

ABSTRACT

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Title: INVESTIGATING GENDER DIFFERENCES IN EMOTION REGULATION DURING GENDER-STEREOTYPED ELEMENTARY SCHOOL SUBJECTS

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This study investigated the gender differences in emotions in gender-stereotyped subjects (mathematics and English Language Arts, i.e., reading/writing) during lessons and before a test. It is documented that girls have more negative views of their ability in math (which is considered a stereotypically male domain) but not in English. Girls may show more negative mood before a math test compared to boys because of stereotype threat (a cognitive assumption that boys are better at math). The goals of this study were to examine whether there are gender differences in mood in these subjects and to examine whether classroom context (testing v. non-testing) differentially affects gender differences in mood. Using the RULER mood meter method (a four-color grid developed at Yale to identify one's combine energy and pleasantness levels) and using two survey items that separately evaluated energy and pleasantness levels, students' moods were assessed in both conditions. Results indicated that there were no significant gender differences in mood before the gender-stereotyped subject and no significant differences in mood between test and instruction conditions. However, exploratory findings point to the importance of classroom climate on students' mood identification, emotion regulation, and performance in gender stereotyped subjects.