

THE RELATIONSHIP BETWEEN MOTHERS' PARENTING  
STYLES AND EMOTION UNDERSTANDING OF CHILDREN  
THROUGH THE MEDIATOR ROLE OF CHILDREN'S  
PERCEIVED PARENTING STYLES OF THEIR MOTHERS

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL  
SCIENCES OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ARZU ÇALIŞKAN

IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF SCIENCE  
IN  
THE DEPARTMENT OF PSYCHOLOGY

JULY 2015

Approval of the Graduate School of Social Science

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## ABSTRACT

### THE RELATIONSHIP BETWEEN MOTHERS' PARENTING STYLES AND EMOTION UNDERSTANDING OF CHILDREN THROUGH THE MEDIATOR ROLE OF CHILDREN'S PERCEIVED PARENTING STYLES OF THEIR MOTHERS

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July 2015, 95 pages

The aim of the current study is to examine the effects of parenting styles of mothers and children's perceived maternal parenting styles on children's emotion understanding skills. This relationship is explored via the mediator role of perceived parenting styles of children. We recruited 130 primary school second grade children and their mothers in this study. Data was collected from children in different elementary schools in Ankara, from upper middle SES schools. Kusche Emotion Inventory, EMBU child and parent forms, and a demographic form were used as measurements. We expected to find that children whose mothers are high in emotional warmth and overprotection would get higher receptive emotion scores; while children, whose mothers score high in rejection, would get lower receptive emotion scores. In addition, children's perceived emotional warmth and overprotection about their mothers would mediate the relationship between mother's own emotional warmth and receptive emotion scores of children positively; while children's perceived rejection about their mother would mediate the relationship between mother's own rejection and receptive emotion scores of children negatively. All of our hypotheses are supported except perceived and maternal overprotection dimension. Finally, limitations of the current study and suggestion for future studies are discussed.

**Keywords:** Emotion Understanding in Children, Parenting Styles, Perceived Parenting Styles

## ÖZ

### ANNELERİN EBEVEYN STİLLERİ VE ÇOCUKLARIN DUYGU ANLAMA KABİLİYETLERİ ARASINDAKİ İLİŞKİDE ÇOCUK TARAFINDAN ALGILANAN EBEVEYN STİLLERİNİN ARACI ROLÜ

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Tez Yöneticisi: Yrd. Doç. Dr. Başak Şahin-Acar

Temmuz 2015, 95 sayfa

Bu çalışmanın amacı annelerin ebeveynlik stillerinin ve çocukların annelerinin ebeveynlik stili algısının çocukların duygu anlama kabiliyetlerine olan etkisini araştırmaktır. Bu ilişki, çocukların annelerinin ebeveynlik stilleri algısı ara değişkeni üzerinden araştırılmıştır. Bu çalışmaya 130 ilkokul ikinci sınıf öğrencisi ve onların anneleri katılmıştır. Veriler Ankara'nın yüksek sosyo-ekonomik statüye sahip olduğu düşünülen çeşitli okullarından toplanmıştır. Çalışmada ölçek olarak Kusche Duygu Envanteri, EMBU çocuk ve ebeveyn formları ve anne tarafından doldurulan bir demografik form kullanılmıştır. Duygusal sıcaklık alt boyutunda ve aşırı koruma alt boyutunda annesi yüksek olan çocukların duygu anlama kabiliyetlerinin daha yüksek olması beklenirken reddetme alt boyutunda yüksek olan annelerin çocuklarının duygu anlama kabiliyetlerinin düşük çıkması beklenilmektedir. Buna ek olarak, çocuklar tarafından algılanan duygusal sıcaklık ve aşırı koruma annelerin duygusal sıcaklık öz bildirimi ve çocuğun duygu anlama kabiliyeti arasındaki ilişkide pozitif yönde aracı rolünü göstermesi beklenmektedir. Bunun dışında çocuk tarafından algılanan reddetme annenin kendi reddetme öz bildirimi ve çocuğun duygu anlama kabiliyeti arasındaki ilişkiyi negatif yönde aracı rolünü göstermesi beklenmektedir. Çalışma sonuçlarına göre anne ve algılanan aşırı koruma alt ölçeği hariç bütün

hipotezler desteklenmiştir. Son olarak, çalışmanın kısıtlılıkları ve gelecek çalışmalar için öneriler tartışılmıştır.

**Anahtar kelimeler:** Çocuklarda Duygu Anlama, Ebeveynlik Stilleri, Algılanan Ebeveynlik Stilleri

To my lovely family who have always supported me



## ACKNOWLEDGMENTS

First of all, I would like to thank my thesis supervisor Assistant Professor Dr. Bařak řahin-Acar. She has been a great advisor, who guided me through this process, helped me to find a suitable thesis topic, and gave fruitful feedbacks in all steps. At the times that I lost my motivation, she has always encouraged me. She has always motivated me in trusting myself and completing this thesis study. In addition to being an academic supervisor, she has also provided sororal, support for my decisions, and valuable information about daily life.

I would also like thank to my thesis committee members, Professor Dr. Sibel Kazak-Berument and Assistant Professor Dr. Ayça Özen who provided valuable feedbacks in order to improve my thesis further.

TÜBİTAK also merits gratitude for supporting me financially both through my undergraduate and graduate years.

I am also thankful to my great friends, who stood by my side throughout this process. Firstly, İbn-i Sina Yıldız, who is my co-worker, deserves gratitude. You have been a very good support and helped me to carry on and finish writing my thesis. While I was writing my thesis, you completed drawing the pictures of my short story book that was used for the intervention course. Without your help, I would really have had hard times. I have always given too much importance to social support and friendship. Therefore, I will never forget your support during my thesis process and other times. Dilek Kurnaz who is my dear co-worker was a great help with her emotional support, as well. She believed in me through this process. We have exchanged our ideas about my thesis topic in order to enrich our viewpoints. Her sincerity and shining eyes have always inspired me. Hale Hanaylı who is also my co-worker helped me in arranging the format of my thesis. She is a great friend with her high energy and cheerful personality. Everyone should have a friend like Hale. I would like to thank my other co-worker Fehmi Hacıođlu. He is a great friend with his excellent humor capacity and ready-witted personality. He has always supported me in the work environment, and I know he will always be there to back

me up. All my friends at workplace help and motivated me and I would like to thank all my co-workers and managers in the Directorate General of Migration Management. The approach of our General Director Mr Atilla Toros was also mild, so I would like to thank him for letting to continue master and doctorate educations in this institution. Hatice Işık, who is a Research Assistant at METU, also deserves gratitude. Thank you to help me to find elementary schools for my participants and in data collection.

In addition, I would like to articulate my gratitude to my lovely family. They are the best family that a person may have with their endless emotional support, trust and encouragement. I have learned to struggle and never lose the hope from my mother. She is an excellent person with her positive viewpoint, affection, and unconditional love. Although she does not have any academic knowledge related to psychology, she did her best to help me through this process. When I was entering the data to Excel program, she helped me enthusiastically. My father was also very supportive during this process. He has always asked about my thesis during phone calls and encouraged me to finish in time. During my life, he has trusted me and supported my decisions. My brother has also been very supportive and has a primary role in helping me. His existence has been more than enough for me. Since the day he was born, I have been feeling on the top of the mountains for having a little brother like him. I am lucky to have such an intelligent and sweet brother, thank God.

I would also like to thank to my cousin, Elif Arslan. She is like a sister to me rather than a cousin. She has witnessed most of happy and sad moments in my life, and she has always provided social support. We went to Italy (Rome) together, which was my first abroad experience. We had too much fun together, and this travel was a very good motivation to me. Thank you so much for accompanying me through this trip.

Finally, I would like to thank to Onur Sari. He has always stood by me and trusted me. He has always made me happy with his affection, love and emotional support. He encouraged me to finish my thesis in a timely manner. In times that I felt blue, he has always made me laugh. He also wrote a program as a software developer

to enter the demographic variables of my thesis into SPSS. This program eased and accelerated data entry. Thanks to everyone I mentioned and I forgot to mention for their valuable support.

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## CHAPTER I

### INTRODUCTION

*"The feeling is often the deeper truth, the opinion the more superficial one"*

(Augustus William Hare & Julius Charles Hare, *Guesses at Truth*, by Two Brothers, 1827)

Why do human beings experience emotions? When we think about the answer of this question, many daily activities promoting emotions come to our minds. To illustrate, excitement when we drive fast; happiness when we hug someone we like; pride, when we graduate; fear, when a dog chases you are all sorts of emotions that we experience in the face of different life events (Gaulin, & Mc Burney, 2001).

Emotions seem to contribute various physical and psychological aims. Contemporary theories put emphasis on functional value of emotions (Kail, 2010). That is to say, emotions are necessary in order to adapt to the environment (Izard, & Ackerman, 2000 cited in Kail, 2010). They are important because they prepare individuals according to the signals in any given environment, such as avoiding danger when you fear, or smiling when you are happy. A line of investigators are of the opinion that emotions are one of the main traits related to human-being. That is to say, feelings color individuals' life and make them unique person and differentiate them. At the same time, strong emotions are associated with creativity and expression for several people (LeDoux, 1998). Mesmerizing art, literature, and music are closely related to particular associations eliciting emotions and these piece of arts create an emotional bond between the artist and the society. Some other researchers think that emotions provide motivation to behave in certain ways.

A line of research has displayed that children's emotion knowledge is associated with children's social competence in many different areas, such as positive peer relationships, prosocial responses to the emotions of others, advanced

social skills, and decreased behavioral problems (Denham, Blair, Schmidt, & DeMulder, 2002; Denham, Caverly, et al., 2002; Ensor, Spencer, & Hughes, 2011; Schultz, Izard, Ackerman, & Youngstrom, 2001; Trentacosta & Fine, 2010).

Furthermore, comprehension of emotions is very important in children's social development, since understanding of emotions provide an insight about one's own behavior and other individuals' behavior (Ontai, & Thompson, 2002). Preschool years have utmost importance in recognizing and regulating emotions because of developmental advances in theory of mind skills, language capability and self-understanding. Yet, further research should focus on primary school children's emotion understanding, especially emotion recognition skills. The current study aims to fill this gap in the literature by measuring emotion recognition skills of second grade children (8 years olds).

According to Piaget's Stage Theory, elementary-age and preadolescent children express logical, concrete reasoning. Children's thoughts become less egocentric and they are increasingly aware of external events (Devries, 2000). Among these students, there are more similarities than there are differences. When they realize what they have learned, they may become happy. When they receive poor results or fail in any task, they may become disappointed. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. However, most of the children still can't solve a problem with many variables involved in a systematic way at this stage.

The earliest experiences of a child are heavily influenced by familial context; and it specifically has utmost importance in the development of the child's emotion understanding and labeling skills (Harden, Morrison, & Clyman, 2014). Physical and emotional health of children in the course of their development is affected by the quality of parenting (Muir, & Bohr, 2014). Today, developmental and educational psychologists focus on bidirectional relation between the parents and the child herself, because healthy development of a child requires an interactive socialization process (Spera, 2005). In this respect, parents try to transmit their values, beliefs, attitudes, and skills to their children (Parke, & Bruel, 2007). The socialization process is accepted as bidirectional since children differentiate at the level of taking

their parent's socialization messages and internalizing those (Davidov, & Grusec 2006). That is, there is no unidirectional relationship in parents-children communication. The child is not a product that is shaped by other people, instead; she/he is the one that creates the dynamics of the family (Sayıl, & Yağmurlu, 2012). Especially, as the age of the child increases, it is clear that the active role of the child in this dynamic becomes stronger.

Parenting styles are known to affect many different social learning phenomena, including learning emotions. Recognition of emotions is one of the socialization practices that can be affected by parenting styles. According to Maccoby and Martin (1983), parents are categorized into four parenting styles in terms of their characteristics of parental demandingness and responsiveness. Being high or low on these two dimensions create four categories; which are a) authoritarian, b) authoritative, c) indulgent, and d) uninvolved. Each of these parenting practices represents different existing patterns of parental values, styles, attitudes, and different proportions of responsiveness and demandingness (Baumrind, 1991). Parental responsiveness is associated with sensitivity toward the needs of children, expressing positive regard (Fauber et al., 1990) and being supportive for their children while parental demandingness is associated with providing supervision for children, holding mature demands and taking disciplinary actions when needed (Baumrind, 1991). There is some research showing that parents' actual attitudes and how their children perceive their attitudes are associated. To sum, what parents aim by their parenting practices and styles, and how these practices are perceived by their children, together may shape children's emotion learning and understanding (Jaffe, Gullone, & Hughes, 2010).

The current study aimed to investigate the effects of mothers' parental style on children's emotion understanding skills. Perceived parental style by children was also taken into consideration as mediators in order to compare the effect of both parental attitudes and perceived parental attitudes on emotion understanding of children. Therefore, parenting does not only consist of certain types of actions by parents, but they are beliefs and thoughts adopted by the children. For that reason, both mothers and their children's evaluations about mothers' parenting were taken

into consideration in order to see whether children's reports about their mothers' parenting mediate the relationship between mothers' parenting (mothers' own reports) and emotion understanding of children. 130 second grade primary school children and 130 mothers were recruited for the current study. In the next sections, the literature about emotion learning and understanding and why these phenomena should change as a factor of parenting styles and perceived parental attitudes about parenting were reviewed.

## **1.1. LITERATURE REVIEW**

### **1.1.1. Importance of emotions**

Emotions have the utmost importance in social life and self-regulation processes. They coordinate and arrange physiological, behavioral, experiential, and cognitive responses of the individual, and provide motivation for thought and action, and facilitate interpersonal interactions (Izard, 2007; Keltner & Kring, 1998, Gross, & Thompson, 2006). A line of research has evaluated emotions as the basic structures for temperament and personality (Keltner & Kring, 1998), while another line of research focuses on how emotions develop in social context and the factors affecting how children recognize different emotions. All these previous studies have indicated that social-emotional competence is a multicomponent process, which includes abilities and knowledge that are the combination of emotional, cognitive, and behavioral domains of development (Domitrovic, Cortes, & Greenberg, 2007). To illustrate, emotional competence, which includes the awareness and expression of affect, emotion identification, situational knowledge, and emotion regulation may facilitate cognitive skills such as problem solving, attention, and inhibitory control (Denham, 1998; Blair, 2002; Saarni, 1999).

Previous research defined universal emotions as anger, sadness, happiness, disgust, fear and surprise. These emotions are called basic emotions (Ekman, 1992). Basic emotions include three elements, which are subjective feeling, physiological change, and overt behavior (Izard, 2007). Infants and adults express basic emotions in a very similar way around the globe (Izard, 1991 cited in Kail, 2010). Development of basic emotions should be understood deeply in order to observe developmental patterns of infants and children. According to Lewis's theory (2000),

newborns experience just two general emotions, which are pleasure and distress. Then, around two or three months of age, infants begin to smile when they see a significant other, which is called "social smiling". Sadness is also observed about this age. Sadness is also observed at about this age. To illustrate, infants look sad when their primary caregivers stop playing with them (Lewis, 2000). Anger, typically emerges between 4 and 6 months. For example, infants become angry when their favorite toy is taken away (Sternberg, & Campos, 1990 cited in Kail, 2010). At about six months, infants feel alert in the presence of an unfamiliar person, and this is called as stranger wariness. Wariness of strangers is an adaptive reaction since being alert to the strangers helps to provide a natural restriction against the tendency to go away from familiar caregivers (Kail, 2010). Then, more discrete emotions emerge in a rapid way when they are eight and nine months of age. Infants can experience all basic emotions until the end of first year.

Investigators have used the sounds related to emotions like happiness, fear, disgust, or surprise so as to understand whether basic emotions are universal among different cultures or not. In this study, participants were asked to listen a short story associated with a certain emotion (Sauter, Eisner, Ekman, & Scott, 2010). For example, a person was very sad due to the fact that one of his/her relatives had passed away unexpectedly. Participants were separated into two groups which are from Britain and Himba. When the story ended, participants heard two different sounds: one of which was that of a crying person; other of which was that of a laughing person. Then, they were asked to recognize which of two sounds reflected the emotion which was expressed in the story. The British group heard sounds from the Himba language and vice versa. People from both groups seemed to find the basic emotions such as anger, fear, disgust, amusement, sadness and surprise as the most easily recognizable emotions, which indicate that these emotions and their vocalizations are similar across all human cultures.

Later in time, complex emotions such as guilt, pride, regret or embarrassment begin to emerge. These complex emotions include feelings of success when one's standards or expectations are met and feelings of disappointment when they are not met. Previous researches have suggested that these complex emotions emerge until

18 to 24 months of age, since these emotions require the development of a sense of self, which generally develops at about 18 months (Kochanska et al., 2002). For example, a child feels guilty when he/she breaks a toy because he/she has done something that he/she shouldn't have done. However, development of complex emotions differs across cultures, and these are shaped according to the prevalent norms of that culture, where the acceptable and unacceptable behaviors in that specific cultural context constitute these norms.

Development in Theory of Mind Skills (ToM) around the age of four facilitates the ability to recognize emotions and labeling them (Seidenfeld, Johnson, Cavadel, & Izard, 2014). Research suggests some evidence for this relationship. Harwood and Farrar (2006) conducted a cross-sectional study that investigated the relation between false belief and affective perspective taking in 46 children aged between three to five years old whose parents were either a university graduate or an employee. They found that false belief performance related positively to children's ability to predict a character's emotion when it differed from their own but not when the character's and children's emotions were the same. Thus, false belief understanding can facilitate children's understanding that people experience and respond to situations differently, which promotes emotion knowledge development. In the next section, what emotion understanding means and its properties are reported in the light of the literature.

### **1.1.2. Emotion understanding skills**

Emotion understanding skill is the knowledge of a child about emotions (Southam-Gerow, 2013). That is to say, emotion understanding or knowledge means the capacity to identify the expression on someone's face or to give meaning to emotional cues through common social situations (Denham et al., 2003). Emotion understanding is the second developmental step after emotional awareness in the emotional development of a child. Emotional awareness is the knowledge of an individual's own and others' experience of emotions. Before deeply investigating topics related to emotions, it would be better to know certain properties of emotions in order to have a comprehensive understanding. There are four main emotion concepts or properties of emotions. The first one of these properties is that both



environmental and internal situations cause or trigger emotions. The second one is that more than one emotion can occur at the same time while the third property is that specific emotions affect the body in a certain aspect. The last one is that emotion can be kept or be changed (Southam-Gerow, 2013). When the first one is taken into consideration, researchers who investigate the processes of emotion development operate wide-ranging and contentful developmental details about the cause of emotions rather than just situational or behavioral explanations. In other words, the situation of understanding the emotions by a child in early ages depends on the theory of external causes of emotions. An example of which might be: *I am angry because someone broke my toy*. As the child grows up, his/her causes of emotions change into internal causes and become internalized. The example being: *I am angry because the broken toy was important for me* (Lee, Chen, Huang, Li, 2013). There seems to be a transition from behavioral theories of emotions toward internalized theories of emotions. Children start to make meaning of causes of emotions in a more detailed way, such as understanding the differences when they get older. For example, the reason of anger when the child's toy is broken is not just the broken toy. The child can understand that the reason of his/her anger might stem from the following causes: 1) how he/she has had fun with the toy so far or 2) the toy was given as a present for him/her by her passed away grandmother. That is to say, as children grow up along with increasing general world knowledge, emotional inferences occur in a more complex and detailed way.

Furthermore, children show an increment in comprehending the multiple emotions at the same time. This kind of an understanding is directly related to conflicting emotions. For example, a child can realize that she/he is angry to her/his parents but at the same time she/he loves them. This comprehension is not instinctual. Research indicates that preschool children do not accept the reality that they experience multiple emotions at the same time. The development of understanding multiple emotions is adding some component to the basic idea that emotions can happen concurrently. First of all, a child should learn the followings in order to comprehend the creation of multiple emotions concurrently: 1) there can be two different valuable emotions such as happiness and proud 2) density of them can

be different such as being really happy and feeling small amount of proud, or 3) there can be different targets of emotions such as being happy for birthday cake taken for you, but angry for if the candles were blown by your sister (Southam-Gerow, 2013). That is, understanding the creation of multiple emotions concurrently passes through the age and developmental maturity. In order to understand why emotion understanding is important, difficulties can be investigated when there are problems in emotions of children. The next section evaluates the literature in terms of emotion understanding difficulties.

### **1.1.3. Consequences of difficulties of emotion understanding skills**

Understanding the emotions, labeling and describing them have utmost importance. One of the reasons why understanding and labeling emotions are important is that emotions are one of the main components for getting on well with other people (Southam-Gerow, 2013). Ability to comprehend how other people feel makes us better friends and knowledge about how we feel helps us to proceed in difficult times within various relationships. Difficulty in understanding emotions and regulating them in children can be associated with problems in social relationships with people (Kim, & Cicchetti, 2010). Emotional skills that are not sufficiently developed can have adverse effects for individuals' psychological health as well as their social relationships (Mecklem, 2008; Hyson, 2004 Castro, Halberstadt, Lozada, & Craig, 2015). Emotions provide young children to focus their attention, motivate them, and manage their cognitions in ways that are appropriate to their special needs (LeDoux, 1996 cited in Zambo, & Debby, 2007). Inappropriate emotional responses can be connected several types of psychopathology (Gross, & Thompson, 2006). From a pathological perspective, emotion understanding is closely related to autism and problems with emotion understanding are generally studied with Autistic Spectrum Disorder (ASD). Individuals with ASD are known to have difficulties with the communication and understanding of emotions, such as nonverbal expression of emotions and the interpretation of emotions of others derived from facial expressions and body language (Molnar-Szakacks, Wang, Laugeson, Overy, Wu, & Piggot, 2009). However, in daily life, difficulties in emotion understanding can create many problems in the ability to perceive, understand and respond properly to emotional

cues. The accurate understanding of these emotional cues is critical in the assessment of threat, in negotiating transactions, and the creation of social bonds (Molnar-Szakacs, Wang, Laugeson, Overy, Wu, & Piggot, 2009).

Although several factors like child temperament, neurophysiology, and cognitive development have an influence on development of children's emotion regulation, research shows that the family context plays a main role (Morris et al. 2007). For example, young neglected children have been found to show reduced understanding of negative emotions and fewer adaptive emotion regulation skills compared to non-neglected peers (Shipman et al. 2005). In the following part, emotion recognition and its association with emotion regulation was explored.

### **1.2. The role of parents in their children's emotional development**

The role of parents and their awareness about children's emotional development to grow up healthy, successful, and happy children is very important. Parents may guide their children in terms of expressing their feelings in an appropriate way by means of modeling, instructing, and helping them in practicing the skills of emotion management (Dawson & Ashman, 2000). With the help of these interactions with the parents, children acquire abilities that help to engage with others and to succeed in various environments (Rogoff, 2003). In the family environment, children internalize social standards and expectations over time and it is a process that helps to increase self-regulation skills and responsibility for children's own behaviors (Heppeny, Nixon, Watson, 2010).

The development of emotion regulation skills is strongly tied to the reciprocal emotional relationship of an infant with the caregiver (Greenspan, & Shanker, 2004; Sroufe 1995; Kuczynski & De Mol, in press). This process begins from infancy and continues throughout the periods of childhood and adolescence. Although certain traits like temperament are also important for emotion regulation skills, parenting styles and behaviors are still the basic elements impacting emotion development (Bocknek, Brophy-Herb, & Banerjee, 2009).

A model proposes that socialization behaviors of parents about emotions such as parent-child conversations related to emotions mediate the relationship between cultural situations like norms about emotions and emotion understanding of children

(Eisenberg, Spinrad, & Cumberland, 1998). In another study conducted on Latino parents and their children by Rivera and Dunsmore (2011), it was founded that mothers' beliefs about guiding their children's emotions like emotional coaching was positively related to children's use of emotion labels during a task. That is to say, mothers with a stronger belief in guiding children's emotions more frequently labeled emotions in the conversations.

Except from the contribution of genetics for emotional health, the National Institute of Child Health and Human Development's report on Biobehavioral Development (NICHD, 2001) indicated that parental child-rearing strategies likely to have long-term implications for the development of personal strengths, socio-emotional adjustment, and mental health (Baker, & Hoarger, 2012). Parents serve as a model for their children by showing suitable ways of expressions and responds to emotion (Sroufe, 1996). Therefore, the parents should be aware of their style of expressing their emotions and do necessary arrangements on them, after then, they should be aware of their child's emotional states (Perry et al., 2012).

### **1.2.1. Parental attitudes and child rearing practices across culture**

Another important factor contributing to emotional development of children and is parental attitudes and child-rearing practices. Parental attitudes are main socialization means that involve a transmission of cultural values and expectations (Sümer, 2006). Child-rearing practices differentiate from culture to culture and it changes according to expectations and values. Cultures differ in the extent to which emotional expression is encouraged (Hess, & Kirouac, 2000). To illustrate, in several Asian countries, while external expression of feelings is not acceptable, restriction in the expression of emotion is favorable (Camras, et al., 1998). In a study, it was found that US preschoolers were more likely to show anger than Japanese preschoolers in interpersonal conflicts (Zahn-Waxler et al., 1996).

In addition, several parenting approaches are the products of Western cultures and a great deal of details in other cultures can be overlooked. For example, Chinese or Mexican-American parents impose physical punishments to their children compared to American parents, but this does not mean that these parents do not show emotional warmth to their children. In fact, it was stated that Chinese or Mexican-

American parents' this approach may have a protective function for children. African-American parents' expectations of obedience from their children and their strong-minded authority protect children from joining anti-social actions and committing an illegal act (Berk, 2009 cited in Sayıl, & Yağmurlu, 2012). In addition, while overprotection by parents can be accepted as a positive parenting style in specific cultures, it can be accepted as a negative parenting style in another culture. Especially, overprotection by parents can be seen as an obstacle for individuality of children and it can be perceived as interference for personal autonomy (Lee, & Liu, 2001). Therefore, child-rearing issues should be evaluated within cultural context.

Furthermore, cultures differentiate in the situations that trigger emotions, especially in complex emotions (Eisenberg, Pidada, & Liew, 2001; Frijda & Mesquita, 1994). Events that trigger pride in one cultural context can trigger shame in another one. Expression of anger also differs from culture to culture. For example, while an American child expresses anger when a classmate spills a drink on a drawing he/she just completed, an Asian child who grew up with the doctrines of Buddhism infrequently respond with anger to this kind of a situation, since anger is not compatible with Buddhist doctrines.

Cultures state how an individual should express and experience emotion and there are cross-cultural differences in those terms (Eisenberg, Pidada, & Liew, 2001; Frijda & Mesquita, 1994). Therefore, it is important to examine recognition of emotions and emotion related socialization in different cultural groups. For example, in Latino families, there is an emphasis on interdependence in relationships and they have an inclination to emphasize respect, group conformity, advanced social relations (Rivera, & Dunsmore, 2011). That is to say, they have shown the properties of collectivist cultures. These different properties of cultures have an influence on socialization process and emotion understanding of children. Culture is one of the salient factors that affect when and how much children express their emotions. Expressions of emotions should be evaluated according to the norms of the culture that individuals belong to.

There is a relationship between child-rearing practices and children's emotion understanding skills beyond the effects of cultural context. For example, in a

longitudinal study it was found that the frequency of mothers' talk about emotions and what causes those emotions with their children at 3 years of age predicted children's use of emotions and their emotion understanding after three years; at the age of six (Dunn et al., 1987 cited in Ontai & Thompson, 2002). In those terms, what children make of their parents' attitudes is mostly examined as the perceived parental attitudes. The next section focuses on how children perceive what their parents think about emotions and emotion understanding.

### **1.2.2. Parenting styles**

Parents represent the world for a child. Many research suggested that parents' behaviors and attitudes were the initial ones that affect children, and their effects cannot be denied in terms of lifelong development (Lerner, 1982).

Child development is conceptually associated with the role and effect of the parental behaviors and attitudes on both positive and negative child outcomes (Lerner, 1982). Parents have the leading role in every step of child development. Usually, parents are the ones in charge of their children's needs. In developmental psychology, the contemporary view on child development concerns the dialectical relationship between children and their parents, which refers to the active role of children in their own development, as well as children's effects on their parents' socio-emotional development (Kuczynski & De Mol, in press).

In initial research in developmental psychology, several studies discussed the topic of parenting styles by emphasizing dimensional approach. These parenting dimensions were called as detachment/involvement (Baldwin, 1948); emotional warmth/hostility; autonomy/control (Schaefer, 1959); and, warmth and indulgentness (Sears, Macoby, & Levin, 1957). However, some scholars like Baumrind (1966) realized that the dimensional approach had some disadvantages in detecting the interactional effect of different parenting dimensions and began to develop the typological approach to study parenting styles. The most widely used taxonomy of parenting types nowadays is from Maccoby and Martin (1983) based on Baumrind's work (1966). They categorized parenting styles depending on two dimensions which were responsiveness (warmth) and demandingness (control). Responsiveness dimension is associated with affection, care and acceptance. Parental responsiveness

includes affection, warmth, support, nurturance, praise, concern, love etc. (Belsky et al., 2007 cited in Brobhy-Herb, Stansbury, Bocknek, & Horodnyski, 2012). The ways of showing acceptance by the parents to their children can be both physical, such as kissing, smiling, hugging behaviors and verbal signs, such as complimenting, telling stories for the child, saying nice expressions for the child and etc. (Rohner et al., 2012 cited in Babuşcu, 2014). The dimension of demandingness is characterized by restriction, intrusion, control and discipline. Parents might reject their children by treating in the combination of four aspects which are cold and unaffectionate, aggressive and hostile, indifferent and neglecting and undifferentiated rejecting according to Rohner (1986).

The intersection of these two dimensions creates four types of parenting styles: authoritative parenting style (high in both demandingness and responsiveness), authoritarian parenting style (high in demandingness but low in responsiveness), indulgent parenting style (high in responsiveness and low in demandingness), and neglectful parenting style (low in both responsiveness and demandingness). Among research on parenting styles, it has been repeatedly found that parenting styles play an important role in various individual developmental outcomes (Collins et al., 2000 and Steinberg and Morris, 2001). From a dimensional perspective, it was found that children's positive developmental outcomes were almost always related to parents' supply of nurture (i.e., warmth, responsiveness), encouragement of independence (i.e., democratic, autonomy), and proper control (e.g., Baldwin, 1948 and Sears et al., 1957).

From a typological perspective, the authoritative parenting style was repeatedly found to be the most beneficial for student development (e.g., self-esteem, psychological well-being, and academic performance), while the neglectful parenting style was repeatedly found to be the most detrimental for student development (Lamborn et al., 1991, Steinberg et al., 1994 and Steinberg and Morris, 2001). Neglectful parenting style have founded as negative for children such as poor emotional self-regulation, poor school achievement, depression, and even suicidal inclinations among females (Ehnavall, Parker, Hadzi-Pavlovic, & Malhi, 2008; Lamborn et al., 1991). When the issue comes to indulgent parenting style, it is

characterized with some positive developmental outcomes like social competence and self-confidence. However, it has also some detrimental developmental outcomes such as substance abuse and school misconduct (Lamborn et al., 1991). A line of studies have been reported that parental rejection is associated with both clinical and non-clinical depression in several countries like Australia (Parker, Kiloh, & Hayward, 1987), China (Chen, Rubin, & Li, 1995), Germany (Richter, 1994), Egypt (Fattah, 1996; Hassab-Allah, 1996), and Turkey (Erkman, 1992). That is, the positive association between parental rejection and depression is common worldwide. Although authoritarian parenting style has been found to be related to negative developmental outcomes (e.g., low self-esteem, negative self-concept, and poor skills with peers) of children in the Western context (Steinberg et al., 1994), it has been claimed that in the Chinese context, the authoritarian parenting style is not always detrimental to child development, especially regarding academic achievement (Chao, 2001 and Spera, 2005). In the next title, parental acceptance and rejection theories were discussed in light of perceived parenting by children in order to emphasize the salience of children's perception about parenting in developmental outcome variables.

### **1.2.3. Parental Acceptance-Rejection Theory (PARTheory)**

Parental Acceptance-Rejection Theory has been described as a socialization theory that tried to explain the reasons and outcome variables of parental acceptance-rejection developed by Rohner (Rohner, 1986, 2004). According to Rohner, there are no other experience that affects children as their parents' acceptance and rejection. A line of studies have reported that parental acceptance-rejection influences social, emotional and cognitive development in childhood and psychological harmonization in adulthood. According to phenomenological approach of parental acceptance-rejection theory, people's behaviors are affected from their perception of an event rather than the event itself (Rohner, 2000). It was stated that some studies did not find any significant relationship between parental attitudes and psychological outcomes of children. However, these studies did not take into consideration the issue of the perception of children and their emotions. These studies focused on the behavior of parents. The main issue is that parental rejection is not a series of



behavior that are applied by parents, but it is the belief and perception of the child, according to Kagan (1978). To clarify, parents' behavioral patterns related to parenting do not matter so much, what matters is children's way of perceiving them. That is, parental acceptance-rejection could be perceived and investigated through two different perspectives. The first one is that parental attitudes may be studied as subjectively experienced and perceived by the individual herself/himself. This is called *phenomenological perspective*. The second one is that parental acceptance-rejection may be studied with the help of outside observer which is called *behavioral perspective*.

PARTheory research suggests, however, that if the conclusions are very discrepant, one should generally trust the information derived from the phenomenological perspective because report of rejection, aggression or neglect by parents can be problematic and not objective (Rohner, Khaleque, Cournoyer, 2012). For example, a child may feel unloved by her/his parents, but an outside observer may not detect this rejection. On the other hand, an outside observer can detect a large amount of rejection related behaviors like parental aggression, but the child may not perceive any rejection for the same situation. To conclude, how children perceive parental acceptance-rejection should be the issue of concern rather than just the parental reports, in order to assess implications of parental attitudes. In the next section, dimensions of parenting which are emotional warmth, rejection and over-protection and their effects on children's receptive emotion understanding skills are explored.

#### **1.4. The Relationship between Maternal Emotional Warmth and Rejection and Emotion Understanding of Children**

A great deal of studies have been investigated the effects of parental warmth or parental rejection on different child outcomes. Emotion recognition of children is one of the child outcomes related to parenting behaviors (Eisenberg, Cumberland, & Spinrad, 1998). Although there are several studies investigating the effects of parenting as emotional warmth, or rejection on many developmental child outcomes such as internalizing or externalizing behaviors, and language, there are limited studies about the effects of parenting on emotion recognition of children (Volling,

McElwain, Notaro, & Herrera, 2002). There is also limited amount of study investigating the effects of both maternal parenting style and children's perceived maternal parenting style on receptive emotional competence of children. Different parenting styles bring about various developmental outcomes in children. Two dimensions of parenting styles, which are warmth and control (rejection) were reported to be more associated and salient with child developmental outcomes compared to overprotection (Grolnick & Gurland 2002 cited in Manzeske & Dopkins Stright, 2009).

Parental warmth can be defined as being responsive to children's behavioral and emotional needs and expressing unconditional positive regard toward children. Some studies indicated that maternal warmth has facilitated emotion regulation development in childhood (Morris et al., 2007). Although emotion regulation is a crucial phenomenon for healthy communication, and well-being, it is just one part of emotion system. In order to reach maximum functioning, competency in emotion understanding should be taken into consideration (Scherer, 2007). In addition, emotion recognition is the precursor of emotion regulation (Hee-Yoo, Matsumoto, & LeRoux, 2006). For that reason, the relationship between parental warmth and emotion recognition of children was explored in the current study. Mothers who are responsive and sensitive to their children's cues can be concerned with their children's emotions more compared to rejected mothers. Therefore, a positive direct relationship between maternal emotional warmth and children's emotion understanding was expected in the current study. That is, maternal emotional warmth is a crucial aspect of parenting that facilitates emotion understanding of children. For example, mothers who see their children's emotions as valuable and important, they tend to support their children's emotion related expressions because of their responsiveness and sensitivity to their children. For that reason, these children's emotion understanding skills develop better compared to rejected children (Jaffe, Gullone, & Hughes, 2010). However, a negative relationship between maternal rejection and children's emotion understanding was expected because rejected mothers do not interested in their children's emotions. Therefore, these children's emotion understanding skills cannot develop properly. In general, children who have

accepting parents are more likely to feel competent, to have proper emotional responsiveness, to manage their negative emotions and to be independent than children who have rejecting parents (Kim & Rohner, 2002, 2003; Rohner, 2004).

#### **1.4.1. The Relationship between Maternal Over-protection and Emotion Understanding of Children**

Maternal overprotection can be defined as overprotective, overindulgent and overanxious parenting style according to literature (Parker, 1983). Characteristics of overprotective parenting consist of some certain determinants related to controlling children with anxiety. They are highly supervising and controlling because they think that if they separate from their children, their children can come across some dangerous situations (Thomasgard, & Metz, 1999). Therefore, they tend to discourage their children's independent behavior. Mothers who carry these characteristics can also be highly sensitive to their children's emotions. For example, when their children cry because of their fear from dogs, they ask insentiently the reason of their cry with anxiety. These mothers can be open to talk about children's emotions in such situations. Thus, it was thought that emotion understanding of children who have over-protective mothers could be high.

However, over-protection could be separated into two sub-categories which are over-caring and supporting autonomy versus overprotective but indifferent and rejected (Parker, Tupling, & Brown, 1979). That is to say, variation between over-protective mothers can be high and this variation can affect child outcomes differently. When maternal over-protection is in the category of over-caring and supporting motherhood, child outcomes can be positive. However, if separation-individuation process between the mothers and children cannot be observed, negative child outcomes can be reported. Therefore, it could be difficult to make some inferences about child outcomes when their mothers are over-protective.

#### **1.4.2. The Relationship between Maternal Emotional Warmth, Rejection and Children's Perceived Emotional Warmth and Rejection**

Mothers who try to regulate their own emotional reactions in daily life and support children's appropriate emotional reactions, provide support for emotionally complex conditions and be sensitive to their children's emotional cues can be defined

as emotionally warmth mothers. Parents can evaluate themselves as warmth and supportive in self-report task. However, the important one is how the real situation is perceived by children rather than the situation itself (Rohner, 2000). Child developmental outcomes are heavily influenced by their own perceptions about their parents rather than parental reports. To illustrate, in a study conducted by Renk, Roddenbery, and Oliveros, it was found that mothers' perceptions about their own psychological symptoms rather than their psychological characteristics was related to child developmental outcomes associated with behavioral problems (2007). Therefore, we can infer that although similar findings between child perceived parenting about their mothers and maternal reports could be reported, if there is a discrepancy between mothers and children about parenting, we should trust children's perceived parenting evaluations. Perception of an event is more distinctive in outcome variables. When the issue comes to maternal rejection, it is possible to accept the same situation. If there is a discrepancy between maternal rejection and perceived maternal rejection by children, perception of children can be more significantly related to child outcomes. However, children's perceived evaluations and maternal reports are generally positively correlated. That is, two perspectives (parents and children) generally bring about similar conclusions (Rohner et al., 2005).

In literature, there are some limitations in parent-child relationship research because research findings generally are collected from a single source which consists of only children or only parents (Mash, 1991; Gracia, 2002; Peterson & Hann, 1999). Children and parents cannot definitely perceive parental acceptance-rejection in the same way. Evaluating parenting styles from both children's and their parents' viewpoint is an important phenomenon (Gracia, Lila, & Musitu, 2005). Current study aims to fill this gap by gathering data from both mothers and their children about parenting. In a study, level of agreement or disagreement between children's report of maternal behaviors and mothers' reports was explored by comparing dyads from Pakistan and Finland (Rohner, Khaleque, Riaz, Khan, Sadaque, & Laukkala, 2005). It was found that a significant level of agreement in maternal behaviors as acceptance and rejection was reported between children and mothers in both nations. With

reference to this finding, current study aims to find a level of agreement between mothers' reports about maternal warmth, rejection and overprotection and children's perceptions about them.

#### **1.4.3. The Relationship between Maternal Over-protection and Children's Perceived Over-protection and Emotional Warmth**

Maternal over-protection has been characterized with a line of protective behavior that are not appropriate for the child's developmental stage (Thomasgard, Metz, Edelbrock, & Shonkoff, 1995). Even if the child can have the capacity to manage his/her life, over-protective mothers tend to do something for them with the motivation of protecting them from dangerous situations. When the issue comes to report over-protection related behaviors in self-reports by mothers, mothers do not avoid to report their over-protective thoughts and behaviors because over-protection is not seen as a negative behavior in Turkish culture. Generally, over-protective behaviors toward children by mothers are perceived as positive style in the society and it is appreciated (Sen, Yavuz-Muren, & Yağmurlu, 2014). Even if, mothers who are not over-protective and see their children as independent individuals and give their children responsibility can be criticized by other people. Therefore, we think that there can be a positive relationship between maternal over-protection and perceived maternal overprotection by children because children can easily detect their mothers' over-protection. That is, a level of agreement can be found between mothers' reports and children's report about over-protection. However, when there is a discrepancy between mothers' and children's reports, children's perceived parenting about over-protection is more determinant in outcome variable which is emotion recognition.

The relationship between over-protection and perceived emotion warmth can also have a positive correlation because over-protection related behavior can be perceived as emotionally warmth behaviors by children. Over-protection includes some watch-out behaviors toward children, and over-thinking about children. These behaviors can be perceived as emotionally warmth and responsive by children. For example, "I clothe my child too thick with the fear of cold." This is a sign of over-protective parenting style. Sharing this information by mothers is not difficult

compared to rejecting related items because over-protection related behaviors are accepted behaviors by society.

#### **1.4.4. The Relationship between Perceived Emotional Warmth and Rejection and Emotion Understanding of Children**

Rejecting parents do not generally provide their children the opportunity to develop self-expressions about the feelings because of their high expectations of obedience from their children. Children who perceive their mothers as rejected tend to avoid expressing their feelings (Dash, & Sriranjana, 2014). Emotions which are not expressed on time can affect emotion recognition of children in a negative way. However, children who perceive their mothers as emotionally warmth express their feelings more comfortably because of perceived support for that expression by their mothers. There is a harmony between the children and emotionally warmth mothers. The result of this affectional bond and harmony between the mother and child is children's sense of safety toward his/her environment. The child who feels safety is open to emotional cues and successful in recognizing their own and other people's emotions. Lack of perceived emotional warmth may lead to development of emotional problems in children (Shaw, Owens, Vondra, & Winslow, 1996). In the next section, the literature about how emotions can be measured is reported.

#### **1.5. How to measure emotion understanding of children**

In recent years, a considerable increment has been reported in studies about emotional development of children and adolescence (Lewis, Haviland-Jones, & Barrett, 2010). In order to measure children's emotion understanding skills, several inventories and methods were developed according to children's developmental period. *Test of Emotion Comprehension, Initial Emotion Labeling Task, Affective Perspective Taking Task, Emotional Perspective Taking Task, Drawing Pictures, Gift Dissapointment Paradigm, and Kusche Emotion Inventory* were the main measurement instruments in order to evaluate children's emotion understanding skills. Kusche Emotion Inventory which has been used in the current study is a suitable measurement for the children between 4 and 8 years old. It is a frequently used measurement for emotional understanding and emotion labeling skills of children. There are two subscales of Kusche Emotional Inventory (KEI), which

consist of Recognition of Emotion Pictures and Reading Recognition of Emotion Labels. Recognition Emotional Pictures subscale of KEI was used in the current study and it was revised in order to evaluate children's receptive emotional language (Spetzl, DeKlyen, Calderon, Greenberg, & Fisher, 1999). This test has consisted of 30 pictures that include 5 positive and 10 negative emotion concepts (total: 15 different emotion concepts). In this scale, 15 emotions take place, which are love, sadness, shame, fear, excitement, confusion, embarrassment, anger, surprise, frustration, pride, worry, happiness, disappointment, tiredness. For each emotion that takes place in the test, a whole page is assigned. A targeted emotion picture and other three different emotion pictures take place on each page. Researcher wants children to show the picture that expresses the feeling the researcher asks the child to identify. One of the advantages of Kusche Emotion Inventory is that the researchers can test more complex emotions such as disappointment or shame with this task. That is to say, it is a comprehensive and long task that is used for measuring receptive emotions of children.

To conclude, there are several methods to measure children's emotions. The appropriate method for any study might be chosen according to the aims of the study and age group. In the current study, we chose Kusche Emotion Inventory, since it is the most age-appropriate tool that is theoretically and empirically proven to measure what we aim to assess.

### **1.5.1. The aims, hypotheses and significance of the study**

The aim of the current study is to examine the effects of maternal attitudes (mothers' self-report answers) on children's emotion understanding through the mediating effects of children's perceived maternal parental attitudes (children's perceptions on maternal parenting attitudes).

. Emotion understanding was generally studied on preschool-aged children in the literature. The current study aims to fill a lack of research in literature about two aspects: a) exploring the relationship between mothers' self-reports on their own attitudes and their children's perceptions on those attitudes, and b) testing this relationship and their effect on children's own emotion understanding.

We aim to test this relationship between eight years old elementary school children and their mothers. The purpose of recruitment of mothers instead of fathers as participants in current study is that main caregiver is generally seen as mothers all around the world. In addition, using second grade primary school children as participants in emotion understanding contribute the literature in terms of age group. Although children display a considerable capacity to use emotion-descriptive adjectives, and comprehend those terms in conversations with adults, especially regarding their own understanding in pre-school ages, much remains to be learned about how they perceive their parents' attitudes and complex emotions after the age of 6 (Pons, Lawson, Harris, & de Rosnay, 2003). Children at this age also show cognitive and social development that provide greater understanding of emotions and social interactions with significant others (Eccles, 1999).

The hypotheses of the current study are as follows:

- 1- We expect to find that children, whose mothers score higher in emotional warmth and overprotection, would get higher receptive emotion scores.
- 2- We expect to find that children, whose mothers score higher in rejection, would get lower receptive emotion scores.
- 3- We also expect to find that children's perceived emotional warmth and overprotection about their mothers would mediate the relationship between mother's own emotional warmth and receptive emotion scores of children.
- 4- We expect to find that children's perceived rejection about their mothers would mediate the relationship between mother's own rejection, and receptive emotion scores of children.
- 5- As mothers' emotional warmth scores increase, perceived rejection scores of children decrease and low perceived rejection scores of children would predict higher receptive emotion scores of children.
- 6- Finally, we expect to find that as mothers' rejection scores increase, perceived emotional warmth scores of children would decrease, and low perceived emotional warmth scores of children would predict lower receptive emotion scores of children.
- 7- Although maternal comparison and perceived maternal comparison by children has been studied as explanatory purposes, we did not make any hypothesis about it



because comparison related items were added later to original parenting inventory, so there has been no study about maternal comparison and emotion understanding of children.

## CHAPTER II

### METHOD

Characteristics of the participants of the study were presented in this section. Then, measures used in the study were described regarding their content and psychometric properties. Lastly, the procedure of data gathering and data analysis was elaborated.

#### 2.1. Participants

In the current study, 130 second grade elementary school children and their mothers participated. The sample consisted of 45.4% ( $N= 59$ ) girls and 54.6% ( $N =71$ ) boys. The age range of the mothers was between 23 and 48 ( $M = 35.6$ ,  $SD = 4.73$ ). While 51 mothers graduated from high school, 50 mothers graduated from university. Six mothers in the sample had Master's degrees, while 26 mothers had primary school degrees. 116 mothers reported their marital status as married, while 14 mothers reported their marital status as single. In addition, 67 mothers reported cesarean as a delivery method while 63 mothers reported natural birth as a delivery method. (see Table 1)

60 fathers were graduates of high school, 47 fathers had college degrees. 10 fathers in the sample had Master' degrees while 12 fathers had primary school degrees. Children's mothers were sent a questionnaire to home via children with the permission of school, after gathering ethical permission from the Applied Ethics Research Center of Middle East Technical University, and permission from the Ministry of Education in Ankara. Data was collected from children whose parents signed the information consent forms for current study and it was from different elementary schools in Ankara, mostly from middle and upper middle SES schools.

Table 1.

*Demographic Characteristics of the Participants*

Variables	<i>N</i> (130 participants)	%
<b>Gender</b>	<b>Total: 130</b>	
Female	59	39.9
Male	71	60.1
<b>Education Level of mother</b>	<b>Total: 130</b>	
Primary School	23	17.7
High School	51	39.2
University	50	38.4
Master Degree	6	4.6
<b>Education Level of Father</b>	<b>Total:129</b>	
Primary School	12	9.3
High School	60	46.5
University	47	36.4
Master Degree	10	7.7
<b>Marital Status Of Mother</b>	<b>Total:130</b>	
Married	116	89.2
Single	14	10.8
<b>Delivery Method</b>	<b>Total:130</b>	
Cesarean	67	51.5
Natural Birth	63	49.5

Table 2.

*Means, Standard Deviations and Minimum-Maximum Scores of MotherParticipants' Ages*

Variable	<i>M</i>	<i>SD</i>	<i>Minimum-Maximum</i>
<b>Age</b>	35.65	4.73	23-47

## **2.2. Measures**

After we collected the signed informed consent forms (see Appendix A), participants filled out three different inventories which were short form of Short-form Perceived Parenting Attitudes Children Scale (s-EMBU-C) (see Appendix C), Egna Minnen Beträffande Uppfostran Parent Form (EMBU-P) (see appendix D) and Kusche Emotional Inventory (KEI) (see Appendix E) and a demographic form (see Appendix B). Kusche Emotion Inventory and EMBU-C were filled out by children while EMBU-P and demographic form were filled out by the mothers in order to get information about the study measures.

### **2.2.1. Demographic form**

A demographic form including questions, such as gender of the child, age of mother and the child, education of the mother and father, marital status of the parents was sent with the questionnaire pack to mothers to fill out (see Appendix B).

### **2.2.2. Kusche Emotional Inventory**

This inventory was developed to measure the abilities of emotional understanding and emotional labeling skills of children (Kusche, 1984). There are two subscales of Kusche Emotional Inventory (KEI), which consists of "*Recognition of Emotion Pictures*" and "*Reading Recognition of Emotion Labels*". We only used *Recognition of Emotion Pictures* subscale. Recognizing Emotion Pictures subscale of KEI was revised in order to evaluate children's receptive emotional language (Spetz, DeKlyen, Calderon, Greenberg, & Fisher, 1999). Each test has consisted of 30 pictures that include five positive and ten negative emotion concepts (in total: fifteen different emotion concepts). Each emotion concept is tested two times, with two different drawing sets. Any picture that is used in this inventory does not take place in any program book or materials, in order to reduce familiarity.

The reliability of the test is found as .89 by split half reliability and .85 by test-retest (Greenberg, & Kusche, 1998). In this scale, 15 emotions take place, which are love, sadness, shame, fear, excitement, confusion, embarrassment, anger, surprise, frustration, pride, worry, happiness, disappointment, tiredness. For each emotion that takes place in the test, a whole page is assigned. A targeted emotion picture and other three different emotion pictures take place in each page (in total four pictures). Researcher applies emotion recognition task by delivering the task to each child in the classrooms. Then, s/he wants the child to show the picture that expresses the feeling she/he asked. This task can be applied both individually and collectively. In current thesis study, this task was applied collectively in the classrooms with paper-pen format. Children take 2 points for each targeted emotion that they could sign correctly. If the emotion picture that they show is the same valence with the targeted emotion picture, they take 1 point due to their preference for the similar one to the targeted emotion picture (For example, in Picture 5; emotions of surprised, happy, confused and sad take place. When the emotion of "*surprised*" is asked, if the child shows the emotion of happy, he/she gets 1 point). Other incorrect pictures take 0 point. Maximum score that children might get from this task is 60. This task was adapted into Turkish, and Cronbach's alpha was found as .84 (Arda, & Ocak, 2012).

### **2.2.3. Short-form Perceived Parenting Attitudes Children Scale (s-EMBU-C)**

The EMBU-C is an inventory for assessing memories of parental rearing, and it focuses on children's report. It consists of 23 items (Arrindel et al, 1999). The 23-item s-EMBU is recommended as a reliable functional equivalent to the 81-item early EMBU. In many countries, (Arrindel et al., 1999; Someya et al., 1999) psychometric properties of EMBU-C have been tested and its reliability and validity have been supported. The Turkish form of S-EMBU-C' psychometric properties were investigated by Dirik et al. (2004) with a student sample and it was found that Turkish form of s-EMBU-C was also a reliable and valid measure. The items in the scale are responded for perceived mother's behaviors. Turkish short form of EMBU-C includes four dimensions, which are emotional warmth (8 items), overprotection (6 items), rejection (8 items) and comparison (5 items). Comparison subscale was added

by Sümer, Gündoğdu and Helvacı with five questions (2010). Each item was scored on a 4-point Likert-scale (1: No, never, 2: Yes, but seldom, 3: Yes, often, 4: Yes, most of the time) (Dirik, Yorulmaz, & Karancı, 2014). For example, "*Annen üzüntülü olduğunu sen söylemeden anlar mı?*" (emotional warmth), "*Annen üşüyebilirsin korkusuyla çok kalın giydirir mi?*" (overprotection). Several studies indicated that the EMBU-C can be considered as a suitable instrument for children between 7-13 years (Markus et al., 2003; Muris et al., 2004; Brown and Whiteside, 2008 cited in Mofrad, Abdullah, & Samah, 2010). This form was given to students to fill out in paper-pen format in classroom context.

#### **2.2.4. Embu Parent Form**

EMBU-P, a new version of the EMBU especially designed to obtain ratings from parents about their *own* rearing behavior with their children (Castro, Pablo, Gomez, Arrindel, & Toro, 1997). EMBU-P seems to be an adequate measurement of parental rearing practices by displaying a reliable construct validity and factorial structure. The appropriateness of items to Turkish culture in EMBU-P was additionally examined by Sümer and Güngör (1999). This short form of the EMBU includes four factors referring to the behavior of parents. These are emotional warmth, rejection, protection and comparison. A subscale called comparison that comprised of 5 items was added by Sümer and his friends to the original one (Sümer, Gündoğdu, & Helvacı, 2010). There are 29 items in total. For example, "*Çocuğumun sıkıntılı olduğunu o söylemeden anlardım.*" (emotional warmth), "*Çocuğumun ne yapıp ne ettiği konusunda çok endişelenirdim.*" (overprotection), "*Nedenini söylemeden çocuğuma kızgın ya da ters davrandığım olurdu.*" (rejection), "*Çocuğumun aldığı sonuçtan çok arkadaşlarına göre nerede olduğunu merak ederdim.*" (comparison). Each item was scored on a 6-point Likert-scale. This form was sent to home via children, to be filled out by their mothers within an envelope.

#### **2.5. Procedure**

Necessary permission was taken from Applied Ethics Research Center of Middle East Technical University (see Appendix F). Then, permission from the Ministry of Education (see Appendix G) was taken in order to implement the study in primary schools. Kusche Emotion Inventory was obtained from Dr. Mark

Greenberg, who is the developer of this task via e-mails. After taking these permissions, a copy of EMBU-parent form and a demographic form along with parent permission forms and information form were sent to mothers within an envelop via children. Then, children were charged to bring back forms after their mothers fill them out. Researcher got help from class teachers in getting back the forms. Two days later, the other inventories were conducted with children whose mothers allowed participating the study. Researcher implemented Kusche Emotional Inventory to children in order to measure the abilities of emotional understanding in the classrooms with the help of their teacher. First of all, the researcher explained the children that this task did not aim to grade children. Therefore, it was charged that taking help from each other was not appropriate. It was explained that this task aimed to learn what children think about feelings. Then, a copy of Kusche Emotion Inventory was delivered to each child and instructions were read aloud by the researcher in classroom. Researcher requires finding out what children think about feelings. Each of the children has a booklet that includes pictures of children who are feeling different ways. There are four pictures in each page. For each page, researcher wants children to look carefully at all four pictures. After they have looked at all of the pictures, she wants children to make an "X" on the picture that shows a child who is showing the feeling she will ask children about. Researcher requires children to try to pick the picture that children think is best for each emotion word. It is explained that if children do not sure the answer, they should make their best guess. It was added that if they did not hear the word, raise their hand and asked to repeat. The pages had the numbers on the bottom and the researcher told children the page numbers before she said the name of the emotion. Then, application of this task began when researcher was sure about understanding of the instructions by children. After this task is completed by children, EMBU-child form was delivered to be filled in. Instructions about this task were also read by the researcher. It was told that this task was about behavior of children's mother. It was required that children should make an "X" to the answers or blacken the gaps of the answers by considering their mothers' behavior. An example was done together in order to be sure that children understood the logic of this inventor. The example was like that

"*Annen sana yatmadan once st iirir mi?*" Answers of the question were like that "*Hayır, Evet bazen, Evet oėu zaman and Evet her zaman*". Then, when children were ready, application of the task was started. After they completed the questions, they were thanked for their participation.

All statistical analyses were conducted through 20th version of Statistical Package for Social Sciences (SPSS) in the current study. In addition to t-test, one-way ANOVA and correlation analyses as descriptive, several mediation analyses were carried out in order to test hypothetical models.

The results of the current study were presented in the third chapter.



## CHAPTER IV

### RESULTS

#### 3.1. Descriptive Statistics of Study Variables

After required reverse coding for maternal emotional warmth, maternal rejection and maternal overprotection, and perception of children's emotional warmth, rejection and overprotection about their mothers, sum of all scores was calculated to reach the overall emotional warmth, rejection and overprotection scores of children and mothers. Means, standard deviations, and minimum-maximum score ranges can be seen in Table 3.

Table 3.

*Means, Standard Deviations, and Minimum-Maximum Scores of Study Variables.*

Variables	<i>M</i>	<i>SD</i>	<i>Minimum- Maximum</i>
<b>Maternal Parenting</b>			
Overall Maternal Emotional warmth	42.26	4.54	20-48
Overall Maternal Rejection	13.82	4.61	9-38
Overall Maternal Overprotection	25.12	6.14	6-37
Overall Maternal Comparison	12.13	4.99	4-26
<b>Perceived Parenting by children</b>			
Overall Emotional Warmth	26.38	4.08	16-32
Overall Rejection	15.67	3.20	8-24
Overall Overprotection	12.31	2.95	8-22
Overall Comparison	10.74	3.34	5-20

Table 3. (continued)

<b>Receptive Emotion Of Children</b>	53.18	3.40	41-59
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Table 4.

*Correlation Coefficient among Age and Study Variables*

Variables	Age
Emotional Warmth	-.01
Rejection	-.002
Overprotection	-.10
Comparison	-.04

\*p < .05

Table 4 shows the correlation coefficient values between age and above study variables. Although there were negative relationships between the age of mother and above study variables, age did not have any significant correlation with any study variables which were emotional warmth, rejection, overprotection, and comparison (self-report of mothers).

Table 5.

*Inter-Correlations among Study Variables*

	Warm	Reject	Protect	Comp	Warm (c)	Reject (c)	Protect (c)	Comp (c)	EU
W	1	-.51**	.23*	-.16	.23*	-.29**	.18*	-.07	.30**
R		1	.006	.11	-.23**	.21*	-.11	-.04	-.20*
P			1	.27**	.08	-.01	.24**	.04	.17
C				1	-.08	.27	.14	.17	-.11
W(c)					1	-.58	.31**	-.0	.45**
R (c)						1	-.004	.18*	.42**
P (c)							1	.17	.21*
C (c)								1	-.06
EU									1

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

Note. Warm: Overall Maternal Warmth, Reject: Overall Maternal Rejection, Protect: Overall Maternal Protection, Comp: Overall Maternal Comparison, Warm (c): Perceived Emotional Warmth by the Child, Reject (c): Perceived Rejection by the

Table 5. (continued)

Child, Protect (c): Perceived Overprotection by the Child, Comp (c): Perceived Comparison by the Child, EU: Emotion Understanding of Children

Bivariate correlations among the study variables were also investigated as they were seen in Table 5. Results of the bivariate correlations displayed that maternal rejection had a negative association with maternal emotional warmth ( $r = -.51, p < .001$ ), a negative association with perceived emotional warmth by the child ( $r = -.23, p < .001$ ) a negative association with emotion understanding of the child ( $r = -.20, p < .05$ ) while a positive association with perceived emotional rejection ( $r = .21, p < .05$ ). In addition, while maternal emotional warmth had a positive association with maternal protection ( $r = .23, p < .05$ ), perceived emotional warmth ( $r = .23, p < .05$ ), perceived protection ( $r = .18, p < .05$ ) and emotion understanding ( $r = .30, p < .001$ ) by the child, it had a negative association with maternal rejection ( $r = -.51, p < .001$ ), perceived rejection ( $r = -.29, p < .001$ ). Furthermore, maternal protection had a positive association with maternal comparison ( $r = .27, p < .001$ ) and perceived protection ( $r = .24, p < .001$ ). Perceived emotional warmth had also positive associations with perceived protection ( $r = .31, p < .001$ ) and emotion understanding of the child ( $r = .45, p < .001$ ). Perceived rejection had a positive association with perceived comparison ( $r = .18, p < .05$ ), while a negative association with emotion understanding of the child ( $r = -.42, p < .001$ ). Finally, perceived protection had a positive association with emotion understanding by the child ( $r = .21, p < .05$ ).

### 3.2. Main Analyses: Mediation Analysis

Mediation analysis was carried out in order to test the hypothesis that children's perception of their mothers' parenting would mediate the relationship between mothers' self-perception of their parenting and emotion understanding of children. Mediation analyses were run by using Andrew F. Hayes's indirect macro with 5000 Bootstrapping (Preacher & Hayes, 2004). 5000 resamples were generated from the original data set in order to see the significance of indirect effects in mediation model. If 95% CI did not involve zero, these indirect effects were taken as statistically significant.

Three separate mediation analyses for the three predictors of the model which were overall mother emotional warmth, overall mother rejection and overall mother overprotection were carried out. Criterion of the analysis was children's emotion understanding scores.

### **3.2.1. Hypotheses Testing**

### **3.2.2. Mediator role of children's perception of parenting about their mothers between overall maternal emotional warmth and emotion understanding of children**

Mediation analysis through Bootstrap sampling method was conducted and total effect of maternal emotional warmth on children emotion understanding (path c) was found to be significant ( $B = .22$ ,  $SE = .07$ ,  $p < .005$ ). That is to say, maternal emotional warmth (self-report of mothers) significantly predicted children's emotion understanding abilities. Children whose mothers are high in emotional warmth were more likely to understand the expression emotions. Overall maternal emotional warmth (self-report of mothers) also had significant direct effects on three perceived parenting domains. That is to say, emotional warmth had significant direct effects on children's perception of emotional warmth (path a1) ( $B = .21$ ,  $SE = .08$ ,  $p < .05$ ), children's perception of rejection (path a2) ( $B = -.19$ ,  $SE = .06$ ,  $p = .001$ ), and children's perception of over-protection (path a3) ( $B = .13$ ,  $SE = .06$ ,  $p < .05$ ). Namely, emotional warmth of mother positively predicted children's perceived emotional warmth but negatively predicted children's perceived rejection. Direct effect of maternal emotional warmth (self-report of mothers) had marginally significant effect on receptive emotion understanding of children ( $B = .11$ ,  $SE = .06$ ,  $p = .07$ ). To clarify, children whose mothers reported high emotional warmth scores were more likely to have higher receptive emotion understanding.

In addition, direct effects of perception of children's domain about their mothers' parenting (b paths) on emotion understanding of children were investigated. It was reported that child perceived emotional warmth had a significant direct effect on emotion understanding of children (path b1) ( $B = .25$ ,  $SE = .09$ ,  $p < .05$ ). In addition, child perceived rejection had also a significant direct effect on emotion understanding of children (path b2) ( $B = -.25$ ,  $SE = .12$ ,  $p < .05$ ). However, child

perceived overprotection did not show a significant direct effect on overall emotion understanding of children (path b3) ( $B = .09$ ,  $SE = .09$ ,  $p = .29$ ). (see Figure 1)

Mediation analysis through Bootstrapping method was conducted in order to see whether perception of children about their mother's parenting mediated the relationship between parenting (self-report of mothers) and emotion understanding of children. The indirect effect of overall emotional warmth on emotion understanding of children through perceived emotional warmth by children domain was significant because the confidence interval did not include zero;  $B = .05$ ,  $SE = .03$ , 95% CI [.01, .14]. The indirect effect of overall emotional warmth on emotion understanding of children through perceived rejection by children domain was also significant because the confidence interval did not include zero;  $B = .05$ ,  $SE = .03$ , 95% CI [.003, .14]. However, the indirect effect of overall emotional warmth on emotion understanding of children through perceived overprotection by children domain was not significant because the confidence interval included zero;  $B = .01$ ,  $SE = .01$ , 95% CI [-.005, .05]. To conclude, the overall model explained 28% of the variance; adjusted  $R^2 = .28$ ,  $F(4, 116) = 12.50$ ,  $p < .001$ .

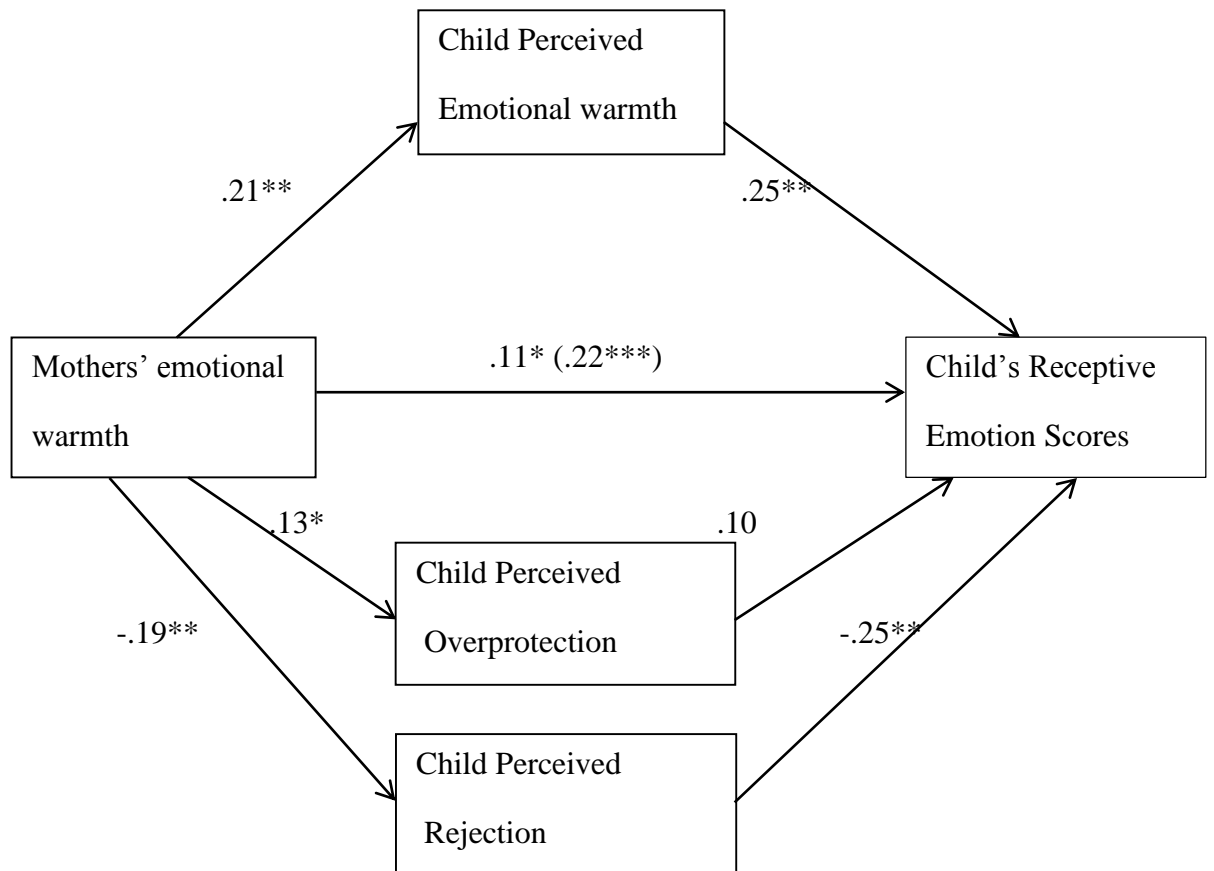


Figure 1. Standardized Regression Coefficients for the Relationship between Overall Maternal Emotional Warmth and Overall Child Receptive Emotion, Mediated by Perception of Children about Their Mother's Parenting

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

### 3.2.3. Mediator role of children's perception of parenting about their mothers between overall maternal rejection and emotion understanding of children

Mediation analysis through Bootstrap sampling method was conducted and total effect of maternal rejection on children emotion understanding (path c) was found to be significant ( $B = -.15$ ,  $SE = .07$ ,  $p < .05$ ). That is to say, maternal rejection (self-report of mothers) significantly predicted children's emotion understanding abilities. Children whose mothers are high in rejection were less likely to understand the receptive emotions. Overall maternal rejection (self-report of mothers) also had significant direct effects on two perceived parenting domains. That is to say, maternal rejection had significant direct effects on children's perception of emotional

warmth (path a1) ( $B = -.21, SE = .08, p < .05$ ), children's perception of rejection (path a2) ( $B = .14, SE = .06, p < .05$ ), but had no significant effect on children's perception of over-protection (path a3) ( $B = -.08, SE = .06, p = .23$ ). Direct effect of maternal rejection (self-report of mothers) had not significant effect on receptive emotion understanding of children ( $B = -.05, SE = .06, p = .41$ ).

Furthermore, direct effects of perception of children's domain about their mothers' parenting (b paths) on emotion understanding of children were investigated. It was reported that child perceived emotional warmth had a significant direct effect on emotion understanding of children (path b1) ( $B = .24, SE = .09, p < .05$ ). In addition, child perceived rejection had also a significant direct effect on emotion understanding of children (path b2) ( $B = -.28, SE = .12, p < .05$ ). However, child perceived overprotection did not show a significant direct effect on overall emotion understanding of children (path b3) ( $B = .11, SE = .09, p = .23$ ). (see Figure 2)

In order to examine whether perceived parenting by children mediated the relationship between parenting (self-report of mothers) and emotion understanding of children, indirect effects were investigated through Bootstrapping method. The indirect effect of overall rejection on emotion understanding of children through perceived emotional warmth by children domain was significant because the confidence interval did not include zero;  $B = -.05, SE = .03, 95\% CI [-.23, -.02]$ . The indirect effect of overall rejection on emotion understanding of children through perceived rejection by children domain was also significant because the confidence interval did not include zero;  $B = -.04, SE = .03, 95\% CI [-.15, -.002]$ . However, the indirect effect of overall rejection on emotion understanding of children through perceived overprotection by children domain was not significant because the confidence interval included zero;  $B = -.009, SE = .01, 95\% CI [-.05, .004]$ . To conclude, the overall model explained 26% of the variance; adjusted  $R^2 = .26, F(4, 115) = 11.37, p < .001$ .

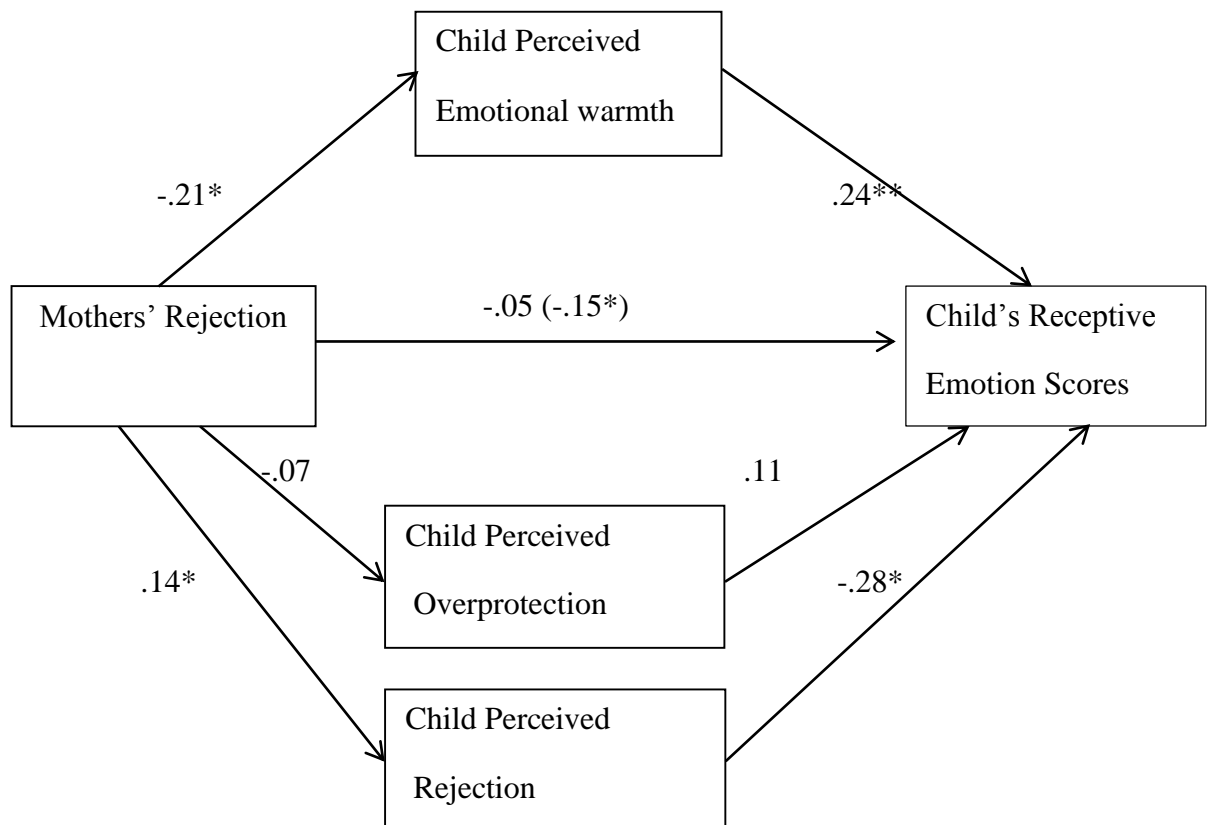


Figure 2. Standardized Regression Coefficients for the Relationship between Overall Maternal Rejection and Overall Child Receptive Emotion, Mediated by Perception of Children about Their Mother's Parenting

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

### 3.2.4. Mediator Role of children's perception of parenting about their mothers between overall maternal overprotection and emotion understanding of children

Mediation analysis through Bootstrap sampling method was conducted and total effect of maternal overprotection on children emotion understanding (path c) was not found to be significant ( $B = .09$ ,  $SE = .05$ ,  $p = .06$ ). Overall maternal overprotection (self-report of mothers) had significant direct effects on one perceived parenting domain. That is to say, maternal overprotection had significant direct effects on children's perception of overprotection (path a3) ( $B = .12$ ,  $SE = .05$ ,  $p < .05$ ), but had no significant effect on children's perception of emotional warmth (path a1) ( $B = .05$ ,  $SE = .06$ ,  $p = .41$ ), and children's perception of rejection (path a2) ( $B =$



-.00,  $SE = .05$ ,  $p = .93$ ). Direct effect of maternal overprotection (self-report of mothers) had no significant effect on receptive emotion understanding of children ( $B = .07$ ,  $SE = .05$ ,  $p = .13$ ).

In addition, direct effects of perception of children's domain about their mothers' parenting (b paths) on emotion understanding of children were investigated. It was reported that child perceived emotional warmth had a significant direct effect on emotion understanding of children (path b1) ( $B = .24$ ,  $SE = .09$ ,  $p < .05$ ). In addition, child perceived rejection had also a significant direct effect on emotion understanding of children (path b2) ( $B = -.29$ ,  $SE = .11$ ,  $p < .05$ ). However, child perceived overprotection did not show a significant direct effect on overall emotion understanding of children (path b3) ( $B = .11$ ,  $SE = .10$ ,  $p = .25$ ). (see Figure 3)

In order to examine whether perceived parenting by children mediated the relationship between parenting (self-report of mothers) and emotion understanding of children, indirect effects were investigated through Bootstrapping method. The indirect effect of overall overprotection on emotion understanding of children through perceived emotional warmth by children domain was not significant because the confidence interval included zero;  $B = .01$ ,  $SE = .01$ , 95% CI [-.01, .05]. The indirect effect of overall overprotection on emotion understanding of children through perceived rejection by children domain was not significant;  $B = -.00$ ,  $SE = .01$ , 95% CI [-.02, .03]. The indirect effect of overall overprotection on emotion understanding of children through perceived overprotection by children domain was not significant;  $B = .01$ ,  $SE = .01$ , 95% CI [-.01, .04]. As a result, the overall model explained 27% of the variance; adjusted  $R^2 = .27$ ,  $F(4, 115) = 12.01$ ,  $p < .001$ .

Mediation-regression model was used in order to see the effects of emotional warmth, over-protection and rejection of mothers (self-report) on emotion understanding of children via the perception of emotional warmth, overprotection, and rejection of children.

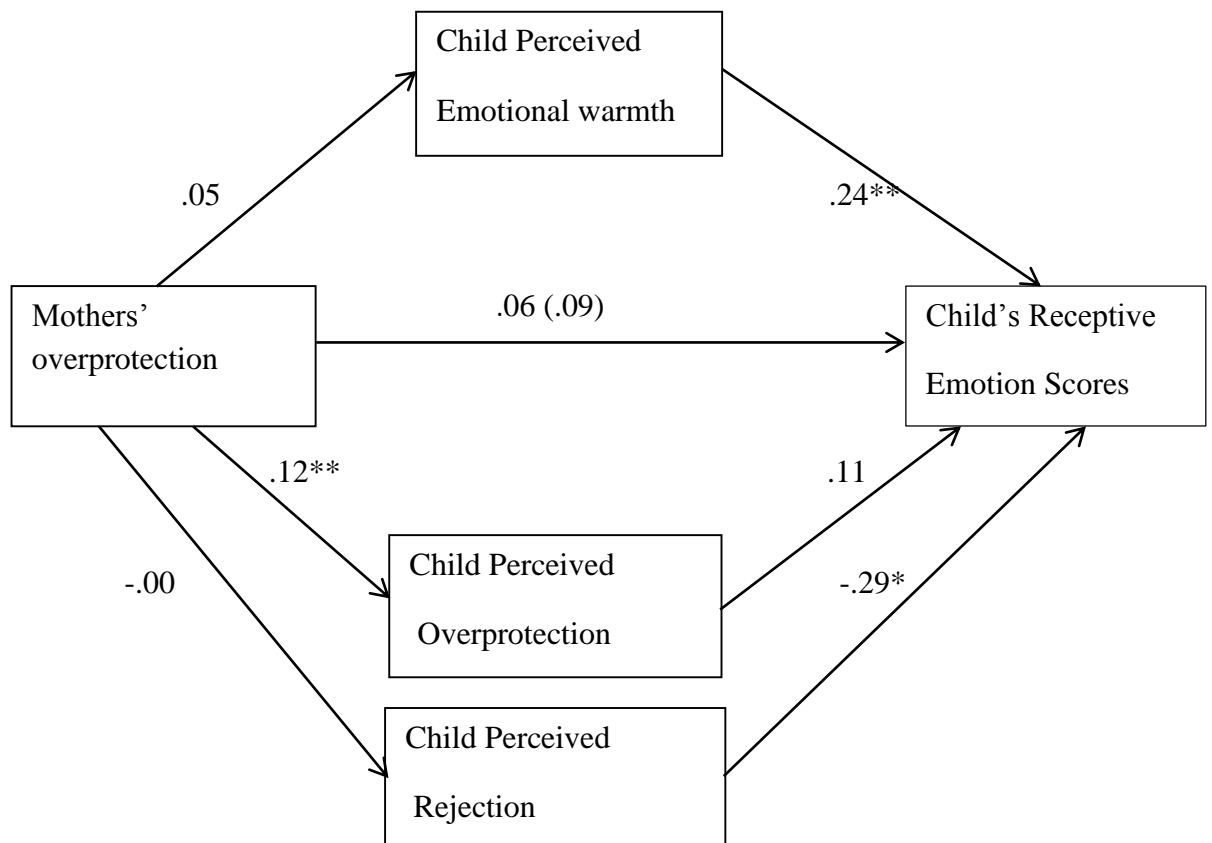


Figure 3. Standardized Regression Coefficients for the Relationship between Overall Maternal Overprotection and Overall Child Receptive Emotion, Mediated by Perception of Children About Their Mother's Parenting

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

### 3.5. Exploratory Analyses

#### 3.5.1. Mediator role of perceived comparison between maternal comparison and emotion understanding of children

Mediation analysis through Bootstrap sampling method was conducted and total effect of maternal comparison on children emotion understanding (path c) was found to be not significant ( $B = -.08$ ,  $SE = .06$ ,  $p = .28$ ). Overall maternal comparison (self-report of mothers) also had marginally significant direct effects on perceived comparison domain. ( $B = .12$ ,  $SE = .06$ ,  $p = .06$ ).

In addition, direct effects of perceived comparison domain (b path) on emotion understanding of children were investigated. It was reported that child

perceived comparison had not a significant direct effect on emotion understanding of children (path b) ( $B = -.05$ ,  $SE = .10$ ,  $p = .61$ ).

In order to examine whether perceived comparison mediated the relationship between maternal comparison (self-report of mothers) and emotion understanding of children, indirect effects were investigated through Bootstrapping method. The indirect effect of overall comparison on emotion understanding of children through perceived comparison by children domain was not significant because the confidence interval included zero;  $B = -.01$ ,  $SE = .01$ , 95% CI [-.04, .02].

## CHAPTER V

### DISCUSSION

First of all, the main results gained from statistical analysis of the study were evaluated with the help of literature and theoretical framework in this section. Then descriptive variables and their relations with each other were discussed. Finally, possible limitations of the study discussed and suggestions were conveyed.

#### **4.1. Discussion of the Mediating Role of Perceived Parenting Style in the Relationship between Maternal Parenting Style and Emotion Understanding of Children**

The present study's main aim was to investigate the effect of mothers' parenting on emotion understanding of children via the mediator role of children's perception about their mothers' parenting. As predicted, mothers' self-report emotional warmth predicted child perceived emotional warmth, which, in turn, predicted children's receptive emotion scores. That is, maternal emotional warmth had an indirect effect on children emotion understanding through perceived emotional warmth by children. In addition, children whose mothers are high in emotional warmth and got higher scores from receptive emotion task than children whose mothers are high in rejection. That is, as the mothers emotional warmth increases, children's emotion understanding scores tend to increase, as well. Responsiveness, affection and care which are the signs of emotional warmth are the determinants of children's emotion understanding scores. Mothers who behave emotionally warmth towards their children raise children who are good at recognizing emotions. Previous research have suggested that parents who regard the emotions as valuable and unique opportunities that both facilitate the bonds between the child and the parents tended to behave responsive and encouraging toward their children. However, parents who see the emotions as dangerous, problematic and weakness tend to deny their children's emotions or minimize them (Castro, Halberstadt, Lozada, & Craig, 2015). When the parents ignore their children's emotions, receptive emotion skills of children cannot develop properly. Rejecting parents also tend to behave unaffectionate and cold and they do not view their

children's emotions as valuable and necessary to discuss. Therefore, our results support the literature in the topic that children who perceive their mothers as high in rejecting tend to less understand the emotional expressions. However, direct relationship from maternal rejection to emotion understanding of children was not significant, but it was a negative relationship. The reason can stem from mothers' reluctance to report their rejection related behaviors toward their children. This study is unique in terms of adding perceived parenting style as mediator to the relationship between mothers' self-report parenting evaluation and emotion recognition of children. Only using mothers' self-report about parenting might be problematic because mothers can be tend to show their parenting characteristics better and avoid scoring rejection related items. In addition, although mothers evaluate themselves as emotionally warmth, how the child perceives his/her mother is very important. Furthermore, although inter-correlations among study variables was not considerably high, the relationship between maternal emotional warmth and emotion understanding of children through the mediator role of perceived emotional warmth by the children was statically significant. This indicates that mediation model works and we found a meaningful relationship with the help of this mediation model. The relationship between maternal rejection and emotion understanding of children through the mediator role of perceived rejection by the children was also statically significant, as well. This means that mediation model works and this mediation model was also full mediation that shows how an important finding was expressed.

However, when the issue came to maternal overprotection, mediation model did not work. That is to say, we could not find a significant relationship between maternal overprotection and emotion understanding of children through the mediator role of perceived parenting styles. It is an unexpected result because we think that mothers who are overprotective can behave affectionate, warmth and responsive toward their children with the thought that their children can come across some difficulties or dangers. Therefore, along with motivation of protection, they can be more responsive and sensitive to their children' needs. They generally desire to protect their children from pain, dangers and sad situations. Thus, we think that sensitive mothers tend to be interested in their children. These children may receive

emotions better compared to children whose mothers are cold or unaffectionate. However, it was not found such a relationship. This result could be explained by variation factor among mothers. Mothers who evaluate themselves as overprotective may be investigated in two subcategories. The first one is overprotective and warm mothers while the second one is overprotective but cold mothers. Being overprotective cannot always mean being warm and responsive. Some overprotective mothers may prevent their children from experiencing exciting activities or discovering new experiences because of their anxiety for their children. Therefore, children who have overprotective mothers can experience fear, anxiety and they can become emotionally immature children. To conclude, variation among overprotective mothers (mothers who are overprotective and warm and mothers who are overprotective but intrusive) can lead this non-significant results.

When we evaluate the parenting style within the family context by referring children's emotion recognition, it can be remarkable to address the circumflex model. Olson's hypothesis states that certain parenting styles depend on the structures of family functioning (Olson, Gorall, 2007). They suggested that the Diane Baumrind's theory about parenting styles related to theoretical model of family functioning. Baumrind defined three basic types the parent-child relationship which were authoritarian, authoritative and permissive (Baumrind, 1968). Authoritative style is a frequently seen in balanced family systems according to systematic perspective. Parents that adopt authoritative style in their family system are characterized flexibility and cohesion and they are classified as normal and healthy. Emotional warmth subscale that was measured in EMBU in recent study was an indicator of authoritative parenting style. Parents who adopt the authoritarian style present extremely high level of togetherness and a lack of flexibility that includes rigid functioning. That is, parents always request obedience and loyalty from their children. The rules of these families are usually very rigid and disobeying them generally has negative consequences for children. Rejection subscale that was measured in EMBU in recent study was also an indicator of authoritarian parenting style. Parents who adopt permissive parenting style are characterized with low level of family control on children. The rights of children within family are limitless and

so children have difficulties to decide whether expressing a certain behavior or not. They cannot determine where to stop. Several researches have indicated that children who grow up in balanced families characterized with authoritative parenting style that are high in emotional warmth are emotionally healthier, happier and more cheerful and successful in life. In addition, these children can cope with stressful situations better. To conclude, there is a positive correlation between the authoritative parenting style which includes high level of emotional warmth and balanced family systems (Matejevic, Todorovic, Jovanovic, 2014).

#### **4.2. Discussion of Results about Inter-Correlations among Study Measures**

This part examined the inter-relationships among study variables. First of all, the relationship between maternal parenting style which included overall maternal emotional warmth, rejection and overprotection and emotion understanding of children was examined. Then, perceived parenting style by children and emotion understanding of children association was discussed. Finally, the association between maternal parenting style and perceived parenting styles by children was discussed.

#### **4.3. Discussion of Correlations between Maternal Parenting Style and Emotion Recognition of Children**

When the results of the current study were taken into consideration, it was found that there was a positive correlation between maternal emotional warmth and emotion understanding of children, while there was a negative correlation between maternal rejection and emotion understanding of children, as predicted. Although there was a positive relationship between maternal overprotection and emotion understanding of children, this association was not significant. That is to say, maternal overprotection does not predict emotion recognition of children. Mothers who adopt overprotection parenting style tend to protect care their children more than adequate. These mothers cannot understand that their child is an independent individual and they try to carry out all the jobs for their children. In fact, children of these over-caring mothers should recognize emotions well. However, the positive relationship between maternal overprotection and emotion recognition of children could not reach significance. We can infer that instead of adopting overprotection parenting style, emotional warmth that lets the child to carry out some jobs

herself/himself should be adopted by parents in order to enhance children's emotion recognition skills.

#### **4.3.1. Discussion of Correlations between Perceived Parenting Style and Emotion Recognition of Children**

According to the results of the study, there was a positive association between perceived emotional warmth and emotion recognition of children while there was a negative association between perceived rejection and emotion recognition of children. In addition, there was a positive association between perceived overprotection and emotion recognition of children. Although all of the associations were statically significant; the relationship between perceived emotional warmth and emotion recognition was highly strong. In the study of Türküler-Aka and Gençöz, a positive relationship between perceived emotional warmth and emotion recognition of children was found, as well (2011). That is, perceived maternal warmth contributed positively to the development of emotion regulation of children. The close relationship between the mothers and the children might enhance the expression of emotions and this can lead children to better skills in emotion recognition. Furthermore, the correlations between perceived parenting styles and emotion recognition of children were more powerful than the correlations between maternal parenting styles (self-reports of mothers) and emotion recognition. That is to say, perceived parenting styles by children were more powerful to predict emotion understanding. Even if the mothers state their parenting styles as emotionally warmth or overprotected, how the children perceive them is more important and determinant for emotion recognition.

#### **4.3.2. Discussion of Correlations between Maternal Parenting Styles and Perceived Parenting Styles by Children**

According to the results of the study, while there was a positive association between maternal emotional warmth and perceived emotional warmth by children, there was a negative association between maternal emotional warmth and perceived rejection by children. In addition, there was a positive relationship between maternal overprotection and perceived overprotection by children. Furthermore, while maternal rejection increased, perceived rejection by children also tended to increase.



There was a positive correlation between perceived emotional warmth and perceived overprotection, as well. It was an expected result because the mothers who are high in emotional warmth tend to display protection related behaviors to their children due to their concerns about something bad happen to their children.

Interestingly, a positive relationship was seen between maternal protection and maternal comparison. Maternal comparison items (5 items) was added to s-EMBU original form by Sümer et al. (2010) and this was used just explanatory purposes in recent study. Therefore, there was no study that supports this relationship. However, mothers who reported themselves as high in overprotection can tend to concern about their children's well-being in high levels. This intense concern may lead them to compare their children with friends or children of relatives on behalf of doing best for their children. However, this is just a speculation because of lack of research about this issue. Furthermore, maternal overprotection did not predict the emotion understanding scores of children. This was an unexpected result because some studies have founded that overprotection has been perceived as a sign of interest, warmth and closeness in Turkish culture or East culture (Chao, & Tseng, 2002). Because of the fact that overprotected children did not understand this protection situation negatively, we expected to find that children whose mothers were high in overprotection would get higher receptive emotion scores. However, when the issue is emotion understanding, we could not find such kind of a relationship. A study conducted by Sümer and Kağıtçıbaşı has found that overprotection is not related to insecure attachment in middle childhood period in Turkey as opposed to Western cultures. With reference to this finding, we thought that high levels of maternal overprotection could predict positively to children' emotion understanding, but it was not. However, the reason can stem from maternal reports about their own parenting in overprotection. In fact, the perception of the child about overprotection is more important because perceived overprotection by children predicted positively to emotion understanding of children. According to PARTheory, children's perception about parenting should be evaluated when there is a discrepancy between mothers' reports (observer) and children's subjectively experienced reports. As it was shown in the results that perception of overprotection

predicted children's emotion understanding scores because, overprotection is not perceived as a negative control behavior in Turkish cultures. Therefore, mothers' overprotection related behaviors that are perceived by children have a positive impact on receptive emotion scores.

#### **4.3.3. Discussion about the Items of Kusche Emotion Inventory**

When the items of the scale's general understanding level by children was discussed, a number of points should be taken into consideration. For example, several children had difficulty to detect the emotion of surprise correctly. Although the emotion of surprise was appraised as a positive emotion by developers of this task (Greenberg & Kusche, 1998), several children in this sample perceived this emotion as negative. This can stem from three possible reasons. One of them is that the drawings of the surprise emotion can be depicted complicated or susceptible to misunderstanding. The second reason is that children in this age can perceive the emotion of surprise as negative because of their experiences. For example, in Turkish classes, teachers can teach sentences that include emotions. Surprise sentences are one them that children learn in these classes. For example, "Sınav sonucunu çok yüksek beklerken düşük gelmesin mi!" or "Hayret! Sen bu evin yolunu bilir miydin?". These sentences include negative meaning much more than the positive meaning. However, in this inventory, the emotion of surprise was depicted a positive emotion that a child was surprised with his huge eyes and wide mouth in the face of a gift. The last possible explanation for surprise emotion could be a translation problem. The word surprise was translated into Turkish as "*şaşırmak*". If this word had been translated as "*hayret etmek*", children would understand better. However, we did not make any correction in translation of emotion words of Kusche Emotion Inventory because of reliability and validity studies were done by the researchers.

Furthermore, negative emotions were predicted more correctly than positive emotions by the children, in general. This is consistent with the literature that negative emotions are beneficial for motivation in moving away from what an individual doesn't desire. Therefore, people tend to recognize negative emotions especially anger and fear easily (Recio, Schacht, & Somer, 2013). In ERP studies, it was found that larger EPNs were detected at least for some negative facial

expressions like anger and fear than for happiness (Rellecke et al., 2011; Schupp et al., 2004). In the next section, limitations of the current study were discussed.

#### **4.4. Limitations of Current Study and Suggestions for Future Research**

First of all, the sample characteristics of the study can decrease generalizability because all of the participants were from urban areas and the schools were chosen from high socioeconomic status public schools. Thus, participants might be chosen from rural areas or a comparative study can be conducted between high and low socioeconomic status participants in order to see children's emotion understanding patterns and their mothers' contributions to it. In addition, this study can be conducted on maltreated children because research has suggested that maltreated children showed lower accuracy in recognizing emotions due to fewer emotional learning opportunities than non-maltreated children (Cicchetti & Toth, 1995; During & McMahon, 1991).

Then, we used self-report measures to see mothers and children's parenting evaluations. In self-report measures, even if a participant is trying to be honest, they might experience some problems in introspective capacity to provide an accurate response to an item. Understanding of the items can also create some problems. However, our mother participants had high socioeconomic status, and thus misunderstandings about the items were most probably minimum. Some children experienced problems in understanding the items but the experimenter explained the meaning of parenting items immediately in classrooms. In addition, self-reports about parenting which also includes rejection related questions might reflect some efforts to create positive perceptions. That is to say, mothers might try to reflect their parenting characteristics positively. However, children's perceptions about their mothers' parenting were also asked and a positive correlation was seen between mothers' and children's perception.

While Kusche Emotion Inventory was being applied, because of collective implication, some students fell behind, but the experimenter tried to detect them and helped them in order to proceed concurrently. In future studies, Kusche Emotion Inventory could be applied one by one to the students, but it can take too much time.

#### **4.4.1. Conclusion**

The purpose of the current study was to investigate the relationship between maternal parenting styles and emotion understanding of children via the mediator effect of perceived parenting styles by the children. Results indicated that perceived emotion, rejection significantly mediated the relationship between maternal parenting styles and emotion understanding of children and this mediation has been shown for the first time in the related literature, to the best of our knowledge.

As maternal emotional warmth increased, perceived emotional warmth also increased and this perceived emotional warmth by children positively predicted the emotion understanding scores of children. In addition, as emotional warmth increased, perceived rejection tended to decrease and this perceived low rejection scores positively predicted the emotion understanding scores of children. As maternal emotional warmth decreased, perceived rejection scores by children tended to increase and this perceived high rejection scores negatively predicted the emotion understanding of children. Furthermore, as maternal protection scores increased, children's perceived overprotection also tended to increase and this perceived high overprotection scores positively predicted the emotion understanding scores of children. As maternal overprotection scores increased, children's perceived emotional warmth scores also tended to increase and this perceived emotional warmth positively predicted the emotion understanding scores of children.

In the literature, the positive relationship between emotional warmth of mother and emotion understanding of children and the negative relationship between maternal rejection and emotion understanding of children were found, but this study was unique in terms of adding perceived maternal parenting styles to the model as the mediator. It was also unique in terms of looking these relationships in the second grade primary school children. Emotion understanding was generally studied in pre-school age children. However, middle childhood was also really important in terms of emotions because detailed and complex emotions develop in these ages more (Pons, Lawson, Harris, & de Rosnay, 2003). To conclude, the current study suggested an empirical support for the mediating role of perceived parenting styles

by children to the relationship between maternal parenting styles and receptive emotions of school-age children.

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## APENDICES

### A. GÖNÜLLÜ KATILIM VE BİLGİLENDİRME FORMU

Sayın katılımcı,

Bu araştırma Orta Doğu Teknik Üniversitesi, Psikoloji Bölümü'nde, Yrd. Doç. Dr. Başak Şahin-Acar danışmanlığında Gelişim Psikolojisi tezi kapsamında Yüksek Lisans öğrencisi Arzu Çalışkan tarafından yürütülmektedir. Bu çalışmanın amacı okul çağındaki çocukların duygu tanıma yeteneklerinin annelerinin ebeveyn tutumlarıyla ilişkisine bakmak ve aynı zamanda çocukların ebeveynlerini nasıl algıladıklarının ve annelerin kendi ebeveyn özelliklerini nasıl algıladıklarını karşılaştırmaktır. Bu çalışma kapsamında çocuklara Kusche Duygu Envanteri uygulanacak ve çocuklardan kısa bir hikaye tamamlama paragrafı istenecektir. Ayrıca EMBU çocuk soru paketi çocuklar tarafından doldurulacaktır. Annelerden ise EMBU Ebeveyn Formunu doldurmaları beklenmektedir.

Sizden kimliğinizle ilgili hiçbir bilgi istenmemektedir. Vereceğiniz bilgiler kimlik bilgileriniz alınmadan tamamıyla gizli tutularak, yalnızca araştırmacılar tarafından değerlendirilecektir. Çalışmadan elde edilecek sonuçlar sadece bilimsel amaçlı olarak kullanılacaktır. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışmada sizi rahatsız eden herhangi bir soruyla karşılaşırsanız ya da ankete devam etmek istemezseniz anketi yarıda bırakabilirsiniz. Veri toplama ve analiz sürecinin sonunda elde edilen bulgularla ilgili sorularınız cevaplandırılacaktır.

Katılımınız çocuğunuzun duygu tanıma yeteneği hakkında bilgi almak açısından bize yardımcı olacaktır. Yardımlarınız ve katılımınız için teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için Psikoloji Bölümü Yüksek lisans öğrencisi Arzu Çalışkan (Tel: 05065978207; E-posta: e1999096@metu.edu.tr) ya da Psikoloji Bölümü öğretim üyelerinden Yrd. Doç. Dr. Başak Şahin-Acar (Tel: 210 59 68; E-posta: basaks@metu.edu.tr) ile iletişim kurabilirsiniz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Tarih

----/----/----

İmza

## B. DEMOGRAFİK BİLGİ FORMU

### Anne

Yaş:

Medeni Durum:

Eğitim Durumu:

Meslek:

Eşinizin eğitim durumu:

### Çocuk

Yaşı:

Cinsiyeti:

Sınıfı:

Herhangi bir rahatsızlık:

Doğum şekli: normal          sezeryan



## C. ÇOCUK SORU PAKETİ

### EMBU ÇOCUK FORMU

Annem Nasıl Biri?

Aşağıda sana annelerin yaptığı bazı davranışları sorular şeklinde sorduk. Annenin sana olan davranışlarını düşünerek aşağıdaki soruları cevaplandır. Bu sorulara cevap vermek çok kolay olmayabilir; çünkü anneler her zaman aynı şekilde davranmayabilirler. O yüzden senden cevabını, soruyu iyice anlayarak ve dört seçenekten birini kullanarak vermeni istiyoruz.

Annenin soruda sorulan davranışını dikkate alarak, lütfen sana uyan en doğru seçeneğe çarpı işareti koy. Eğer sorudaki davranışı annen hiç yapmıyorsa “Hayır” seçeneğini; ara sıra ya da bazen yapıyorsa “Evet, bazen” seçeneğini; çoğu zaman yapıyorsa “Evet, çoğu zaman” seçeneğini; her zaman yapıyorsa “Evet, her zaman” seçeneğini işaretle.

Daha iyi anlaman için aşağıdaki örneğe bakalım. Örneğin, annenin bir davranışını sana şu şekilde soralım.

Örnek: Annen sana yatmadan önce süt içirir mi?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

Eğer annen haftada birkaç gün sana süt içiriyorsa yukarıdaki gibi “Evet, bazen”i, haftanın çoğu günü sana süt içiriyorsa “Evet, çoğu zaman”ı işaretle. Sana her gün süt içiriyorsa “Evet, her zaman” a, hiç içirmiyorsa “Hayır” a çarpı koy.

Her bir cümle için sadece bir tane kutucuğu işaretleyeceksin. O da annen hakkında en doğru olan ifade olacak.

Şimdi sana annenle ilgili bazı sorular soracağız.

(Eğer hem annen hem de üvey annen varsa, birlikte yaşadığın hangisiyse ona göre cevap ver; eğer annen hayatta değilse yetismende en çok emeği olan kişiyi düşünerek soruları cevaplandır.)

1. Annen üzüntülü olduğunu sen söylemeden anlar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

2. Kötü bir şey olduğunda annen seni rahatlatmaya çalışır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

3. Annen sana kızdığında kendisi de üzülür mü?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

4. Annen zamanının eğlenceli geçmesine çalışır mı (örnek: tatile, akrabalara göndererek sana güzel kitaplar alarak)?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

5. Annen seni ödüllendirir mi (örnek: aferin diyerek, hediye alarak, öperek, sarılarak)?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

6. Bir işi başardığında annen seninle gurur duyar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

7. Annen sana sıcak ve sevecen davranır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

8. Annen sana sevgisini gösterir mi?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

9. Annen kötü bir şey yaptığında kızmadan önce nedenini sorar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

10. Annen sana hakettiğinden daha fazla vurur ya da ceza verir mi?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

11. Annen küçük şeyler için bile seni sert bir şekilde cezalandırır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

12. Annen nedenini söylemeden sana kızgın davranır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

13. Annen her şeyde seni suçlar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

14. Eğer kardeşin, ağabeyin/ablan varsa, annen onları senden daha çok sever mi?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
15. Kötü bir şey yaptığında, annen surat asarak bunu belli eder mi? Sen de kendini bu yüzden suçlu hisseder misin?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
16. Annen sana herkesin içinde kötü sözler söyler mi?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
17. Annen derslerin konusunda seni arkadaşlarınla karşılaştırır mı?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
18. Annen aldığı nottan çok arkadaşlarına göre ne kadar iyi ya da kötü olduğunu merak eder mi?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
19. Annen derslerin konusunda seni kardeşin, ağabeyin/ablan veya akraba çocuklarıyla karşılaştırır mı?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
20. Annen başka çocukları sana örnek gösterir mi?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
21. Annen arkadaşların içinde en iyi olman için seni zorlar mı?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
22. Oynarken tehlikeler konusunda en çok uyaran senin annen mi (örnek: ağaca, duvara tırmanmamamı söyleyerek)?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
23. Annenin, başına bir şey gelecek korkusuyla arkadaşlarınının yaptığı bazı şeyleri yapmana izin vermediği olur mu?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
24. Annen evin uzağında oynamana izin verir mi?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
25. Sokakta oynarken en çok senin annen mi çağırır?  
 Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman
26. Annen üşüyebilirsin korkusuyla çok kalın giydirir mi?

Hayır       Evet, bazen       Evet, çođu zaman       Evet, her zaman

27. Annenin yaptıkların konusunda daha az endişelenmesini ister miydin?

Hayır       Evet, bazen       Evet, çođu zaman       Evet, her zaman

## D. EBEVEYN SORU PAKETİ

### EMBU EBEVEYN FORMU

Aşağıda ebeveynlerin çocuklarıyla yaşayabilecekleri durumlara ve duygulara ilişkin ifadeler verilmiştir. Sizden ANKETİ GETİREN ÇOCUĞUNUZLA olan ilişkinizi düşünerek bu ifadelerin sizin için ne derecede geçerli olduğunu cevaplandırmanız istenmektedir. Lütfen hiçbir soruyu boş bırakmayınız. Cevaplarınızı seçtiğiniz cevap içine çarp (X) koyarak belirtiniz.

1-----2-----3-----4-----5-----6

Hiçbir zaman    Nadiren    Bazen    Ara sıra    Sık sık    Her zaman

1. Çocuğumun sıkıntılı olduğunu o söylemeden anlardım.    1    2    3  
4    5    6
2. Çocuğumun aldığı sonuçtan çok arkadaşlarına göre nerede olduğunu merak ederdim.    1    2    3    4    5    6
3. Başladığı bir işi başardığında çocuğumla gurur duyardım.    1    2  
3    4    5    6
4. Başına bir şey gelecek korkusuyla başka çocukların yaptığı bazı şeyleri yapmasına izin vermezdim.    1    2    3    4    5    6
5. Küçük şeyler için bile çocuğumu sert bir şekilde cezalandırırdım.    1    2  
3    4    5    6
6. Çocuğuma kızdığımında kendim de üzülürdüm.    1    2    3    4  
5    6
7. Kötü bir şey yaptığında hemen kızmaz, nedenini anlamaya çalışırdım.    1  
2    3    4    5    6
8. Çocuğumun ne yapıp ettiği konusunda çok endişelenirdim.    1    2  
3    4    5    6
9. Kötü bir şey yaptığında bunu surat asarak veya başka bir yolla öyle belli ederdim ki çocuğum kendisini gerçekten suçlu hissedirdi.    1    2  
3    4    5    6

10. Yaptıklarım ile çocuğuma kendisinden utanması gerektiğini hissettirdim.  
1 2 3 4 5 6
11. Arkadaşlarının içinde en iyisi olması için çocuğumu zorladım. 1 2  
3 4 5 6
12. Çocuğuma hak ettiğinden daha fazla dayak attığım ya da ceza verdiğim olurdu.  
1 2 3 4 5 6
13. İşleri kötü gittiğinde, onu rahatlatmaya ve yüreklendirmeye çalışırdım.  
1 2 3 4 5 6
14. Oynarken başına bir şey gelir korkusuyla çocuğumu diğer annelerden daha çok uyarırdım. (ağaca, duvara tırmanmamasını söylemek vb. gibi) 1 2  
3 4 5 6
15. Sokakta oynarken çocuğumu diğer annelerin çocuklarını çağırdıklarından daha çok çağırırdım. 1 2 3 4 5 6
16. Çocuğuma ailenin günah keçisi (her konuda suçlanacak insan) muamelesi yapardım. 1 2 3 4 5 6
17. Çocukluk yıllarının keyif verici ve öğretici geçmesine çalışırdım (tatile, akrabalara, kursa göndermek, ona güzel kitaplar almak vs. gibi davranışlarla).  
1 2 3 4 5 6
18. Çocuğumu dersleri konusunda arkadaşlarıyla karşılaştırırdım. 1 2  
3 4 5 6
19. Çocuğumu üşüyeceği endişesiyle çok kalın giydirirdim. 1 2 3  
4 5 6
20. Çocuğumu takdir eder ya da ödüllendirirdim. 1 2 3 4  
5 6
21. Çocuğumu herkesin içinde eleştirir, tembel ve işe yaramaz olduğunu söylerdim. 1 2 3 4 5 6
22. Kardeş(ler)ini (ondan küçük ya da büyük) ondan daha çok severdim. 1  
2 3 4 5 6
23. Çocuğumun başına bir şey gelebileceği yolundaki bazı endişelerim abartılıydı.  
1 2 3 4 5 6

24. ocuęumla aramda sıcaklık ve sevecenlik vardı. 1 2 3 4  
5 6
25. Oynarken evin yakınından ayrılmasına hi izin vermezdim. 1 2  
3 4 5 6
26. Szlerim ve hareketlerimle ocuęumu sevdięini gsterirdim. 1 2  
3 4 5 6
27. Bařka ocukları ocuęuma rnek gsterirdim. 1 2 3 4  
5 6
28. Nedenini sylemeden ocuęuma kızgın ya da ters davrandıęım olurdu.  
1 2 3 4 5 6
29. Dersleri konusunda kardeř(ler)i veya akraba ocuklarıyla karřılařtırdım.  
1 2 3 4 5 6

## E. KUSCHE DUYGU ENVANTERİ

Hangi resim bir çocuğun .....olduğunu gösteriyor?

Örnek Duygu Çocuğun Cevabı

Puan (0-2)

- 1 Sevgi dolu (4)
- 2 Üzgün (1)
- 3 Utanmış (2)
- 4 Ürkmüş-korkmuş (4)
- 5 Heyecanlanmış (3)
- 6 Kafası karışmış (2)
- 7 Yaptığı bir şeyden mahcup olmuş (1)
- 8 Öfkeden çılgına dönmüş/deliye dönmüş, kızgın (3)
- 9 Şaşırılmış (4)
- 10 Öfkeden köpürmüştü (4)
- 11 Gurur duymuş (2)
- 12 Endişeli (2)
- 13 Mutlu (2)
- 14 Yorgun (1)
- 15 Hayal kırıklığına uğramış (3)
- 16 Üzgün (4)
- 17 Heyecanlanmış (2)
- 18 Kafası karışmış (3)
- 19 Yorgun (4)
- 20 Ürkmüş-korkmuş (1)
- 21 Şaşırılmış (1)
- 22 Gurur duymuş (3)
- 23 Öfkeden çıldırmış/deliye dönmüş, kızgın (2)
- 24 Utanmış (2)
- 25 Öfkeden köpürmüştü (1)
- 26 Sevgi dolu (1)
- 27 Hayal kırıklığına uğramış (2)



- 28 Yaptığı bir şeyden mahcup olmuş (4)  
29 Endişeli (3)  
30 Mutlu (3)

## F. ETİK ONAYI

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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22.10.2014

Gönderilen : Y. Doç. Dr. Başak Şahin-Acar  
Psikoloji

Gönderen : Prof. Dr. Canan Özgen  
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Psikoloji Bölümü öğrencisi Arzu Çalışkan'ın "Ebeveyn Tutumlarının ve Çocukların Ebeveyn Tutumları Algısının Çocukların Duygu Tanıma Özellikleri Üzerine Etkisi." isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

22/10/2014

Prof. Dr. Canan Özgen  
Uygulamalı Etik Araştırma Merkezi  
(UEAM) Başkanı  
ODTÜ 06531 ANKARA

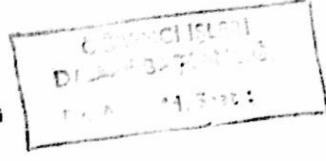
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## G. MEB ARAŞTIRMA İZİNİ



T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü



Sayı : 14588481/605.99/276666  
Konu: Araştırma izni

12/01/2015

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.  
b) 18/12/2014 tarihli ve 14356 sayılı yazınız.

Üniversiteniz Yüksek Lisans Öğrencisi Arzu ÇALIŞKAN' ın "Ebeveyn tutumlarının ve çocukların ebeveyn tutumları algısının çocukların duygu tanıma özellikleri üzerine etkisi" başlıklı tezi kapsamında çalışma yapma talebi Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (7 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

Ali GÜNGÖR  
Müdür a.  
Şube Müdürü

Güvenli Elektronik İmza  
Aslı ile Aynıdır.

12.01.2015

Yaşar SUBAŞI  
Şef

14-01-2015-628

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## H. KATILIM SONRASI BİLGİ FORMU

Bu çalışma daha önce de belirtildiği gibi ODTÜ Psikoloji Bölümü öğretim üyelerinden Yrd. Doç. Dr. Başak Şahin-Acar'ın danışmanlığında Yüksek Lisans öğrencilerinden Arzu Çalışkan tarafından yürütülmektedir. Bu çalışma ilköğretim 2. sınıf öğrencilerinden yaklaşık 15 dakika süren bir envanter uygulaması (Kusche Duygu Envanteri) ve algılanan ebeveyn tutumlarıyla ilgili 5 dakika süren bir envanter (EMBU) uygulamasından oluşacaktır. Ayrıca annelerine yine yaklaşık 5 dakika süren ve kendi ebeveyn tutumlarını değerlendiren bir envanter (EMBU) uygulamasından oluşacaktır ve demografik form doldurulmasını istenecektir. Ebeveyn tutum ölçeği ve demografik form çocuklar aracılığıyla kapalı bir zarfta annelerine ulaştırılacaktır. Duygusal sıcaklık boyutunda yüksek çıkan annelerin çocuklarının duygu tanıma yeteneklerinin daha yüksek çıkması beklenmektedir. Ayrıca annelerin kendi ebeveynliklerini değerlendirmeleri ve çocukları tarafından algılanan ebeveynlik özelliklerinin ilişkili çıkması ya da çıkmaması çocukların duygu tanıma yeteneklerini etkilemesi beklenmektedir.

Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sonuçlarını öğrenmek ya da bu araştırma hakkında daha fazla bilgi almak için aşağıdaki isimlere başvurabilirsiniz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Yüksek Lisans öğrencisi Arzu Çalışkan (Tel: 5065978207; E-posta: e199096@metu.edu.tr)

Yrd. Doç. Dr. Başak Şahin-Acar (Oda: B47; Tel: 210 59 68; E-posta: basaks@metu.edu.tr )

## I. VELİ ONAY FORMU

..../02/2015

Sayın Veliler,

Bu araştırma Orta Doğu Teknik Üniversitesi, Psikoloji Bölümü'nde, Yrd. Doç. Dr. Başak Şahin-Acar danışmanlığında Gelişim Psikolojisi tezi kapsamında Yüksek Lisans öğrencisi Arzu Çalışkan tarafından yürütülmektedir. Bu çalışmanın amacı okul çağındaki çocukların duygu tanıma yeteneklerinin annelerinin ebeveyn tutumlarıyla ilişkisine bakmak ve aynı zamanda çocukların ebeveynlerini nasıl algıladıklarının ve annelerin kendi ebeveyn özelliklerini nasıl algıladıklarını karşılaştırmaktır. Bu çalışma kapsamında çocuklara Kusche Duygu Envanteri uygulanacak ve annelerinin tutumlarını değerlendirdikleri EMBU çocuk soru paketi çocuklar tarafından doldurulacaktır.

Katılmasına izin verdiğiniz takdirde çocuğunuz sınıf öğretmenlerinin de yardımıyla araştırmacı Arzu Çalışkan eşliğinde duygu tanıma yeteneklerini ölçen Kusche Duygu Envanterini ve EMBU çocuk soru paketini tamamlayacaktır.

Bu yüksek lisans tez çalışmasında çocuğunuzun katkısına izin verdiğiniz takdirde bize sağlayacağınız yardım ve destek hem literatüre katkı sağlayacak hem de çocuğunuzun duygu tanıma yeteneği hakkında bilgi almak açısından bize yardımcı olacaktır. Yardımlarınız ve katılımınız için teşekkür ederiz.

Saygılarımızla,

Lütfen bu araştırmaya katılmak konusundaki tercihinizi aşağıdaki seçeneklerden size en uygun gelenin altına imzanızı atarak belirtiniz ve formu çocuğunuzla okula geri gönderiniz.

A) Bu proje kapsamında çocuğum .....'nın katılımcı olmasına izin veriyorum.

Veli Adı-Soyadı.....

İmza.....

B) Bu proje kapsamında çocuğum .....'nın katılımcı olmasına izin vermiyorum

Veli Adı-Soyadı.....

İmza.....

## K. TÜRKÇE ÖZET

### Giriş

Duyguların birçok fiziksel ve psikolojik süreçlere katkı sağladığı düşünülür. Günümüze ait teoriler duyguların foksiyonel değerlerine vurgu yaparlar (Kail, 2010). Yani duygular çevreye uyum sağlayabilmek için gereklidir (Izard, & Ackerman, 2000).

Duygu gelişimyle alakalı konuları derinlemesine incelemeye önce duyguların belirli özelliklerini tanımlamak konuyu kapsayıcı bir şekilde anlayabilmek için önemlidir. Dört tane duygu konsepti ya da duyguların özellikleri de diyebileceğimiz kavram vardır. Birincisi, hem çevresel hem de içsel durumlar duyguları tetikleyebilir. İkincisi, aynı zamanda birden fazla duygu eş zamanlı olarak oluşabilir. Üçüncüsü, belirli duygular vücudumuzu belli açılardan etkilerler. Sonuncusuda duyguların saklanabilme ve değiştirilebilme özelliği vardır (Southam-Gerow, 2013). Duyguların birinci özelliğini dikkate aldığımızda, araştırmacılar duyguların sadece dışsal ve davranışsal sebeplerinin olmasının dışında duygu oluşumunda ve gelişiminde birçok farklı ve derin içerikli detayların olduğunu öne sürmüşlerdir. Başka bir deyişle, erken çocukluk dönemindeki bir çocukta duyguları anlama duyguların dışsal sebepleri teorisine dayanırken, yaş büyüdükçe duyguların sebepleri içsel sebeplere bağlanır ve içselleştirilir. Örneğin, küçük bir çocuk öfkeli olmasının sebebini birisinin oyuncasını kırması olduğunu ifade ederken çocuğun yaşı büyüdükçe kırılan oyuncanın onun için önemli olduğunu ve bu yüzden öfkeli olduğunu ifade edebilir (Lee, Chen, Huang, & Li, 2013). Ayrıca çocukların yaşı ilerledikçe çoklu duyguların bir arada gerçekleşebildiğini anlama kapasiteleri artar. Bu durum çatışan duygularla doğrudan ilişkilidir. Örneğin, bir çocuk anne-babasına öfkeli olduğunu farkederken aynı zamanda da onları çok sevdiğini hissedebilir. Bu algılayış doğuştan değildir. Araştırmalar, okul öncesi çocuklar birçok farklı duygunun aynı zamanda yaşanabileceği gerçeğini kabul etmediğini göstermiştir. Çoklu duyguların gelişimini anlamak, duyguların eş zamanlı gerçekleşebileceği temel fikrine bir bileşen eklemekle mümkündür. İlk olarak çocuk çoklu duyguların eş zamanlı olarak oluşumunu kavrayabilmesi için şunları öğrenmelidir: 1) mutluluk ve gurur gibi iki

farklı ve değerli duygu olabilir 2) bu duyguların yoğunlukları farklı olabilir (çok mutlu olup biraz da gurur duymak gibi) 3) farklı amaçlara hizmet eden duygular olabilir (çocuğun alınan doğum günü pastası için çok mutlu olması fakat kız kardeşi tarafından muhtarının üflenmesinden dolayı öfkeli olmak gibi). Toparlamak gerekirse, çoklu duyguların eş zamanlı olarak gerçekleşebileceğini anlamak yaştan ve gelişimsel olgunluktan geçer.

Birçok çalışma çocukların duygu bilgisinin olumlu akran ilişkileri, başkalarının duygularına olan toplumla uyumlu tepkiler, gelişmiş sosyal yetenekler ve azalmış davranışsal problemler gibi birçok alanda onların sosyal yeterliliği ile alakalı olduğunu göstermiştir (Denham, Blair, Schmidt, & DeMulder, 2002; Denham, Caverly, et al., 2002; Ensor, Spencer, & Hughes, 2011; Schultz, Izard, Ackerman, & Youngstrom, 2001; Trentacosta, & Fine, 2010).

Çocukların ilk deneyimleri yüksek ölçüde ailelerinden etkilenir ve özellikle aile çocuğun duygu gelişiminde yüksek bir öneme sahiptir. Gelişim dönemi boyunca çocukların fiziksel ve duygusal sağlığı ebeveynlerinin niteliğine bağlıdır. Ebeveynlik çeşitlerinin duyguları anlayabilme gibi birçok farklı sosyal öğrenme olgusuna etki ettiği bilinmektedir. Maccoby ve Martin' e göre, (1983) ebeveynler onların duyarlılık ve zorlu olma gibi iki karakterine göre dört kategoriye ayrılmıştır. Bu iki boyutta yüksek ve düşük olmak dört farklı ebeveynlik stilini oluşturur. Bunlar: otoriter, demokratik, ihmalkar ve izin verici. Her bir stil farklı anne-baba değerlerini, stil ve tutumlarını ifade eder. Anne-baba duyarlılığı çocuğun ihtiyaçlarına olan hassalık, destek olma, önemseme ve saygıyla alakalıyken, zorlu ebeveyn olma çocuğu gözetleme, aşırı disiplin içeren davranışlar sergileme ve çocuktan yaşına uygun olamayan isteklerde bulunma gibi bir takım özelliklerle karakterizedir. Araştırmalar ebeveynlik reddinin çok sayıda klinik ve klinik olmayan depresyona, madde kullanımına, düşük özgüvene, olumsuz benlik algısıyla ilişkili olduğunu göstermiştir (Steinberg et al., 1994; Parker, Kiloh, & Hayward, 1987). Aynı zamanda birçok araştırma anne-babaların gerçek tutumlarıyla çocukların onları nasıl algıladığı konusunun ilişkili olduğunu bulmuştur. Ebeveyn kabul-red kuramına göre çocukları anne-babalarının kabul ve reddetmesinden daha etkili başka bir deneyim yoktur. Birçok araştırma ebeveyn kabul ve reddinin çocukluk çağında sosyal, duygusal ve

bilişsel gelişimde ve yetişkinlik döneminde duygusal uyum konularında etkilerinin olduğunu göstermiştir (Rohner, 1986, 2004). Fenomenolojik yaklaşıma göre ebeveyn kabul red kuramı insan davranışlarının olayın kendisinden çok bu olayın algılamasından daha çok etkilendiğini söyler. Bazı araştırmalar ebeveyn tutumları ile onların çocuklar üzerindeki psikolojik sonuçları arasında anlamlı bir ilişki bulamamıştır. Fakat bu araştırmalar çocukların nasıl algıladıklarını ve onların duygularını dikkate almamıştır. Bu araştırmalar sadece ailelerin davranışlarına odaklanmıştır. Ebeveyn reddindeki temel konu aileler tarafından uygulanan birtakım davranışlar bütünü değildir. Asıl konu, çocuğun inanç ve algısıdır (Kagan, 1978). Toparlamak gerekirse, ailelerin ebeveynlik özellikleriyle amaçladıkları pratikler ve çocukların onları nasıl algıladığı çocukların duygu anlamasına ve öğrenmesine birlikte etki eder (Jaffe, Gullone, & Hughes, 2010). Anne-babaların çocukların duygusal sağlığı konusundaki rolü ve farkındalığı sağlıklı, başarılı ve mutlu çocuklar yetiştirebilmek için önemlidir. Anne-babalar çocuklarının duygularını ifade etmelerinde uygun bir şekilde hareket edebilmeleri için onlara model olma ve duygu yönetimini uygulamada yardımcı olma açılarından rehberlik edebilirler (Dawson, & Ashman, 2000). Aile içinde çocuklar zamanla sosyal standartları ve beklentileri içselleştirirler ve bu süreç onların duygu düzenleme yeteneklerini ve kendi duygusal davranışlarında sorumluluk almayı artırır (Helpenny, Nixon, Watson, 2010).

Birçok araştırma ebeveyn sıcaklık ve red boyutlarının farklı çocuk sağlığı sonuçlarına etkisini incelemiştir. Çocukların duygu tanıma özellikleri ebeveyn davranışlarıyla alakalı olan sonuçlardan bir tanesidir (Eisenberg, Cumberland, & Spinrad, 1998). Ebeveynlik özelliklerinin içselleştirme ve dışsallaştırma davranış bozuklukları, dil gelişimi gibi birçok gelişimsel sonuçlara etkisi araştırmalarca incelenmiş olmasına rağmen, ebeveynliğin çocukların duygu tanıma özelliklerine etkisi sınırlı araştırmalarca incelenmiştir. Farklı ebeveynlik stilleri çocuklarda birçok farklı gelişimsel sonuca sebep olabilmektedir. Duygusal sıcaklık ve kontrol (reddetme) olan iki ebeveynlik boyutunun çocukların gelişimsel sonuçlarıyla en alakalı olduğu rapor edilmiştir (Manzeske, & Dopkins Stright, 2009). Ebeveyn sıcaklığı çocuğun duygusal ve fiziksel ihtiyaçlarına karşı hassas olma ve koşulsuz sevgi gösterme ve kabul etme gibi davranışlar olarak tanımlanabilir. Bazı



arařtırmalar anne sıcaklıđının ocuđun duygu dzenleme geliřimini hızlandırdıđını gstermiřtir (Morris et al., 2007). Duygu dzenlemenin sađlıklı iletiřim ve esenlik iin ok nemli bir olgu olmasına rađmen, duygu sisteminin sadece bir parasıdır Azami iřleve ulařabilmek iin duygu anlamada yeterlilik konusu dikkate alınmalıdır (Scherer, 2007). Buna ek olarak, duygu tanıma duygu dzenlemenin ncs niteliktedir (Hee-Yoo, Matsumoto, & LeRoux, 2006). Bu sebepten dolayı bu alıřmada ebeveyn sıcaklık boyutu ve ocukların duygu tanıması arasındaki iliřki incelenmiřtir.

ocuk yetiřtirme davranıřları kltrden kltre farklılık gsterebilir. Hangi duygusal ifadenin teřvik edileceđi konusunda kltrler farklılařır (Hess, & Kirouac, 2000). rneđin, birok Asya lkesinde duyguların dıřsal ifadeleri kabul edilebilir deđilken, duyguların ifadesindeki kısıtlamalar uygun karřılanır. Buna ek olarak, birok ebeveynlik yaklařımı da batı kltrnn rndr ve bařka kltrlerdeki birok detay gzden kaırılabilir. rneđin, in ve Meksika asıllı Amerikalı ebeveynler ocuklarına fiziksel ceza verme yntemini dayatırlar ama bu onların ocuklarına duygusal yakınlık gstermediđi anlamına gelmez. Aslında in ve Meksika asıllı bu ailelerin yaklařımı ocukları aısından koruyucu bir faktr olarak kabul edilebilir nk bu davranıřlar ocuklarının anti-sosyal hareketlere girmelerine ve yasal olmayan iřler yapmalarına engel teřkil eder (Sayıl, & Yađmurlu, 2012). Aynı zamanda zellikle karmařık duygularda, duyguları harekete geiren durumlar kltrden kltre farklılık gsterir. (Eisenberg, Pidada, & Liew, 2001; Fjida, & Mesquita, 1994). Bir kltrde utan duygusu uyandıran bir olay bařka bir kltrde vn yaratan bir olay olarak algılanabilir. fkenin gsterimi de kltrden kltre deđiřir. rneđin, Amerikalı bir ocuk yeni bitirdiđi resmin zerine sınıf arkadařı bir bardak su dkerse fkelenirken, Budizmin đreteleriyle bymř Asyalı bir ocuk bu tr bir duruma nadiren fkeyle karřılık verir, nk fke Budizmin đretelerine gre uygun karřılanmaz.

Son yıllarda ocukların ve ergenlerin duygu geliřimini lmedeki alıřmalarada byk bir artıř gzlemlenmiřtir (Lewis, Haviland-Jones, & Barrett, 2010). ocukların duygu geliřimini lmek iin onların geliřimsel periyotları dikkate alınarak birok envanter ve metod geliřtirilmiřtir. Duygu Algılama Testi, İlk Duygu

Etiketleme Testi, Duygusal Bakış Açısı Alma Testi, Resim Çizme, Hayal Kırıklığı Paradigması ve Kusche Duygu Envanteri çocukların duygu anlama kabiliyetlerini ölçmek için kullanılan temel testlerdendir. Bu çalışmada 4 ve 8 yaş arası çocuklarda kullanılabilen Kusche Duygu Envanteri kullanılmıştır. Bu test çocukların duygu anlama ve tanımlama özelliklerini ölçen ve sıklıkla kullanılabilen bir testtir. Bu test iki alt ölçümden oluşmaktadır: Duygu Resimlerini Tanımlama ve Duygu Etiketlerini Okuma. Bu tez çalışmasında Duygu Resimlerini Tanıma alt ölçeği kullanılmıştır.

Toparlamak gerekirse çocukların duygu gelişimlerini ölçmek için birçok metod geliştirilmiştir. Uygun metod çocuğun yaşı ve çalışmanın amacı dikkate alınarak seçilebilir.

### **Çalışmanın amacı**

Bu çalışmanın amacı annenin ebeveynlik tutumlarının (annelerin kendilerini rapor etme) çocuğun duygu anlama kabiliyetine olan etkisini çocuğun annesi hakkındaki ebeveynlik algısı (çocukların annelerinin ebeveynliklerini değerlendirmesi) aracı rolü etkisiyle incelemektir.

Literatürde duygu anlama kabiliyeti genellikle okul öncesi çocuklarında çalışılan bir konudur. Bu tez çalışması literatürdeki bu boşluğu iki açıdan kapatmayı hedeflemektedir: a) annelerin kendi ebeveynlik tutumları ve çocukların bu tutumlara olan algıları arasındaki ilişkiyi incelemek ve b) bu ilişkiyi ve bunun çocukların duygu anlama kabiliyetleri üzerindeki etkisini test etme.

Bu ilişkinin sekiz yaşındaki ilkokul ikinci sınıf çocukları ve onların anneleri üzerinde çalışılması planlanmıştır. Çocukların duygu tanımlayan sıfatları ve bu terimleri yetişkinlerle karşılıklı konuşmalarda kullanma kapasiteleri okul öncesi dönemde yüksek ölçüde artış göstermesine rağmen, duygular hakkında öğrenilmesi gerek karmaşık ifadeler ve ebeveyn tutumları algısı daha çok altı yaşından sonra büyük gelişim gösterir. Bu yaştaki çocuklar duygular ve diğer kişilerle sosyal etkileşimleri anlamasını sağlamada yardımcı olacak gerekli bilişsel ve sosyal gelişimi sergilerler (Eccles, 1999).

Bu çalışmanın hipotezleri aşağıdaki gibidir:

1- Duygusal sıcaklık ve aşırı koruma boyutunda annesi yüksek olan çocukların alıcı duygu anlama skorlarının yüksek olması beklenmektedir.

2- Reddetme boyutunda annesi yüksek olan çocukların alıcı duygu anlama skorlarının düşük olması beklenmektedir.

3- Çocuklar tarafından algılanan duygusal sıcaklık ve aşırı koruma boyutlarının annelerin kendi duygusal sıcaklıkları ve çocukların alıcı duygu anlama skorları arasındaki ilişkide aracı rol üstlenmesi beklenmektedir.

4- Çocuklar tarafından reddetme boyutunun annelerin kendi reddetme skoru alt boyutu ve çocukların alıcı duygu anlama skorları arasındaki ilişkide aracı rol üstlenmesi beklenmektedir.

5- Annelerin duygusal sıcaklık boyutundaki skorları arttıkça çocuklar tarafından algılanan reddetme alt boyutu skorlarının düşmesi beklenmektedir ve algılanan düşük reddetme skoru çocuklarda yüksek duygu anlama skorunu yordayacağı beklenmektedir.

6- Son olarak, annelerin reddetme alt boyutundaki skorları arttıkça, çocuklar tarafından algılanan duygusal sıcaklık boyutu skorlarının düşmesi tahmin edilmektedir ve bu düşük algılanan sıcaklık boyutu skorları çocukların duygu anlama skorlarının düşük olmasını yordaması beklenmektedir.

7- Annenin karşılaştırma ebeveynlik özelliği ile çocuk tarafından algılanan karşılaştırma açıklayıcı amaçlarla araştırılmıştır ve bu konuda herhangi bir hipotez bulunmamaktadır. Ebeveyn tutum ölçeğindeki karşılaştırmayla ilgili maddeler orijinal ölçeğe sonradan eklenmiştir ve annenin karşılaştırma tutumuyla ilgili şimdiye kadar bir araştırmaya rastlanmamıştır.

### **Metod**

Bu çalışmaya 130 ilkokul ikinci sınıf öğrencisi ve 130 tane anne katılmıştır. Çocukların 59'u kız öğrenciyken 71'i erkek öğrencidir. Annelerin yaş aralığı 23 ve 48 arasında değişmektedir. Annelerin 51'i lise mezunuyken, 50'si üniversite mezunudur. Anne katılımcılardan altısının master derecesi vardır. 26 anne de ilköğretim mezunudur. Annelerden 116'sı medeni durumunu evli olarak rapor ederken, 14 anne bekar olarak rapor etmiştir. 67 anne sezeryanla doğum yaptığını rapor ederken, 63 anne normal doğum yaptığını rapor etmiştir. Veriler Ankara'nın sosyo-ekonomik statüsü yüksek olduğu düşünülen mevkilerindeki devlet okullarından toplanmıştır.

Çalışmada ölçüm araçları olarak Kusche Duygu Envanteri, Alginan Ebeveyn Tutumları Çocuk Formu, Egna Minnen Beträffande Uppfostran (EMBU) ebeveyn formu ve anneler tarafından doldurulan bir demografik form kullanılmıştır. Birer kopya EMBU ebeveyn formu, demografik form katılımcı izin formları bir zarf içerisinde sınıflarda çocuklar aracılığıyla annelere ulaştırılmıştır. Sınıf öğretmenlerinin de yardımıyla çocuklara en geç iki gün içerisinde formları annelerine imzalatıp doldurmaları istenmiştir. İki gün sonra okullara gidilip formlar toplanmıştır ve çalışmaya katılımı izin verilen çocuklarla Kusche Duygu Envanteri uygulaması yapılmıştır ve Algılanan Ebeveyn Tutumları Çocuk Formu çocuklar tarafından doldurulmuştur. Her iki testin de yönergesi sınıfta araştırmacı tarafından yüksek sesle okunmuştur ve çocukların testleri anladıklarından emin olunmuştur. Kusche Duygu Envanteri toplu olarak uygulanmıştır. Her çocuğa birer tane envanter dağıtılmış ve araştırmacı sorulması gereken duygu ifadesini sınıfta sesli olarak okumuştur. Çocuklardan envanterin her sayfasındaki 4 resimden birini seçmeleri istenmiştir. Envanterde toplamda 30 sayfa bulunmaktadır. Her sayfada 4 farklı duygu ifadesini betimleyen çocuk resimleri bulunmaktadır. Test edilen duygular arasında şaşırma, mutluluk, üzüntü, hayal kırıklığına uğrama, kafasın karışma, endişelenme, öfke, utanç duyma, korku, heyecan gibi duygular bulunmaktadır. 5 pozitif ve 10 negatif duygudan oluşan toplamda 15 farklı duygu vardır ve her duygu iki kere test edilmektedir. Değerlendirme aşamasındaysa çocuklar doğru bildikleri her duygu için 2 puan alırken, yanlış yaptıklarında 0 puan almaktadırlar. Eğer işaretledikleri duygu test edilen duyguyla aynı yönde fakat yine de doğru değilse 1 puan almaktadırlar. Bir çocuğun en fazla alabileceği puan 60'tır.

Algılanan ebeveyn Tutum Ölçeği de sınıfta topluolarak uygulanmıştır. Toplamda 27 maddeden oluşan envanter herbir çocuğa araştırmacı tarafından dağıtılmıştır. Gerekli açıklamalar yapıldıktan sonra çocuklara envanteri tamamlamaları için zaman tanınmıştır. Soruları anlamada güçlük çeken çocuklara araştırmacı gerekli açıklamaları tekrar yapmıştır. Bu ölçek toplamda dört alt boyuttan oluşmaktadır (Dirik, Yorulmaz, & Karancı, 2014). Bunlar duygusal sıcaklık, reddetme, aşırı koruma ve karşılaştırma alt boyutlarıdır. Bu envanter 7-13 yaş

arasındaki çocuklarda kullanılabilir ve algılanan ebeveyn tutumlarını ölçen güvenilirliği ve geçerliliği yüksek olan bir ölçektir.

### **Bulgular ve Tartışma**

Bu tez çalışmasında çocukların ebeveyn tutumları algısı aracı rolü üzerinden annenin duygusal sıcaklık boyutu, red boyutu ve aşırı koruma boyutu ve çocukların duygu anlama kabiliyetleri arasındaki ilişkiler bütün olarak test edilmiştir. Çalışmada toplamda 3 tane aracı rol regresyon analizi yapılmıştır. Bağımsız değişkenler annenin duygusal sıcaklık boyutu, annenin reddetme boyutu ve annenin aşırı koruma boyutuyken bağımlı değişken ise çocukların duygu anlama kabiliyetleridir. Aracı değişkenler ise çocuklar tarafından algılanan duygusal sıcaklık boyutu, algılanan red boyutu ve algılanan aşırı koruma boyutudur. Sonuçlara göre annenin duygusal sıcaklığı çocuğun duygu anlama yeteneğini anlamlı olarak yordamıştır. Anneleri duygusal sıcaklık boyutunda yüksek olan çocukların duygu anlama skorları daha yüksek çıkmıştır. Aynı zamanda annelerin duygusal sıcaklığı çocukların algılanan duygusal sıcaklığını pozitif yönde yordarken çocukların algılanan red boyutunu negatif yönde anlamlı olarak yordamıştır. Ek olarak, anne duygusal boyutu ve çocuğun duygu anlama yeteneği arasındaki ilişkide çocuk tarafından algılanan duygusal sıcaklık boyutunun aracı rolü istatistiksel anlamda anlamlı çıkmıştır. Yani bu modelin toplam etkisi anlamlıdır. Sonuçlar değerlendirildiğinde, duygusal sıcaklığın göstergelerinden olan duyarlı olma, zamanında çocuğun ihtiyaçlarına cevap verme, sıcaklık ve ilgilenme çocuklarda duygu anlama skorlarının yordayıcılarındandır. Çocuklarına karşı duygusal anlamda sıcak davranan anneler duyguları tanımlamada başarılı çocuklar yetiştirirler. Önceki çalışmalar çocuk ve anne arasındaki bağı kuvvetlendiren duyguları değerli ve biricik fırsatlar olarak değerlendiren annelerin çocuklarına karşı duyarlı davrandığını ve onları cesaretlendirdiğini göstermiştir. Fakat duyguları tehlikeli, problemlili ve zayıflık olarak değerlendiren annelerin çocuklarının duygularını inkar ettikleri ya da küçümsedikleri görülmüştür (Castro, Halberstadt, Lozada, & Craig, 2015).

Annenin reddetme boyutu ve çocukların duygu anlama kabiliyeti arasındaki ilişkide çocukların algılanan ebeveyn tutumlarının aracı rolüne bakıldığında, bu ilişkideki toplam etkinin istatistiksel olarak anlamlı olduğu görülmüştür. Yani annenin red boyutu çocuğun duygu anlama kabiliyetini anlamlı olarak yordamıştır. Annesi red boyutunda yüksek olan çocuklar duyguları anlamada daha düşük bir performans sergilemişlerdir. Ayrıca çocukların algılanan ebeveyn tutumlarının onların duygu anlama kabiliyetleri üzerindeki doğrudan etkiye bakılacak olursa, çocuk tarafından algılanan reddin çocuğun duygu anlama kabiliyetini negatif yönde anlamlı olarak yordadığı görülürken, algılanan aşırı koruma alt boyutunun duygu anlama kabiliyeti üzerinde anlamlı bir etki görülmemiştir.

Annenin aşırı koruma alt boyutu ve çocukların duygu anlama kabiliyeti arasındaki ilişkide çocukların algılanan ebeveyn tutumlarının aracı rolüne bakıldığında, bu ilişkideki toplam etkinin istatistiksel olarak anlamlı olmadığı görülmüştür. Ayrıca, annenin aşırı koruma alt boyutuyla çocuğun duygu anlama kabiliyeti arasında doğrudan bir ilişki de bulunamamıştır.

Genel olarak bakıldığında, çalışma değişkenleri arasındaki korelasyonların çok yüksek olmamasına rağmen, annenin duygusal yakınlık ve çocukların duygu anlama kabiliyeti arasındaki ilişkide algılanan ebeveyn tutumlarının aracı rolünün anlamlı çıkması aracı rol regresyon modelinin iyi çalıştığını göstermektedir. Annenin red boyutu ve çocuğun duygu anlama kabiliyeti arasındaki ilişkide çocuk tarafından algılanan ebeveyn tutumlarının aracı rolü de istatistiksel açıdan anlamlı çıkmıştır. Aynı zamanda bu modelin tam arabulucu değişken modeli olduğu da gösterilmiştir.

Fakat konu annenin aşırı koruma altboyutuna geldiğinde, modelin çalışmadığı görülmüştür. Yani, annenin aşırı korumasıyla çocuğun duygu anlaması arasındaki ilişkide çocuk tarafından algılanan ebeveyn tutumlarının arabulucu rolü bulunamamıştır. Bu beklenmeyen bir sonuçtur çünkü aşırı koruyucu olan annelerin çocuklarını koruma motivasyonu ile duyarlı, sıcak ve sorumlu davranmaları beklenmektedir. Bu bulgu aşırı koruma boyutunda yüksek olan anneler arasındaki varyasyonla (çeşitlilik) açıklanabilir. Kendilerini aşırı koruyucu olarak değerlendiren anneler kendi içlerinde iki alt kategoriye ayrılmış olabilirler. Birincisi aşırı koruyucu

aynı zamanda da sıcak ve duyarlı olan anneler ve ikincisi de aşırı koruyucu fakat soğuk ve katı olan anneler. Aşırı koruyucu olmak her zaman sıcak ve sorumlu bir anne olmakla aynı anlama gelmeyebilir. Bazı aşırı korumacı anneler başına bir şey gelecek korkusuyla çocuklarının yeni aktiviteler denemesini ve yeni deneyimleri keşfetmesini önleyebilirler. Bu yüzden aşırı koruyucu annelere sahip olan bu çocuklar korku, endişeli olabilirler ve duygusal olgunluğu kazanamamış olabilirler. Sonuç olarak, aşırı koruma boyutunda yüksek olan anneler arasındaki yüksek orandaki farklılaşma (standart sapma yüksektir) bu anlamlı olmayan sonuçlara sebebiyet vermiş olabilir.

### **Sonuç ve Kısıtlılıklar**

Bu tez çalışmasının amacı annenin ebeveynlik stilleri ve çocuğun duygu anlama özellikleri arasındaki ilişkide çocuk tarafından algılanan ebeveynlik stillerinin aracı rolü olarak etkisine bakmaktır. Literatürde annenin duygusal sıcaklık boyutu ve çocukların duygu anlama ve düzenleme özellikleri arasındaki ilişkilere bakan çalışmalar bulunmaktadır fakat bu çalışma çocukların ebeveyn tutumları algısını da modele aracı değişken olarak ekleyerek duygu anlamada ikisinin etkisini de çocuğun algısı daha önemli olmak üzere bulan yeni bir çalışmadır ve literature katkı sağladığı düşünülmektedir.

Çalışmanın kısıtlılıklarına geldiğimizde, örneklemin özelliklerinden dolayı genellenebilirliği düşürdüğü söylenebilir çünkü veri yüksek sosyo-ekonomik statüde olduğu düşünülen okullardaki katılımcılardan toplanlanmıştır. Daha sonraki çalışmalarda katılımcılar kırsal kesimden olabilir ya da yüksek ve düşük sosyo-ekonomik statüdeki katılımcılar arasında karşılaştırmalı bir çalışma yapılabilir. Aynı zamanda, buna benzer bir çalışma kötü muamele edilmiş (örn. kurumlardaki çocuklar) çocuklarda da yapılabilir. Araştırmalara göre kötü muamele edilmiş çocuklar iyi muamele edilen çocuklara kıyasla duyguları öğrenme fırsatları düşük olduğu için duyguları tanımada daha düşük skorlar elde ederler (Cicchetti, & Toth, 1995; Doring, & McMahon, 1991).

Bunun dışında annelerin ve çocukların ebeveynlik stilleri algılarını ölçmek için özbildirim ölçekleri kullanılmıştır. Özbildirim ölçeklerinde katılımcı dürüst olmayı ve tarafsız bir biçimde yanıtlamayı amaçlasa bile içebakış ve kendi hakkında

gözlem kapasitesi konusunda sorulara cevap verirken bir takım sorunlar yaşayabilir. Aynı zamanda, ebeveynlik özelliklerini daha olumlu olarak yansıtmaya çalışabilirler. Çünkü, ebeveyn tutumları öz bildirim ölçeğinde çocuğu reddetmeyle ilgili birtakım maddeler bulunmaktadır. Anneler kendileri hakkında pozitif algı oluşturabilmek amacıyla reddetmeyle ilgili olan maddeler kendilerine uygun bulmama eğiliminde olabilirler. Fakat annelerin ebeveyn tutumları aynı zamanda çocuklar tarafından da değerlendirilmiştir ve anne-çocuk arasında pozitif bir ilişki bulunmuştur. Toparlamak gerekirse, bu tez çalışması çocuk tarafından algılanan ebeveyn tutumlarının annenin ebeveyn tutumları ve çocuğun duygu anlama kabiliyeti arasındaki ilişkide aracı rolü üstlendiğine dair deneye dayalı desteği göstermektedir.



## L. TEZ FOTOKOPİSİ İZİN FORMU

### ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

### YAZARIN

Soyadı : Çalışkan  
Adı : Arzu  
Bölümü : Gelişim Psikolojisi

**TEZİN ADI** (İngilizce) : The Relationship between Mothers' Parenting Styles and Emotion Understanding of Children Through the Mediator Role of Children's Perceived Parenting Styles of Their Mothers

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınmaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**