

Supplemental Appendix C

Gender Differences on Study Variables and SRM Estimates

Gender Differences on Study Variables

We first compared male and female children on study variables. Boys expressed more Anger than girls in both the Frustration Tasks and the Planning Tasks (see Table 1 below). This finding was unsurprising, given that Chaplin and Aldao's (2013) comprehensive meta-analysis of gender differences in emotion expression found that these differences favored girls for the expression of positive emotions such as happiness and internalizing negative emotions such as sadness and anxiety, but boys for externalizing negative emotions such as anger.

Table 1

Differences on Study Variables Between Male and Female Children

	M_{male}	M_{female}	F	p	η^2
Frustration Tasks:					
Happy	8.35	7.95	.14	.71	.00
Sad	.10	.18	2.75	.10	.01
Angry	1.59	.99	5.68	.02	.03
Anxious	.89	1.18	1.31	.25	.01
Neutral	88.99	89.32	.07	.80	.00
Planning Tasks:					
Happy	14.30	14.25	.00	.97	.00
Sad	.10	.06	1.26	.26	.01
Angry	.55	.36	4.12	.04	.02
Anxious	.72	.97	1.15	.29	.01
Neutral	83.75	83.91	.01	.92	.00

Note: η^2 = partial eta squared

Gender Differences on SRM Estimates

Next, we analyzed gender differences on SRM estimates. To do so, we used the SRM estimates per group outputted from the SOREMO program, comparing estimates between the 29 groups of male children and the 23 groups of female children in 100 one-way ANOVAs. Three gender differences emerged out of 100 estimates. Partner Variance for Happiness in the Frustration Tasks was greater for boys than girls, the negative Angry-Neutral Actor-Actor Correlation in the Frustration Tasks was stronger for boys than girls, and Relationship Variance for Anger in the Planning Tasks was stronger for girls than boys (see Table 2 below). We hesitated to interpret these gender differences further, given that their occurrence was in line with expectations on the basis of chance with a p -value of .05. Of note, these findings do not imply that boys and girls do not differ in their emotion expression (see Table 1 above). Instead, they suggest that boys and girls largely do not differ in the extent to which their emotional expressiveness is driven by trait-like versus dyadic processes.

Table 2
Differences on SRM Estimates Between Male and Female Groups

	M_{male}	M_{female}	F	p	η^2
Frustration Tasks:					
Actor Variance:					
Happy	.22	.26	.42	.52	.01
Sad	.31	.23	1.69	.20	.03
Angry	.19	.12	1.49	.23	.03
Anxious	.15	.17	.17	.68	.00
Neutral	.20	.29	2.03	.16	.04
Partner Variance:					
Happy	.11	.04	4.29	.04	.08
Sad	.28	.20	1.63	.21	.03
Angry	.12	.09	.33	.57	.01
Anxious	.014	.10	.81	.37	.02
Neutral	.09	.06	.87	.36	.02
Relationship Variance:					
Happy	.45	.49	.26	.62	.01
Sad	.06	.18	2.56	.12	.05
Angry	.36	.33	.10	.75	.00
Anxious	.27	.30	.10	.75	.00
Neutral	.48	.43	.45	.50	.01
Dyadic Reciprocity Correlations:					
Happy	.56	.52	.13	.72	.00
Sad	.05	.10	.69	.41	.01
Angry	.44	.36	.24	.63	.01
Anxious	.23	-.01	3.37	.07	.06
Neutral	.60	.58	.04	.85	.00
Actor-Actor Correlations					
Happy-Sad	.16	.14	.04	.85	.00
Happy-Angry	.27	.07	2.68	.11	.05

Happy-Anxious	.15	.23	.32	.58	.01
Happy-Neutral	-.52	-.50	.03	.86	.00
Sad-Angry	.23	.20	.05	.82	.00
Sad-Anxious	.19	.17	.03	.87	.00
Sad-Neutral	-.16	-.16	.00	.97	.00
Angry-Anxious	.22	.19	.03	.86	.00
Angry-Neutral	-.39	-.13	5.52	.02	.10
Anxious-Neutral	-.21	-.30	.37	.55	.01
Intrapersonal Correlations					
Happy-Sad	-.02	-.12	1.25	.27	.02
Happy-Angry	.12	.31	1.35	.25	.03
Happy-Anxious	.10	.12	.03	.86	.00
Happy-Neutral	-.90	-.90	.00	1.00	.00
Sad-Angry	-.04	.03	.54	.47	.01
Sad-Anxious	.10	-.02	1.89	.18	.04
Sad-Neutral	.01	.10	1.12	.29	.02
Angry-Anxious	.06	.14	.30	.59	.01
Angry-Neutral	-.28	-.38	.38	.54	.01
Anxious-Neutral	-.26	-.24	.04	.85	.00
Interpersonal Correlations					
Happy-Sad	-.05	.01	.57	.46	.01
Happy-Angry	.24	.30	.16	.69	.00
Happy-Anxious	.05	.11	.16	.69	.00
Happy-Neutral	-.65	-.55	.56	.46	.01
Sad-Angry	-.08	-.00	.89	.35	.02
Sad-Anxious	.06	.03	.22	.64	.00
Sad-Neutral	.06	.04	.08	.78	.00
Angry-Anxious	.18	.13	.14	.71	.00
Angry-Neutral	-.34	-.27	.24	.63	.01
Anxious-Neutral	-.12	-.10	.02	.89	.00
Planning Tasks:					
Actor Variance:					
Happy	.35	.37	.08	.78	.00
Sad	.33	.25	1.41	.24	.03
Angry	.18	.11	1.32	.26	.03
Anxious	.18	.16	.07	.79	.00
Neutral	.32	.36	.41	.53	.01
Partner Variance:					
Happy	.08	.09	.05	.82	.00
Sad	.31	.26	.49	.49	.01
Angry	.13	.11	.15	.70	.00
Anxious	.17	.15	.12	.73	.00
Neutral	.08	.09	.19	.67	.00
Relationship Variance:					
Happy	.32	.29	.17	.68	.00
Sad	.04	.07	.20	.66	.00
Angry	.13	.30	5.19	.03	.09
Anxious	.24	.22	.05	.82	.00

Neutral	.36	.29	.75	.39	.02
Dyadic Reciprocity Correlations:					
Happy	.57	.32	2.45	.12	.05
Sad	.00	.04	1.27	.27	.03
Angry	.04	.25	4.19	.05	.08
Anxious	.00	.18	2.57	.12	.05
Neutral	.56	.27	3.95	.05	.07
Actor-Actor Correlations					
Happy-Sad	.10	.05	.46	.50	.01
Happy-Angry	.11	.03	.33	.57	.01
Happy-Anxious	.02	.10	.29	.60	.01
Happy-Neutral	-.77	-.71	.22	.64	.00
Sad-Angry	.22	.08	2.17	.15	.04
Sad-Anxious	.16	.04	1.69	.20	.03
Sad-Neutral	-.09	-.02	.71	.40	.01
Angry-Anxious	.13	.12	.01	.91	.00
Angry-Neutral	-.12	-.02	.49	.49	.01
Anxious-Neutral	-.01	-.14	.72	.40	.01
Intrapersonal Correlations					
Happy-Sad	-.03	.00	.18	.67	.00
Happy-Angry	-.02	-.02	.00	.99	.00
Happy-Anxious	.15	.17	.02	.89	.00
Happy-Neutral	-.80	-.75	.10	.75	.00
Sad-Angry	-.03	.04	2.03	.16	.04
Sad-Anxious	-.03	.04	2.05	.16	.04
Sad-Neutral	.02	.00	.08	.78	.00
Angry-Anxious	.08	.07	.01	.91	.00
Angry-Neutral	-.13	-.04	.66	.42	.01
Anxious-Neutral	-.22	-.18	.07	.79	.00
Interpersonal Correlations					
Happy-Sad	-.02	.05	2.62	.11	.05
Happy-Angry	-.00	-.01	.00	.95	.00
Happy-Anxious	.10	.17	.23	.63	.01
Happy-Neutral	-.56	-.36	1.70	.20	.03
Sad-Angry	.03	.04	.03	.87	.00
Sad-Anxious	.00	.04	1.27	.27	.03
Sad-Neutral	.03	-.05	2.19	.15	.04
Angry-Anxious	-.05	.08	2.47	.12	.05
Angry-Neutral	-.07	-.02	.18	.67	.00
Anxious-Neutral	-.09	-.12	.08	.78	.00

Note: η^2 = partial eta squared.

References

- Chaplin, T.M., & Aldao, A. (2013). Gender differences in emotion expression in children: A meta-analytic review. *Psychological Bulletin, 139*, 735-765. doi: 10.1037/a0030737