

EMOTIONS

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CONTEXT

INDIVIDUAL DIFFERENCES

Who are we?



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CULTURE

- Culture is the human-made part of our environment. It forms our reality, and provides the goals, norms, and values that guide our behaviour.
- Our daily lives, interactions and relationships are structured



CULTURAL MODELS

Models of independence: Self-esteem and individual control are prominent factors that can be achieved by being autonomous and independent

- self-focused values (e.g., personal success)
- **Models of interdependence:** Relatedness and harmony are prominent factors, that can be achieved by adjusting to others.
- other-focused values (e.g., loyalty).



autonomous and relatedness

CULTURE AND EMOTIONS

- **Models of independence:** disengaging emotions (pride, anger)

- **Models of interdependence:** engaging emotions (friendliness, shame).

For example

Anger

- Some acts are consistent with the cultural models, whereas others are inconsistent.
- Lets look at the cultural meanings of emotions

ANGER: implies an attitude of nonacceptance, and communicates that the person is not likely to accept the current state



For example

Anger

- **Models of independence:** It fits with the notion of entitlement and control (competition).
- **Models of interdependence:** it is incompatible with their worldview. Anger plays no socially acceptable role (violates the interdependent model of relatedness and harmony)



For example

Shame

- **Models of independence:** reduces positive self-regard
- **Models of interdependence:** consistent with the ideal of self-reflection and self improvement
- (model of independent)



CULTURE AND EMOTIONAL DISPLAYS

- A person is supposed to show delight when opening a gift in the presence of the gift giver, even if the gift is undesirable.
- **Display rules** : Rules that define when, how and where an emotions gets to displayed
- How emotions are used to avoid hurting others' feelings, protect self-esteem, and preserve relationships.



Universality and Cultural Specificity

- **Universalist approaches** emphasized the evolutionary origin of emotions, and considered them as biologically given and invariant.
- **Social constructionist approaches** emphasized nurture, focusing on the cultural processes shaping emotions, and assuming that emotions were cross-culturally different.
- **Agreement:** Human beings have some universal potential for emotions, but also that, across cultures, emotions are configured in very different, and uniquely adaptive, ways.

Example

- Lets have a story
 - How do these people feel?
 - What do these people think?
 - How do you feel?
 - What do you think?

CULTURE

Emotions are based on appraisals

---the product of cultural development

- Cultural evaluations are constructed along with socialization
- Within the cultural context, each individual actively shapes his or her development in interaction with others

Social Influences

- Cultural values are integrated into children's emotion understanding
- Children from different cultures
 - how and what to feel
 - how and when it is appropriate to express their emotions
 - how to understand the emotions of others

Social Influences

- Adults guide the course of children's emotional growth
- Responsiveness of adults
- The adult's emotional expressions influence the child's emotional and behavioral responses to events



Parents

- When parents are warm, sensitive, and protective, children learn to trust adults and to regulate their feelings of distress and negative emotions.
- Parental warmth is defined as responsive, supportive, and affectionate parenting that is sensitive to the child's needs.



Parents

- healthy social and emotional development in children
 - children's understanding of their emotions
 - regulation of their emotions
 - their empathy
 - their prosocial behavior
 - level of acceptance by peers.



Parents

- Certain emotions may be more important than others in a culture
- Caregivers may be motivated to focus on those emotions that are salient in their culture.



Emotion socialization

- Modeling
 - Responding
 - Instructing
-
- Through observation of adults, children can learn which emotions are acceptable and how to express and regulate them.



Emotion socialization

- Parents' responding to and teaching of emotions involve strategies
 - that instruct children through adults' responses- validating or criticizing
 - that instruct children about emotions by linking children's experiences, situations, and verbal labels into "coherent scripts about emotional experience"
- Parent-child talk advances children's emotion understanding

Emotion socialization

6 different types of adults' intervention to child distress

1. **Problem- focused responses:** resolving the source of distress
2. **Emotion-focused responses:** comforting of the child
3. **Expressive encouragement:** parents' validation and encouragement of their children's emotion expression
4. **Minimization responses:** caregivers' restriction of emotion expression
5. **Punitive responses:** use of verbal or physical punishment
6. **Dismissing:** Caregivers may become distressed in response to child's negative affect and focus on their own discomfort rather than on the child's needs.

Emotion socialization

Studies:

- In US studies, punitive and minimizing responses have been labeled as non-supportive
- Encouragement of emotion expression has been labeled as supportive



Emotion socialization

Hong Kong mothers:

- response training: talking about causes and consequences of emotions
- reflection-enhancing: teaching emotion display rules with emphasis on moral reasons, does not encourage expression

Indian mothers:

- (un)acceptability of emotion expression

Traditional mothers found child negative emotion expression as more unacceptable than educated, middle- class mothers did.

Emotion socialization

- highlight cross-cultural similarities in caregivers' differential responses to emotions
- Anger may challenge the hierarchy and cohesion of the family as a group but sadness reinforces the child's dependence on the adult.



EMOTION COACHING

- Parents coach (and model) for strategies for emotion regulation.
 - labeling children's emotions
 - responding to children's emotion expressions with empathy and validation
 - providing assistance with problem solving.

EMOTION COACHING	EMOTION DISMISSING
view expressions of negative emotions as teaching opportunities	feel discomfort when their children display distress
better peer relationships	poorer peer relationships
better emotion regulation skills	poorer emotion regulation skills

THANK YOU