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FAMILY STRUCTURE AND EMOTIONAL EXPRESSIVENESS

by

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FAMILY STRUCTURE AND EMOTIONAL EXPRESSIVENESS

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Dedication

This project is for my mom and dad. Thank you for everything you have done for me to get me here. I could not have done this without you.

Acknowledgments

Dr. Shaman, thank you for all your time and help through this process.

ABSTRACT

FAMILY STRUCTURE AND EMOTIONAL EXPRESSIVENESS

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There is a potential relationship between gender roles and emotional expressiveness. The central hypothesis is that the households that present high levels of both masculine and feminine gender roles will have higher levels of emotional expression. The study was conducted by recruiting college students to participate in an online survey. The survey measured the levels of each gender role present in the household, the number of parents present in the home, and the participant's self-reported level of emotional expression. There were no significant relationships between gender roles and emotional expression found during the study. Given that there is no statistically significant relationship between the two, it is very likely that gender roles do not influence emotional expressiveness. Potential future studies should include an overhaul of the methods and replicating them, an examination of other possible influences on emotional expression,

and an attempt to replicate the study with a broader participant pool and a higher number of participants.

Keywords: gender roles, emotional expression, household structure

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The Effect of Childhood Household Structure on Adulthood Emotional Expressiveness

Emotional expressiveness is the level to which an individual will show their emotions, positive or negative, to the people around them. Expressing feelings can be beneficial to people for maintaining relationships but can be detrimental if emotions become suppressed (Chervonsky & Hunt, 2017). When parents react in a critical or punishing way, rather than a supportive or warm way, to a child's emotions, the child's emotion regulation is negatively impacted (Camras & Halberstadt, 2017). Thus, patterns of parental behavior have the potential to influence emotional expressiveness in children.

Family structures also influence a child's emotional expressions. Having only one parent can create an environment where emotions are not acknowledged as generously as a household with two parents. A child will observe different gender role behaviors if the home has only one parent versus two parents. Research shows that households with a single mother show higher levels of emotional regulation than a single father headed household (Ferguson et al., 2007). Because parents model the first instance of gender roles that a child experiences, parental gender roles may affect a child's emotional expressiveness later in life. Parents in households that have both a mother and father potentially have an easier time falling into their own gender's stereotypes. Single parents may attempt to take on the gender roles of both mother and father to provide balance for a child.

Most research on household structure looks at differences in the child's academic success between a single mother and a single father household. This study aims to use gender roles and household structure together to examine emotional expressiveness. Adults who were raised in a single-parent household are compared to those who were raised in a dual-parent household. Additionally, the gender roles expressed in each

household structure are examined. Both genders have stereotypes regarding parenting behavior. Fathers are protective and (up until recently) the breadwinners of the family. Mothers provide a nurturing and loving environment for the child and maintain the household. Discipline and higher academic scores are less associated with fathers (Dufur et al., 2010). Mothers are often the sole or primary caretakers in their child's life (Nixon et al., 2012).

This study examines how household structure influences gender roles and how parental gender roles affect a child's ability and desire to express both positive and negative emotions. First, emotional expressiveness will be defined and explored, followed by household structure, and finally, gender roles.

Emotional Expressiveness

Emotions and emotional expressiveness play a vital role in forming and maintaining relationships with people outside of the central family unit. Emotions can establish, maintain, or disrupt individually significant relations between a person and their environment, whether internal or external (Campos et al., 1989; Campos et al., 2018). There are many ways to measure the levels of emotional expressiveness in people, with most of the methods evaluating the level of expression in the present.

Facial expressions are the basis for any expression of emotions. When someone feels an emotion, such as happiness, they smile. There are universal facial expressions for happiness, sadness, anger, fear, disgust, and worry. These expressions relate to emotional development later in life (Holodynski & Seeger, 2019). The more often these facial expressions are shown at young ages, the more natural emotional regulation later in life becomes. A caregiver's display of emotions through facial expressions helps the child internalize emotions. This internalization is paramount for future expressions of emotions. If a caregiver is unemotional in their responses, such as mothers with

depression, then the child suffers in their ability to express emotions in later stages of life (Holodynski & Seeger, 2019). Emotions are a set of systems that regulate actions to serve a person's concerns (Frijda, 1986). These results mean that emotions occur internally to create a specific reaction to a stimulus that allows the person to go back to or stay in homeostasis.

Children learn expressions of emotions through their parents or guardians, with the most influential figure being the mother or primary caregiver. Castro and colleagues (2017) assessed children's usage of prototypic facial expressions and their ability to judge emotions. They recorded children separate from their mothers, then had the children watch the recordings, and interviewed them about the emotions they were feeling. The authors found the children showed only partial facial expressions when having conflict discussions with their mothers, and the most commonly self-reported emotion was "joy." This study provides insight into how children are likely to express their emotions when engaging in various types of conversation with a parent.

A parent's expression of emotions profoundly impacts how a child expresses their emotions both during childhood and later in life. The child internalizes the way their parents express emotion to them and become more likely to express their own emotions in the same way. Wu and colleagues (2017) examined how a mother's positive or negative emotional reaction/expressiveness to something that could affect children. The researchers presented mothers and their preschool-aged children with six scenarios. Three of the scenarios had the character in the story experience positive emotions, and three scenarios had the character experience negative emotions. While the mother read the story, the child was asked to identify what emotion the character felt inside and what emotion the character would express (Wu et al., 2017). The results suggest that a mother's positive expression had a positive relationship with a child's display of knowledge, while

a display of negativity had no relationship. This study set up great insight into how children react with their mothers' emotions. The mother is usually the very first caregiver a child has; thus, the emotions the mother express to the child and how the mother reacts to the child's expression of emotion impacts the child's emotional understanding.

Emotions and emotional expressions can be evaluated using three social competences (Camras & Halberstadt, 2017). The three competencies are (1) experiencing emotions, (2) effective communicating of one's emotions, and (3) being able to understand others' emotions (Camras & Halberstadt, 2017). One cannot express emotion without first experiencing one, and one cannot understand other's emotions without first understanding their own. These competencies are valuable in determining a child's overall social and psychological development and functioning. Low levels of social competency do not mean the child is unable to express emotions adequately; only that the child is less effective at expressing emotions than a child who has higher levels of social competency.

Household Structure

Household structure has an impact on children. There is currently a large amount of research on how the household structure may affect academic performance and later development of mental illnesses (i.e., depression). The difference between households headed by a single father and a single mother is an example of household structure influencing a child's academic performance (Dufur et al., 2010). The researchers examined the kindergarten cohort of a longitudinal study, which provided information on the level of parental involvement with the child's activities. The researchers found that households with a single father had an advantage in socioeconomic status, had higher incomes, and moved less often households with a single-mother. Single fathers were also less strict on discipline, but more stringent on bedtimes and homework schedules.

Bathing and clothing are stereotypical mother behaviors, while breadwinning and recreational activities are stereotypical father behaviors (Dufur et al., 2010). These stereotypes are the basis of the behaviors attributed to male parents and female parents in the present study.

The household structure influences more than just emotional expression. It also influences the potential for developing mental health problems later in life. Kullik and Peterman (2012) examined the association between exposure to single-parent households and later mental health issues. The researchers used a 25-year longitudinal study to gather data on a specific birth cohort. There was an association between single-parent households and later mental illnesses. The most common later emotional issue was major depression, which can inhibit emotional regulation in the long term (Kullik & Peterman, 2012). Depression inhibits emotional regulation, which potentially leads to lower levels of emotional expressiveness.

The presence of the father in the household seems not to influence the risk of depression in children (Teel et al., 2016). The thought of what a father's role could be was examined by looking at the third generation of an ongoing longitudinal study of major depressive disorder. There was no significant difference in depression rates between families that had a father by legality (i.e., parents are divorced, but the father has visitation rights) and families that had a father with a physical presence (Teel et al., 2016). These results suggest that the mere presence of a father figure in a child's life has the same impact on depression as if the father were to live in the household. These results also suggest that the father's role in the household impacts more aspects of a child's life than initially thought (Teel et al., 2016).

Young children suffer negative consequences when growing up in a negative environment with a single parent, regardless of the child's or parent's gender (Ferguson et

al., 2007). Ferguson and colleagues (2007) analyzed previously collected data from the Kindergarten cohort of the Early Childhood Longitudinal Study. Results suggested that households with a single father showed advantages in socioeconomic status and stable home life (i.e., not moving from home to home), while households with a single mother showed benefits in emotional regulation and academic successes. The researchers also found that there was a weak relationship between living in a single-parent family in childhood and a higher risk of later anxiety, poorer educational and economic outcomes, and criminal behaviors (Ferguson et al., 2007).

Gender Roles

Gender roles are behaviors and characteristics of males and females that are generally considered as a stereotype. Masculine gender roles promote things such as emotional withdrawing, strength (both mental and physical), and courage. Feminine gender roles promote things such as homemaking, emotionality, and a more submissive nature. Sendén and colleagues (2019) discuss these definitions in further detail, stating that caretaking and homemaking are considered a natural part of motherhood. They also state fathers engage in caregiving behaviors differently than mothers, and just because a father is providing care, it does not mean he is doing so in the same way as the mother (Sendén et al., 2019).

Gender stereotypes initially form rigidly. For example, if a boy wears a dress, he believes it automatically makes him a girl because boys do not wear dresses (Kneeskern & Reeder, 2020). While gender stereotypes are not inherently a bad thing, subscribing to ones that are too rigid may become harmful in the future. One example provided on how these stereotypes can become harmful is boys are good at math, while girls struggle with the subject (Kneeskern & Reeder, 2020). This stereotype can impact what jobs a man may pursue versus what jobs a woman may pursue. If a man is told he is inherently good

at math, he may choose to go towards a job in the engineering field. If a woman is told she is inherently inferior at math, she may pursue a job in something that does not rely upon math, such as nursing or teaching. This stereotype harms men and women in the long run because they believe they are only going to be inherently good at a handful of things.

Growing up in an environment where a child experiences only one of these gender role stereotypes may affect how he or she views things such as emotion. Even though there has been a general shift in attitudes towards women in the workforce, women still bear most of the housework, childcare, and household decision burdens (Dawson et al., 2014). Despite the move towards an egalitarian household, men and women both still hold on to the original gender stereotypes of women being homemakers and men being breadwinners. According to research, households that stuck to a more traditional gender role structure experienced broader parent-child conflicts and lower levels of marital satisfaction (Dawson et al., 2014). It was also apparent that while many parents believed in making an egalitarian household, they still held on to the beliefs that aligned with a traditional gender role stereotype.

The family is the first place a child experiences gender roles and stereotypes. According to the Social Cognitive Domain theory, the family provides the scaffolding for views of gender roles in peer groups (Sinno & Killen, 2009). Mothers and fathers have stereotyped chores they tend to participate in: cooking and cleaning for mothers and physical activity and safety for fathers (Sinno & Killen, 2009). If a child's household models gender roles in a way that is flexible and dynamic, then the child may be less likely to engage in peer isolating behaviors. An example of a flexible and dynamic household is one where the father may cook the meals while the mother plays sports with the children.

Raising a child in an environment where they are exposed to both gender roles, whether through a single-parent household with the parent modeling both or a dual-parent household with each parent modeling one gender role, gives the child the potential for higher levels of emotional expressiveness. Raising a child in this environment has multiple benefits outside of just expressing emotions. For example, a child exposed to this type of parenting may later in life be more willing and able to express their emotions with higher levels of control. This idea is investigated further in the present study. As well as emotional control and expressiveness, children raised in these environments may end up exhibiting fewer isolating behaviors based on gender, which is another topic for researchers to investigate.

Hypotheses

The present study examines the influence of gender roles and household structure during childhood on an individual's emotional expressiveness. There are four hypotheses. (1) Single-parent households are less likely to have either gender role behavior than dual-parent households. (2) Emotional expressiveness is negatively correlated with male gender role behaviors. (3) Emotional expressiveness is positively correlated with female gender role behaviors. (4) And emotional expressiveness is correlated with the interaction between male and female gender role behaviors.

Methods

Participants

Participants were recruited through the online SONA system at UHCL. The SONA system is an online portal that grants students access to participate in any current research study that they meet the requirements for on the UHCL campus, either online or in person. There was a total of 140 participants in this study. Participants in this study included 101 undergraduate students and 39 graduate students. Participants included 29

males and 111 females between the ages of 18 and 58, with an average age of 25.4. Of the participants, 51.8% were white, 12.2% were African American, 14.4% were Asian, and 21.4% identified with another ethnicity. Twenty-one participants were raised in a single-parent household, 92 raised in a dual-parent household, and 27 raised in both (either single to dual or dual to single). There are 22 participants currently married, eight are now divorced, and 103 have never been married.

Measures

Emotional Expressiveness

The participants were presented with three prompts to write a mock email to prompt a positive, negative, and neutral reaction. First, the participant is asked to describe the emotions felt when receiving a raise to elicit a positive reaction. Second, they are asked to describe the emotions felt surrounding the failure of an important exam, eliciting a negative reaction. Finally, the participant is prompted to describe the emotions felt during a small car accident before a concert, eliciting a neutral or no significant reaction. The email is meant to measure how much emotion the person is expressing to another specific person. The people the participant may craft an email for are their mother/father, a best friend, or an acquaintance.

To determine the emotional value of the responses, the researcher ran each response through the Linguistic Inquiry and Word Count (LIWC) website. LIWC is a writing analysis website that takes a set of inputted text and gives a response based on what the user wants. Each participant's writing samples were put into LIWC and scanned for the number of positive and negative words used. LIWC uses a Java script text analysis module and a group of built-in dictionaries. Once a selection of text is entered, LIWC's dictionaries tell the text analysis module which words to categorize. The text analysis module categorizes the identified words ("LIWC | Linguistic Inquiry and Word Count,"

2020). Due to the software pre-existing within the website, no subjective decision making on positive or negative words needed to be made by the researcher. After running the analysis, each participant was given three scores for positive words and three scores for negative words, leading to a total of six scores. A positive emotional expressiveness variable was to be created by averaging the three positive scores. A negative emotional expressiveness variable was created by averaging the three negative scores.

Stereotypical Behaviors

Once consenting to the survey and filling out the household structure questions, the participants were presented with a list of ten commonly associated masculine and ten commonly associated feminine head-of-household behaviors. The list of behaviors (See *Table 1*) was created by what characteristics are most associated with each parent in research conducted by Dufur and colleagues (2010) and Nixon and colleagues (2012).

Table 1

List of Stereotyped Behaviors

<i>Female Stereotyped Behaviors</i>	<i>Male Stereotyped Behaviors</i>
Assertive	Teaching basic skills
Free time spent with family	Stays calm in stressful situations
Determining how family time is spent	Free time spent with family
Determines rules & consequences	Emotional safety
Protection	Provides basic needs (clothes, food)
Physical Safety	Cleans house
Involvement in Sports	Cooks meals regularly
Rough-housing	Enforces rules
Full-time job	Rewards good behavior
Work outside 9-5 hours	Social facilitator

The 20 behavioral questions were answered by the participant for each parent he or she had while growing up. The behaviors were rated on a 5-point Likert scale, with the option of (1) strongly disagreeing, (2) somewhat disagreeing, (3) feeling neutral, (4) somewhat agreeing, and (5) strongly agreeing. A male gender role behaviors variable was created by averaging the scores for stereotyped male behaviors for both parents. A female gender role behaviors variable was generated by averaging the scores for stereotyped female behaviors for both parents. These two variables indicate how strongly the participants agree that male and female gender role behaviors existed in their household.

Additionally, a household type variable was created. A score of 4 was given if values for male and female gender roles were high. A score of 3 was given if just the male gender roles were high, 2 if only the female gender roles were high, and 1 if neither were high. Feminine and masculine gender role behaviors were considered high if they were above 4.0.

Demographics

Participants were asked to provide their age, gender, ethnicity, household income, employment status, education level, and marital status. Age was left as an open response, whereas the other demographics had forced choices. The ethnicity options were white, black or African American, American Indian, Asian, Native Hawaiian or Pacific Islander, or other (which the participants could write in their ethnicity). The gender choices were male, female, other, or prefer not to say. The options for household income were from less than \$10,000 a year to more than \$150,000 a year with increasing range increments of \$10,000 (i.e. \$10,000-\$20,000; \$20,000-\$30,000 and so forth). Employment status options were full-time, part-time, unemployed, and looking for work, unemployed and not looking for work, student, retired, and disabled. Education level options were less than high school, completed high school, some college, 2-year degree, 4-year degree, professional degree, and doctorate. Marital status options were married, widowed, divorced, separated, and never married.

Procedure

Informed consent forms were provided to the participant, which contained information about the purpose of the study, procedures, benefits, and risks of participating, an explanation of how to acquire the results of the research, availability of counseling services, voluntary participation, and contact information of the researchers. The participants accessed the survey, as well as the informed consent form, through the

UHCL SONA Research participation system. The SONA system is where undergraduate and graduate students may participate in any research studies the university offers. The participation pool is open to all students, but credit for participation is typically awarded to students who are in psychology, sociology, or other human services programs. The student may choose to participate in any study available or which they meet the criteria. The survey was first created in Qualtrics and then uploaded to the SONA system. Instructions on the survey asked the participant first to fill out questions about their childhood household structure. Then the survey asked them to rate their parent or parents on the various gender stereotype behavior. The next section of the survey asked the participants to write an email in response to a prompt provided three separate times. Finally, the participants filled out a section about their demographics. After completing the survey, the participant was debriefed and thanked for his/her cooperation.

Results

Descriptives and Correlations

Descriptives and correlations are presented in Table 2. There were no significant correlations between female gender role behaviors and positive emotional expressiveness or negative emotional expressiveness. There were also no significant correlations between male gender role behaviors and positive emotional expressiveness or negative emotional expressiveness. There was a significant correlation between male and female gender role behaviors ($r = 0.685, p < .001$).

Table 2*Mean, Standard Deviations, and Correlations Among Variables*

	M	SD	Parent Male	Parent Female	+ Avg	- Avg
Parent	3.76	0.635	--	--	--	--
Male						
Parent	3.93	0.797	0.685	--	--	--
Female						
Positive	5.88	2.72	-0.007	0.017	--	--
Average						
Negative	3.21	2.47	-0.098	-0.094	-0.113	--
Average						

A paired samples t-test was conducted to compare positive and negative emotional expressiveness. There was a significant difference between the positive ($M = 5.88$, $SD = 2.72$) and negative EE ($M = 3.21$, $SD = 2.47$), $t(139) = 8.17$, $p < .001$. Positive emotions saw an overall higher score than negative emotions.

Household Status and Emotional Expressiveness

The first hypothesis was that single-parent households would be less likely to have either gender role behavior than dual-parent households. Two independent samples t-tests were conducted to compare the positive and negative emotional expressiveness in adults raised in single- and dual-parent households. There were no

significant differences between household types for positive EE, $t(138) = 0.785, p = .434$, or negative EE, $t(138) = 1.173, p = .243$.

Gender Role Behaviors and Emotional Expressiveness

A paired sample t-test was conducted to compare male and female parent characteristics. There were no significant differences between the male and female gender role behaviors within the participant households, $t(139) = 8.17, p = .508$.

The second, third, and fourth hypotheses were tested through two linear regressions (as seen in table 3). The first linear regression examined positive EE and the relationships to male and female gender role behaviors and their interaction. The second linear regression examined negative EE and the relationships to male and female gender role behaviors and their interaction.

Table 3

Regressions Predicting Emotional Expressiveness

Predictor	<i>b</i>	<i>t</i>	<i>p</i>
Positive EE			
Female Behaviors	-1.656	-1.22	0.223
Male Behaviors	-1.918	-1.44	0.151
Interaction	0.524	1.44	0.151
Negative EE			
Female Behaviors	-1.439	-1.18	0.242
Male Behaviors	-1.470	-1.22	0.224
Interaction	0.359	1.09	0.276

Positive Emotional Expressiveness

A linear regression test was conducted to predict positive emotional expressiveness using male gender role behaviors, female gender role behaviors, and their interaction as predictors. The overall model was not significant, $R^2 = 0.0161$, $F(3, 136) = 0.742$, $p = .529$. As seen in Table 3, none of the predictors were significant.

Negative Emotional Expressiveness

A linear regression test was conducted to predict negative emotional expressiveness using male gender role behaviors, female gender role behaviors, and their interaction as predictors. The overall model was not significant, $R^2 = 0.0196$, $F(3, 136) = 0.906$, $p = .440$. As seen in Table 3, none of the predictors were significant.

Household Type

As a final test of the fourth hypothesis, two one-way ANOVAs were conducted to compare positive and negative emotional expressiveness among household types (i.e., high in both gender role behaviors, high in only one type of gender role behaviors, or not high in either). Welch's one-way ANOVA was used due to unequal variances between groups. There was no significant effect of household type on positive emotional expressiveness, $F(3,57.3) = 0.625$, $p = .601$, or negative emotional expressiveness, $F(3,55.6) = 0.357$, $p = .784$.

Discussion

Review Hypotheses/Results

There were four hypotheses. (1) Single-parent households are less likely to have either gender role behavior than dual-parent households. (2) Emotional expressiveness is negatively correlated with male gender role behaviors. (3) Emotional expressiveness is positively correlated with female gender role behaviors. (4) And

emotional expressiveness is correlated with the interaction between male and female gender role behaviors.

After conducting the study, the average scores for male and female gender role behaviors in both single- and dual-parent households were relatively equal. The first hypothesis does not appear to be supported by the data. There was no significant relationship between emotional expressiveness and male or female gender role behaviors. As seen in Table 3, gender role behaviors did not significantly predict emotional expressiveness. The second, third, and fourth hypotheses also do not appear to be supported by the data.

If it is true that gender roles do not influence emotional expressiveness, then that means other factors likely influence emotional expressiveness. It also means that the way parents treat their children regarding gender and gender roles does not have an impact on how children express their emotions as they grow. This study's results do open the door to examine the other potential factors that do influence emotional expression. Other factors that have the potential to influence emotional expression over gender roles are temperament/personality, presence of mood disorders, and parental history of emotional expression. However, there is no way to know if any of these factors influence emotional expression unless new studies are conducted to explore potential relationships.

Limitations

This study faced some limitations that challenged the validity of the study overall. First, there were limits in how the study could be distributed (COVID-19 pandemic allowed for only an online survey delivery versus any chances of in-person interviews or questionnaires). The online survey relied solely on self-report, which is not always an accurate representation of the participant. Second, the sample size of the study was not

ideal, along with being limited to UHCL students who may not be representative of the entire population being observed. The study also had a limited amount of time to collect data – from about midway through March until the end of May. With this limited timeline, there may have been more participants who could have joined the study but were unable to because of extraneous problems, such as inability to access a computer, financial struggles from losing one or more incomes due to the pandemic, and so on. Finally, the study asked the participants to think back on childhood, which may lead to incomplete or inaccurate recollections of how parents acted at the time being questioned.

Conclusion

Keeping these limitations and the results not supporting the hypothesis in mind, there are a few directions to go for the future. Refining the survey and distributing it to a new set of participants with a more extended period to collect answers may potentially show different findings. If the COVID-19 pandemic ends, the survey could be repurposed into an in-person activity, such as an interview. These modifications may potentially present different results and may even find something significant. If that is not the case, then perhaps the methodology needs to be reevaluated.

Finding a relationship between childhood household structure and adulthood emotional expressiveness may require a longitudinal study that not only follows children through development into adulthood but also monitors parental behaviors. Determining if there is a relationship between the two is very valuable because it will provide a better understanding of how deeply our parents can affect our emotions. Knowing the relationship between emotions and parenting is essential to understand because our parents are the first relationship we will form, and they will help to shape our personalities as we grow and develop. Parents can utilize the findings to understand how their behaviors and actions can impact their children. Deeper understandings of the

impact that parents have on their children, regardless of the role they play, will not only allow parents to learn but also provide opportunities for more studies to come forth. Examples of roles parents may play in the life of a child are involved parent, co-parenting with a divorced/estranged partner, or single parent.

Potential studies that could stem from this study, other than replications with different populations or slight modifications, include investigating dynamics between a single mother with a son and a single father with a daughter. This new study could begin an investigation into how gender differences in children and parents are essential. It would expand upon the present study to see how a child grows up without a healthy role model of their gender, and how that will affect their later emotional development. A second potential study could examine the parents as well as the child. The child may interpret the parent's behaviors differently than the parent. It could provide useful information to see if there are any differences in how parents and their children interpret adult behavior. If a substantial discrepancy presents itself, perhaps it can begin to bridge the gap of understanding that parents and children have with each other.

Overall, this present study may not have shown any significant data or results, but its use is still apparent. This study can serve as a taking-off point for similar studies to look at and evaluate both methodology and other potential relationships between parental characteristics and emotional expressiveness, whether in childhood or adulthood. It would be beneficial research regardless of the results. It would also be useful to know if there truly is no relationship between parental characteristics and their child's emotional expressiveness. It would show that regardless of how a parent acts towards their child (e.g., protective, nurturing, reserved, etc.), parental behavior holds no bearing on how the child develops emotionally. The lack of a relationship could call more considerable

attention to understanding an infant's temperament and how that may explain why some children are more comfortable expressing emotions than others.

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APPENDIX A:

SURVEY

Family Structure and Emotional Expressiveness

Start of Block: Informed Consent

Q1 Informed Consent: Adult Research Participant You are being asked to participate in the project described below. Your participation is entirely voluntary, and you may refuse to participate, or you may decide to stop your participation at any time. Should you refuse to participate in the study, or should you withdraw your consent and stop participation in the study, your decision will involve no penalty or loss of benefits to which you may be otherwise entitled. You are being asked to read the information below carefully and ask questions about anything you don't understand before deciding whether or not to participate.

Title: Family Structure and Emotional Expressiveness

Principal Investigator(s): Christine Torossian, Nicholas Shaman

Student Investigator(s): Christine Torossian

Faculty Sponsor: Nicholas Shaman

Purpose of the Study: This study aims to examine how household structure in childhood can affect adulthood levels of emotional expressiveness. Specifically, it will examine the stereotypical behaviors parents engaged in during the participant's childhood and how that influenced the emotional expressiveness of the participant in adulthood.

Procedures: You will answer questions in an internet survey. The survey consists of three sections: parent behaviors, communicative writing, and demographics. In the parent behaviors section, you will answer questions about the typical behaviors your parents exhibited during childhood. In the communicative writing section, you will

write mock emails to your parents regarding various scenarios. In the demographics section, you will answer questions about your demographics.

Expected Duration: January 1st, 2020 through May 5th, 2020

Risks of Participation: You may experience potential emotional distress at recalling childhood events. Additionally, there is a possible risk of breach of confidentiality or data security by using internet communication and/or using an unprotected wireless (WiFi) system.

Benefits to the Subject: There is no direct benefit received from your participation in this study, but your participation will help the investigator(s) to better understand how family structure can affect adulthood emotional expressiveness.

Confidentiality of Records: Every effort will be made to maintain the confidentiality of your study records. For online participation, your confidentiality will be kept to the degree permitted by the technology being used. No guarantees can be made regarding the interception of data via the Internet or email. The data collected from the study will be used for educational and publication purposes; however, you will not be identified by name. Internet administration will be set so that computer IP address logs will be deleted. Participant's data for this research project will be maintained and safeguarded on a password-protected database by the Principal Investigator or Faculty Sponsor for a minimum of three years after completion of the study. After that time, the participant's documentation may be destroyed.

Compensation: There is no financial compensation to be offered for participation in the study.

Investigator's Right to Withdraw Participant: The investigator has the right to withdraw you from this study at any time.

Contact Information for Questions or Problems: The investigator has offered to answer all of your questions. If you have additional questions during this study about the research or any related problem, you may contact the Principal Investigator, Christine Torossian, by telephone at 512-913-3186 or by email at torossianc6475@uhcl.edu

Consent: Your voluntary participation in this research project is indicated by clicking "I Agree" below. You may cease your participation at any time by closing your browser. Such participation does not release the investigator(s), institution(s), sponsor(s), or granting agency(ies) from their professional and ethical responsibility to you. A link is provided for participants to download the consent form [here](#).

THE UNIVERSITY OF HOUSTON-CLEAR LAKE (UHCL) COMMITTEE FOR PROTECTION OF HUMAN SUBJECTS HAS REVIEWED AND APPROVED THIS PROJECT. ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UHCL COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (281.283.3015). ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT UHCL ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT. (FEDERALWIDE ASSURANCE #FWA00004068)

- I Agree (1)
- I Do Not Agree (2)

End of Block: Informed Consent

Start of Block: Parent Questions

Q2 Were you raised in a single- or dual-parent household?

- Single-parent (1)
- Dual-parent (2)
- Both (3)

Display This Question:

If Q2 = 3

Q4 What caused the transition to occur?

Display This Question:

If Q2 = 3

Q3 What was the transition?

- Single- to dual-parent (1)
- Dual- to single-parent (2)
- Other (3)

Q5 Did you live with a step-parent?

- Yes (1)
- No (2)

End of Block: Parent Questions

Start of Block: Parent 1 Emotions

Q9 Section 1: You will be answering all of the following questions about one of your parents.

Page

Break

Q10 Which parent will you answer this set of questions about?

- Mother (1)
- Father (2)

Page

Break

Q11 For each of the following statements: indicate how much they apply to this parent.

Q12 My parent was assertive, they often gave orders.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q13 My parent determined how family time was spent.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q14 My parent determined the rules & consequences of the household.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q15 My parent engaged in protective behaviors towards the household.

- Strongly disagree (1)
- Somewhat disagree (2)

- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q16 My parent provided physical safety for my household.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q17 My parent was involved in the sports that I played.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q18 My parent would rough house with me.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q19 My parent had a full-time job.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q20 My parent would work outside of the usual 9-5 workday.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q21 My parent taught me the necessary skills, such as hygiene & dressing.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q22 My parent dedicated free time to being with the family.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q23 My parent provided me with emotional/social safety.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q24 My parent provided basic needs, such as clothing & food.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q25 My parent cleaned the house regularly.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q26 My parent cooked for the household regularly.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q27 My parent enforced the rules & consequences of the household.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q28 My parent rewarded good behavior.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q29 My parent is a social facilitator.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q30 My parent stayed calm during stressful conversations/situations.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: Parent 1 Emotions

Start of Block: Emails Tasks

Q62 In the following section, you will be provided with three writing prompts.

Please respond to the prompt as closely to your true feelings as possible.

Page

Break

Q6 Pretend that you have just received an unexpected raise at your job. Write an email to your mom/dad/friend that expresses how you feel.

Page

Break

Q7 Pretend that you have just found out you failed a big midterm exam. Write an email to your mom/dad/friend that expresses how you feel.

Page

Break

Q8 Pretend that you got into a minor fender bender on your way to see your favorite band. You enjoy the concert. Write an email to your mom/dad/friend that expresses how you feel.

End of Block: Emails Tasks

Start of Block: Demographics



Q53 How old are you?

Q54 What is your gender?

- Male (1)
- Female (2)
- Other (3)
- Prefer not to say (4)

Q57 What is your ethnicity?

- White (1)
 - Black or African American (2)
 - American Indian or Alaska Native (3)
 - Asian (4)
 - Native Hawaiian or Pacific Islander (5)
 - Other (6) _____
-

Q58 What is your household's yearly income?

- Less than \$10,000 (1)
- \$10,000 - \$19,999 (2)
- \$20,000 - \$29,999 (3)
- \$30,000 - \$39,999 (4)
- \$40,000 - \$49,999 (5)

- \$50,000 - \$59,999 (6)
- \$60,000 - \$69,999 (7)
- \$70,000 - \$79,999 (8)
- \$80,000 - \$89,999 (9)
- \$90,000 - \$99,999 (10)
- \$100,000 - \$149,999 (11)
- More than \$150,000 (12)

Q59 What is your highest level of completed education?

- Less than high school (1)
- High school graduate (2)
- Some college (3)
- 2-year degree (4)
- 4-year degree (5)
- Professional degree (6)
- Doctorate (7)

Q61 What is your employment status?

- Employed full time (1)
- Employed part-time (2)
- Unemployed looking for work (3)
- Unemployed not looking for work (4)
- Retired (5)
- Student (6)
- Disabled (7)

Q60 What is your marital status?

- Married (1)

- Widowed (2)
- Divorced (3)
- Separated (4)
- Never married (5)
- End of Block: Demographics**

Start of Block: Debrief

Q56 Thank You for taking part in this survey. This study aims to examine how household structure in childhood can affect adulthood levels of emotional expressiveness. Your responses will help us examine the stereotypical behaviors parents engaged in during the participant's childhood and how that influenced your emotional expressiveness in adulthood. If you have additional questions during this study about the research or any related problem, you may contact the Principal Investigator, Christine Torossian, by telephone at 512-913-3186 or by email at torossianc6475@uhcl.edu You can download a copy of the informed consent form [here](#).

End of Block: Debrief

Start of Block: Parent 2 Emotions

Q31 Section 2: You will be answering all of the following questions about the parent not previously addressed.

Page

Break

Q32 Which parent will you answer this set of questions about?

- Mother (1)
- Father (2)

Page

Break

Q33 For each of the following statements: indicate how much they apply to this parent.

Q34 My parent was assertive, they often gave orders.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q35 My parent determined how family time was spent.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q36 My parent determined the rules & consequences of the household.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q37 My parent engaged in protective behaviors towards the household.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)

Strongly agree (5)

Q38 My parent provided physical safety for my household.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q39 My parent was involved in the sports that I played.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q40 My parent would rough house with me.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q41 My parent had a full-time job.

Strongly disagree (1)

Somewhat disagree (2)

Neither agree nor disagree (3)

Somewhat agree (4)

Strongly agree (5)

Q42 My parent would work outside of the usual 9-5 workday.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q43 My parent taught me the necessary skills, such as hygiene & dressing.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q44 My parent dedicated free time to being with the family.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q45 My parent provided me with emotional/social safety.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q46 My parent provided basic needs, such as clothing & food.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q47 My parent cleaned the house regularly.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q48 My parent cooked for the household regularly.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q49 My parent enforced the rules & consequences of the household.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q50 My parent rewarded good behavior.

- Strongly disagree (1)

- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q51 My parent is a social facilitator.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

Q52 My parent stayed calm during stressful conversations/situations.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: Parent 2 Emotions