

Extended Abstract

Scrutinizing the Role of Cognitive Appraisal in Mediating Parenting Influences on Students Academic Emotions and Emotional Regulation

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Introduction

Relationship between cognition and emotion is one of the topics that constantly had been considered by psychologists and cognitive researchers. In recent years, appraisal process has been the focus of considerable research in the area of emotions. These researches suggest that the choices people make during these appraisals are related to the emotions that occur (Frijda, 1933; Lazarus, 1991; Roseman & Smith, 1991). These judgments can occur rapidly and without conscious awareness but are seen as essential for emotions to emerge (Panksep, 2005). Therefore, the appraisals made within the activity setting provide a context for the emergence of emotions, emotional regulation and activities for the self-regulation of behavior (Shutz & Davis, 2000).

Moreover, attention to the relationship between cognition and emotion, and considering classroom as a place in which multiple emotional experiences are occurring, has lead educational psychologists to pay special attention to emotional factors. However, in recent years, there have been an increasing number of scholars who try to investigate the educational context with an emotional lens (Shutz et al, 2006; Ainley, Hidi & Berdorff, 2002; Linnenbrink &

Pintrich, 2002; Meyer & Turner, 2002). Therefore, the Academic Emotion construct is becoming widespread, that is, emotions that are directly linked to achievement activities and outcomes. But with the exceptions of research on test anxiety, which has been studied extensively since the 1970s (Zeidner, 1998), and researches on attribution-based emotions in achievement setting (Weiner, 1985, 2001), there is a dearth of empirical research on students' emotional experience (Goetz, 2004). Thus this research was focused on the relationship between environment, appraisals and academic emotion and emotion regulation.

Research hypothesis

Cognitive appraisals (including academic control, performance self esteem and social self esteem) can mediate the effect of parenting processes (including warmth and acceptance, autonomy-granting and supervision and strictness) on mathematics academic emotions and emotion regulation.

Method

A sample of 815 first year high school students of Shiraz city (438 female and 377 male) who were selected via multistage cluster sampling procedure completed the research instruments including Parenting Questionnaire, Teacher Affective Support Scale, Teacher Quality of Teaching Scale, Academic Control Scale, State Self Esteem Scale (Performance Self Esteem and Social Self Esteem), Achievement Emotion Questionnaire-Mathematics, Emotion Regulation Questionnaire and Self-regulatory behavioral patterns in Mathematics Scale. The validity and reliability of all these instruments were confirmed. The data were analyzed by path analysis.

Results

The results of path analysis showed that parental warmth and parent autonomy-granting had an indirect effect on positive mathematic emotion that was mediated by performance self esteem, social self esteem and academic control. Academic control had a

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complete mediator role in relationship between parental supervision and positive mathematic emotion, negative mathematic emotion and emotion regulation. Also, the effect of parental warmth on negative mathematics emotion had been mediated by performance self esteem, social self esteem and academic control. Academic control and performance self esteem were the partial mediators in relationship between parent autonomy-granting and negative mathematic emotion. Finally, parental warmth and parent autonomy-granting had an indirect effect on emotion regulation that was completely mediated by performance self esteem, social self esteem and academic control.

Discussion

The aim of this study was to scrutinize the role of cognitive appraisal (including academic control, performance self esteem and social self esteem) in mediating parenting influences (including warmth and acceptance, autonomy-granting and supervision and strictness) on students' academic emotions and emotional regulation. In order to respond the research hypothesis path analysis, based on Barown and Keni (1986) stages, was used. Results obtained from path analysis showed that academic control, performance self esteem, and social self esteem had the mediation roles in relationship between parenting processes and positive emotion, negative emotion and emotion regulation. Findings of this research confirm social/ cognitive theories and models of emotion that many researchers have paid attention to in recent years. According to these models, emotions occur followed by cognitive appraisals of events and these appraisals are determined by features of environment.

Keywords: Parenting, Cognitive appraisal, Mathematics academic emotions, Emotional regulation.