

The Effects of Maternal Acceptance Attitudes toward Children's Emotional Expressiveness and Children's Emotional Intelligences on Peer's Interactions*

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자녀의 또래 상호작용에 영향을 미치는 자녀의 정서표현에 대한
어머니의 수용태도와 자녀의 정서지능
안효진 김상림

This study investigated the effects of maternal acceptance attitudes towards children's emotional expressiveness and children's emotional intelligences on peer interaction. A total of 145 Korean mothers with children from 3-5 years old and children's teachers were selected from 4 kindergartens and 6 daycare centers in Incheon and Kyunggi areas. The results were as follows. First, generally, children's emotional intelligence was significantly different depending on gender of the children. Second, there was no difference based on age and gender in maternal acceptance attitudes towards a child's positive emotional expressiveness, but there was a difference based on gender in maternal acceptance attitudes toward a child's negative emotional expressiveness. Third, the children's positive peer interaction was significantly different depending on gender of the children, but the children's negative peer interaction was significantly different based on age and gender of the children.

▶ Key words: maternal acceptance attitudes toward children's emotional expressiveness, children's emotional intelligences, peer interactions

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I . Introduction

As a social being, one of the important tasks for children is to learn making appropriate relationships with others. Parents play an important role in children's development of social competence (Hartup, 1996; Ladd & Pettit, 2002). Starting from the relationship with their parents, children have social experience and practice social skills in various relationships with family members, peers, and teachers. Therefore, parent-child interaction is a context for children to learn how to interact with others and makes possible to develop expectations and assumptions about interactions and relationships with others.

Parents give important practical consequences for children's social competence, and prosocial behavior (Deham, 1998; Saarni, 1999). Parents provide a model to their children about how to express their emotions effectively, control and regulate their emotions, and make friends. Parents also provide directly or indirectly their children with the contexts and opportunities for them to experience emotional socialization. In other words, children observe and imitate the conscious or unconscious emotional expressiveness of their parents and control the degree of their expressiveness according to the responses from their parents. Parents sometimes actively involve in children's experience in emotional situations by providing their children with additional explanation on the emotion or allowing them to work out their own emotions. Such active involvement of parents give the children to provide opportunities what socially acceptable emotions are and how to control them effectively (Bae & Shin, 2012; Chung, & Park, 2011; Denham, 1998; Eisenberg, 1998; Kim & Kim, 2012, Lee, & Chung, 2006).

How parents respond to the child's daily requests in fact determine the width of children's emotional abilities because parental reactions to their children's emotions may shape children's subsequent emotional responses and affect the children's mobilization of emotional resources in social situations where they are on their own. According to Denham(1998), parents' positive emotions are likely to be related to children's positive emotions. On the contrary, parental negative emotions are associated with their children's negative emotions. parents' behavioral and emotional encouragement or discouragement also may assist their children in maximizing positive expressiveness and minimizing negative expression (Cole, Teti, & Zahn-Waxler, 2003; Fabes, Eisenberg, Karbon, Bernzweig, Speer, & Carlo, 1994; Nam & Seo, 2008). According to Nam and Seo (2008), maternal acceptance attitude toward children's emotional expressiveness leads the child to good emotional control and positive expressions of his own emotions. They also point out that maternal acceptance attitude toward children's emotional expressiveness influence the children's emotional development.

Especially, how parents respond to the child's requests in fact determine the width of

children's emotional capabilities which recognize and control and express his own and others' emotions. Salovey and Mayer (1990) brilliantly defined "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." as Emotional Intelligences (EI).

Researchers who have studied the children's emotional intelligence have noted the relationship between the mother's attitudes toward the children's emotional expressions and the children's emotional intelligence (Kim & Kim, 2012; Park & Kang, 2005). For example, Kim and Kim (2012) pointed out in their studies the positive correlation between maternal acceptance attitude toward children's emotional expressiveness and the children's emotional intelligence. Park and Kang (2005) noted also that the mother's affectionate, reasonable, and consistent regulation of emotion helped the child to control his own emotions and developed the emotional intelligence.

The findings on the relationship between maternal acceptance attitude toward children's emotional expressiveness and the children's emotional intelligence are, however, not conclusive. Lee and Chung (2002) reported that the more accepting the mother's attitude towards emotional expressions was, the less the children's affective perspective taking ability was, and vice versa. Kim and Kim (2012) explained that such results indicated that the dependence, not self-directedness, of the child welcomes the meaningful guidance from others. Most previous studies agree maternal acceptance attitude toward children's emotional expressiveness influence the children's emotional development, but the findings are not determining. Therefore, the relationship between the mother's attitudes toward the children's emotional expressions and the children's emotional abilities is needed to be investigated.

As the children expand their boundaries into their peer group from their parents, the relationships become more complicated and the children get various social experience and practice social skills. Children make an equal relationship with peer group. In horizontal relationship, children express their thoughts freely and do a lot of cooperative works together. Sometimes, they are faced with conflict situations, but have experiences to solve these difficulties. With peer interaction, children acquire a wide range of skills, attitudes, behaviors, and experiences that influence their adaptation during the life span (Rubin, Bukowski, & Paker, 2006).

The studies on peer group interaction showed that the gender of the children play a role; girls are more likely to interact positively with peers than boys and girls shows negative interaction less (Chang, 2010). Rubin, Hastings, Chen, Stewart & McNichol (1998) also noted that boys with higher negative emotions show negative reactions to peer group. Kwon and Park(2003) in their study pointed out boys are likely to have negative emotions on accepting peers depending on the mother's negative restrictive behaviors.

And many studies focused on the relationship between the child and his trait such as the children's peer interaction and popularity, play interaction, and emotional control (Cho, 2002;

Chung & Hwang, 2000). The studies on the relationship between peer interaction and emotional intelligence have appeared as the importance of the children's emotional abilities in peer relationship and peer interaction is recognized (Chung, Min, & Kim, 2008; Kim & Chung, 2003; Park & Kim, 2008). According to Chung, Min and Kim (2008) and Kim and Chung (2003), the children with higher emotional intelligence recognized their own emotions correctly and got bullied less. Park and Kim(2008) said in their study the children with higher emotional intelligence were leading, competent, and social while they behaved society-friendly. They concluded the emotional intelligence of the children not only a influencing factor to the children's peer relationship but also a requirement for positive interaction with others.

But, as noted early, the children are believed to control their or other's emotions by observing the parents' emotional expressions and understanding them. Additionally, the close relationships between the maternal emotional expressiveness and the children's peer interaction have been widely recognized in the researches. Kim and Jeon(2011) reported that the maternal positive emotional expressiveness correlate with the children's positive peer interaction. But the actual mechanism about how the mothers'positive emotional expressions influenced the children's positive peer interaction has not been identified.

Therefore, in this study, we'd like to explore the following questions. The main research questions for this study were as follows. First, are there any differences in maternal acceptance attitudes toward children's emotional expressiveness, children's emotional intelligences, and peer interactions depend on children's age and gender? Second, what are the predictors of children's positive peer interactions and negative interactions?

II. Research Method

1. Subjects

In this study, the mothers of 145 children aged 3 to 5 (82 boys and 63 girls) and their teachers or caregivers from 4 kindergarten and 6 day care centers in Incheon and Kyunggi area participated in the study. The subjects were 3 years(20%), 4 years(40%), and 5 years(40%) old children were included. The gender distribution showed 56.6% of boys and 43.5% of girls, with a relatively even distribution. Data for this study were obtained through convenience sampling of 165 children's mothers. The questionnaire was delivered and collected by certified teachers and caregivers at each institution. A total 165 questionnaires were collected, but some of them were not completed. 145 questionnaires used for final analysis.

2. Instruments

1) Peer Interaction Scale

The scale originally developed by Fantuzzo, Coolahan, Mendez, McDermontt, & Sutton-Smith(1998) and revised by Choi(2004) was used for this study. Revised PIPPS(Penn Interactive Peer Play Scale) Questionnaires consisted of 20 questions: eight- item for positive peer interactions scale and twelve- item for negative peer interactions scale. On the 20-item PIPPS, the teacher indicated the relative frequency of peer interactions based on the behaviors shown in recent classroom peer interaction from the score 0 to 3, where 0 means "Never" and 3 means "Always." The organization had two major parts, where the first part dealt with positive or helpful peer interactions, and the second dealt with negative or bad peer interactions. The former measured up to 24 points while the latter measured up to 36 points. The higher points indicated the higher likelihood. Cronbach's alpha for positive peer interaction equaled .86 and negative peer interaction equaled .93.

2) Emotional intelligence scale

Emotional intelligence scale (EI) was a teacher's self-report questionnaire to measure children's emotional behaviors. This questionnaire was developed by Kim & Kim(1999) based on Salovey and Mayer's questionnaire and consisted of fifty items. The items were divided into five subscales, such as regulation of emotion, utilization of emotions, empathy, handling of relationship between child and teachers, handling of relationship with peers. All items were scored on a 5-point Likert scale. The coefficient alpha estimate of internal reliability was .86.

3) Parent attitude toward children's expressiveness scale

The scale originally developed by Saarni(1999) and revised by Ahn (2005) was used for this study. Revised PACE(The Parent Attitude toward Children's Expressiveness Scale) Questionnaires consisted of 20 questions. Question items related to mothers' emotional attitudes toward children's expressiveness about their children's emotion, such as anger(4 items), sad(2 items), fear(4 items), worries(3 items), curiosity(3 items), and happiness(3 items). Positive mother's emotional attitudes toward children's expressiveness includes the emotion of curiosity and happiness. Negative mother's emotional attitudes toward children's expressiveness included the emotion of anger, sad, afraid, fear, and worries. On the 20-item PACE, the teacher indicated the relative frequency of peer interactions by a score of 0 to 4. Each question was on a 4 point scale, where 1 point meant very accepting attitudes and 4 point meant very restrictive attitudes. The less point indicated, the more accepting attitudes shown. Cronbach's alpha for positive mother's emotional attitudes toward children's expressiveness equaled .84 and negative mother's emotional attitudes toward children's

expressiveness equaled .73.

3. Procedures and analysis

A preliminary survey was conducted for 10 mothers and 2 teachers to examine whether they had difficulties in understanding and answering questions, and the effort involved to complete the survey. In the actual survey, a total 165 questionnaires were collected, but some of them were not completed. 145 questionnaires used for final analysis. Frequency, percentage, average, standard deviation, GLM, and multiple regression were calculated from the collected data using the SPSS WIN 17.0 program.

III. RESULTS

1. Differences in children's emotional intelligences, maternal acceptance attitudes toward children's emotional expressiveness, and peer interactions by children's age and gender

1) Differences in children's emotional intelligences by children's age and gender

A 2-way GLM univariate of gender(2) x age(3) was performed with gender and age as independent variables and children's emotional intelligences as a dependent variable in order to examine the influence of children's emotional intelligences and the chances of effects of children's emotional intelligences by gender and age of children.

<Table 1> summarized that the total mean of the children's emotional intelligences score was 2.56 in boys and 2.31 in girls. By age, the total mean of children's emotional intelligences was 2.59 for 3-year-olds, 2.48 for 4-year-olds, and 2.34 for 5-year-olds. This showed a reciprocal increase of children's emotional intelligences to gender. To evaluate the significant of such differences and the interaction among independent variables, the 2-way GLM univariate was performed with its results shown in <Table 1>.

<Table 1> Mean and standard deviation of children's emotional intelligences by age and gender

	Gender	Age			Total M(SD)
		3 M(SD)	4 M(SD)	5 M(SD)	
Appraisal & expression of self-emotion	Boys	2.39(.94)	2.05(.42)	1.96(.59)	2.11(.67)
	Girls	1.57(.46)	2.09(.59)	1.91(.66)	1.91(.62)
	Total	2.06(.88)	2.07(.50)	1.94(.62)	2.02(.65)

Regulation of emotion	Boys	3.89(.96)	3.73(5.4)	3.49(.66)	3.69(.72)
	Girls	3.90(.84)	3.76(.44)	3.84(.51)	3.82(.56)
	Total	3.90(.90)	3.74(.49)	3.66(.61)	3.75(.66)
Utilization of emotions	Boys	2.76(.97)	2.42(.52)	2.25(.43)	2.49(.67)
	Girls	2.01(.47)	2.25(.46)	2.09(.39)	2.14(.44)
	Total	2.46(.88)	2.34(.49)	2.17(.42)	2.31(.60)
Empathy	Boys	2.77(1.00)	2.69(.56)	2.50(.51)	2.64(.69)
	Girls	2.24(.41)	2.36(.42)	2.17(.38)	2.26(.40)
	Total	2.56(.85)	2.53(.52)	2.34(.48)	2.47(.61)
Handling of relationship between child and teachers	Boys	2.14(1.08)	2.09(.96)	2.17(.72)	2.14(.90)
	Girls	1.67(.68)	1.86(.63)	1.64(.68)	1.73(.69)
	Total	1.96(.96)	1.98(.82)	1.91(.77)	1.93(.83)
Handling of relationship with peers	Boys	2.55(1.25)	2.27(.74)	2.16(.76)	2.31(.91)
	Girls	1.74(.86)	2.19(.87)	1.98(.87)	2.02(.87)
	Total	2.23(1.17)	2.24(.80)	2.08(.82)	2.18(.90)
Total of emotional intelligences	Boys	2.75(.77)	2.54(.38)	2.42(.38)	2.56(.52)
	Girls	2.19(.37)	2.42(.38)	2.26(.45)	2.31(.42)
	Total	2.53(.69)	2.48(.38)	2.34(.42)	2.44(.49)

The main effects were as follows. The children's total of emotional intelligences was significantly different depending on gender of children ($F=12.13$, $p<.01$). The boys group showed higher score of total of emotional intelligences compared to the girls group. One of the subscales of children's emotional intelligences, appraisal & expression of self-emotion was significantly different depending on gender of children ($F=6.67$, $p<.05$). The boys group showed higher score in appraisal & expression of self-emotion compared to the girls group. Utilization of emotions was significantly different depending on gender of children ($F=13.32$, $p<.001$). The boys group showed higher score in Utilization of emotions compared to the girls group. The interaction of gender and age affected the Utilization of emotions of children ($F=3.68$, $p<.05$). empathy was significantly different depending on gender of children ($F=16.36$, $p<.001$). The boys group showed higher score in empathy compared to the girls group. handling of relationship between child and teachers was significantly different depending on gender of children ($F=8.72$, $p<.01$). The boys group showed higher score in handling of relationship between child and teachers compared to the girls group.

<Table 2> 2 way ANOVA of children's emotional intelligences by age and gender

	Source	Type III Sum of Squares	df	Mean Square	F
Appraisal & expression of self-emotion	gender	2.67	1	2.67	6.67*
	age	.56	2	.28	.70
	gender x age	4.24	2	2.12	5.29
	Error	54.88	139	.40	
	Total	643.93	145		
Regulation of emotion	gender	.62	1	.62	1.44
	age	1.12	2	.56	1.30
	gender x age	.97	2	.48	1.12
	Error	58.83	139	.43	
	Total	2071.74	145		
Utilization of emotions	gender	4.21	1	4.21	13.32***
	age	1.12	2	.56	1.77
	gender x age	2.33	2	1.16	3.68*
	Error	43.33	139	.32	
	Total	922.69	145		
Empathy	gender	5.49	1	5.49	16.36***
	age	1.14	2	.57	1.70
	gender x age	.25	2	.13	.38
	Error	45.92	139	.34	
	Total	922.69	145		
Handling of relationship between child and teachers	gender	5.94	1	5.94	8.72**
	age	.20	2	.10	.15
	gender x age	.59	2	.30	.44
	Error	93.33	139	.67	
	Total	648.24	145		
Handling of relationship with peers	gender	4.57	1	4.57	5.72*
	age	.84	2	.42	.52
	gender x age	2.95	2	1.47	1.84
	Error	109.57	139	.80	
	Total	788.80	145		
Total of emotional intelligences	gender	2.68	1	2.68	12.13**
	age	.59	2	.29	.65
	gender x age	1.17	2	.58	1.29
	Error	30.26	139	.22	
	Total	888.48	145		

* $p < .05$, ** $p < .01$, *** $p < .001$

2) Differences in maternal acceptance attitudes toward children's emotional expressiveness by children's age and gender

A 2-way GLM univariate of gender(2) x age(3) was performed with gender and age as independent variables and maternal acceptance attitudes toward children's emotional expressiveness as a dependent variable in order to examine the influence of maternal acceptance attitudes toward children's emotional expressiveness and the chances of effects of

maternal acceptance attitudes toward children's emotional expressiveness by gender and age of children.

<Table 3> summarized that the total mean of the maternal acceptance attitudes toward child's positive emotional expressiveness score was 3.19 in boys and girls. By age, the total mean of the maternal acceptance attitudes toward child's positive emotional expressiveness score was 3.04 for 3-year-olds, 3.22 for 4-year-olds, and 3.18 for 5-year-olds. It also showed that the total mean of the maternal acceptance attitudes toward child's negative emotional expressiveness score was 2.32 in boys and 2.42 in girls. By age, the total mean of the maternal acceptance attitudes toward child's negative emotional expressiveness score was 2.29 for 3-year-olds, 2.36 for 4-year-olds, and 2.41 for 5-year-olds. It showed that a reciprocal increase of the maternal acceptance attitudes toward child's negative emotional expressiveness to gender. To evaluate the significant of such differences and the interaction among independent variables, the 2-way ANOVA was performed with its results shown in <Table 4>.

<Table 3> Mean and standard deviation of maternal acceptance attitudes toward children's emotional expressiveness by gender and age

	Gender	Age			TOTAL M(SD)
		3 M(SD)	4 M(SD)	5 M(SD)	
Maternal acceptance attitude toward child's positive emotional expressiveness	Boys	3.00(.52)	3.24(.22)	3.13(.32)	3.19(.36)
	Girls	3.11(.38)	3.19(.29)	3.22(.33)	3.19(.32)
	Total	3.04(.47)	3.22(.25)	3.18(.32)	3.16(.34)
Maternal acceptance attitude toward child's negative emotional expressiveness	Boys	2.20(.34)	2.36(.28)	2.36(.28)	2.32(.30)
	Girls	2.37(.34)	2.37(.37)	2.47(.27)	2.42(.33)
	Total	2.29(.35)	2.36(.32)	2.41(.29)	2.37(.32)

The main effects were as follows. The maternal acceptance attitudes toward child's negative emotional expressiveness was significantly different depending on gender of children ($F=4.72, p<.05$). The boys group showed lower score of maternal acceptance attitudes toward child's negative emotional expressiveness compared to the girls group.

<Table 4> 2 way ANOVA of maternal acceptance attitudes toward children's emotional expressiveness

	Source	Type III Sum of Squares	df	Mean Square	F
Maternal acceptance attitudes toward child's positive emotional expressiveness	gender	.08	1	.08	.65
	age	.54	2	.27	2.31
	gender x age	.14	2	.07	.62
	Error	16.01	139	.12	
	Total	1440.81	145		
Maternal acceptance attitudes toward child's negative emotional expressiveness	gender	.47	1	.47	4.72*
	age	.18	2	.09	.93
	gender x age	.27	2	.13	1.35
	Error	13.51	139	.10	
	Total	811.89	145		

* $p < .05$

3) Differences in children's peer interaction by children's age and gender

A 2- way GLM univariate of gender(2) x age(3) was performed with gender and age as independent variables and children's peer interaction as a dependent variable in order to examine the influence of children's peer interaction and the chances of effects of children's peer interaction by gender and age of children.

<Table 5> summarized that the total mean of the children's positive peer interaction score was 2.44 in boys and 2.75 in girls. By age, the total mean of the children's positive peer interaction score was 2.56 for 3-year-olds, 2.54 for 4-year-olds, and 2.64 for 5-year-olds. It also showed that the children's negative peer interaction score was 1.79 in boys and 1.55 in girls. By age, the total mean of the children's positive peer interaction score was 1.73 for 3-year-olds, 1.79 for 4-year-olds, and 1.54 for 5-year-olds. It showed that a reciprocal increase of the children's positive peer interaction to gender and the children's negative peer interaction to age. To evaluate the significant of such differences and the interaction among independent variables, the 2- way ANOVA was performed with its results shown in <Table 6>.

<Table 5> Mean and standard deviation of children's peer interaction by gender and age

	Gender	Age			TOTAL
		3	4	5	
		M(SD)	M(SD)	M(SD)	M(SD)
Children's positive peer interactions	Boys	2.46(.79)	2.37(.49)	2.50(.49)	2.44(.58)
	Girls	2.71(.60)	2.73(.55)	2.78(.59)	2.75(.57)
	Total	2.56(.72)	2.54(.54)	2.64(.55)	2.58(.59)
Children's	Boys	1.79(.71)	1.86(.58)	1.72(.57)	1.79(.61)

negative peer	Girls	1.63(.51)	1.78(.47)	1.34(.30)	1.55(.45)
interactions	Total	1.73(.64)	1.79(.53)	1.54(.50)	1.68(.55)

The main effects were as follows. The children's positive peer interaction was significantly different depending on gender of children ($F=9.57, p<.01$). The girls group showed higher score of children's positive peer interaction compared to the boys group. The children's negative peer interaction was significantly different depending on gender of children ($F=6.40, p<.05$) and age of children ($F=3.25, p<.05$). The boys group showed higher score of children's negative peer interaction compared to the girls group.

<Table 6> 2 way ANOVA of children's peer interaction

	Source	Type III Sum of Squares	df	Mean Square	F
Children's positive peer interactions	gender	3.23	1	3.23	9.57**
	age	.34	2	.17	.50
	gender x age	.07	2	.04	.11
	Error	46.26	139	.34	
	Total	1005.03	145		
Children's negative peer interactions	gender	1.86	1	1.86	6.40*
	age	1.89	2	.95	3.25*
	gender x age	.43	2	.22	.74
	Error	39.86	139	.29	
	Total	448.71	145		

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

2. Effects of children's gender, age, children's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness on peer interaction

Prior to regression analysis, it was examined correlation coefficients and they were in the range of .17 to .23. It was also examined whether or not there was a problem of multicollinearity. The VIF values (1.03 ~2.58) were less than 10 and the TOL values (.02 ~ .70) were more than .01, which indicated that there was no multicollinearity. An analysis was made of the influences of children's gender and age, child' emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness, which were inputted as independent variables. Durbin- Watson values (1.81~2.00) were less than 10.

1) Effects of children's gender, age, children's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness on positive peer interaction

<Table 7> shows the results of the multiple regression analysis to determine the effects

on positive peer interactions. It illustrates that utilization of emotions($p<.05$), empathy($p<.001$), handling of relationship between child and teachers($p<.01$), and handling of relationship with peers($p<.05$) were significant. This indicates that utilization of emotions, empathy, handling of relationship between child and teachers, and handling of relationship with peers influence to positive peer interaction. Child's gender, age, child's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness were inputted to determine the explanatory power of each variable on positive peer interaction and shows that the explanatory power of 61%.

<Table 7> multiple regression on positive peer interactions

	B	Beta	t
Gender	.038	.032	.54
Age	-.018	-.024	-.41
Appraisal & expression of self-emotion	-.057	-.063	-.75
Regulation of emotion	.043	.048	.76
Emotional intelligences			
Using self-emotions	-.185	-.185	-2.48*
Empathy	-.327	-.335	-3.82***
Handling of relationship between child and teachers	-.164	-.231	-2.97**
Handling of relationship with peers	-.088	-.134	-1.68*
Maternal acceptance attitudes toward child's positive emotional expressiveness	-.055	-.032	-.58
Maternal acceptance attitudes toward child's negative emotional expressiveness	-.107	-.057	-1.01
Constant= 4.69	$F= 20.45***$	$R^2= .61$	

* $p<.05$, ** $p<.01$, *** $p<.001$

2) Effects of children's gender, age, children's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness on negative peer interaction

<Table 8> shows the results of the multiple regression analysis to determine the effects on negative peer interactions. It illustrates that age($p<.05$), appraisal & expression of self-emotion($p<.001$), regulation of emotion($p<.001$), empathy($p<.001$) were significant. This means that age, appraisal & expression of self-emotion, regulation of emotion, empathy influence to negative peer interaction. Child's gender, age, children's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness were inputted to determine the explanatory power of each variable on negative peer interaction and shows that the explanatory power of 60%.

〈Table 8〉 multiple regression on negative peer interactions

		B	Beta	t
	Gender	-.11	-.09	-1.59
	Age	-.15	-.21	-3.56*
Emotional intelligences	appraisal & expression of self-emotion	-.28	-.33	-3.82***
	regulation of emotion	-.45	-.53	-8.33***
	Utilization of emotions	-.04	-.05	-.63
	empathy	.31	.34	3.82***
	handling of relationship between child and teachers	.05	.07	.90
Relationship with peer	.00	.01	.09	
Maternal acceptance attitudes toward children's positive emotional expressiveness	-.02	-.01	-.18	
Maternal acceptance attitudes toward children's negative emotional expressiveness	.04	.03	.44	
Constant= 3.57		$F= 19.87***$	$R^2= .60$	

* $p < .05$, ** $p < .01$, *** $p < .001$

IV. Conclusion

This study investigated the effects of maternal acceptance attitude toward children's emotional expressiveness and child's relationship among children's emotional intelligences, and peer interaction. The current study revealed several important findings. The results, conclusion, and discussion on the relationship among child's emotional intelligences, maternal acceptance attitude toward children's emotional expressiveness, and peer interaction are as follows.

First, generally, children's emotional intelligences was significantly different depending on gender of children. In more detail, compared to the girls group, the boys group showed higher score in total of emotional intelligences, appraisal and expression of self-emotion, utilization of emotions, empathy, handling of relationship between child and teachers. One of the subgroups of children's emotional intelligences, such as utilization of emotions was significantly different depending on gender and age of children. But there was no differences in regulation of emotion and handling of relationship with peers.

This is not consistent with the finding that the girls group showed higher score in emotional intelligence than boys (Kim & Kim, 2000). In this study, boys showed higher emotional intelligence than girls; however, girls showed higher in the subsection of regulation of emotion even though there was no statistically significant difference. As Kim

& Kim (2000) pointed out in their study girls' higher scores in the regulation of emotion would be explained by the cultural influences prohibiting boys from expressing their emotions, this study's findings can be understood in the following contexts. This study's findings, which were contrary to the early research, about gender's difference on emotional intelligence suggest that there is a need to examine whether girls' higher scores mean girls' higher ability to recognize the emotions or boy's to prohibit themselves from expressing the emotions.

Secondly, it examined the influence of maternal acceptance attitudes toward children's emotional expressiveness and the chances of effects of maternal acceptance attitudes toward children's emotional expressiveness by gender and age of children. There was no differences depending on age and gender in maternal acceptance attitudes toward child's positive emotional expressiveness. On the contrary, the maternal acceptance attitudes toward children's negative emotional expressiveness was significantly different depending on gender of children. The boys group showed lower score of maternal acceptance attitudes toward children's negative emotional expressiveness compared to the girls group.

This study's findings have noted no statistical difference for the mother's positive emotional expressiveness based on the child's gender, but the mothers were more receptive to the positive emotional expressiveness. When it comes to the negative emotional expressiveness, however, boys' mothers were more receptive. This particular finding did not agree with the previous studies indicating the mothers' higher volumes of emotional expressiveness toward girls than boys. The researchers believe such finding results from emotional socialization allowing parents to express different emotions in different ways according to the gender of the child. Parents give their child pressures to lead him or her to different social roles based on the child's gender by expressing different emotions in different ways according to the gender of the child. Examples lie in the parents' attentions on boys' aggressiveness and rage as well as on girls' sorrow and discomforts(Cole, Teti, & Zahn-Waxler, 2003; Kang, & Shim, 2011). Therefore, this study's finding can be concluded that the mothers give boys more positive emotional expressions to promote boy's activeness and motivation while they give girls more negative expressions to promote rules and limitation.

Thirdly, the children's positive peer interaction was significantly different depending on gender of children. The girls group showed higher score of children's positive peer interaction compared to the boys group. The children's negative peer interaction was significantly different depending on gender of children and age of children. The boys group showed higher score of children's negative peer interaction compared to the girls group. As well as, younger age children showed higher score of children's positive peer interaction compared to older age children. As the previous studies presented(Eisenberg, Cumberland, & Spinrad, 1998), this study showed the similar results.

Fourth, the result of the multiple regression analysis indicates that utilization of emotions, empathy, handling of relationship between child and teachers, and handling of relationship with peers influence to positive peer interaction. Child's gender, age, child's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness explained 61% on positive peer interaction. As well as, the result of the multiple regression analysis indicates that utilization of emotions, empathy, handling of relationship between child and teachers, and handling of relationship with peers influence to negative peer interaction. Child's gender, age, child's emotional intelligences, and maternal acceptance attitude toward children's emotional expressiveness explained 60% on negative peer interaction. Previous researches have showed that mothers' reactions to their children's emotional expression are associated with children's emotion development (Leekes, Blankson, & O'Brien, 2009; Trommsdorff & Friedlmeier, 2010). We expected parental reactions to their children's emotions may shape children's subsequent emotional responses and affect the children's mobilization of emotional resources in social situations where they are on their own. However, in this study, the result was not similar to other previous studies. There was no relationship between mothers' reaction to children's emotional expression and children's emotional intelligence.

The researchers also believe such finding is the result of different cognition of mothers and teachers on the same child's emotions. The different cognition is believed to arise because teachers were questioned on the children's emotional intelligence and the interaction with peers while parents were questioned on their responses to the children's emotional behaviors.

This study has a few limitations. First, the data used in this study was collected only in the city of Incheon and Geonggi province, which are too small areas to generalize the findings at a national scale. Second, the factors such as parents' SES, education, their role behaviors on emotions, and their belief were excluded in this study, but it will be helpful to include them on the follow-up studies. Third, this study has yielded the different findings, compared to the previous studies. The follow-up studies need to be performed. Despite the limitations, this showed that the children's interactions were influenced by their emotional intelligences, not by the maternal acceptance attitude toward children's emotional expressiveness.

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국문초록

본 연구의 목적은 자녀의 또래 상호작용에 영향을 미치는 자녀의 정서표현에 대한 어머니의 수용태도와 자녀의 정서지능의 효과를 살펴보았다. 서울 경기지역에 거주하는 3-5세 유아를 둔 부모 145명과 유아의 담임선생님이 본 연구에 참여를 하였으며, 수거한 설문지는 SPSS 17을 사용하여, F 검정과 회귀분석을 실시하였다. 본 연구의 결과, 우선 유아의 정서 지능은 유아의 성에 따라 차이가 있었고, 어머니의 정서 수용태도는 여아의 부정적인 정서표현을 할 때 만 차이가 나타나는 것으로 나타났다. 둘째, 자녀의 긍정적인 또래 상호작용에 영향을 주는 변인은 유아의 성과 유아의 정서 지능이었으며, 자녀의 부정적인 또래 상호작용에 영향을 주는 변인은 유아의 연령과 유아의 정서 지능이었다.

▶ *주제어* : *자녀의 또래 상호작용, 자녀 정서표현에 대한 어머니의 수용태도, 자녀의 정서지능*

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