

THE RELATIONSHIPS BETWEEN PARENTAL EMOTION EXPRESSIVITY,  
CHILDREN'S TEMPERAMENT AND CHILDREN'S COPING STRATEGY

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## ABSTRACT

### THE RELATIONSHIP BETWEEN PARENTAL EMOTION EXPRESSIVITY, CHILDREN'S TEMPERAMENT AND CHILDREN'S COPING STRATEGY

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This study aims to investigate the relations between the dimensions of parental expressivity which are positivity, negative dominant expressivity, negative submissive expressivity, family environment and child's coping strategies, and the effect of child temperament on this relation. 111 preschool children between the ages of 4 and 6 years and their families participated in the study. Family expressivity as assessed with Halberstadt's Self Expressiveness in the Family Questionnaire. Three subscales of Family Environment Scale which are cohesion, expressivity and conflict were utilized to measure the relation in the family. In order to determine how the child copes with situation specific stress Vignette Assessment of Preschool Children's Coping Strategies was used. VAPCCS consists of four stressful vignettes that are mastery challenge, peer conflict, parent-child conflict and separation situations. Child's coping strategies were coded as five coping strategies, problem approach and problem avoidance, passive acceptance, and emotion venting. Child's temperamental characteristics were assessed with Colorado Child Temperament Inventory. Results revealed that children's temperamental characteristics did not predict children's coping strategy by its own. However, child coping strategies varied in the interaction of different child temperament characteristics and dimensions of maternal emotional expressivity. Children's soothability moderated the relation between maternal negative submissive expressivity and children's problem approach coping. Moreover, children tended to use less problem avoidance coping strategy in

cases where mothers expressed negative submissive emotion more frequently in the family and when children had highly sociable temperamental characteristics. Overall, the results of the study suggested that when fluctuations in the degree of expression of negative emotion in the family are taken into consideration with children's temperamental characteristics, they influence how the children cope with stress.

Keywords: Parental Emotion Expressivity, Child Temperament, Children's Coping Strategies

## ÖZ

### AİLENİN DUYGUSAL İFADESİ, ÇOCUĞUN MİZACI VE ÇOCUĞUN BAŞETME STRATEJİLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Bu araştırma aile içi duygusal ifade, aile ortamı ile çocuğun başetme stratejileri arasındaki ilişki ile beraber, aynı zamanda da çocuğun mizacının bu ilişkiler üzerindeki etkisini incelemektedir. Araştırmanın katımcıları 111 okul öncesi çocuk ve onların ailelerinden oluşmaktadır. Aile içi duygusal ifade Halberstadt's Aile İçi Duygusal İfade Envanteri ile değerlendirilmektedir. Aile ortamı ise Aile Ortamı Ölçeğinin tutarlılık, ifade ediş ve çatışma alt ölçekleri ile değerlendirilmektedir. Okul öncesi çocuklarının başetme davranışları ise okul öncesi çocuklar için hazırlanmış kısa öykü ölçeği ile değerlendirilmektedir. Çocuğun mizacı ise Colorado Çocuk Mizaç Envanteri ile ölçülmektedir. Araştırma sonuçlarına göre, çocuğun mizacı çocuğun başetme davranışlarını tek başına yordamaz iken, çocuğun farklı mizaç özellikleri ve aile içi duygusal ifadenin farklı boyutlarının etkileşimi çocuğun başetme davranışlarını yordamaktadır. Çocuğun sakin mizaç özellikleri annenin aile içinde olumsuz ve boyun eğici ifadeleri ile çocuğun problem odaklı başetme stratejileri arasındaki ilişkiyi düzenlenmektedir. Ayrıca, annenin olumsuz ve boğun eğici ifadelerinin sıklıkla ifade edildiği ve çocuğun oldukça sosyal mizaç özelliklerine sahip olduğu durumlarda çocuk stresle başetmek için problemden kaçınma başetme stratejileri kullanma eğilimindedir. Genel olarak, okul öncesi çocuğunun mizaç özellikleri, annenin aile içinde ifade edilen olumsuz duyguların ifade ediliş sıklığı ile birlikte çocuğun stres ile başetme stratejileri üzerinde belirleyici rol oynamaktadır.

Anahtar kelimeler: Ailenin duygusal ifadesi, çocuđun mizacı, çocuđun bařetme stratejileri

To Uğur  
“When I was without you”



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## TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xvi
CHAPTER	
1.INTRODUCTION.....	1
1.1 General.....	1
1.2 Purpose and Scope of the present study.....	1
2.CHILDREN’S COPING.....	3
2.1 Introduction to coping.....	3
2.2 Definitions and structure of Coping.....	3
2.3 Children’s Coping Strategies.....	5
2.4 Age differences on children’s coping.....	6
2.5 Gender differences on coping.....	7
2.6 Efficiency of coping.....	7
3.PARENTAL EXPRESSIVITY.....	9
3.1 Introduction to parental expressivity.....	9
3.2 Relation between parental expressivity and child outcomes.....	9
4.TEMPERAMENT.....	14
4.1 Introduction to temperament.....	14
4.2 Different approaches to child temperament.....	16
4.3. Similarities of temperament theories.....	18
4.4 Relation between temperament and parental characteristics.....	18

4.5 Relation between child temperament, parental characteristics and children's outcomes .....	20
4.6 Hypotheses of The present Study.....	20
5.METHOD.....	22
5.1 Participants.....	22
5.2 Measures .....	23
5.2.1 Family Expressiveness.....	24
5.2.2 Child Temperament.....	25
5.2.3 Children's coping Strategy.....	25
5.3 Procedure .....	26
5.3.1 Translation of the materials.....	26
5.3.2 Data Collection .....	27
6.RESULTS .....	29
6.1 Introduction to the results of the study.....	29
6.2 Factor and Reliability Analyses of SEFQ for mothers.....	29
6.2.1 Factor Analyses of SEFQ for mothers .....	29
6.2.2 Final form of Subscales of SEFQ for mothers.....	30
6.2.3 Reliability of subscale of SEFQ for mothers .....	31
6.3 Factor and Reliability Analyses of SEFQ for fathers.....	33
6.3.1 Factor Analyses of SEFQ for fathers .....	34
6.3.2 Final form of Subscales of SEFQ for fathers.....	34
6.3.3 Reliability of Subscale of SEFQ for fathers.....	35
6.4.2 Final form of subscales of CCTI.....	38
6.4.3 Reliability Analyses of CCTI.....	39
6.5 Factor and Reliability Analyses of Family Environment Scale (FES) .....	39
6.5.1 Factor Analyses of FES.....	40
6.5.2 Reliability Analyses of Factors of FES.....	42
6.6 Preliminary Analyses .....	43
6.7 Descriptive Analyses.....	44
6.8 Emotional Responses .....	45
6.9 Correlation Analyses.....	46
6.9.1 Correlation of Children's Coping Strategy .....	46
6.9.2 Correlations of Parental Emotion Expressivity.....	46
6.9.3 Correlation between Parental Emotion Expressivity, Child Temperament, and Children's coping Strategy.....	47
6.10 Regression Analyses .....	51
6.10.1 Predicting Problem Approach Coping Strategy.....	51
6.10.2 Predicting Problem Avoidance Coping Strategy .....	52
6.10.3 Predicting Emotion Venting Coping Strategy .....	54

6.10.4 Predicting Passive Acceptance Coping Strategy.....	55
6.11 Interaction effect of Children’s Temperamental Characteristics and Mother’s Emotion Expressivity .....	58
7.DISCUSSION .....	73
REFERENCES.....	80
APPENDICES	
APPENDIX A.....	84
APPENDIX B .....	87
APPENDIX C .....	89
APPENDIX D .....	91
APPENDIX E.....	96
APPENDIX F.....	97

## LIST OF TABLES

Table 5.1 Parental characteristics.....	23
Table 5.2 Inter-rater reliability of Vignette Assessment Preschool Children’s Coping Strategy.....	27
Table 5.3 Verbal Responses Coping Coding Categories.....	28
Table 6.1 Three-factor varimax rotated loadings of the 40 item for mothers.....	32
Table 6.2 Three-factor varimax rotated loadings of the 40 item for fathers.....	35
Table 6.3 Four factor varimax-rotated loadings of the 20 Items.....	38
Table 6.4 Items excluded from factor analysis.....	40
Table 6.5 Three-factor varimax-rotated loadings of 27 items of FES.....	42
Table 6.6 Skewness and Kurtosis Values for All Predictor.....	44
Table 6.7 Descriptive statistics for parental emotion expressivity, child temperament and children’s coping strategy.....	45
Table. 6.8. Frequency of Children’s Emotional Responses.....	46
Table 6.9 Pearson Product-Moment correlation between all variables.....	50
Table 6.10 Summary of the Hierarchical Regression Analysis for Variables Predicting Children’s Problem Approach Coping Strategy.....	52

Table 6.11 Summary of the Hierarchical Regression Analysis for Variables Predicting Children’s Problem Avoidance Coping Strategy.....	53
Table 6.12 Summary of the Hierarchical Regression Analysis for Variables Predicting Children’s Emotion Venting Coping Strategy.....	55
Table 6.13 Summary of the Hierarchical Regression Analysis for Variables Predicting Children’s Passive Acceptance Coping Strategy.....	57
Table 6.14 Summary of the Hierarchical Regression Analysis for the Total Sample in which Problem Approach Coping Strategy was Predicted from interactions of Soothability and Mothers’ Emotion Expressivity....	60
Table 6.15 Simple slope coefficients for problem approach on the mothers’ Negative dominant expressivity at three level of soothability.....	61
Table 6.16 Simple Slope coefficients for the problem approach on the mother’s negative submissive expressivity at 3 levels of the Soothability.....	62
Table 6.17 Summary of the Hierarchical Regression Analysis for the Total Sample in which Problem Avoidance Coping Strategy was Predicted from Interactions of Sociability and Mothers’ Emotion Expressivity.....	64
Table 6.18 Simple slope coefficients for problem avoidance on the mothers’ negative submissive expressivity at three levels of sociability.	65
Table 6.19 Simple slope coefficients for problem avoidance on the mothers’ negative dominant expressivity at three levels of sociability....	66

Table 6.20 Summary of the Hierarchical Regression Analysis for the Total Sample in which Emotion Venting Coping Strategy was predicted from Interactions of Emotionality and Mothers' Emotion Expressivity.....	67
Table 6.21 Simple slope coefficients for emotion venting on the mothers' negative submissive expressivity at three levels of emotionality.....	68
Table 6.22 Simple slope coefficients for emotion venting on the mothers' negative dominant expressivity at three levels of emotionality.....	69
Table 6.23 Summary of the Hierarchical Regression Analysis for the Total Sample in which Passive Acceptance Coping Strategy was Predicted from Interactions of Emotionality and Mothers' Emotion Expressivity.....	71
Table 6.24 Simple slope coefficients for passive acceptance on the mothers' negative dominant expressivity at three level of emotionality.....	71

## LIST OF FIGURES

Figure 3.1 (A heuristic model of the socialization of emotion).....	10
Figure 6.1 Levels of problem approach coping according to three levels of soothability and two level mother's negative dominant expressivity.....	61
Figure 6.2 Levels of problem approach coping according to three levels of soothability and mother's negative submissive expressivity.....	62
Figure 6.3 Levels of problem avoidance coping according to the three levels of sociability and the two levels of mothers' negative submissive expressivity.....	65
Figure 6.4 Levels of emotion venting coping according to the three levels of emotionality and two levels of mother's negative submissive expressivity.....	68
Figure 6.5 Levels of emotion venting coping according to the three levels of emotionality and two levels of the mother's negative dominant expressivity.....	69
Figure 6.6 Levels of passive acceptance coping according to the three levels of emotionality and two levels mothers' negative dominant expressivity.....	72



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 General**

Coping with psychosocial stress is one of the most challenging situations in human life. Just at the beginning of their lives, individuals confront various stressful situations that might require either great effort and adaptation, or little action. There are two reasons for putting a special emphasis on child coping strategies. Firstly, children's coping strategies are related to children's problem behavior. Halpern (2004) showed that frequency of children's coping is negatively related to child's internalizing and externalizing problem. Furthermore, children who do not use coping responses are more likely to develop internalizing problem. Secondly, researchers suggest that children's coping with stressful situation in respect to parental relationship constitutes a significant process in our understanding of child's adaptation, dysfunction and development of cognitive, behavioral and personal traits (Curry and Russ, 1985; McCarty et al, 1999; Kliever, Fearnow & Miller; 1996).

#### **1.2 Purpose and Scope of the present study**

The primary aim of this study is to investigate the relation between parental emotion expressivity and children's coping, and the effects of child's temperament on this relation. There are number of studies indicating the direct relationship between parental emotional expressiveness and child's specific coping strategies (Eisenberg, Valiente, Morris, Fabes, Cumberland, Reiser, Gershoff, Shepard, Losoya, 2003; Boyum & Parke, 1995; Valiente, Fabes, Eisenberg & Spinrad, 2004).

The following three chapters review the literature on children's coping, parental emotion expressivity and children's temperament, respectively. Chapter 2 (Children's Coping) examines the nature and the structure of children's coping strategy and gender and age differences on coping. Chapter 3 summarizes the literature on parental expressivity and its relation with children's outcome. Chapter 4 (Child's Temperament) focus on the theoretical base of temperament in which the relation between children's temperament, parental and children's outcome is summarized as well. This chapter also includes the hypotheses of the present study. A comprehensive explication of the methodology of the study will be offered in Chapter 5. The results of the study are given in Chapter 6. Finally, findings of the study are discussed in Chapter 7 in the light of literature besides the limitation and the future directions.

## CHAPTER 2

### CHILDREN'S COPING

#### 2.1 Introduction to coping

Coping has a major importance in human life as individuals have to cope with things in order to overcome any stressful event. Coping strategies are used by individuals in every level of life in order to regulate emotion, cognition and behavior (Compas, Connor-Smith, Saltzman, Thomsen & Wadsworth , 2001).

#### 2.2 Definitions and structure of Coping

Psychoanalytic, motivational, and transactional approaches are the theoretical perspectives trying to define coping. From psychoanalytic perspective, coping is a kind of ego process which includes realistic and flexible thoughts, and acts playing important role in adaptive functioning (Haan, 1982, cited in Sandler, et al., 1997). This explanation seems to be lacking some aspects because it does not consider effectiveness of thoughts and acts to cope with problematic situation.

Skinner and Edge (2002) conceptualized coping from a motivational perspective. This conceptualization describes coping in the framework of developmental theory of the regulation of emotion, behavior and motivation under stressful situations, and it is interested in the effects of long term consequences of coping to the social, cognitive and personality development. They added that the parenting styles are excessively critical in determination of how child copes.

In the literature, the most prominent definition of coping was made by Lazarus and Folkman, (1987); coping is effortful cognitive and behavioral responses to handle specific external and internal needs that are appraised as forcing the resources of the persons. According to the transactional perspective, coping,

regardless of its outcomes, is an intentional process and includes all cognitive and behavioral thoughts and acts to cope with specific external and internal demands. This conceptual framework also took descriptive examination of specific coping strategies into consideration. Folkman and Lazarus (1980) suggested two kinds of coping efforts, namely the problem-focused coping and the emotion-focused coping. While the problem-focused coping aims at acting on and changing stressor, the emotional focused coping aims at regulating emotional states resulting from the stressor which generates emotional distress.

Ebata and Moss (1991) and Causey and Dubow (1992) employed two dimensions of coping which are approach and avoidance. These dimensions might be toward or away from stressful situation. Approach coping involves cognitions and behaviors directly focusing on stressful situation, such as positive appraisal, direct action, and support seeking. Avoidant strategies involve cognitions that do not think about stressor, or behaviors to avoid encountering the stressful situation.

Standler and her colleagues (1997) distinguished three broad categories of coping variables in respect to individual differences: coping resources, coping styles, and specific coping efforts. Coping resources refer to available and stable characteristics of individuals that have some particular effects on how to cope with specific stress (e.g. child temperamental or personality characteristics, and their cognitions used for interpretation of world). Coping styles refer to individual's reaction either being stable for a specific stressful situation confronted or varying over time within a given situation. They are typical and habitual ways that people prefer to cope with specific stressful situation. Specific coping efforts are defined as cognitive and behavioral actions towards specific stressful events to deal with internal and external demands. Moreover, they differ according to the interpretation of situation as either controllable or uncontrollable (Compas, 1987).

### **2.3 Children's Coping Strategies**

Although the definitions and structures based on adult coping mechanism mentioned above offer a general notion of coping, the definition and assessment of children's coping might require a different conceptualization. There are some studies in the literature focusing on the identification and classification of children's coping strategy. Band and Weisz (1988) offered a primary-secondary control model for the assessment of the child coping strategies. Primary-secondary control model emphasizes the importance of goals underlying behavior and suggests that adults respond with three coping mechanisms. While the primary control coping is interpreted as a reaction to change the stressful situation, the secondary control coping aims at adjusting to circumstances as they are. Finally, actions that has nothing to do with changing situation or adjusting circumstances are categorized as the relinquished control coping. They applied this model to children's coping strategy and developed a new coding system. The system defined direct problem solving, problem focused crying, problem focused aggression, and problem focused avoidance as primary-control coping; social/spiritual support, emotion-focused crying, emotion-focused aggression, cognitive avoidance, and pure cognition as secondary-control coping; and doing nothing as relinquished control coping. Curry and Russ (1985) offered two kinds of classification including different efforts to stressful situation in their definition of children's coping strategy. Information seeking, support seeking, and direct efforts to maintain control are classified as behavioral coping strategy; reality-oriented working through, positive cognitive restructuring, defensive reappraisal, emotion-regulation cognition, behavior-regulating cognitions, and diversionary thinking are classified as cognitive coping strategy used by children during mental treatment. Furthermore, Valiente et al (2004) classified children's coping strategy as constructive and non-constructive. Emotional responses like exhibiting verbal and physical aggression constituted non-constructive coping. Strategies such as asking for help, problem solving, thinking about a problem in a positive way were assessed as constructive coping.

Although general description of children's coping is necessary, an elaborate understanding of adaptive children's coping can be attained by investigating the relation between children and their environments. In the next chapter, importance of parental expressivity on children's coping will be examined by explicating the relation between them.

#### **2.4 Age differences on children's coping**

Coping literature has emphasized the importance of age differences in the assessment of the developmental level of children. Compas, Malcarne and Fondacaro (1988) indicated that the use of emotion-focused strategy increased from ages 10 to 14. They argued that the child is not at the sufficient developmental stage yet for the emotion-focused coping to emerge. A further study conducted by Hampel and Petermann (2005) showed that the distracting strategies were more frequently used in childhood than adolescence. They also found that employment of ruminative and aggressive behavior in order to cope with stress increased from childhood to adolescence. Frydenberg and Lewis (1993) stated that older students tend to use self-blaming and tension reduction techniques more than younger students do. Donaldson et al (2000) found that the usage of resignation, social withdrawal, self criticism and blaming others increased gradually from early, middle to late childhood. Another study (Altshuler & Ruble, 1989) investigated children's coping strategy by looking at three age groups, 5-7, 7-9, and 10-12. The most frequently used strategy in all these groups was the behavioral distraction strategy. However, the cognitive distraction strategy increases with age.

## **2.5 Gender differences on coping**

Gender differences in children's coping strategy have important effects on the determination of differentiated approaches toward children according to their gender. Some studies indicated that the emotion-focused coping strategies were more likely to be used by girls than boys (Compas et al., 1988). Girls also tend to use maladaptive emotional regulating strategies, such as drug intake and emotion ventilation. On the other hand, girls prefer to use social support seeking, wishful thinking, and tension reduction strategies more than boys (Frydenberg and Lewis, 1993). Consistently, Hampel and Petermann (2005) found that girls' scores of adaptive coping strategy, such as minimization, distraction, and positive self-instruction were lower than boys, and they employed support seeking and maladaptive coping strategies more. However, the results of the study carried out by Donaldson et al. (2000) pointed out that coping frequency pattern was not differentiated significantly by gender.

## **2.6 Efficiency of coping**

Some studies in the coping literature discussed the relation between psychological symptoms and coping strategies of children. Compas, Malcarne and Fondacaro (1988) examined the relation between coping and problem behaviors of children aged from 10 to 14. The results showed that aggressiveness was strongly correlated with emotion-focused coping for both girls and boys during adolescence. In older children, while boys' scores of obsessive compulsive scale were negatively correlated with problem-focused coping, they were positively correlated with emotion focused coping. Somatic complaints of boys were also negatively related with their employment of problem-focused coping. On the other hand, girls' aggressiveness was positively correlated with emotion-focused coping and negatively correlated with problem-focused coping. Moreover, girl's depressive

symptoms were negatively correlated with problem-focused coping (Compas, Malcarne and Fondacaro, 1988).

Causey and Dubow (1992) determined the relation between psychological factors and coping of elementary school students. The results showed that there is a positive relation between problem-solving coping and, perceived control and global self-worth. Perception of control was also negatively correlated with distancing and externalizing. Moreover, anxious children were more likely to use internalizing when they coped with poor grade. Children's behavioral esteem was also positively correlated with their scores from seeking social support and problem solving. According to Causey and Dubow (1992), approach strategies, such as seeking social support, and problem solving were positively associated with psychological adjustment. On the other hand, children who use avoidance coping, such as distancing and externalizing were more likely to view behavior unacceptable and to feel good about themselves. As a conclusion, problem focused and approach coping strategies are more likely to be related with children's psychological well-being and adjustment.

These two studies also indicated that efficiency of coping was related with perceived controllability of stressor. If children perceived situations more controllable, they coped with them in a positive way and it resulted in psychological adjustment. On the other hand, emotion-focused approaches were used when the situation was perceived as uncontrollable. While stressors related to school were perceived as controllable, interpersonal stressors were perceived as uncontrollable by children (Compas et al., 1988; Causey & Dubow, 1992).



## **CHAPTER 3**

### **PARENTAL EXPRESSIVITY**

#### **3.1 Introduction to parental expressivity**

The expressivity is generally defined as “a persistent pattern or style in exhibiting nonverbal and verbal expression” (Halberstadt, Stifter, Parke, Fox, 1995). Family expressiveness refers to the predominant pattern of exhibiting nonverbal and verbal expression between family members. Expression should not be considered as only emotion-related, but also described in terms of its frequency of occurrence.

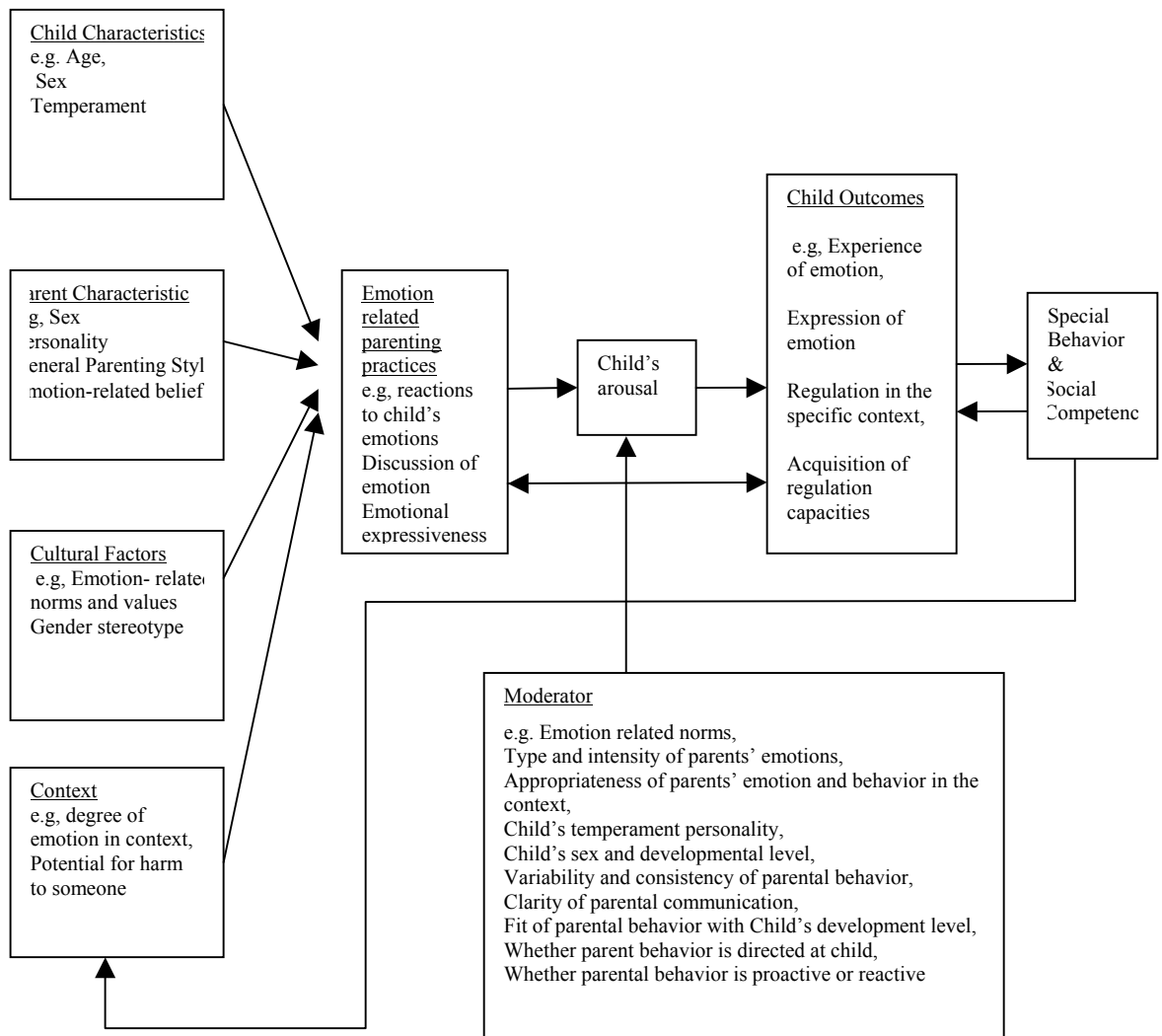
Family expressiveness is classified into three categories in terms of general emotional climate: positive expressiveness, negative submissive expressiveness, and negative dominant expressiveness. Positive expressiveness refers to positive emotional expressiveness, such as thanking family members, telling someone how nice they look. Negative submissive expression involves emotional exhibition, such as seeking approval, crying and expressing sorrow. Negative dominant expressiveness involves display of emotions that is disturbing, threatening and saddening for other family members, such as expressing anger and showing dislike for someone.

#### **3.2 Relation between parental expressivity and child outcomes**

There are a number of reasons to expect a strong relationship between parental emotion expressiveness and children’s coping. One reason is heuristic model of socialization of emotion drawing a link between parental emotion-related behavior and child outcomes (Eisenberg, Cumberland & Spinrad, 1998). According to this model, as seen in Figure 3.1, emotion-related parenting practices, such as emotional expressiveness and reaction to child’s emotion affect child’s outcome, such as

regulation in the specific context and understanding of emotion and regulation. Moreover, child's temperament, sex and developmental level behave as a moderator between parental emotion-related behavior and child outcome. Child characteristics, such as temperament, age, and gender influence parental-emotion related behavior. Social behavior and competence are also directly influenced by the context of the situation. The degree of the distress and emotion in specific contexts is important determinant of child's social behavior. Furthermore, general parenting practice in the culture is expected to have an effect on emotion-related parenting practice.

A study supporting the effect of parental characteristics and child characteristics on parenting behavior was conducted by Clark, Kochanska and Ready (2000). They found that maternal personality traits, such as extraversion, neuroticism and perspective taking alone and in interaction with child emotionality, predicted future parenting practice.



(Eisenberg, Cumberland & Spinrad, 1998)

Figure 3.1 A heuristic model of the socialization of emotion

There are also some empirical data supporting the relationship between parental expressivity and child outcomes. Eisenberg et al. (2003) found that maternal emotional expressivity was related to children's adjustment and social competence by carrying out a longitudinal study. This relation remained stable in some period of time. Moreover, father's intensity of positive expressiveness negatively predicted teacher's assessment of boys as verbally and physically aggressive. Besides, girl's prosocial behavior were predicted from high clarity of negative expressiveness while

their verbal aggression were predicted from low clarity of positive expressiveness (Boyum & Parke, 1995). Valiente et al. (2004) showed that parental negative dominant expressiveness was negatively related to child's constructive coping. Moreover, the effect of stressful event was lessened by the help of parental positive emotional expression and maternal negative submissive emotional expression. Zhou et al. (2002) indicated that parental warmth and positive expressiveness were related to children's social functioning and empathy. Another study (Goodvin, Carlo, Torquati, 2006) emphasized that increase in child's personal distress and mother's negative emotionality resulted in a higher probability of the employment of children's avoidant coping. They also claimed that the emotional context of family played a moderator role that associates between children's individual emotional traits, such as empathy and personal distress, and other child outcomes.

Valiente and his colleagues (Valiente et al., 2006) conducted longitudinal study to examine the relations among mothers' expressivity, children's effortful control and their problem behavior. The children, whose ages ranged between 6 to 10, and their families participated in the study. The children's effortful control was divided into three sub dimensions, namely, attention shifting, attention focusing and inhibitory control and persistence. The findings of the study showed that children's effortful control mediated the relation between maternal expressivity and children's externalizing behavior at three time assessment across four years. However, the mother emotional expressivity was predicted from neither children's effortful control nor the problem behavior.

A further study assessed the relation between maternal expressiveness and children's expressiveness (Halberstadt et al., 1993). They preferred to employ low and high expressiveness instead of negative and positive expressiveness as assessment criteria for family expressiveness. Surprisingly, the results of the study indicated that children whose mothers reported to exhibit less expressiveness were significantly more expressive than children whose mothers reported to exhibit more expressiveness. Especially, children who have more expressive mothers tended to

express anger more comparing with sadness and happiness than children who have less expressive mothers in school.

These studies indicated that children's behavioral and emotional outcome was differentiated by parental emotion expressivity, especially maternal emotion expressivity.

## CHAPTER 4

### TEMPERAMENT

#### 4.1 Introduction to temperament

An overall review of the recent temperament literature reveals three major perspectives on temperament. Pediatrics emphasizes individual differences in infants, and mainly deals with inherited personality traits that appear early in life. However, these perspectives are converging on the idea that temperament refers to personality traits that develop early in life. Moreover, understanding nature of temperament requires focusing on the group of related traits rather than the traits itself (Buss and Plomin 1984).

The pediatric approach to temperament is the most favorable perspectives of who are interested in child's mental and physical health, and it questions the power of highly environmental and psychoanalytic disciplines. Thomas and his colleagues conducted the New York Longitudinal Study (Thomas, et al., 1968) which was completed in 30 years starting from 1956. 133 individuals from 84 families have been observed from 2-3 ages to adulthood. They formulated nine dimensions of temperament: activity level-the extent to which a motor component appears during eating, playing, dressing, walking, crawling and bathing; rhythmicity -the predictability in time of such functions like feeding, hunger, and sleep-wake cycle; approach or withdrawal -the nature of response of new stimulus; adaptability -change in response to new or alerted situation; intensity of reaction -the energy level of response; threshold of responsiveness -the intensity level of sensory stimulation necessary to elicit a discernible response; quality of mood -the amount of pleasant, joyful, and friendly behavior as contrasted with unpleasant, crying, and unfriendly behavior; distractibility- the effectiveness of environmental stimuli in changing child's ongoing behavior; attention-span and persistence which is the continuation of an activity in face of obstacles or difficulties for the maintenance of the activity

direction. Attention and persistence are related traits. Attention-span is the length of time that a particular activity is pursued by the child without interruption. These nine dimensions are scored by child's parents and classified into three patterns of temperament as easy, difficult, and slow to warm-up. Easy temperament is qualified as rhythmic, high approach, positive mood from mild to moderate intensity, and quick adaptability. Children characterized as arrhythmic, showing withdrawal responses to the new situation, having slow adaptability, and being in negative mood of high intensity are classified as having difficult temperament. Slow-to-warm up child temperament refers to the many withdrawal responses to novelty of mild to moderate intensity and having slow adaptability (Thomas et al., 1968)

Thomas, Chess and Birch (1968; Buss & Plomin, 1984) introduced four concepts in the light of NYLS; difficult temperament, goodness of fit, style and interactionism. Buss and Plomin (1984) discussed that labeling of the child as having easy or difficult temperament was related with the child familial and social environment. Some parents employed more discipline in their parenting practice at times that child was perceived as uncontrollable. However some parents can easily tolerate their children's excessive emotional and active behaviors. Furthermore, children who were judged as difficult early in life may show more controllable behavior later in life, if environment displays more acceptance, tolerance and less restrictive approach to the child. This discussion proved the importance of goodness of fit. According to Thomas and his colleagues (1980; cited Buss and Plomin 1984) harmony between environmental demands and opportunities, and the motivation, capacities and style of behavior of organism was expected for optimal development. Besides, interaction of genetic, prenatal, and early postnatal parental influences was evaluated as a factor that influences temperament. However, temperament was not only constitutional and genetic in its origin. What produce difference between other personality traits and temperament was also important especially in the assessment. This was explained by style of behavior. NYLS group offered nine behavioral styles for the assessment of child's temperament. They assumed that these behavioral styles were differentiated as temperament from child's other personality traits. They

concentrated on how behavior is rather than what or why that behavior occurs. They claimed that temperament cannot be dealt with as motivation, abilities or personality. For example, 9 month old infant may try to crawl to reach her sister's toys. This is explained by motivation of behavior, not by temperament. In this situation, temperament can be intensity of her negative reaction if she could not reach her sister's toys (Goldsmith, et. al., 1987).

Although NYLS group showed broad and conceptual assessment and discussion of temperament, there are some other theories of temperament offering different concepts about the definition and development of temperament. In the next section, similarities and differences of recent theories of temperament will be examined.

#### **4.2 Different approaches to child temperament**

Buss and Plomin: According to Buss and Plomin (1984, and Goldsmith, et. al, 1987), temperament refers to a set of inherited personality traits that appears early in life. Personality traits are genetic in origin and show stability over time. They emphasized that traits appeared early in life and it presents a base for later personality. They offered three traits in order to form temperament. These are emotionality, sociability and activity. They claimed that these three main components of temperament showed some stability both early in life and adulthood. However, they have not conducted longitudinal study to support their theory. They carried out a factor analysis by using NYLS temperamental traits and their own temperamental traits by which the attention-span and distractibility from NYLS and emotionality, activity, sociability and impulsivity from their own approach were supported (Buss and Plomin, 1977). Later on, because of the controversy in impulsivity literature on whether the impulsivity is inherited or not, they excluded trait of impulsivity (Buss and Plomin, 1984). As a conclusion, they maintained that although emotionality, sociability and activity level of child show some alteration in



their own intensity due to the changes in child development, they always made sure that child holds her or his own position in a distribution.

Thomas and Chess: Their conceptualization on temperament was discussed when NYLS was presented. Therefore, in this section, only their theoretical position in respect to the development of temperament will be given. They stated that although temperament was influenced by prenatal and postnatal factor, temperament excessively interacted with psychological attributes such as emotion and cognition, and with extra and intra-familial environment. According to them, temperament shows relative stability overtime, depending on environmental condition (Buss and Plomin, 1984; Goldsmith, 1987).

Rothbart: Rothbart defined temperament as individual differences in reactivity and self-regulation. Reactivity and self-regulation are biologically based and influenced by heredity, maturation, and experience. Reactivity refers to the threshold, latency, intensity, rise time and recovery time of behavior, endocrine system and central nervous system. Self regulation refers to the process in attention, approach, avoidance, and inhibition that provide for modulation of reactivity. Temperament dimensions of Rothbart's theory are positive anticipation, high intensity pleasure, low intensity pleasure, activity level, impulsivity, smiling, shyness, discomfort, fear, anger, sadness, soothability, inhibitory control, attentional focusing, and perceptual sensitivity. Although her dimensions of temperament showed similarities with dimensions in Thomas and Chess, she also included smiling/laughter and inhibitory control as a dimension in order to emphasize the importance of individual differences in phenomenological experience, psycho-physiological functioning and behavior. (Goldsmith, 1987).

Goldsmith: Goldsmith sets some inclusion and exclusion criteria for temperament. While emotion is emerged as being the primary factor in the formation of the temperament, cognitive and perceptual factors are excluded from the formulation. Indeed, temperament is defined as individual differences in the process of the expression of primary emotions. (Goldsmith,et al., 1987) Her temperament

dimensions are activity level, joy/pleasure, anger proneness, social fearfulness and interest/persistence (Goldsmith, 1996). They claimed that some later personality traits were formed by these temperamental dimensions and they are relatively stable.

### **4.3. Similarities of temperament theories**

Four temperament theories have some similarities in terms of their dimensions. For example, Buss and Plomin's emotionality scale, Thomas and Chess's quality of mood dimension and Rothbart's anger/frustration trait have all assessed emotional aspect of temperament (Kristal, 2005). Furthermore, Buss and Plomin's (1977) attention-span subscale is related to Thomas and Chess's persistence, Goldsmith's interest/persistence and Rothbart's attentional focusing. As can be seen although they show some differences in their definition and discussion of temperament, they are in consensus about the main concepts used during assessment process of temperament.

After examining the literature on the nature and the assessment of the temperament, in the next section the child's temperament and its interaction with features of family will be discussed.

### **4.4 Relation between temperament and parental characteristics**

Although there are almost no studies examining the direct relationship between parental emotion expressivity and child's temperament in the literature, there are some studies investigating child's temperament and parental characteristics. Katainen, Raikkönen, Jarvinen (1997) examined that child's temperament and mother's child rearing attitudes in respect to gender-specific dyad. Negative emotionality and low sociability of boys tend to strengthen mother's strict disciplinary style. On the other hand, mother's low tolerance was associated with activity of their boys. By contrast, in the sample of girls, their negative emotionality

and low sociability were predicted by their mother's strict disciplinary style and mother's strict disciplinary was predicted by their girl's activity. Moreover, Rubin, et al. (1999) contended that parents who perceive their child as shy and less socialized did not prefer to let their children make decisions for him/herself. Therefore, they tend to be more controlling towards their child. However, as contradictive with these findings, there are some studies indicating no relation between parental characteristics and child temperament in the literature. Martini, Root and Jenkins (2004) examined the relation between maternal control of negative emotion, child's temperament and situational responses. Middle income mothers tend to control hostile emotion rather than non-hostile emotion in respond to child's anger and sadness comparing with low income mothers. However, they found no relation between maternal regulation of negative emotion and child's temperament. A study by Medrick, Hocevar, and Baker (1996) examined the relation between child difficultness and maternal factors. The results of the study showed that maternal trait anxiety was positively correlated with difficulty of child's temperament in the samples of 3-12 months, 13-24 months and 25-30 months old infants. Moreover, maternal effectiveness such as being confident, independent and practical as well as maternal extraversion such as being talkative were found to be negatively correlated with child difficultness. Maternal nervousness was also found to be negatively correlated with child difficultness in the sample of 12-24 months old, especially in boys. However, there is no relation between familial and demographic factors and child difficultness.

Besides some studies investigating the relationships between parental characteristics and child temperament, there are also works how these two variables affect the child's behavioral outcomes.

#### **4.5 Relation between child temperament, parental characteristics and children's outcomes**

Rieker, Garwood and Stifter (1997) assessed fifty seven 30-month- old children and their mothers to examine the relationship between child compliant and non-compliant behavior, child temperament and maternal control. The results of the study indicated that mothers who evaluated their children as having higher negative reactivity showed less guidance and more control towards their children. Moreover, children who exhibited more aggressive styles of noncompliance and committed less compliance had mothers being more controlling and less guiding.

Goodvin, Carlo and Torquati (2006) examined the relation between children's characteristics, mothers' negative emotion expressivity and children's coping strategy. They pointed out that children having empathic concern tend to use support seeking coping strategies whereas personal distress of children positively associated with children's avoidance coping strategy. Moreover, children who have mothers display negative emotion expressivity and showing personal distress (e.g. being apprehensive in emergency case) are more likely to use avoidant coping strategies.

As can be seen in the literature, the fact that the child is labeled as having difficult temperament by the family affects both the family's approach towards that child and his or her own behavioral outcomes. Furthermore, there is a direct influence of the family's parenting style on the child's behavioral and emotional outcomes.

#### **4.6 Hypotheses of The present Study**

Based on the previous findings, it is expected that parental emotion expressivity (positive, negative submissive and negative dominant) have an effect on

children's coping strategy. Moreover, children's temperamental characteristics moderate the relation between parental emotion expressivity and children's coping strategy (Eisenberg, Cumberland & Spinrad, 1998). In respect to the parental emotion expressivity, it was predicted that mother's negative emotion expressivity positively related to children's emotion venting and passive acceptance coping strategy (Valiente et al., 2004). It was also expected that children's emotion venting and passive acceptance coping strategy were predicted from fathers' low level positive emotion expressivity (Valiente et al., 2004).

The major purpose of the present study is to investigate the relation between mothers' and fathers' emotion expressivity, children's temperament and children's coping strategy in the sample of Turkish preschool children. Moreover, the present study aims to investigate the moderator effect of children temperament on maternal emotion expressivity and children's coping strategy. No specific predictions were made in respect to the relation between children's temperamental characteristics, mothers' emotion expressivity and four children's coping strategies. There is almost no study investigating the combined effects of four children's temperamental characteristics, maternal emotion expressivity and four children's coping strategy. The present study examines the predictive value of three dimensions of mothers' and fathers' emotion expressivity, four children's temperamental characteristics for children's coping strategy, separately and the interaction effect of maternal emotion expressivity and temperament on children's coping strategy. Overall, it was expected that children's difficult temperamental characteristics and mothers' negative emotion expressivity predict the children's non-constructive coping such as emotion venting and passive acceptance. This issue will be elaborated in the results chapter.

## CHAPTER 5

### METHOD

#### 5.1 Participants

111 children aged 43 to 80 months and their families participated in the study. 75 of children were selected from the kindergartens located in Ankara and Manisa. There were also 36 children who resided in Ankara or Manisa, but were not attending the kindergartens.

The total sample consisted of 111 children whose age range differed from 43 to 80 months with an average of 63.32 months ( $SD= 9$ ). There were 58 boys ( $M= 65.01$  months,  $SD= 8.2$ ) and 53 girls ( $M= 61.39$  months,  $SD= 9.52$ ).

Mothers' ages ranged from 22 to 46 (years,  $M= 32.75$   $SD= 5.29$ ), the age of the fathers ranged from 28 to 47 (years,  $M= 36.84$   $SD= 4.74$ ). 42 families had one child, 67 families had two children, and 2 families had three children.

14.4% of the mothers had primary school education, 10.8 % completed secondary school, 53% were graduated from high school, 19.8% were graduated from university, and finally 1.8% of mothers had a graduate degree.

Among fathers, 18.9% of them had primary school education, 12.6% completed secondary school, 30.6% were graduated from high school, 34.2% were graduated from university, 1.8% had a graduate degree and 1.8% had a Phd degree. Details about parent characteristics are shown in Table 5.1.

Table 5.1. Parental characteristics ( $N = 111$ )

	Mother	Father
Age (Mean; SD)	(32.75; 5.29)	(36.84; 4.74)
Education Level (%)		
Primary School	16 (14.4 %)	21 (18.9 %)
Secondary School	12 (10.8 %)	14 (12.6 %)
High School	59 (53.2 %)	34 (30.6 %)
University	22 (19.8 %)	38 (34.2 %)
Master	2 (1.8 %)	2 (1.8 %)
Phd.	---	2 (1.8 %)

## 5.2 Measures

The measures of the study consisted of demographic variables and three scales for family and one measurement for the child. Children's gender, children's age, mothers' and father's age, education, year of marriage, number of children in the family, whether the children are going to kindergarten, and household income constituted the demographic variables. For the assessment of family expressiveness, Self Expressiveness in the Family Questionnaire (Halberstadt, Cassidy, Shifter, Parke, and Fox, 1995) and Subscales of Family Environment scale (Moss & Moss, 2002), namely cohesion, conflict, and expressivity, were used. Colorado Child Temperament Scale (Buss and Plomin, 1984; Rowe and Plomin, 1977) was filled out by mother, which is used for the assessment of child temperament. Vignette Assessment of Preschool Coping Strategies was given to the children individually in order to evaluate children's coping strategy.

### 5.2.1 Family Expressiveness

#### Self Expressiveness in the Family Questionnaire (SEFQ)

Self Expressiveness in the Family Questionnaire was developed by Halberstadt, Cassidy, Shifter, Parke, and Fox (1995). It consists of three scales, namely positive expressiveness, negative submissive expressiveness, and negative dominant expressiveness. There are 40 items in the questionnaire and items were rated on a 9-point scale (1= rarely expresses feeling and 9 = frequently expresses feeling) by both children's mothers and fathers. There are 19 items in positive expressiveness (e.g., "Exclaiming over a beautiful day"), 11 items in negative dominant expressiveness (e.g., "Criticizing someone for being late") and 10 item in negative submissive expressiveness (e.g. "Seeking approval for an action"). Inter-item reliabilities for these three subscales are .92, .82, and .79 which are positive, negative dominant, and negative submissive respectively in the original form of SEFQ (see Appendix A).

#### Family Environment Scale (FES)

Family Environment Scale was developed by Moss and Moss at 1974 (2002). Cohesion, Expressivity, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-religious Emphasis, Organization and Control are the subscales of FES. Because of the particular interests of the present study, the subscales of cohesion, expressivity and conflict were used (see Appendix B). Each subscale consists of nine items and each item was rated by the mothers in either the positive (true) or negative (false) direction. Internal consistency, 2 months test-retest reliability, and 4-month subscale stability for *cohesion* were .78, .86 and .72 respectively. Internal consistency, 2 months Test-Retest Reliability, and 4-month subscale stability for *expressivity* were .69, .73 and .70 respectively. And finally, internal consistency, 2 months test-retest



reliability and 4-month subscale stability for *conflict* were .75, .85 and .66 respectively in the original form of FES ( Moss & Moss, 2002).

There are also four forms for FES namely, the real form, the ideal form, the expectations form, and the children's version. The real form of FES was used for the present study ( Moss & Moss, 2002).

### **5.2.2 Child Temperament**

#### Colorado Child Temperament Scale (CCTI)

Colorado Child Temperament Scale (Buss and Plomin, 1984; Rowe and Plomin, 1977) was designed to assess child temperamental characteristics. Subscales of sociability (five items,  $\alpha = .88$ , e.g., "Child is very friendly with stranger"), attention-span (five items,  $\alpha = .79$ , e.g., "Child persists at a task until successful"), emotionality (five items,  $\alpha = .80$ , e.g., "Child cries easily") and soothability (five items,  $\alpha = .73$ , e.g., "Whenever child starts crying, he/she can be easily distracted") were used in the study. Each item was rated from 1 (not at all like the child) to 5 (a lot like the child) by children's mothers (see Appendix C) Reaction to food also is a subscale of CCTI. However, it was not included in the study because it is irrelevant to the aims of the study.

### **5.2.3 Children's coping Strategy**

#### Vignette Assessment Preschool Children's Coping Strategy (VAPCCS)

Children's coping responses were obtained by Vignette Assessment Preschool Children's Coping Strategy (Halpern, 2004). It consists of five stressful vignettes: mastery challenge situation, peer conflict situation, parent child conflict situation, and separation situation, neutral-en story (see Appendix D). After each

story was told, two questions were asked to the child. One of these questions, “what s/he would feel if s/he were the protagonist of the story”, was asked in order to get emotional responses, and the other, “what s/he would do if s/he were the protagonist of the story”, was asked in order to get coping responses. Four pictures (see Appendix F) were shown to the child, which expressed happiness, sadness, anger, and fear in order to ask him again how s/he felt. This procedure was followed for each story. Children’s verbal responses to the last question were coded as representing five coping strategies: problem approach coping, problem avoidance coping, emotion venting, and passive acceptance and no-coping strategy (see table 5.3). These coping strategies were adapted from a previous research on children coping strategies (Halpern, 2004).

### **5.3 Procedure**

This section describes how the study was conducted. Firstly, information for the translation of the materials will be given. Secondly, the procedure of data collection will be presented.

#### **5.3.1 Translation of the materials**

The translation and back translation procedure is done in order to get Turkish version of the scales. The measures were translated in to Turkish by the researcher and another student in sociology, and items were checked by the author’s supervisor. The back translation was made by psychology graduate student who is a native speaker of English and Turkish. The original forms of measures were compared with the back translation of forms. Semantic context of measures was also taken into consideration.

### 5.3.2 Data Collection

After receiving consent form from the families of the children, four ( 2 SEFQ, a FES, and a CTTI) questionnaire and demographic variable's sheet (see Appendix E)were put in the folder. While red file was selected for the girls, blue file was used for the boys. While mothers completed SEFQ, FES, and CTTI, fathers only completed SEFQ.

A suitable, silent room of the kindergarten was selected for the assessment of children with VAPCCS. A table which fitted children's physical features was selected for the application. The assessment of each child took approximately,15 minutes. Children's responses to VAPCCS were recorded on a sheet. The researcher coded child verbal responses to the last question on the five coping strategies. Coping responses check list are presented in Table 5.2 Moreover, the emotional responses that each child gave to the first question were coded as anger, sadness, fear, and happiness.

For examining inter-rater reliability, Kappa analysis was used. The psychologist who is graduate student in clinical psychology was also coded the 111 preschools' coping responses. Kappa values of Vignette Assessment Preschool Children's Coping Strategy listed in Table 5.2

Table 5.2 Inter-rater reliability of Vignette Assessment Preschool Children's Coping Strategy (N=111)

Situation	problem approach	problem avoidance	emotion venting	passive acceptance
Mast. Challenge	.98	1	1	.97
Peer Conflict	1	1	.98	1
Parent Child Conf.	.97	1	.94	.96
Separation	.96	1	1	1

Table 5.3 Verbal Responses Coping Coding Categories

Category /strategy	Definition	Examples
<u>Problem Approach</u>		
Self-initiated problem-focused store”(a)	Engaging in behaviors that attempt to alter the problem	“Go up to the front of the
Other assistant problem-focused shoes on” (c)	Requesting adult assistance with the problem	“ Tell my mom to put my
<u>Problem Avoidance</u>		
Behavioral/cognitive distraction	Employing behavioral and cognitive strategies that aid in managing one’s emotional responses to the problem	“Play with stuffed animals” (d)
Escape	Employing behaviors that don’t solve the problem or manage one’s emotional responses	“I would hide” (b)
Denial	Employing behaviors or making statements that suggest that there is no problem	“I’ll go out with socks on” (c)
<u>Passive Acceptance</u>		
Focus/dwell on situation	Just making statements about the problem	“ I can’t play” (c)
Does nothing to alter situation	Complying or relinquishing control in the situation	“Say ok, it’s time to go to bed” (d)
<u>Emotion Venting</u>		
Retaliation	Engaging in verbal and physical aggression	“ Kick him” (b)
Cries/express feelings	Expression emotions alone, toward social others , or providing another emotional responses	“Get sad” (c), “Cry” (d)
<u>No-coping strategy</u>	Stating or demonstrating a lack of knowledge or making other irrelevant responses	“I don’t know”(a)

(a) Responses to the separation situation

(b) Responses to the peer conflict situation

(c) Responses to the mastery challenge situation

(d) Responses to parent child conflict situation

## **CHAPTER 6**

### **RESULTS**

#### **6.1 Introduction to the results of the study**

The statistical analyses conducted to test hypotheses of the study will be presented in the results chapter. Initially, factor and reliability analyses of Self Expressiveness in the Family Questionnaire, Family Environment Scale and Colorado Child Temperament Inventory will be reported. Secondly, bivariate correlational analyses between parental emotion expressiveness, child temperament and children's coping strategies will be provided. Finally, multiple regression analyses that is conducted to examine the predictors of child coping strategies and interaction effects of mother's emotion expressivity and child's temperamental characteristics on child coping strategies will be presented.

#### **6.2 Factor and Reliability Analyses of SEFQ for mothers**

Factor and reliability analyses of Self Expressiveness in the Family Questionnaire were conducted on the data obtained from mothers.

##### **6.2.1 Factor Analyses of SEFQ for mothers**

As mentioned in the measures section, SEFQ consists of 40 items. 19 items related to positive expressivity, 10 items assessing negative submissive expressivity and 11 items are measuring negative dominant expressivity (Halberstadt et al.,1995). Positive expressivity consists of the items 1, 2, 3, 6, 17, 18, 21, 22, 23, 26, 28, 30, 31, 33, 34, 35, 38, 39, 40. Negative submissive expressivity contains the items 10, 13, 14, 15, 16, 19, 20, 25, 29, 32. Negative dominant expressivity includes the items 4, 5, 7, 8, 9, 11, 12, 24, 27, 36, 37. Halberstadt and associates (1995) called the above

classification as three factor solution. Similarly, in the present study, varimax rotated exploratory factor analysis conducted for 40 items-SEFQ with a sample consisting of 111 participants and data was forced to three factors in the analysis. Scree plot also supported the three factor solution. The results indicated that three factors accounted for the 38.99 % of the total variance. First, second, and the third factor explained the 18.13 %, 12.39 %, and 8.47 % of the total variance, respectively. Factor loadings of the 40 items were listed in table 6.1.

### **6.2.2 Final form of Subscales of SEFQ for mothers**

As presented in Table 6.1., the results of principle component analyses with varimax rotation showed that items 2, 3, 6, 16, 17, 18, 20, 21, 22, 23, 26, 28, 29, 30, 31, 35, 38, 39 and 40 constituted as positive expressiveness for mothers. For interpretation utility, the factor analysis was suppressed to .35. After examining the rotated-component matrix, the items that had high loadings on more than one factors (items 20 and 16) were excluded from the positive expressivity subscale for mothers and the subscale was reduced to 17 items.

Items 8, 9, 10, 13, 14, 15, 24, 25, 27, 32, 33 ,34, 36 loaded on the second factor (negative submissive expressivity). However, items 8, 32 and 33 had high loadings ( over .35) on both the first and the second factor. Moreover, items 10, 24 loaded on both the second and the third factor. While item 36 have loaded on second factor, it was high loading on the third factor. Therefore, items 8, 32, 33, 10, 24, 36 were excluded from the subscale of negative submissive expressiveness for mothers and the subscale was reduced to 7 items.

The third factor was interpreted as negative dominant expressiveness for mothers. Items 4, 5, 7, 11, 12, 19, 37 loaded positively and item 1 was negatively loaded on the third factor. In order for item 1 to be included in subscale of negative dominant expressivity, it needs to be reversed. However, as in the SEFQ literature (Halberstadt et al., 1995) none of the items were scored by using reversing technique,

the item 1 was excluded from the subscale of negative dominant expressivity for mothers. Moreover, item 5 and 37 were loaded on both the second and the third factor, thus they were also excluded. Because of item 19's quite poor factor loading ( $< .35$ ), it was not included in the subscale of negative dominant expressivity for mothers. Finally the subscale was reduced to 4 items.

### **6.2.3 Reliability of subscale of SEFQ for mothers**

For the three factors of the SEFQ reliability analyses were carried out. Cronbach's Alfa for the positive expressiveness, negative submissive expressiveness and the negative dominant expressiveness for mothers were .88, .71, .66, respectively, indicating high internal consistencies. Items' item total correlations were between .32 and .69 for positive expressiveness, .27 and .59 for negative submissive expressiveness, and between .31 and .55 for negative dominant expressiveness. Moreover, inter-item correlations were not equal to or higher than .70 so there were not interpreted as redundant variables. Inter-item multiple squared correlations did not produce a problem because they were higher than .20. Only one item in the subscale of negative dominant expressivity had lower inter-item multiple squared correlations. However, if this item was to be deleted, there would be no significant change in Cronbach's Alfa. Therefore, it was included in the subscale of negative dominant expressivity.

Table 6.1 Three-factor varimax rotated loadings of the 40 item for mothers ( $N = 111$ )

Items	p.e.	n.s.e.	n.d.e.
39.Surprising someone with a little gift or favor	<b>,744</b>	,075	,065
18.Demonstrating admiration	<b>,721</b>	,056	,079
38.Expressing gratitude for a favor	<b>,691</b>	-,185	,165
22. Expressing sympathy for someone's troubles	<b>,682</b>	-,028	,101
26.Spontaneously hugging a family member	<b>,678</b>	,066	-,037
28.Expressing concern for the success of other family members	<b>,673</b>	-,161	,094
30.Offering to do somebody a favor	<b>,636</b>	,048	,157
35.Telling family members how happy you are	<b>,618</b>	,258	,069
31.Snuggling up to a family member	<b>,582</b>	,088	-,079
40.Saying "I'm sorry" when one realizes one was wrong	<b>,572</b>	,153	,036
6.Praising someone for good work	<b>,564</b>	-,050	,211
23.Expressing deep affection or love for someone	<b>,544</b>	,340	,010
3.Exclaiming over a beautiful day	<b>,512</b>	,187	-,020
17.Expressing excitement over one's future plans	<b>,503</b>	,281	-,200
21. Telling someone how nice they look	<b>,476</b>	,380	-,110
20.Expressing disappointment over something that didn't work out	<b>,454</b>	,090	,378
2. Thanking family members for something they have done	<b>,447</b>	,165	-,146
16.Expressing exhilaration after an unexpected triumph	<b>,407</b>	,359	-,051
29. Apologizing for being late	<b>,384</b>	,057	-,160



Table 6.1 continued

Items	p.e.	n.s.e.	n.d.e.
14.Expressing embarrassment over stupid mistakes	,022	<b>,739</b>	,065
15.Going to pieces when tension builds up	-,052	<b>,702</b>	-,231
13.Seekig approval for an action	,123	<b>,657</b>	,060
8.Sulking over unfair treatment by a family member	<b>,356</b>	<b>,584</b>	,234
27.Expressing momentary anger over a trivial irritation	,139	<b>,560</b>	,070
10.Crying after an unpleasant disagreement.	,105	<b>,549</b>	<b>,359</b>
32.Showing how upset you are after a bad day	<b>,352</b>	<b>,501</b>	,465
24.Quarreling with a family member	-,280	<b>,491</b>	<b>,382</b>
33.Trying to cheer up someone who is sad	<b>,433</b>	<b>,459</b>	-,150
9.Blaming one another for family troubles	,039	<b>,431</b>	,200
34.Telling family members how hurt you are	,269	<b>,430</b>	,105
25.Crying when a loved one goes away	,032	<b>,402</b>	-,160
36.Threatening someone	-,042	<b>,357</b>	,329
7.Expressing anger at someone else's carelessness	,233	,242	<b>,711</b>
4.Showing contempt for another's actions	,158	,133	<b>,705</b>
12.Showing dislike for someone	,069	,226	<b>,619</b>
1.Showing forgiveness to someone who broke a favorite possession	,242	,137	<b>-,501</b>
11.Putting down other people's interests	,029	-,049	<b>,429</b>
5.Expressing dissatisfaction with someone else's behavior	,035	,398	<b>,424</b>
37.Criticizing someone for being late	,063	,384	<b>,393</b>
19. Expressing sorrow when a pet dies	,130	,091	-,248

Note: p.s. positive expressivity, n.s. negative submissive expressivity, n.d. negative dominant expressivity

### 6.3 Factor and Reliability Analyses of SEFQ for fathers

In the present study, the factor and reliability analyses of Self Expressiveness in the Family Questionnaire were done separately for the fathers.

### **6.3.1 Factor Analyses of SEFQ for fathers**

In this study, varimax rotated exploratory factor analysis was carried out for 40 items-SEFQ including a sample of 111 participants and data was forced to three factors in the analysis. Scree plot also confirmed three factor solutions. Three factors accounted for the 44.45 % of the total variance. The first, the second, and the third factor explained the 24.07 %, 11.24 %, and 9.14 % of the total variance, respectively. Factor loadings of 40 items were listed in table 6.2

### **6.3.2 Final form of Subscales of SEFQ for fathers**

As presented in Table 6.2, the results of principle component analyses with varimax rotation showed that items, 1, 2, 3, 6, 9, 16, 17, 18, 19, 21, 22, 23, 26, 28, 29, 30, 31, 33, 34, 35, 38, 39, and 40 evaluated the positive expressiveness for fathers. For interpretation utility, the subsequent factor analysis was suppressed to .35. After examining the rotated-component matrix, the items that had high loadings on more than one factors (items 16, 40 and 9) were excluded from the positive expressivity subscale for fathers and the subscale was reduced to 20 items.

Items, 4, 5, 9, 7, 11, 12, 14, 20, 27, 32, and 37 loaded on second factor (negative dominant expressiveness). Finally, negative dominant expressiveness scale consisting of 11 items was included in the study as negative dominant expressiveness variable for fathers.

Third factor was interpreted as negative submissive expressiveness for fathers. Items, 8, 10, 13, 15, 24, 25, and 36 loaded on third factor. Because item 36 and 8 loaded on both the second and the third factor, they were not included in the subscale of negative submissive expressivity for fathers. Finally, negative submissive expressiveness scale consisting of 5 items was included in the study as negative submissive expressiveness variable for fathers.

### 6.3.3 Reliability of Subscale of SEFQ for fathers

Reliability analyses were run for the three sub factors of the SEFQ with data from fathers. Cronbach's Alfa for the positive expressiveness, negative dominant expressiveness and negative submissive expressiveness for fathers were .92, .73, .72, respectively, and indicating very high internal consistencies. Items' item total correlations were between .31 and .70 for positive expressiveness, between .29 and .56 for negative dominant expressiveness, between .37 and .60 for negative submissive expressiveness. Items' multiple squared correlations of the factors did not generate a problem except for one case, because they were higher than .20. Only item 24 in subscale of negative submissive expressivity had lower item's multiple squared correlation. However, if this item is deleted, there would be no significant change in Cronbach's Alfa. Therefore, it was included in the subscale of negative submissive expressivity for fathers.

Table 6.2 Three-factor varimax rotated loadings of the 40 item for fathers ( $N = 111$ )

Items	p.e.	n.d.e.	n.s.e.
35.Telling family members how happy you are	<b>,851</b>	,070	,001
23.Expressing deep affection or love for someone	<b>,777</b>	,021	-,118
2.Thanking family members for something they have done	<b>,773</b>	-,163	,220
22.Expressing sympathy for someone's troubles	<b>,748</b>	-,070	,063
18.Demonstrating admiration	<b>,736</b>	-,036	,011
33.Trying to cheer up someone who is sad	<b>,729</b>	,208	,124
30.Offering to do somebody a favor	<b>,709</b>	,292	-,312
26.Spontaneously hugging a family member	<b>,687</b>	,142	,078
29.Apologizing for being late	<b>,682</b>	-,270	,178
40.Saying "I'm sorry" when one realizes one was wrong	<b>,668</b>	<b>-,359</b>	,320
21.Telling someone how nice they look	<b>,668</b>	-,131	,008
3.Exclaiming over a beautiful day	<b>,657</b>	-,212	,237
31. Snuggling up to a family member	<b>,638</b>	,223	,001
28.Expressing concern for the success of other family members	<b>,617</b>	,206	-,138
17.Expressing excitement over one's future plans	<b>,595</b>	,108	,041
38. Expressing gratitude for a favor	<b>,588</b>	,086	-,313

Table 6.2 continued

Items	p.e.	n.d.e.	n.s.e.
16.Expressing exhilaration after an unexpected triumph	<b>,511</b>	<b>,433</b>	,273
9.Blaming one another for family troubles	<b>-,472</b>	<b>,445</b>	,219
19.Expressing sorrow when a pet dies	<b>,455</b>	,134	-,094
6.Praising someone for good work	<b>,391</b>	-,021	,048
1.Showing forgiveness to someone who broke a favorite possession	<b>,364</b>	-,290	,074
37.Criticizing someone for being late	,015	<b>,700</b>	,307
27.Expressing momentary anger over a trivial irritation	,082	<b>,684</b>	,095
7.Expressing anger at someone else's carelessness	,070	<b>,680</b>	,200
20.Expressing disappointment over something that didn't work out.	,135	<b>,589</b>	,176
14.Expressing embarrassment over stupid mistakes	,140	<b>,475</b>	,263
11.Putting down other people's interests	-,167	<b>,448</b>	-,130
12. Showing dislike for someone	,040	<b>,391</b>	,052
4. Showing contempt for another's actions	,101	<b>,390</b>	,158
32. Showing how upset you are after a bad day	-,025	<b>,377</b>	,261
5.Expressing dissatisfaction with someone else's behavior	,087	<b>,365</b>	-,161
13.Seekng approval for an action	,150	,110	<b>,703</b>
10.Crying after an unpleasant disagreement	,200	,030	<b>,677</b>
24.Quarreling with a family member	-,178	,150	<b>,650</b>
36.Threatening someone	-,003	<b>,398</b>	<b>,630</b>
25.Crying when a loved one goes away	,186	,134	<b>,609</b>
8.Sulking over unfair treatment by a family member.	-,029	<b>,520</b>	<b>,520</b>
15. Going to pieces when tension builds up	-,216	,279	<b>,467</b>

Note: p.s. positive expressivity, n.s. negative submissive expressivity, n.d. negative dominant expressivity

## **6.4 Factor and Reliability Analyses of Colorado Child Temperament Inventory (CCTI)**

In the present study, Colorado Child Temperament Scale was filled out only by mothers. Child temperament was assessed in terms of child's four temperamental characteristics, sociability, emotionality, attention-span, and soothability.

### **6.4.1 Factor Analyses of CCTI**

Colorado Child Temperament Inventory (Buss and Plomin, 1984; Rowe and Plomin, 1977) designed to assess child temperamental characteristics. The varimax extraction technique was used to determine the four factors of CCTI. Scree plot showed that four factors were suitable for the 20 items of CCTI. For interpretation purposes, the subsequent factor analysis was suppressed to .35. As a result of the varimax rotated exploratory factor analysis, four factor solution accounted for the 51.86 % of the total variance. The first, second, third and four factor explained 15.64 %, 12.92 %, 11.84 % and 11.47 % of total variance, respectively. The factor loadings of items were presented in table 6.3. First six items in the scale constituted as emotionality, next five items constituted as sociability, next four items interpreted as soothability, final five item represented attention-span.

Table 6.3 Four factor varimax-rotated loadings of the 20 Items ( $N = 111$ )

Items	emotionality	sociability	soothability	attention-span
Child cries easily	<b>,844</b>	-,057	-,071	,001
Child get upset easily	<b>,794</b>	-,069	,046	-,185
Child often fusses and cries	<b>,689</b>	-,039	-,275	-,039
Child tends to be somewhat emotional	<b>,679</b>	-,126	,073	-,016
Child stopped fussing whenever someone talked to him or picked him up	<b>,466</b>	,179	,280	,060
Child reacts intensely when upset	<b>,459</b>	,331	-,117	-,192
Child makes friend easily	-,016	<b>,803</b>	,233	-,104
Child is very sociable	,026	<b>,788</b>	,020	,149
Child is very friendly wiyh stranger	-,059	<b>,707</b>	,344	-,031
Child tend to be shy	-,412	<b>,507</b>	-,115	,071
Child takes a long time to warm up to stranger	,016	<b>,464</b>	-,305	,307
Whenever child starts crying, he can be easily distracted	-,122	,064	<b>,760</b>	,118
If talked to, child stops crying	-,166	-,238	<b>,722</b>	-,033
Child tolerates frustration well	,100	,168	<b>,665</b>	-,111
When upset by unexpected situation, child quickly calms down	,073	,261	<b>,395</b>	,015
Child gives up easily when difficulties are encountered	-,070	-,028	-,083	<b>,769</b>
Child goes from toy to toy quickly	-,226	,038	-,223	<b>,754</b>
With a difficult toy , child gives up quite easily	-,312	-,022	-,038	<b>,715</b>
Child persists at a task until successful	,142	,122	,333	<b>,465</b>
Plays with a single toy for long period of time	,126	,069	,207	<b>,412</b>

#### 6.4.2 Final form of subscales of CCTI

As seen in table 6.3, one of soothability item (Child stopped fussing whenever someone talked to him or picked him up, “Ne zaman biri onunla konuşsa ya da onu kucağına alsa huysuzlanmayı keser”) was loaded on the emotionality although it was expected to load on the soothability factor. Furthermore, it resulted in a decrease in

Cronbach's Alfa of subscale of emotionality, thus it was excluded from the emotionality subscale of CCTI. Finally, the subscale of emotionality, sociability, and attention-span consists of 5 items as in the original form of CCTI (Rowe and Plomin, 1977; Buss and Plomin, 1984). However, for the reasons mentioned above, the 5<sup>th</sup> item of the soothability subscale was excluded from the present study and the soothability subscale was reduced to 4 items. Turkish version of items were listed in Appendix C.

#### **6.4.3 Reliability Analyses of CCTI**

Reliability analyses were run for the four subscales of the CCTI. Cronbach's Alfa for the sociability, attention-span, emotionality and soothability were .69, .65, .76, and .61 respectively, thus indicating moderate consistencies. Inter-item total correlations were between .34 and .64 for sociability, between .23 and .54 for attention-span, between .35 and .67 for emotionality and between .26 and .59 for soothability. Items' multiple squared correlations of the factors did not constitute a problem because they were higher than .20. Inter-item total correlation has no value higher than .70. It indicated that there were not redundant variables.

#### **6.5 Factor and Reliability Analyses of Family Environment Scale (FES)**

Family environment scale was completed by mothers in the study. Cohesion, conflict and expressivity subscales were chosen to assess the relationship in the family from perspectives of the mothers.

### 6.5.1 Factor Analyses of FES

Cohesion subscale of FES consists of the items 1, 4, 7, 10, 13, 16, 19, 22, 25. Conflict subscale contains the items 3, 6, 9, 12, 15, 18, 21, 24, 27. Expressivity subscale includes the items 2, 5, 8, 11, 14, 17, 20, 23, 26. Each subscales of FES consist of nine items and each item was rated by the mothers as either positive (true) or negative (false). As the items were rated as true or false, firstly, frequency of items was controlled. The distribution of frequency of either true or false answers must be at least 10 % or 90% in order to put item into factor analyses. Items of 1, 3, 9, 10, 11, 16, 22, and 24 had not adequate frequency on true or false direction. Therefore, these items that listed in table 6.4 were excluded from factor analyses.

A factor analysis with varimax rotation was run for the remaining 19 items. Scree plot showed that three-factor solution was suitable; hence data was forced to three factors. Three factors accounted for the 37.52 % of the total variance. The first, second, and the third factor explained the 13.57 %, 12.65 %, and 11.30 % of the total variance, respectively. Factor loadings of 19 items were listed in the table 6.5

Table 6.4 Items excluded from factor analysis

1. Family members really help and support each other
3. We fight a lot in our family
9. Family members sometimes get so angry they throw things
10. There is feeling of togetherness in our family
11. We tell each other about our personal problems
16. Family members back each other up
22. We really get along well each other
24. Family members often try to one up or out-do each other

As seen in the table 6.5, the first, second and the third factor represented conflict, cohesion and expressivity, respectively, with a suppression value of .35. As the



factor loadings of the items 20 and 5 were below the suppression value of .35, they were excluded from the study before running the reliability analyses. Although item 14 was included in the original FES expressivity subscale, it appeared in the first factor (conflict) in the present study. Moreover, while items 26, 11 and 23 were included in expressivity subscale the original FES, they negatively loaded onto the second factor (cohesion) in the present study. Finally, the item 21 included in the conflict subscale and the item 7 included in the cohesion subscale in the original version of FES loaded on the third factor which is expressivity. To sum up, only the items 17, 8, and 2 had loadings on the appropriate factors consistent with the original version of FES. Because of the unexpected results, the final form of the subscales could not be prepared for the present study. Nevertheless, reliability analyses were conducted for the released factors.

Table 6.5 Three-factor varimax-rotated loadings of 27 items of FES (N = 111)

items	Conflict	Cohesion	Expressivity
27. In our family, we believe you don't ever get by raising your voice	<b>,850</b>	,138	-,006
18. Family members sometimes hit each other	<b>-,760</b>	,089	,043
12. Family members hardly ever lose their tempers	<b>,605</b>	-,177	-,040
6. Family members rarely become openly angry	<b>,478</b>	-,343	,185
25. There is plenty of time and attention for everyone in our family	<b>,475</b>	-,003	-,202
15. Family members often criticize each other	<b>-,412</b>	-,077	,347
14. If we feel like doing something on the spur of the moment we often just pick up and go	<b>,383</b>	,051	,094
26. There are a lot of spontaneous discussion in our family	,096	<b>-,830</b>	,067
4. We often seem to be killing time at home	-,095	<b>,711</b>	-,221
13. We rarely volunteer when something has to be done at home	,245	<b>,636</b>	,085
19. There is very little group spirit in our life	-,043	<b>,426</b>	,028
11. We tell each other about personal problem	,004	<b>-,421</b>	-,145
23. We are usually careful about what we say to each other	,326	<b>-,362</b>	-,326
17. Someone usually get upset if you complain in our family	,088	,337	<b>,722</b>
8. It's hard to "blow of steam" at home without upsetting somebody	-,155	,287	<b>,675</b>
21. When there is disagreement in our family, we try hard to smooth things over and keep the peace	,191	-,016	<b>,588</b>
7. We put a lot of energy into what we do at home	-,004	-,188	<b>,531</b>
2. Family members often keep their feelings to themselves	-,082	,154	<b>,428</b>
20. Money and paying bills is openly talked about in our family	-,132	-,027	<b>,246</b>
5. We say anything we want to around home	,005	-,028	<b>,111</b>

### 6.5.2 Reliability Analyses of Factors of FES

Reliability analyses were run for the three factors of the FES. Cronbach's Alfa for conflict, cohesion and expressivity were .55, .44, and .46 respectively, indicating low internal consistencies. Inter-item total correlations were between .13 and .42 for conflict, between .14 and .33 for cohesion, and between .11 and .61 for

expressivity. Moreover, multiple squared correlations of some items were lower than .20.

As sufficient reliability results were not obtained for Family Environment Scale, the scale was excluded totally from the subsequent analyses of the present study.

## **6.6 Preliminary Analyses**

Prior to the main analyses, all data were examined for accuracy of entry and missing value. Mean substitution was used since there are less than 5 % of a subject's data missing for all measures.

Then outlier cases were examined. Since two cases were determined as outlier, they were excluded from the data in the present study. 113 cases were reduced 111 cases.

Statistical distribution of the mothers' emotion expressivity, fathers' emotion expressivity, children's' temperament and children coping strategy variables were inspected for deviations from normality. Mothers' positive emotion expressivity variable indicated moderate deviation from normality. First, reflect transformation and then, square root transformation was computed. Values of skewness and kurtosis decreased with these transformations. Therefore, the transformed version of mother's positive expressivity was used in the regression analysis. (Skewness and kurtosis values for all predictor for total sample are presented in table 6.6

Table 6.6 Skewness and Kurtosis Values for All Predictor ( $N = 111$ )

Predictor	Skewness	Kurtosis
Sociability	.08	-.77
Attention-Span	.05	-.25
Emotionality	.03	-.43
Soothability	.40	-.53
Mothers Positive Expressivity	-1.64	4.03
Mothers Negative Submissive Expressivity	.09	-.48
Mothers Negative Dominant Expressivity	.23	-.40
Fathers Positive Expressivity	-1.03	.97
Fathers Negative Submissive Expressivity	.23	-.54
Fathers Negative Dominant Expressivity	1.02	.46

## 6.7 Descriptive Analyses

Descriptive analyses of dimension of parental emotion expressivity, temperament and child coping strategy are shown in the table 6.7. The mean score of four coping strategies indicated that children tend to use problem approach coping strategy to cope with stressful situation in the vignette. Moreover, mean scores of parental emotion expressivity showed that mothers who participated in the study expressed their emotions more frequently in a positive way. Furthermore, fathers who participated in the study expressed their emotions less frequently in a negative dominant way.

Table 6.7 Descriptive statistics for parental emotion expressivity, child temperament and children's coping strategy ( $N=111$ )

	Min	Max	Mean	SD
Parental emotion expressivity				
Mother				
Positive expressivity	5.65	8.82	7.66	.80
Negative submissive expressivity	1.71	8.14	5.23	1.40
Negative dominant expressivity	1.00	8.00	4.30	1.52
Father				
Positive expressivity	1.85	8.65	6.75	1.32
Negative dominant expressivity	2.70	7.70	4.98	1.20
Negative submissive expressivity	1.20	8.60	3.46	1.68
Temperament				
Sociability	1.60	5.00	3.56	.83
Attention-span	1.20	4.60	2.89	.75
Emotionality	1.00	5.00	3.26	.89
Soothability	1.50	5.00	3.07	.85
Children's coping strategy				
Problem approach	0.00	4.00	2.21	1.17
Problem avoidance	0.00	2.00	.19	.48
Emotion Venting	0.00	3.00	.94	.89
Passive Acceptance	0.00	2.00	.91	.72

## 6.8 Emotional Responses

Although it was not aim of the study, emotional responses of children given each vignette were examined. Frequencies of emotional responses of each vignette were listed in table 6.8

Table. 6.8 Frequency of Children’s Emotional Responses ( $N = 111$ )

Vignette	Happiness	Sadness	Anger	Fear	Not Response
Mastery Challenge	16	65	18	7	5
Peer Conflict	6	35	48	19	3
Parent Child Conflict	37	40	19	8	7
Separation Situation	8	50	8	42	3

## 6.9 Correlation Analyses

In order to determine the relation between the parental emotion expressivity, children’s temperamental characteristics and children’s coping strategy, bivariate correlational analyses was employed.

### 6.9.1 Correlation of Children’s Coping Strategy

According to bivariate correlational analyses, problem approach coping strategy negatively correlated with problem avoidance coping ( $r(111) = -.27$ ),  $p < .01$ ), emotion venting ( $r(111) = -.62$ ),  $p < .01$ ), and passive acceptance ( $r(111) = -.53$ ),  $p < .01$ ). (see table 6.8.1). There is no correlation between problem avoidance, emotion venting and passive acceptance.

### 6.9.2 Correlations of Parental Emotion Expressivity

Mothers’ positive expressivity was positively but slightly correlated with mothers’ negative submissive expressivity. ( $r(111) = .20$ ),  $p < .05$ ). Mothers’ positive expressivity was significantly and positively correlated with fathers’ positive

expressivity ( $r(111) = .27$ ),  $p < .01$ ). Fathers' negative dominant expressivity was positively correlated with mothers' negative dominant expressivity ( $r(111) = .26$ ),  $p < .01$ ) and mothers' submissive expressivity ( $r(111) = .20$ ),  $p < .05$ ). Fathers' negative submissive expressivity was also positively and strongly correlated with mothers' negative submissive expressivity ( $r(111) = .50$ ),  $p < .01$ ) (see table 6.8.1). These findings showed that mothers' and fathers' emotion expressivity tend to be within the same direction.

### **6.9.3 Correlation between Parental Emotion Expressivity, Child Temperament, and Children's coping Strategy**

According to the bivariate correlational analyses, mothers' positive expressivity was positively correlated with sociability ( $r(111) = .26$ ),  $p < .01$ ), attention-span ( $r(111) = .23$ ),  $p < .05$ ) and emotion venting coping strategy ( $r(111) = -.34$ ),  $p < .01$ ). These associations indicated that mothers who express positive emotion in the family rated their child as social and having high attention-span. Moreover, children of positive mothers used emotion venting less frequently to cope with stressful event.

Mothers' negative submissive expressivity was found to be significantly and positively correlated with child emotionality ( $r(111) = .27$ ),  $p < .01$ ) and child's passive acceptance coping strategy ( $r(111) = .29$ ),  $p < .01$ ), and negatively correlated with child's soothability ( $r(111) = -.20$ ),  $p < .05$ ) and child's problem approach coping strategy ( $r(111) = -.24$ ),  $p < .05$ ). This means that mothers who exhibited emotions such as crying, seeking approval perceived their children more emotional and less soothable.

Significant relationship was found between mother's negative dominant expressivity and child temperamental characteristics and children's coping strategy. Mothers' negative dominant expressivity were related to lower employment of passive acceptance coping strategy by child ( $r(111) = -.31, p < .01$ ) and higher employment of problem approach coping strategy by child ( $r(111) = .21, p < .05$ ). Moreover, mother's negative dominant expressivity was slightly but positively correlated with child sociability ( $r(111) = .20, p < .05$ ).

While there is no significant relation between fathers' emotion expressivity and child coping strategy, there is a link between father's emotion expressivity and child temperamental characteristics. However, it should be pointed out that child temperamental characteristics were rated by mothers. Child temperamental characteristics are assessed from the perception of mother.

Fathers' positive expressivity was positively correlated with child sociability ( $r(111) = .25, p < .01$ ). As mentioned above, mothers' positive expressivity also positively related to child sociability ( $r(111) = .27, p < .01$ ). These findings suggest that the family in which child have social temperamental characteristics have a family member who express their emotions in positive way.

Fathers' negative dominant expressivity was negatively and slightly correlated with attention-span ( $r(111) = -.19, p < .05$ ) and soothability ( $r(111) = -.19, p < .05$ ). Moreover, mothers' negative submissive expressivity also negatively correlated with soothability ( $r(111) = -.20, p < .05$ ). These findings indicated that parents who express negative emotions more frequently in the family have children having difficulty to be soothable.

Fathers' negative submissive expressivity was negatively correlated with attention-span ( $r(111) = -.21, p < .05$ ). and soothability ( $r(111) = -.24, p < .05$ ) and positively correlated with emotionality ( $r(111) = .20, p < .05$ ). These relations were low in degree and indicated that fathers who express negative submissive



emotions had children having less attention-span and soothable temperamental characteristics and more emotional temperamental characteristics.

Table 6.9 Pearson Product-Moment correlation between all variables

	1a1	1a2	1a3	1b1	1b2	1b3	2a	2b	2c	2d	3a	3b	3c	3d
1a1 Mother's positive expressivity	-	0,20*	0,13	0,27**	-0,09	0,03	0,26**	0,23*	0,02	0,08	-0,08	-0,13	-0,34**	0,11
1a2 Mother's negative submissive expressivity	-	-	0,16	0,07	0,20*	0,50**	-0,11	-0,14	0,27**	-0,20*	-0,24**	-0,10	0,14	0,30**
1a3 Mother's negative dominant expressivity	-	-	-	0,05	0,26**	-0,08	0,20*	0,08	-0,02	0,02	0,21*	0,08	-0,02	-0,31**
1b1 Father's positive expressivity	-	-	-	-	-0,02	0,05	0,25**	-0,02	-0,17	0,08	0,05	-0,12	0,06	-0,09
1b2 Father's negative dominant expressivity	-	-	-	-	-	0,34**	0,11	-0,19	0,12	-0,19*	-0,17	0,13	0,14	-0,17
1b3 Father's negative submissive expressivity	-	-	-	-	-	-	0,011	-0,21*	0,20*	-0,24*	-0,11	-0,09	0,02	0,12
2a Sociability	-	-	-	-	-	-	-	0,16	-0,12	0,15	0,14	-0,05	0,06	-0,11
2b Attention-span	-	-	-	-	-	-	-	-	-0,21*	0,01	-0,02	-0,19*	0,01	-0,05
2c emotionality	-	-	-	-	-	-	-	-	-	-0,13	-0,10	0,09	0,08	0,09
2d soot	-	-	-	-	-	-	-	-	-	-	-0,03	0,15	0,08	-0,16
3a Problem approach	-	-	-	-	-	-	-	-	-	-	-	-0,27**	-0,62**	-0,53**
3b Problem avoidance	-	-	-	-	-	-	-	-	-	-	-	-	0,09	-0,27**
3c Emotion-venting	-	-	-	-	-	-	-	-	-	-	-	-	-	0,22*
3d Passive acceptance	-	-	-	-	-	-	-	-	-	-	-	-	-	-

## 6.10 Regression Analyses

In order to investigate the role of parental emotion expressivity and child's temperament on children's coping strategies, hierarchical multiple regression analyses were run separately for each coping type. In Step 1, gender was entered into the equation in order to reveal predictive power of temperament and parental expressivity after controlling the differences in gender. In Step 2, child's four temperamental characteristics (sociability, attention-span, emotionality and soothability) were entered into the equation. In step 3, fathers' emotional expressivity (positive, negative submissive, and negative dominant) were entered into the equation. In step 4, mothers' emotional expressivity (positive, negative submissive, and negative dominant) were entered into the equation to examine whether mothers' emotion expressivity predicted children's coping strategy over and above gender, child's temperament and father expressivity.

### 6.10.1 Predicting Problem Approach Coping Strategy

Initially, regression analysis was run to predict children's problem approach coping strategy. In Step 1, gender of the child did not significantly predict problem approach coping strategy ( $R^2 = .027$ ,  $F(1, 109) = 3.02$ ,  $ns$ ). In Step 2, child temperamental characteristics also did not predict outcome variable ( $R^2 = .056$ ,  $F(5, 105) = 1.25$ ,  $ns$ ). In Step 3, when fathers' expressivity were entered into the equation, there was significant change in  $R^2$  ( $R^2 = .11$ ,  $F(8, 102) = 1.58$ ,  $p < .05$ ). In Step 4, mothers' expressivity were entered into the equation in the final step, there was significant change in  $R^2$  ( $R^2 = .24$ ,  $F(11, 99) = 2.86$ ,  $p < .01$ ) (see table 6.10). While mothers' negative submissive expressivity significantly and negatively predicted problem approach coping, mothers' negative dominant expressivity significantly and positively predicted outcome variable. Moreover, the fathers' negative dominant expressivity on the problem approach coping strategy also significantly and negatively predicted problem approach coping strategy. These findings indicated that

children who have mothers expressing negative dominant emotion had higher scores of problem approach coping strategy. Furthermore, children who have mothers expressing negative submissive and fathers expressing negative dominant emotion within the family had lower scores of problem approach coping strategy.

Table 6.10 Summary of the Hierarchical Regression Analysis for Variables Predicting Children's Problem Approach Coping Strategy

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	β
Problem approach coping					
Step 1	Gender	.03	.02	-.39	-.16
Step 2	Gender			-.36	-.15
	Sociability			.21	.15
	Attention-span			-.11	-.07
	Emotionality			-.06	-.04
	Soothability	.06	.01	-.10	-.07
Step 3	Gender			-.38	-.16
	Sociability			.27	.19
	Attention-span			-.20	-.13
	Emotionality			-.06	-.04
	Soothability			-.19	-.14
	Fathers' Pos. Exp.			-.001	-.001
	Fathers' N.D. Exp.			-.20	-.21*
Fathers' N.S. Exp.	.11	.04	-.06	-.09	
Step 4	Gender			-.33	-.14
	Sociability			.19	.14
	Attention-span			-.20	-.13
	Emotionality			.02	.01
	Soothability			-.21	-.15
	Fathers' Pos. Exp.			.04	.05
	Fathers' N.D. Exp.			-.32	-.33**
	Fathers' N.S. Exp.			.07	.10
	Mothers' Pos. Exp.			.54	.12
	Mothers' N.S. Exp.			-.22	-.26*
Mothers' N.D. Exp.	.24	.17	.27	.35**	

\* $p < .05$ . \*\* $p < .01$ .

### 6.10.2 Predicting Problem Avoidance Coping Strategy

Regression analysis was run to predict children's problem avoidance coping strategy. In Step 1, gender of the child did not significantly predict problem avoidance coping strategy ( $R^2 = .001$ ,  $F(1, 109) = .084$ ,  $ns$ ). In Step 2, when child temperamental characteristics added to the equation, change of  $R^2$  was not significant ( $R^2 = .07$ ,  $F(5, 105) = 1.57$ ,  $ns$ ). In Step 3, when fathers' expressivity were entered into the equation, fathers' emotion expressivity did not predict the children's

problem avoidance coping strategy ( $R^2 = .12$ ,  $F(8, 102) = 1.69$ , *ns*). In Step 4, mothers' expressivity did not predict children's problem avoidance coping strategy ( $R^2 = .13$ ,  $F(11, 99) = 1.33$ , *ns*) (see table 6.11). The results indicated that children's problem avoidance coping strategy was not predicted by children's gender, temperamental characteristics, fathers' emotion expressivity, and mothers' emotion expressivity.

Table 6.11 Summary of the Hierarchical Regression Analysis for Variables Predicting Children's Problem Avoidance Coping Strategy

Outcome	Predictors	$R^2$	Adjusted $R^2$	Beta	$\beta$
Problem avoidance coping					
Step 1	Gender	.001	-.008	-.03	-.03
Step 2	Gender			-.04	-.04
	Sociability			-.02	-.04
	Attention-span			-.11	-.18
	Emotionality			.04	.08
	Soothability	.07	.03	.09	.17
Step 3	Gender			-.03	-.04
	Sociability			-.02	-.04
	Attention-span			-.11	-.18
	Emotionality			.04	-.04
	Soothability			.09	.17
	Fathers' Pos. Exp.			-.04	-.11
	Fathers' N.D. Exp.			.07	.17
Fathers' N.S. Exp.	.12	.05	-.04	-.15	
Step 4	Gender			-.02	-.03
	Sociability			-.03	-.05
	Attention-span			-.11	-.17
	Emotionality			.05	.09
	Soothability			.09	.17
	Fathers' Pos. Exp.			-.03	-.09
	Fathers' N.D. Exp.			.06	.14
	Fathers' N.S. Exp.			-.02	-.09
	Mothers' Pos. Exp.			.08	.04
	Mothers' N.S. Exp.			-.03	-.10
Mothers' N.D. Exp.	.13	.03	.03	.08	

\* $p < .05$ . \*\* $p < .001$ .

### 6.10.3 Predicting Emotion Venting Coping Strategy

Regression analysis was run to predict children's emotion venting coping strategy. In Step 1, gender of the child did not significantly predict problem approach coping strategy ( $R^2 = .008$ ,  $F(1, 109) = .83$ , *ns*). In Step 2, when child's temperamental characteristics introduced to the equation, there is no significant change in  $R^2$  ( $R^2 = .02$ ,  $F(5, 105) = .51$ , *ns*). In Step 3, fathers' emotion expressivity did not predict the children's emotion venting coping strategy ( $R^2 = .05$ ,  $F(8, 102) = .70$ , *ns*). In Step 4, mother's expressivity were added which resulted in a significant change in  $R^2$  ( $R^2 = .20$ ,  $F(11, 99) = 2.19$ ,  $p < .001$ ). In the final step mothers' positive emotion expressivity significantly and negatively predicted children's emotion venting coping strategy. Moreover, fathers' negative dominant expressivity significantly and positively predicted children's emotion venting coping strategy. (see table 6.12 for the results of regression analysis). These findings suggested that children who have higher scores on emotion venting coping strategy have mothers expressing positive emotion less frequently in the family.

Table 6.12 Summary of the Hierarchical Regression Analysis for Variables Predicting Children's Emotion Venting Coping Strategy

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	β
Emotion venting coping					
Step 1	Gender	.008	-.002	.15	.09
Step 2	Gender			.14	.08
	Sociability			.06	.06
	Attention-span			.03	.02
	Emotionality			.08	.08
	Soothability	.02	-.02	.09	.09
Step 3	Gender			.15	.08
	Sociability			.01	.01
	Attention-span			.07	.06
	Emotionality			.08	.08
	Soothability			.12	.12
	Fathers' Pos. Exp.			.04	.07
	Fathers' N.D. Exp.			.13	.17
	Fathers' N.S. Exp.	.05	-.02	-.01	-.02
Step 4	Gender			.17	.10
	Sociability			-.04	-.04
	Attention-span			-.02	-.01
	Emotionality			.01	.01
	Soothability			.11	.10
	Fathers' Pos. Exp.			-.02	-.03
	Fathers' N.D. Exp.			.19	.26
	Fathers' N.S. Exp.			-.06	-.12
	Mothers' Pos. Exp.			-1.37	-.39**
	Mothers' N.S. Exp.			.05	.08
Mothers' N.D. Exp.	.20	.11	-.09	-.15	

\* $p < .05$ . \*\* $p < .001$ .

#### 6.10.4 Predicting Passive Acceptance Coping Strategy

Regression analysis was run to evaluate the predictors of children's passive acceptance coping strategy. In Step 1, gender of the child significantly predicted passive acceptance coping strategy ( $R^2 = .04$ ,  $F(1, 109) = 4.17$ ,  $p < .05$ ). In Step 2, when child temperamental characteristics introduced to the equation, there is no significant change in  $R^2$  ( $R^2 = .06$ ,  $F(5, 105) = 1.44$ ,  $ns$ ). In Step 3, when fathers' expressivity were entered into the equation, there was a significant change in  $R^2$  ( $R^2 = .13$ ,  $F(8, 102) = 1.89$ ,  $p < .05$ ). In Step 4, mother's expressivity were added which also resulted in a significant change in  $R^2$ . In the final equation mothers' negative submissive expressivity positively predicted children's passive acceptance coping

strategy. Moreover, mothers' negative dominant expressivity negatively and significantly predicted children's passive acceptance coping strategy ( see table 6.13 for the results of this regression analysis). These findings indicated that children who have lower scores on passive acceptance coping strategy have mothers expressing negative dominant emotion within family. Furthermore, children who have higher scores on passive acceptance coping strategy have mothers expressing negative submissive emotion within family.



Table 6.13 Summary of the Hierarchical Regression Analysis for Variables Predicting Children's Passive Acceptance Coping Strategy

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	$\beta$
Passive acceptance coping					
Step 1	Gender	.04	.03	.23	.19*
Step 2	Gender			.25	.17
	Sociability			-.07	-.08
	Attention-span			-.02	-.02
	Emotionality			.02	.02
	Soothability	.06	.02	-.11	-.12
Step 3	Gender			.25	.17
	Sociability			-.02	-.03
	Attention-span			-.05	-.05
	Emotionality			.002	
.003	Soothability			-.12	-.14
	Fathers' Pos. Exp.			-.05	-.09
	Fathers' N.D. Exp.			-.15	-.26*
	Fathers' N.S. Exp.	.13	.06	.07	.16
Step 4	Gender			.20	.14
	Sociability			.04	.04
	Attention-span			-.06	-.06
	Emotionality			-.06	-.07
	Soothability			-.11	-.12
	Fathers' Pos. Exp.			-.08	-.15
	Fathers' N.D. Exp.			-.08	-.14
	Fathers' N.S. Exp.			-.03	-.08
	Mothers' Pos. Exp.			-.38	.13
	Mothers' N.S. Exp.			.19	.36**
	Mothers' N.D. Exp.	.30	.22	-.17	-.36***

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

As a conclusion of this regression analysis, mothers' negative dominant expressivity positively and significantly predicted children's problem approach coping strategy and passive acceptance coping strategy. Mothers' positive emotion expressivity only predicted emotion venting coping strategy, negatively. Mothers' negative submissive emotion expressivity negatively predicted children's problem approach coping and positively predicted passive acceptance coping strategy. Moreover, while fathers' positive emotion expressivity and negative submissive expressivity did not predict any coping strategy, father's negative dominant emotion negatively predicted children's passive acceptance coping and positively predicted emotion venting coping strategy. Furthermore, there was no effect of child

temperamental characteristics on children's coping strategy to be found. The gender effect only appeared on the passive acceptance coping strategy.

### **6.11 Interaction effect of Children's Temperamental Characteristics and Mother's Emotion Expressivity**

Although the effect of the children's temperamental characteristics was not observed in the regression analysis, another aim of the study was to examine how the interaction between children's temperamental characteristics and mothers' emotion expressivity affect the children's coping strategies. Sociability, emotionality and soothability were chosen among the child's temperamental characteristics. Because of small sample size, attention-span was excluded from this analysis. Three different expressivity dimensions of the mothers were dealt with. For each coping strategy, nine interaction terms were computed (sociability and mothers' positive expressivity, sociability and mothers' negative submissive expressivity, sociability and mothers' negative dominant expressivity, emotionality and mothers' positive expressivity, emotionality and mothers' negative submissive expressivity, emotionality and mothers' negative dominant expressivity, soothability and mothers' positive expressivity, soothability and mothers' negative submissive expressivity, soothability and mothers' negative dominant expressivity). Hierarchical regression analysis was carried out. In the first step, gender of the children was entered into the equation as a demographic variable. In Step 2, one of the temperament characteristics and three of the mother's expressivity were introduced into the equation. In step 3, the interaction terms, which were derived from these variables (e.g. sociability and mothers' positive expressivity, sociability and mothers' negative submissive expressivity, sociability and mothers' negative dominant expressivity) , were entered into the equation. These regression analyses were run to predict problem approach, problem avoidance, emotion venting and passive acceptance coping strategies, separately.

### Problem Approach Coping Strategy

Results of the hierarchical regression analysis showed that the interaction of soothability and mothers' negative dominant expressivity significantly and positively , and soothability and mother's negative submissive expressivity significantly and negatively contributed to the prediction of children's problem approach coping strategy. In Step 1, gender of the child did not significantly predict problem approach coping strategy ( $R^2 = .03$ ,  $F(1, 109) = 3.02$ , *ns*). In Step 2, when child soothability added to the equation there was no significant change in  $R^2$  ( $R^2 = .15$ ,  $F(5, 105) = 3.59$ , *ns*). However, mother's negative submissive expressivity negatively and mother's negative dominant expressivity positively predicted problem approach coping strategy. In Step 3, the interaction of soothability and mother's expressivity were introduced into the equation and it contributed a significant change in  $R^2$ . In this step, interaction of soothability and mothers' negative submissive expressivity and mother's negative dominant expressivity significantly predicted children's problem approach coping strategy (see table 6.14 for the results of regression analysis).

Table 6.14 Summary of the Hierarchical Regression Analysis for the Total Sample (N = 111) in which Problem Approach Coping Strategy was Predicted from Interactions of Soothability and Mothers' Emotion Expressivity

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	$\beta$
Problem Approach Coping					
Step 1	Gender	.03	.02	-.39	-.16
Step 2	Gender			-.30	-.13
	Mothers' Pos. Exp.			.25	.05
	Mothers' N.S. Exp.			-.22	-.26
	Mothers' N.D. Exp.			.21	.27
	Soothability	.15	.11	-.13	-.09
Step 3	Gender			-.09	-.04
	Mothers' Pos. Exp.			-.26	-.06
	Mothers' N.S. Exp.			-.29	-.34**
	Mothers' N.D. Exp.			.19	.25**
	Soothability			-.23	-.17
	Soothability X Positive Exp.			.08	.07
	Soothability X Neg. Sub. Exp.			-.05	-.21*
	Soothability X Neg. Dom. Exp.	.26	.21	.06	.28**

\*  $p < .05$ . \*\*  $p < .01$ .

In order to clarify the role of interaction between soothability and mothers' negative dominant expressivity, the results of the regression analysis was examined. Three conditions of soothability and two conditions of mothers' negative dominant expressivity and mother' negative submissive expressivity were defined. Low condition of the soothability was computed from the one standard deviation below of mean value (2.22). High condition of the soothability was computed from the one standard deviation above of mean value of soothability (3.92). Medium condition of soothability defined as the mean values of soothability subscale (3.07). As seen in table 6.14, the high and medium level of soothability was significantly different from zero for two levels of mothers' negative dominant expressivity. According to table 6.15, the high and medium level of soothability was significantly different from zero for two level of mother's negative submissive expressivity.

Table 6.15 Simple slope coefficients for problem approach on the mothers' negative dominant expressivity at three level of soothability

	a	raw b	t-test	df	Sig. T
Soothability low	2,618	-,073	-,723	107,000	,472
Soothability med	1,438	,178	2,546	107,000	,012
Soothability high	,258	,428	4,023	107,000	,000

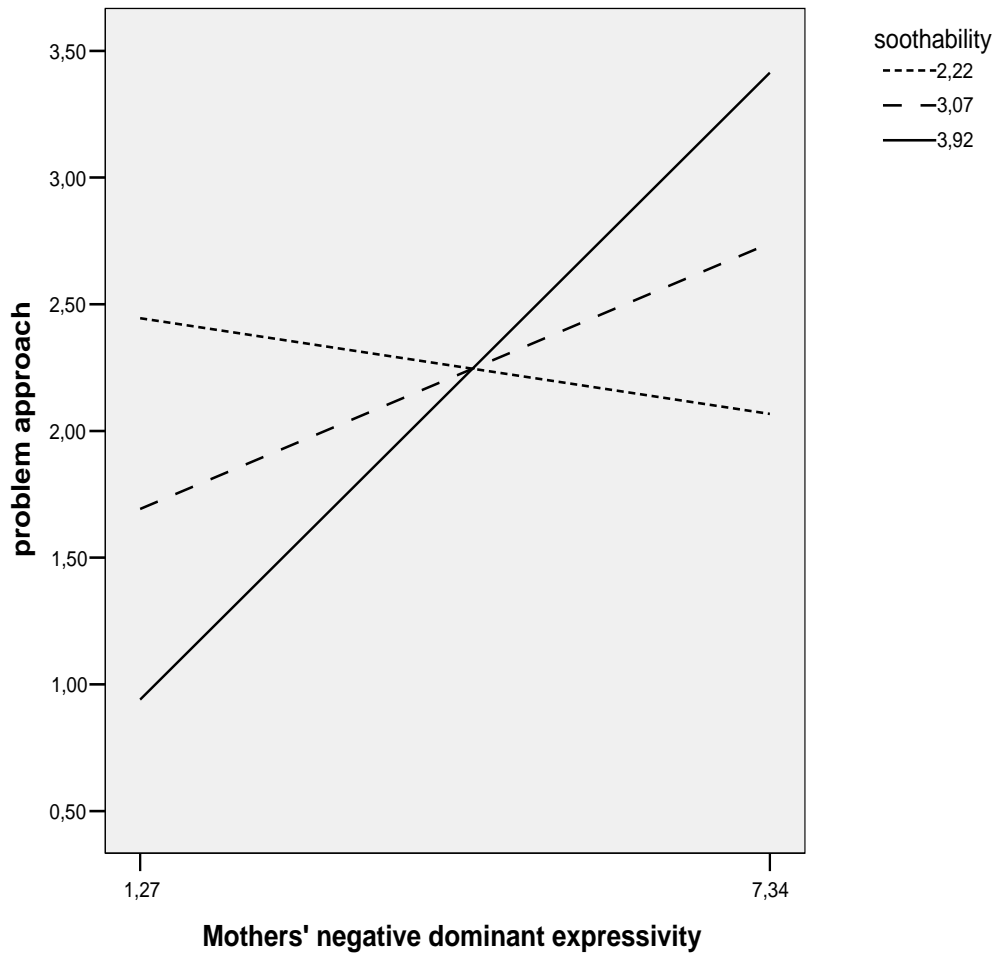


Figure 6.1 Levels of problem approach coping according to three levels of soothability and two level mother's negative dominant expressivity

An examination of the Figure 6.1 reveals the fact that higher levels of problem approach coping strategy occurred when soothability and the mothers' negative dominant expressivity are in higher condition. Thus, at high and medium

level of soothability as mothers negative dominant expressivity increased, children's use of problem approach coping also increased.

Table 6.16 Simple Slope coefficients for the problem approach on the mother's negative submissive expressivity at 3 levels of the Soothability

	a	raw b	t-test	df	Sig. T
Soothability low	2,388	-,017	-,162	107,000	,872
Soothability med	3,512	-,261	-3,287	107,000	,001
Soothability high	4,636	-,505	-3,869	107,000	,000

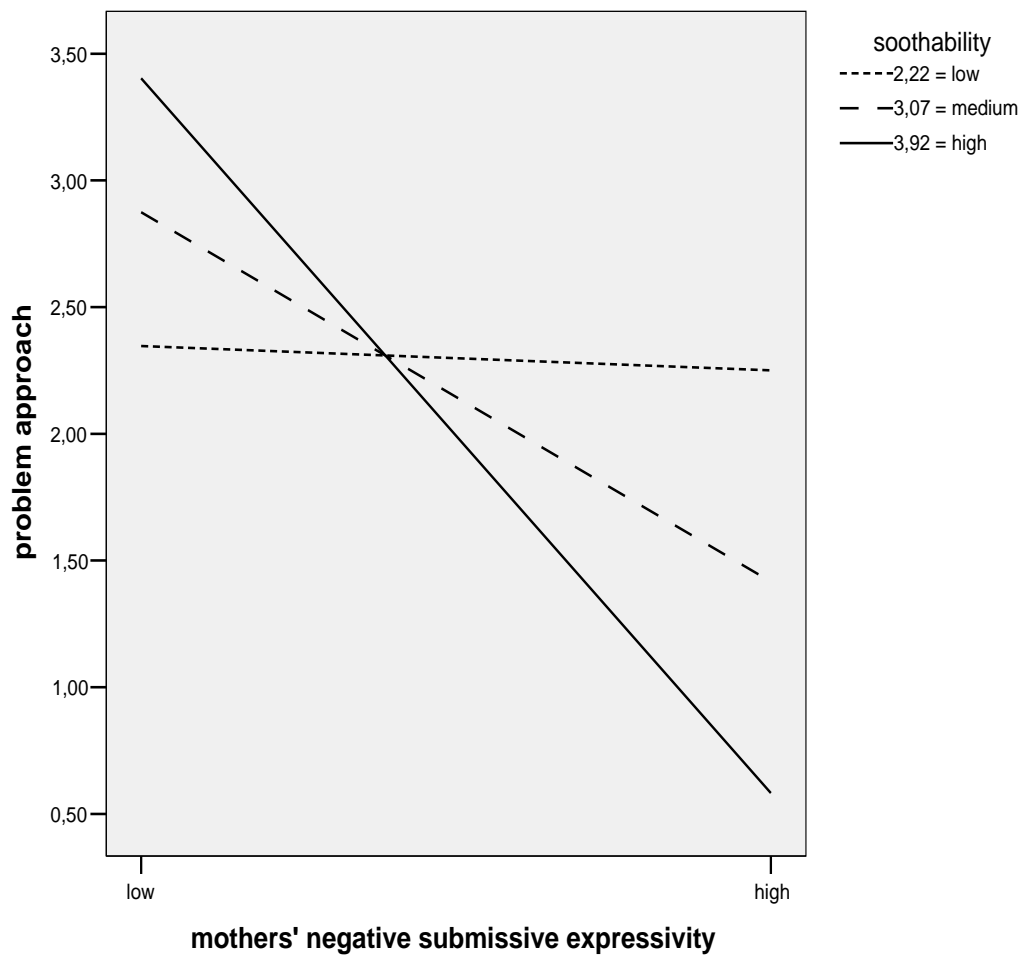


Figure 6.2 Levels of problem approach coping according to three levels of soothability and mother's negative submissive expressivity

An examination of Figure 6.2 shows that higher levels of problem approach occurred when soothability is in the high and medium conditions and mothers' negative submissive expressivity is in the low condition. When the negative submissive expressiveness of mothers increases, employment of problem approach coping strategy decreases at high level of soothability. These findings indicated that children who have high levels of soothability tend to cope with stressful event by using problem approach coping strategy if their mothers express negative submissive emotion less frequently in the family.

#### Problem Avoidance Coping Strategy

In Step 1, gender of the child did not significantly predict problem approach coping strategy ( $R^2 = .001$ ,  $F(1, 109) = .08$ , *ns*). In Step 2, child sociability and all dimensions of mothers' emotion expressivity added to the equation there was no significant change in  $R^2$  and ( $R^2 = .04$ ,  $F(5, 105) = .81$ , *ns*). In Step 3, the interaction of sociability and mother's expressivity were entered into the equation and it contributed a significant change in  $R^2$ . In this step, interaction of sociability and mothers' negative submissive expressivity and mother's negative dominant expressivity significantly predicted children's problem approach coping strategy (see table 6.17 for the results of regression analysis).

Table 6.17 Summary of the Hierarchical Regression Analysis for the Total Sample (N = 111) in which Problem Avoidance Coping Strategy was Predicted from Interactions of Sociability and Mothers' Emotion Expressivity

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	$\beta$
Problem Avoidance Coping					
Step 1	Gender	.001	-.008	-.03	-.03
Step 2	Gender			-.02	-.02
	Mothers' Pos. Exp.			.20	.11
	Mothers' N.S. Exp.			-.03	-.10
	Mothers' N.D. Exp.			.04	.12
	Sociability	.04	-.009	-.03	-.06
Step 3	Gender			-.02	-.03
	Mothers' Pos. Exp.			.07	.04
	Mothers' N.S. Exp.			-.06	-.19
	Mothers' N.D. Exp.			.04	.14
	Sociability			-.03	-.06
	Sociability X Positive Exp.			-.07	-.13
	Sociability X Neg. Sub. Exp.			-.03	-.33**
	Sociability X Neg. Dom. Exp.	.13	.07	.02	.26*

\*  $p < .05$ . \*\*  $p < .01$ .

The results of the regression analysis were examined to clarify the role of interaction between sociability and mothers' negative dominant expressivity, and mothers' negative submissive emotion expressivity. Three conditions of sociability and two conditions of mothers' negative dominant expressivity and mother' negative submissive expressivity were defined. Low condition of sociability was computed from the one standard deviation below the mean value (2.72). High condition of sociability was computed from the one standard deviation above the mean value of soothability (3.56). Mean values of sociability subscale (4.39) refers to the medium condition of soothability. As seen in the table 6.18, only the high level of sociability was significantly different from zero for two levels of mothers' negative submissive expressivity. Although the interaction of sociability and mothers' negative dominant



expressivity significantly predicted children's problem avoidance coping strategy in the regression analysis, the high, medium and low levels of sociability were not significantly different from zero for two levels of mothers' negative dominant expressivity according to the post doc analysis (see the table 6.19).

Table 6.18 Simple slope coefficients for problem avoidance on the mothers' negative submissive expressivity at three levels of sociability

	a	raw b	t-test	df	Sig. T
Sociability low	,217	,035	,695	107,000	,488
Sociability med	,184	-,039	-1,218	107,000	,226
Sociability high	,151	-,114	-2,195	107,000	,030

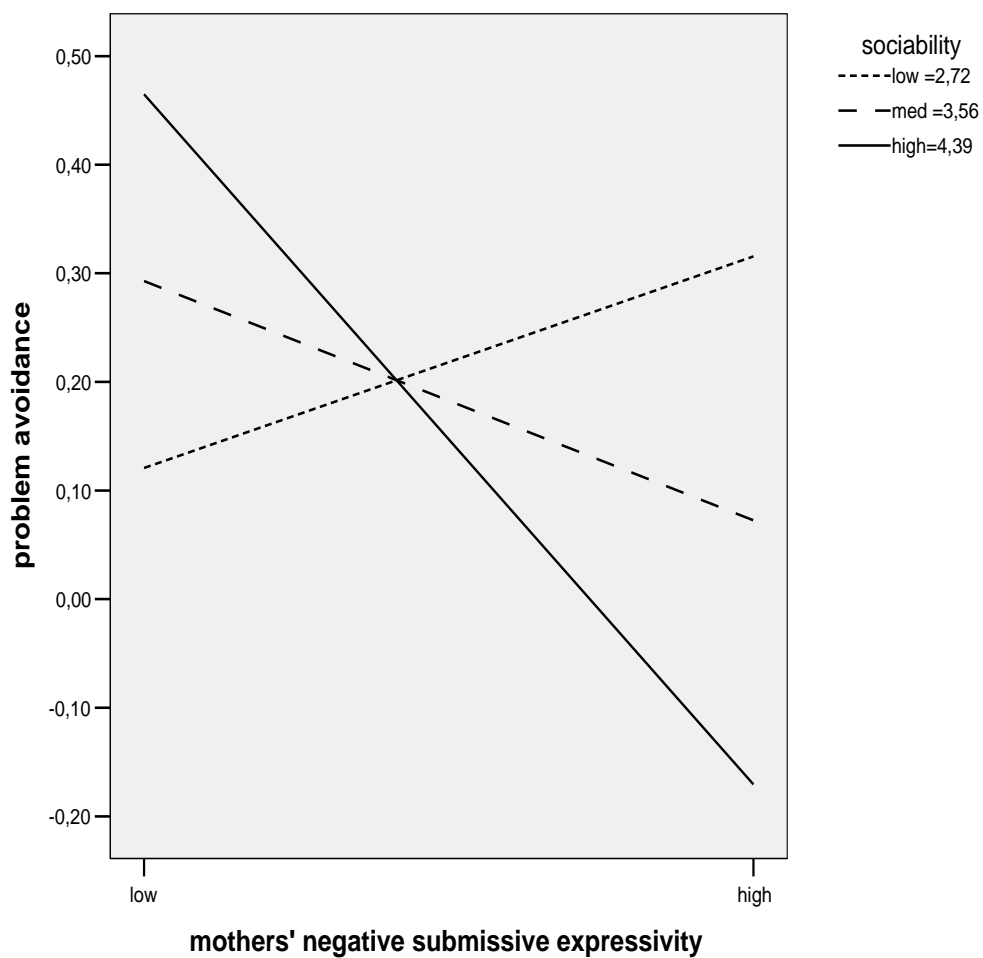


Figure 6.3 Levels of problem avoidance coping according to the three levels of sociability and the two levels of mothers' negative submissive expressivity

An examination of Figure 6.3 suggests that higher level of problem avoidance coping occurred when sociability is in the high condition and mothers' negative submissive expressivity is in the low condition. When the negative submissive expressivity of mothers increases, employment of problem avoidance coping strategy decreases at high level of sociability. This means that highly sociable children tend to cope with stressful event by using problem avoidance coping strategy if their mothers express negative submissive emotion less frequently in the family.

Table 6.19 Simple slope coefficients for problem avoidance on the mothers' negative dominant expressivity at three levels of sociability

	a	raw b	t-test	df	Sig. T
Sociability low	,193	-,028	-,518	107,000	,605
Sociability med	,180	,018	,558	107,000	,578
Sociability high	,168	,064	1,543	107,000	,126

#### Emotion Venting Coping Strategy

Results of another hierarchical regression analysis showed that the interaction of emotionality and mothers' negative dominant expressivity positively, and the interaction of emotionality and mother's negative submissive expressivity significantly and negatively contributed to the prediction of children's emotion venting coping strategy. In Step 1, gender of the child did not significantly predict problem approach coping strategy ( $R^2 = .008$ ,  $F(1, 109) = .82$ , *ns*). In Step 2, when child emotionality and all dimensions of mothers expressivity entered into equation, there was significant change in  $R^2$  ( $R^2 = .14$ ,  $F(5, 105) = 3.27$ ,  $p < .001$ ). In Step 3, when the interaction of emotionality and mother's expressivity was introduced into the equation, significant change in  $R^2$  revealed. In this step, interaction of emotionality and mothers' negative submissive expressivity negatively and mothers' negative dominant expressivity positively predicted children's emotion venting coping strategy. ( $R^2 = .20$ ,  $F(8, 102) = 3.21$ ,  $p < .05$ ) (see table 6.20).

Table 6.20 Summary of the Hierarchical Regression Analysis for the Total Sample (N = 111) in which Emotion Venting Coping Strategy was Predicted from Interactions of Emotionality and Mothers' Emotion Expressivity

Outcome	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	$\beta$
Emotion Venting Coping					
Step 1	Gender	.008	-.002	.15	.09
Step 2	Gender			.15	.09
	Mothers' Pos. Exp.			-1.11	-.34
	Mothers' N.S. Exp.			.03	.05
	Mothers' N.D. Exp.			-.04	-.07
	Emotionality	.14	.09	.03	.03
Step 3	Gender			.08	.04
	Mothers' Pos. Exp.			-.91	.26**
	Mothers' N.S. Exp.			.14	.22
	Mothers' N.D. Exp.			-.16	-.27*
	Emotionality			.008	.008
	Emotionality X Positive Exp.			-.10	-.13
	Emotionality X Neg. Sub. Exp.			-.03	-.23*
	Emotionality X Neg. Dom. Exp.	.20	.14	.03	.23*

\*  $p < .05$ . \*\*  $p < .01$ .

Three conditions of emotionality and two conditions of mothers' negative dominant expressivity and mother' negative submissive expressivity were defined. Low condition of emotionality was computed from the one standard deviation below the mean value (2.37). High condition of emotionality was computed from the one standard deviation above the mean value of soothability (3.26). The mean values of sociability subscale (4.16) refer to the medium condition of soothability. As seen in the table 6.21, post doc analysis showed that only the low level of emotionality was significantly different from zero for two levels of mothers' negative submissive expressivity. Moreover, while the interaction of emotionality and mothers' negative dominant expressivity significantly predicted children's emotion venting coping strategy, post doc analysis showed that three levels of emotionality for two levels of mothers' negative dominant expressivity were not different from zero (see table 6.22)

Table 6.21 Simple slope coefficients for emotion venting on the mothers' negative submissive expressivity at three levels of emotionality

	a	raw b	t-test	df	Sig. T
Emotionality low	,916	,169	1,941	107,000	,055
Emotionality med	,966	,081	1,290	107,000	,200
Emotionality high	1,017	-,007	-,081	107,000	,935

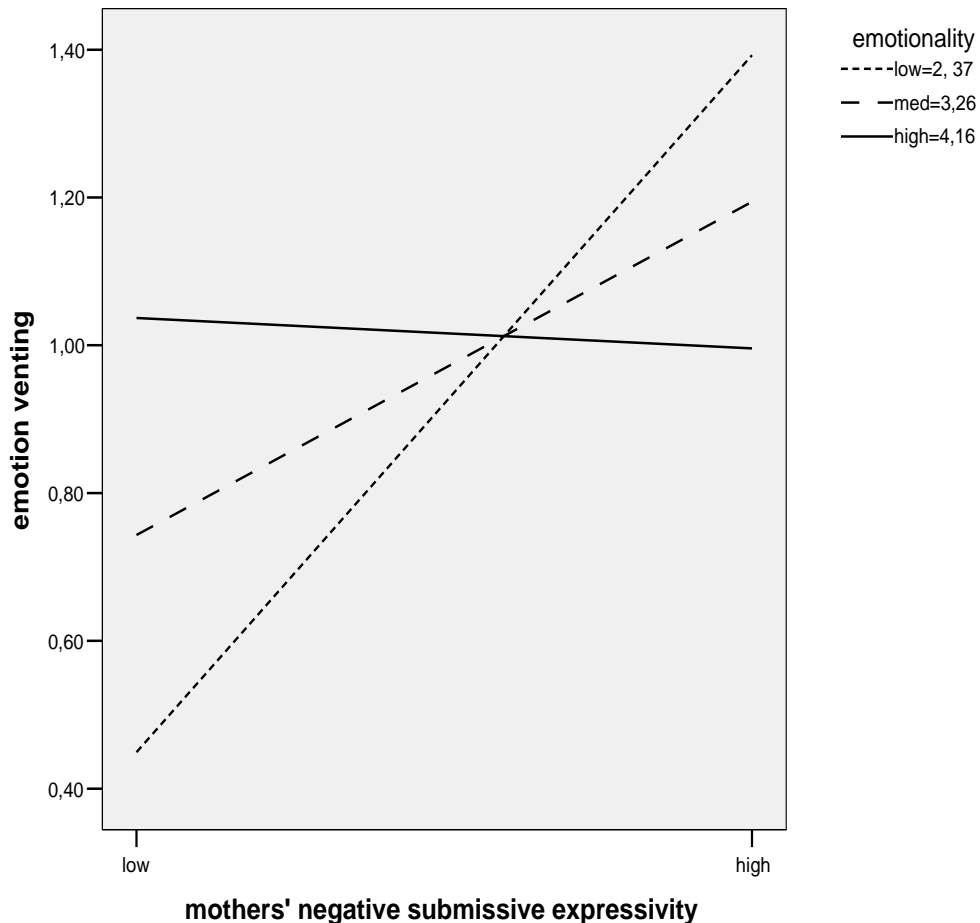


Figure 6.4 Levels of emotion venting coping according to the three levels of emotionality and two levels of mother's negative submissive expressivity

An examination of Figure 6.4 confirms that lower level of emotionality and higher level of mothers' negative submissive expressivity resulted in an increment in children's emotion venting coping. These results suggest that less emotional children having mothers with higher level of negative submissive expressivity in the family tend to cope with stressful event by using emotion venting coping strategy. However,

if mothers express negative submissive emotion less frequently in the family, less emotional children do not prefer emotion venting coping strategy to deal with stress.

Table 6.22 Simple slope coefficients for emotion venting on the mothers' negative dominant expressivity at three levels of emotionality

	a	raw b	t-test	df	Sig. T
Emotionality low	,865	-,103	-1,096	107,000	,275
Emotionality med	,938	-,031	-,520	107,000	,604
Emotionality high	1,011	,042	,610	107,000	,543

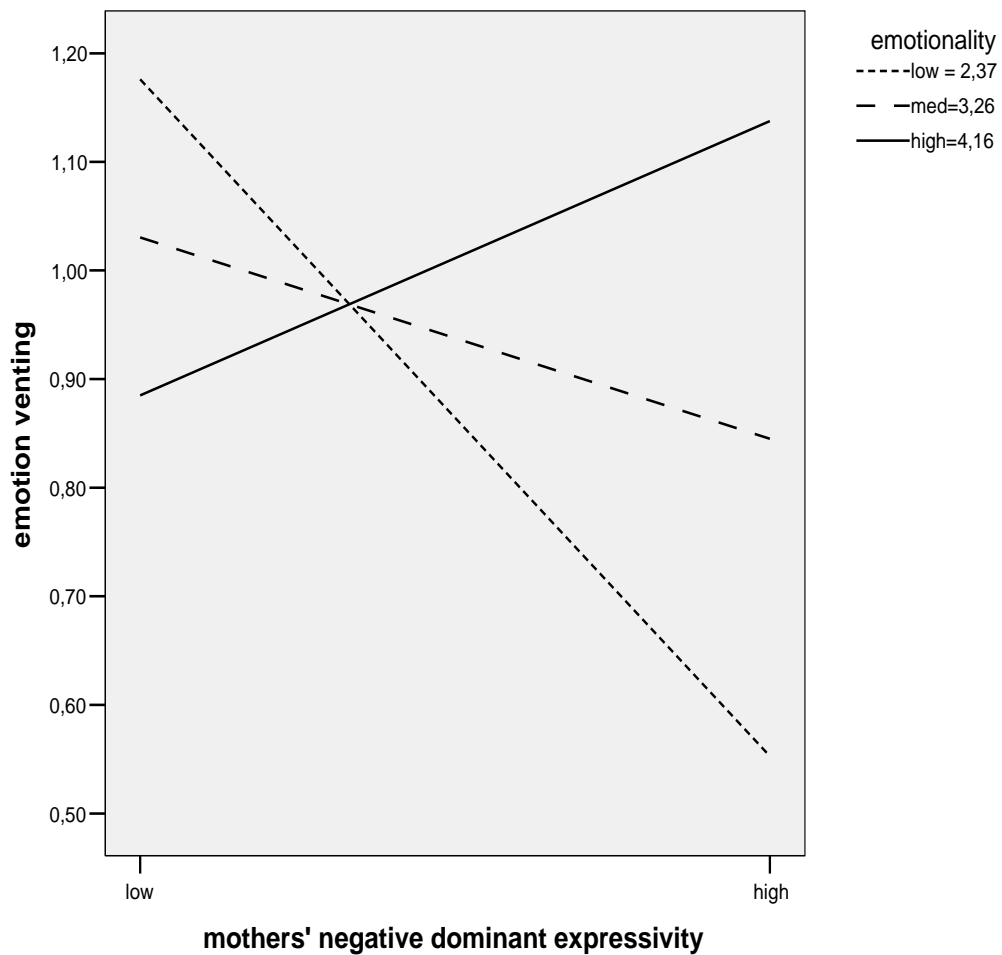


Figure 6.5 Levels of emotion venting coping according to the three levels of emotionality and two levels of the mother's negative dominant expressivity

Although post doc analysis did not indicate significance for slope of three levels of emotionality and two levels of mothers' negative dominant expressivity, Figure 6.5 showed that low level of emotionality with low level of mothers' negative dominant expressivity resulted in an increase in the scores of children's emotion venting coping strategy.

#### Passive Acceptance Coping Strategy

Results of another hierarchical regression analysis showed that the interaction of emotionality and mothers' negative dominant expressivity positively and significantly contributed the prediction of children's passive acceptance coping strategy. In Step 1, gender of the child significantly predict passive acceptance coping strategy ( $R^2 = .04$ ,  $F(1, 109) = 4.17$ ,  $p < .05$ ). In Step 2, child emotionality and three dimensions of mothers' emotion expressivity entered into equation, there was significant change in  $R^2$  ( $R^2 = .25$ ,  $F(5, 105) = 6.96$ ). In Step 3, when the interaction of emotionality and mother's expressivity were introduced into the equation, there was significant change in  $R^2$ . In this step, interaction of emotionality and mothers' negative dominant expressivity positively predicted children's passive acceptance coping strategy. Moreover, mothers negative submissive expressivity alone positively predicted children's passive acceptance coping strategy ( $R^2 = .35$ ,  $F(8, 102) = 6.73$ ,  $p < .001$ ) (see table 6.23).

Table 6.23 Summary of the Hierarchical Regression Analysis for the Total Sample (N = 111) in which Passive Acceptance Coping Strategy was Predicted from Interactions of Emotionality and Mothers' Emotion Expressivity

Outcome					
Passive Acceptance Coping	Predictors	R <sup>2</sup>	Adjusted R <sup>2</sup>	Beta	$\beta$
Step 1	Gender	.04	.03	.28	.19
Step 2	Gender			.22	.15
	Mothers' Pos. Exp.			-.30	-.11
	Mothers' N.S. Exp.			.16	.31
	Mothers' N.D. Exp.			-.18	-.38
	Emotionality	.25	.21	-.04	-.04
Step 3	Gender			.15	.11
	Mothers' Pos. Exp.			-.10	-.03
	Mothers' N.S. Exp.			.26	.51***
	Mothers' N.D. Exp.			-.27	-.58***
	Emotionality			-.03	-.04
	Emotionality X Positive Exp.			.03	.05
	Emotionality X Neg. Sub. Exp.			-.02	-.12
	Emotionality X Neg. Dom. Exp.	.35	.29	.04	.38***

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

Three conditions of emotionality and two conditions of mothers' negative dominant expressivity were defined. Low condition of emotionality was computed from the one standard deviation below the mean value (2.37). High condition of emotionality was computed from the one standard deviation above the mean value of emotionality (3.26). The mean values of emotionality subscale (4.16) refer to the medium condition of emotionality. As seen in the table 6.24, post doc analysis showed that the three levels of emotionality were significantly different from zero for two levels of mothers' negative dominant expressivity.

Table 6.24 Simple slope coefficients for passive acceptance on the mothers' negative dominant expressivity at three level of emotionality

	a	raw b	t-test	df	Sig. T
Emotionality low	,849	-,225	-3,113	107,000	,002
Emotionality med	,911	-,166	-3,678	107,000	,000
Emotionality high	,972	-,108	-2,063	107,000	,042

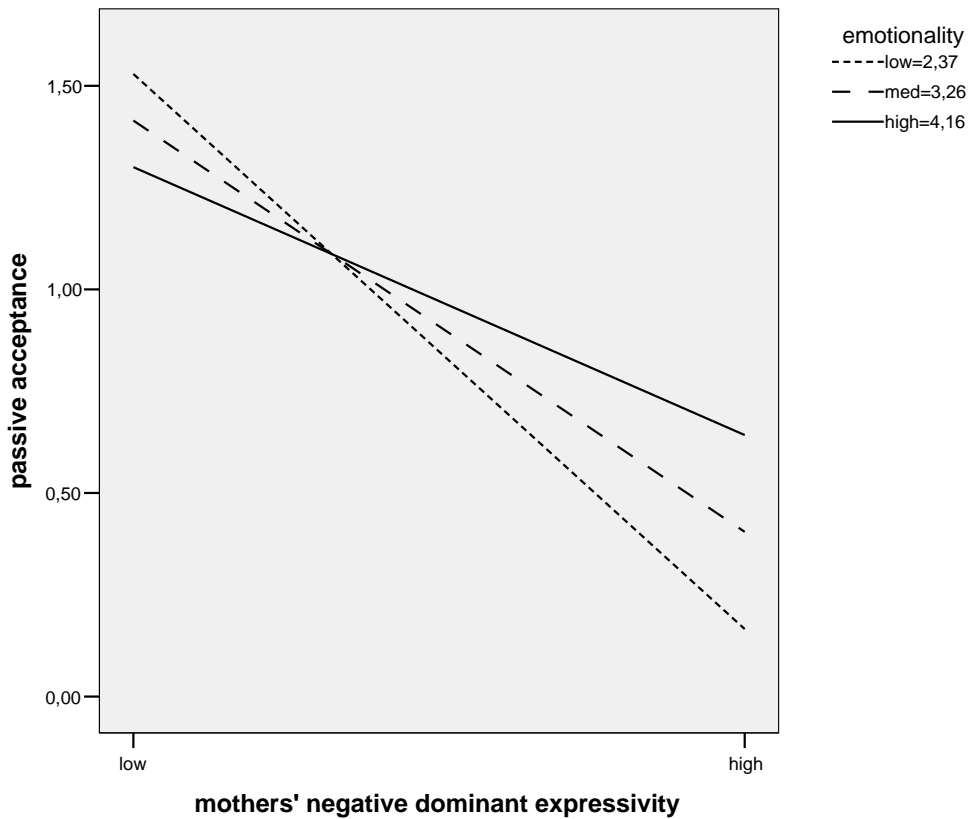


Figure 6.6 Levels of passive acceptance coping according to the three levels of emotionality and two levels mothers' negative dominant expressivity.

The results of the Figure 6.6 indicated that low level of emotionality with low level of mother's negative dominant expressivity resulted in an increase in the scores of children's passive acceptance coping strategy. When the level of emotionality and mothers' negative dominant expressivity increase to the high level, children's score of passive acceptance coping decrease. These findings suggest that low level emotional children cope with stress by using passive acceptance coping strategy if their mothers express negative dominant emotion less frequently within family.



## CHAPTER 7

### DISCUSSION

The present study firstly focused on the relation between parental emotion expressivity, children's temperament and children's coping strategies in Turkish preschool children. Then, upon the theoretical premises made in that chapter, it investigated the dynamics of the interaction of maternal emotion expressivity and child's temperamental characteristics on children's coping strategies. Although there are almost infinite number of studies examining parental characteristics and children's various outcomes in literature (see introduction chapter), there has been little research investigating the direct relationship between parental emotion expressivity, children's temperament, and coping strategy (Eisenberg, Cumberland & Spinrad, 1998; Valiente et al., 2004; Goodvin, Carlo & Torquati, 2006). It is really critical to understand these relationships as it might help us to speculate on the question how the best family environment should be in order for child to cope with stress. In this chapter, the results of the study will be examined with respect to the hypotheses of the study and the general theoretical premises of literature on the subject. Then, the limitations of the study, future directions and clinical implications will be discussed.

Briefly speaking, the results of the study showed that children's temperamental characteristics did not predict children's coping strategy by its own, however, interaction of different dimensions of temperament and maternal emotion expressivity have direct influence on the predictions of four children's coping.

As has been expected from the very start of the study, children's problem approach coping strategy negatively related with the problem avoidance, emotion venting and passive acceptance coping strategies. These findings suggest that children who have higher scores on problem approach coping have lower scores on other coping strategies. This amounts to say that children employing problem approach coping strategy cope with the four different stressful events in the vignettes

by using problem approach coping strategy. There have been parallel findings in the literature to this observation. Goodvin et al. (2006) maintained that children's venting strategies negatively related to the support seeking strategies according to the reports of the parents. Carver et al. (1989) showed that children's active coping such as doing something about the problem negatively related to denial that is one of the dimensions of passive acceptance coping in the present study.

One of the initial anticipations of this study was a positive relation between mothers' positive emotion expressivity and children's problem approach coping strategy. However, the correlation analysis confirmed that there was a significant and a positive relation between children's problem approach coping and mothers' negative dominant submissive expressivity. These findings indicate that children who tend to use problem approach coping in stressful situations have mothers expressing negative dominant emotions more frequently in the family. However, Valiente et al. (2004) argued that children's constructive coping strategies such as asking for help and problem solving were negatively and significantly related with mothers' negative dominant expressivity. These contradictory findings may result from cultural differences in the process of interpretation of emotion and parenting attitudes. Eisenberg et al. (1998) discussed that cultural factors such as emotion-related norms and values affect the emotion-related parenting behaviors. When emotion-related parenting behaviors are included in the interaction, children's arousal has an effect on children's outcome.

Results of the regression analysis without interaction effect reveals that mothers' and fathers' negative submissive expressivity negatively related to the children's problem approach coping strategy. These findings are consistent with the study examining the relation between parental emotion communication and children's coping strategy (Gentzler et al., 2005). This study indicates that when parents exhibit distress reaction towards children in case of children experiencing peer conflict, employment of constructive coping by children decreases. It is a possibility that children whose parents exhibit emotions, such as seeking approval, crying or showing embarrassment, might begin to model their families' patterns of

behavior. As a result of this they might have lower scores on problem approach coping strategy. These suggestions were confirmed by also the other results of the study. The regression analysis indicated a positive relation between children's passive acceptance coping strategy and maternal negative submissive emotion expressivity.

Inconsistent with the previous research by Valiente et al. (2004) indicating a negative relation between children's constructive coping (e.g. problem solving, asking for help) and mothers' negative dominant expressivity, the present study points out a positive relation between children problem approach coping and mothers' negative dominant expressivity. Moreover, the findings of the study indicate that both children's soothability and their mothers' negative dominant emotion expressivity increased together with an increase in the children's problem approach. These findings suggest that for children who are highly soothable cope with stress by using problem approach strategies, even if mothers express negative emotions more frequently in negative ways. These results also emphasize the moderator effect of child temperament. Even if mothers express themselves in negative ways in the family, the soothability of children might enable them to cope with stressful situation in a more constructive way. Furthermore, the study by Vailente et al (2004) argued that low level of father's positive emotion resulted in less employment of constructive coping. While these relations were not emerged in the present study, the results of the study showed that children who exposure to the high level of negative submissive emotion expressivity by fathers used less problem approach coping.

Another result of the study reveals the nature of the relation between low level of mothers' negative submissive expressivity, high level of sociability and higher employment of problem avoidance coping. This finding suggests that children whose mothers rated them as sociable are likely to use problem avoidance coping in stressful situation in the case that mothers express negative submissive emotions less frequently in the family. The consistent findings were also found by Katainen, Raikkönen, and Jarvinen (1997). They argued that low sociability of children,

especially boys, tends to strengthen mothers' strict disciplinary. When the children are sociable, their sociability might lessen the negative submissive expressivity of their mothers in the family. Furthermore, their social temperament characteristics and the low level of negative submissive expressivity might make those children to cope with stressful situation by using problem avoidance coping strategy. In the literature it is suggested that (Sandler, Tein and West, 1994) avoidance coping strategy has a significant relation with depression, anxiety and conduct problem both in the children of divorced sample and normal population. (Sandler, Tein and West, 1994; Causey and Dubow, 1992). Therefore, fewer exhibitions of maternal negative submissive emotions, such as crying or seeking approval, might be associated with children's mental health problems in case of children being highly social.

In this study, it was shown that low level of child's emotionality moderates low level of mothers' negative submissive expressivity and low level of emotion venting coping strategy. This finding amounts to the fact that children whose mothers express negative submissive emotion less frequently in the family are less likely to use emotion venting coping strategy in stressful situations if they are less emotional temperamental characteristics. This finding was consistent with a study conducted by Goodvin and her associates (2006). This study indicated that there were positive relation between mothers' negative submissive expressivity and children's venting coping strategy. There are several reasons why this relation might occur. Firstly, less emotional children might tend to use less aggressive behavior such as crying, hitting in stressful situation because of their temperamental characteristics. Rudolph et al. (1995) claimed that children with low reactivity might experience lower level of distress when they confront stressful situation thus tending to use problem-focused strategies, such as information seeking and sensory focusing. Secondly, exhibition of negative submissive emotion by mothers less frequently in the family supported the rare employment of emotion venting strategy by children.

The present study also examined the gender differences on children's coping strategy. The results of the study indicated that girls are more likely to use passive acceptance coping strategy than boys. This finding indicates that girls are more

submissive than boys in stressful situation. The results of the study also revealed that low emotionality plays a moderator role between high maternal negative dominant expressivity and low employment of passive acceptance coping strategy by children. When the maternal negative dominant expressivity decreases, children's passive acceptance score increases as well in case of children having low emotional temperamental characteristics. This finding means that when low emotional children exposure to maternal negative dominant expressivity in the family, they tend to be less submissive when coping with stress.

According to Halpern (2004) the fact that the child develops a coping mechanism when facing with a stressful situation, no matter which coping mechanism s/he uses, prevents child to experience internalizing problem. If child has a problem in developing coping responses or remains submissive or showing no coping responses against the event there might be risk of some particular psychological symptoms such as depression and anxiety. Although there is a positive relationship between children's problem approach coping and negative dominant expressivity in this study, the negative relationship happens with the passive acceptance coping strategy. Decrease in maternal negative dominant expressivity resulted in more frequently employment of passive acceptance coping. However, a close examination of literature reveals that the employment of passive acceptance coping strategy is observed to be risky for child's psychological well-being.

To sum up the overall results of the study, the family environment and temperamental characteristics increasing passive acceptance and problem avoidance strategies of child threatens child's psychological well-being. An decrease in the mothers' negative dominant expressivity results in an increase in passive acceptance score in case of child being less emotional. However, if the mother is negative dominant and the child is soothable the interaction of this situation enables child to cope with stressful situation by using problem approach coping. Besides, in case of child being very sociable a lower submissive expressivity constitutes a risky situation for the child's future well-being by increasing problem avoidance score.

Besides these findings, it is necessary to discuss that this study has some strengths as well as some limitations. One of the strengths of this study is the multiple data collecting from all family members in the family, mothers, fathers and children. Firstly, parental emotion expressivity was examined by looking at both mothers and fathers perceptions. Collection of data from only mothers or fathers bears the danger of providing an inadequate parental assessment. Secondly, children's coping score was gathered in interaction with child and from child's own assessment. Furthermore, if temperamental characteristics are ignored it would be impossible to observe the role of the child in the family environment and his or her own coping strategy.

This study has also a number of limitations. First of all, due to the relatively small number of participants the effect of the interaction of fathers with the children's temperament could not be introduced in the regression analysis. Secondly, because of the relatively small number of data age differences and socio-economic background were not assessed. Further studies should be carried out with a more representative sample of Turkish children with examining of SES and age for assessing children's coping strategy. Thirdly, degree of stress in the stressful situation may influence children's coping strategy. Future studies should consider the degree of stress when examining the children's coping strategy. Moreover, cultural effect on the relation between parental emotion expressivity and children's coping might be important for interpretation of different findings between literature and the present study. Furthermore, the relation between children's psychopathological symptoms, coping strategies and family environment might give us more reliable information about in which conditions children cope with stressful situation in a healthier way.

Possible clinical implications of the present study are as follow. If mother who as soothable children express their emotion in negative dominant way, their children tend to use problem approach coping in frequently. As a resulted of this finding, it may be considered that low frequency in expression like expressing anger, expressing dissatisfaction with someone else's behavior cause the decrease in

children's problem approach coping if the children are highly soothable. However, mother's negative submissive emotions like Expressing embarrassment over stupid mistakes, seeking approval for an action influence the children's problem approach coping in negative direction. Therefore, since the children cope with stress in constructive way, mothers should express negative submissive emotions less frequently in the family, if they have highly soothable children. Moreover, children's emotion venting coping like verbal and physical aggression, and crying decrease with mother's negative submissive emotion, if the children are less emotional. Besides, when the children have low emotional temperamental characteristics, low level of mother's negative dominant expressivity resulted in increase in children's emotion venting coping. So, expression of negative dominant emotion more frequently in the family by mothers may reduce children's emotion venting coping, if the children have not emotional temperamental characteristics. The results of study reveal that recommended parental emotion expression should be chosen by taking children's temperamental characteristics into consideration in clinical settings.

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Appendix A continued

1	2	3	4	5	6	7	8	9
hiç ya da az								çok sıklıkla
sıklıkla								

10. Hoş olmayan bir anlaşmazlıktan dolayı ağlama. \_\_\_\_\_
11. Diğerlerinin ilgilerine önem vermeme. \_\_\_\_\_
12. Başka birinden hoşlanmadığını gösterme. \_\_\_\_\_
13. Herhangi bir eylem için onaylanma bekleme. \_\_\_\_\_
14. Aptalca hatalar için utangaçlık gösterme. \_\_\_\_\_
15. Gerginlik yükseldiği zaman bocalama, ne yapacağını bilememe. \_\_\_\_\_
16. Beklenmedik bir başarı sonrasında coşkulanma. \_\_\_\_\_
17. Birinin gelecek planlarına heyecan duyma. \_\_\_\_\_
18. Birisini takdir etme. \_\_\_\_\_
19. Evcil hayvanı öldüğünde üzülme. \_\_\_\_\_
20. Herhangi bir şey planlanan şekilde gitmediğinde hayal kırıklığını ifade etme. \_\_\_\_\_
21. Birisine ne kadar güzel/hoş gözüktüğünü söyleme. \_\_\_\_\_
22. Birisinin yaşadığı problemler karşısında o kişiye onu anladığını gösterme. \_\_\_\_\_
23. Birisine içten şefkat ve sevgi gösterme. \_\_\_\_\_
24. Bir aile üyesiyle kavga etme, tartışma. \_\_\_\_\_
25. Sevilen biri evden ayrıldığı zaman ağlama. \_\_\_\_\_
26. Aile üyelerine içinden gelerek sarılma. \_\_\_\_\_
27. Çok da önemli olmayan bir olaya karşı anlık kızgınlık gösterme. \_\_\_\_\_
28. Aile üyelerinin başarılarına ilgi gösterme, önemseme. \_\_\_\_\_
29. Herhangi bir yere geç kalındığı zaman özür dileme. \_\_\_\_\_
30. Birisine bir iyilik yapmayı önerme. \_\_\_\_\_
31. Aile üyelerine sokulup, sarılmak. \_\_\_\_\_
32. Geçirdiğin kötü bir gün sonrasında keyifsiz olduğunu gösterme. \_\_\_\_\_
33. Üzgün olan birini neşelendirmeye çalışma. \_\_\_\_\_

Appendix A continued

34. İncindiğinde bunu aile üyelerine söyleme. \_\_\_\_\_
35. Sevindiğinde bunu aile üyelerine söyleme. \_\_\_\_\_
36. Birini tehdit etme. \_\_\_\_\_
37. Geç kalan birini eleştirme. \_\_\_\_\_
38. Yapılan bir iyilik sonrasında minnettarlık gösterme. \_\_\_\_\_
39. Birisine küçük bir hediye veya iyilik ile sürpriz yapma. \_\_\_\_\_
40. Hatalı olduğu fark edildiğinde özür dileme. \_\_\_\_\_

Zamanınızı ayırdığınız için teşekkür ederiz

## APPENDIX B

### FAMILY ENVIRONMENT SCALE

#### Bilgilendirme

Size verilen soru formunun içinde aile hakkında 27 tane ifade bulunmaktadır. Sizden istenen bu ifadelerden hangilerinin sizin aileniz için doğru yada yanlış olduğuna karar vermenizdir. Eğer ifadenin aileniz için doğru yada oldukça doğru olduğunu düşünüyorsanız D (doğru) seçeneğine X işaretini koyunuz. Eğer ifadenin aileniz için yanlış yada oldukça yanlış olduğunu düşünüyorsanız Y (yanlış) seçeneğine X işaretini koyunuz.

Bazı ifadelerin bazı aile üyeleri için doğru diğer aile üyeleri için yanlış olduğunu hissedebilirsiniz. Eğer ifade çoğu aile üyesi için doğru ise D seçeneğini işaretleyiniz. Eğer ifade çoğu aile üyesi için yanlış ise Y seçeneğini işaretleyiniz. Eğer ifade hakkında karar verirken aile üyeleri eşit biçimde birbirinden farklılaşıyorsa, aileniz hakkında en güçlü genel izleniminize karar verip ona göre cevaplayınız.

Biz ailenizin size nasıl görüldüğünü öğrenmek istiyoruz. Diğer aile üyelerinin ailenizi nasıl gördüklerini düşünerek işaretleme yapmayınız, bize sadece her ifadeyi değerlendirirken aileniz hakkında sizin genel izleniminizi veriniz.

## Soru Formu

Doğru Yanlış

1. Aile üyeleri birbirlerini gerçekten destekler ve yardım ederler	D	Y
2. Aile üyeleri çoğunlukla kendi duygularını kendilerine saklarlar	D	Y
3. Biz aile içinde çok fazla kavga ederiz	D	Y
4. Biz çoğunlukla evdeki vaktimizi öldürürüz / boşa geçiririz	D	Y
5. Biz evde istediğimiz herşeyi söyleyebiliriz	D	Y
6. Aile üyeleri çok nadir belirgin bir şekilde kızgın olurlar	D	Y
7. Biz evdeki aktivitelerimiz için çok fazla enerji harcarız	D	Y
8. Evde oluşan kızgınlığı / gerginliği birilerini üzmeden atlatmak zordur	D	Y
9. Aile üyeleri bazen o kadar sinirli olurlar ki evdeki eşyaları fırlatırlar	D	Y
10. Ailemizde beraberlik duygusu vardır	D	Y
11. Birbirimize kişisel problemlerimizi anlatırız	D	Y
12. Aile üyeleri hemen hemen hiç öfke nöbeti geçirmez	D	Y
13. Evde yapılacak işler için nadiren gönüllü oluruz	D	Y
14. Eğer canımız o anda bir şey yapmak istediye gider yaparız	D	Y
15. Aile üyeleri çoğunlukla birbirlerini eleştirirler	D	Y
16. Aile üyeleri gerçekten birbirlerini desteklerler	D	Y
17. Ailemizde eğer birşeyden şikayetçi olunursa, biri genellikle üzülür / bozular	D	Y
18. Aile üyeleri bazen birbirlerine vururlar	D	Y
19. Ailemizde birliktelik duygusu oldukça azdır	D	Y
20. Ailemizde para konusu ve fatura ödemeleri açıkça konuşulur	D	Y
21. Ailemizde eğer bir anlaşmazlık olursa, genellikle anlaşmazlığa yol açan şeyleri geçiştirip barışı devam ettirmeye çalışırız	D	Y
22. Birbirimizle gerçekten iyi geçiniyoruz	D	Y
23. Birbirimize söylediğimiz şeyler konusunda genellikle dikkatliyiz	D	Y
24. Aile üyeleri çoğunlukla birbirleriyle yarış halindedirler	D	Y
25. Ailemizde herkes için bol vakit ve ilgi vardır	D	Y
26. Ailemizde sıklıkla kendiliğinden oluşan fikir alışverişleri, görüşmeler vardır	D	Y
27. Ailemizde sesini yükselterek hiçbir yere varılamayacağına inanırız	D	Y



## APPENDIX C

### COLORADO CHILD TEMPERAMENT INVENTORY

Bu soru formu çocuğun sahip olduğu mizaç özellikleri hakkındadır. Sizden soru formuna, çocuğunuzun sahip olduğu mizaç özelliklerini değerlendirerek cevap vermeniz istenmektedir. Her maddede belirtilen ifadenin çocuğunuz için ne kadar uygun olduğunu düşünerek cevap veriniz. Eğer belirtilen ifade çocuğunuzun mizaç özellikleri için çok uygunsa 5 numarayı, oldukça uygunsa 4 numarayı, uygunsa 3 numarayı, biraz uygunsa 2 numarayı, hiç uygun değilse 1 numarayı işaretleyiniz. Bazı maddelere cevap vermeniz zor olabilir, bizim için önemli olan her maddeye cevap vermenizdir. Doğru yada yanlış yanıt bulunmamaktadır, bir yanıtın diğerinden daha iyi olduğunu düşünmeyiniz.

	Hiç uygun değil	Biraz uygun	Uygun	Oldukça uygun	Tamamen uygun
	1	2	3	4	5
Yabancılara ısınması zaman alır	1	2	3	4	5
Utangaç olma eğilimindedir	1	2	3	4	5
Kolaylıkla arkadaş edinir	1	2	3	4	5
Oldukça sosyaldir	1	2	3	4	5
Yabancılara karşı oldukça arkadaşçadır	1	2	3	4	5
Uzun süre tek bir oyuncakla oynar	1	2	3	4	5
Bir iş ile başarılı oluncaya kadar uğraşır	1	2	3	4	5
Zorluklarla karşılaştığında uğraştığı işi kolaylıkla bırakır	1	2	3	4	5
Oynarken bir oyuncaktan diğerine kolayca geçer	1	2	3	4	5

Appendix C continued

Zor bir oyuncakla karşılaştığında, kolayca vazgeçer	1	2	3	4	5
Sık sık huysuzlanır ve ağlar	1	2	3	4	5
Duygusal olma eğilimindedir	1	2	3	4	5
Kolayca ağlar	1	2	3	4	5
Kolayca üzülür	1	2	3	4	5
Üzülduğünde şiddetli tepki verir	1	2	3	4	5
Beklenmedik bir durum nedeniyle üzülduğünde kolayca sakinleşir	1	2	3	4	5
Ne zaman ağlamaya başlasa dikkatini kolayca başka şeylere yönlendirebilir	1	2	3	4	5
Ağlarken ona konuşulursa, ağlamayı keser	1	2	3	4	5
Hayal kırıklığının üstesinden kolayca gelebilir	1	2	3	4	5
Ne zaman biri onunla konuşsa ya da onu kucağına alsaydı huysuzlanmayı keser	1	2	3	4	5

## APPENDIX D

### VIGNETTE ASSESSMENT OF CHILDREN'S COPING STRATEGIES

#### ***Beceri Gereksinimi***

Şimdi sana anlatacağım hikaye evinde arkadaşlarıyla oynayan Ayşe hakkında. Ayşe dışında bütün çocukların ayakkabıları ayağındaydı. Birdenbire Ayşe'nin bütün arkadaşları oyun oynamak için dışarı koşmaya başladılar, Ayşe de dışarı çıkmak istiyordu ama ayakkabıları olmadığından oynamak için dışarı çıkamıyordu. Ayşe ayakkabılarını buldu ama bir türlü onları ayağına giyemiyordu.

#### ***Soru***

Eğer seninde bütün arkadaşların oynamak için dışarıda olsa ve sen ayakkabılarını bulup onları bir türlü ayağına giyemesen nasıl hissederdin?

#### ***Cevap***

#### ***Soru***

Bu resimlerden hangisi bize senin arkadaşlarına katılıp dışarı çıkmak istediğin zaman ayakkabılarını bir türlü ayağına giyemediğinde nasıl hissedeceğini gösterir?

#### ***Cevap***

#### ***Soru***

..... hissettiğin zaman ne yaparsın?

#### ***Cevap***

#### ***Soru***

Seninde bütün arkadaşların oynamak için dışarıda olsa ve sen ayakkabılarını bulup onları bir türlü ayağına giyemesen ne yapardın?

#### ***Cevap***

### ***A.2. Akran atıřması***

Bu hikaye Oya adında bir kız hakkında. Oya en sevdiđi topu ile bahede oynarken, birden ok byk bir kız gelip ondan topunu ister. Oya byk kıza ona topunu vermek istemediđini syler. Byk kız senin topunu istiyorum diyerek Oya'nın elinden topunu ekip alır.

#### ***Soru***

Eđer sende en sevdiđin topunla oynarken ok byk bir kız gelip onu senin elinden alsa nasıl hissederdin?

#### ***Cevap***

#### ***Soru***

Bu resimlerden hangisi bize en sevdiđin topunla oynarken byk bir kız gelip onu senin elinden aldıđında nasıl hissedeceđini gsterir?

#### ***Cevap***

#### ***Soru***

..... hissettiđin zaman ne yapardın?

#### ***Cevap***

#### ***Soru***

Sende en sevdiđin topunla oynarken byk bir kız gelip onu elinden alsa ne yapardın?

#### ***Cevap***

### ***A.3. Aile-Çocuk Çatışması***

Bu hikaye Arzu adında küçük bir kız hakkında. Arzu akşam yemeğini yeyip, bitirip, televizyondaki en sevdiği televizyon programını izlemeye başlar. Tam programın ortasında annesi Arzu'ya seslenir ve şöyle der: “Arzu artık televizyonu kapatmalısın çünkü uyku saatin geldi”.

#### ***Soru***

Eğer senin annende sen en sevdiğin televizyon programını izlerken sana uyku saatin geldi diyerek seslense nasıl hissederdin?

#### ***Cevap***

#### ***Soru***

Bu resimlerden hangisi bize senin annende sana en sevdiğin televizyon programının ortasında uyku saatin geldi diye seslendiğinde nasıl hissedeceğini gösterir?

#### ***Cevap***

#### ***Soru***

..... hissettiğin zaman ne yapardın?

#### ***Cevap***

#### ***Soru***

Senin annende sen en sevdiğin televizyon programını izlerken sana uyku saatin geldi diyerek seslense ne yapardın?

#### ***Cevap***

#### ***A.4. Ayrılma Durumu***

Bu hikaye bir başka küçük kız Dilek hakkında. Dilek annesiyle beraber yiyecek almak için markete gitmiş. Birde bakmış ki en sevdiği bisküviler karşısında duruyor. Yiyeceklere bakıp acaba hangisini annemden almasını istesem diye düşünmeye başlamış. İçlerinden en çok sevdiğini seçtiğinde bunu almasını annesine söylemeye karar vermiş ve etrafa bakındığında annesini hiçbir yerde görememiş. “anne, anne” annesine seslenmesine rağmen, Dilek annesini bulamıyormuş.

#### ***Soru***

Eğer sende markette etrafına bakındığında anneni göremesen ve “anne, anne” diye bağırmana rağmen anneni bulamasan nasıl hissederdin?

#### ***Cevap***

#### ***Soru***

Bu resimlerden hangisi bize senin markette anneni görmediğinde ve “anne, anne” diye bağırmana rağmen anneni bulamadığın nasıl hissedeceğini gösterir?

#### ***Cevap***

#### ***Soru***

..... hissettiğinde ne yapardın?

#### ***Cevap***

#### ***Soru***

Sende markette etrafına bakındığında anneni göremesen ve “anne, anne” diye bağırmana rağmen anneni bulamasan ne yapardın ?

#### ***Cevap***

#### ***A.5. Doğal Sonlanmış Hikaye***

Bu hikaye de küçük kız çocuğu Burcu hakkında. O gün Burcu'nun doğum günüymüş ve Burcu'nun doğum günü için en çok istediği şey minik bir köpek yavrusuymuş. O gün akşam yemeğinden sonra Burcu'nun annesi salona kocaman bir doğum günü pastası getirmiş. Pasta kesilip yenildikten sonra ailesi Burcu'dan gözlerini kapatmasını istemiş. Birden Burcu burnunda bir ıslaklık hissetmiş ve gözlerini açivermiş. Tam kucacağının üzerinde minik köpek yavrusu Burcu'ya doğru bakıyormuş.

#### **Soru**

Eğer seninde aileden sana doğum gününde en çok istediğin şeyi alsa nasıl hissederdin?

#### **Cevap**

#### ***Soru***

Bu resimlerden hangisi senin ailende sana doğum gününde en çok istediğin şeyi alsa nasıl hissedeceğini gösterir?

#### **Cevap**

#### ***Soru***

..... hissettiğinde ne yapardın?

#### **Cevap**

#### ***Soru***

Seninde ailen sana doğum gününde en çok istediğin şeyi alsa ne yapardın?

#### **Cevap**

## APPENDIX E

### DEMOGRAPHIC VARIABLES

Annenin Yaşı:

Babanın Yaşı:

Annenin Eğitimi: ilkokul ... ortaokul ... lise ... üniversite ... yüksek lisans ...  
doktora ...

Babanın Eğitimi: ilkokul ... ortaokul ... lise ... üniversite ... yüksek lisans ...  
doktora ...

Kaç yıllık evlisiniz?

Kaç çocuğunuz var?

Çocuklarınızın yaşları? 1. çocuk ..... 2. çocuk ..... 3. çocuk ..... 4. çocuk .....

5. çocuk ..... 6. çocuk ..... 7. çocuk ..... 8. çocuk ..... 9. çocuk .....

Araştırmaya katılan çocuğunuzun yaşı?

Araştırmaya katılan çocuğunuzun cinsiyeti? Erkek.... Kız .....

Araştırmaya katılan çocuğunuz kaçınıcı çocuk?

Araştırmaya katılan çocuğunuz kreşe gidiyor mu? Evet..... Hayır.....

Aylık geliriniz? 500ytl-1000ytl arası ..... 1000ytl-2000ytl arası .....

2000ytl-3000ytl arası ..... 3000ytl üzeri .....



**APPENDIX F**  
**PHOTOGRAPHS OF EMOTIONS**

HAPPINESS



SADNESS



ANGER



FEAR



