivity). As research has demonstrated inconsistent findings, it is imperative that further research in parental meta-emotion work to clarify these potential relationships.

Based on findings within the existing literature, several hypotheses were developed for the present study. Hypothesis one suggested that parental meta-emotion philosophy would predict positive peer relationships. Specifically, it was hypothesized that parents who used emotion coaching were predicted to have children who reported peer relationships higher in trust and communication. This hypothesis was not supported. To examine the potential prediction of peer relationships through emotion coaching, regression analyses were conducted. These results were found to be non-significant in the present sample. Additionally, correlations between parental meta-emotion philosophies (emotion coaching, emotion dismissing) and peer relationship variables (trust, communication, alienation) were found to be non-significant in the present sample. Though this is contrary to some findings by past researchers, it is notable that those studies included in review of the literature included samples that were much different than

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the students included in the present study. Some research looking at parental meta-emotion philosophy and peer relationships has explored these variables using samples of children with conduct problems (Katz & Windecker-Nelson, 2004). Katz and Windecker-Nelson's (2004) study consisted of children from four to six years old, and measured peer relationships through positive and negatively coded interactions. Other studies (Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Gottman et al., 1996; Gülay, 2012) have primarily assessed parental meta-emotion philosophy and peer relationships in children of a young age (approximately three to eight years of age). Additionally, all of these studies have measured peer relationships either through observations, which were then coded by researchers, or through parent or teacher report of the child's popularity. In contrast, the methodology of the present study was unique, as peer relationships were measured via a self-report of children's (nine to twelve years of age) experiences with their peers. When speculating about the non-significant findings of the present study, it is possible that the present study did not attain significant results as parental meta-emotion philosophy may be more predictive of social abilities in younger children. Perhaps the impact of a parent utilizing emotion coaching may have greater impact on a child's relationships with their peers in younger children than with students who have already established patterns of behaviour with respect to how they interact with other children. Additionally, as students were asked to report on their own behaviours, this measure may have affected the significance of findings. Researchers suggest that self-report measures may be subject to social desirability bias (Holtgraves, 2004). Holtgraves (2004) noted that self-reports of personality, attitude, and psychopathology may be particularly subject to this bias. However, it is also possible that self-report may be a truer measure of one's social relationships, and less subject to biases that may be present when asking familiar others (e.g. teachers, parents) to report

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on the behaviours of children, as the feelings of the parent or teacher about the child may impact the rater's ratings. The present study is also the only one known of that has looked at parental meta-emotion using a child self-report of their own social relationships. Cowan (1996) noted in a critique of Gottman et al.'s (1996) work that a strength of Gottman et al.'s (1996) work was the multiple methods of data collection for the assessed variables (e.g. observations, physical samples, questionnaires). The discrepancy in findings between the present study and previous studies that have used observations and ratings suggests that using multiple methods may be a beneficial way to obtain a clearer picture about potential existing relationships.

Hypothesis two was that children who scored higher on domains of some domains of temperament (affiliation, surgency), and who scored lower on negative affect, were predicted to have more positive relationships with their peers. This hypothesis was partially indirectly supported. Regression analyses between surgency, affiliativeness, and effortful control, and the outcome variable (trust, communication, alienation) were non-significant, however, the regression analysis between negative affect and alienation was found to be statistically significant. Correlations between temperamental characteristics and peer relationships variables were also found primarily non-significant. An exception to this was a significant positive correlation between negative affect and alienation ($r = .42$). This suggests that students who are higher in negative affect tend to report more alienated and dissatisfied relationships with their friends. Researchers indicate that children higher in negative affect tend to have more difficulties with their peers (Buhs, Koziol, Rudasill, & Crockett, 2018). In turn, it seems reasonable to suppose that these same students may either have difficulty reaching out to others, and therefore obtaining positive peer interactions, as well as a tendency to feel isolated and left out of their social circles. To my knowledge, this is the first study that has used the PIML questionnaire in a

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study assessing temperamental characteristics. Therefore, it is possible that the aspects of peer relationships measured by the PIML questionnaire (trust, communication, alienation) relate less to some temperament domains than those used in past research. In previous studies, peer relationships have primarily been coded simply as positive or negative, or others (e.g. parents and teachers) have reported on aspects such as victimization and prosocial behaviour (Katz & Windecker-Nelson, 2004; Rudasill, Neihaus, Buhs, & White, 2013). These studies have not evaluated the underlying feelings a child has about their relationships with others, which was looked at in the context of the present study.

Hypothesis three was examined through correlations, and it was suggested that parental meta-emotion philosophy and child temperament would be related. As indicated by research, it was predicted that, using a goodness of fit model, higher levels of emotion coaching would be utilized by parents of children who were higher in affiliativeness and lower in negative affect (Lagacé-Séguin and Gionet, 2009). Contrary to findings in past research (Chen, Li, and Lin, 2012; Lagacé-Séguin and Gionet, 2009; Seifer et al, 2014), no correlations between temperament and parental meta-emotion philosophy were found to be significant at the .05 level. Though this is in contrast to some findings, a preliminary study looking at parental meta-emotion philosophy and some domains of temperament also failed to find relationships between parental meta-emotion philosophy and vagal tone (individual differences in behavioural reactivity), which they considered to be a domain of temperament (Gottman et al., 1996). Initially, Gottman et al. proposed that there may be a bidirectional, goodness of fit relationship between parental meta-emotion and vagal tone. This is similar to the hypothesis of the present study in which it was supposed that a goodness of fit relationship would exist between parental meta-emotion and temperament domains. However, Gottman et al.'s study results did not find a relationship

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between parental meta-emotion and vagal tone, nor did they find significant correlation with negative affect and parental meta-emotion philosophy. At the time of Gottman's study, it was supposed that this may have been due to their limited measure of temperament. Though the present study used a much more comprehensive measure of temperament (ETQ-R), study analyses looking at parental meta-emotion philosophy and all investigated temperament domains (effortful control, affiliativeness, surgency, negative affect) were found to be non-significant. Though the findings of Lagacé-Séguin and Gionet (2009) found that significant interactions existed in a model including parental meta-emotion and temperament to predict coping strategies, the initial thesis by Gionet (2007) revealed non-significant correlations for emotion coaching and emotion dismissing and temperament domains as well. Chen, Lin, and Li (2012) also found that while an aspect of temperament (emotionality) interacted with parental meta-emotion in prediction of attachment security, authors did not report the association between parental meta-emotion philosophy and emotionality itself. These findings lend themselves to the notion that the relationship between parental meta-emotion philosophy and child temperament may be more interactional in nature. In this, it seems possible that while parental meta-emotion philosophy and temperament may be connected to the outcome variable (e.g. peer relationships, coping, attachment security), they are less so related to each other. Given mixed findings in the literature, this emphasizes the importance for future research with large, representative, samples to enable researchers to gather a fuller picture of the relationships between parenting and child temperament and how these two may be related.

Building on findings of hypothesis two, hypothesis four suggested that a model including both parental meta-emotion philosophy and child temperament would predict peer relationship better than a model including each variable individually (see figure 1). A hierarchical regression

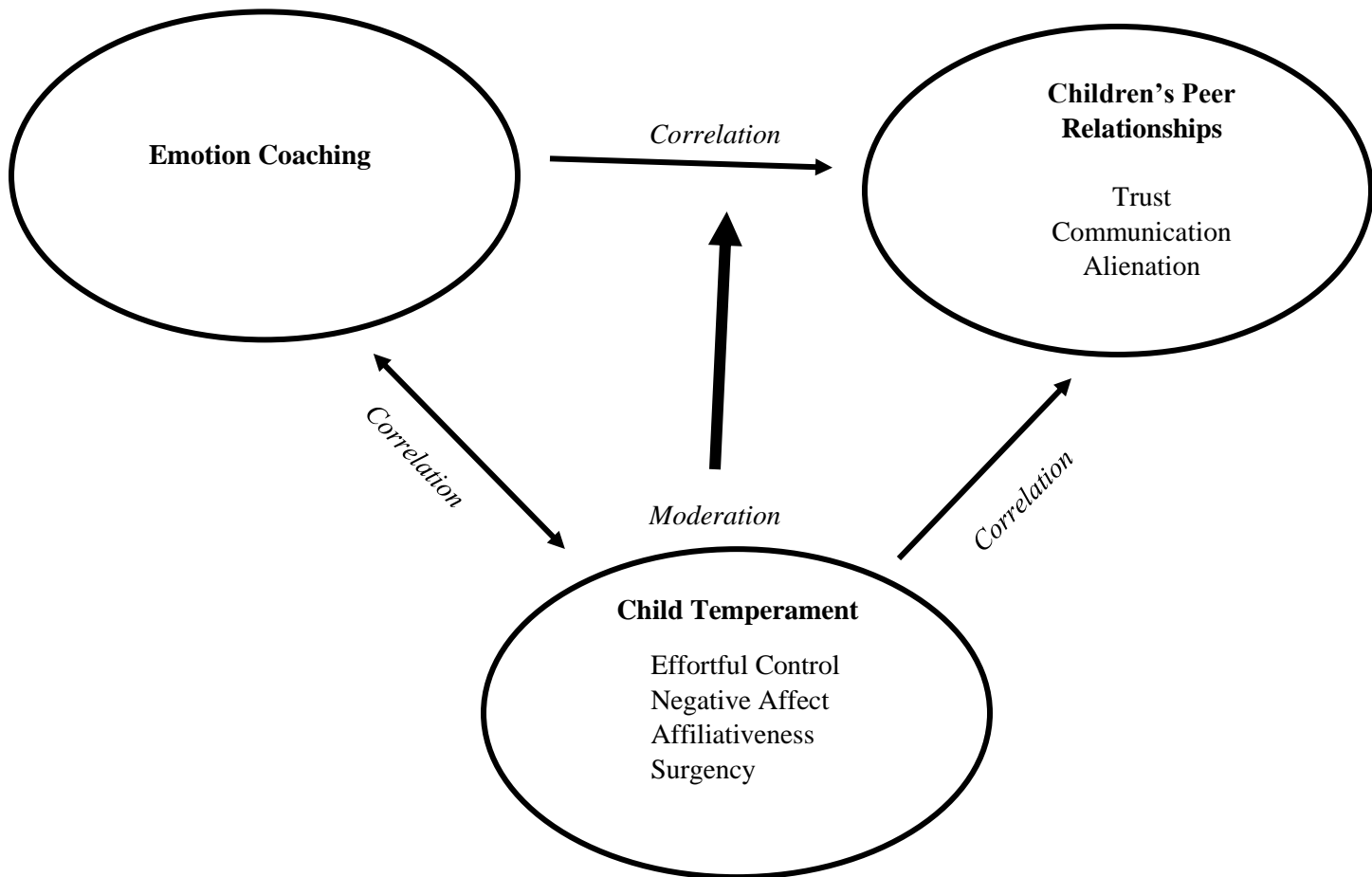
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including 1) emotion coaching; 2) negative affect; and 3) an interaction term with emotion coaching and negative affect, was found significant. Participants were then split into high and low negative affect groups to complete post-hoc analyses. These analyses were found to be non-significant and revealed that the predictive effect was likely due to negative affect more so than emotion coaching. Previous research has indicated that children high in negative affect tend to have difficulties with their peers (Rudasill, Neihaus, Buhs, & White, 2013). However, it is important to note that the directionality of the relationship between negative affect and feeling alienated/dissatisfied with friendships was not examined in the present study. In samples of adolescents, researchers have found that experiences with peers (positive or negative) was a predictor of adolescents' overall mental well-being (including positive and negative affect) (Suldo, Gelley, Roth, & Bateman, 2015). Other adolescent samples have found that while positive experiences and best friendships served as protective factors, feelings of victimization and negative social experiences predicted feelings of social anxiety (La Greca & Harrison, 2005). Future research should aim to investigate whether this pattern exists in samples with children and should explore whether children who are higher in negative affect tend to integrate themselves less with their peer groups and therefore feel more dissatisfied, or if these children may be experiencing incidences of social isolation and rejection by their peers and therefore feeling more negatively overall.

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Figure 1

The Proposed Model



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Upon proposal of the present study, it was hypothesized that individual difference variable may impact the relationship between parental meta-emotion philosophy and peer relationships. It was the intention of the present research to analyze these variables to explore any potential impacts (hypothesis 5). However, correlations between gender (parent, child) and the study variables (parental meta-emotion philosophy, child temperament, peer relationships) were found primarily non-significant. An exception to this was a significant positive correlation between child gender and communication with friends ($r = .35$). Sample characteristics from the present study indicated that the sample was not culturally representative enough to be able to reliably examine potential cultural differences. As researchers indicate that these differences may be a factor when looking at parental meta-emotion research (Daga et al., 2015), it is recommended that future researchers strive to attain culturally representative samples to examine any potential differences. Though previous research (Cunningham, Kliwer, & Garner, 2009) found gender differences in parental meta-emotion philosophy in a sample of African-American children and their parents, it is notable that cultural considerations need to be made when interpreting these results and comparing to the present sample. Similarly, Yap et al. (2018) found that child gender moderated the association between mothers' emotional awareness and adverse responses to negative situations. Though past research has found gender differences in the impact of emotion coaching on children, it is important to note that as views on gender roles are rapidly changing, it is possible that gender differences in parenting, and parental meta-emotion philosophy, may minimize as views toward parenting boys and girls become more equitable.

Limitations

Though the present study contributes to the existing body of literature, limitations to the need to be noted. At the time of proposal, the intention was for data collection to take place over

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multiple collection sites (Halifax, NS and Riverview, NB) and to survey at least 100 parent-child dyads. Due to time constraints and difficulty obtaining data in Halifax, NS, the final sample was comprised of 45 parent-child pairs from New Brunswick. Had the present sample included individuals from the Halifax area as well, it is possible that the sample may have been more culturally representative, due to the variation in cultural make up in the various locations.

As the final sample of the study was comprised of 45 parent-child pairs, it is also necessary to acknowledge the difficulty of obtaining significant power within the present study to detect an effect in a sample of this size. This may have impacted the findings of the present study and lead to non-significant results, contrasting with previous literature (Cunningham et al., 2009; Gottman et al., 1996; Lagacé-Séguin and Gionet, 2009; Yap et al. 2008; Katz and Windecker-Nelson, 2004; Wilson et al. 2014).

The decision was made for the present study to collect information from parents and students through questionnaire methodology. Most questionnaire measures in the present study indicated acceptable internal consistency validity (as indicated by Cohen's *d*), and researchers indicated the validity of use of questionnaire measures used (Capaldi & Rothbart, 1992; Lagacé-Séguin & Coplan, 2005; Ridenour, Greenberg, & Cook, 2006). However, there is some difficulty in having students reflect on their experiences. Choi and Pak (2005) noted the various difficulties that arise when completing questionnaire research, and as such, it is notable that some of these issues (e.g. miscommunication with wording, confusion over rating scales) may have impacted results.

Implications

Significant findings from the present study emphasize the importance of child temperament. As the present study found that students who are higher in negative affect feel

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more alienated and dissatisfied in their friendships, this suggests that these children may benefit from support and coaching to help them feel a sense of community with their peers. Previous researchers have found similar relationships between negative affect and peer relationships (Buhs, Kaziol, Rudasill, & Crockett, 2018; Carson & Parke, 1996). Buhs et al. (2018) proposed that domains of child temperament (as measured by the ETQ-R) and school engagement would be mediated by peer dissatisfaction and teacher relationships and found that children who were higher in negative affect were higher in social dissatisfaction and therefore lower in their levels of social engagement. These students reported feeling lonelier and less supported by their peers. As such, these students had less opportunity to develop age-appropriate social skills that would encourage positive child development (Buhs et al., 2018). Carson and Parke (1996) also noted that negative affect in parent-child relationships may be reciprocal, wherein parents who respond to their child with negative affect are more likely to have children who demonstrate higher levels of negative affect.

Buhs et al. (2018) also found that positive relationships with teachers and feelings of social satisfaction served as protective factors for when looking at students with higher negative affect and school engagement. In other words, students with higher negative affect who had better relationships with their teachers and/or were more socially satisfied tended to be more engaged in school. This is important when thinking of how to help students who are higher in negative affect, and may be more socially vulnerable, and reinforces the importance of helping these students in developing positive relationships and a sense of rapport with adults in school, such as teachers, guidance counsellors, and school psychologists. Buhs et al. (2018) notes that positive relationships with teachers may serve as a protective factor and help buffer particularly vulnerable students from potential adverse effects.

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Though the present study did not find significant relationships between parental meta-emotion and peer relationships, the importance of parenting has been extremely well-studied within the literature (Darling and Steinberg, 1993; Fabes, Leonard, Kupanoff, and Martin, 2001; Johnson et al., 2014; McDermott Panetta, Somers, Cerenie, Hillman and Partridge, 2014; Mounts, 2002). Therefore, it remains important to continue to promote programs and content that promote positive parenting practices and help enable parents to employ these strategies within their own parenting. Several programs work with parents to help promote positive parenting programs and foster child development. Tuning into Kids is an Australian-based program that promotes emotion coaching parenting practices to parents and has been found to improve parental meta-emotional parenting practices by increasing emotion coaching in its' participants, as well as reducing behaviour problems and increasing emotional awareness in children. (Havinghurst, Wilson, Harley & Prior, 2009; Havinghurst, Wilson, Harley, Kehoe, Efron & Prior, 2013). Other, widely available, programs that help promote positive parenting practices include the Incredible Years program. Incredible years is an evidence-based program that helps coach parents through challenging behaviour through positive parenting practices (Garder & Leijten, 2017; Leijten et al., 2018).

Implications of the present study may be of particular interest to psychologists, specifically those who work with children and families. As the present study found that negative affect was related to feeling more dissatisfied with peer relationships, this may be an important aspect to consider and keep in mind when psychologists are working with clients more prone to negative emotionality or those who are referred in part due to social difficulties. It is also important for psychologists to consider the importance of parenting in their work, and to continue to be advocates for positive parenting practices, as these have been shown to foster

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positive development in many areas (e.g. socially, academically).

Future Directions

Future research utilizing parental meta-emotion philosophy should continue to explore potential relationships between parental meta-emotion philosophies (emotion coaching and emotion dismissing) and temperamental characteristics to explore the potential interplay between these variables. Though the present study was unable to find significant relationships between these, future studies with a more robust sample size may be better able to examine any potential relationships. Future research also needs to consider the potential impact of these variables on students' peer relationships, as peer relationships have been demonstrated to be important for child development (Carson & Parke, 1996).

Continuing research should also aim to explore parental meta-emotion philosophy, temperament, and peer relationships using a more diverse sample. The present study consisted primarily of a Caucasian, married, middle and upper-middle class sample. Future research with more diverse samples may be able to delve into potential cultural differences in parental meta-emotion philosophy and examine how cultural philosophies may interact with parenting. Previous researchers have shown that gender and cultural variables may affect parental meta-emotion philosophy (Daga et al., 2015; Wilson et al., 2014) and has revealed that there may be more of an effect of emotion coaching on outcomes for Caucasian parents than for families of other ethnicities. Additionally, though the present study did not find significant gender differences overall, future research needs to consider these to examine whether the lack of gender differences is due to a cultural shift overall (e.g. more equity in parenting), or if this was due to limits of the present sample.

Future research should explore the existence of potentially conflicting meta-emotional

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philosophies within the same household. The majority of parent participants identified themselves as married in the present study. As the present study only obtained information from one parent, it is possible that the parental meta-emotion philosophy of the other parent in the household may differ from the parent that was surveyed. To my knowledge, research has not explored any potential differences or impacts that may arise from having parents of differing meta-emotion philosophies parenting the same child. It seems reasonable to suggest, however, that the positive benefits of emotion coaching could be diminished by the presence of a parent who is emotion dismissing. Future research should attempt to obtain information from all parents of a child, to investigate whether differing meta-emotion philosophies may relate to a child's outcomes.

Conclusions

Overall, the present study contributes to the existing literature by attempting to explore these relationships in a sample of students in middle childhood. Results that contradict past findings illustrate the complexity of parental meta-emotion philosophy research, and of research in psychology in general. The present study also illustrates the importance of considering temperament when working with children, and of the necessity to support students of varying temperaments to foster their development. Future research should continue to explore any potential relationships, as parental meta-emotion philosophy, and child temperament, appear to have complex relationships with children's outcomes that still require more research to be adequately understood.

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Appendix A

Before and After-School Care Centre Consent Form



Dear Directors:

What is this study?

My name is Cassandra Fralic, a graduate student in Mount Saint Vincent's Masters of Arts in School Psychology program. I am conducting my master's thesis, and am interested in examining parenting and children's outcomes. Specifically, I am looking at the emotional side of parenting, children's temperaments, and how children interact with their friends. We are also collecting data for my colleague, Molly Chase, and her master's thesis, which is looking at the emotional side of parenting, emotion regulation, and academic motivation. We are conducting this research under the supervision of Dr. Daniel Séguin, a Professor of Psychology at Mount Saint Vincent University, parenting researcher, and certified parenting program facilitator.

What is required of you

I am requesting that you allow us the honour of conducting research at your centre. Your role (and your teachers' roles) will be minimal. You will be asked to distribute and collect information letters, consent forms, and a package of questionnaires to (from) parents whose children are between the ages of **9 and 12 years of age**. The amount of time required will depend on how many parents consent to participate in the study but you can rest assured that the scheduling of the visits will be entirely at your discretion. Researchers will be in contact with you regarding the scheduling.

Additional information

The information you provide will remain strictly confidential and anonymous. Data will only be seen by members of the research team. Names of children will only be used to allow the research team to keep the information from getting mixed up. These names will be replaced by numerical data which will make it impossible to identify individual participants. The data collected from this study will be kept on a password protected computer and retained for 2 years after the data has been published.

As a thank-you for your participation the research team will donate a children's book to your library. Note that you may withdraw from the study at any time without consequence. Should you choose to do so, any data collected from you will be destroyed. The ethical components of this research study have been reviewed by the University Research Ethics Board and found to be in compliance with Mount Saint Vincent University's Research Ethics Policy. If you have questions about this study you may contact the researcher via e-mail at cassandra.fralic@msvu.ca Should you wish to speak with someone not directly involved in the

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study, you may contact the MSVU Research Office, at 457-6350 or via e-mail at
research@msvu.ca.

The results of this study will be included in academic presentations and papers. These will be available from the researcher following publication. Should you wish to learn about the results of the study you may indicate so by including your e-mail address in the space below. We hope that the results generated from this study will provide useful information for teachers and parents.

I (name here) _____ have read the consent form and agree to participate in this research.

I want to receive a summary of the results: YES / NO (circle one; if 'yes' write e-mail address below)

E-mail: _____

Please note: **We will be in touch to determine a convenient time for you so that we can come back to your educational center to collect the completed forms.** Thank you.

Best regards,

Cassandra Fralic , B.A. (Hons)

Graduate Student (MSVU School Psychology)

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Appendix B

Parent Consent Form



Dear parents:

What is this study?

My name is Cassandra Fralic, a graduate student in Mount Saint Vincent's Masters of Arts in School Psychology program. I am conducting my master's thesis, and am interested in examining parenting and children's outcomes. Specifically, I am looking at the emotional side of parenting, children's temperaments, and how children interact with their friends. We are also collecting data for my colleague, Molly Chase, and her master's thesis, which is looking at the emotional side of parenting, emotion regulation, and academic motivation. We are conducting this research under the supervision of Dr. Daniel Séguin, a Professor of Psychology at Mount Saint Vincent University, parenting researcher, and certified parenting program facilitator.

What is required of you

If you have a child who is **between 9 and 12 years of age**, you and your child's participation in this study would be greatly appreciated. For this study, I would ask that you complete three questionnaires which include a basic demographic questionnaire, one regarding your perceptions of emotions, and one about your child(ren)'s emotion regulation. These measures are estimated to take approximately 5-10 minutes to complete. Your child(ren) will also be asked to complete three questionnaires, one about his/her/their temperament, one about how they view(s) their relationships with peers and parents, and one about how they feel about academics (academic motivation). These measures are estimated to take time approximately 20-30 minutes to complete. As a parent, it is your decision as to whether you will allow this data to be collected and used for research purposes.

Additional information

The information you provide will remain strictly confidential and anonymous. Data will only be seen by members of the research team. Names of children will only be used to allow the research team to keep the information from getting mixed up. These names will be replaced by numerical data which will make it impossible to identify individual participants. The data collected from this study will be kept on a password protected computer and retained for 2 years after the data has been published.

As a thank-you for your participation the research team will donate a children's book to your child(ren)'s before and after-school child care centre library. Note that you may withdraw from the study at any time without consequence. Should you choose to do so, any data collected from

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you will be destroyed. The ethical components of this research study have been reviewed by the University Research Ethics Board and found to be in compliance with Mount Saint Vincent University's Research Ethics Policy. If you have questions about this study you may contact the researcher via e-mail at cassandra.fralic@msvu.ca. Should you wish to speak with someone not directly involved in the study, you may contact the MSVU Research Office, at 457-6350 or via e-mail at research@msvu.ca.

The results of this study will be included in academic presentations and papers. These will be available from the researcher following publication. Should you wish to learn about the results of the study you may indicate so by including your e-mail address in the space below. We hope that the results generated from this study will provide useful information for teachers and parents.

I (name here) _____ have read the consent form and agree to participate in this research. My child's name is: _____

Please only complete the following section if you have multiple children between 9 and 12 who you would like to participate in this study.

I (name here) _____ have read the consent form and agree to participate in this research. My child's name is: _____

I (name here) _____ have read the consent form and agree to participate in this research. My child's name is: _____

I (name here) _____ have read the consent form and agree to participate in this research. My child's name is: _____

I want to receive a summary of the results: YES / NO (circle one; if 'yes' write e-mail address below)

E-mail: _____

Please note: **We will be back to your child's educational center in one week to collect this package.** Please be sure to sign the consent form, complete the questionnaires and deliver the packages back to the educational center within this timeframe should you decide to participate. Thank you.

Best regards,

Cassandra Fralic , B.A. (Hons)

Graduate Student (MSVU School Psychology)

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Appendix C

Parent Information Sheet



Dear parents:

Thank you for you and your child(ren)'s participation in this study, looking at emotions, children's temperaments, and how children interact with their friends, and participation in the study looking at emotions, children's emotion regulation, and children's academic motivation. All answers you and your child(ren) provided will be kept confidential, and all information will be stripped of any identifying information prior to being analyzed and used in publication. If answering any of these questions caused you or your child(ren) any psychological discomfort, we recommend contacting the below agencies with any concerns.

Nova Scotia Mental Health Crisis Telephone Line (available 24 hours a day/7 days a week): 902-429-8167 or 1-888-429-8167 (toll free)

IWK Mental Health Central Referrals: 902-464-4110 or 1-855-635-4110 (toll free)

As a small thank you for your child's before and after-school child care centre's participation in this study, a book has been donated to the centre's library.

Please do not hesitate to contact Cassandra Fralic (cassandra.fralic@msvu.ca) or her supervisor, Dr. Daniel Séguin (danielseguin@msvu.ca) with any questions.

Sincere thanks,

Cassandra Fralic, B.A. (Hons.)

Graduate Student (MSVU School Psychology)

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Appendix D

Demographic Questionnaire

The following questions ask some demographic information about your child, and about yourself. For each question, please circle the response that is most accurate for you or your child.

1. What is your child's age?
 - a. 9
 - b. 10
 - c. 11
 - d. 12

2. What is your child's grade?
 - a. 4
 - b. 5
 - c. 6

3. What is your child's gender?
 - a. Male
 - b. Female
 - c. Other (please specify) _____

4. Which best describes your child's race/ethnicity?
 - a. Aboriginal/Native Canadian
 - b. African Canadian/Black
 - c. Asian Canadian/Asian/Pacific Islander
 - d. Caucasian/White
 - e. Hispanic/Latino/Latina
 - f. Biracial/Multiracial
 - g. Other

Demographic questions about the parent

5. What is your age?
 - a. 20-24
 - b. 25-29
 - c. 30-34
 - d. 35-39
 - e. 40-44
 - f. 45-49
 - g. 50-54
 - h. 54-59
 - i. 60-64
 - j. 65 or older

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6. What is the highest level of education you have completed?
 - a. Some high school
 - b. High school
 - c. Some college, trade, or technical school
 - d. College, trade, or technical school
 - e. Some university (undergraduate degree)
 - f. University (undergraduate degree)
 - g. Some university (graduate degree)
 - h. University (graduate degree)

7. What is your average household annual income?
 - a. \$0- \$20 000
 - b. \$21 000- \$30 000
 - c. \$31 000- \$40 000
 - d. \$41 000- \$50 000
 - e. \$51 000- \$60 000
 - f. \$61 000- \$70 000
 - g. \$71 000- \$80 000
 - h. \$81 000- \$90 000
 - i. \$90 000 or above

8. What is your gender?
 - a. Male
 - b. Female
 - c. Other (please specify) _____

9. Which best describes your race/ethnicity?
 - a. Aboriginal/Native Canadian
 - b. African Canadian/Black
 - c. Asian Canadian/Asian/Pacific Islander
 - d. Caucasian/White
 - e. Hispanic/Latino/Latina
 - f. Biracial/Multiracial
 - g. Other

10. Which best describes your marital status?
 - a. Single
 - b. Married
 - c. Common Law
 - d. Divorced
 - e. Separated
 - f. Widowed
 - g. Other

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Appendix E

Parental Emotional Styles Questionnaire

On this page you will see statements that describe feelings in yourself and your child. We would like to know your opinions about each of these statements. For each statement please describe to what extent you agree or disagree and circle your choice. Please remember that there are no right or wrong answers. Please use the following scale to indicate the extent to which you agree with the statements.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. When my child is sad, it's time to problem solve.	1	2	3	4	5
2. Anger is an emotion worth exploring.	1	2	3	4	5
3. When my child is sad I am expected to fix the world and make it perfect.	1	2	3	4	5
4. When my child gets sad, it's a time to get close.	1	2	3	4	5
5. Sadness is something that one has to get over, to ride out, not to dwell on.	1	2	3	4	5
6. I prefer my child to be happy rather than overly emotional.	1	2	3	4	5
7. I help my child get over sadness quickly so he/she can move onto other things.	1	2	3	4	5
8. When my child is angry, it's an opportunity for getting close.	1	2	3	4	5
9. When my child is angry, I take some time to try to experience this feeling with him/her.	1	2	3	4	5
10. I try to change my child's angry moods into cheerful ones.	1	2	3	4	5
11. Childhood is a happy-go-lucky time, not a time for feeling sad or angry	1	2	3	4	5

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

- | | | | | | |
|--|---|---|---|---|---|
| 12. When my child gets angry my goal is to get him/her to stop. | 1 | 2 | 3 | 4 | 5 |
| 13. When my child is angry I want to know what he/she is thinking. | 1 | 2 | 3 | 4 | 5 |
| 14. When my child is angry, it's time to solve a problem. | 1 | 2 | 3 | 4 | 5 |

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

Appendix F

Early Adolescent Temperament Questionnaire – Revised, Short Form

On the following page you will find a series of statements that people might use describe themselves. The statements refer to a wide number of activities and attitudes.

For each statement, please circle the answer that best describes how true each statement is **for you**. There are no best answers. People are very different in how they feel about these statements. Please circle the first answer that comes to you.

You will use the following scale to describe how true or false a statement is about you:

Circle number:

If the statement is:

1	Almost always untrue of you
2	Usually untrue of you
3	Sometimes true, sometimes untrue of you
4	Usually true of you
5	Almost always true of you

NOTE: Please make certain to answer all questions on BOTH SIDES of the page.

How true is each statement for you?	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true
1. It is easy for me to really concentrate on homework problems.	1	2	3	4	5
2. I feel pretty happy most of the day.	1	2	3	4	5
3. I think it would be exciting to move to a new city.	1	2	3	4	5
4. I like to feel a warm breeze blowing on my face.	1	2	3	4	5
5. If I'm mad at somebody, I tend to say things that I know will hurt their feelings.	1	2	3	4	5
6. I notice even little changes taking place around me, like lights getting brighter in a room.	1	2	3	4	5
7. I have a hard time finishing things on time.	1	2	3	4	5

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8. I feel shy with kids of the opposite sex.	1	2	3	4	5
9. When I am angry, I throw or break things.	1	2	3	4	5
10. It's hard for me not to open presents before I am supposed to.	1	2	3	4	5
11. My friends seem to enjoy themselves more than I do.	1	2	3	4	5
12. I tend to notice little changes that other people do not notice.	1	2	3	4	5
13. If I get really mad at someone, I might hit them.	1	2	3	4	5
14. When someone tells me to stop doing something, it is easy for me to stop.	1	2	3	4	5
15. I feel shy about meeting new people.	1	2	3	4	5
16. I enjoy listening to the birds sing.	1	2	3	4	5
17. I want to be able to share my private thoughts with someone else.	1	2	3	4	5
18. I do something fun for awhile before starting my homework, even when I'm not supposed to.	1	2	3	4	5
19. I wouldn't like living in a really big city, even if it was safe.	1	2	3	4	5
20. It often takes very little to make me feel like crying.	1	2	3	4	5
21. I am very aware of noises.	1	2	3	4	5
22. I tend to be rude to people I don't like.	1	2	3	4	5
How true is each statement for you?	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true
23. I like to look at the pattern of clouds in the sky.	1	2	3	4	5
24. I can tell if another person is angry by their expression.	1	2	3	4	5
25. It bothers me when I try to make a phone call and the line is busy.	1	2	3	4	5
26. The more I try to stop myself from doing something I shouldn't, the more likely I am to do it.	1	2	3	4	5
27. I enjoy exchanging hugs with people I like.	1	2	3	4	5
28. Skiing fast down a steep slope sounds scary to me.	1	2	3	4	5
29. I get sad more than other people realize.	1	2	3	4	5

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

30. If I have a hard assignment to do, I get started right away.	1	2	3	4	5
31. I will do most anything to help someone I care about.	1	2	3	4	5
32. I get frightened driving with a person who likes to speed.	1	2	3	4	5
33. I like to look at trees and walk amongst them.	1	2	3	4	5
34. I find it hard to shift gears when I go from one class to another at school.	1	2	3	4	5
35. I worry about my family when I'm not with them.	1	2	3	4	5
36. I get very upset if I want to do something and my parents won't let me.	1	2	3	4	5
37. I get sad when a lot of things are going wrong.	1	2	3	4	5
38. When trying to study, I have difficulty tuning out background noise and concentrating.	1	2	3	4	5
39. I finish my homework before the due date.	1	2	3	4	5
40. I worry about getting into trouble.	1	2	3	4	5
41. I am good at keeping track of several different things that are happening around me.	1	2	3	4	5
42. I would not be afraid to try a risky sport, like deep-sea diving.	1	2	3	4	5
43. It's easy for me to keep a secret.	1	2	3	4	5
44. It is important to me to have close relationships with other people.	1	2	3	4	5
How true is each statement for you?	Almost always untrue	Usually untrue	Sometimes true, sometimes untrue	Usually true	Almost always true
45. I am shy.	1	2	3	4	5
46. I am nervous of some of the kids at school who push people into lockers and throw your books around.	1	2	3	4	5
47. I get irritated when I have to stop doing something that I am enjoying.	1	2	3	4	5
48. I wouldn't be afraid to try something like mountain climbing.	1	2	3	4	5
49. I put off working on projects until right before they are due.	1	2	3	4	5
50. When I'm really mad at a friend, I tend to explode at them.	1	2	3	4	5
51. I worry about my parent(s) dying or leaving me.	1	2	3	4	5

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

52. I enjoy going places where there are big crowds and lots of excitement.	1	2	3	4	5
53. I am not shy.	1	2	3	4	5
54. I am quite a warm and friendly person.	1	2	3	4	5
55. I feel sad even when I should be enjoying myself, like at Christmas or on a trip.	1	2	3	4	5
56. It really annoys me to wait in long lines.	1	2	3	4	5
57. I feel scared when I enter a darkened room at home.	1	2	3	4	5
58. I pick on people for no real reason.	1	2	3	4	5
59. I pay close attention when someone tells me how to do something.	1	2	3	4	5
60. I get very frustrated when I make a mistake in my school work.	1	2	3	4	5
61. I tend to get in the middle of one thing, then go off and do something else.	1	2	3	4	5
62. It frustrates me if people interrupt me when I'm talking.	1	2	3	4	5
63. I can stick with my plans and goals.	1	2	3	4	5
64. I get upset if I'm not able to do a task really well.	1	2	3	4	5
65. I like the crunching sound of autumn leaves.	1	2	3	4	5

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

Appendix G

People in My Life (PIML)

On the following page, you will be asked to answer some questions about how you feel about your friends, parents, teachers, and neighborhood. For each statement, **please circle the answer that best describes how true each statement is for you**. There are no best answers. People are very different in how they feel about these statements. Please circle the first answer that comes to you.

You will use the following scale to describe how true or false a statement is about you:

Circle number:	If the statement is:
1	Almost never or never true of you
2	Sometimes true of you
3	Often true of you
4	Almost always or always true of you

		Almost Never or Never True	Sometimes True	Often True	Almost Always or Always True
a.	I like to eat ice cream	1	2	3	4
b.	I like to wash dishes	1	2	3	4
1.	My parents respect my feelings	1	2	3	4
2.	My parents listen to what I have to say	1	2	3	4
3.	My parents accept me as I am	1	2	3	4
4.	My parents understand me	1	2	3	4
5.	My parents care about me	1	2	3	4
6.	I trust my parents	1	2	3	4
7.	I can count on my parents to help me when I have a problem	1	2	3	4
8.	My parents can tell when I am upset about something	1	2	3	4
9.	I talk to my parents when I am having a problem	1	2	3	4
10.	If my parents know that something is	1	2	3	4

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

	bothering me, they ask me about it				
11.	I share my thoughts and feelings with my parents	1	2	3	4
12.	When I am away from home, my parents know where I am and who I am with	1	2	3	4
13.	My home is a nice place to live	1	2	3	4
14.	My parents pay attention to me	1	2	3	4
15.	My parents don't understand what I am going through these days	1	2	3	4
16.	I get upset easily with my parents	1	2	3	4
17.	I feel angry with my parents	1	2	3	4
18.	It's hard for me to talk to my parents	1	2	3	4
19.	I feel scared in my home	1	2	3	4
20.	I get along well with my parents	1	2	3	4
21.	My parents are proud of the things I do	1	2	3	4
22.	My friends respect my feelings	1	2	3	4
23.	My friends listen to what I have to say	1	2	3	4
24.	My friends accept me as I am	1	2	3	4
25.	My friends understand me	1	2	3	4
26.	My friends understand me	1	2	3	4
27.	I trust my friends	1	2	3	4
28.	I can count on my friends to help me when I have a problem	1	2	3	4
29.	My friends can tell when I am upset about something	1	2	3	4
30.	I talk to my friends when I am having a problem	1	2	3	4
31.	If my friends know that something is bothering me, they ask me about it	1	2	3	4
32.	I share my thoughts and feelings with my friends	1	2	3	4
33.	I like to be with my friends	1	2	3	4
34.	My friends pay attention to me	1	2	3	4
36.	I get upset easily with my friends	1	2	3	4
37.	I feel angry with my friends	1	2	3	4
38.	I feel scared with my friends	1	2	3	4
39.	It's hard for me to talk to my friends	1	2	3	4
40.	I get along well with my friends	1	2	3	4
41.	My friends are proud of the things I do	1	2	3	4
42.	I think my friends are a bad influence	1	2	3	4

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

	on me				
43.	I wish I had more friends	1	2	3	4
44.	If one of my friends asked me to skip school, I would do it	1	2	3	4
45.	If I were at a party and one of my friends offered me some beer, I would drink it	1	2	3	4
46.	If a friend asked to copy my test, I would let him or her do it	1	2	3	4
47.	Doing well at school is important to my friends	1	2	3	4
48.	My parents like and approve of my friends	1	2	3	4
49.	Most mornings I look forward to going to school	1	2	3	4
50.	I feel safe at my school	1	2	3	4
51.	My school is a nice place to be	1	2	3	4
52.	I like my teacher(s) this year	1	2	3	4
53.	I like my class(es) this year	1	2	3	4
54.	My teachers respect my feelings	1	2	3	4
55.	My teachers understand me	1	2	3	4
56.	I trust my teachers	1	2	3	4
57.	My teachers pay a lot of attention to me	1	2	3	4
58.	I get upset easily with my teachers	1	2	3	4
59.	I feel angry with my teachers	1	2	3	4
60.	I get along well with my teachers	1	2	3	4
61.	It's hard for me to talk to my teachers	1	2	3	4
62.	My teachers are proud of the things I do	1	2	3	4
63.	I like to take part in class discussions and activities	1	2	3	4
64.	I feel sure about how to do my work at school	1	2	3	4
65.	I read better than most other kids my age	1	2	3	4
66.	Doing well at school is important to me	1	2	3	4
67.	There is a teacher at my school that I can count on when I have a problem	1	2	3	4
68.	Kids in my school have a good chance to grow up and be successful	1	2	3	4
69.	I feel scared at my school	1	2	3	4
70.	There are a lot of drugs and gangs in my school	1	2	3	4

PARENTAL META-EMOTION PHILOSOPHY, CHILD TEMPERAMENT, AND PEER RELATIONSHIPS

71.	My school is a dangerous place to be	1	2	3	4
72.	My neighborhood is a nice place to live	1	2	3	4
73.	A lot of people in my neighborhood are friendly and helpful	1	2	3	4
74.	Kids from my neighborhood have a good chance to grow up and be successful	1	2	3	4
75.	I feel scared in my neighborhood	1	2	3	4
76.	Lots of kids in my neighborhood get into trouble	1	2	3	4
77.	There are a lot of drugs and gangs in my neighborhood	1	2	3	4
78.	My neighborhood is a dangerous place to live	1	2	3	4