

Abstract - The relationship between parental philosophy of meta-emotions and emotion regulation styles and parenting styles among mothers of young children

Socialization of emotions plays an important role in children's development. In recent decades, extensive research attention has been directed to parental socialization practices that are important for the social-emotional development of children. Mothers' behavior, beliefs and emotional reactions towards children's emotional behaviors attract the attention of many developmental researchers in these decades. Frequent conversations about emotions, providing explanations for the causes and consequences of emotions, and parental responses to children's emotions

Parental philosophy of meta-emotions (Meta-emotion philosophy) is a parental dimension of great importance for the socialization of children's emotions and refers to the beliefs, thoughts, feelings and attitudes of mothers in relation to their own and their children's emotions. Gutman and his colleagues classified parents into one of two philosophies - an emotion coaching philosophy or an emotion dismissing philosophy, which represent different goals in the context of communicating emotions.

Mothers who teach emotion believe that it is desirable to feel, come in contact with the emotions and express them in socially acceptable ways. They are aware of their own and their children's feelings and are awake to them even at low intensities. These mothers see the child's negative emotions as an opportunity to create intimacy or for learning. On the other hand, mothers who hold the philosophy of eliminating emotion believe that negative emotions are a poisonous and destructive thing, and do not legitimize feeling negative emotions, since these emotions are supposed to be controlled and not expressed, they are not seen as an opportunity for intimacy or learning. The experience of parenting is an emotional experience at its core, involving interactions that evoke feelings of joy and pleasure alongside negative emotions, and the mother's adaptive emotion regulation is extremely essential for sensitive and supportive parental functioning. This regulation style may be particularly effective in dealing with frequent negative stimuli that characterize mother-child relationships in the first years, where children display aggressive behaviors between 3.5 and 15 times an hour and the mother's need for emotion regulation increases.

Self-Determination Theory refers to parental strategies for self-emotional regulation. In this study, two regulatory styles were examined, repressive versus integrative. Suppressive regulation is characterized by the mother's attempt to control and suppress emotions or

alternatively to avoid the emotional experience. This strategy is accompanied by feelings of pressure, coercion and lack of legitimacy to feel or express an emotion. In contrast, integrative regulation - based on a tolerant, accepting and interested position of the mother towards negative emotions. This concept attaches importance to negative feelings and emotions and the attempt to understand the reasons and meanings behind these emotions as an important source of information. Integrative regulation enables relatively efficient functioning in many areas, especially in close interpersonal relationships. . It is very important to examine the contribution of maternal beliefs regarding emotions and their expression, as well as the mother's regulatory style, and parenting practice. According to Baumrind (Baumrind, 1989), authoritarian parenting helps the child understand, express and regulate his feelings and individuality, while authoritarian parenting will emphasize instrumental qualities such as hierarchy, rules and conformist discipline.

Various studies have examined the relationship between training and elimination of an emotion and regulatory style and their effect on the socialization of emotions, but their contribution to the authoritative and authoritarian parenting style has not been examined. In light of this, the aim of the present study was to examine whether parental philosophy of emotion regulation and regulation style can predict the parenting style of the mothers. This study examined whether mothers who are characterized by high levels of emotion training and tend to integrative regulation will predict an authoritarian parenting style, while mothers who tend to high levels of emotion cancellation and repressive regulation will predict an authoritarian parenting style.

Hypotheses:

1. A positive correlation will be found between emotional training and authoritative parenting.
2. A positive correlation will be found between emotion cancellation and authoritarian parenting.
3. A positive correlation will be found between integrative regulation and authoritative parenting.
4. A positive correlation will be found between oppressive regulation and authoritarian parenting.
5. Integrative emotion and regulation training will predict mothers' authoritative parenting style.
6. Cancellation of repressive emotion and regulation will predict mothers' authoritarian parenting style.

90 mothers participated in this study, in the age range 22-54, ($M=36.15$ $SD=5.98$), children's age 2-5 ($M=3.3$ $SD=0.93$). The participants were asked to answer self-report

questionnaires, which included 312 statements. In this study, several questionnaires from the main questionnaire were used: parental philosophy of meta-emotions, emotion regulation questionnaire and parenting styles questionnaire. The research hypotheses were tested using Pearson correlations between the various variables, and also, using multiple regression (hypotheses five and six). Most of the research hypotheses were confirmed: a strong and distinct relationship was found between emotion training and authoritarian parenting, as well as between emotion cancellation and authoritarian parenting. In addition, a significant relationship was found between integrative regulation style and authoritarian parenting, as well as a significant relationship between repressive regulation and authoritarian parenting, and also, a positive, strong and significant relationship was found between emotion training and integrative regulation. The fifth research hypothesis was clearly confirmed, and it was found that the mother's authoritative parenting style can be explained based on the variables emotion training and integrative regulation. The sixth research hypothesis was partially confirmed, the mother's authoritarian parenting style can be explained based on the variables suppressing emotion cancellation and regulation. The emotion cancellation variable significantly explains the authoritarian parenting style, while the repressive regulation variable, which explains the authoritarian parenting style, was not found to be significant.

The research findings are significant because they indicate that parenting that trains emotion in combination with integrative emotion regulation can explain the authoritarian parenting style of the mothers, while parenting that eliminates emotion in combination with repressive regulation can explain the authoritarian parenting style of the mothers. These findings are an innovation of the present study.

This work was carried out under the supervision of Dr. Anat Moed from the Faculty of Education Department, Bar-Ilan University.

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**The Relationship between Parental
Philosophy of Meta-Emotions and Emotion
Regulation Styles, and Parenting Styles
among Mothers of Young Children**

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