



Investigating the relationship between pre-service early childhood teachers' emotional awareness levels and their emotion regulation strategies

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Abstract

This study was designed to document pre-service early childhood teachers' emotion regulation strategies and to investigate whether these strategies are explained by their emotional awareness levels and demographic variables such as gender, GPA, type of high school, educational and employment status of parents, and accommodation status of pre-service teachers. The data was collected via "Individual Data Form", "Toronto Alexithymia Scale (TAS-20)", "The Emotion Regulation Questionnaire" and "Cognitive Emotion Regulation Questionnaire (CERQ)". The study group consisted of 393 (339 female and 53 male) pre-service early childhood teachers attending six universities. We found the group's emotional awareness levels correlated with their use of catastrophizing, self-blame, rumination, positive reappraisal, planning, and suppression strategies. On the other hand, their use of strategies for reappraisal, acceptance, positive refocusing, and putting into perspective is closely related to demographic variables to do with parents' education levels, the type of high school they graduated from, and/or their currently attending university.
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Keywords: Early childhood, pre-service teachers, emotional awareness, cognitive emotion regulation, emotion regulation strategies.

1. Introduction

In recent years, emotions are accepted to have an important role in physiological and behavioural responses, decision making and interpersonal interactions (Gross & Thompson, 2007). Current emphasis in this area is on the importance of emotion regulation (Cole, Mitchel and Teti, 1994). According to Denham and her colleagues (2012) both handling emotions in productive ways and expressing them appropriately are two main abilities for emotion regulation. Furthermore, handling emotions in productive ways includes awareness of, monitoring, and the modifying of emotions. On the other hand, Gratz and Roemer (2004) conceptualize emotion regulation as a) awareness, understanding, and acceptance of emotions, b) controlling impulsive behaviours and behaving according to desired goals, and c) using appropriate emotion regulation strategies to meet individual goals and situational requests. They also underline that if there is any deficiency in these abilities they can cause difficulty in emotion regulation. However, Thompson (1991) emphasizes the extrinsic and intrinsic processes to monitor, assess, and adjust emotional reactions when defining emotion regulation. Elsewhere, according to Gross (1998) emotion regulation is explained as the processes that influence which emotions individuals have, and when and how they experience and express these emotions.

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Gross (2001) indicates two main emotion regulation strategies individuals use: reappraisal and suppression. He defines reappraisal as cognitive re-evaluation of an emotion causing a situation to decrease its emotional impact. In addition, suppression is mentioned as an inhibition in expressive behaviour for continuing emotion. He argues that reappraisal can reduce experiential, physiological, and behavioural responses; however, suppression cannot impact emotion experience, but even increase physiological activation. Garnefski and his colleagues (2001) designate some unconscious and conscious cognitive processes individuals use to manage their emotions. Memory misrepresentations, denial, or selective attention are given as examples for unconscious cognitive processes. In addition, blaming oneself or others, ruminating, or catastrophizing are seen as conscious cognitive processes. Garnefski and Kraaij (2006) indicate that using rumination, catastrophizing, and self-blaming cognitive emotion regulation strategies could be related to having more emotional problems. In support of this indication, Omran (2011) found that university students who used catastrophizing, self-blame, or rumination strategies had high levels of anxiety and depression. The same study showed that refocusing, positive reappraisal and planning strategies were related to having low levels of anxiety and depression.

Zlomke and Hahn (2010) found gender differences in use of cognitive emotion regulation strategies. While women preferred rumination and putting the situation into perspective more than men, men chose blaming others during stressful situations more than women. Garnefski and his colleagues (2004) also indicated that women used rumination, catastrophizing and positive refocusing more than men. Moreover, emotional regulation was the most important variable to explain the well-being of university students (Özbay, Palancı, Kandemi, & Çakır, 2012).

Teachers, like parents, have important roles in socializing children's emotions by providing experiences that affect the emotional competence of children (Denham, Bassett, & Zinsser, 2012). Early childhood teachers' own emotional competences influence how they express their own emotions, how they respond to children's emotions, and what they teach about emotions (Morris, Denham, Bassett, & Curby, 2013).

It is not well documented how pre-service teachers regulate their emotions, and what is the relationship between emotional awareness levels of pre-service teachers and their emotion regulation strategy preferences. For this reason, this study aims to identify how pre-service early childhood teachers' prefer to regulate their emotions and to show the importance of emotional awareness and demographic information to explain the emotional regulation strategies pre-service teachers use.

2. Method

2.1. Participants

The research is a descriptive study. It shows whether the emotional awareness levels and regulation strategies of pre-service early childhood teachers are affected by variables such as gender, type of high school, educational status of mother and father, employment status of mother and father, accommodation status of pre-service teachers, and investigates the relationship between their emotional awareness levels and emotion regulation strategies. The study group comprised 393 (339 female and 53 male) pre-service teachers from Akdeniz (N=41), Cumhuriyet (N=98), Gazi (N=91), İnönü (N=50), KATU (N=84) and Necmettin Erbakan (N=29) Universities. The "Individual Data Form", "Toronto Alexithymia Scale (TAS-20)", "The Emotion Regulation Questionnaire" and "Cognitive Emotion Regulation Questionnaire (CERQ)" were used for gathering data.

2.2. Instruments

2.2.1. Demographic Information Form

The gender, type of high school, educational status of mother and father, employment status of mother and father, accommodation status of the samples are included.

2.2.2. Toronto Alexithymia Scale (TAS-20)

The TAS-20 is the most widely used self-report measure of alexithymia (Parker, Taylor, & Bagby, 2003), which has been found to have adequate construct, discriminant, and convergent validity, and test-retest reliability (Bagby,

Parker, & Taylor, 1994). The TAS-20 uses a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree); and five items are negatively keyed. The scale has three factors: difficulty identifying feelings (DIF); difficulty describing feelings (DDF); and externally oriented thinking (EOT). These three factors together determine the overall level of alexithymia (which represents low emotional awareness). The first factor (DIF) consists of seven items assessing the ability to identify feelings and to distinguish them from the somatic sensations that accompany emotional arousal (e.g., I have feelings that I can't quite identify). Factor two (DDF) consist of five items assessing the ability to describe feelings to other people (e.g., I am able to describe my feelings easily). Factor three (EOT) consists of eight items assessing externally oriented thinking (e.g., I prefer to analyze problems rather than just describe them). For the current study the Turkish version of the 20-item Toronto alexithymia scale was used (Güleç, Köse, Güleç, Çıtak, Evren, Borckardt, & Sayar, 2009). Güleç and his colleagues found the Cronbach's alpha for the total TAS-20 scale as .78, and for the three subscales (DIF, DDF, EOT); .80, .57, and .63, respectively. For the current sample, the Cronbach's alpha coefficient for the total TAS-20 was .80 and .81, .66, and .42 for DIF, DDF, and EOT, respectively. As the externally oriented thinking (EOT) subscale did not achieve a solid level of internal consistency, it was removed from further analysis for the present study.

2.2.3. Emotion Regulation Questionnaire

The scale was developed by Gross and John (2003). The aim of the scale is to investigate individuals' emotional regulatory strategies. It has two parts described as Cognitive Reappraisal and Suppression. The Cognitive Reappraisal scale assesses the tendency to regulate emotion by changing thoughts and consists of 6 items. The Suppression scale assesses lack of emotional expression and has 4 items. A 7-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (7) is used in this scale. The alpha coefficients of the Cognitive Reappraisal and Suppression scales were found to be .79 and .73, respectively. The 3-month re-test reliability was .69 for both scales. The scale was adapted to Turkish by Yurtsever (2008). The Cronbach Alpha Coefficients for Cognitive Reappraisal and Suppression scales were found to be .85 and .78, respectively. Test-retest correlations at a 4-week interval were .88 for the Cognitive Reappraisal scale and .82 for the Suppression scale. For the current sample, the Cronbach's alpha coefficients for the reappraisal were .69 and .60 for suppression.

2.2.4. Cognitive Emotion Regulation Questionnaire- Short Version (CERQ)

To measure the specific cognitive emotion regulation strategies participants used in response to the experience of threatening or stressful life events, the CERQ was used (Garnefski, Kraaij and Spinhoven, 2001). The CERQ is a 36-item questionnaire consisting of the following nine conceptually distinct subscales, each has four items and refer to what someone thinks after experiencing threatening or stressful events: self-blame (thoughts of blaming oneself for what one has experienced), other-blame (thoughts of accusing others for what one has experienced), rumination (thinking continuously about the feelings and thoughts associated with negative event one experienced) , catastrophizing (emphasizing overtly the terror of the experience), putting into perspective (thoughts of reducing the seriousness of the event when compared to other events), positive refocusing (thinking of pleasant matters instead of the negative event one experienced), positive reappraisal (thoughts of finding a positive meaning for personal growth from an event experienced), acceptance (thoughts of accepting what has happened without resistance) , and planning (thinking of what steps to take to deal with the event). Cognitive emotion regulation strategies were measured on a 5-point Likert scale ranging from 1 (almost never) to 5 (almost always). Individual subscale scores were obtained by summing the scores belonging to the particular subscale (ranging from 4 to 20). Previous research on cognitive emotion regulation strategies has shown that all subscales have good internal consistencies ranging from .68 to .86 (Garnefski, Kraaij and Spinhoven, 2001). CERQ (Cakmak & Cevik, 2010) was adapted to the Turkish sample and an 18-item short version was developed following the same strategy used for the development of the original short-version by Garnefski and Kraaij (2006). Cakmak and Cevik's study (2010) revealed evidence for factorial validity. Cronbach alpha reliability coefficients obtained for the CERQ-TR short scale ranged from 0.63 to 0.74, and for the original scales, alpha is ranged from 0.65 to 0.78. For the current sample, the Cronbach's alpha coefficient values ranged from .59 to .76 for the subscales.

3. Results and Discussions

The study sample of pre-service teachers graduated mostly from Anatolian high schools and lived at home with roommates (35%) (see table 1). Their average GPA was found to be 3.02 (SD=.36). Average monthly personal income was 521TL (SD=254.35; Min. =50, Max. = 1500TL).

Pre-service teachers indicated that they used the reappraisal strategy (M=4.88, SD=1.05) more than the suppression strategy (M=3.64, SD=1.24). In addition, among cognitive emotion regulation strategies, the sample preferred to mostly refocus using a planning strategy (M=7.11, SD=1.84) while the other-blame strategy was least preferred (M=3.81, SD=1.37) (see table 2).

Table 1. Frequency and percentage distribution of demographic information of pre-service teachers

Variables		1	2	3	4	5	6	Total
University	n	Akdeniz 41	Cumhuriyet 98	Gazi 91	Inonu 50	KATU 84	N.E. [^] 29	393
	%	10.4	24.9	23.2	12.7	21.4	7.4	100
Type of High Sch.		High Sch	A* High Sch	A.T.T** High Sch	Voc*** High Sch	Other		
	n	72	138	98	78	7		393
	%	18.3	35.1	24.9	19.8	1.8		100
Mother's Edc. Level		Pri. or lower	Secondary	High Sch.	Prelicensing	College	Other	
	n	227	68	68	6	16	6	
	%	57.7	17.3	17.3	1.5	4.1	1.5	
Father's Edc. Level		Pri. or lower	Secondary	High Sch.	Prelicensing	College	Other	
	n	106	59	114	40	67	2	
	%	26.9	15	29	10.2	17	0.5	
Mother's Employ. Status		Employed	Not employed	Retire				
	n	49	317	15				381
	%	12.5	80.7	3.8				96.9
Father's Employ. Status		Employed	Not employed	Retire				
	n	271	13	98				382
	%	69	3.3	24.9				97.2
Accommodation		Public-Dorm	Private-Dorm	With friends	With relatives	With family	Other	
	n	87	75	136	7	80	7	392
	%	22.1	19.1	34.6	1.8	20.4	1.8	99.7

* Anatolian High School, **Anatolian Teacher Training High School,***Vocational High School; ^N. Erbakan

In order to examine whether demographic information and TAS-20 scores accounted for variance in each emotional regulation strategy, hierarchical multiple regression analyses were performed (see Table 3 and 4). For each emotional regulation strategy, two analyses were performed with the following entry format: gender, university, type of high school graduated from, parent's level of education, type of residence (Step 1); difficulty identifying feelings (DIF) and difficulty describing feelings (DDF) or TAS_20 total score (Step 2). Due to high correlation between the two subscales (DIF and DDF) and the TAS-20 total score, each was separately analysed in Step 2. Although overall hierarchical analysis was used, for the entry stepwise multiple regression was used. Due to limited space, only the final steps of the regression analysis are shared in tables 3 and 4.

Table 2. Cronbach Alpha Coefficient and descriptors for Subscales of The Tas, Erq, Ceq

Scale Name		Alpha(Number of item)	Min.	Max.	Mean	SD
TAS-20	Dif. Identifying Feelings	.81(7)	1.00	4.30	2.14	.69
	Dif. Describing Feelings	.65(5)	1.00	4.60	2.42	.66
	Externally-Oriented Think.	.41(8)	1.50	4.75	2.62	.48
Emotional Regulation Ques.	Reappraisal	.69(6)	1.17	7.00	4.88	1.05
	Suppression	.60(4)	1.00	7.00	3.64	1.24
	Selfblame	.59 (2)	2.00	10.00	4.54	1.36
	Acceptance	.67 (2)	2.00	10.00	5.79	1.84
Cognitive Emo. Regulation Ques.	Focus on Thought	.65 (2)	2.00	10.00	7.09	1.81
	Positive Refocusing	.69 (2)	1.00	10.00	4.98	1.86
	Planning	.63 (2)	2.00	10.00	7.11	1.84
	Reappraisal	.67 (2)	2.00	10.00	6.54	1.93
	Perspective	.76 (2)	2.00	10.00	6.56	2.13
	Catastrophizing	.70 (2)	1.00	10.00	4.55	1.75
	Other Blame	.73 (2)	1.00	10.00	3.81	1.37

Table 3. Hierarchical Analysis for Subscales of ER

	Predictor	Alexithymia					Subscales of TAS-20 (DIF; DDF)				
		R ²	Adjusted R ²	B	SE B	β	R ²	Adjusted R ²	B	SE B	β
Reappr.*	H3	.075	.065	.285	.141	.109*	.075	.065	.285	.141	.109*
	U1			-.396	.169	-.116*			-.396	.169	-.116*
	H1			-.297	.118	-.135*			-.297	.118	-.135*
	A1			.306	.133	-.115*			.306	.133	.115*
Suppre.**	U2	.154	.147	.345	.139	.120*	.192	.186	.292	.137	.102*
	Sex			-.221	.176	-.061			-.271	.171	-.075
	Alex.			.044	.007	.330**					
	DDF								.721	.089	.386**

Note: *Reappraisal; ** Suppression; N= 393; H3, Vocational High School; H1, Anatolian High school; A1, Living at Private Dormitory; DDF, Difficulty Describing Feelings; * p<0.05; ** p<0.01

As seen in Table 3, regression analysis of the *reappraisal* emotion regulation strategy reveals that graduating from Vocational and Anatolian high schools, attending University_1, and living at a private dormitory explain 7% of the variance in the reappraisal strategy. Interestingly, low emotional awareness (total Alexithymia score) or difficulty identifying and describing feelings did not feature in this finding. Furthermore, attending University_2 and being female explained 5% of the variance in the *suppression* strategy. Low emotional awareness (total Alexithymia score) explained an additional 10% of the variance in the suppression strategy (R² change =.10). In another analysis, difficulty describing feelings explained an additional 14% of the variance in the suppression strategy (R² change

=.139). However, sex was not a significant variable in the final step of the equation after low emotional awareness (total Alexithymia score) or DDF enter the analysis (see table 3)

In the final regression equation for the *acceptance* cognitive emotion regulation strategy, having a mother with an associate or higher degree and a father with a high school diploma, and attending University_1 explained 3% of the variance in the acceptance strategy (see Table 4). However, attending University_1 was not significant in the equation.

The regression analysis for the *focus on thought* strategy reveals that living at home with roommates, having a mother with an associate or higher degree explained only 2% of the variance. Low emotional awareness (total Alexithymia score) explained an additional 4% of the variance in the focus on thought strategy. In another analysis, difficulty identifying feelings explained only an additional 1% of the variance in the same variable. However, living at home with roommates and a having mother with an associate or higher degree variables were not significant (see Table 4).

For the *positive refocusing* cognitive emotion regulation strategy, attending University_1 and University_4, and having a mother with an associate or higher degree and a father with a high school education were entered in the final step of the regression and explained 6% of the variance in the positive refocusing strategy. Low emotional awareness (total Alexithymia score) or difficulty identifying and describing feelings did not enter the equation (see Table 4).

Hierarchical regression analysis reveals that having a mother with a high school and associate or higher degree, and graduating from Anatolian high school explained 3% of the variance in the *planning* strategy. Low emotional awareness (total Alexithymia score) explained additional 4% of the variance in the planning strategy (R^2 change =.044). According to another analysis, difficulty identifying feelings alone explained 3% of the variance in the same strategy (R^2 change =.029).

Regression analysis of the *reappraisal* subscale of the Cognitive Emotion Regulation questionnaire reveals that having a mother with an associate or higher degree and having a low emotional awareness (total Alexithymia score) explained 3% of the variance in the reappraisal strategy (see Table 4). In another analysis, difficulty describing feelings alone explained 1% of the variance in the reappraisal cognitive emotional regulation strategy.

Putting into perspective strategy was explained only by having a mother with an associate degree or higher education. Pre-service teachers who had a mother with an associate or higher degree were more likely to prefer *perspective* strategy than those having mothers with primary school or lower education.

As seen in table 4, having mothers who graduated from high school, attending University_1 and University_2, and having low emotional awareness explained 11% of the variance in *catastrophizing* strategy. Low emotional awareness (total Alexithymia score) alone explained 7% of the variance in this variable (R^2 change =.065). Difficulty identifying feelings explained 8% of the variance in the *catastrophizing* strategy (R^2 change =.077). In the final step regression analysis, attending University_2 was not found to be significant.

The regression analysis for the *self-blame* strategy reveals that having mothers with an associate or higher degree, graduating from Anatolian teacher and Anatolian high schools explained 3% of the variance. Low emotional awareness (total Alexithymia score) explained an additional 2% of the variance in the variable (R^2 change =.022). In another analysis, difficulty identifying feelings explained 4% of the variance in the self-blame strategy (R^2 change =.042). Unexpectedly, pre-service teachers whose mothers had an associate or higher degree were significantly more likely to use self-blame strategy than those whose mothers graduated from primary school.

To explain *other-blame* strategy, no demographic variable was found (see table 4). Low emotional awareness (total Alexithymia score) explained 3% of the variance in the other-blame strategy. Difficulty identifying feelings explained 4% of the variance in other-blame.

Table 4. Hierarchical Analysis for Subscales of Cognitive ER

<i>Predictor</i>		Alexithymia					Subscales of TAS-20 (DIF; DDF)					
		R ²	Adjusted R ²	B	SE B	β	R ²	Adjusted R ²	B	SE B	β	
Accept	ME3	.036	.028	.984	.401	.124*	.036	.028	.984	.401	.124*	
	FE2			.452	.204	.111*			.452	.204	.111*	
	U1			-.593	.301	-.099			-.593	.301	-.099	
Foc tho	A2	.064	.057	-.346	.189	-.091	.037	.030	-.345	.193	-.090	
	ME3			.691	.388	.088			.733	.394	.094	
	Alex.			-.041	.010	-.208**						
	DIF								-.334	.133	-.127*	
Porefoc	U1	.070	.060	-1.034	.305	-.171**	.070	.060	-1.034	.305	-.171**	
	FE2			-.566	.203	-.138**			-.566	.203	-.138**	
	U4			-.543	.228	-.120*			-.543	.228	-.120*	
	ME3			.867	.399	-.108*			.867	.399	-.108*	
Plan	ME2	.081	.072	.583	.243	.119**	.067	.057	.584	.245	.119*	
	ME3			.912	.396	.115*			.935	.399	.117*	
	H1			-.434	.191	-.113*			-.419	.192	-.109*	
	Alex.			-.043	.010	-.215**						
	DIF								-.474	.132	-.178**	
Reapp.	ME3	.036	.031	.895	.417	.108*	.028	.023	.936	.419	.113*	
	Alex.			-.031	.010	-.149**						
	DDF								-.353	.146	-.122*	
Perspective	ME3	.014	.011	1.085	.467	.118*	.014	.009	1.085	.467	.118*	
Catastrop.	ME2	.116	.106	.668	.225	.143**	.127	.118	.675	.224	.145**	
	U2			.376	.204	.093			.326	.203	.081	
	U1			.601	.281	.105*			.585	.279	.103*	
	Alex.			.051	.009	.266**						
	DIF						.737	.125	.290**			
Selfblame	ME3	.060	.050	.146	.060	.121**	.082	.072	.149	.060	.123*	
	H2			.099	.036	.153*			.097	.035	.150**	
	H1			.071	.032	.121**			.068	.032	.117*	
	Alex.			.005	.002	.150*						
	DIF								.086	.020	.211**	
Otherblame	Alex.	.032	.029	.007	.002	.178**	.040	.038	.105	.026	.201**	
	DIF											

Note: N= 393; ME3, Mother with associate or higher degree; FE2, Father graduated from high school; A2, Living with Roommates; ME2, Mother graduated from high school; H1, Anatolian High school; H2, Anatolian Teacher High School; DIF, Difficulty Identifying Feelings; DDF, Difficulty Describing Feelings; * $p < 0.05$; ** $p < 0.01$

4. Conclusion

Our findings using the reappraisal subscale of Gross and John's (2003) Emotion regulation questionnaire are mostly explained by the type of high schools and current universities attended by our sample of pre-service teachers. No effect of emotional awareness was seen for this strategy in this study. However, the suppression strategy (inhibition in expressive behaviour of the emotion) was mostly explained by low emotional awareness and difficulty describing feelings. Gender effect was not significant after emotional awareness variables were entered in the equation. Pre-service teachers with low emotional awareness of their own emotions and with difficulty finding words and describing their own feelings preferred to use suppression strategy to regulate their emotions.

Parents' education level was found to determine whether teachers' use a strategy for accepting what has happened to them. If their parents have completed higher education, pre-service teachers preferred to use acceptance strategy. No effect of emotional awareness could be observed for this strategy or for the strategy of thinking pleasant things instead of about the actual event (positive refocusing). Low education levels of parents and attending university explained the use of positive refocusing strategy. Furthermore, an approach of minimizing the seriousness of the event when compared to other events was not explained by emotional awareness, either. Interestingly, mothers' education level was the only variable explaining changes in the putting into perspective strategy. Pre-service teachers whose mothers have higher education qualifications indicated that they more often employ this strategy than those whose mothers do not.

Emotional awareness only explained 2% of the variance in the strategy for attaching a positive meaning to what happened in terms of personal growth (positive reappraisal). Those in our sample whose mothers possess higher education preferred positive reappraisal more than their peers who reported mothers with lower levels of education. In addition, pre-service teachers with low emotional awareness were less likely to think continually about the feelings and thoughts associated with the negative events (rumination). Those with low emotional awareness or difficulty identifying their own feelings were less likely to make plans and think about what steps to take to deal with the event they experienced (refocusing on planning). Pre-service teachers whose mothers graduated from high school or higher education were most likely to use planning strategy. Mothers' education levels were also related to the self-blame strategy with 4% of the variance being explained by difficulty identifying and differentiating feelings. Those in the sample who were seen to have low awareness of their own emotions preferred to use other-blame strategy, also explained by the variable of having difficulty identifying and differentiate feelings. We found the strategy of emphasizing the strong feeling of fear related to the experience was mostly explained by emotional awareness variables. Pre-service teachers who had difficulty identifying and differentiating feelings or had low emotional awareness indicated a preference for catastrophizing. Unexpectedly, those whose mothers are high school graduates were more likely to choose a catastrophizing strategy than those whose mothers have only received primary education.

The results of this study provide a unique understanding of Turkish pre-service early childhood teachers' emotional regulation strategies and can be used to explain the relationship between emotional awareness and emotional regulation. The emotion regulation strategies employed by our sample were found to be significantly explained by the type of high schools these teachers had attended and their current educational places. We recommend studying these aspects in further detail to understand the emotion regulation of pre-service teachers. Levels of parents', especially mothers', education were also important indicators of how pre-service teachers regulate their emotions.

Omran (2011) found that catastrophizing, self-blame, or rumination strategies related to high level of anxiety and depression. The same study showed that refocusing, positive reappraisal and planning strategies related to having a low level of anxiety and depression. As mentioned above, we found that emotional awareness levels in pre-service early childhood teachers explained their catastrophizing, self-blame, rumination, positive reappraisal, and planning strategies. Future research could focus on relations among emotional awareness, emotional regulation, and anxiety or depression levels of pre-service teachers.

The results of this study enable us to highlight the importance of emotional awareness to the behaviour of pre-service teachers. A next step would be to investigate how pre-service teachers' emotional awareness and strategies to regulate their emotions relates to their ways of socializing children's emotions or/and its significance to children's emotional competence.

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