EMOTION REGULATION AND EMOTION SOCIALIZATION OF EARLY CHILDHOOD EDUCATORS

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ABSTRACT

EMOTION REGULATION AND EMOTION SOCIALIZATION OF EARLY CHILDHOOD EDUCATORS

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The purpose of the study was to underline the early childhood educators' emotion regulation and socialization of young children's negative emotions. With this aim, the strategies of early childhood educators' emotion regulation and socialization of young children's negative emotions in emotionally difficult times and the relationship between the early childhood educators' emotion regulation and socialization of young children's negative emotions was investigated. For the current thesis a correlational study was designed. The data of the study were collected from 394 early childhood educators working in Ankara, Eskişehir, and Konya, the cities selected as a part of Yukarı Sakarya and Konya Districts of the Central Anatolia Region. The data was collected via three different data collection instruments: Demographic Information Form, Emotion Regulation Questionnaire, and The Coping with Children's Negative Emotions Scale – Teacher Form. The Coping with Children's Negative Emotions Scale – Teacher Form was translated, adapted and validated within the scope of the current study.

To address the aim of the study, an initial model was defined through a literature review, and then a final model was built through a path analysis. In this way, the

relationships between variables were detected and presented within the scope of the findings.

The study revealed correlations between early childhood educators' emotion regulation and socialization of young children's negative emotions. In this context, the extent to which early childhood educators' socialization of young children's negative emotions with supportive or non-supportive reactions by regulating their emotions through cognitive reappraisal or suppression is explained.

Keywords: emotion regulation, emotion socialization, negative emotion, early childhood education

ÖZ

ERKEN ÇOCUKLUK EĞİTİMCİLERİNİN DUYGU DÜZENLENMESİ VE DUYGU SOSYALLEŞTİRMESİ

ÜZÜM, Sabiha
Yüksek Lisans, Temel Eğitim, Okul Öncesi Eğitimi Bölümü
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Bu araştırmanın amacı, erken çocukluk eğitimcilerinin duygu düzenlemelerini ve küçük çocukların olumsuz duygularını sosyalleştirmelerini incelemektir. Bu amaç doğrultusunda, erken çocukluk eğitimcilerinin duygu düzenleme ve duygusal zor zamanlarda küçük çocukların olumsuz duygularını sosyalleştirme stratejileri ile erken çocukluk eğitimcilerinin duygu düzenlemeleri ve küçük çocukların olumsuz duygularını sosyalleştirmeleri arasındaki ilişki araştırılmıştır. Mevcut tez için ilişkisel bir çalışma tasarlanmıştır. Araştırmanın verileri, İç Anadolu Bölgesi'nin Yukarı Sakarya ve Konya bölümlerinden seçilen Ankara, Eskişehir ve Konya'da görev yapan 394 erken çocukluk eğitimcisinden, üç farklı veri toplama aracı ile toplanmıştır. Demografik Bilgi Formu, Duygu Düzenleme Anketi ve Çocukların Olumsuz Duygularıyla Başa Çıkma Ölçeği – Öğretmen Formu araştırmada kullanılan veri toplama araçlarıdır. Bu araçlardan Çocukların Olumsuz Duygularıyla Başa Çıkma Ölçeği – Öğretmen Formu, bu çalışma kapsamında Türkçe'ye çevrilerek uyarlanmış ve geçerlik güvenirliği sağlanmıştır.

Çalışmanın amacına yönelik olarak, literatür taraması yoluyla bir başlangıç modeli tanımlanmış ve ardından yol analizi yoluyla nihai bir model oluşturulmuştur. Bu

sayede değişkenler arasındaki ilişkiler tespit edilmiş ve bulgular kapsamında sunulmuştur.

Çalışma, erken çocukluk eğitimcilerinin duygu düzenlemeleri ile küçük çocukların olumsuz duygularını sosyalleştirmeleri arasındaki ilişkileri ortaya çıkarmıştır. Bu bağlamda, erken çocukluk eğitimcilerinin duygularını bilişsel yeniden değerlendirme yoluyla veya bastırarak düzenlemesi ile küçük çocukların olumsuz duygularını destekleyici veya destekleyici olmayan tepkiler ile ne ölçüde sosyalleştirdiği açıklanmıştır.

Anahtar Kelimeler: duygu düzenleme, duygu sosyalleştirme, olumsuz duygular erken çocukluk eğitimi

To my dear father, my beloved mother, my precious brother

&

To my memorable childhood

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TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CCNES	The Coping with Children's Negative Emotions Scale – Teacher Form
CFA	Confirmatory Factor Analysis
CR	Cognitive Reappraisal
DAP	Developmentally Appropriate Practices
DR	Distress Reactions
EE	Expressive Encouragement
EFA	Exploratory Factor Analysis
EFR	Emotion-Focused Reactions
ERQ	Emotion Regulation Questionnaire
ES	Expressive Suppression
KMO	Kaiser-Meyer-Olkins Measure of Sampling Adequacy
LISREL	Linear Structural Relations
MoNE	Ministry of National Education
MR	Minimization Reactions
NAEYC	National Association for the Education of Young Children
NBPTS	National Board for Professional Teaching Standards
NSR	Non-Supportive Reactions
PFR	Problem-Focused Reactions
PR	Punitive Reactions
RQ	Research Question
SPSS	Statistical Package for the Social Sciences
SR	Supportive Reactions
TRAPD	Translation, Review, Adjudication, Pretesting, and Documentation

CHAPTER 1

INTRODUCTION

Being an early childhood educator requires specific personal characteristics, an intrinsic motivation to teach, and one's self-awareness (Gordon Biddle et al., 2014). For this reason, early childhood educators must be patient, caring, and encouraging because children respond to and are influenced by an early childhood educator's personality (Gordon Biddle et al., 2014). Although it is not possible for everyone to have these features by birth, to know young children, to understand their development, and to use this insight to create environments where children can develop are some of the features that can be acquired later. These features can be named as professional standards (Gordon Biddle et al., 2014). Although professional standards have been established nationally or internationally by different institutions, there are some essential points that almost all of them have in common. One of these points is to support the social and emotional development of young children.

When different education programs are examined, it has been realized that there are some requirements and suggestions in relation to supporting the social and emotional development of children, which is one of the most important professional standards that early childhood educators should have. Among these programs, , the National Association for the Education of Young Children (NAEYC) promotes positive relationships among all children and adults, fosters each child's sense of worth and belonging as part of a community, and each child's ability to contribute to the society as a responsible community member (NAEYC). It has also been suggested that early childhood educators resolve classroom conflicts by identifying children's emotions and problems, and trying alternative solutions to these problems (NAEYC). In addition to this program, National Board for Professional Teaching Standards (NBPTS) emphasizes the significance of supporting emotional development, regulating children's emotions in the academic environment, and their ability to express their

emotions. So, a standard has been set by which successful early childhood educators will help children learn to recognize their emotions and become aware of their emotions (NBPTS, 2012). Furthermore, according to developmentally appropriate practices (DAP), the characteristics of early childhood educators on this subject are described as follows: They know that the development of social skills and emotional regulation that begins in preschool will continue throughout later stages of development. They realize that positive identity formation issues and healthy interactions with adults assist youngsters in learning acceptable behavior. They maintain reasonable developmental goals. They recognize that social and emotional learning takes place in the setting of positive connections with adults (Gestwicki, 2015).

In the context of Turkey, it has been observed that the Ministry of National Education has set a similar standard for early childhood educators in the MoNE program. In the program, early childhood educators' qualifications are described as one of the most fundamental determinants that affect the quality of early childhood education and the development of the child. It has been emphasized that children will only discover in supportive environments where they are appreciated, confident that they are loved, and feel safe (MEB, 2013). Therefore, the role of early childhood educators in the social and emotional climate of the classroom is clearly stated.

Thus, in early childhood education settings, early childhood educators play a crucial role in children's social and emotional development by guiding them to regulate and express their emotions (Denham et al., 2012; Jennings & Greenberg, 2009). Despite these critical roles, research highlights that coping with children's emotions and challenging behaviors is an essential source of stress for early childhood educators (Carson et al., 2006; Montgomery & Rupp, 2005; Sutton, 2004). The reason behind this could be that early childhood educators may be frequently exposed to emotionally provocative situations and have limited space and options for self-regulation when these situations provoke a strong emotional response (Jennings & Greenberg, 2009).

Considering the root of stress for early childhood educators, it is possible to argue that it may negatively affect their communication and interaction processes with children, and their ability to interact positively with children would be limited. In this case, it

becomes essential for early childhood educators to regulate their own emotions. *Emotion regulation* has been defined as un/conscious behaviors and strategies that allow the processes of being aware of one's emotions and taking them under control if necessary in order to cope with different situations (Calkins & Hill, 2007; Denham et al., 2012). To regulate emotions, there are two main strategies: cognitive reappraisal and suppression (Gross & John, 2003). *Cognitive reappraisal* can be defined as a cognitive change that focuses on interpreting a potentially emotional situation in a way that transforms the emotional effect (Lazarus & Alfert, 1964). *Expressive suppression,* on the other hand, refers to a form of reaction based on preventing the expression of a constant emotional state (Gross, 1998).

Since emotion has components that include feelings, cognition, and goals (Shaffer, 2015), early childhood educators' emotions can also affect their thinking, categorizing, and problem-solving processes (Sutton & Wheatley, 2003). Thus, emotions can affect early childhood educators' motivation and cognition and, consequently, their coping strategies with children's negative emotions (Sutton & Wheatley, 2003). Besides, previous research reveals that positive affection leads individuals to categorize positively and approach constructively compared to neutral conditions (Isen et al., 1992). In other words, the earlier childhood educators sympathize with the circumstance, the more they approach it positively.

Children may also realize the early childhood educators' feelings so they may be affected by their positive or negative categorizations of the situations (Sutton & Wheatley, 2003). Hence, to manage the socialization process of young children, early childhood educators should regulate their emotions first. Through this way, they may promote a supportive interaction process with young children and thus support their social learning. Research shows that early childhood educators' improved skills in staying calm, regulating their own emotions, and coping with challenging situations can provide better guidance to children when they are overwhelmed by negative emotions (Jennings & Greenberg, 2009). Therefore, the emotion regulation of the early childhood educators plays a significant role in their socialization strategies of young children's emotions in the classroom environment.

To elaborate on it, it could be suggested that social factors in the classroom environment have a role in how children understand and evaluate their emotions and how they acquire emotion regulation strategies and build self-confidence in managing their emotions (Thompson & Meyer, 2007). The way others assess one's emotions might enhance or inhibit emotion control. Sympathetic or constructive reactions encourage the perception that one's feelings are justified as well as provide a source of social support to cope with the negative situation thanks to the understanding and advice others can provide. However, critical or condescending reactions augment stress to the problems of emotion control, especially for negative emotions when critical or punitive reactions by others comprise implicit messages that defame the appropriateness of the emotion or expression, the competence of the person feeling this way, or the interaction between the person and the others (Thompson & Meyer, 2007).

Early childhood educators have qualities that can enable them to play an influential role in emotional development and socialization, such as demonstrating new skills, providing exciting materials, and engaging in particular activities (Denham, 1998). These qualities can make early childhood educators strong role models for children, and children can easily be influenced by their concern for early childhood educators' emotions and their reactions to their emotional experiences (Ahn & Stifter, 2006). In order to predict children's ability to experience and express emotions, it is vital to understand the factors that affect their emotional expression (Eisenberg et al., 1998; Halberstadt et al., 1999). In this regard, the socialization of emotion is an essential factor in the emotional development of children (Saarni, 1999).

Emotion socialization is described as the efficient communication of one's emotions, the successful interpretation and reaction to other people's emotional communication, awareness, acceptance, and regulation of one's own emotion (Halberstadt et al., 2002). In home environments, parents resort to socialization practices to develop children's cultural norms, manage their emotional behaviors, and regulate their negative emotions (Sroufe, 1996). Parents act as models with their expressions and behaviors in these socialization practices. Therefore, a parent's reaction to any emotion gives the child an idea of how s/he should express that emotion, how s/he should experience it, and how s/he should describe it (Calkins & Hill, 2007). Thus, it has been argued that

parental socialization behaviors applied in difficult emotional situations could be related to differences in children's regulation behaviors (Perry et al., 2012). In the prior studies conducted on parents, it has been observed that children who grow up with parents accepting children's feelings and giving supportive reactions with a sensitive attitude towards emotional expressions regulate themselves better emotionally. Moreover, it has been revealed that encountering unsupportive reactions such as punishment and minimization negatively affect children (Eisenberg et al., 1998). It has also been revealed that emotional socialization attempts affect children's emotional competence by supporting their ability to recognize and use emotional expressions (Eisenberg et al., 1998; Ahn & Stifter, 2006).

When children join in the preschool environment, the early childhood educators' interaction with young children becomes essential for their emotional development (Pianta, 1999). Apart from that, Pianta (1999) claimed that children's adverse social-emotional backgrounds could be balanced and overcome with positive early childhood educator relationships. For example, a child's transition to a relationship with an early childhood educator with whom s/he can develop a secure relationship often increases the adequacy of communication and socialization with peers (Elicker & Fortner-Wood, 1995). Early childhood educators' socialization roles are crucial when faced with children's negative emotions in the classroom environment.

Negative emotions are referred to as the instances when children feel anxious, afraid, angry, or disappointed (Fabes et al., 1990a). Besides, a similar term called *emotionally difficult times* is defined in the related literature to refer to the situations when children face another's anger, hurt others' feelings, feel anxious, and have to wait (Hyson, 2004). Therein, c*oping with children's negative emotions* refers to the emotion socialization strategies that early childhood educators use when faced with children's negative emotions or in emotionally difficult times. These socialization reactions were divided into two categories: supportive reactions and non-supportive reactions (Fabes et al., 2002). *Supportive reactions* are defined as adult responses, including emotion-focused reactions, problem-focused reactions, and expressive encouragement that provide reassurance and comfort in challenging situations (Cole et al., 2009). *Non-supportive reactions* are defined as the adverse reactions of adults, including

minimization reactions and punitive reactions when children have negative emotions or difficult times.

Supportive and non-supportive emotional socialization responses are found to be related to children's emotion regulation processes (Perry et al., 2012). For example, by encouraging children to express their negative emotions, their ability to think more complexly, empathize and understand the emotions of others, and to gain a perspective can be improved (Bryant, 1987; Halberstadt, 1986; Saarni, 1989). On the other hand, for the non-supportive reactions to negative emotions of children, such as distress, anger, sadness, and fear, it has been stated that children's engagement in non-constructive behaviors may increase, and their social-emotional development may negatively be affected (Eisenberg et al., 1996; Eisenberg et al., 1998; Gottman et al., 1997).

Additionally, the related literature underscores that the use of non-supportive reactions when coping with children's negative emotions is associated with children's low empathy skills and increased anxiety levels, thus weakening children's social-emotional competence (Buck, 1984; Eisenberg et al., 1991; Fabes et al., 2001; Gross & Levenson, 1993; Roberts & Strayer, 1987). Therefore, caregivers' reactions have important affects on children for learning emotional expressions and social behaviors (Ahn, 2005).

1.1. Purpose of the Study & Research Questions

The purpose of the study, in general terms, was to underline the relationship between early childhood educators' emotion regulation and the socialization of young children's negative emotions. In detail, the present study aimed to provide information on three main objectives. First of all, it aimed to provide information about the general patterns of the early childhood educators' emotion regulation strategies. The study's second goal was to provide information about the general patterns of the early childhood educators' socialization strategies of young children's negative emotions in emotionally difficult times. The study's third aim was to discover more about how early childhood educators' emotion regulation strategies play a role in their socialization strategies when young children feel negative emotions. Depending on these purposes of the study, the following research questions (RQ) were formed.

RQ1: What are the early childhood educators' strategies of emotion regulation?

RQ2: What are the early childhood educators' strategies of emotion socialization of young children's negative emotions in emotionally difficult times?

RQ3: To what extent do early childhood educators' strategies of emotion regulation (cognitive reappraisal and expressive suppression) related to their socialization (supportive and non-supportive reactions) of young children's negative emotions in emotionally difficult times?

1.2. Significance of the Study

As a result of an overlapping theoretical field of psychology and teaching, the importance of predicting and explaining early childhood educators' and young children's positive and negative behaviors have been emphasized (Riley, 2010). Furthermore, it has been suggested to carry out more in-depth studies on the roles of early childhood educators in the emotional development of young children (Ahn, 2005) early childhood educators' reactions and guidance in these challenging social interactions of children (Jeon et al., 2016), and parallel studies with parents on the socialization of children's emotions (Denham et al., 2012). In other words, further research on the relevant topic may contribute to improving early childhood educators' reactions and guidance and support their professional development. Moreover, these studies should explore further relations between early childhood educator characteristics, behaviors, and children's relationships with early childhood educators in early childhood settings (Howes & Hamilton, 1992). Thus, early childhood educators' interventions during emotionally difficult times in the classroom and the way they manage these situations would be understood more clearly. Therefore, social-emotional learning opportunities that might occur in preschool education environments could be better evaluated, children's social-emotional development could be supported more successfully, and early childhood educators' management of the classroom could be increased.

In the studies on emotion regulation and socialization, the family context has generally been addressed, but other social contexts such as schools have not been emphasized much (Bolstad et al., 2021; Gunzenhauser et al., 2014; Ornaghi et al., 2020). Therefore, more research should be conducted to examine the relational experiences associated with young children's environment other than family (Calkins & Bell, 2010), for, like parents, early childhood educators also manage a social environment where children continue their social and emotional development (Mill & Romano-White, 1999). Within this respect, the duty of early childhood educators in emotional socialization should not be underestimated since early childhood educators' socialization of young children's negative emotions may promote the social-emotional and even academic success of young children. What is more, it has been claimed that a better understanding of early childhood educators' socialization of young children's negative emotions strategies and helping them maximize their emotional competence can yield positive developments in early childhood educator education (Denham et al., 2012).

Furthermore, the majority of the studies conducted to investigate the early childhood educators' socialization of young children's negative emotions with nonparents are case studies using a qualitative methodology (e.g., Cekaite & Ekström, 2019; DeMorat, 1998; Silkenbeumer et al., 2018) unlike the current study. For example, considering early childhood educators as socializers of elementary school-age children, DeMorat (1998) examined kindergarten early childhood educators' emotions concerning the responses over three months.

In addition to the aforementioned subjects, studies in the literature reveal that the emotion regulation processes of children are affected by the emotion socialization strategies of adults (Ahmetoglu et al., 2021; İnce, 2020; Milojevich et al., 2020) and there are also studies in which pre-service teachers are taken as participants (Öztürk, 2020). It shows that, the emotion socialization strategies of adults have an effect on young children’s social and emotional development and emphasize the necessity and importance of the current study for the field once again.

In a study (Burak, 2019) similar to the current study, it was seen that, unlike the current study, emotions were not discussed over socialization of young children's negative emotions in emotionally difficult times. In addition, it is noteworthy that the study of

Burak was conducted in a different population and with a different sample, so the area where the inference was made was different from the current study. Furthermore, although emotional socialization strategies were discussed from different aspects in these two studies, the results of both studies seem to support each other. It shows that due to the quantitative nature of the studies, they contribute to each other in providing a more valid result for the literature and contribute to the reliability of both studies.

Finally, based on Ecological Systems Theory and Social Learning Theory, the current study underlines the possible reactions of early childhood educators to children's emotions in emotionally difficult times in the classroom and how they manage the related difficult times between themselves. Thus, in the current study, the relevant theories are supported by revealing that the early childhood educators' interaction with young children is the basis of interaction and that children get support from social learning in the management of difficult times in the classroom.

1.3. Hypotheses of the Study & Proposed Model

Based on the review of literature, the following hypotheses were established within the scope of this study:

Hypothesis 1: Early childhood educators' emotion regulation (cognitive reappraisal and expressive suppression) would relate to early childhood educators' emotion socialization (supportive and non-supportive reactions) of young children's negative emotions in emotionally difficult times.

> *Hypothesis 1a: Early childhood educators' cognitive reappraisal would positively relate to early childhood educators' supportive reactions in emotionally difficult times.*
>
> *Hypothesis 1b: Early childhood educators' cognitive reappraisal would negatively relate to early childhood educators' non-supportive reactions in emotionally difficult times.*
>
> *Hypothesis 1c: Early childhood educators' expressive suppression would be related to early childhood educators' supportive reactions negatively in emotionally difficult times.*

Hypothesis 1d: Early childhood educators' expressive suppression would positively relate to early childhood educators' non-supportive reactions in emotionally difficult times.

Depending on the hypothesis of the study, the model proposed is presented in the following figures.

Figure 1

Proposed Model

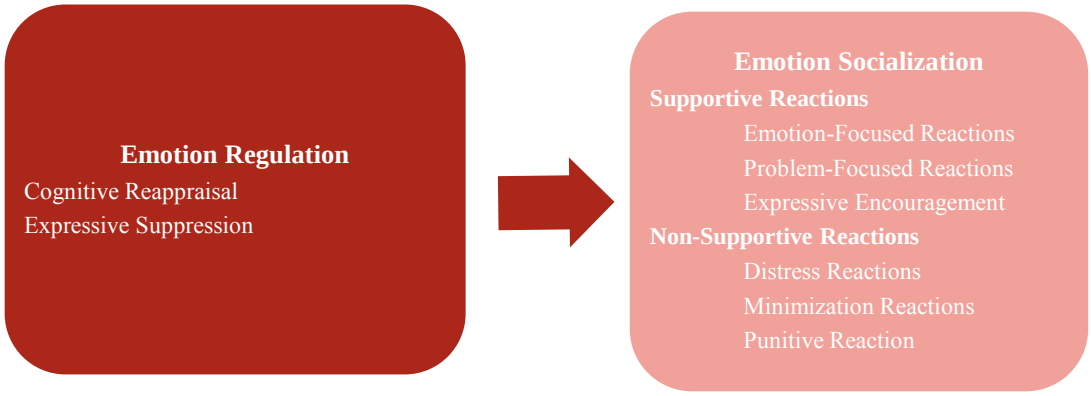
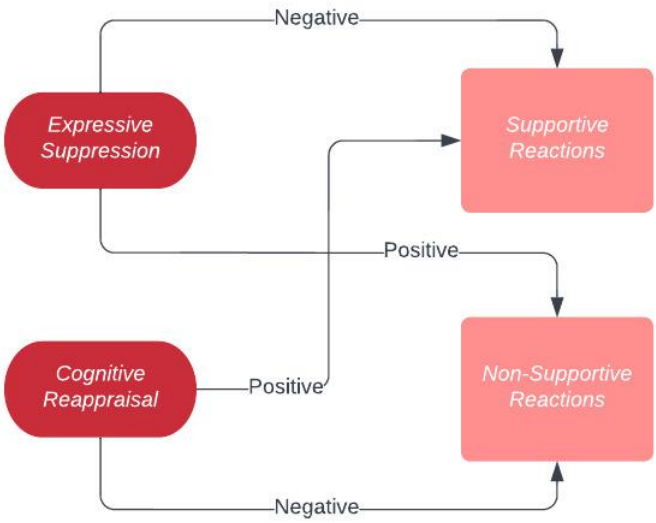


Figure 2

Proposed Model in Detail



1.4. Definition of the Terms

Within the scope of the current study, the operational and constitutive definitions of the terms frequently used in the research as core elements of the study were defined in the following part.

Emotion Regulation: It refers to the conscious or unconscious actions and strategies that enable the processes of being aware of emotions and managing in order to cope with various situations when required (Calkins & Hill, 2007; Denham et al., 2012). In the current study, emotion regulation was measured with the instrument of the Emotion Regulation Questionnaire and focused on two main emotion regulation strategies as cognitive reappraisal and suppression (Gross & John, 2003).

Emotion Socialization: It is defined as the successful interpretation and reaction to other people's emotional interaction (Halberstadt et al., 2002). In the current study, the term emotion socialization described early childhood educators' responses when preschoolers had negative emotions. In the current study, the early childhood educators' socialization strategies of young children's negative emotions were measured with the Coping with Children's Negative Emotions Scale. Within the scale scope, these strategies were distress reactions, punitive reactions, expressive encouragement, problem-focused reactions, emotion-focused strategies, and minimization reactions. On the other hand, in the psychometric analysis of the scale, the reactions were divided into two, and the new groups were named supportive reactions and non-supportive reactions (Fabes et al., 2002).

Early Childhood Educators: Within the scope of the current study, the early childhood educators referred to the teachers who tought at any preschool institution in the study population.

Young Children: In the current study, it referred to the preschoolers and kindergarteners who studied at the preschooler's classes in the study population.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of related literature by considering a theoretical and conceptual background. First of all, Ecological Systems Theory and Social Learning Theory were described as a framework for the current study. Then, emotion regulation and emotion socialization were elaborated on as the core concepts of the study within the scope of the theoretical background. Finally, a summary was provided to conclude this chapter.

2.1. A Theoretical Background: Social Origins of Emotion

Emotion means much more than what a person feels. Since it has some components that include feelings that are positive or negative, physiological components that contain changes in heart rate, etc., cognition that provokes or accompanies feelings and physiological changes, and goals that are necessary to take such action (Shaffer, 2005). In this way, it plays an essential role in shaping reactions and actions in life, especially when communicating with others. Therefore, for humans as social beings, the ability to understand emotions, causes, and consequences begins to develop from life's very first moments and continues throughout life.

From infancy to preschool, children gain insight into verbal and nonverbal expectations about why people feel the way they do, how their own emotions may differ from others, and when and how the people around them show their emotions (Hyson, 2004). In this emotional development process, the role of their environment and the social learning process that continue to increase as they get older play crucial roles. Thus, the environment surrounding young children while they are growing and the role of their social learning were considered as origins of their emotional

development. With this idea, Ecological Systems Theory and Social Learning Theory were determined as the theoretical framework of the current study.

2.1.1. Ecological Systems Theory

The development of young children is inseparable from their families at home, from their classmates and teacher at school, from their neighbors and peers in the park, and more generally from a social and cultural environment (Vasta et al., 2003). In other words, development of children cannot be considered isolated from context (Bronfenbrenner, 1979). More importantly, context often influences the course of development (Vasta et al., 2003).

The ecological approach to children development relies on how a child's characteristics interact with the environment to understand development (Vasta et al., 2003). The most important of these personal traits are noted by Bronfenbrenner (1979) as *developmentally generative*, which can affect other people in ways that are important to the child, and *developmentally disruptive*, which can cause problems in the environment and corresponding adverse effects on the child.

In this theory, development is defined as a permanent change in how a person perceives and deals with the environment due to the concept of developing person, environment, and especially the developing interaction between the two (Bronfenbrenner, 1979). The ecological environment is thought of as a set of structures, each of which is intertwined. At the innermost level, there is the immediate environment containing the developing child (Bronfenbrenner, 1979). However, the next one requires looking beyond the autonomous components to their relationships, because it has been claimed that such interconnections can be as decisive for development as events occurring in a particular environment (Bronfenbrenner, 1979). Another level of the ecological environment focuses on even more distant points, and indicates that a child's development can be affected by events that occur in environments where the child is not present (Bronfenbrenner, 1979). Finally, another phenomenon described within any culture tends to be relatively similar, but they differ markedly from each other (Bronfenbrenner, 1979).

According to Bronfenbrenner (1979), environments are analyzed only in system terms. Starting from the innermost level of the ecological schema, one of the basic units of analysis is the dyad, or binary system. Understanding developmental changes in children and people who function as caregivers, such as mothers, dads, grandparents, teachers, etc., requires recognizing this interaction (Bronfenbrenner, 1979).

2.1.1.1. Interrelated Layers

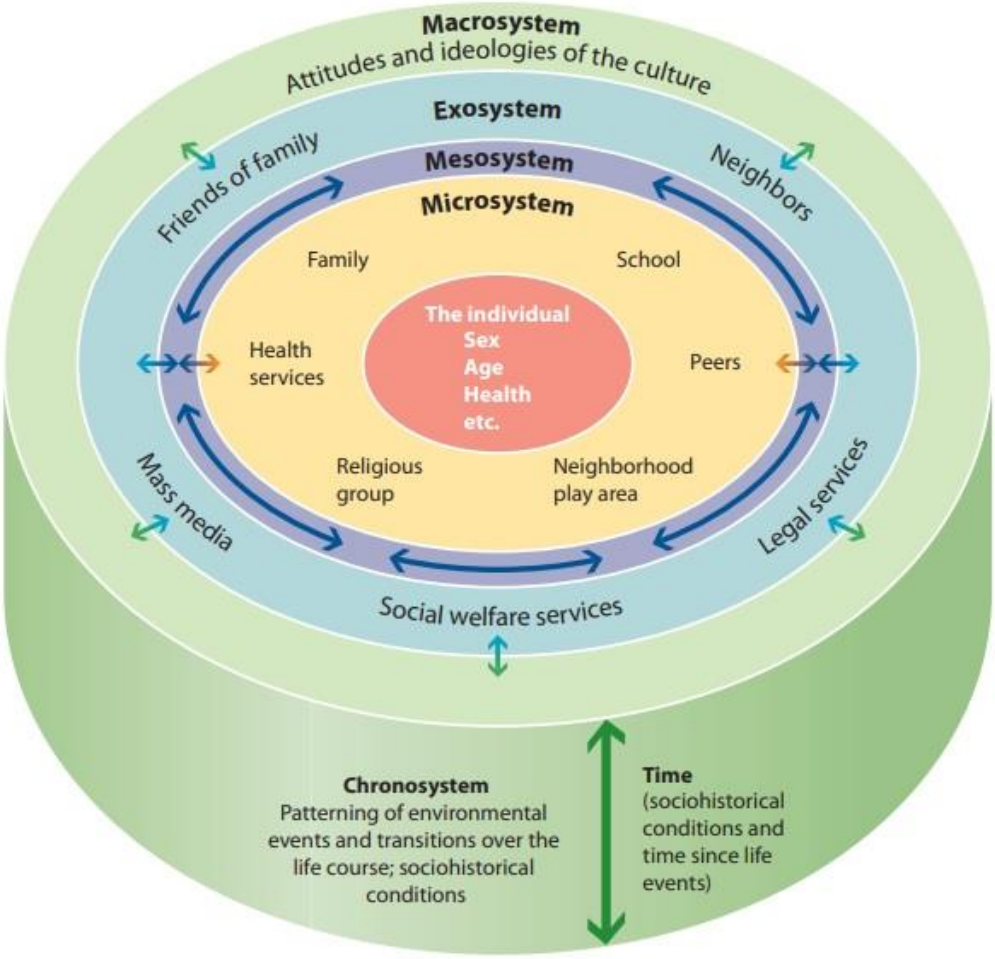
Ecological transitions have developmental relevance because they include a transformation in behavioral expectations linked with specific social roles. Roles have the magical ability to change how people are treated, how they act, what they do, and hence what they think and feel. This is not only relevant to the growing child but to everyone in his/her environment (Bronfenbrenner, 1979). Bronfenbrenner's ecological theory is made up of five different interlayered systems, ranging from close interpersonal connections to wide cultural impacts (Santrock, 2011).

Active participation, even exposure, to the behavior of others often inspires a person to undertake similar activities on their own. In the ecological environment, the indirect effects on the developing person through the people with whom the child is directly affected and interacted are considered equally important. In addition to this, the connections between others in the environment, the nature of these links, and their impact on those who care for the child firsthand are also considered equally important (Bronfenbrenner, 1979). These complex interrelationships in the immediate environment are called the *microsystem*. A microsystem can be defined as a model of activities, roles, and interpersonal relationships experienced by the person developing in an environment with specific physical and material characteristics (Bronfenbrenner, 1979). The principle of interconnectedness is seen as the connections between environments that the child participates in or never enters but is influenced by what goes on in them. The first is *mesosystems*, which include the relationships between two or more environments where the developing person actively participates (Bronfenbrenner, 1979). The second refers to one or more environments, characterized as *exosystems*, in which events occur, the events that do not involve the developing person as an active participant but affect what happens in the environment that includes the developing person. An example of an exosystem in the case of a young child is the

parent's workplace, the parent's network of friends, the activities of the local school board, etc. (Bronfenbrenner, 1979). Finally, *macrosystems* are defined as a manifestation of the overarching patterns of interconnected systems complex in a particular culture or subculture. It expresses the consistency in the form and content of the systems existing at the macrosystem, subculture, or culture level as a whole (Bronfenbrenner, 1979). Thus, within a given society or social group, the structure and essence of micro-, meso-, and exosystems tend to be similar and operate similarly, as if they were built from the same master model. Thus, it becomes possible to discern the ecological features of these broader social contexts as human development environments. (Bronfenbrenner, 1979) (See Figure 3).

Figure 3

Bronfenbrenner's Ecological Theory of Development



(Santrock, 2011)

2.1.1.2. Microsystem in the Context of Socio-Emotional Development

An environment is a setting where individuals may effortlessly interact face-to-face, such as a house, daycare center, playground, and so on. The microsystem's constituents or components are the activities, roles, and interpersonal interactions within these environments (Bronfenbrenner, 1979).

According to Bronfenbrenner (1979), environments are analyzed only in system terms. Starting from this innermost level of the ecological schema, one of the basic units of analysis is the *dyad*, or binary system. The dyad is crucial to development in two ways. On the one hand, it is a critical developmental context. On the other hand, it acts as the microsystem's fundamental construction component, allowing for the formation of more prominent interpersonal structures such as triads, tetrads, and so on (Bronfenbrenner, 1979). In that, it refers to the interaction between two people in the microsystem and represents the core of development.

When the dyad is considered as a part of young children's learning, the first dyads that come to mind are the family-child dyad and teacher-child dyad. The nature and complexity of the interpersonal structures that the child has in an early childhood education setting influence his/her development as manifested by the nature and complexity of the interpersonal structures that the child initiates or enters in other settings (Bronfenbrenner, 1979). In this context, the child's interactions during the transition from home to school gain importance.

For the early childhood education setting, it is mentioned that there is a relationship between the quality of the early childhood educators' interaction with young children and the social development of children (Goosen & Van Ijzendoorn, 1990; Howes & Hamilton, 1992; Pianta, 1992). For this reason, the interaction between early childhood educators and young children may affect the development of children (Erickson & Pianta, 1989; Pianta & Nimetz, 1991). Besides, the literature reveals that early childhood educators are more effective than their families because they are a part of the environment in which children have peer interaction. They shape the context of peer interaction due to the nature of their relationships with the children under their care. It has been suggested that children rely on their interactions with early childhood

educators to guide and explore peer interactions (Howes et al., 1988; Howes et al., 1994).

In addition, it is stated that the capacity of a dyad to serve as an effective context for development depends on the presence and involvement of third parties such as spouses, relatives, friends, and neighbors. If such third parties are absent or play a destructive rather than supportive role, the developmental process which is considered a system is disrupted; like a three-legged stool, balance cannot be achieved if one leg is broken or shorter than the others (Bronfenbrenner, 1979).

2.1.2. Social Learning Theory

The emphasis on expectations, insights, and knowledge in social learning theory broadens our understanding of how children learn. According to this theory, children utilize their observing and reasoning abilities to analyze their own and others' experiences when determining how to act (Morris & Maisto, 2010). As a result, this theory can help explain how children learn social behaviors, e.g., helping others, getting aggressive, and acting in an appropriate manner (Meece, 2002).

According to Bandura (1989), humans are not purposeful knowers who can affect their motives and behaviors but are neurophysiological computing machines. Thus, in his theory, children are not equipped with an innate behavior repertoire except fundamental reflexes, and they have to acquire them (Bandura, 1989). They can acquire these behavioral patterns through direct experience or observation (Bandura, 1977). According to Bandura (1977), complex behaviors do not arise as unitary patterns but are formed by integrating various behaviors from several origins. So, instead of defining behaviors as learned or innate, Bandura (1977) finds it more effective to focus on the determinants of behavioral processes. Therefore, there are several determinants in explaining children's behavioral processes in this theory, and three of these determinants are explained below in detail.

2.1.2.1. Learning by Response Consequences

Bandura (1977) argues that learning can be based on direct experience resulting from positive and negative effects that develop from actions. These effects have some

functions that can lead to future actions as informative, motivational, and reinforcing functions.

In the informative function, people react to the learning process and notice the impact it has. They form hypotheses about which reactions are most suitable in specific contexts by watching the various aftereffects of their activities. This newfound information is then used to direct future actions (Bandura, 1977).

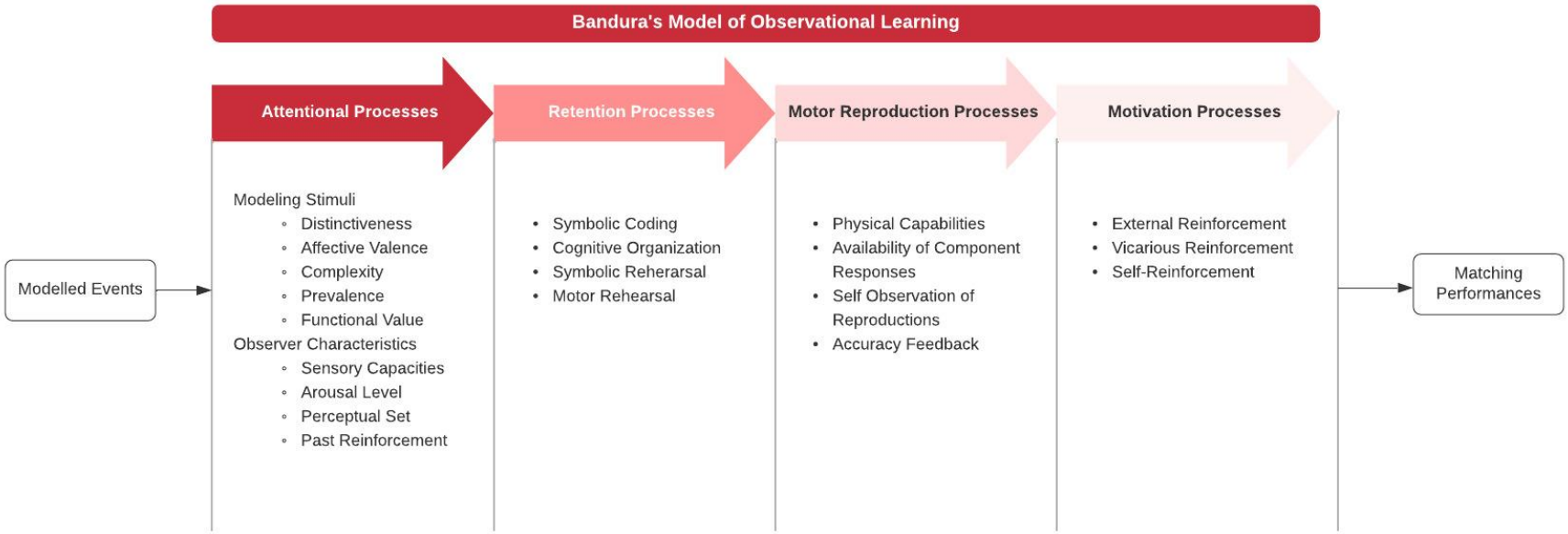
In the motivational function, past experiences lead to assumptions that specific actions will yield significant advantages, while others will have no impact and some others will prevent future problems. People might use future consequences as a source of current activity motives by symbolically depicting foreseeable outcomes (Bandura, 1977).

The reinforcing function on the other hand is a powerful tool for regulating previously learned behaviors but an inefficient process for developing new ones. Therefore, it is difficult to claim whether reinforcement develops new behavior or activates what has been partially learned through observation. The reinforcement function usually appears with various behavioral patterns to exploit (Bandura, 1977).

In addition to learning by the consequences of the experiences, it is also possible to learn by observing the others behaviors and the consequences of them.

Figure 4

Bandura's Model of Observational Learning



(Bandura,1977)

2.1.2.2. Learning by Modelling

Bandura argues that people learn behavior through modeling. In his view, people form an idea of how behaviors are performed by observing others and use this coded information to guide later (Bandura, 1977). Learning by observation occurs when an observer's behavior is influenced by witnessing a model's behavior (Vasta et al., 2003).

According to social learning theory, modeling effects primarily provide learning through informative functions. Observers obtain symbolic representations of the activities modeled in their minds as they are exposed to the model (Bandura, 1977). This observational learning process consists of four components and its schematic summary is presented in the Figure 4.

Bandura claims that learning by observation includes four different processes. The first two of these processes control the acquisition of the behavior of a model, and the other two control the production of these behaviors (Bandura, 1977). These four processes were called respectively attentional processes, retention processes, production processes, and motivation processes.

Attention processes indicate how much attention the child pays to the model. The child's valuation of the model's behavior, the child's expectations, and the child's degree of arousal, for example, are all factors in this process. Retention processes refer to the ability of a child to preserve knowledge in memory for later use. Therefore, this process is closely related to the child's cognitive level. As for the motor reproduction processes, this process determines how effectively the child can reproduce the model's behavior. The complexity of the model's behavior, the child's physical abilities, and capabilities are essential parts of this process. Finally, motivation processes refer to who or what the child chooses to model and how motivated s/he is to do so. It is claimed that children are more likely to imitate a model that has a trait they find impressive or attractive (Bandura, 1977; Vasta et al., 2003).

One of the most fundamental features of social learning theory is that it shows that the consequences of a model's behavior can affect an observer's behavior. When a child sees a model receive reinforcement for a reaction, s/he indirectly receives reinforcement, which is called vicarious reinforcement and is more likely to respond

the same way as the model. It also applies to vicarious punishment in the opposite case, and this effect is conceptualized as response inhibition in the social learning theory (Bandura, 1977). For example, the early childhood educator who publicly punishes a disruptive child to set this as an example for the rest of the group depending on observational learning to prevent similar misbehavior in the other children (Vasta et al., 2003). A classical experiment of social learning theory validates these concepts. In the experiment, consisting of twenty-four preschool-aged children, one experimental group observes aggressive adults, another observes inhibited non-aggressive adults, and the control group is not exposed to any model. Then, the behaviors of the children in a new situation without models are tested. It is observed that children who observes the aggressive models subsequently perform physical and verbal aggression that is primarily the same as that of the model.

In contrast, children exposed to the non-aggressive model and the control group rarely react. As a result of the experiment, it is revealed that children who observe aggression are significantly different from the behavior of children who observe non-aggressive models (Bandura et al., 1961). Another experiment that follows and is a continuation of the previous one focuses on three experimental and one control group, each consisting of twenty-four children, and similar results are obtained. In this experiment, aggressive models in real life are observed in the first experimental group, aggressive models in a movie are observed in the second experimental group, and aggressive cartoon characters are observed in the third experimental group. It is reported that children observing aggressive models in real life and movies display significantly more aggression than children observing cartoon characters. However, the behaviors of children observing aggressive behaviors in real life and movies do not differ significantly (Bandura et al., 1963). Bandura (1965) conducts another complementary study to clarify learning and behaving differently. One experimental group observes a rewarded model for demonstrating violent behavior against a Bobo Doll toy. In contrast, the other experimental group is exposed to a penalized model for identical behaviors. When given a chance to play with the Bobo Doll, children watching reinforcement imitate most of the model's violent actions against the doll, but children witnessing punishment do not.

The experiments show that children's abilities, observations about the consequences of the behavior, model, and the behavior itself play different roles in their learning processes. They also demonstrate that people may exhibit a pattern of behavior without being explicitly rewarded and that learning and showing a pattern of behavior are not the same thing. These findings have crucial implications for avoiding unwittingly teaching aggression to children (Morris & Maisto, 2010).

Along with modeling, the children themselves or the model's behavior that they are exposed to may not be the only factor in their social learning. It is emphasized in the relevant literature that the learning process may result from reciprocal relationships of some factors.

2.1.2.3. Reciprocal Determinism

Bandura's social learning theory is based on interaction, and according to this theory, children create mental representations of their social environment. As a result, a person's effect on the environment is equal to the environment's influence on the person. Bandura (1989) believes that individuals contribute causally to their motivations and actions within a triple system of mutual causality. That is, human development is considered to be achieved by the interaction of the person, the behavior of the person, and the interaction of the environment. Bandura's idea of reciprocal determinism captures this connection between the child and the environment (Bandura, 1986; Meece, 2002).

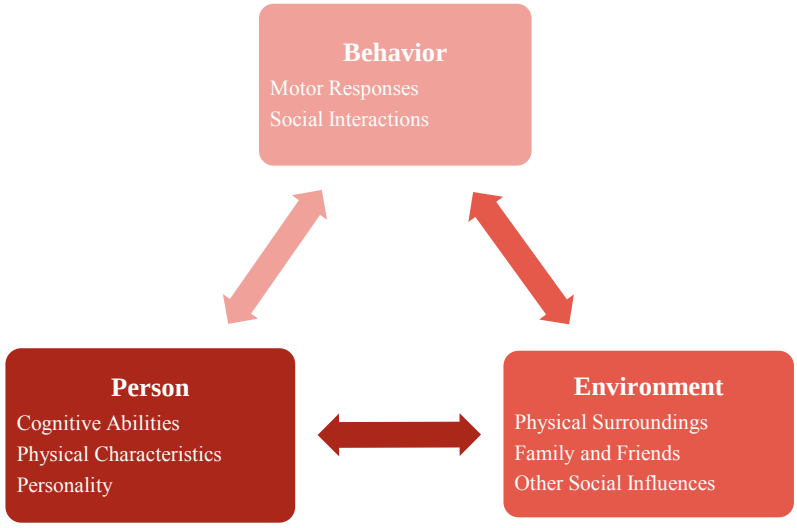
In this view, individuals are neither helpless objects dominated by external forces nor entirely free beings who may do whatever they choose, since their concepts, behaviors, and environments are mutually determinative of one other (Bandura, 1978). Therefore, reciprocal determinism is represented by a triangle of interaction (See Figure 5).

In the figure, "person" may represent the person's cognitive skills, physical characteristics, personality, beliefs, and attitudes, "behavior" may represent the person's reactions, social relationships, and language, and "environment" may represent the physical environment, other social influences, family and friends. Behavior that the children observe in their environment can affect their own behaviors or feelings about themselves, which is reciprocal. Therefore, their environment plays

a vital role in forming children's behaviors and ideas about themselves (Bandura, 1978; Vasta et al., 2003).

Figure 5

Self System in Reciprocal Determinism



(Vasta et al., 2003)

2.2. A Conceptual Background: Social Functions of Emotion

In addition to the theoretical background and the social origins, emotion has some social functions as an integral part of all the processes within the environment. Shared emotion can be considered the base of social relations (Sroufe, 1996). Even though the most basic function of emotion is to act in the service of one's goals (Berk, 2003), some functions make emotion stand out in daily life: communicating internal states to others, encouraging exploration of competence in the environment, and encouraging adequate response in emergencies (Sroufe, 1996).

The ability to comprehend emotions, causes, and consequences begins to emerge in humans as social beings from the beginning of life. One of the most important approaches to this primary development of human beings is the functionalist approach, which claims that infants' emotional background may mainly include the universal experiences of negativity and positivity (Campos et al., 1994; Sroufe, 1996). The functionalist approach emphasizes the importance of environmental influence on emotional development. In other words, emotional responses are vital for species that live in groups and are socially interdependent because of their function of

communicating individuals' needs, purpose, and desires (Sroufe, 1996). This approach also claims that emotions require control to adapt to their environments rather than spontaneous expressions (Shaffer, 2005). At this point, caregiving relationships play a vital role in developing emotion regulation and individual differences in the regulation process (Sroufe, 1996). In that, the emotional reactions of the people around young children are expected to regulate their social behavior (Berk, 2003).

In the following section, the main concepts of the study, which are *emotion regulation* and *emotion socialization* as essential parts of daily life, especially in emotionally difficult times, were described in detail within the frame of Ecological Systems Theory and Social Learning Theory.

2.2.1. Emotion Regulation

Human emotions have essential purposes, and even negative emotions such as anger, sadness, and fear motivate purposeful behavior. In this way, emotions help ensure the survival of the human species (Hyson, 2004). Accordingly, the functionalist approach emphasizes the role of emotions in managing behavioral responses, decision making, and social interactions (Gross & Thompson, 2007).

Emotions have evolved due to their adaptive nature (Izard & Kobak, 1991), and emotion regulation processes are essential in constructively adapting emotional arousal and contributing to social functionality when a negative situation is encountered, and behavioral organization is disrupted (Thompson, 2011). Therefore, emotion regulation can be considered as an important element in terms of social adaptation and social competence of the individual (Thompson, 2011).

To maintain social functionality, three essential features of emotions play a critical role. Emotions arise primarily when attention is paid to an event related to one's goals. That is, it is the meaning that reveals the emotion. Therefore, as the meaning changes, the emotion will also change (Gross & Thompson, 2007). Second, emotions are multifaceted. In other words, although emotion is used interchangeably with feeling, it does not only make the person feel something but also makes them feel as if they are doing something (Gross & Thompson, 2007). Finally, emotions have an imperative quality that can interrupt anything done and make them aware. This aspect of emotion

is the most important for analyzing emotion regulation since this feature of emotion makes such regulation possible (Gross & Thompson, 2007).

Emotion regulation was first used as a separate construct in the developmental psychology literature (Campos et al., 1989; Thompson, 1990), and it is much more than eliminating "bad" emotions since it contributes significantly to social competence (Denham et al., 2015). With emotion regulation, it is mentioned that people manage their negative or positive emotions by increasing or decreasing them. Thus, people can use emotion regulation to maintain or change both positive emotions and negative moods. Since both positive and negative emotions can be elevated, suppressed, or modified to drive behavior through emotion regulation (Hyson, 2004). However, it was reported in a study that people generally focused on regulating the experiential and behavioral aspects of emotions and trying to reduce negative emotions (Gross et al., 2006).

2.2.1.1. Emotion Regulation Strategies

It has been suggested that emotion regulation is a process model, referred to as *the modal model of emotion*. The modal emotion model is a model that examines this person-state operation that attracts the attention of the person, has a special meaning for the person, and leads the person to a flexible multi-system response (Gross & Thompson, 2007).

According to the modal model of emotion, emotion can be regulated at five different points in the emotion generation process: situation selection, situation modification, attentional deployment, cognitive change, and response modulation (Gross, 2001). *Situation selection* can be defined as choosing or tending to a situation that is expected to cause desired emotions. For example, watching an entertaining movie after a hard day or changing the way to avoid an unwanted encounter can be examples of situation selection (Gross & Thompson, 2007). *Situation modification* is to change a situation to alter its emotional effect. For example, seeking help to solve a frustrating puzzle could be an emotion regulation using situation modification. *Attention deployment* refers to people directing their attention in a particular situation to regulate their emotions and can be thought of as an internal version of situation selection. Attention deployment may have different forms, including physical withdrawal of

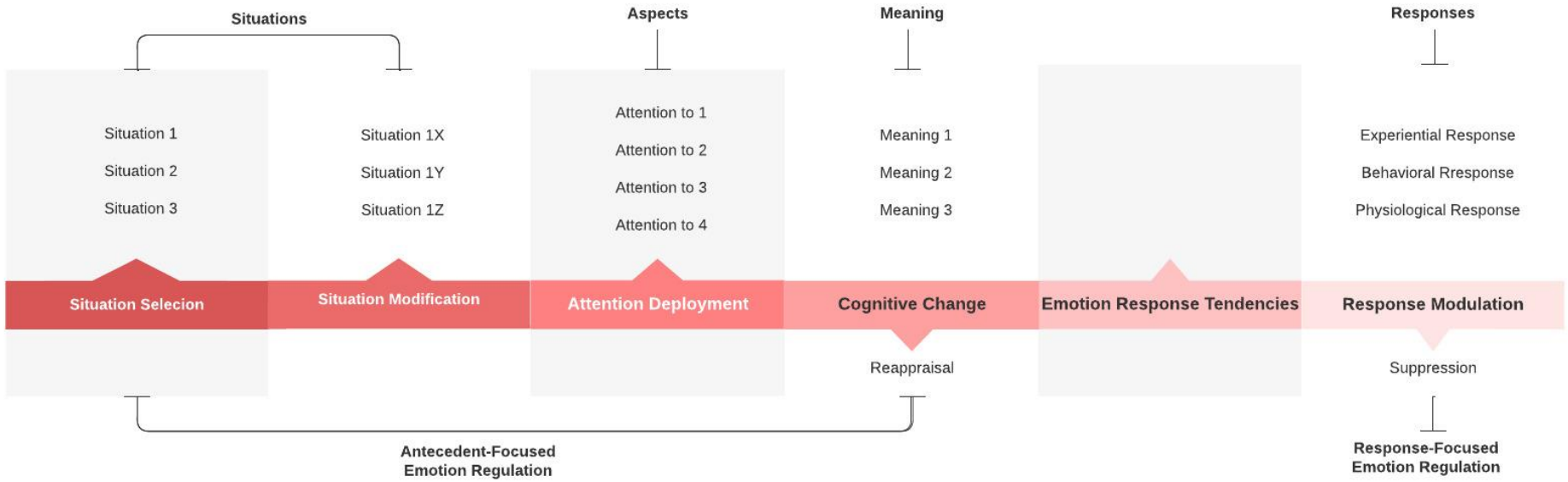
attention by covering the eyes or ears, internal redirection of attention through distraction or concentration, and responding to others' redirection of some others' attention (Gross & Thompson, 2007). *Cognitive change* refers to changing the way of thinking or managing demands to change the emotional significance of a situation (Gross & Thompson, 2007). Reappraisal is one form of cognitive change that attracts particular attention (Gross, 2002). This type of cognitive change involves changing the meaning of a situation to alter its emotional impact. *Response modulation*, on the other hand, occurs at the end of the emotion-generation process after response tendencies begin (Gross & Thompson, 2007) and refer to directly influencing physiological, experiential, or behavioral responses. The most common form of response modulation is regulating expressive behavior (Gross et al., 2006); in other words, *expressive suppression*.

When the emotion regulation process is handled, antecedent-oriented and reaction-oriented strategies are basically used. In the emotion regulation process, *antecedent-focused strategies* refer to what is done before emotion response processes are fully started and behaviors and physiological responses are changed. Therefore, it changes the emotional trajectory very early. In contrast, *response-focused strategies* refer to what is done when emotion is activated after the response has already been created (Gross & John, 2003). This difference in timing predicts different outcomes for these two emotion regulation strategies. While the first four of these processes are antecedent-focused, the fifth can be considered response-focused (See Figure 6).

In the figure, two strategies used to regulate emotions also draw attention: *cognitive reappraisal* and *suppression*. Reappraisal means that an individual reassesses a potentially emotional situation in a way that reduces its emotional impact or reevaluates cognitively. On the other hand, suppression means inhibiting the individual's expressive behavior (Gross, 2001). To exemplify, when a person encounters a situation, s/he modifies his/her perception, and then s/he pays attention to a specific part of the situation. Afterward, s/he interprets the meaning of it. At this part, the reappraisal may occur, and the person may reconsider the situation or the part that s/he pays attention to. When s/he is on the response part of this process, s/he may express his/her feelings or choose to suppress the emotion (See Figure 6).

Figure 6

Modal Model of Emotion Regulation Process



(Gross, 2001; Gross & Thompson, 2007).

Note: In the figure, the response options shown at the emotion regulation points are presented in a hypothetical number.

When reappraisal is used to reduce a negative emotion, it is expected to reduce its experiential and behavioral components (Gross & John, 2003). On the other hand, suppression is used as a response-focused strategy that changes the emotional response's behavioral aspect (Gross & John, 2003). In that, suppressors try to avoid the emotions they are trying to suppress because expression of emotion is a powerful tool for changing problematic situations (Gross & John, 2003).

Besides, it has been shown that using reappraisal while regulating emotions is associated with better interpersonal functionality, and using suppression is associated with worse interpersonal functionality (Gross & John, 2003). It may stem from the reappraisal being an antecedent-focused strategy, and it happens early and intervenes before emotional reactions are fully formed. Therefore, reappraisal has the potential to alter the entire subsequent emotional process efficiently (Gross & John, 2003). On the other hand, even though suppression might be expected to be effective in reducing the behavioral expression of negative emotion, such restriction of emotion expression can also have undesirable effects because suppression does not aim at reducing the experience of emotion. Accordingly, it can create a sense of inconsistency between internal experience and external expression in the individual (Rogers, 1951). This inconsistency may create worse interpersonal functionality.

Considering the prior studies on positive and negative emotions, it has been suggested that suppressing negative emotions does not affect emotion experience, but suppressing positive emotions reduces emotion experience (Gross & Levenson, 1997; Stepper & Strack, 1993; Strack et al., 1988). It shows that suppressors experience as much negative emotion as reappraisers, even though they show less expressive behavior. On the other hand, it has been revealed that reappraisers experience less negative emotion and less behavioral expression (Gross, 1998). It has also been shown that reappraisers experience and expresses more positive but less negative emotions, while suppressors experience and express less positive emotions but experience more negative ones (Gross & John, 2003).

2.2.1.2. Emotion Regulation of Early Childhood Educators

Early childhood educators may use two main regulation strategies. While using those, they think these emotions help them regulate their emotions (Gross & John, 2003).

Suppressors, for example, cope with stressful situations by masking their emotions and suppressing their emotional expressions, and therefore they are less successful in regulating their moods (Gross & John, 2003). Reappraisers, on the other hand, reinterpret processes that they find stressful with an optimistic attitude and make active efforts to free themselves from bad moods (Gross & John, 2003). Based on this, individuals using suppression are aware of this situation and deliberately mislead others about their true inner feelings, attitudes, and beliefs (Gross & John, 2003). It also means that individuals who use reappraisal are more likely to cope with the situation by considering an alternative way during stressful events (Gross & John, 2003). In that, early childhood educators would be aware of how they regulate their emotions, and mask the emotions by suppressing may create an emotionally uncongenial climate in the classroom. An opposite atmosphere may occur for reappraisal. When early childhood educators consider the alternative perspectives by reappraisal, they may create a more controlled and friendlier classroom environment.

Individuals can share their feelings by expressing them directly, or they can share them socially by directing the emotion to the other side without expressing it. One of the reasons for the social success of reappraisal could be to express the emotion without reflecting it to the other party in its expression (Gross & John, 2003). When reappraisers and suppressors are evaluated with both self-report and peer evaluations, it is reported that reappraisers experience and express more positive emotion and experienc less negative emotion, while suppressors experience less positive emotion and do not express them. The similar and consistent results of peer assessments and self-reports show that others can detect when individuals use suppression to regulate their emotions (Gross & John, 2003). Therefore, when early childhood educators use one of these regulation techniques, children may also understand that they express their emotions or suppress them. So, the early childhood educator 's emotion regulation technique may affect the emotional climate of the classroom and their relationship with young children.

Besides, it has been claimed that early childhood educators' expressing their emotions in a positive way will be positively related to children's emotional competencies in the classroom. On the other hand, it is predictable that the early childhood educator's insufficient expressions of emotion would negatively affect the children's readiness for

learning on this subject (Denham et al., 2012). Therefore, early childhood educators' lack of emotional efficacy hinders the development of children in early childhood (Buscemi et al., 1996; Rimm-Kaufman et al., 2000). It also has been revealed that early childhood educators with low awareness of their own emotions ignore children's emotions more often and relieve children less in adverse situations (Ersay, 2007). At this point, the social and emotional competence of early childhood educators is crucial.

Socially and emotionally competent early childhood educators are defined as early childhood educators who have high self-awareness, recognize their emotions, and tendencies, recognize and understand the feelings of others, and know how to use emotions to motivate learning (Jennings & Greenberg, 2009). Accordingly, it has been suggested that early childhood educators who are socially and emotionally competent can establish solid and supportive relationships, manage their behavior even when emotionally stimulated by challenging situations, and effectively negotiate solutions to these situations (Jennings & Greenberg, 2009). In this way, they can contribute to children's emotion socialization processes positively. Besides, a comparative study on these regulation methods showed that self-report and peer assessments were consistent and that others could detect when individuals used suppression to regulate their emotions (Gross & John, 2003). Accordingly, children can observe and notice the emotion regulation methods of their early childhood educators and take this into account while shaping their behaviors. In other words, the early childhood educators' in-class interactions depend on their emotion regulation strategies, and children may become aware of these.

2.2.2. Emotion Socialization

In its broadest sense, socialization refers to the way individuals are helped to become members of one or more social groups. New members of the social group are engaged in the socialization process and selective in what they accept from older members of the social group, demonstrating that socialization is not one-way (Grusec & Hastings, 2007). Adopting norms, roles, standards, and values throughout the social, emotional, cognitive, and personal domains is part of socialization (Grusec & Hastings, 2007).

Socialization may happen in various ways, such as by modeling or as a result of different forms of contact between the socializer and the person being socialized

(Grusec & Hastings, 2007). At this point, agents of socialization can be defined as a person or person who initiates a behavior for and strategically chooses methods to influence the behavior of others (Kuczynski & Parkin, 2007).

When the definition of the agents of socialization is considered, it can be considered that deep and permanent socialization occurs mainly in infancy; however, socialization occurs throughout one's life when individuals enter new social environments that need new social behavior patterns (Maccoby, 2007). In other words, socialization continues throughout life and can be carried out by various individuals, including parents, teachers, peers, and siblings, as well as schools, media, the internet, and general cultural institutions (Grusec & Hastings, 2007).

Thus, the root of socialization lies in everyday life and interaction rather than just occasional interventions (Denham et al., 2015). The correct interpretation of the emotions of others provides people with important information about social processes (Denham et al., 2015). At this point, agents of socialization have a "meta-emotional philosophy" about what emotions should be felt and expressed, how specific they are, and what to do in emotional situations (Denham et al., 2015). Meta-emotion can be termed as an organized and structured set of emotions and cognitive processes behind both one's own emotions and those of others. it can rudely be summarized as the feeling felt about an emotion (Gottman et al., 1997). Therefore, emotion socialization can be defined as the effective communication of one's emotion, the successful interpretation and response to the emotional communication of others, and the awareness, acceptance, and management of one's emotion (Halberstadt et al., 2002).

Two factors play a role in the emotion socialization process. These are interpersonal contributors such as socialization thoughts and beliefs by significant others and intrapersonal contributors such as within-child factors affect socialization world view, self-concept, temperament, etc. Although these fundamental factors are addressed to in different approaches, they represent the essence of emotion socialization processes.

Saarni (1990) emphasizes that children can give emotional reactions and, at the same time, can strategically project their knowledge of emotions and expressions into their relationships with others, thereby regulating their emotional experiences. According

to this approach, individuals use eight emotional competence skills to demonstrate self-efficacy during emotional social changes. These skills are: 1. Being aware of their emotional state, 2. Recognizing the emotions of others, 3. Using of emotional and expressive language, 4. Empathy skills, 5. Awareness that internal processes and expressions do not always coincide with self or others, 6. Coping with disturbing emotions using self-regulation strategies,7. Awareness is that relationships are defined mainly by emotional communication, closeness, and reciprocity, and 8.Acceptance of one's own emotional experiences, emotional activity.

Although the significance of the emotion socialization process is strongly emphasized in Saarni's study, how these eight skills develop and the components are involved in acquiring these competencies are not clearly stated.

In the approach employed by Halberstadt et al. (2001), on the other hand, there are components and structures to define the emotion socialization process, and this approach is mainly defined with the interaction between three components of emotion socialization, namely sending, receiving, and experiencing; and the four skills, namely awareness, identification, working with social context, and management and regulation (See Table 1). According to this model, there is a balancing dynamism and integration between these components. (Halberstadt et al., 2001).

Although the components of competence in emotion are expressed in different ways in different approaches, they can be seen as sub-structures with similar characteristics. These components can be summarized as the expression of experienced or unexperienced emotions, the analysis of emotion processes observed in others, the regulation of emotions in accordance with the social environment, so they can be generalized as emotion expressiveness, emotion knowledge, and emotion regulation (Zinsser et al., 2021). Of these expressions, emotion expressiveness represents the overall ratio of such expression among children's feelings and emotions displayed for different purposes. Emotion knowledge refers to understanding basic emotions, their expression, causes, consequences, insight into the complex aspects of emotions, the ability to feel different emotions in response to the same event, and the display and use of emotions. On the other hand, emotion regulation represents the strategies used to

reduce or strengthen the emotional experience to relax or meet the expectations of others in situations where emotions are felt too much (Denham et al., 2015).

Table 1

Emotion Socialization Approach of Halberstadt et al. (2001)

	Awareness	**Identification**	**Working with Social Context**	**Management and Regulation**
Sending	Awareness of the need to send an emotional message	Determining the emotional message to send	Sending the intended message within the relevant social context	Managing the sending of effective messages
Receiving	Awareness that an emotional message has been sent	Determining the emotional meaning of the message	Understanding the intended emotional meaning in the relevant social context	Managing the receipt of effective messages
Experiencing	Awareness of one's own emotional experience	Determining one's own feelings	Understanding one's own emotional experience in the relevant social context	Managing one's own emotional experience

(Denham et al., 2015).

Competence in emotion socialization develops as children mature and become more experienced with their own emotions and social interactions (Halberstadt et al., 2001). In addition, some children have cognitive and language skills capacities that enable them to understand their social emotions better, such as their own, and communicate their own emotions, desires, and goals for social relationships (Morgan et al., 2009). These findings show that children who can understand which events are associated with which emotions are better at cognitively controlling their actions (Morgan et al., 2009; Halbesrtadt et al., 2001). Early childhood educators, who are one of the most important supporters of children's maturation and development of cognitive processes, have a significant role in emotional socialization processes.

2.2.2.1. Emotion Socialization in the Family

Infants begin to show self-conscious emotions, including shame, embarrassment, guilt, jealousy, and pride, towards the end of the second year and the beginning of the third (Shaffer, 2005). It is stated that primary caregivers may significantly impact their

children's sensitivity to certain self-conscious emotions (Alessandri & Lewis, 1996; Tangney & Dearing, 2002). Since young children perceive emotions according to how their caregivers nurture, evaluate, communicate, and respond to their own emotions (Calkins & Bell, 2010), most of the emotional information conveyed is not in words used but in how these words are expressed (Gobl & Chasaide, 2003). Between the 7 and 10 months, infants' ability to rearrange and interpret specific emotional expressions becomes more apparent (Soken & Pick, 1999) as they begin to oversee their primary caregiver's emotional reactions to uncertain circumstances and use the information they have gathered to regulate their behavior (Feinman, 1992). For example, when the relationship between mothers' emotional expressions and infants' emotional experiences and expressions was examined, their expressions' similarity was propounded (Valiente et al., 2004). It means that children refer to their primary caregivers while expressing their emotions and organizing their reactions, that is known as the social reference, referring to the method in which children learn the first impressions of faces and begin to interact with their environment (Eggleston et al., 2021). It has been observed that the effect of mothers on social reference is significant. For example, mothers can directly promote positive emotion both verbally and nonverbally, avoiding negative expressions that may reflect on the infant and limiting their display of emotion to positive emotions with age (Malatesta & Haviland, 1982). With age, the social reference becomes increasingly prevalent (Walden & Baxter, 1989), and it rapidly spreads to people other than primary caregivers (Shaffer, 2005).

When children get older, their social connections and references also change. Since they do not reference only the facial impressions, they start to communicate and process their socializers' reactions. The prior studies show that when parents become critical or condescending about their young child's fears or concerns, emotional communication may be impaired, and reassurance may be lacking. Children who grow up this way may begin to believe that their negative emotions are less manageable and more overwhelming (Bretherton, 1993).

In addition, previous research shows that parents who cope with children's negative emotions by using supportive reactions contribute positively to children's social and emotional development (Ahmetoglu et al., 2018; Eisenberg et al., 1991; Hajal & Paley, 2020; Uyar et al., 2018). Thus, parents' emotional practices have been associated with

their children's social behaviors and functions. Furthermore, mothers' problem-focused responses have been positively associated with children's coping skills and social functioning, while mothers' minimization responses have been associated with children's avoidance and low social efficacy levels (Eisenberg et al., 1996).

Research also suggests that early childhood educators use socialization strategies similar to mothers and that studies on mother socialization can be applied to early childhood educator behaviors (White & Howes, 1998). Therefore, it is stated that the competence of early childhood educators in terms of emotion regulation affects their being positive socializers in the emotion socialization process of children (Perry & Ball 2008).

Furthermore, it is argued that early childhood educators are more effective in socialization than families, because they are a part of the environment in which children establish peer relationships. They shape the context of peer relations due to the nature of their relationships with the children under their care. It has been suggested that children rely on their relationships with early childhood educators to guide and explore peer interactions (Howes et al., 1988; Howes et al., 1994).

2.2.2.2. Emotion Socialization in the Classroom

Children do not reach emotional understanding quickly or automatically. As children get older, they not only experience and express a more extensive range of emotions, but they also improve their ability to recognize and understand others' emotions and the reasons and functions fulfilled by their own and others' emotional displays (Shaffer, 2005). It is vital for children to learn to interact with unfamiliar environments, communicate with people outside their homes, and develop social connections during early childhood, especially in the first time they are away from their homes. Although emotional development begins in infancy, the preschool years are critical in developing emotion (Hyson, 2004) since it comes from within children and external adult influences (Hyson, 2004). Teaching the world of emotions is seen by many adults as an important area of socialization.

Nevertheless, the socialization of emotions is present in children's daily contact with their parents, early childhood educators, and peers. All people with whom children

interact exhibit a variety of emotions. Discussing emotions observed by children has an influential role in modeling the socialization of emotions. In addition to this, children's emotions often require the reaction of social partners in the relevant context. This aspect of socialization is referred to as a reaction to children's emotional expressions (Denham et al., 2015; Eisenberg et al., 1998).

It is not easy for young children to socialize their emotions in challenging situations, such as encountering the anger of others, unintentionally hurting others' feelings, being anxious, and waiting, making this more difficult (Hyson, 2004). Developmental limitations, family and community environments, and cultural differences can create various challenges in this process. In unfamiliar situations or when other people's emotions are different from those of the child, children may have difficulty in concluding the causes of their emotions (Hyson, 2004). Therefore, early childhood classrooms always contain many children whose emotional security is fragile. These children need the early childhood educator's help to instill feelings of love and trust from family to other caregivers and, over time, to their peers (Hyson, 2004). In other words, caregiving relationships play a vital role in developing emotion regulation and individual differences in emotion regulation (Sroufe, 1996). What is more, socializing their emotions has such benefits as reaching the desired goal, feeling better, showing mastery in this subject, and becoming more socially competent (Hyson, 2004). Moreover, modeling adults' emotional expressions send messages to children about new and potentially risky situations (Hyson, 2004).

Children constantly monitor and process the emotional behavior of others and then incorporate this learning into their expressive behavior. Modeling within the framework of emotion socialization is used as adults' indirectly teaching to children about the processes related to emotions through their emotional expressions (Morris et al., 2013). Early childhood educators can deliberately or unintentionally teach children the expression, regulation, and nature of emotions through modeling, thus becoming an important figure in their social development (Ashiabi, 2000; Ahn, 2005). In particular, children who receive early childhood educator help in regulating their negative emotions may avoid being disorganized in their actions in emotional contexts (Ahn, 2005).

Socialization of emotion in the educational environment can be grouped under three main headings: modeling emotional expression, reacting to emotions, and teaching emotion (Denham 1998; Eisenberg et al., 1998; Garner 2010). Socializers can teach children how and when both positive and negative emotions are expressed by modeling various emotions. In other words, it is known that behavior and emotional expressions have a significant impact on behavior, experiences, and emotional expressions. Moreover, exposure to an emotion profile can encourage children to experience and express the same emotions. Therefore, it is claimed that early childhood educators who can discuss emotions will provide children with tools they can use to express and regulate their emotions and will enable them to find various ways to feel better (Denham et al., 2012). Besides, exposure to an emotion profile may also contribute to different patterns of emotional expression in general (Denham et al., 2015; Halberstadt et al., 1993; Valiente et al., 2004). Observing the early childhood educator 's reactions can both help children tolerate and regulate emotions and teach them that emotions are moments of sharing, manageable, and even beneficial (Denham et al., 2012). Therefore, early childhood educators, who are one of the most important supporters of the maturation of children and the development of cognitive processes, have an essential role in emotional socialization processes. However, even though the early childhood educator's influence on the emotional socialization of children is undeniable, it still depends on the child's desire to take the early childhood educator as a model and the early childhood educator's relationship with the children.

2.3. Summary of the Literature Review

Infants are born with only the most fundamental capacities to control their arousal, and depend on their caregivers to relieve stress, control excitement, appease fear, and even manage pleasure (Thompson & Meyer, 2007). Adults can guide them with emotion regulation strategies that incorporate cognitive change by reinterpreting situations (Denham, 1998; Eisenberg et al., 1998). Since adults can influence children's evaluation of emotional situations by providing information about these situations, explaining the reasons for the emotions the child feels or observes in others, or listing emotion scenarios (Gross & Thompson, 2007).

Even though children's control over their emotions increases as they get older, they still have some difficulties, especially when changing their environments. Due to the change in the ecological environment, changes also occur in roles (Bronfenbrenner, 1979), and children may experience adaptation problems and emotionally difficult times during this change process. In these emotionally difficult times, the interactions are not one-sided. As a stakeholder in this relationship, early childhood educators may be affected since the early childhood educator may also have feelings and thoughts caused by the adverse situation experienced or the negative mood of the child. At this point, the early childhood educators' management of their emotional state and stance in the face of events may affect their involvement as a guide in socializing the children's emotions. Moreover, this emotion regulation process of the early childhood educators can also determine not only their relationship with the children but also whether they will appear as role models in children's life.

An early learning environment where children get an idea about the socialization of their emotions is essential. In this social learning environment, the early childhood educator's interaction with young children is significant as it can be effective in their modeling. According to the social learning theory, children can analyze their own experiences and the experiences of others while determining their behaviors and use their observation and analysis skills as a tool for this (Morris & Maisto, 2010). In addition, it has been observed that children are able to learn the characteristics of others through social reference and make robust and consistent inferences from faces (Eggleston et al., 2021). In this case, children can observe early childhood educators' behaviors and draw conclusions from these behaviors. Therefore, children's observations about their early childhood educators' emotions can guide their interaction with them.

At this point, emotional socialization gets involved in the process. Emotion socialization is the process of recognizing, expressing, and regulating these emotions with the support they receive from their environment at a point where children cannot predict what they will do, feel, or react in the face of a situation (Lewis, 2014). The early childhood educator is one of the closest adults to whom they will provide the cognitive and social-emotional support necessary to carry out this process. Therefore,

the early childhood educator acts as a guide in the process of socializing the child's emotions.

CHAPTER 3

METHOD

In this chapter, the methodology of the study was portrayed. The methodology is described to clarify the research process by dividing it into three subtitles. First of all, the planning procedure of the study was described. In this subtitle, the design of the study, ethical considerations, and the instrumentation were presented in detail. The following subtitles have described the stages of the current study. In the first stage, the pilot study was elaborated on in detail. The translation and adaptation procedures of the scale and the analysis process were also explained in this section. The main study was presented in the second stage by considering population and sampling, data collection procedures, and internal validity threats.

3.1. Planning for the Study

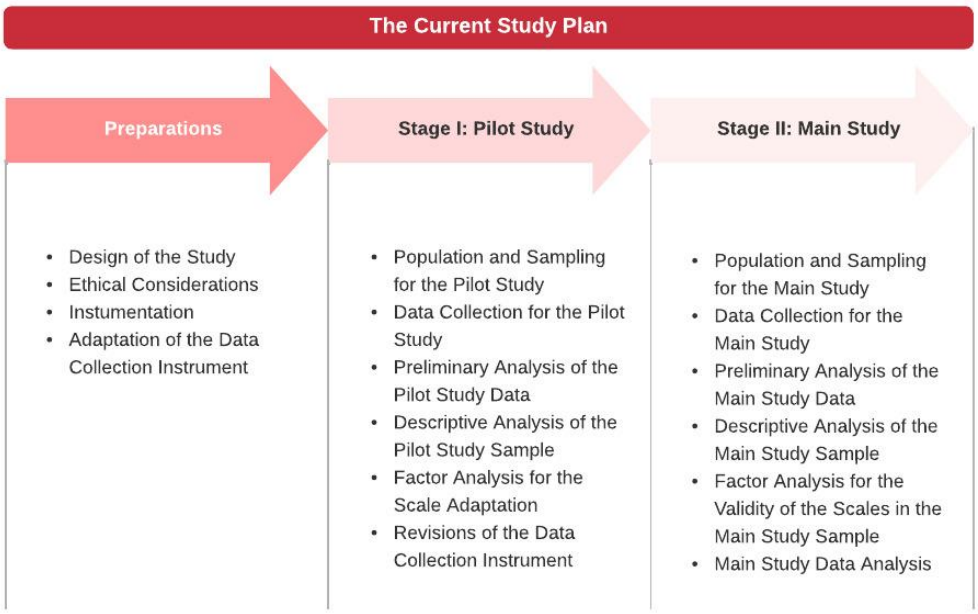
There was a preparation process for the research to detail the study design, consider the ethical issues and, translate and adapt the scale used in this study. First, the study was designed to explore the relationship between early childhood educators' emotion regulation and socialization of young children's negative emotions in emotionally difficult times. To explore this relationship, a correlational study was designed. Secondly, to collect data for this correlational study, ethical permission was taken from the Human Research Ethics Committee of METU, and implementation permission was taken from the Ministry of National Education (See Appendix E & Appendix F).

In accordance with the purpose of the study, there were two data collection tools to reach information about early childhood educators' strategies of emotion regulation and socialization of young children's negative emotions as variables. However, one of these scales had to be adapted for the current study. Thus, an adaptation and translation

for the scale had been conducted (See Section 3.1.3.). Accordingly, a study plan was carried out.

Figure 7

The Current Study Plan



In the current study, first of all, the research problem was defined by considering the purpose of the study; then, the literature was reviewed to propose the model to answer the problem. Accordingly, a correlational study was designed. To conduct this correlational study, ethical and implementational permission had been taken. Then, the adaptation process was conducted. After the preparation process of the study had been completed, a population and a representative sample from the population were defined, and a pilot study was conducted to test the adapted instrument. As a result of the pilot study, necessary revisions were made on the scale.

In consequence of the changes carried out, the main study data were collected using the revised version of the instrument. With the new data collected, a new factor analysis series was conducted to ensure the factor structure of the adapted scale and to ensure the validity of the study in the main study sample. Finally, the data was analyzed and presented in detail within the scope of findings (See Figure 7).

3.1.1. Design of the Study

The study was designed as correlational research, which is a type of quantitative research that aims to investigate the possible relationships between two or more variables without any attempt (Fraenkel et al., 2012).

The primary purpose of this correlational study was to investigate the relationship between variables in each research question. Correlational studies, in general, have two main goals: to explain the relations between variables or to predict expected outcomes (Fraenkel et al., 2012). Depending on this, the study carried out both explanatory and prediction facets of the umbrella term of correlational research because both the predictions between the variables and the possible relationship patterns were analyzed within the scope of the current study.

3.1.2. Ethical Considerations

The current research process was conducted with the permission of the Human Research Ethics Committee, the Ministry of National Education, and the school/institution administrations (See Appendix E & Appendix F). The permissions from the Ministry of National Education (MoNE) and the ethical committee were delivered to each school by e-mail and asked for their participation in the study based on voluntariness.

Participation in the research was entirely voluntary, and the questionnaires did not contain questions and situations that may cause personal discomfort. In addition, the participants were informed that if they feel uncomfortable with questions or any other reason during participation, they can refuse to participate in the study or stop working without incurring any sanctions.

The participants were informed about the research topic and the expectations from them within the scope of the study at the beginning of the online data collection form via a consent form. Each participant approved their voluntary participation in the study before they took the questionnaires. To make them feel comfortable about their participation, they also informed that there are no right or wrong answers to the questions, and it will be enough to choose the answer that best reflects them. The data

collected from the participants had kept entirely confidential, evaluated only by the researchers, and did not shared with third parties.

3.1.3. Instrumentation

The data was collected via three different data collection instruments in the current research. These instruments can be listed as Demographic Information Form, Emotion Regulation Questionnaire (Groos & John, 2003), and The Coping with Children's Negative Emotions Scale – Teacher Form (Fabes et al., 2000).

The Coping with Children's Negative Emotions – Teacher Form was adapted to the Turkish language and culture within the scope of the current study. The data collection instruments were described in Table 2, and the original versions of the instruments were listed in Appendix B. The data collection instruments were listed and explained in detail in the related sections below.

3.1.3.1. Demographic Information Form

It was aimed to understand the population's characteristics and define the population well for the analysis by collecting demographic information from the population with this form. In this way, whether the sample selected for the study reflects the population can provide a source for future studies, and possible limitations that may arise due to this reason can be considered.

In addition, by presenting the demographic information, it was aimed to reveal the characteristics of the sample in which the results from the study were generalized to the population. Thus, a demographic information form (See Appendix A) was developed to collect information about the population. The form includes multiple choice and short answer questions about the participant early childhood educators' gender, educational level, working status when participating in the study, the city they are working in, and working experience.

Table 2

Data Collection Instruments

Instrument	Function	Variables	Response Anchor	Number of Items	Original Form	Adaptation
Demographic Information Form	Defining the characteristics of the participants	- Gender - Educational Level - Working Status - City - Working Experience	Multiple Choices Short Answer	5	Current Study	-
Emotion Regulation Questionnaire	Measuring the intended emotion regulatory process	- Cognitive Reappraisal - Expressive Suppression	1 (Strongly Disagree) 2 3 4 (Neutral) 5 6 7 (Strongly Agree)	10	(Gross & John, 2003)	(Yurtsever, 2004)

Table 2 *(Continued)*

Instrument	Function	Variables	Response Anchor	Number of Items	Original Form	Adaptation
Coping with Children's Negative Emotions Scale – Teacher Form	Identifying the level of the early childhood educators' views of themselves as reacting to children's negative emotions in distressing situations, who work with children at preschools through early primary schools.	- Distress Reactions - Punitive Reactions - Minimization Reactions - Problem-Focused Reactions - Emotion-Focused Reactions - Expressive Encouragement	1 Very Unlikely 2 3 4 Medium 5 6 7 Very Unlikely	72	(Fabes et al., 2000)	Current Study

3.1.3.2. Emotion Regulation Questionnaire

The instrument was developed by Gross & John (2003) as a Likert-type instrument to distinguish the two types of emotional regulation strategies. The instrument was developed to use with adults, and it was used with early childhood educators in the current study. According to the knowledge of the researcher, it is one of the most frequently used measurement tools in this field (e.g., Foroughi et al., 2021; Gračanin et al., 2020; Kim et al., 2022; Wang et al., 2020). That indicates that the statistical properties of the measurement tool are reliable and valid. In addition, since the measurement tool is used in different cultures, it can be concluded that item analyzes are also culturally appropriate. For this reason, it was decided to use it for this research. The subscales of the instrument are Cognitive Reappraisal and Expressive Suppression. The Cognitive Reappraisal subscale consists of six items, and the Expressive Suppression subscale consists of four items. In the questionnaire, ten items are degreed from 1 to 7, from “very unlikely” to “very likely”. The questionnaire was implemented on four different samples in the study in which the scale was developed (Gross & John, 2003). The internal consistency scores were reported by taking the average scores of these four samples. The alpha score of the Cognitive Reappraisal subscale was mentioned as .79, and the alpha score of the Expressive Suppression subscale was mentioned as .73. The scores of each subscale were calculated separately from the other according to the nature of the instrument (Gross & John, 2003).

In Turkey, to the authors' knowledge, the instrument was firstly used in the study of Yurtsever (2004) on a sample that included 104 lower-level managers of a state bank in Turkey as a part of management development seminars sponsored by their bank. In this study, the Emotion Regulation Questionnaire (ERQ) was translated by a professional into Turkish and back into English by another translator (Yurtsever, 2004). The study reported that the coefficient alpha for the Cognitive Reappraisal subscale was .88, and the Expressive Suppression subscale was .82.

In addition, the validity and reliability study of the instrument was conducted by Totan (2015). In Totan's (2015) study, Cronbach's alpha coefficient was reported as 0.78 for the cognitive reaction subscale and 0.71 for expression suppression. As a result of the test-retest study based on the measurements conducted at two-week intervals,

correlation coefficients of 0.67 for cognitive reappraisal and 0.65 for expressive suppression were reached. Because of the nature of the questionnaire, it does not have a total score; therefore, analyzes were not carried out on the totals in both reliability calculations. As a result of this study, the instrument was considered valid and reliable in Turkish culture and language (Totan, 2015).

The permission to use the questionnaire for this study was taken from Dr. Gross, Dr. Totan, and Dr. Yurtsever via e-mail. The original form of the instrument was attached to Appendix B, and the version used in this research has been attached to Appendix A.

3.1.3.3. The Coping with Children's Negative Emotions Scale – Teacher Form

The instrument was developed by Fabes et al. (1990a) as a Likert-type instrument to measure the levels of parents' perception of their reactions towards children's adverse effects in stressful cases, and the teacher version of the same scale with the same purpose was also developed in the following years (Fabes et al., 2000). According to the authors' knowledge, this measurement tool is one of the most frequently used in the relevant field (e.g., Poulou & Denham, 2022; Li et al., 2021; Denham et al., 2020). That indicates that the statistical properties of the measurement tool are reliable and valid. In addition, since the measurement tool is used in different cultures, it can be concluded that item analyzes are also culturally appropriate. For this reason, within the scope of this research, it was decided to use to measure the strategies of early childhood educators' socialization of young children's negative emotions. The teacher version of the scale used in the current study is used to measure the levels of early childhood educators' perception of their reaction towards children's adverse effects in emotionally difficult times and can be used for early childhood educators.

On the scale, the items are degreed from 1 to 7, from "very unlikely" to "very likely". The Cronbach alpha scores for each subscale were .69, .70, .78, .78, .80, and .85 for Punitive Reactions, Distress Reactions, Minimization Reactions, Problem-Focused Reactions, Emotion-Focused Reactions, and Expressive Encouragement as the subscales of the scale. These subscales refer to different socialization techniques and can be defined as follows: Distress reactions refer to adults getting into distress by being influenced by children's negative emotions. Adult distress is effective in socialization behaviors because, depending on distress, adults may tend to focus on

their own negative emotions rather than children's needs (Fabes et al., 1990b; Fabes et al., 2001). Punitive reactions refer to adults' use of verbal or physical punishment in response to children's negative emotions and behaviors that result from negative emotions (Fabes et al., 2002). Expressive encouragement can be explained as encouraging children to express their negative feelings (Fabes et al., 2002). Problem-focused reactions refer to adults helping the child solve the problem causing his distress (Fabes et al., 2002). Problem-focused responses are also one of the methods of dealing with stress by targeting its source (Folkman & Lazarus, 1990). Emotion-focused reactions refer to adult strategies that help the child feel better (Fabes et al., 2002). Emotion-focused reactions, like problem-focused reactions, are one of the coping methods for targeting the source of stress (Folkman & Lazarus, 1990). Minimization reactions reflect how seriously adults take children's emotional or distressing reactions or how much they care about their problems (Fabes et al., 2002).

On the scale, 12 cases include children's negative emotions, and each case includes six reactions related to the provided cases. The scale has three different forms: teacher version, children/adolescent version, and parent version. In each scale form, the cases and the questions are the same but represented from different perspectives according to their audience. In the current study, the teacher version of the scale was translated and adapted into the Turkish language and culture by considering the parent version, which was used and adapted by Yagmurlu & Altan (2009), and a pilot study was conducted to validate the teacher version of the scale. The details of the pilot study were provided in the related section (See Section 3.2.3.3.2.).

The permissions for the parent-adapted version of the scale were taken from Dr. Selçuk to use in the research process, and the permissions for the original version of the scale were taken from Dr. Fabes. The original form of the instrument was attached to Appendix B, and the version used in this research was attached to Appendix A.

3.1.3.3.1. Translation and Adaptation of the Coping with Children's Negative Emotions Scale – Teacher Form into Turkish Language and Culture

The teacher version of the CCNES had been translated and adapted into the Turkish language and culture in the current study context. The most popular survey translation strategies proposed a team approach in the related literature, with diverse researchers

working together in ways that support each other (Harkness et al., 2010). In the current study, the TRAPD (Translation, Review, Adjudication, Pretesting, and Documentation) team translation model was used to adapt the scale (Harkness et al., 2010).

According to this model, in the Translation part, the data collection tool is translated into the target language by at least two translators simultaneously and independently. In the Review part, translated texts are compared with the source text, and translation suggestions are presented to each other. In the third step, called Adjudication, all texts are evaluated by an adjudicator or an adjudication team. A decision is made on the final text by agreeing on the best translation options. The text obtained after this stage is tested (pre-test). The decisions taken during the process and the route followed are recorded as Documentation (Taner & Seferoğlu, 2016). The team that conducts the translation and adaptation process includes three sets of people Translators, who are experienced practitioners with expertise in translating surveys; Reviewers, who are with strong translation abilities, experience with questionnaire design principles, and knowledge of the study subject; and Adjudicators, who are the people in charge of making the final judgments on which translation possibilities to use (Dörnyei & Taguchi, 2009).

In addition to the TRAPD team translation model, in the study, it was agreed that a localization and adaptation process is needed as well as translation because the original scale includes some items that do not reflect the target educational setting.

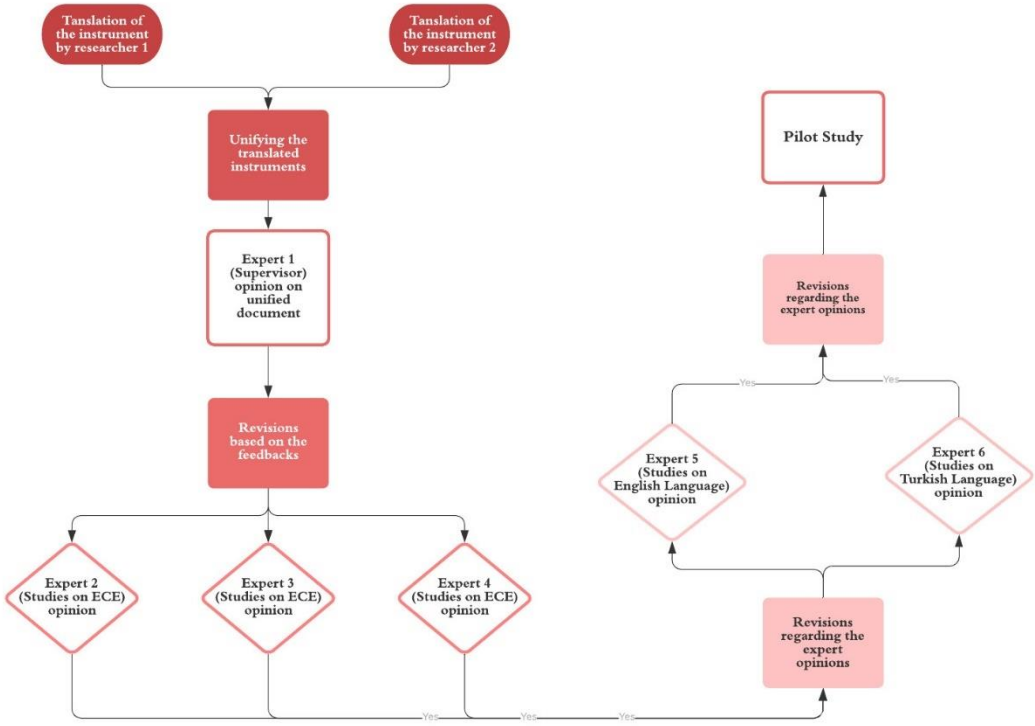
Original: *"If my student is afraid of injections and becomes quite shaky and teary while waiting for his/her turn to get a shot at the nurse's office, I would:"*
Adapted: *"If my student is waiting for his/her turn to be vaccinated because s/he is afraid of needles, trembling and crying:"*

For example, in the items above, "nurse's office" was not applicable in the target educational setting and was adapted to the target culture. Therefore, it could be said that there were cultural differences between the source and target language and setting. This conflict between the scales emphasizes the necessity of ensuring that ideas inside an instrument were equal in the source and target languages, as well as in time and context (Epstein et al., 2015). As a result, while establishing a direct comparison

between various nations, cultures, and periods, it was critical to consider potential obstacles, and cross-cultural adaptation was often required. (Gjersing et al., 2010).

Figure 8

Flow Diagram of CCNES Adaptation Process



In the current study, the scale was translated by two researchers (a Ph.D. student studying and conducting research on the early childhood education field and the author of the current study) simultaneously and independently. After the translation process, a meeting was set between translators, and the translations were compared. During the meeting, disagreements were noted, and the common points were left the same in a meeting document. The document and the independent translations were shared with Expert 1 (Supervisor of the current study) as adjudicator. After the investigation of the adjudicator, another meeting was set with the participation of the translators and adjudicator, and the feedback of the adjudicator was discussed. As a result of this meeting, a translation/adaptation document was developed. This first draft was sent to three experts (an Assitant Professor, an Associate Professor, and a Ph.D. in the early childhood education field). When their suggestions and feedback were received, a meeting was arranged with both the translator and the adjudicator. The suggestions and the feedback were considered, and a second draft of the scale was developed. This

second draft was sent to an expert who is an MSc. student in the English Language field and an expert who is a Prof. in the Turkish Language field. When their feedback and suggestions were received, the final draft was developed, and this final draft was tested on the subjects by conducting a pilot study (See Figure 8).

3.2. Stage I: Pilot Study

A pilot study had been carried out before the main study to figure out whether the data collection tools were effective in reaching the relevant data and whether the tools were reliable and valid in the context of this study. In this way, the researcher's experiences might provide professionalism for the main study process. Also, the possible difficulties would be determined and solved previously in the main research conducting process. Conducting a pilot study also contributed to the reliability and validity issues of the study. Owing to the previously experienced and analyzed questions, data and process could lead the researcher to consider different points of the study. Also, it would be proven that all the research process design was applicable before the study was conducted.

Another main goal of the pilot study was to ensure that the adapted scale within the scope of this study was valid and reliable. As mentioned above, The Coping with Children's Negative Emotions Scale has three different versions for parents, children/adolescents, and teachers. The parent version of the scale has a Turkish adaptation (Yagmurlu & Altan, 2009). On the other hand, the teacher version had not been adapted to Turkish yet. Besides, all the items were in the same form with the exact words in each version of the scale but the perspectives. The teacher version of the scale had been translated by considering the parent version adaptation within the scope of this study. 788 participants were reached for the pilot study with the same sampling method as the main study. Then, the factor structures of the scales were analyzed. The related results were provided in the related section below (See Section 3.2.3.3.).

3.2.1. Population and Sampling

Convenience sampling was used for the study. *Convenience sampling* is a sampling method that includes a group of people accessible for a study (Fraenkel et al., 2012).

The amount of data collected should be huge for the current study, and the data was mainly collected during the COVID19 pandemic. Therefore, convenience sampling was preferred to design a feasible data collection procedure.

To reach the sample of the study, the most feasible early childhood institutions were reached by the researcher. In order to reach the sample of the study, first of all, the early childhood education institutions that can be reached most easily by the researcher were reached. Thus, it was aimed to prevent communication difficulties due to the pandemic and possible time-related disruptions during the research. However, it was seen that the data collected from the areas that could be reached in the fastest and easiest way were not sufficient for the study, and for this reason, almost all early childhood education institutions in the population were tried to be reached. Thus, all the public and private preschools, primary schools, and some secondary schools with kindergarten classes in Ankara and Kahramanmaraş were reached by phone calls. The schools' administrations were the contact between the researcher and the early childhood educators. As a result, the early childhood educators who volunteered to participate in the study from the institutions reached took part in the current study.

The pilot study's target population was all the early childhood educators working at Kahramanmaraş and Ankara. The reason for choosing these cities within the scope of the pilot study was that the data to be used to adapt the measurement tool was collected in the fastest and most accessible way, within the pandemic conditions at that time. The intended sample for the study was planned as 750 volunteer early childhood educators who were currently working at Kahramanmaraş and Ankara. There were 102 items in the data collection tools used in the research in total. When the number of the items on the largest scale used in the study was considered, which was CCNES with 72 items, in this case, the number of the participants should have been around 720 or more to reach meaningful data since the number of the items in the scales should have been at least with 1:10 ratio to reach reliable and meaningful data for the following analysis procedure (Nunnally, 1978). Considering the mortality issue, it was planned for 750 participants. As a result of the data collection procedure, 788 participants were reached for the pilot study.

3.2.2. Data Collection Procedure

The data collection procedure was started after getting ethical permission from the Human Research Ethics Committee of METU and implementation permission from MoNE in the second semester of the 2020-2021 academic year.

Current research data was collected through an online survey system by considering the amount of data reached. Therefore, the data collection system with the paper-and-pencil method was not considered feasible within the framework of this research because it prolongs the cost of the research, the time of data collection, and the time required by the researcher to do fieldwork. On the other hand, it has been evaluated in favor of the research that the online data collection method provides advantages in a large sample, economical way, ease of data entry, and shorter response time with a flexible and more controllable format. In studies comparing both methods, it has been observed that the disadvantages of data collection with the survey method are mostly shared in common, and the methods are not evaluated as more advantageous or disadvantageous than one another (Granello & Wheaton, 2004; Lefever et al., 2007).

Therefore, a six-page online form was created for this study by gathering these instruments. Each school was reached via phone calls, and the information about the research was provided to the school administrators. The link to the online form was shared with the school administrations via e-mail. After getting their approval, they shared the online data collection link with the early childhood educators. When the early childhood educators filled out the forms, the data was automatically collected as an Excel document.

The data collection link, sent to early childhood educators, included six pages. The first page of the data collection link consisted of a consent form informing the participants about the basis of voluntariness within the study. Therefore, they would be informed that they were free to participate in or withdraw from the study. Participants were requested to fill out the form that explains the research details and confirms their voluntary participation in the study. They were reminded that there were no right or wrong answers for each question in the instruments. Their answers were essential for the research to choose the best choice for them. The form was attached in Appendix C.

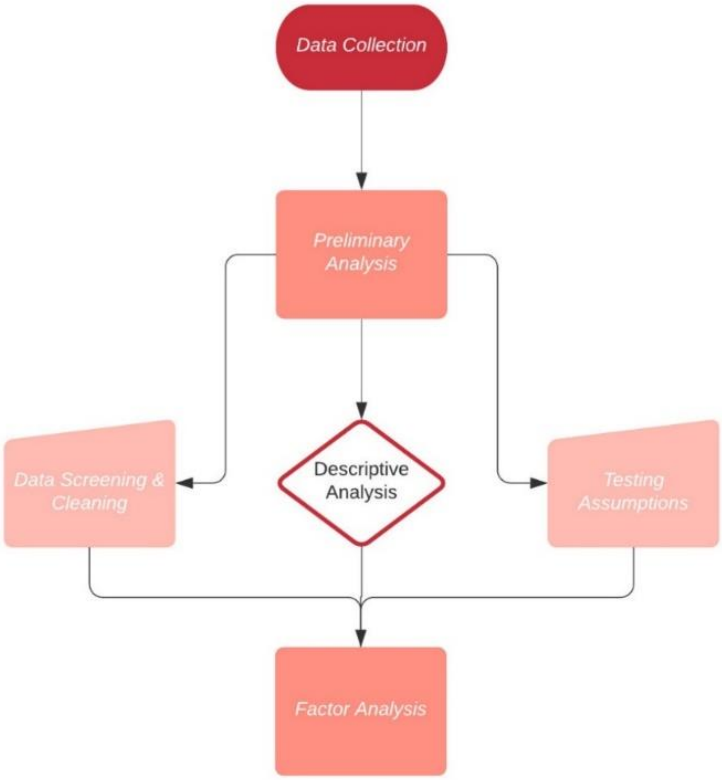
After the consent form, a demographic information form was presented to the participants on the next page. Their educational backgrounds, gender, current working statuses, and teaching experiences were asked in this form. The following pages, respectively CCNES and ERQ, were presented to the participants, and this online form collected their answers.

3.2.3. Pilot Data Analysis

After the data was collected, three analysis steps were followed (See Figure 9). In the first step, the data were screened to detect the missing values and outliers, and the testing assumptions of the factor analysis were checked within the scope of preliminary analysis. Additionally, a descriptive analysis was conducted, and the data characteristics were detected. As the last step, a factor analysis procedure was conducted. In this procedure, both exploratory and confirmatory factor analyses were implemented. The results of these analyses were presented below in the following section (See Section 3.2.3.3.).

Figure 9

Pilot Data Analysis Process



3.2.3.1. Preliminary Analysis

The data was organized and prepared for the analysis procedure in the preliminary analysis. The data set had been screened and cleaned from the irrelevant data, and the testing assumptions had been ensured. Then, a descriptive analysis was conducted to recognize the sample of the study and understand the characteristics of the participants. Finally, before conducting factor analysis, assumptions of this analysis were discussed.

3.2.3.1.1. Data Screening & Cleaning

In the data screening and cleaning process, item headings had been changed to abbreviations. Short names were given to demographic questions. Spelling errors in city names were corrected. District names were changed into provinces. Participants whose city names could not be read in their answers and those outside Ankara and Kahramanmaraş were omitted from the data set. Participants who were not actively teaching were also excluded from the study. The "year" word in the teaching experience column of the data set had been deleted, and the data in that column turned into numbers only. After the preparation, the data was exported to SPSS. Variables had been converted to numeric values. Participants who had been teaching for less than one year in the teaching experience column were set to 0. Participant 472 wrote "1-3" to answer the teaching experience question, and this answer was entered as missing data. As a result of the data screening and cleaning procedure, 788 participants were reduced to 725 participants for the current pilot study.

3.2.3.1.2. Testing Assumptions

According to Tabachnick & Fidell (2013), before conducting factor analysis, some practical issues about the analysis should have been considered. These issues can be referred to as testing assumptions. The primary purpose was to examine the variables for any violations of evaluating the statistical techniques' accuracy to address the research questions (Pallant, 2016). Before conducting factor analysis in the current pilot study, sample size, normality, linearity, and factorability assumptions were checked, and the following factor analysis was conducted accordingly.

3.2.3.2. Descriptive Analysis

Conducting a descriptive analysis for the pilot study had two primary purposes. The first one was to recognize the sample of the study and the second one was to understand the characteristics of the participants. To achieve this goal, a descriptive analysis procedure was conducted on the SPSS program, and the results of the descriptive were presented in Table 3.

Table 3

Characteristics of Pilot Study Sample

	Value	**Count**	**Percent**
Gender	Female	674	93.0%
	Male	48	6.6%
Education Level	Primary & Secondary School	1	0.1%
	Highschool	5	0.7%
	Distance Education	11	1.5%
	Bachelor's Degree.	647	89.2%
	Master's Degree	61	8.4%
City	Ankara	414	57.1%
	Kahramanmaraş	311	42.9%
Experience (Central Tendency and Dispersion)	Mean (10.86)	724 (Valid)	6.00 (Percentile 25)
	Standard Deviation (6.956)		10.00 (Percentile 50)
		1 (Missing)	14.00 (Percentile 75)

As expected, most of the participants of the study were women since, in Turkey, most of the early childhood educators are women. Also, it can be seen that most of the participants had their bachelor's degree (89.2%), but even though it is not many, some participants did not have a B.S. degree. Moreover, when analyzing the pilot study data,

it was realized that the Distance Education concept was not defined well. Since there was only one option for Distance education, upper secondary, high school, and university degrees could fall into distance education. Therefore, their options were specified in the main study data collection part. Also, the short answer questions were converted to the multiple-choice questions in the main study data collection instrument because of the typos and unclear answers of the data gathered with the pilot study version of the Demographic Information Form.

Regarding the teaching experiences of the participants, most of the participants of the study had 16 or fewer years of teaching experience. The most experienced participant had 37 years of teaching experience, and the less experienced one was in the first year of his/her teaching career.

The pilot study data was collected from two cities in Turkey: Kahramanmaraş and Ankara. Most pilot study participants were from Ankara, with a relatively small difference. On the other hand, it should be considered that Ankara is a way bigger city when compared to Kahramanmaraş. Therefore, the participation rate was higher in Kahramanmaraş than in Ankara.

3.2.3.3. Factor Analysis

Factor analysis is a statistical technique used to discover which variables in a set of variables are from consistent subsets or relatively independent of one another (Tabachnick & Fidell, 2013). There are two major types of factor analysis: exploratory factor analysis and confirmatory factor analysis. In exploratory factor analysis, the factor finding process is mainly based on the relationships between variables; in confirmatory factor analysis, on the other hand, a previously determined hypothesis or theory about the relationship between variables is tested (Büyüköztürk, 2020). A "hybrid approach" was suggested, using EFA and CFA at different steps by Matsunaga (2010) to identify the target construct's factor structure. In the study, this approach was implemented, and both exploratory and confirmatory factor analyses were implemented on the collected data. The factor analysis had two purposes for this study. The first goal was to define the factor structure of the scales adapted within the current study's scope. The second purpose was to test the data collection instruments in the study sample.

The data were analyzed by using IBM SPSS (Statistical Package for the Social Sciences) Statistics Program for Exploratory Factor Analysis (EFA), and LISREL 11 (Linear Structural Relations) Program (Jöreskog & Sörbom, 2018) for Confirmatory Factor Analysis (CFA).

3.2.3.3.1. Factor Analysis of Emotion Regulation Questionnaire

For the EFA, the suitability of the data to the analysis procedure was first examined. To ensure that the data set is acceptable for factor analysis, it is essential to check the Kaiser-Meyer-Olkins Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity. Pallant (2016) considers the KMO values more than .6 and Bartlett's Test values less than .05 to be noteworthy. In ERQ, these values were found respectively, .772 for KMO and <.001 (significant) for Bartlett's Test. Therefore, it was decided that factor analysis was appropriate (Pallant, 2016).

3.2.3.3.1.1. Exploratory Factor Analysis of Emotion Regulation Questionnaire

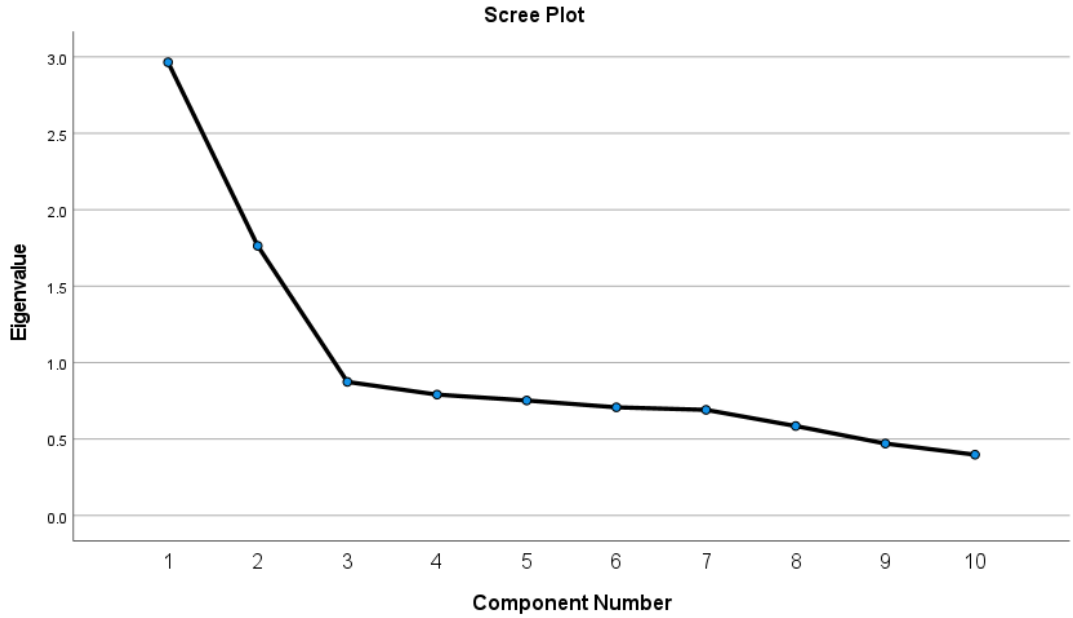
After ensuring the data set was suitable to execute a factor analysis, communalities, eigenvalues, scree plot, and rotation matrices were examined in EFA. When the analysis was executed, the first values considered were the communality coefficients of the items. The communality of a variable can be defined as the variance explained by the factors, and the communality coefficients below .32 indicate low communality (Tabachnick & Fidell, 2013). In the analysis, there was no observed low communality coefficient for the questionnaire (See Appendix G).

To determine the number of the factors of the instrument, there are two main criteria: Kaiser's criterion and Scree plot. For this questionnaire, both of these techniques were checked. In Kaiser's criterion, only the components with an eigenvalue above 1 can be considered factors (Pallant, 2016). Two eigenvalues above 1 were observed in Principle Component Analysis of ERQ, and the scores for each component can be listed as 2.965 and 1.764. These components explained a total of 47.291 percent of the variance. Using the Kaiser criteria could result in the extraction of too many components; thus, it was essential to look at the Scree Plot (Pallant, 2016). The Scree Plot of ERQ can be seen in the figure below (See Figure 10). It was observed that there

was quite a clear break between the second and third components. Components 1 and 2 explained significantly more variation than the other components.

Figure 10

Pilot Study – Scree Plot of Emotion Regulation Questionnaire



The rotated component matrix table was considered as a final step to determine the number of observed factors in EFA (See Appendix G). The varimax rotation was implemented in the analysis procedure since varimax rotation is more likely to be based on the notion that the factors are not correlated with one another (Dilbeck, 2018). In ERQ, the subscales are not related to each other. In other words, each dimension is evaluated in itself, and there is no total score for the questionnaire. Therefore, varimax rotation was preferred for the analysis. In the rotated component matrix table, it was observed that ERQ2, ERQ4, ERQ6, and ERQ9 items were loaded in one factor, and the rest of the items were loaded in the other factor. These loadings were parallel with the original subscales called Expressive Suppression and Cognitive Reappraisal.

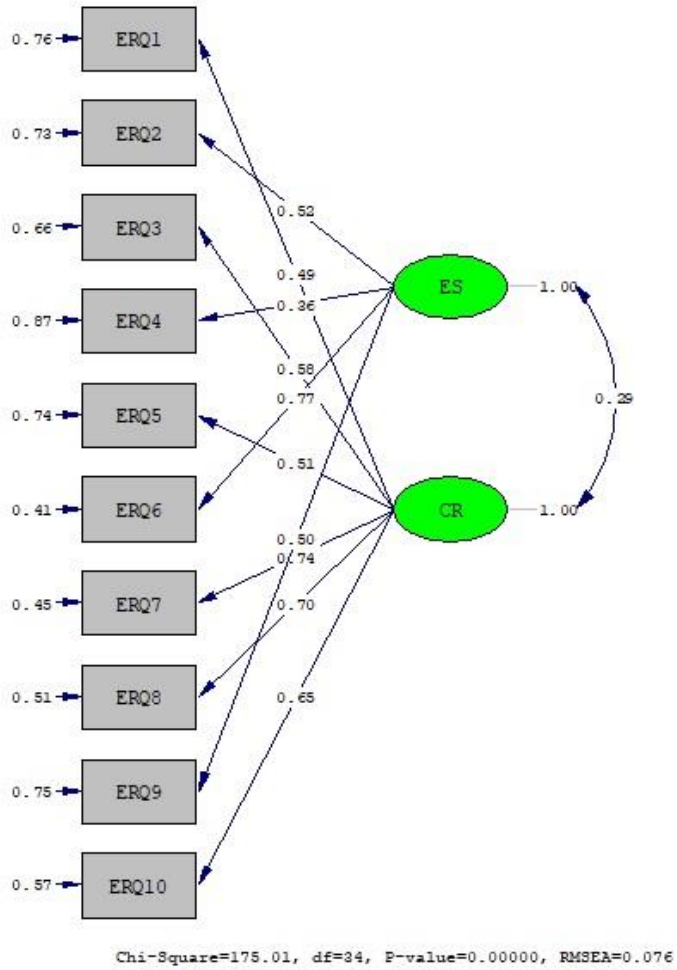
3.2.3.3.1.2. Confirmatory Factor Analysis of Emotion Regulation Questionnaire

To ensure the results of the EFA, a Confirmatory Factor Analysis (CFA) process was also conducted. CFA is a technique for determining how effectively measured variables represent a smaller set of constructs (Hair et al., 2014). In the EFA of ERQ,

it was observed that the factor structure of the questionnaire was parallel with the original scale. Therefore, the CFA was conducted by following this factor structure. It was observed that the subdimensions of the scale had been confirmed by the observed variables loaded on the latent variables as it is hypothesized (See Figure 11).

Figure 11

Pilot Study – CFA Model of Emotion Regulation Questionnaire



Note: ES (Expressive Suppression), CR (Cognitive Reappraisal)

If the CFA results were evaluated, it would be revealed that good fit levels give satisfactory results since the sample of the study provided a ratio of 1:72. For this reason, model modification suggestions were not carried out, and the model was left in its original form. When the model was examined, it was observed that the items

were loaded in harmony with the two latent variables, and the factor structure in the EFA was verified.

Table 4

Pilot Study – Goodness of Fit Indicators of Emotion Regulation Questionnaire

Model	χ2	df	χ2/df	RMSEA	NFI	CFI	SRMR	GFI	AGFI
2 Factors	175.01	34	5.147	.076	**.886**	.906	.061	.955	.927

Note: RMSEA (Root Mean Square Error of Approximation), NFI (Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index)

If the goodness of fit indices is evaluated, it was observed that the χ2/df value is 5.147, and it was considered as medium level because χ2/df ≤ 5 (Sümer, 2000). The GFI value was found to be .955 and was considered a perfect fit because it was ≥.95 (Hooper et al., 2008). RMSEA value (.076) ≤ .08, SRMR value (.061) ≤ .08, and CFI value (.906) ≥ .90 were considered as good fit. (Brown, 2006; Hooper et al., 2008; Tabachnick & Fidell, 2013). However, the NFI value was observed as .886, and it was not observed as a good fit since the range of good agreement was ≥ .90 (See Table 4). However, due to working with a large sample (723) and providing a 1:72 ratio for the item/sample ratio, the goodness of fit indices of the model was compatible, and it was decided not to make any changes to the scale.

3.2.3.3.2. Factor Analysis of the Coping with Children's Negative Emotions Scale – Teacher Form

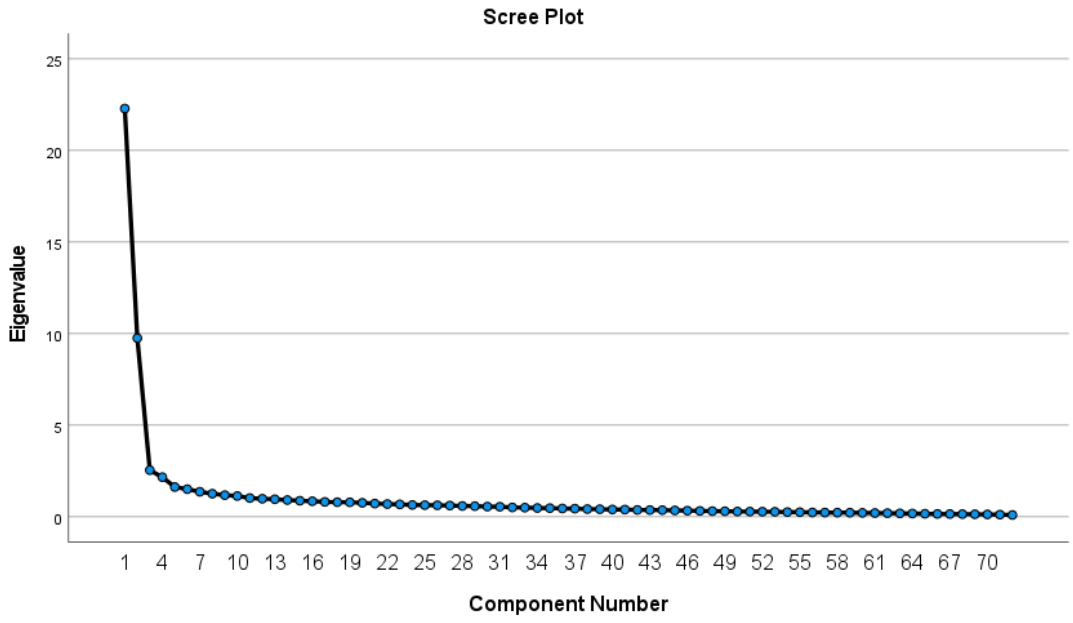
The Kaiser-Meyer-Olkins Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity were checked at the beginning of the factor analysis procedure to control the appropriateness of the data set for the procedure. KMO values were observed as .961, and Barlet's Test found significant (.000). Because of the fact that the values above .6 for KMO and under .05 for Bartlett's Test, the data set was considered appropriate for the factor analysis (Pallant, 2016).

3.2.3.3.2.1. Exploratory Factor Analysis of the Coping with Children's Negative Emotions Scale – Teacher Form

First, the data set had run on SPSS without defining any fixed number for the factors. Moreover, while choosing the criteria for the analysis, varimax rotation was preferred because the main dimensions of the CCNES do not relate to each other. After the EFA run, the first result that had been covered was the communality coefficients, and there were no scores observed under .32. On the other hand, there were 12 eigenvalues observed above 1, and it could be considered as this scale include 12 factors. When the Scree Plot of the scale was considered, there was only a significant break between the second and third components (See Figure 12). Thus, these components explained significantly more variation than the other components, creating a difference between the Kaiser's Criterion results and Scree Plot results.

Figure 12

Pilot Study – Scree Plot of the Coping with Children's Negative Emotions Scale – Teacher Form



To be sure of the result of the Kaiser's Criterion, a parallel analysis was conducted using Monte Carlo PCA. This program generates 100 sets of random data of the same size as the study. As a result of the Monte Carlo parallel analysis, six possible factors for this study were observed. Thus, depending on the theoretical bases of the scale and

the possible results of the EFA, the factors were fixed to two, four, and six, respectively, and three more separate analyses were conducted.

Since, even though the scale suggests six subscales while developing the scale, the authors did not conduct a psychometric property analysis but only represented the theoretical support for the scale. On the other hand, as a further study, Fabes et al. (2002) conducted a psychometric analysis for the scale, and they defined some items as Supportive and Non-supportive items. Therefore, it can be said that they define two dimensions for the scale. When they conducted two separate studies in the related article, they observed that the previously defined Problem-Focused Reactions and Emotion-Focused Reactions subscales loaded on the same factor, and the Minimization Reactions and Punitive Reactions subscales loaded together on another factor. Therefore, they implied that there could be four subscales for this instrument. To replicate their methods and reach the scale factors, the analysis was conducted by fixing the factors respectively two, four, and six with the data set of the current pilot study.

When the factors were fixed to two, the communality values of CES1A, CES1B, CES1D, CES2C, CES2F, CES3A, CES3B, CES3F, CES4A, CES4C, CES5E, CES8B, CES8C, CES8D, CES8E, CES10A, CES10C, CES11A, CES11B, CES12D, and CES12E items observed low, which means under .32. In the Rotated Component Matrix Table, CES10A did not lead to any factors. In addition, CES1A and CES1D items loaded to the Supportive subscale even though they should have belonged to the Non-Supportive subscale.

When the factors were fixed to four, CES1A, CES1B, CES2F, CES3A, CES4A, CES5E, CES8B, CES8C, CES8D, CES10A CES10C, CES11A, CES11B, CES12D, and CES12E items showed low communality scores, and most of the items loaded differently from the results of Fabes et al. (2002). CES10A did not load to any of the factors again in this analysis.

When the factors were fixed to six, the low scores of communality coefficients were observed on the items CES1A, CES1B, CES3A, and CES5E (See Appendix G). All the factors had loaded to a factor, but most of the factors again loaded to two factors, and the others were not parallel with the study results of Fabes et al. (2002).

As a result of the analysis series, to support the results of the EFA of the CCNES, a CFA is also conducted. Also, it was decided to make some changes and retest the items with the data set of the main study. To ensure the validity and reliability of the CCNES, another factor analysis was also conducted with the main study data set before the statistical analysis of the main study.

3.2.3.3.2.2. Confirmatory Factor Analysis of the Coping with Children's Negative Emotions Scale – Teacher Form

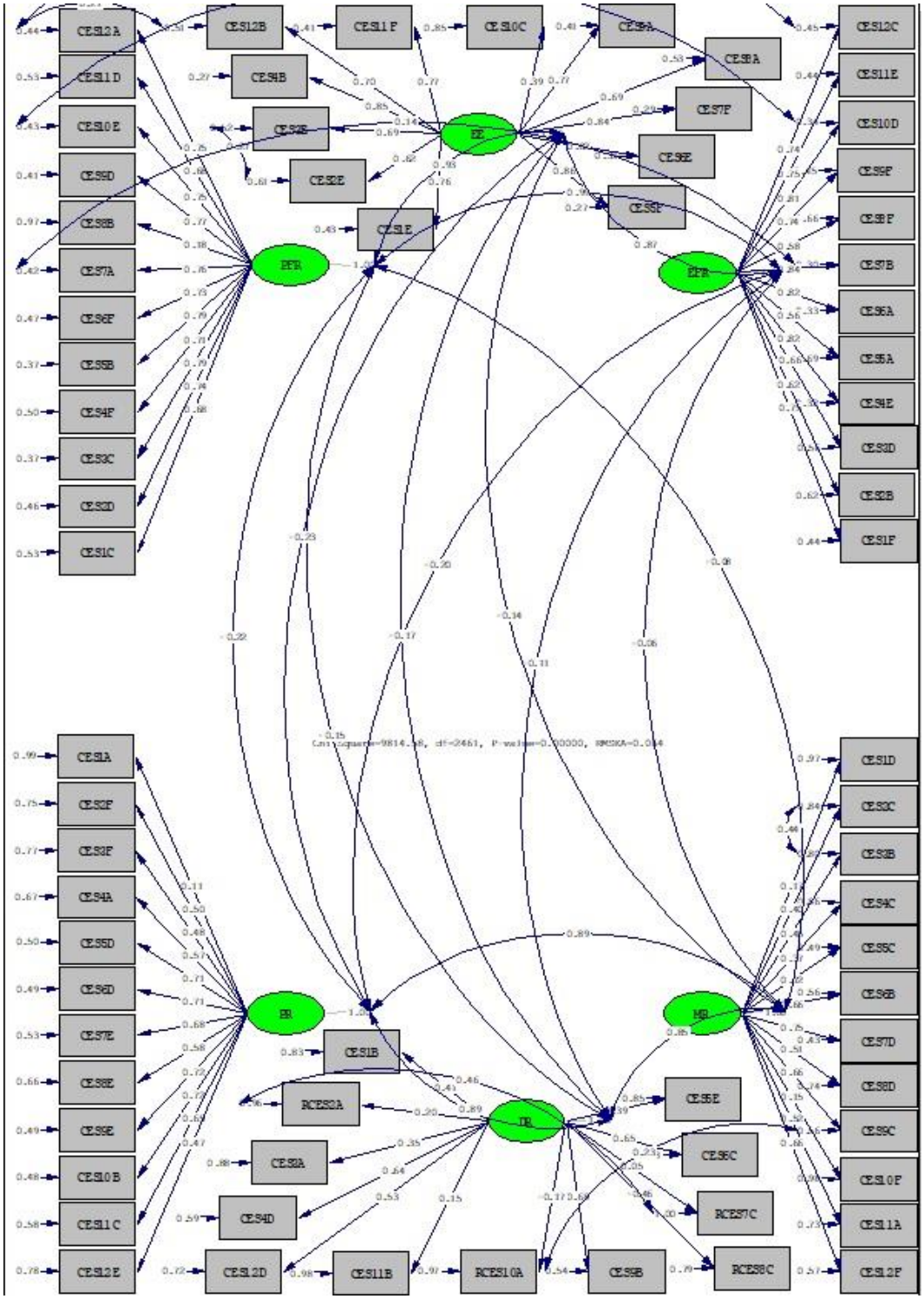
By following EFA, a CFA analysis procedure was used to support the scale's factor structure similar to the other scales in the study. CFA results of the scale revealed that some items were problematic in representing their factors. The observed variables were not adequately loaded on the latent variables in the CFA of CCNES, and the error variance of several of the items was significant (See Figure 13).

Evaluations of the goodness of fit for the model did not show a good fit even though some of the suggested modifications were executed by adding additional paths between RCES7C and RCES2A; CES3B and CES2C; CES9C and CES9B; CES3E and CES2E; CES7A and CES7B; CES 10E and CES10D; CES12A and CES12B; CES 12A and CES12C (See Figure 13).

Using the goodness of fit indices, $\chi 2/df$ equals 3.98, and a ratio of $\chi 2/df$ less than 5 indicates a good fit (Çokluk et al., 2021). The GFI value, on the other hand, was reported to be .665, which could not be regarded as a good fit because it can only be considered a good fit when it is less than .90 (Hooper et al., 2008). RMSEA value was seen as .064, and it can be deemed a good fit when the condition $\leq .07$ is satisfied (Steiger, 2007). SRMR value was observed as .128, which was not $\leq .08$, and CFI value was seen as .774, which is not $\geq .90$; therefore, based on these findings, it could be concluded that the model does not fit well. (Brown, 2006; Tabachnick & Fidell, 2013) (See Table 5).

Figure 13

Pilot Study – CFA Model of the Coping with Children's Negative Emotions Scale – Teacher Form



Note: PFR (Problem-Focused Reactions), EFR (Emotion-Focused Reactions), EE (Expressive Encouragement), MR (Minimization Reactions), PR (Punitive Reactions), DR (Distress Reactions)

Table 5

Pilot Study – Goodness of Fit Indicators of the Coping with Children's Negative Emotions Scale – Teacher Form

Model	χ2	df	χ2/df	RMSEA	NNFI	CFI	SRMR	GFI	AGFI
6 Factors	9814.58	2461	3.98	.064	**.765**	**.774**	**.128**	**.665**	**.642**

Note: RMSEA (Root Mean Square Error of Approximation), NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index)

When the model was evaluated, the problems observed in EFA were mainly confirmed, and it was decided that some of the items had to be changed (See Table 6). While making the changes and considering the EFA and CFA results, the internal consistency of the scale was also considered.

Two field experts' opinions were considered in light of the analysis results to make the scale consistent. As a result, CES1A, CES1D, CES2C, CES2F, CES3B, CES3F, CES4A, CES4C, CES8B, CES8C, CES8D, CES10A, CES10C, CES11A, and CES12E items had been changed by considering their factor loadings on EFA. CES2C, CES3B, CES7C, CES9B, CES9C, CES 12A, and CES12C items were changed by considering the modification indices and their high impact on χ2/df on CFA. CES1A, CES1D, CES8B, CES10A, and CES10F items had been changed by considering their high error variance on CFA. Furthermore, the CES3C, CES6B, and CES6C were changed to conserve the internal consistency of the scale (See Table 6).

Table 6

Changes of the Coping with Children's Negative Emotions Scale – Teacher Form

Item	Pilot Study	Revised Version for the Main Study
CES1A	I send my student to a different environment to calm down	I detract my student from the group and myself until s/he calms down.
CES1D	I tell my student not to be too bothered if s/he can't participate in the activity.	I tell my student not to exaggerate not being able to participate in the activity.
CES2C	I tell my student that s/he is overreacting	I tell my student, "Aren't you exaggerating a bit?"
CES2F	I tell my student to stop crying or I will not let her/him play with the damaged object again	I tell my student to stop crying or I will not let her/him play with that object again
CES3B	I tell my student that s/he is overreacting	I tell my student, "Aren't you exaggerating a bit?"
CES3C	I tell my student she can look where s/he hasn't looked before	I help my student think about places s/he hasn't looked before
CES3F	I tell my student "this is what happens if you're not careful"	I tell my student that if she is not careful, s/he will suffer the consequences
CES4A	I tell my student to pull herself/himself together or I won't let her/him do things s/he loves (e.g.: go to recess)	I tell my student to get herself/himself together or I will not allow her/him to do something s/he loves (it may change for the student).
CES4C	I tell my student that getting vaccinated is no big deal	I tell my student not to exaggerate getting vaccinated.
CES6B	I tell my student that s/he is overreacting	I tell my student, "Aren't you exaggerating a bit?"
CES6C	I feel ashamed and uncomfortable	Be ashamed and feel uncomfortable

Table 6 (Continued)

CES7C	I do not get nervous, I keep my calm	I keep my calm, and don't get nervous
CES8B	I tell my student that the gift can be exchanged for something s/he wants	I tell my student that s/he can exchange her/him gift for anything s/he wants
CES8C	I don't care about my student's rudeness	I don't get angry at my student's rudeness
CES8D	I tell my student that s/he is overreacting	I tell my student, "Aren't you exaggerating a bit?"
CES9B	I feel sorry for my student to act childish.	I feel sorry for my student to behave this way.
CES9C	I tell my student that s/he is overreacting	I tell my student, "Aren't you exaggerating a bit?"
CES10A	I don't get upset myself	I don't feel sad
CES10C	I tell my student s/he can cry when s/he feels bad	I tell my student it's understandable to cry when s/he's feeling down
CES10F	I tell my student it's just a matter of time before s/he feels better	I tell my student "it'll pass soon"
CES11A	I ask my student not to exaggerate the situation	I tell my student not to exaggerate the situation so much
CES12A	I help my student find things to make meeting new people less scary	I help my student find things to make meeting new people less daunting
CES12C	I try to make my student happy by talking about how fun it is to meet new people	I try to make my student happy by talking about how fun it is to know new people
CES12E	I tell my student that s/he has to communicate with visitors appropriately	I tell my student that s/he has to treat our guests properly

3.2.4. Reliability

The term *reliability* refers to the consistency of data obtained using the same methods from one instrument administration to another from one questionnaire to another (Beins, 2009; Fraenkel et al., 2012). There are various ways to determine whether a study is reliable or not, and one of those is the Kuder-Richardson Approach which is an approach that controls reliability with the internal consistency of the instrument which is used in the study. This approach uses particularly the formula KR20 and KR21, which require the number of items on the test, the mean, and the standard deviation to calculate the internal consistency (Fraenkel et al., 2012). Alpha coefficient or Cronbach's alpha is a form of KR20, and in this study, the reliability of the scales was controlled with this approach. The Cronbach's alpha results of the scales, as a result of SPSS analysis, were determined by considering the subscales of the scales since none of the scales used in this study was appropriate to get total scores; each subscale had to be evaluated itself.

For the reliability analysis of ERQ, because of the significantly less item number, it was preferred to report the mean inter-item correlation score because Cronbach's alpha calculation is significantly sensitive to the number of the items on the scale (Pallant, 2016). Thus, by considering the mean inter-item correlation value, the reliability scores were found as .342 for the Cognitive Reappraisal subscale and .305 for the Expressive Suppression subscale. The reliability scores of the subscale were in the optimal range; it means this subscale was considered in the optimal range when between .2 and .4 (Briggs & Cheek, 1986).

The reliability analysis of CCNES was conducted by considering Cronbach's Alpha since each subscale of this scale consists of 12 items. The Cronbach’s Alpha values were found .440 for Distress Reactions (DR) subscale, .797 for Punitive Reactions (PR) subscale, .940 for Expressive Encouragement (EE) subscale, .939 for Emotion-Focused Reactions (EFR) subscale, .927 for Problem-Focused Reactions (PFR) subscale and .808 for Minimization Reactions (MR) subscale. Values above .7 were considered acceptable for Cronbach's Alpha, but those above .8 were preferred (Pallant, 2016). Accordingly, the Distress Reactions subscale could not be considered reliable since most of the inter-item correlation scores were negative. It means the

items might measure something other than the underlying characteristic of the subscale. Thus, most of the items of the scale were edited by considering the reliability and factor analysis results. The subscales of the scale, except the DR subscale, had acceptable Cronbach's Alpha values, even perfect for some of the subscales. Nevertheless, some of the items of these subscales, CES1A for the PR subscale and CES8B for the PFR subscale, had shown corrected item-total correlations scores less than .3. By considering these results, in addition to the factor analysis results, these items had been edited before the main study.

Table 7

Reliability Scores for the Subscales in Pilot Study

	Number of Items	**Cronbach's Alpha**	**Inter-Item Correlation Mean**
Expressive Suppression	4	-	.305
Cognitive Reappraisal	6	-	.342
Distress Reactions	12	.440	-
Punitive Reactions	12	.797	-
Minimization Reactions	12	.808	-
Expressive Encouragement	12	.940	-
Emotion-Focused Reactions	12	.939	-
Problem-Focused Reactions	12	.927	-

3.2.5. Validity

Validity refers to drawing appropriate, correct, valuable, and meaningful inferences and conclusions based on the collected data using a particular instrument. (Fraenkel et al., 2012; Beins, 2009). Several techniques can be used to ensure the validity of a scale. Two of these methods were implemented in this study, called content validity and construct validity.

3.2.5.1. Content-Related Evidence of Validity

Content validity has two key elements: the adequacy of the sampling and the format of the instrument. Adequacy of the sampling refers to the case of whether the sample of content represents the domain that the instrument contains or not. Format of the instrument refers to the instrument's clarity, appropriateness, and applicability

(Fraenkel et al., 2012). In the current study, to ensure content validity, expert opinion was sought. During the adaptation of the CCNES, the TRAPD adaptation model was used and asked for six different experts' opinions.

3.2.5.2. Construct-Related Evidence of Validity

Construct validity can be defined as the degree to which a measurement appropriately assesses the underlying notion meant to be measured (Beins, 2009). According to Fraenkel et al. (2012), determining construct validity consists of three steps. First of all, the variable being measured has to be precisely defined. Secondly, based on an underlying theory of the variable, hypotheses have to be formed about how people who have too little of the variable or many of the variables will behave in a given situation. Finally, the hypotheses have to be evaluated both logically and experimentally.

In the current study, the construct validity was tried to be ensured using a well-structured analysis procedure. The variables of the study were defined, and the related scales were determined to be used in the study. Then, the sample of the study was chosen by convenience sampling. Assumptions of the test were determined and considered during the execution of the study. Finally, the results of the study were analyzed by statistical techniques. To test the construct validity of the scales, EFA and CFA procedures were implemented, and the details of this analysis were provided in the related sections.

3.3. Stage II: Main Study

After the pilot study phase, another data collection procedure was conducted for the main study. As a result of the pilot study, some changes on the scales were made with the results of the analyses conducted. At the beginning of the main study, the scales were tested again to ensure that the scales used in the current study were reliable and valid. Also, because of the change in the sample for the main study, the scales were analyzed to ensure that they were working on the main study sample. In that, preliminary analysis, descriptive analysis, reliability analysis, and factor analysis procedures were conducted before the main study analysis procedure.

3.3.1. Population and Sampling

Convenience sampling was used for the main study likewise pilot study. The same feasibility issues encountered in the pilot study were encountered during the sample selection and data collection of the main study, and the similar sample selection and data collection process conducted with the pilot study to handle these feasibility issues.

The target population of the main study was all the early childhood educators currently working in "Yukarı Sakarya and Konya Districts of Central Anatolia Region". The main study's target population was all the early childhood educators working in Ankara, Eskişehir, and Konya. The reason why these cities were chosen within the scope of the main study was that the data collection process was started in Ankara to collect the data in the fastest and most accessible way within the pandemic conditions at that time. Due to the inferential nature of the study, it was necessary to have a consistent population with similar characteristics to generalize the results to be obtained from the study. For this reason, Yukarı Sakarya and Konya Districts of the Central Anatolia Region, which have geographical proximity to each other and include Ankara, were selected as the population of the study. Konya and Eskişehir in these districts were determined as samples with Ankara because they are metropolitan cities like Ankara, and they are the closest neighbors of Ankara geographically.

The intended sample for the study is 360 volunteer early childhood educators currently working in Ankara, Eskişehir, and Konya. Even though the low contribution of the population, the intended sample size could be reached, and the main study was conducted with 394 participants. The same data collection procedure was preferred parallel to the pilot study for the main study data. Like the pilot study, all the public and private preschools, primary schools, and some secondary schools with kindergarten classes in Ankara, Konya, and Eskişehir were reached by phone calls. The data collection instrument's link and the permission from the MoNE had been sent to the schools' administrations by e-mail. The early childhood educators who accepted participating in the study were the sample of this study.

3.3.2. Data Collection Procedure

Since the summer holiday had begun in schools, the main study data collection procedure could not be started after the pilot study analysis. For the main study, a new data collection procedure permission from MoNE was required. The permission procedure was repeated with the new semester (the first semester of 2021-2022). By the first semester of the academic year, the new group of young children had begun preschool. Since early childhood educators and their new group of young children had just started an interaction and to collect accurate data for in-class environment interactions of the early childhood educators two months after they started to the school, the data was started to be collected.

For the data collection process, the school administrations of the schools the data collected from were informed, just like in the pilot study. Therefore, each school was reached by phone calls, and the information about the research was provided to the school administrators as it had been implemented in the same way in the pilot study.

3.3.3. Main Study Data Analysis

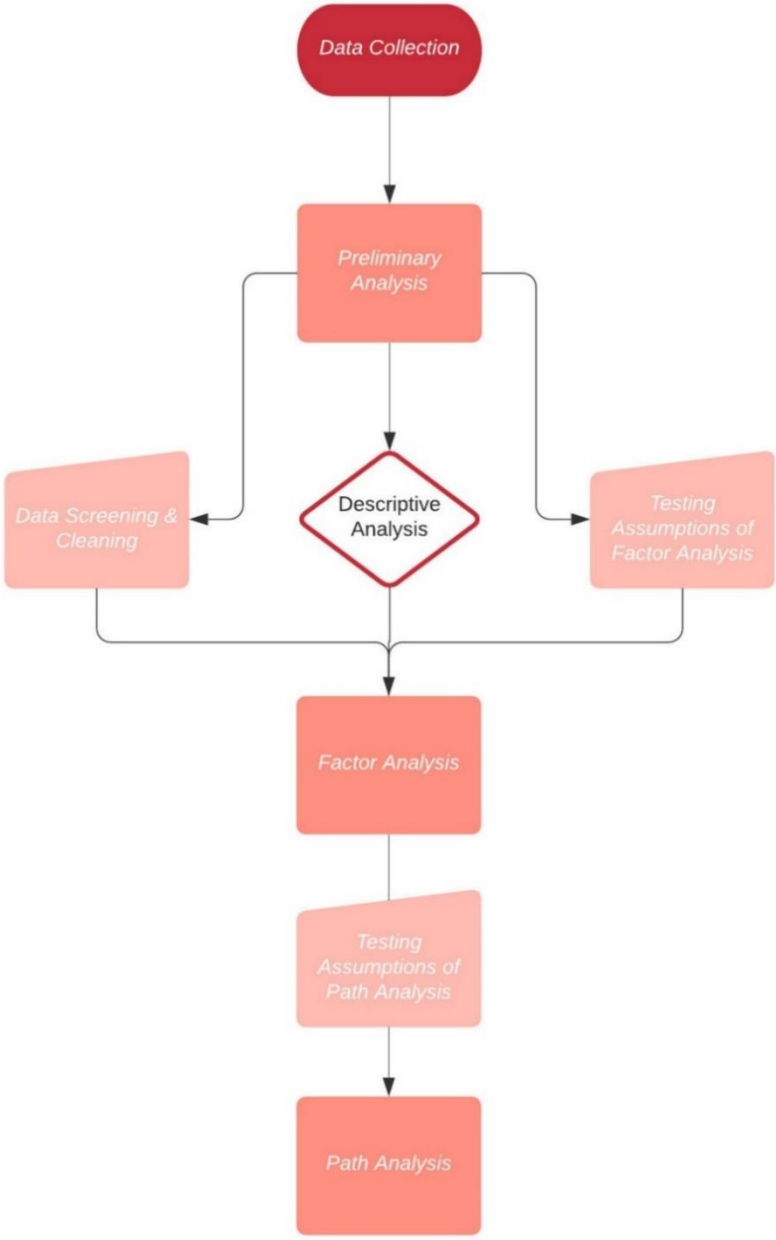
After the data collection process was over, the main study analysis procedure started. This procedure contained several steps of analysis: preliminary analysis of the main study data, factor analysis, and path analysis (see Figure 14).

In the first step, the data were screened to detect the missing values and outliers, and a descriptive analysis procedure was conducted to detect the characteristics of the main study data within the scope of preliminary analysis. In the second step, a factor analysis procedure was conducted to ensure the reliability and validity of the scales used in the current study. The factor analysis had two functions: to ensure that the scales were valid and reliable after the related changes in the pilot study phase and to ensure that they worked on the main study sample, which was different from the pilot study.

After ensuring that the study's scales were reliable and valid for the main study, the main data was analyzed with inferential statistics methods, which enable researchers to draw conclusions about a population by depending on the outcomes of a sample (Fraenkel et al., 2012). The current study used path analysis as an inferential statistic technique.

Figure 14

Main Study Data Analysis Process



Path Analysis is a technique classified under the umbrella term of Structural Equations Modelling (SEM). Path analysis can assess the models that include observed variables (Hahs-Vaughn, 2017). This feature of the Path analysis fitted well with the nature of this research design when considering the features of the scales used in the study. In addition to that, Path Analysis aims to estimate through a solution of equations system

using multiple regression or linear algebra (Çokluk et al., 2021); in this way, it would be easier to carry out the prediction facet of this correlational study.

For the path analysis, a model was proposed depending on the related literature and tested within the scope of the current study. The model testing results were presented in detail in the results chapter.

3.3.3.1. Descriptive Analysis

Like the pilot study, the goal of conducting a descriptive analysis for this study had twofold. The first was to identify the study's sample, and the second was to comprehend the characteristics of the participants. A descriptive analysis process was performed using the IBM SPSS software to achieve this purpose, and the results of the descriptive can be seen in Table 8.

The cities in which the study was carried out, Ankara, Eskişehir, and Konya, are in the Yukarı Sakarya and Konya Districts in the western part of the Central Anatolian Region of Turkey, and it was observed that the participants were closely distributed in terms of districts.

The main study participants were female at a very high rate (95.8%), and there were few male participants in the study. Because of the imbalance between female and male participants in the current study, the gender demography data could not be analyzed. Just as observed in the gender data, an imbalance was observed in the educational background information of the participants, which was seen that the majority of the participants had a bachelor's degree (84.4%). Thus, the educational background information also could not be analyzed in the current study. In addition, even though the teaching experience of the participants was in the range of 0 to 33 years and its possible effect had been discussed, it was not included in the current study. Since the age information of the participants was not collected, the possible effects of the year of experience could not be discriminated from the effect of age. Thus, this demographic info also could not be analyzed in the current study.

Table 8

Characteristics of Main Study Sample

	Value	Count	Percent
Gender	Female	345	95.8%
	Male	15	4.2%
Education Level	Highschool	1	0.3%
	Open Education-Upper Secondary Education	4	1.1%
	Open Education-Bachelor's Degree	21	5.8%
	Bachelor's Degree	304	84.4%
	Master's Degree	22	6.1%
City	Ankara	61	16.9%
	Eskişehir	85	23.6%
	Konya	214	59.4%
Experience	Mean (12.72)	360 (Valid)	Range (0-33)
	Standard Deviation (7.137)	0 (Missing)	

3.3.3.2. Preliminary Analysis

Before conducting the analysis related to the research questions, the data was organized and prepared for the following analysis series in the preliminary analysis step. The data set had been screened and cleaned to eliminate any irrelevant data, missing values, and outliers. Then, the tests' assumptions conducted throughout the analysis series were detected and executed. Finally, a descriptive analysis procedure was conducted to recognize the sample of the main study and understand the characteristics of the participants.

3.3.3.2.1. Data Screening & Outliers

In the data screening and cleaning process, the names of the items had been changed to abbreviations. Irrelevant columns such as the answers about their current working status had been removed after excluding the participants who are not working currently. After the preparation, the data was exported to SPSS, and variables were converted to numeric values by removing the verbal extensions of the anchors. Participants who had been teaching for less than one year in the teaching experience column were set to 0.

After screening the data, the total scores of the subscales were calculated by considering their manuals. The scales used in this study did not have a total score for the whole instrument, but the total scores of the subscales could be calculated (Fabes et al., 2000; Gross & John, 2003; Pianta, 2001a). Some items were interpreted as outliers by considering the boxplots of the total scores calculated with a descriptive analysis conducted on SPSS. Pallant (2016) defined the possible outliers as the points that extended more than 1.5 box lengths from the edge of the boxplot. Several participants detected that encounters the definition of Pallant (2016), and all these participants were examined in detail to understand whether or not they were outliers. Participants 130, 260, and 71 were detected that they reply to all the questions in the data collection instruments with the same answer, like 5 or 2. Therefore, these participants were omitted from the study as outliers. The rest of the participants away from the boxplot edge were decided to be kept since %5 Trimmed mean scores of these participants were similar to the actual mean (Pallant, 2016). Also, these participants seemed consistent with their answers, and the subscales were not tested with factor analysis. In that, the subscales were not clearly defined. Therefore, these results might come out possible because of the subscale structure. As a result of the data screening and cleaning procedure, 394 participants were reduced to 360 participants for the current study.

3.3.3.2.2. Testing Assumptions of Factor Analysis

Before conducting the analysis, some practical issues should be considered (Tabachnick & Fidell, 2013). These issues can be referred to as testing assumptions. The main goal of testing assumptions is to test the convenience of the data and to look

for any violations in the variables while assessing the accuracy of the statistical techniques used to respond to the research questions (Pallant, 2016). Thus, before conducting the analysis series for the current study, the assumptions for each step were checked.

For the factor analysis, the testing assumptions are sample size, linearity, and normality (Çokluk et al., 2021; Pallant, 2016; Tabachnick & Fidell, 2013). Factorability is an essential assumption for this test (Tabachnick & Fidell, 2013); however, this assumption was checked at the beginning of each test and reported in the factor analysis subtitles for each scale.

3.3.3.2.2.1. Sample Size

Correlation coefficients can be unreliable for the statistical processes when calculated from small samples. As a result, it is critical to have a large enough sample size to calculate correlations reliably (Tabachnick & Fidell, 2013). Despite the fact that there was no agreement on the sample size, more participants than the variables or items in the study were suggested in the literature. It had advocated a minimum of 5 or 10 participants for each item and at least 100 participants per analysis (Bryman & Cramer, 2001; Çokluk et al., 2021; Gorsuch, 2015). The largest scale, CCNES, contained 72 items, and there were 5 participants for each item (n=360) in the current study. Thus, the data was acceptable to conduct a factor analysis within the scope of the study.

3.3.3.2.2.2. Linearity

A straight relationship between two variables is characterized as linearity (Çokluk et al., 2021). Factor analysis is a technique for analyzing data that is based on correlation. As a result, the variables' relations were considered linear (Pallant, 2016). According to Tabachnick & Fidell (2013), spot check inspection of scatterplots could be used to determine linearity between pairs of variables. The linearity assumption was checked and not violated for the test.

3.3.3.2.2.3. Normality

The assumption of normality is referred to as the case that all variables and any linear combinations of variables correspond to a normal distribution (Hair et al., 2014; Tabachnick & Fidell, 2013). The normality assumption was checked, and it was

observed that the CCNES items violated the assumption. The estimation technique used in factor analysis changed from maximum likelihood to unweighted least squares to handle this problem. The use of maximum likelihood as an estimating technique, especially for non-normally distributed data sets, could have been led to bias in factor loadings, standard errors, and goodness of fit indices (Babakus et al., 1987; Bentler & Yuan, 2010; Gao et al., 2008; Koğar & Yılmaz Koğar, 2016). On the other hand, the unweighted least square technique could be a more accurate estimation method for small and non-normally distributed samples (Koğar & Yılmaz Koğar, 2016). Therefore, the violation of the normality assumption was compensated.

3.3.3.3. Factor Analysis

Conducting a factor analysis before the main study procedure had two purposes here. The first one was that the adaptation of the scales did not finish at the pilot study phase. A vast number of items from CCNES were edited; therefore, the factor structure of the scales was affected. A new factor analysis procedure was required to test the psychometric structure of the scales. Additionally, the population of the main study and the pilot study differed in the research. Thus, the second purpose of the factor analysis was to ensure that the scales were valid and reliable for this new sample.

The data was analyzed like the pilot study by using IBM SPSS (Statistical Package for the Social Sciences), Statistics Program for Exploratory Factor Analysis (EFA), and LISREL 11 (Jöreskog & Sörbom, 2018) Program for Confirmatory Factor Analysis (CFA).

3.3.3.3.1. Factor Analysis of Emotion Regulation Questionnaire

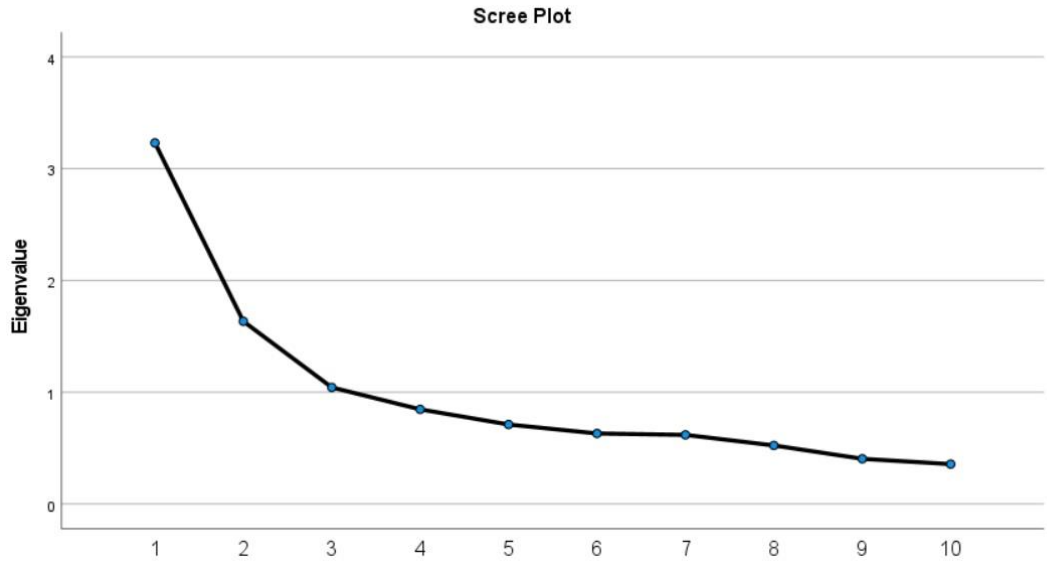
The analysis was conducted by using maximum likelihood estimation, varimax rotation, and two factors fixed extraction by considering the properties of the scale. The factorability assumption was tested at the first step of EFA for ERQ by looking at KMO and Bartlett's Test values. KMO values more than .6 and Bartlett's Test values less than .05 are considered significant by Pallant (2016). These values were discovered in ERQ as .771 for KMO and .001 (significant) for Bartlett's Test, respectively. As a result, factor analysis was considered suitable (Pallant, 2016) for ERQ.

As a next step, the communalities, eigenvalues, scree plot, and rotation matrices were interpreted to understand the scale's factor structure. First of all, the communalities of the items had been considered. The communality coefficient of the ERQ4 was observed under .3 (see Appendix I), which was considered low (Pallant, 2016). Then, the Kaiser's criterion and Screeplot were interpreted. In Principle Component Analysis of ERQ, three eigenvalues were observed above 1, possibly interpreted as a component (Pallant, 2016). These components explained a total of 59.093 percent of the variance. At this point, a parallel analysis by using Monte Carlo software was conducted to support Kaiser's criterion components.

On the other hand, Monte Carlo parallel analysis supported only two components, just like the original scale. In the Scree Plot of ERQ, there was quite a clear break between the second and third components (See Figure 15). Components 1 and 2 explain significantly more variation than the other components. On the last step of EFA, the rotated component matrix table was interpreted (See Appendix I). It was observed that the table presented the factor loadings compatible with the original subscales.

Figure 15

Main Study – Scree Plot of Emotion Regulation Questionnaire



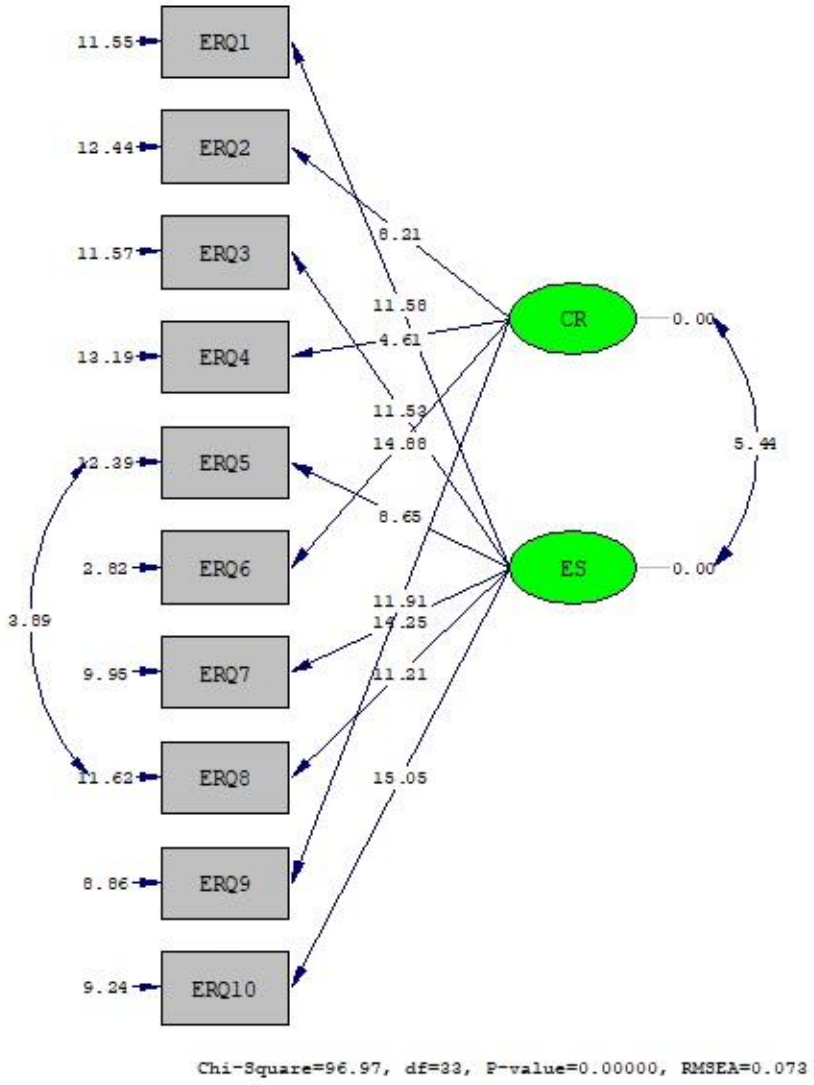
A CFA procedure was also used to confirm that the EFA results were accurate. The factor structure of the questionnaire was found to be parallel to the original scale in the EFA of ERQ. As a result, the CFA was carried out using this factor structure, and the

subdimensions of the scale were confirmed by the observed variables loaded on the latent variables, as predicted (See Figure 16).

Finally, the goodness of fit indices and modification indices were interpreted. The goodness of fit indices was compatible after adding an error covariance between ERQ5 and ERQ8 as a modification index. These modifications were decided to be implemented to have a better model fit because these items were placed under the same subscale in the model.

Figure 16

Main Study – CFA Model of Emotion Regulation Questionnaire



Note: ES (Expressive Suppression), CR (Cognitive Reappraisal)

In the goodness of fit indices (See Table 9), it was observed that the $\chi 2/df$ value is 2.93, and it was considered a perfect fit because $\chi 2/df \leq 3$ (Kline, 2016; Sümer, 2000). The GFI value was found to be .950 and was considered a perfect fit because it was ≥.95 (Hooper et al., 2008). RMSEA value (.073) ≤ .08, SRMR value (.059) ≤ .08, NNFI value (.90) ≥ .90, and CFI value (.929) ≥ .90 were considered as good fit. (Brown, 2006; Hooper et al., 2008; Tabachnick & Fidell, 2013). The low communality issue of ERQ4 was not observed in CFA. The error variance and T-values were significant for this item, loaded parallel to the original scale. Therefore, it was decided to keep the item on the scale.

Table 9

Main Study- Goodness of Fit Indicators of Emotion Regulation Questionnaire

Model	$\chi 2$	df	$\chi 2/df$	RMSEA	NNFI	CFI	SRMR	GFI	AGFI
2 Factors	96.97	33	2.93	.073	.903	.929	.059	.950	.917

Note: RMSEA (Root Mean Square Error of Approximation), NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index)

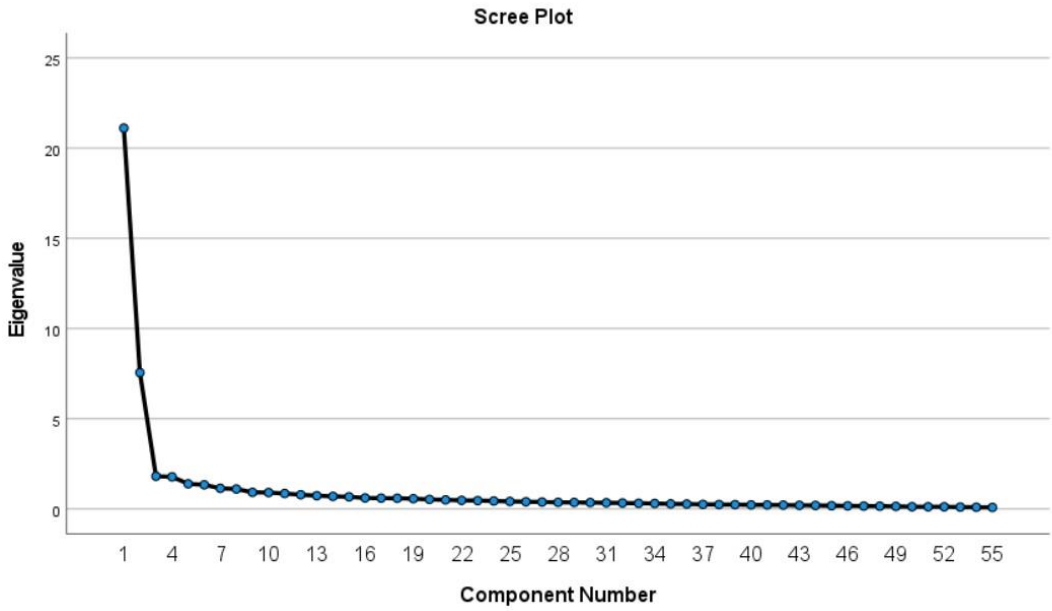
3.3.3.3.2. Factor Analysis of the Coping with Children's Negative Emotions Scale – Teacher Form

Apart from the other scales used in the study, the CCNES factor analysis procedure was conducted by choosing unweighted least squares estimation, varimax rotation, and two and six factors fixed extraction, respectively. These options were decided by considering the properties of the scale in which the items were not distributed normally, measuring multidimensionality, and defined with different subscales. The Kaiser-Meyer-Olkins Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity were used to assess the data set's factorability at the beginning of the factor analysis procedure. The KMO values were determined to be .954, and the Barlet's Test revealed that they were significant (.000).

The data set had been run on SPSS without defining any fixed quantity for the variables, like the pilot study analysis procedure. Furthermore, because the main dimensions of the CCNES did not link to each other, varimax rotation was recommended when determining the criteria for the analysis (Tabachnick & Fidell, 2013). The communality coefficients were the first to be covered after the EFA run, and no scores below .30 were found (Pallant, 2016). On the other hand, eight eigenvalues above one, indicating that this scale had eight elements. There was only a noticeable gap between the second and third components when the Scree Plot of the scale was analyzed (See Figure 17).

Figure 17

Main Study – Scree Plot of the Coping with Children's Negative Emotions Scale – Teacher Form



A parallel analysis was undertaken using Monte Carlo PCA, a tool that creates 100 sets of random data of the same size as the research, to ensure the outcome of the Kaiser's Criterion. However, the Monte Carlo findings did not align with the EFA results, and Monte Carlo parallel analysis revealed the potential of two components in the scale. Before re-conducting the analysis with two-factor fixation, depending on the theoretical bases of the scale, the factors had been fixed to six and run. However, it was observed that a considerable amount of the items was loaded on two factors as a

result of this analysis. As a result, it could be said that the scale's factor structure was not parallel to that of the original scale.

By considering the Scree Plot, Monte Carlo parallel analysis, previous EFA results, and the further study of Fabes et al. (2002), the analysis was re-conducted by fixing the factor extraction to two factors. At this time, RCES10A and CES1A items did not load to any factors, and RCES7C, RCES2A, RCES8C, CES11B, and CES9B were loaded to some other factors, but the other items were loaded the related two factors successfully. The communality scores of the items CES1D, CES3F, CES10F, CES4A CES6D, CES1B, CES3A, CES5E, CES6C, CES12D, and CES12E were observed to be low, under .30 (Pallant, 2016).

To support the results of the EFA of the CCNES, a CFA was also conducted by considering two factors. CFA results of the scale revealed that similar items were problematic in representing their factors in terms of error variances and T values. The observed variables were not adequately loaded on the latent variables in the CFA of CCNES. These items were parallel with the results of EFA. At this point, by considering the related literature, the distress items, which were CES1B, RCES2A, CES3A, CES5E, CES6C, RCES7C, RCES8C, CES9B, RCES10A, CES11B, and CES12D, decided to omit the scale (Jeon et al., 2016; McElwain et al., 2007; Yagmurlu & Altan, 2009). In addition to the Distress Reactions items, CES1A is omitted because of its high score on error variance and insignificant T value in CFA, low communality value, and not loading on any factor in EFA (Pallant, 2016; Tabachnick & Fidell, 2013).

After omitting distress items and CES1A from the scale, all the analysis procedure was repeated with the same techniques, and it was observed that CES1A could not load to any factor, CES1D, CES3F, CES10F, CES4A, CES6D, and CES12E had low communality scores. On the other hand, all the other items were loaded to the two factors. It was noted that these Punitive Reactions and Minimization Reactions were loaded on the same factor, and Expressive Encouragement, Emotion-Focused Reactions, and Problem-Focused Reactions were loaded on the same factor. Similar loadings of these factors were also observed in the other studies (Altan-Aytun et al., 2013; Fabes et al., 2002; Jeon et al., 2016; Poulou & Denham, 2022). In the literature,

these newly emerged subscales are Supportive Reactions and Non-Supportive Reactions (Fabes et al., 2002; Jeon et al., 2016) or Coaching and Dismissing (Poulou & Denham, 2022). In the current study, these factors were named Supportive Reactions (SR) and Non-Supportive Reactions (NSR) within the scope of this study. In that, the Supportive Reactions subscale represented the items of Expressive Encouragement, Emotion-Focused Reactions, and Problem-Focused Reactions items, and the Non-Supportive Reactions Subscale represented Punitive Reactions and Minimization Reactions items (Fabes et al. 2002; Jeon et al., 2016).

With this version of the scale, reliability and factor analysis series were conducted. After the interpretation of the t values, error variances and goodness of fit indices in CFA and communality scores and factor loadings in the covariance matrix is in EFA, CES1D, CES3F, CES10F, and CES12E items were also omitted due to the insignificant results of all these values at the same time (Pallant, 2016; Tabachnick & Fidell, 2013).

By considering the goodness of fit indices, the CES5A item was correlated with both subscales and additional paths between CES2E and CES3E; and CES8F and CES9F were added as a suggestion for the modification index (See Figure 18). Setting the error variances between these items free was implemented as a modification index since these items were also loaded on the same factor of the scale.

Table 10

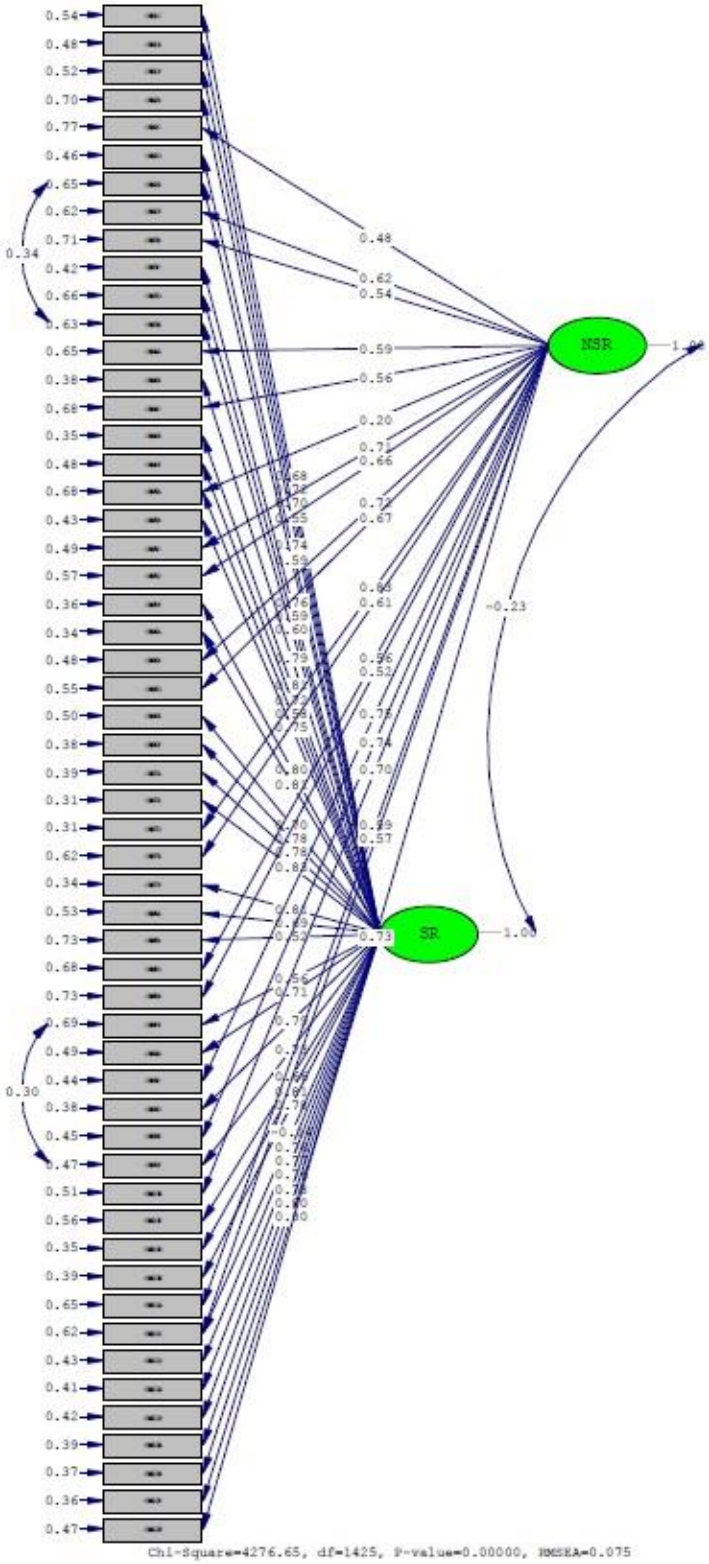
Main Study – Goodness of Fit Indicators of the Coping with Children's Negative Emotions Scale – Teacher Form

Model	$\chi 2$	df	$\chi 2$/df	RMSEA	NNFI	CFI	SRMR	GFI	AGFI
2 Factors	4276.65	1425	3.00	.075	**.794**	**.803**	.059	.984	.983

Note: RMSEA (Root Mean Square Error of Approximation), NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index)

Figure 18

Main Study – CFA Model of the Coping with Children's Negative Emotions Scale – Teacher Form



Note: SR (Supportive Reactions), NSR (Non-Supportive Reactions)

In the goodness of fit indices of CCNES (See Table 10), it was observed that $\chi 2/df$ equals 3.00, and a ratio of $\chi 2/df$ less than or equal to 3 indicates a good fit (Çokluk et al., 2021). The GFI value was found to be .984 and was considered a perfect fit because it was ≥ .95 (Hooper et al., 2008). RMSEA value (.075) ≤ .08 and SRMR value (.059) ≤ .08, were considered as good fit. (Brown, 2006; Çokluk et al., 2021; Hooper et al., 2008; Thompson, 2004). The NNFI and CFI values, on the other hand, were reported to be .794 and .803, which could not be regarded as a good fit because it can only be considered a good fit when it is more than .90 (Çokluk et al., 2021; Tabachnick &Fidell, 2013; Thompson, 2004). Even though each fit index explains a different characteristic of the scale in terms of its structure, it is recommended to interpret and decide the structure of the scale with a holistic approach (Tabachnick &Fidell, 2013). Therefore, the goodness of fit indices of CCNES was exhibited that the scale was admissible in terms of the total interpretation of the index.

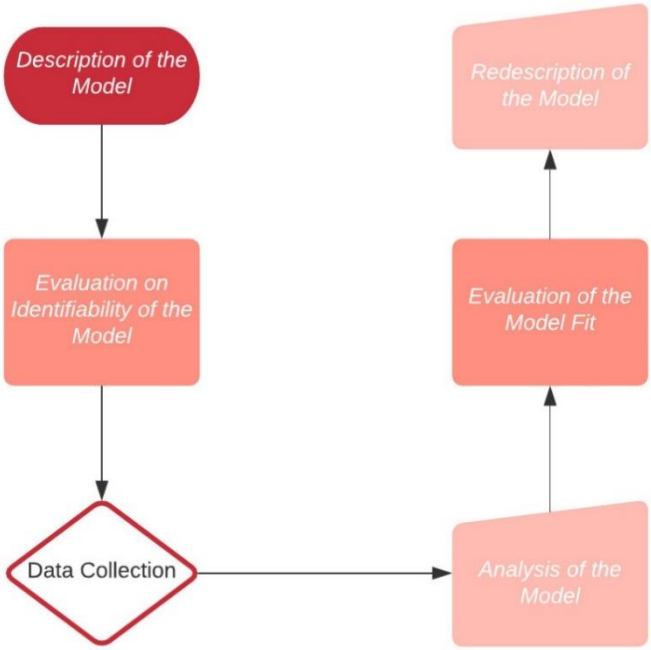
3.3.3.4. Path Analysis

A *path diagram* is a practical and straightforward depiction of the relationships between a set of variables. Path diagrams are helpful and straightforward descriptive tools. However, with path diagrams, the numerical value of each curved and direct line in a graph-based on empirical data can represent the relative strength of this relational effect. *Path analysis* refers to all the procedures involved in creating and solving path diagrams. (Loehlin, 2004).

In path analysis, specific steps are to be followed as a part of the structural equation model (Çokluk et al., 2021). First of all, the model has to be defined with the researcher's hypothesis; then, it has to be decided that the model can be measured using some instruments. Using these instruments, the data should be collected, and with the collected data, the model should be analyzed. As a result of this analysis, the model should be evaluated by considering some fit indices. After taking the fit and modification indices into account, the model should be redefined (Çokluk et al., 2021) (See Figure 19).

Figure 19

Path Analysis Procedure



In the current study, the model was described in the introduction chapter as a first step of the path analysis (See Section 1.3.). Then, the data collection tools were described as the instruments that assess the model variables (See Section 3.1.3.). The data had been collected from a defined population and sample for the current study (See Section 3.3.1.). After collecting the data, the model is analyzed using the path analysis method. Then, the model fit indices were evaluated, and the required modification was executed.

While analyzing the model fit, several model fit indices were considered. These indices are Chi-Square ($\chi 2$), Degrees of Freedom (df), Root Mean Square Error of Approximation (RMSEA), Normed Fit Index (NFI), Comparative Fit Index (CFI), Standardized Root Mean Square Residuals (SRMR), Goodness of Fit Index (GFI), and Adjusted Goodness of Fit Index (AGFI) (Hooper et al., 2008; Thompson, 2004; Brown, 2006; Çokluk et al., 2021; Tabachnick & Fidell, 2013; Sümer, 2000; Kline, 2016) (See Table 11). The final model of the study was presented as a result of the study (See Section 4.4.)

Table 11

Model Fit Indices

Abbreviations	Fit Indices	Cut-off Values
$\chi 2$	Chi-Square	Smaller is better
df	Degrees of Freedom	-
RMSEA	Root Mean Square Error of Approximation	Between ≤ .05 and ≤ .1
NFI	Normed Fit Index	Between ≥ .90 and 1
CFI	Comparative Fit Index	Between ≥ .90 and 1
SRMR	Standardized Root Mean Square Residuals	Between ≤ 0.08 and 0
GFI	Goodness of Fit Index	Between ≥ .90 and 1
AGFI	Adjusted Goodness of Fit Index	Between ≥ .90 and 1

(Brown, 2006; Çokluk et al., 2021; Hooper et al., 2008; Kline, 2016; Sümer, 2000; Tabachnick & Fidell, 2013; Thompson, 2004)

3.3.4. Reliability

Reliability analysis was conducted for each scale used in the current study. By considering the numbers in each subscale, Cronbach's alpha or mean inter-item correlation scores were checked.

The reliability analysis of CCNES was conducted by considering Cronbach's Alpha of the subscales. The Cronbach's Alpha values were .978 for the Supportive Reactions subscale and .911 for the Non-Supportive Reactions subscale. Values above .7 were considered acceptable for Cronbach's Alpha, but those above .8 were preferred (Pallant, 2016). Thus, the subscales could be considered reliable in terms of their Cronbach's Alpha values.

Because Cronbach's alpha calculation was highly sensitive to the number of items on the scale (Pallant, 2016), it was preferred to present the mean inter-item correlation score in the ERQ reliability analysis. The mean inter-item correlation score was used because the number of the items in each subscale was less than 10 (Pallant, 2016). The reliability scores for the Cognitive Reappraisal subscale were .357, and the Expressive Suppression subscale was .319 when the mean inter-item correlation value was taken

into account. When these numbers are between .2 and .4, they were regarded to be in the optimal range (Briggs & Cheek, 1986).

Table 12

Reliability Scores for the Subscales in Main Study

	Number of Items	Cronbach's Alpha	Inter-Item Correlation Mean
Expressive Suppression	4		.319
Cognitive Reappraisal	6		.357
Supportive Reactions	36	.978	
Non-Supportive Reactions	19	.911	

3.3.5. Validity

When the EFA and CFA results were considered and evaluated together as a part of construct validity, and it was observed that measurement instruments worked in accordance with the literature on the sample of the study. Thus, the measurement tools were evaluated as valid.

3.3.5.1. Internal Validity Threats

Internal validity is the degree to which an experiment is designed in a way that any causal relation observed among two or more variables is indicated without any intervention from an extraneous variable like the subjects' age or ability, the conditions under which the study is conducted, or the materials used (Beins, 2009; Fraenkel et al., 2012).

This study might have limitations and possible internal and external validity threats like almost all the studies. In this section, possible threats and control strategies for this study were explained in detail. The possible threats were mentioned, and the control techniques used were explained below.

3.3.5.1.1. Testing

The participants' experience while answering the first data collection tool could influence their responses to the other instruments, or the participants may change their attitude towards the data collection instrument. That could be considered a testing

threat within the scope of this correlational study (Clark-Carter, 2004; Fraenkel et al., 2012).

The participants might feel bored or discouraged while responding to the instruments. Therefore, their answers might not reflect reality. Also, they might distort their answers with any purpose, or they might become more honest about their answers in time. Thus, it can be said that testing is an important threat to the validity of the research.

The longest data collection instrument (CCNES) was presented at the end of the data collection process to eliminate this threat. In this way, they got two different short scales before the longest one, which might help keep their attention alive while filling the data collection tools.

3.3.5.1.2. Data Collector Characteristics

The characteristics of the data collector, which are an unavoidable component of most instrumentation, might also impact findings (Fraenkel et al., 2012). The data collector's language, gender, ethnicity, age, or any other feature might influence the nature of the data they collect.

The data was not collected in person in the current research, and the researcher did not communicate with the participants. The data collection procedure was conducted online, and the school administrations sent the online data collection link to the participants; this might create a data collector characteristics threat. Participant early childhood educators might consider the research as part of their duty or a wish from their administrators.

At the beginning of the data collection tools, a consent form was attached to eliminate this threat. In this consent form, the research details were explained to the participants. Also, the participants were tried to ensure that they could refuse to participate in the study or stop working without incurring any sanctions, no identity or institution identifying information was requested from them, and the data collected from the participants would be kept entirely confidential, evaluated only by the researchers and would not be shared with third parties.

3.3.5.2. External Validity

External validity is the feature of data that allows study findings to be applied to individuals and situations other than the specific sample of individuals observed in a single research setting (Beins, 2009). In that, external validity relates to the generalizability of a study's outcomes. In other words, it refers to the sample's degree of representation of the target population (Fraenkel et al., 2011).

The generalizability of the research could be called into question in two ways: the results of the study to be generalized to other conditions in terms of the tasks required and the time the study was conducted, and the results of a study to be generalized to other people in terms of the representability of the group from which they come and the representability of a broader range of people (Clark-Carter, 2004).

In this research, the convenience sampling method was used. Even though the sample was collected from a large area and the participants were not chosen on purpose, it might not reflect the population in some ways. Thus, it could be considered a limitation.

3.3.5.2.1. Location

Location threat is discrepancies in the outcomes caused by the data being collected (Fraenkel et al., 2012). The study might be threatened because of the many locations where the questionnaires were administered. The research might be threatened by the temperature, noise, and other distracting circumstances. Some might have done it in a loud and distractive environment, while others may not, leading to discrepancies in the findings.

To avoid this threat, participants were asked to complete the questionnaires in a quiet and calm situation, such as at home in the evening rather than during class hours. However, this might still be a threat to the study because it could not be controlled.

CHAPTER 4

RESULTS

In this chapter, the findings of the study were portrayed. As explained in the previous chapter (See Section 3.3.3.4.), a path analysis procedure was conducted to answer the main study questions. Before conducting the path analysis, there were several assumptions to ensure that they were not violated. In the following sections, the testing assumptions of the path analysis conducted for the main study, the descriptive results of the main study, and the results of the model testing were presented in detail, respectively.

4.1. Testing Assumptions

For the path analysis, the testing assumptions are sample size, normality, outliers, residuals, multicollinearity, and singularity (Çokluk et al., 2021; Tabachnick & Fidell, 2013). The details about the assumption controlling procedure were given in the following part.

4.1.1. Sample Size

Structural Equation Modelling (SEM) is a covariance-sensitive analysis technique (Tabachnick &Fidell, 2013). As one of the types of SEM technique, path analysis was utilized in this present research. Therefore, the covariances were essential for the current study. When calculated from small samples, covariances and correlation coefficients were less reliable. As a result, it was critical to have a large enough sample size to calculate correlations reliably. Even though SEM models require large samples, models with reliable variables and strong parameter estimations may require fewer participants (Tabachnick & Fidell, 2013).

To estimate the proper sample size, the G*Power program version 3.1.9.4. was used as a priori power analysis (Faul et al., 2007). While calculating the required sample size, the effect size convention was determined as medium size by considering the uses of the scales in the literature and suggestions (Bjørk et al., 2020; Fabes et al., 2002), and .05 was defined as α value (Cohen, 1988; Pallant, 2016) with .95 power (1- β). With three predictor variables, the total sample size was suggested as 119. The study was conducted with 358 participants, so the sample size was not violated as an assumption.

4.1.2. Normality

The assumption of *normality* is the condition in which all variables and all linear combinations of variables correspond to a symmetrical normal distribution with the most considerable frequency in the center and comparatively lesser frequencies moving towards either side (Gravetter & Wallnau, 2016; Hair et al., 2014; Tabachnick & Fidell, 2013).

When inference is the aim, screening for normality is a critical step. Normality can be determined statistically or graphically by taking skewness and kurtosis into account. The symmetry of the distribution is referred to as skewness, while the flatness of the distribution is referred to as kurtosis (Gravetter & Wallnau, 2016; Tabachnick & Fidell, 2013). The skewness and kurtosis scores should be equal to 0 if the distribution is normal (Tabachnick & Fidell, 2013). The statistical values of skewness and kurtosis of the study were presented in the following table, and it was observed that non-of the subscales were normally distributed.

Table 13

Normality Descriptive Before Transformations

	Skewness		**Kurtosis**	
Variable	Statistic	Standard Error	Statistic	Standard Error
Expressive Suppression	.160	.129	-.315	.257
Cognitive Reappraisal	-.373	.129	-.545	.257
Supportive Reactions	-1.140	.129	.129	.257
Non-Supportive Reactions	1.949	.129	3.828	.257

The Kolmogorov-Smirnov statistic determines the normality of score distribution. A non-significant result, which can be seen when the significance value is greater than .05, shows that the data is normally distributed (Pallant, 2016). When the data were examined through the Kolmogorov-Smirnov statistics, it was observed that the Expressive Suppression had a significant result in terms of normality. The same scale's histograms, Q-Q Plots, and Detrended Q-Q- Plots also indicated normality (See Appendix K). Under the light of these indicators, the Expressive Suppression subscale was accepted as normally distributed. On the other hand, all the other subscales did not indicate normality. In this case, to conduct the path analysis, the data of these non-normally distributed subscales should have been transformed (Tabahnick & Fidell, 2013).

Table 14

Tests of Normality Before Transformations

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	Statistic	df	Sig.
Expressive Suppression	.053	358	.018	.990	358	.019
Cognitive Reappraisal	.074	358	<.001	.966	358	<.001
Supportive Reactions	.162	358	<.001	.842	358	<.001
Non-Supportive Reactions	.241	358	<.001	.733	358	<.001

The data transformation procedure was conducted by considering the skewness of the subscales. The rate of skewness is defined as moderate, substantial, and severe (Pallant, 2016; Tabachnick & Fidell, 2013). By examining all the normality indicators, it was determined that the Supportive Reactions subscale was severely negatively skewed, the Non-Supportive Reactions subscale was severely positively skewed, and the Cognitive Reappraisal subscale was substantially negatively skewed.

For the severe skewness, a reflection transformation, and for the moderate skewness, a square root transformation was implemented (Pallant, 2016; Tabachnick &Fidell, 2013) (See Table 15). After these transformations, the normality scores of the subscales were illustrated in the following tables (See Tables 16 & 17).

Table 15

Transformation Details of the Subscales

Variable	Skewness	Degree	Transformation
Cognitive Reappraisal	Negative	Substantial	Square Root
Supportive Reactions	Negative	Severe	Reflection
Non-Supportive Reactions	Positive	Severe	Reflection

As can be seen, the normality scores of the scales were improved with this technique. When the Skewness and Kurtosis values, Kolmogorov-Smirnov statistics, histograms, Q-Q Plots, and Detrended Q-Q- Plots (See Appendix K) were evaluated together, the subscales were considered as close enough to normal distribution. Therefore, the normality assumption was not violated.

Table 16

Normality Descriptive After Transformations

	Skewness		Kurtosis	
Variable	Statistic	Standard Error	Statistic	Standard Error
Cognitive Reappraisal	-.374	.129	-.706	.257
Supportive Reactions	.281	.129	-.745	.257
Non-Supportive Reactions	-.774	.129	-.640	.257

Table 17

Tests of Normality After Transformations

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Cognitive Reappraisal	.103	358	<.001	.957	358	<.001
Supportive Reactions	.063	358	.002	.966	358	<.001
Non-Supportive Reactions	.201	358	<,001	.851	358	<.001

4.1.3. Outliers

An *outlier* is an extreme circumstance in which the value obtained differs significantly from the values obtained for the other participants in the data set. A single outlier's data might have a substantial impact on one variable, two or more variables, or the

value obtained for the correlation with such an unusual combination of scores that corrupts statistics (Gravetter & Wallnau, 2016; Tabachnick & Fidell, 2013).

Path analysis is a sensitive technique to outliers. Thus, before conducting the path analysis, the outliers had been controlled. While checking the outliers, all the possible reasons were eliminated. First of all, the data was collected on a digital system that controlled the answers to the questions and did not pass the next question without answering the previous ones; therefore, there were no missing values or data errors. Secondly, the data had to belong to the related population. While the data collection procedure was conducted, only the schools had been reached in the related populations. Also, a demographic question was asked to the participants about the city that they were working at. Finally, the variable's distribution had more extreme values than a normal distribution in the population (Gravetter & Wallnau, 2016; Pallant, 2016; Tabachnick & Fidell, 2013). To handle this issue, some statistical techniques were used.

Univariate outlier is an extraordinary value on a single variable. In order to determine univariate outliers, the Mahalanobis distance must be calculated over the total score. *Mahalanobis distance* is a statistical value that measures a single data distance from the sample mean of the independent variable in regression analysis (Çokluk et al., 2021; Tabachnick &Fidell, 2013). The Mahalanobis distances were calculated for each participant in the study, and the ones having scores greater than 22.46 (Pallant, 2016) were marked as univariate outliers. Participants 301 (45,19), participant 83 (40,68), participant 94 (32,92) and participant 191 (31,98) were observed as univariate outliers. Examining these cases, it was observed that %30 of the answers of the participant 301, %20 of the answers of the participant 94, %15 of the answers of the participant 83 were the same value in a row until the end of the questionnaire. These participants were probably distracted or bored, and they tried to finish the questionnaire by giving the same answers to each question. %30 percent meant a half of the last scale; therefore, the answers of participant 301 were distorting the data significantly. Thus, the participant was decided to be omitted from the data set (Tabachnick & Fidell, 2013). Apart from the others, participant 191 did not have the same distortion on the data but still seemed problematic according to Mahalanobis distance.

The data set cases with unexpected combinations of scores for the number of variables are referred to as *multivariate outliers*. To identify multivariate outliers, the scale's item scores should be transformed to z scores (Çokluk et al., 2021; Pallant, 2016; Tabachnick & Fidell, 2013). Outliers are defined as numbers that exceed -3.3 and +3.3 after transformation for the large samples and exceed -4 and +4 for the samples larger than 100 (Çokluk et al., 2021; Tabachnick &Fidell, 2013). Due to the sample size being larger than 100, -/+4 was considered a cut-off value for z scores. The same participants were observed as problematic for the multivariate outlier check as 83, 94, and 191. The z scores were 4,63, 4,58, and 5,16 for the participants 83, 94, and 191, respectively. To handle these outliers, the effect of the outliers was reduced by changing the z-scores to 1 more of the last highest score (Tabahnick & Fidell, 2013). After the score alteration, it was observed that participant 191 was an outlier and decided to be omitted from the study (Tabahnick & Fidell, 2013). However, the other items were handled with this method and were kept in the data set.

4.1.4. Linearity

The assumption of *linearity* in regression-based techniques refers to a straight-line relationship between the observed scores of the outcome variable and the predictor variables (Field, 2013; Hahs-Vaughn, 2017; Tabachnick & Fidell, 2013). Bivariate scatterplots between variable pairs or residuals can be used to discover violations of the linearity assumption (Hahs-Vaughn, 2017; Tabachnick & Fidell, 2013). In this study, it was preferred to check the bivariate scatterplots between variables (See Appendix L). Before the data transformation, the linearity assumption was violated; however, the data was observed as admissively linear after the transformation, which did not include any curvilinear or non-linear relationship between variable pairs. Therefore, the assumption was not violated.

4.1.5. Multicollinearity and Singularity

Multicollinearity and singularity can arise in the correlation matrix when regression-based procedures are conducted or when two or more variables measure the same thing, are tightly related or have a powerful linear connection. *Multicollinearity* refers to the instances when the variables are highly correlated; *singularity* refers to the cases

when one of the variables is a combination of two or more of the other variables (Hahs-Vaughn, 2017; Kline, 2016; Tabachnick & Fidell, 2013).

The collinearity diagnostics were performed using the IBM SPSS program to assess multicollinearity. The results were presented in Table 18. In the table, the tolerance value that measured how much of the variability of a certain independent variable was not explained by the model's other variables. If this score is smaller than .10, it means the multiple correlations with other variables are substantial and imply multicollinearity—the Variance Inflation Factor (VIF), which is the reverse of the Tolerance score. VIF values of more than 10 indicate multicollinearity, which is why the concern violates the assumption (Pallant, 2016). As the table below demonstrated, there was no violation of multicollinearity or singularity in the data set.

Table 18

Colinary Statistics

	Tolerance	**VIF**
Expressive Suppression	.864	1.157
Cognitive Reappraisal	.830	1.205
Supportive Reactions	.895	1.117
Non-Supportive Reactions	.801	1.248

4.2. Results Regarding the Strategies of the Early Childhood Educators' Emotion Regulation

To assess the general strategies of early childhood educators' emotion regulation as an answer to the first research question, which was "*What are the early childhood educators' strategies of emotion regulation?*" the descriptive results were examined and presented. Each subscale that measured the related variables was described. Minimum and maximum scores, each variable's mean and standard deviation were considered and presented to assess the general patterns of the variables.

The Emotion Regulation Questionnaire, a self-reported scale that assesses emotion regulation in terms of expressive suppression and cognitive reappraisal, was administered in the current study. With respect to emotion regulation, expressive suppression and cognitive reappraisal subscales were measured via 10 items that were

ranked between 1 to 7 from "very unlikely" to "very likely". It means that as rankings get closer to 7 for each item, the predisposition for the subscale that the item serves increases. Likewise, as it gets closer to 1, the predisposition to the relevant subscale decreases.

As descriptive results of this scale, the scale's minimum and maximum scores, mean, and standard deviation were portrayed in Table 19. As presented, the mean scores of the subscales revealed that the early childhood educators had a higher level of cognitive reappraisal (M=5.42, SD=1.069) than expressive suppression (M=3.69, SD=1.234). As a natural consequence of this, the early childhood educators had a lower level of expressive suppression than cognitive reappraisal in the study.

Table 19

Descriptive Statistics of the Subscales Regarding the Early Childhood Educators' *Emotion Regulation*

	N	Min	Max	M	SD
Expressive Suppression	358	1.00	7.00	3.69	1.234
Cognitive Reappraisal	358	1.00	7.00	5.42	1.069

4.3. Results Regarding the Strategies of the Early Childhood Educators' Socialization of Young Children's Negative Emotions in Emotionally Difficult Times

To assess the general strategies of early childhood educators' socialization of young children's negative emotions as an answer to the second research question, that was "*What are the early childhood educators' strategies of emotion socialization of young children's negative emotions in emotionally difficult times?*" the descriptive results were examined and presented. Each subscale that measured the related variables was described. Minimum and maximum scores, each variable's mean and standard deviation, were covered and portrayed to determine the general patterns of the variables.

The Coping with Children's Negative Emotions Scale was used in this study to look at how early childhood educators could behave in hypothetical situations involving young children's negative emotions. The study included 12 cases and 55 items to

measure supportive reactions and non-supportive reactions subscales, which were scored on a scale of 1 to 7, from "very unlikely" to "very likely." In this case, when the score of each item approached 7, the probability for the subscale it served increased. Similarly, the chance of being predisposed to the relevant subscale decreased as the number approached 1.

The study investigated the supporting and non-supportive subscales for early childhood educators' socialization of young children's negative emotions. As descriptive results of the scale, the minimum and maximum scores, mean, and standard deviation were shown in Table 20, which demonstrated that the early childhood educators' socialization of young children's negative emotions at the times when children had negative emotions was regarded as significantly supportive (M=5.42, SD=1.385) rather than non-supportive (M=1.39, SD=.565).

Table 20

Descriptive Statistics of the Subscales Regarding the Early Childhood Educators' Socialization of Young Children's Negative Emotions

	N	Min	Max	M	SD
Supportive Reactions	358	1.67	7.00	5.41	1.385
Non-Supportive Reactions	358	1.00	3.90	1.39	.565

4.4. Results Regarding the Extent of the Prediction of Early Childhood Educators' Strategies of Emotion Regulation to Their Socialization of Young Children's Negative Emotions in Emotionally Difficult Times

In order to answer the RQ3, that was *"To what extent do early childhood educators' strategies of emotion regulation (cognitive reappraisal and expressive suppression) related to their socialization (supportive and non-supportive reactions) of young children's negative emotions in emotionally difficult times?"* and to portray an overview of the relationships between the study variables, a Pearson correlation procedure, and a path model was provided.

4.4.1. Bivariate Correlations Among the Variables

A Pearson correlation procedure was conducted on the IBM SPSS program. The bivariate correlations among the variables were presented in Table 21. As shown in Table 21, the negative relationships of the expressive suppression with non-supportive reactions (r=-.152, p <.05) and cognitive reappraisal (r=-.259, p <.05) respectively were found to be small, because r=.10 to .29 (Cohen, 1988; Pallant,2016). Similarly, there was a small negative relationship between the supportive reactions and cognitive reappraisal (r=-.220, p <.05). In addition, the non-supportive reaction had small and negative correlations with cognitive reappraisal (r=-.170, p <.05), respectively (Cohen, 1988; Pallant, 2016). Even though these correlations ranging from .152 to .259 were considered small, they had reached the traditional significance level of correlation p <.05 (Pallant, 2016).

In addition to the small correlations, some non-significant correlations (r=0 to .10) were observed in the variables (Cohen, 1988; Pallant, 2016). These relationships were between expressive suppression and supportive reactions (r=.019); supportive reactions and non-supportive reactions (r=.082).

Table 21

Bivariate Correlations Among the Variables

	SR	**NSR**	**ES**	**CR**
SR	1			
NSR	.082	1		
ES	.019	-.152**	1	
CR	-.220**	-.170**	-.259**	1

** Correlation is significant at the 0.01 level (2-tailed).

Note: Supportive Reactions (SR), Non-Supportive Reactions (NSR), Expressive Suppression (ES), Cognitive Reappraisal (CR)

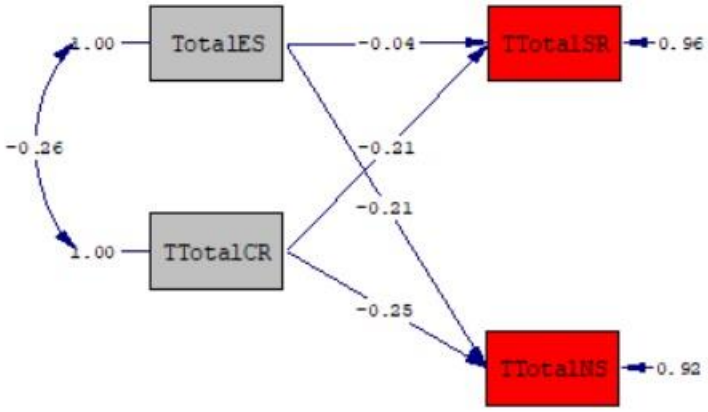
4.4.2. Path Model Regarding the Variables

A path model was scrutinized in order to answer in detail to the RQ3 that was *"To what extent do early childhood educators' strategies of emotion regulation (cognitive reappraisal and expressive suppression) related to their socialization (supportive and*

non-supportive reactions) of young children's negative emotions in emotionally difficult times?". The path model had been specified via LISREL 11 software (Jöreskog & Sörbom, 2018).

Figure 20

Path Model for Regarding the Variables



Note: Expressive Suppression (ES), Cognitive Reappraisal (CR), Supportive Reactions (SR), Non-Supportive Reactions (NSR)

In the presented model, it was observed that some variables had direct relationships. Some of these relationships were positive, which referred to a relationship between two variables in which both variables moved in the same direction. At the same time, some of them were negative, which referred to a relationship between two variables moving in the opposite direction. These relationships would answer the question, and the interpretations of the model were provided below.

Table 22

Goodness of Fit Indicators of the Path Model for Regarding the Variables

Model	χ2	df	χ2/df	RMSEA	NFI	CFI	SRMR	GFI	AGFI
Model of RQ2	0.53	1	0.53	0.0	.99	1	.011	1	.99

Note: RMSEA (Root Mean Square Error of Approximation), NFI (Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Residual), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index)

The error variances of the SR and NSR were substantial, as shown in the model (See Figure 20). The t values, on the other hand, were significant for these variables. The χ2/df score was low when the goodness of fit indicators was examined, suggesting that the model fit. At the same time, the NFI, CFI, GFI, SRMR, RMSEA, and AGFI scores indicated a perfect match. As a result of the model, it was observed that cognitive reappraisal negatively predicted both the supportive (-.16) and non-supportive reactions (-.21), while expressive suppression negatively predicted (-.12) only the non-supportive reactions.

Table 23

Parameters of the Relationships Between Early Childhood Educators' Emotion Regulation and Socialization of Young Children's Negative Emotions in Emotionally Difficult Times

Exogenous Variable	Endogenous Variable	Error Variance	Standardized Solution	Estimate	T value
Expressive Suppression	NSR	.80	-.12	-.02	-2.42
Cognitive Reappraisal	SR	.90	-.16	-.17	-2.92
	NSR	.80	-.21	-.22	-4.12

The model of RQ3 was perfectly fitted in accordance with the goodness of fit indices presented in Table 22. As a result of the model, a negative and direct relationship was observed between expressive suppression and non-supportive reactions, which indicated that the decrease in expressive suppression would be related to an increase in non-supportive reactions. The association between cognitive reappraisal and supportive reactions was shown to be negative and direct, implying that a decrease in cognitive reappraisal would be associated with an increase in supportive reactions. The relationship between cognitive reappraisal and non-supportive reactions was negative and direct, suggesting that a decrease in cognitive reappraisal was linked to an increase in non-supportive reactions. In addition to these relationships, no significant relationship can be found between expressive suppression and supportive reactions.

4.5. Summary of the Results

In line with the current study, descriptive analyses were first conducted to understand the overall distribution of strategies of emotion regulation and socialization of young children's negative emotions in emotionally difficult times. As a result of these analyzes, early childhood educators stated that they mostly used cognitive reappraisal as an emotion regulation strategy. Early childhood educators stated that they mostly used supportive reactions rather than non-supportive reactions to socialize young children's negative emotions. In addition, the extent of the prediction of early childhood educators' strategies of emotion regulation to their socialization of young children's negative emotions in emotionally difficult times was examined using the path analysis method. Path analysis results showed that expressive suppression negatively predicted non-supportive reactions, but there was no correlation between supportive reactions. Cognitive reappraisal predicted both supportive and non-supportive reactions negatively.

CHAPTER 5

DISCUSSION

The current study investigated the strategies of early childhood educators of emotion regulation and socialization of young children's negative emotions in emotionally difficult times. It also explored the relationship between the early childhood educators' emotion regulation and socialization of young children's negative emotions in emotionally difficult times. In this chapter, the results were interpreted in light of the current literature. Then, the implications of the study for both research and practice were discussed. Finally, the assumptions, limitations, and further research recommendations were offered in the related titles.

5.1. Discussion of the Results

Discussion of the results was divided into three sections. First, the results related to the early childhood educators' current position regarding their strategies of emotion regulation regarding expressive suppression and cognitive reappraisal were discussed. Secondly, the findings are interpreted concerning the early childhood educators' present situation regarding the socialization of young children's negative emotions within the scope of supportive and non-supportive reactions. Finally, the extent of the prediction of early childhood educators' strategies of emotion regulation to their socialization of young children's negative emotions in emotionally difficult times was interpreted within the scope of current model results.

Following the discussion of the current research results, some implications and research recommendations were provided. Also, the assumptions and limitations of the research were mentioned in the related sections.

5.1.1. Discussion Regarding the Strategies of the Early Childhood Educators' Emotion Regulation

One of the aims of the study was to investigate early childhood educators' emotion regulation. In this regard, early childhood educators' regulation strategies of emotion regulation in terms of cognitive reappraisal and expressive suppression were assessed.

It is crucial for children to understand the feelings of adults with whom they have close relationships (Dunn, 2002). That is, it is vital in their social lives that children understand the connection between people's feelings, thoughts, intentions, and behavior. Regular exposure to an emotion profile can play a decisive role in children's expression patterns (Denham et al., 2015; Halberstadt et al., 1993; Valiente et al., 2004). Therefore, having an early childhood educator with whom the child can develop a secure relationship may play a decisive role in his/her social competence (Elicker & Fortner-Wood, 1995). At this point, the importance of providing a positive emotional profile for the early childhood educator cannot be denied.

In the current literature, early childhood educators' emotion regulation skills were effective in early childhood educators' interaction with young children (Ası et al., 2018), in line with the current study results. Due to the nature of the reappraisal and suppression used by early childhood educators in their emotion regulation processes, it is reported that reappraisers experienced and expressed more positive emotions but less negative emotions, while those who suppressed experienced less positive emotion but did not express them (Gross & John, 2003).

Even though some research suggests that early childhood educators mostly prefer to employ expressive suppression as a method for emotion regulation (Argon, 2015; Ası et al., 2018), it is also known that cognitive reappraisal is a method utilized as a classroom management strategy in interaction with young children in the classroom context (Sutton et al., 2009). The current study also found that cognitive reappraisal was more prevalent in early childhood educators' emotion regulation, and expressive suppression was experienced at lower ratios, as expected in the literature. Thus, there are some discrepancies in emotion regulation strategies used by early childhood educators in classroom management and maintaining professional life in the school setting (Ocak Karabay, 2017).

Early childhood educators may prefer to reappraise their emotions to maintain classroom management and provide a professional attitude in their in-class actions (Sutton et al., 2009). Since when early childhood educators reappraise the situation before creating the meaning or redirect their attention in the antecedent emotion regulation process, they can control their behavior easily. This situation can allow early childhood educators to manage the class more efficiently, express themselves better to the class, and express and control their own emotions better. Thus, they can make themselves feel more competent in their classroom management skills. For that reason, early childhood educators may tend to use cognitive reappraisal in their professional relationships. Furthermore, emotion regulation is a crucial component of classroom management and discipline, and experienced teachers claim that effective regulation allows them to be more effective in the classroom (Sutton & Harper, 2009). In addition to that, it is observed that educators who used reappraisal more frequently also had greater levels of teacher efficacy in terms of efficacy for classroom management and efficacy for student engagement (Sutton & Knight, 2006).

5.1.2. Discussion Regarding the Strategies of the Early Childhood Educators' Socialization of Young Children's Negative Emotions in Emotionally Difficult Times

Another aim of the study was to investigate early childhood educators' socialization strategies for young children's negative emotions. In this regard, early childhood educators' socialization strategies of young children's negative emotions in relation to supportive and non-supportive reactions were evaluated.

In the current study, the strategies of early childhood educators' socialization of young children's negative emotions were interpreted within the scope of supportive and non-supportive reactions. Supportive reactions to children's negative emotions support their ability to express their emotions, solve their problems, establish healthy interactions, and recognize their emotions (Davidov & Grusec, 2006; Eisenberg et al., 1996; Fabes et al., 2002; Morris et al., 2013). However, non-supportive reactions are found to be associated with low social functioning and poor emotion regulation and coping skills (Eisenberg et al., 1996; Perry et al., 2012). Considering all these, it can

be expected that the supportive reactions of the early childhood educators would be more prominent than the non-supportive ones.

Even though there has been limited research dwelling on early childhood educators' socialization strategies of young children's negative emotions role in the current literature, the results of these studies in the literature show that early childhood educators generally have a supportive attitude while coping with young children's negative emotions rather than non-supportive (Lang et al., 2017; Morris et al., 2013; Poulou & Denham, 2022). In parallel with this, in the current study, it was observed that early childhood educators used supportive reactions with a significant difference rather than non-supportive reactions while socializing young children's negative emotions as it was expected. The reason for this may be that there are gains for social-emotional development in the MoNE preschool program in Turkey, such as Gain 4: Explains the feelings of others about an event or situation. (Indicators: Tells the emotions of others. Tells the reasons for the emotions of others. Tells the consequences of other people's emotions.) and Gain 5: Shows positive/negative feelings about an event or situation in the appropriate ways. (Indicators: Explains positive/negative feelings using verbal expressions. Shows negative emotions with positive behaviors.). Therefore, early childhood educators may see such supportive reactions as professional competence. In addition, the result may indicate that early childhood educators have awareness and knowledge about the development and developmental needs of children. Professional standards such as getting to know young children, understanding their development, and using this understanding to create environments where children can develop, are some of the features that can be acquired (Gordon Biddle et al., 2014). Also, according to the developmentally appropriate practices, the complexity of learning patterns of social behavior and norms and managing emotional expression and actions demands a great deal of supportive adult direction (Gestwicki, 2015). Thus, early childhood educators may use supportive reactions while socializing young children's negative emotions as s sign of professional competence by knowing all these.

5.1.3. Discussion Regarding the Extent of the Prediction of Early Childhood Educators' Strategies of Emotion Regulation to Their Socialization of Young Children's Negative Emotions in Emotionally Difficult Times

Another aim of the current study was to investigate the relationship between early childhood educators' emotion regulation and their socialization of young children's negative emotions. In this regard, early childhood educators' emotion regulation strategies regarding cognitive reappraisal and suppression and their socialization strategies of young children's negative emotions regarding supportive and non-supportive reactions were assessed as in the following.

The current study hypothesized that the early childhood educators' emotion regulation in terms of cognitive reappraisal and expressive suppression would relate to early childhood educators' emotion socialization in terms of supportive and non-supportive reactions to young children's negative emotions in emotionally difficult times. As a result of the model, it was observed that there were correlations between the variables as hypothesized.

When this result of the research was examined as a whole, the reason why early childhood educators' emotion regulation was effective on their socialization of young children's negative emotions could be explained by social learning. According to social learning, people form an idea about the execution of behavior by observing people around them and using this idea to guide their own behavior (Bandura, 1977). Therefore, learning by observation occurs through an observer's behavior, witnessing the behavior of a model, and being affected by this behavior (Vasta et al., 2003). Since children's perceptions are harmonious with the people around them and are not independent of the people, they observe others. At this point, the "person" performs a "behavior" that represents his/her own reactions and social relations in line with his/her cognitive skills, physical characteristics, personality, beliefs, and attitudes in an "environment" that represents the effects of a particular physical environment, social influence, family and friends (Bandura, 1978; Bronfenbrenner, 1979), as development occurs in the social context (Bronfenbrenner, 1979). When children are the subjects, their emotions often require the reaction of social partners in the relevant context. The early childhood educator, who is one of the crucial figures in the child's environment,

may play a role in their emotional socialization processes due to the emotion regulation behaviors and processes being observed by the children. Early childhood educators' ability to regulate their own emotions and levels of emotional awareness are linked to their reactions to children's negative emotions, according to the findings suggested by Ersay (2015). So, discussing the emotions observed by children has an influential role in modeling the socialization of emotions. In addition, the process of emotion regulation carried out by other children during the socialization of their emotions may be an example for observant children in terms of socializing their emotions.

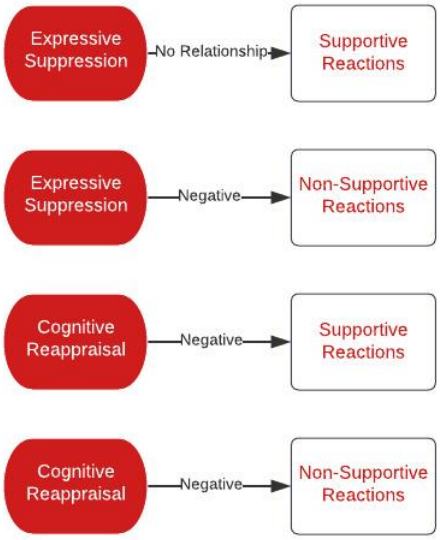
Considering these, for the child to observe the early childhood educators' emotion regulation processes, the early childhood educator should be included in his/her attention processes, and the early childhood educator should be in the child's area of interest to see these observations as examples for him/herself. While it is possible for an early childhood educator who maintain supportive interactions with her/his class to attract more attention and get attention from children, an early childhood educator who maintain non-supportive interactions may not attract children's attention and may not consider him/her worthy of being a model. In this case, the early childhood educator may play a critical role in children's social-emotional learning processes, depending on the relationships they establish with children.

When the results were examined in detail, it was observed that cognitive reappraisal negatively predicted both supportive and non-supportive reactions, while expressive suppression only negatively predicted non-supportive reactions (See Figure 21). These results somewhat confirmed the hypotheses of the study but mostly did not. Since in the phase of hypothesis of the current study, it had been expected that early childhood educators' cognitive reappraisal would positively relate to early childhood educators' supportive reactions in emotionally difficult times. However, the results showed the opposite for it. Secondly, at the beginning of the research, it was hypothesized that early childhood educators' cognitive reappraisal would negatively relate to their non-supportive reactions in emotionally difficult times, and the results confirmed this hypothesis. Thirdly, it was expected that expressive suppression of early childhood educators would be negatively related to supportive reactions in emotionally difficult times. Nevertheless, the current study results revealed that expressive suppression negatively predicted non-supportive reactions. Finally, as the last hypothesis of the

current study, it was expected that expressive suppression of early childhood educators would positively relate to their non-supportive reactions in emotionally difficult times. However, it was found out that expressive suppression did not have any significant relationship with non-supportive reactions.

Figure 21

The Relationship Between the Early Childhood Educators' Emotion Regulation and Early Childhood Educators' Socialization of Young Children's Negative Emotions in Emotionally Difficult Times



When the results were examined in detail, a negative correlation was observed between cognitive reappraisal and both supportive and non-supportive reactions. Regarding the regulation of emotions, the use of reappraisal while regulating emotions is associated with better interpersonal functionality. It has been claimed that reappraisers reinterpret processes that they find stressful with an optimistic attitude and make active efforts to save themselves from lousy mood (Gross & John, 2003). It has also been highlighted in the literature that cognitive reappraisal is significantly associated with early childhood educators' supportive responses towards children (Jeon et al., 2016). Therefore, the cognitive reappraisal would be expected to predict supportive reactions in a positive direction and predict non-supportive reactions in a negative direction. Besides, the early childhood educator, who maintains an optimistic point of view in

the face of adverse situations and does not leave him/herself in a troubled thinking system, could be expected to behave similarly to the children in her/his class and guide them with supportive reactions in negative situations.

Similarly, early childhood educators' perceptions of children's social adjustment are not independent of their perceptions of young children (Howes et al., 2000). In other words, early childhood educators' reactions to situations are critical in terms of children's socialization processes. In this case, it can be said that the child can be affected by the situation as the person who receives the reaction when s/he is a part of the relevant situation and as the person who receives the reaction indirectly through the role of the observer when s/he is not a part of the situation. So, it may be possible for early childhood educators to show less non-supportive reactions and act professionally to balance the progressive adverse situation.

On the other hand, when early childhood educators use cognitive reappraisal more in their emotion regulation processes, the decrease in their supportive reactions could mean that they put their own emotional states in the foreground. This may indicate that early childhood educators put too much effort into their own emotional states and cannot find the emotional strength to support children in difficult times. Similar research with parents demonstrates the significance of both socialization components and parental emotion-related attitudes in the socialization of cognitive emotion regulation strategies (Gunzenhauser, 2014). Therefore, the current study is similar to the parent studies in its nature. In addition, in the case of greater emotional regulation through cognitive reappraisal, the decrease in non-supportive reactions could mean that early childhood educators avoid non-supportive responses to children when they re-evaluate the negative situation and understand children's emotions better. In other words, the increase in cognitive reappraisal may contribute to early childhood educators' empathy skills and lead to a decrease in non-supportive reactions towards children.

In cases where children feel negative emotions or face difficult situations, it has been underlined that early childhood educators should first regulate their own emotions so that they can intervene in the situation and guide children in this regard (Jeon et al., 2016). Yet, it has been revealed that early childhood educators with low emotional

awareness ignore children's emotions more often and relieve children less in adverse situations (Ersay, 2007). Nevertheless, using suppression in adverse situations is associated with worse interpersonal functionality (Gross & John, 2003). Since suppressors cope with stressful situations by masking their emotions and suppressing their emotional expressions, they are less successful in regulating their moods (Gross & John, 2003). A negative relationship between expressive suppression and non-supportive reactions was observed in the current study. The increase in expressive suppression of early childhood educators while regulating their emotions led them to show less non-supportive behaviors. This is actually an expected result given the unsuccessful interpersonal relationships of suppressors, beacuse suppression of emotions may cause early childhood educators to minimize their interactions with children in order to protect themselves from adverse situations. This relationship can also be associated with young children's understanding of early childhood educators' suppression of their emotions, and as a result of this awareness, the flow of their relationship in the classroom may change. In addition, early childhood educators' suppression of their emotions may be associated with the strength of their professional interaction with young children, and the need for supportive reactions may reduce in this way. On the other hand, the fact that expressive suppression does not relate to supportive reactions may support the possibility of early childhood educators withdrawing in adverse situations.

5.2. Implications

In the related literature, it has been argued that a better understanding of early childhood educators' socialization of young children's negative emotions, its mechanisms, and maximizing their emotional competence can lead to necessary improvements in early childhood educator education and changes in research-based practices (Denham et al., 2012). Also, the gap is underlined in the studies regarding early childhood educators' socialization of young children's negative emotions. In this regard, the current study's findings delivered significant conclusions concerning early childhood educators' emotion regulation and socialization of young children's negative emotions. The conclusions of the study provided implications and guiding information for future research and educational practices.

5.2.1. Implications for Research

The current study can be considered critical for the field of early childhood education due to its contributions to the research in this area. Depending on the results presented, there are three implications for the research on early childhood educators' emotion regulation and socialization of young children's negative emotions.

First, emotion socialization research mainly has focused on parents in the related literature. Up to now, the parent's socialization strategies, the effects of the parental emotion socialization on young children and infants, the long-term effects of the parental emotion socialization, and the factors that may affect the parental emotion socialization have been studied. On the other hand, not much research has been conducted on early childhood educators' role in the emotional socialization of young children and the strategies that early childhood educators may use while socializing young children's emotions in the context of their own emotional competency. The current study concerned the relationship between early childhood educators' emotion regulation and their socialization of young children's negative emotions. That is why it focused on this gap in the literature by providing details about some of the possible factors that might affect early childhood educators' socialization of young children's negative emotions. In this regard, a path model was provided, and the results were discussed in the current study—finally, the study's findings and the recommendations for future research in the field.

Secondly, the study contributes to the early childhood education literature in Turkey. To the authors' knowledge, the studies regarding emotional socialization have been conducted mainly with the parents but not the early childhood educators. Thus, the study provided insights into early childhood educators' possible contributions to children's socio-emotional development and their emotional socialization strategies in class. In this regard, the study's findings and the presented path model provide information regarding the relationship between early childhood educators' emotion regulation and their socialization of young children's negative emotions for the national early childhood literature.

Lastly, according to the author's knowledge, there have not been any adapted scales in the national literature regarding early childhood educators' socialization of young

children's negative emotions. Within the scope of the current study, the Coping with Children's Negative Emotions Scale – Teacher Form was translated and adapted into the Turkish language. The scale could be used for future studies in the field and could be a source for the new scales to be developed measuring the same.

5.2.2. Implications for Practice

Research on the development of young children in childcare settings strongly suggests that children's development is affected by the quality of childcare and that the quality of care provided is dependent on the education and training of early childhood educators (Howes & Hamilton, 1992; Hayes et al., 1990). The studies regarding the classroom environment would provide more quality in childcare settings and contribute to the practices in the field. Within this respect, the current study can also be considered critical for the early childhood education field due to its implications for practice. Depending on the results presented, there are two implications for the practice of early childhood education in terms of early childhood educators' emotion regulation and socialization of young children's negative emotions.

In parallel with the studies of the interaction between early childhood educators and young children, consistent results were obtained when this interaction was evaluated in terms of social cohesion and quality in the studies examining the transition process of young children from child care centers to formal education (Bretherton, 1985; Howes et al., 2000). Thus, the study clarified the early childhood educators' role in young children's socio-emotional development in the classroom setting. By considering the importance of the environment of trust and support, the early childhood educators' interaction with young children could be highlighted in their pre-service and in-service education as part of their professional development and education.

The study has shown that early childhood educators' emotion regulation skills, and therefore their emotional competence, impact their socialization strategies of young children's negative emotions. Additionally, emotion regulation skills have been associated with early childhood educators' feelings of efficacy in socializing roles (Penrose et al., 2007; Perry & Ball, 2008). When it comes to practice, it has been stated that some early childhood educators are aware of the importance of their own emotions

and young children's emotions in the classroom context, and they care about these issues in the education process (Poulou, 2005; Zembylas, 2007). However, pre-service early childhood educators report insufficient training in developing children's emotional competencies and expressing their feelings (Garner, 2010; Marlow & Inman, 2002; Poulou, 2005). Accordingly, it has been suggested that interventions for early childhood educators' emotion regulation and coping skills should be included in their education as part of their professional development. At this point, there are programs such as mindfulness programs, emotion-centered curriculum, reflective teaching, and social-emotional competence program, where early childhood educators can learn coping strategies specific to their conditions and improve their intervention skills, which positively affect their psychological well-being and classroom practices (Brackett & Katulak, 2006; Emde, 2009; Gilkerson, 2004; Hyson, 2004; Jennings and Greenberg, 2009; Tantekin Erden & Tonga Çabuk, 2021). Implementing such programs that help early childhood educators in emotion regulation, providing them with training, or giving information about the programs can support early childhood educators and early childhood educator candidates to become aware of their role in the emotion socialization of children and develop themselves in this area. Therefore, early childhood educator training programs can prepare early childhood educators better for their role in the emotional socialization of children by using the results of the current research.

5.3. Assumptions & Limitations

Although the present study has given some insight into the extent of the early childhood educators' emotion regulation predicts their socialization strategies of young children's negative emotions, it also has assumptions and limitations.

First of all, the participants in the current study were presumed to have expressed their thoughts honestly and truthfully about the statements in the data collecting tools. Secondly, the representativeness of the sample would be hindered because of the convenient sampling technique. In addition, the study's data was limited to the responses that early childhood educators submitted through self-reporting questionnaires involving emotion regulation and emotion socialization. As a result, some of the participants' responses might be biased. Thirdly, the demographic data

could not be analyzed because of the imbalance in the distribution of demographic information in the current study. Finally, the data collection process was conducted during the COVID-19 outbreak. Because of the pandemic, schools were closed in Turkey for months, so the in-class interactions might not precisely reflect the times apart from the pandemic, which can be counted as a limitation of the current study.

5.4. Recommendation for Further Research

Despite its limitations, the current study offers some implications for future research. The study aimed to underline the extent of the early childhood educators' emotion regulation in explaining their socialization strategy with young children's negative emotions. The inclusion of child outcomes in future studies, such as young children's social-emotional functioning or young children's emotion regulation processes, may provide a broader understanding of the importance of early childhood educators' emotional competence in early childhood education. In addition, variables such as the early childhood educator's age, education, and perceived role as an emotion socializer can be added to the follow-up studies. Furthermore, it would be beneficial to evaluate the early childhood educators' emotional socialization process not only through self-reported reports but also by supporting it with other assessment methods and observation.

Moreover, factors such as job stress, educational background, or adult/child ratio as part of early childhood educators' work life can also affect their socialization of young children's negative emotions (Denham et al., 2012). Understanding the impact of these factors can help better train and supervise early childhood educators to become socializers of young children's emotions. At this point, early childhood educators' interactions with school administrators, colleagues, and parents, as well as with young children, could be related to emotion regulation or coping skills. A sense of community, as well as the early childhood educators' relationship with young children, could be related to emotion regulation or socialization strategies (Jeon et al., 2016). Therefore, it could be a starting point for further research.

Finally, in order to encourage ways of socializing emotions in the preschool period, it is recommended to develop an early childhood educator training program that focuses

on emotional competence (Ahn, 2005; Ahn & Stifter, 2006) or to give more support to existing programs in this regard.

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APPENDICES

A. DATA COLLECTION INSTRUMENTS

Demographic Information Form

2. Cinsiyetiniz *

Yalnızca bir şıkkı işaretleyin.

- ◯ Kadın
- ◯ Erkek
- ◯ Belirtmek İstemiyorum

3. En son mezun olduğunuz eğitim düzeyi *

Yalnızca bir şıkkı işaretleyin.

- ◯ İlköğretim
- ◯ Lise
- ◯ Açıköğretim Önlisans
- ◯ Açıköğretim Lisans
- ◯ Önlisans
- ◯ Lisans
- ◯ Yüksek Lisans
- ◯ Doktora

4. Şu an aktif olarak okul öncesi öğretmenliği yapıyor musunuz? *

Yalnızca bir şıkkı işaretleyin.

- ◯ Evet
- ◯ Hayır

5. Şu an aşağıdaki şehirlerden hangisinde öğretmenlik yapıyorsunuz? (Çalışma yalnızca aşağıdaki şehirlerde görev yapmakta olan erken çocukluk eğitimcilerini kapsamaktadır.) *

Yalnızca bir şıkkı işaretleyin.

- ◯ Ankara
- ◯ Eskişehir
- ◯ Konya

6. Kaç yıldır öğretmenlik yapıyorsunuz? *

Yalnızca bir şıkkı işaretleyin.

- ◯ 0 (İlk Yıl)
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8
- ◯ 9
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Duygu Düzenleme Anketi

Aşağıda duygusal yaşamınızı nasıl düzenlediğiniz hakkında bazı ifadeler bulunmaktadır. Bu ifadeler duygusal yaşamınızın iki farklı yönünü içerir. Biri sizin duygusal deneyiminiz ya da içinde nasıl hissettiğinizdir. Diğeri, duygusal ifadeniz ya da konuşma, hareket ya da davranış biçiminizdeki duygularınızı nasıl gösterdiğinizdir. İfadelerden bazılarının birbirine benzeyebilir fakat önemli yönlerden farklılık gösterirler. Lütfen her bir seçenekte yer alan davranışın sizi ne kadar yansıttığını 1'den 7'ye kadar sayılardan size en uygun olanı seçip daire içine alarak belirtiniz.

Yanıt Seçenekleri

1	2	3	4	5	6	7
Kesinlikle katılmıyorum	**Katılmıyorum**	**Biraz katılmıyorum**	**Kararsızım**	**Biraz katılıyorum**	**Katılıyorum**	**Kesinlikle katılıyorum**

1.	Daha fazla olumlu duygu hissetmek istediğimde (sevinç veya eğlence gibi) düşündüğüm şeyi değiştiririm.	1 2 3 4 5 6 7
2.	Duygularımı kendime saklarım.	1 2 3 4 5 6 7
3.	Daha az olumsuz duygu hissetmek istediğimde (üzüntü veya öfke gibi) düşündüğüm şeyi değiştiririm.	1 2 3 4 5 6 7
4.	Olumlu duygular hissettiğimde onları belli etmemeye dikkat ederim.	1 2 3 4 5 6 7
5.	Stresli bir durumla karşılaştığımda, sakin kalmama yardım edecek şekilde düşünmeye çalışırım.	1 2 3 4 5 6 7
6.	Duygularımı belli etmeyerek onları kontrol ederim	1 2 3 4 5 6 7
7.	Daha fazla olumlu duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.	1 2 3 4 5 6 7
8.	İçinde bulunduğum duruma göre düşünce şeklimi değiştirerek duygularımı kontrol ederim.	1 2 3 4 5 6 7
9.	Olumsuz duygular hissettiğimde onları belli etmediğimden emin olmak isterim.	1 2 3 4 5 6 7
10.	Daha az olumsuz duygu hissetmek istediğimde o durumla ilgili düşünce şeklimi değiştiririm.	1 2 3 4 5 6 7

Çocukların Olumsuz Duygularıyla Baş Etme Ölçeği – Öğretmen Formu

Aşağıda sınıfınızdaki bir çocukla ilişkinizde karşılaşabileceğiniz bazı olası durumlar ve her bir durumun altında bu duruma yönelik davranış seçenekleri bulunmaktadır. Her bir seçenekte yer alan davranışın gösterme sıklığınızı 1'den 7'ye kadar sayılardan size en uygun olanı seçip daire içine alarak belirtiniz. Lütfen seçenekleri dikkatlice okuyup, durumlara olası tepkilerinizi olabildiğince dürüst ve içtenlikle belirtiniz.

Yanıt Seçenekleri

1	2	3	4	5	6	7
Hiç böyle yapmam	Çoğunlukla böyle yapmam	Nadiren böyle yapmam	**Belki böyle yaparım**	Nadiren böyle yaparım	Çoğunlukla böyle yaparım	**Hep böyle yaparım**

	1) Eğer öğrencim sınıfça gerçekleştirilen bir sosyal etkinliğe (örneğin alan gezisi) katılamayacağı için sinirlenirse:	
a.	Öğrencimi sakinleşene kadar gruptan ve kendimden uzaklaştırırım	1 2 3 4 5 6 7
b.	Öğrencime sinirlenirim	1 2 3 4 5 6 7
c.	Katılım sağlayabileceği başka seçenekler bulmasında (örneğin farklı bir etkinliğe katılması) öğrencime yardım ederim	1 2 3 4 5 6 7
d.	Öğrencime etkinliğe katılamamayı bu kadar da abartmamasını söylerim	1 2 3 4 5 6 7
e.	Öğrencimi hissettiği öfke ve hayal kırıklığıyla ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7
f.	Öğrencimi sakinleştirir, etkinliği kaçırması konusundaki olumsuz duygularından uzaklaşması için onunla eğlenceli bir şeyler yaparım	1 2 3 4 5 6 7

	2) Eğer öğrencim sınıftaki bir nesneye kazara zarar verir ve bunun için üzülüp ağlarsa:	
a.	Sakinliğimi korur, endişelenmem	1 2 3 4 5 6 7
b.	Öğrencimi rahatlatır, nesneye kazara zarar verdiğini unutmasını sağlamaya çalışırım	1 2 3 4 5 6 7
c.	Öğrencime "biraz abartmadın mı" derim	1 2 3 4 5 6 7
d.	Nesnenin nasıl tamir edileceğini keşfetmesinde öğrencime yardım ederim	1 2 3 4 5 6 7
e.	Öğrencime ağlıyor olmasının anlaşılabilir olduğunu söylerim	1 2 3 4 5 6 7
f.	Öğrencime ağlamayı bırakmasını yoksa o nesneyle bir daha oynamasına izin vermeyeceğimi söylerim	1 2 3 4 5 6 7

	3) Eğer öğrencim değerli bir eşyasını kaybettiğinde ağlayarak tepki gösterirse:	
a.	Bu kadar dikkatsiz olduğu ve sonrasında ağladığı için üzülürüm	1 2 3 4 5 6 7
b.	Öğrencime "biraz abartmadın mı" derim	1 2 3 4 5 6 7
c.	Öğrencimin daha önce bakmadığı yerleri düşünmesine yardım ederim.	1 2 3 4 5 6 7
d.	Öğrencimi mutlu edecek şeylerden bahsederek, onun dikkatini dağıtırım	1 2 3 4 5 6 7
e.	Öğrencime mutsuz hissettiğinde ağlamasının anlaşılabilir olduğunu söylerim	1 2 3 4 5 6 7
f.	Öğrencime dikkatli olmazsa sonucuna katlanacağını söylerim	1 2 3 4 5 6 7

	4) Eğer öğrencim iğneden korktuğu için aşı olma sırasını titreyerek ve ağlayarak bekliyorsa:	
a.	Öğrencime kendisini toparlamasını yoksa sevdiği bir şeyi yapmasına (öğrenci özelinde değişebilir) izin vermeyeceğimi söylerim	1 2 3 4 5 6 7
b.	Öğrencimi hissettiği korkuyla ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7
c.	Öğrencime aşı olmayı bu kadar da abartmamasını söylerim	1 2 3 4 5 6 7
d.	Öğrencime ağlayarak bizi utandırmamasını söylerim	1 2 3 4 5 6 7
e.	Öğrencimi rahatlatırım	1 2 3 4 5 6 7
f.	Öğrencime kendisini sıkmadığında veya derin nefes aldığında iğnenin daha az acıtabileceğini söylerim	1 2 3 4 5 6 7

	5) Eğer öğrencim zorlanacağı bir iş yaparken, yanında kalamadığım için tedirgin olup üzülürse:	
a.	İşi yalnız yapmanın ne kadar kolay olacağı hakkında konuşarak öğrencimin dikkatini dağıtırım	1 2 3 4 5 6 7
b.	Bireysel çalışmanın göz korkutucu olmaması için yapabileceği şeyleri düşünmesinde (örneğin problemleriyle yüzleşmesi) öğrencime yardım ederim	1 2 3 4 5 6 7
c.	Öğrencime aşırı tepki göstermeyi ve bebek gibi davranmayı bırakmasını söylerim	1 2 3 4 5 6 7
d.	Öğrencime bu davranışını bırakmazsa o gün serbest zaman etkinliğine katılmasına izin vermeyeceğimi söylerim	1 2 3 4 5 6 7
e.	Öğrencimin tepkileri nedeniyle üzülüp kendimi rahatsız hissederim	1 2 3 4 5 6 7
f.	Öğrencimi hissettiği tedirginlikle ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7

	6) Eğer öğrencim arkadaşlarıyla katıldığı bir grup etkinliğinde hata yaptığı için utanıp ağlamaklı olursa:	
a.	Öğrencimi rahatlatır ve daha iyi hissetmesini sağlamaya çalışırım	1 2 3 4 5 6 7
b.	Öğrencime "biraz abartmadın mı" derim	1 2 3 4 5 6 7
c.	Utanırım ve kendimi rahatsız hissederim	1 2 3 4 5 6 7
d.	Öğrencime kendisini toparlamasını yoksa gruptan ayrılmak zorunda kalacağını söylerim	1 2 3 4 5 6 7
e.	Öğrencimi hissettiği utançla ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7
f.	Öğrencime çalışmasına destek olacağımı, bu sayede bir dahaki sefere daha başarılı olabileceğini söylerim	1 2 3 4 5 6 7

	7) Eğer öğrencim bir gösteri için sahneye çıkmak üzereyken seyircilerin onu izleyecek olmasından dolayı gözle görünür bir şekilde tedirginse:	
a.	Sırasına hazırlanmak için yapabileceği şeyler düşünmesinde (örneğin ısınma yapması ve izleyiciye bakmaması) öğrencime yardım ederim	1 2 3 4 5 6 7
b.	Öğrencime tedirginliğinin ortadan kalkması için rahatlatıcı bir şey düşünmesini öneririm	1 2 3 4 5 6 7
c.	Tedirgin olmam, sakinliğimi korurum	1 2 3 4 5 6 7
d.	Öğrencime bebek gibi davrandığını söylerim	1 2 3 4 5 6 7
e.	Öğrencime, sakinleşmezse gösteriye katılamayacağını söylerim	1 2 3 4 5 6 7
f.	Öğrencimi hissettiği tedirginlikle ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7

	8) Eğer öğrencim beğenmediği bir hediye aldığında yaşadığı hayal kırıklığını ve sinirini, hediyeyi veren arkadaşının yanında gizleyemezse:	
a.	Öğrencimi hissettiği hayal kırıklığıyla ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7
b.	Öğrencime hediye değişim kartını kullanabileceğini söylerim	1 2 3 4 5 6 7
c.	Öğrencimin kabalığına kızmam	1 2 3 4 5 6 7
d.	Öğrencime "biraz abartmadın mı" derim	1 2 3 4 5 6 7
e.	Öğrencimi arkadaşının duygularına duyarsız olduğu için azarlarım	1 2 3 4 5 6 7
f.	Eğlenceli bir şeyler yaparak öğrencimin daha iyi hissetmesini sağlamaya çalışırım	1 2 3 4 5 6 7

	9) Eğer öğrencim arkadaşıyla korkutucu bir şey konuştuktan sonra paniğe kapılıp odaklanamazsa:	
a.	Öğrencimi kendisini korkutan şeyle ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7
b.	Öğrencimin bu şekilde davranmasına üzülürüm	1 2 3 4 5 6 7
c.	Öğrencime "biraz abartmadın mı" derim	1 2 3 4 5 6 7
d.	Çalışmaya başlamasını sağlayacak şeyleri bulmasında (örneğin korkutan şeyi düşünmemesi, çalışmaya odaklanması) öğrencime yardım ederim	1 2 3 4 5 6 7
e.	Öğrencime sakinleşmesini yoksa okulda bir daha o arkadaşıyla konuşmasına izin vermeyeceğimi söylerim	1 2 3 4 5 6 7
f.	Onu korkutan şeyi unutmasına yardım etmek için öğrencimle eğlenceli bir şeyler yaparım	1 2 3 4 5 6 7

	10) Eğer öğrencim, serbest oyun zamanında arkadaşları onlarla oynamasına izin vermediği için bir kenara çekilmiş, ağlamak üzereyse:	
a.	Kendimi üzgün hissetmem	1 2 3 4 5 6 7
b.	Öğrencime ağlamaya başlarsa oynamasına izin vermeyeceğimi söylerim	1 2 3 4 5 6 7
c.	Öğrencime kendini kötü hissettiğinde ağlamasının anlaşılabilir olduğunu söylerim	1 2 3 4 5 6 7
d.	Öğrencimi rahatlatır, onu mutlu edecek bir şeyler düşünmesini sağlamaya çalışırım	1 2 3 4 5 6 7
e.	Yapacak başka bir şey bulmasında öğrencime yardım ederim	1 2 3 4 5 6 7
f.	Öğrencime "birazdan geçer" derim	1 2 3 4 5 6 7

	11) Eğer oyun oynarken arkadaşları ona lakap taktığı için öğrencimin dudakları titremeye ve gözleri dolmaya başlarsa:	
a.	Öğrencime durumu bu kadar da abartmamasını söylerim	1 2 3 4 5 6 7
b.	Kendimi üzgün hissederim	1 2 3 4 5 6 7
c.	Öğrencime oyuna devam etmesini yoksa oyundan çıkmak zorunda kalacağını söylerim	1 2 3 4 5 6 7
d.	Diğer çocukların alaylı sözleriyle başa çıkabilmesi için neler yapabileceğini düşünmesinde öğrencime yardım ederim	1 2 3 4 5 6 7
e.	Öğrencimi rahatlatır, ona üzüntü veren olayı aklından çıkarması için onunla bir oyun oynarım	1 2 3 4 5 6 7
f.	Öğrencimi alay edilmenin kendisini nasıl incittiğiyle ilgili konuşmaya teşvik ederim	1 2 3 4 5 6 7

12) Eğer öğrencim tanımadığı kişilerin yanında utanıyor ve ürküyorsa, sınıfa misafirler geldiğinde sürekli sessizleşip içine kapanıyorsa:		
a.	Yeni insanlar tanımayı daha az göz korkutucu hale getirecek şeyler bulmasında öğrencime yardım ederim	1 2 3 4 5 6 7
b.	Öğrencime tedirgin hissetmesinin anlaşılabilir olduğunu söylerim	1 2 3 4 5 6 7
c.	Yeni insanlar tanımanın ne kadar eğlenceli olduğundan bahsederek öğrencimi mutlu etmeye çalışırım	1 2 3 4 5 6 7
d.	Öğrencimin tepkileri nedeniyle rahatsız olur, kendimi üzgün hissederim	1 2 3 4 5 6 7
e.	Öğrencime misafirlerimize düzgün davranmak zorunda olduğunu söylerim.	1 2 3 4 5 6 7
f.	Öğrencime bebek gibi davrandığını söylerim	1 2 3 4 5 6 7

B. ORIGINAL VERSIONS OF DATA COLLECTION INSTRUMENTS

EMOTION REGULATION QUESTIONNAIRE (ERQ)

Reference:

Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85*, 348-362.

Description of Measure:

A 10-item scale designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. Respondents answer each item on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Note: the authors request that researchers do not change the order of the items.

Abstracts of Selected Related Articles:

Ochsner, K. & Gross, J. J. (2005). The cognitive control of emotion. *Trends in Cognitive Sciences, 9*, 242-249.

> The capacity to control emotion is important for human adaptation. Questions about the neural bases of emotion regulation have recently taken on new importance, as functional imaging studies in humans have permitted direct investigation of control strategies that draw upon higher cognitive processes difficult to study in nonhumans. Such studies have examined (1) controlling attention to, and (2) cognitively changing the meaning of, emotionally evocative stimuli. These two forms of emotion regulation depend upon interactions between prefrontal and cingulate control systems and cortical and subcortical emotion-generative systems. Taken together, the results suggest a functional architecture for the cognitive control of emotion that dovetails with findings from other human and nonhuman research on emotion.

Butler, E. A., Egloff, B., Wilhelm, F. H., Smith, N. C., Erikson, E. A., & Gross, J. J. (2003). The social consequences of expressive suppression. *Emotion, 3*, 48-67.

> At times, people keep their emotions from showing during social interactions. The authors' analysis suggests that such expressive suppression should disrupt communication and increase stress levels. To test this hypothesis, the authors conducted 2 studies in which unacquainted pairs of women discussed an upsetting topic. In Study 1, one member of each pair was randomly assigned to (a) suppress her emotional behavior, (b) respond naturally, or (c) cognitively reappraise in a way that reduced emotional responding. Suppression alone disrupted communication and magnified blood pressure responses in the suppressors' partners. In Study 2, suppression had a negative impact on the regulators'

emotional experience and increased blood pressure in both regulators and their partners. Suppression also reduced rapport and inhibited relationship formation.

Mauss, I. B., Levenson, R. W. McCarter, L., Wilhelm, F. H., Gross, J. J. (2005). The tie that binds? Coherence among emotion experience, behavior, and physiology. *Emotion, 5*, 175-190.

Emotion theories commonly postulate that emotions impose coherence across multiple response systems. However, empirical support for this coherence postulate is surprisingly limited. In the present study, the authors (a) examined the within-individual associations among experiential, facial behavioral, and peripheral physiological responses during emotional responding and (b) assessed whether emotion intensity moderates these associations. Experiential, behavioral, and physiological responses were measured second-by-second during a film that induced amusement and sadness. Results indicate that experience and behavior were highly associated but that physiological responses were only modestly associated with experience and behavior. Intensity of amusement experience was associated with greater coherence between behavior and physiological responding; intensity of sadness experience was not. These findings provide new evidence about response system coherence in emotions.

Scale (take directly from http://psychology.stanford.edu/~psyphy/resources.html)**:**

Instructions and Items:

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
strongly disagree			**neutral**			**strongly agree**

1. ____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about.*

2. ____ I keep my emotions to myself.

3. ____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about.*

4. ____When I am feeling *positive* emotions, I am careful not to express them.

5. ____When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.

6. ____ I control my emotions by *not expressing them*.

7. ____When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.

8. ____ I control my emotions by *changing the way I think* about the situation I'm in.

9. ____When I am feeling *negative* emotions, I make sure not to express them.

10. ____When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.

Scoring:

Items 1, 3, 5, 7, 8, 10 make up the Cognitive Reappraisal facet.
Items 2, 4, 6, 9 make up the Expressive Suppression facet.

Scoring is kept continuous.
Each facet's scoring is kept separate.

ID _____

Teacher Attitude/Behavior Questionnaire

Instructions: In the following items, please indicate on a scale from 1 (very unlikely) to 7 (very likely) the likelihood that you would respond in the ways listed for each item. Please read each item carefully and respond as honestly and sincerely as you can. For each response, please circle a number from 1-7.

Response Scale: 1 2 3 4 5 6 7
Very Unlikely Medium Very Likely

---

1. If my student becomes angry because he/she is unable to participate in a classroom social activity (such as a field trip), I would:

a. send my student to a different room to cool off 1 2 3 4 5 6 7
b. get angry at my student 1 2 3 4 5 6 7
c. help my student think about other ways that he/she can participate (e.g. participate in a different activity) 1 2 3 4 5 6 7
d. tell my student not to make a big deal out of missing the activity 1 2 3 4 5 6 7
e. encourage my student to express his/her feelings of anger and frustration 1 2 3 4 5 6 7
f. soothe my student and do something fun with him/her to make him/her feel better about missing the activity 1 2 3 4 5 6 7

2. If my student accidentally damages some classroom materials, and then gets upset and cries, I would:

a. remain calm and not let myself get anxious 1 2 3 4 5 6 7
b. comfort my student and try to get him/her to forget about the accident 1 2 3 4 5 6 7
c. tell my student that he/she is over-reacting 1 2 3 4 5 6 7
d. help my student figure out how to fix the materials 1 2 3 4 5 6 7
e. tell my student it's ok to cry 1 2 3 4 5 6 7
f. tell my student to stop crying or he/she won't be allowed to play on the equipment anytime soon 1 2 3 4 5 6 7

3. If my student loses some prized possession and reacts with tears, I would:

a. get upset with him/her for being so careless and then crying about it 1 2 3 4 5 6 7
b. tell my student that he/she is over-reacting 1 2 3 4 5 6 7
c. help my student think of places he/she hasn't looked yet 1 2 3 4 5 6 7
d. distract my student by talking about happy things 1 2 3 4 5 6 7
e. tell him/her it's ok to cry when you feel unhappy 1 2 3 4 5 6 7
f. tell him/her that's what happens when you're not careful 1 2 3 4 5 6 7

4. If my student is afraid of injections and becomes quite shaky and teary while waiting for his/her turn to get a shot at the nurses office, I would:

a. tell him/her to shape up or he/she won't be allowed to do something he/she likes to do (e.g., have recess) 1 2 3 4 5 6 7
b. encourage my student to talk about his/her fears 1 2 3 4 5 6 7
c. tell my student not to make big deal of the shot 1 2 3 4 5 6 7
d. tell him/her not to embarrass us by crying 1 2 3 4 5 6 7
e. comfort him/her before and after the shot 1 2 3 4 5 6 7
f. talk to my student about ways to make it hurt less (such as relaxing so it won't hurt or taking deep breaths). 1 2 3 4 5 6 7

Response Scale: 1 2 3 4 5 6 7
Very Unlikely Medium Very Likely

5. If my student is doing some difficult work and becomes nervous and upset because I can't stay beside him/her, I would:

a. distract my student by talking about how easy it would be for him/her to do the work alone 1 2 3 4 5 6 7
b. help my student think of things that he/she could do so that working independently me wasn't intimidating (e.g., talk him/herself through the problems) 1 2 3 4 5 6 7
c. tell my student to quit over-reacting and being childish 1 2 3 4 5 6 7
d. tell the student that if he/she doesn't stop that he/she won't be allowed to have free time that day 1 2 3 4 5 6 7
e. feel upset and uncomfortable because of my student's reactions 1 2 3 4 5 6 7
f. encourage my student to talk about his/her nervous feelings 1 2 3 4 5 6 7

6. If my student is participating in some group activity with his/her friends and proceeds to make a mistake and then looks embarrassed and on the verge of tears, I would:

a. comfort my student and try to make him/her feel better 1 2 3 4 5 6 7
b. tell my student that he/she is over-reacting 1 2 3 4 5 6 7
c. feel uncomfortable and embarrassed myself 1 2 3 4 5 6 7
d. tell my student to straighten up or he/she will have to leave the group 1 2 3 4 5 6 7
e. encourage my student to talk about his/her feelings of embarrassment 1 2 3 4 5 6 7
f. tell my student that I'll help him/her practice so that he/she can do better next time 1 2 3 4 5 6 7

7. If my student is about to appear in a recital or sports activity and becomes visibly nervous about people watching him/her, I would:

a. help my student think of things that he/she could do to get ready for his/her turn (e.g., to do some warm-ups and not to look at the audience) 1 2 3 4 5 6 7
b. suggest that my student think about something relaxing so that his/her nervousness will go away 1 2 3 4 5 6 7
c. remain calm and not get nervous myself 1 2 3 4 5 6 7
d. tell my student that he/she is being childish about it 1 2 3 4 5 6 7
e. tell my student that if he/she doesn't calm down, he/she will not be able to participate 1 2 3 4 5 6 7
f. encourage my student to talk about his/her nervous feelings 1 2 3 4 5 6 7

8. If my student receives an undesirable gift or card from a friend and looks obviously disappointed, even annoyed, after opening it in the presence of the friend, I would:

a. encourage my student to express his/her disappointed feelings 1 2 3 4 5 6 7
b. tell my student that the present can be exchanged for something the student wants 1 2 3 4 5 6 7
c. NOT be annoyed with my student for being rude 1 2 3 4 5 6 7
d. tell my student that he/she is over-reacting 1 2 3 4 5 6 7
e. scold my student for being insensitive to the friend's feelings 1 2 3 4 5 6 7
f. try to get my student to feel better by doing something fun 1 2 3 4 5 6 7

Response Scale: 1 2 3 4 5 6 7
Very Unlikely Medium Very Likely

9. If my student is panicy and can't concentrate after talking with another student about something that was frightening to him/her, I would:

a. encourage my student to talk about what was frightening	1 2 3 4 5 6 7
b. get upset with him/her for being silly	1 2 3 4 5 6 7
c. tell my student that he/she is over-reacting	1 2 3 4 5 6 7
d. help my student think of something to do so that he/she can get to work (e.g., not think about it, focus on working)	1 2 3 4 5 6 7
e. tell him/her to go to bed or he/she won't be allowed to talk with that friend in school	1 2 3 4 5 6 7
f. do something fun with my student to help him/her forget about what scared him/her	1 2 3 4 5 6 7

10. If my student is at recess and appears on the verge of tears because the other children are mean to him/her and won't let him/her play with them, I would:

a. NOT get upset myself	1 2 3 4 5 6 7
b. tell my student that if he/she starts crying then he/she will have to sit out.	1 2 3 4 5 6 7
c. tell my student it's ok to cry when he/she feels bad	1 2 3 4 5 6 7
d. comfort my student and try to get him/her to think about something happy	1 2 3 4 5 6 7
e. help my student think of something else to do	1 2 3 4 5 6 7
f. tell my student that he/she will feel better soon	1 2 3 4 5 6 7

11. If my student is playing with other children and one of them calls him/her names, and my student then begins to tremble and become tearful, I would:

a. tell my student not to make a big deal out of it	1 2 3 4 5 6 7
b. feel upset myself	1 2 3 4 5 6 7
c. tell my student to behave or he/she will have to leave the game	1 2 3 4 5 6 7
d. help my student think of constructive things to do when other children tease him/her (e.g., find other things to do)	1 2 3 4 5 6 7
e. comfort him/her and play a game to take his/her mind off the upsetting event	1 2 3 4 5 6 7
f. encourage him/her to talk about how it hurts to be teased	1 2 3 4 5 6 7

12. If my student is shy and scared around strangers and consistently becomes quiet and withdrawn whenever visitors come to the classroom, I would:

a. help my student think of things to do that would make meeting new people less intimidating.	1 2 3 4 5 6 7
b. tell my student that it is OK to feel nervous	1 2 3 4 5 6 7
c. try to make my student happy by talking about how much fun it is to meet new people	1 2 3 4 5 6 7
d. feel upset and uncomfortable because of my student's reactions	1 2 3 4 5 6 7
e. tell my student that he/she must interact with visitors appropriately	1 2 3 4 5 6 7
f. tell my student that he/she is being childish or immature	1 2 3 4 5 6 7

COPING WITH CHILDREN'S NEGATIVE EMOTIONS SCALE (CCNES)[1]
Teacher Version

Purpose: To measure the degree to which teachers perceive themselves as reactive to children's (preschool through early elementary school) negative affect in distressful situations. Six subscales are derived that reflect the specific types of coping response parents tend to use in these situations.

SUBSCALES

1. **Distress Reactions (DR).** These items reflect the degree to which teachers experience distress when children express negative affect.

Scoring: Mean of: 1B, 2A*, 3A, 4D, 5E, 6C, 7C*, 8C*, 9B, 10A*, 11B, 12D.

* = REVERSED SCORING

2. **Punitive Reactions (PR).** These items reflect the degree to which parents respond with punitive reactions that decrease their exposure or need to deal with the negative emotions of their children.

Scoring: Mean of: 1A, 2F, 3F, 4A, 5D, 6D, 7E, 8E, 9E, 10B, 11C, 12E.

3. **Expressive Encouragement (EE).** These items reflect the degree to which parents encourage children to express negative affect or the degree to which they validate child's negative emotional states (i.e., "it's ok to feel sad.")

Scoring: Mean of: 1E, 2E, 3E, 4B, 5F, 6E, 7F, 8A, 9A, 10C, 11F, 12B.

4. **Emotion-Focused Reactions (EFR).** These items reflect the degree to which parents respond with strategies that are designed to help the child feel better (i.e., oriented towards affecting the child's negative feelings).

Scoring: Mean of: 1F, 2B, 3D, 4E, 5A, 6A, 7B, 8F, 9F, 10D, 11E, 12C.

5. **Problem-Focused Reactions (PFR).** These items reflect the degree to which parents help the child solve the problem that caused the child's distress (i.e., oriented towards helping the child solve his/her problem or coping with a stressor).

Scoring: Mean of: 1C, 2D, 3C, 4F, 5B, 6F, 7A, 8B, 9D, 10E, 11D, 12A.

6. **Minimization Reactions (MR).** These items reflect the degree to which parents minimize the seriousnes of the situation or devalue the child's problem or distressful reaction.

Scoring: Mean of: 1D, 2C, 3B, 4C, 5C, 6B, 7D, 8D, 9C, 10F, 11A, 12F.

[1]**Please cite as follows: Fabes, R.A., Eisenberg, N., & Bernzweig, J. (2000). The Coping with Children's Negative Emotions Scale: Teacher Version. Available from authors at http://ccnes.org . Arizona State University.**

Address correspondence to Richard Fabes, T. Denny Sanford School of Social & Family Dynamics, Arizona State University, Tempe, AZ, 85287-3701.

C. CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma ODTÜ Temel Eğitim Bölümü yüksek lisans öğrencisi Sabiha Üzüm tarafından Dr. Öğr. Üyesi Hasibe Özlen Demircan danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışma okul öncesi öğretmenlerinin duygu düzenleme becerileri ile ilişkili olarak çocuklarla aralarındaki ilişkiyi ve çocukların olumsuz duygularıyla baş etme biçimlerini incelemeyi amaçlayan bir araştırmadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Sizlere araştırma kapsamında bir dizi anket uygulanacaktır. Sizden beklenen anket sorularına ilişkin düşüncelerinizi en iyi yansıtacak cevapları işaretlemenizdir. Soruların herhangi bir doğru veya yanlış cevabı bulunmamaktadır. Kendinizi en iyi yansıtan cevabı seçmeniz yeterli olacaktır.

Katılımınızla İlgili Bilmeniz Gerekenler:

Araştırma T.C. Millî Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleşmektedir. Araştırmaya katılım tamamıyla gönüllülük esasına dayalıdır. Anket dizisi, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz, herhangi bir yaptırıma maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz. Araştırmaya katılanlardan kimlik ve kurum belirleyici hiçbir bilgi istenmemektedir. Katılımcılardan toplanan veriler tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecek ve üçüncü kişilerle paylaşılmayacaktır. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir.

Riskler:

Bu araştırma kapsamında öngörülen herhangi bir risk bulunmamaktadır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışmayla ilgili soru ve yorumlarınızı araştırmacıya adresinden iletebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum. ☐

(Yukarıda yer alan gönüllü olarak katılıyorum kutucuğunu lütfen işaretleyiniz)

D. ONLINE DATA COLLECTION LINK

https://docs.google.com/forms/d/e/1FAIpQLSfa48ZKb-ei_3cdVUtLiiWrvI5AxMfs_RwCb4SWbMFO0acEMQ/viewform?usp=sf_link

E. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 204

04 AĞUSTOS 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi H.Özlen DEMİRCAN

Danışmanlığını yaptığınız **Sabiha ÜZÜM'ün "Okul Öncesi Öğretmenlerinin Duygu Düzenlemelerinin Çocukların Olumsuz Duyguları ile Baş Etme Yöntemleriyle İlişkisi"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **204 ODTU 2020** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
Başkan

Prof. Dr. Tolga CAN
Üye

BULUNAMADI
Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

BULUNAMADI
Dr. Öğr. Üyesi Şenife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

BULUNAMADI

F. APPROVALS OF MINISTRY OF NATIONAL EDUCATION

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Strateji Geliştirme Başkanlığı

Sayı : E-49614598-605.01-20383390 09.02.2021
Konu : Araştırma Uygulama İzin Talebi

DAĞITIM YERLERİNE

İlgi: a) Orta Doğu Teknik Üniversitesi Rektörlüğü'nün 21/09/2020 tarihli ve 54850036-605.01-E.235 sayılı yazısı.
b) Milli Eğitim Bakanlığı'nın 21.01.2020 tarihli ve 1563890 sayılı Araştırma Uygulama İzinleri 2020/2 Nolu Genelgesi.

İlgi (a) yazı ile Orta Doğu Teknik Üniversitesi Temel Eğitim Anabilim Dalı Okul Öncesi Eğitimi Yüksek Lisans Programı öğrencisi Sabiha ÜZÜM'ün "Okul Öncesi Öğretmenlerinin Duygu Düzenlemelerinin Çocukların Olumsuz Duyguları ile Baş Etme Yöntemleriyle İlişkisi" başlıklı yüksek lisans tez çalışması anketini yapma izin talebine ilişkin yazı ve ekleri Başkanlığımız tarafından incelenmiştir.

Araştırmanın, virüsün etkilerinden korunmak amacı ile Bakanlığımıza bağlı resmi/özel okul ve kurumlarda öğrenci, öğretmen ve okul yöneticilerinin katılımı ile yapılması planlanan il/ilçe, ulusal ve uluslararası düzeydeki sosyal etkinliklerin (toplantı, çalıştay, sempozyum, konferans, forum, ödül töreni, spor müsabakası, yarışma vb.) tedbiren iptal edilmesi ve yüz yüze eğitim öğretime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlamasıyla birlikte ilgili genel müdürlüklerin izni ile denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının uygulanmasına ilgi (b) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet Fatih LEBLEBİCİ
Bakan a.
Başkan

Ek: Onaylı Veri Toplama Araçlar (8 sayfa)

Dağıtım:
Gereği:
Orta Doğu Teknik Üniversitesi Rektörlüğüne

Bilgi:
Ankara Valiliğine (İl Milli Eğitim Müdürlüğü)
Kahramanmaraş Valiliğine (İl Milli Eğitim Müdürlüğü)

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Strateji Geliştirme Başkanlığı

Sayı : E-49614598-605.01-35446953 25.10.2021
Konu : Araştırma Uygulama İzni

DAĞITIM YERLERİNE

İlgi: a) Orta Doğu Teknik Üniversitesi'nin 17/09/2021 tarihli ve 54850036-044-E.223 sayılı yazısı.
b) Millî Eğitim Bakanlığı'nın 21/01/2020 tarihli ve 2020/2 Nolu Araştırma Uygulama İzinleri Genelgesi.

İlgi (a) yazı ile Orta Doğu Teknik Üniversitesi Temel Eğitim Anabilim Dalı Okul Öncesi Eğitimi Yüksek Lisans Programı öğrencisi Sabiha ÜZÜM'ün "Okul Öncesi Öğretmenlerinin Duygu Düzenlemelerinin Çocukların Olumsuz Duyguları ile Baş Etme Yöntemleriyle İlişkisi" konulu araştırmasına veri sağlamak amacıyla daha önce 09/02/2021 tarihinde alınmış anket çalışması onay izin süresinin 2021-2022 Eğitim-Öğretim dönemini kapsayacak şekilde uzatılması talebine ilişkin ilgi yazı ve ekleri Bakanlığımız tarafından incelenmiştir.

Bakanlığımıza bağlı resmi/özel okul ve kurumlarda öğrenci, öğretmen ve okul yöneticilerinin katılımıyla yapılması planlanan uygulamanın covid-19 tedbirlerine uyulması ve denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan, veri toplama araçlarının https://docs.google.com/forms/d/e/1FAIpQLSfa48ZKb-ei_3cdVUtLiiWrvl5AxMfs_RwCb4SWbMFO0acEMQ/viewform?usp=sf_link adresinden online olarak uygulanmasına ilgi (b) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet Fatih LEBLEBİCİ
Bakan a.
Başkan

Ek: 1-Onaylı Veri Toplama Araçları (8 Sayfa)
2-Düzenlenmiş Çalışma Takvimi (1 Sayfa)

Dağıtım:
Gereği:
Ankara, Eskişehir ve Konya
Valiliklerine (İl Millî Eğitim Müdürlüğü)

Bilgi:
Orta Doğu Teknik Üniversitesi Rektörlüğüne

G. EXPLORATORY FACTOR ANALYSIS TABLES OF THE PILOT STUDY

Pilot Study – EFA Tables of Emotion Regulation Questionnaire

Table 24

Pilot Study – Communality and Component Results of ERQ

Communalities		
	Initial	Extraction
ERQ1	1.000	.359
ERQ2	1.000	.481
ERQ3	1.000	.423
ERQ4	1.000	.391
ERQ5	1.000	.356
ERQ6	1.000	.604
ERQ7	1.000	.605
ERQ8	1.000	.544
ERQ9	1.000	.465
ERQ10	1.000	.502

Components		
	1	2
ERQ7	.777	
ERQ8	.711	
ERQ10	.678	
ERQ3	.650	
ERQ1	.594	
ERQ5	.591	
ERQ6		.760
ERQ2		.693
ERQ9		.665
ERQ4		.619

Table 25

Pilot Study – Principal Component Analysis Results of ERQ

Total Variance Explained (**Principal Component Analysis**)			
	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	2.965	29.650	29.650
2	1.764	17.641	47.291

Pilot Study – EFA Tables of Coping with Children's Negative Emotions Scale – Teacher Form

Table 26

Pilot Study – Communality Results of CCNES

Communalities		
	Initial	Extraction
CES1A	1.000	**.261**
CES1B	1.000	**.208**
CES1C	1.000	.647
CES1D	1.000	.465
CES1E	1.000	.709
CES1F	1.000	.693
Reverse CES2A	1.000	.638
CES2B	1.000	.582
CES2C	1.000	.601
CES2D	1.000	.693
CES2E	1.000	.595
CES2F	1.000	.329
CES3A	1.000	**.297**
CES3B	1.000	.548
CES3C	1.000	.749
CES3D	1.000	.613
CES3E	1.000	.677
CES3F	1.000	.429
CES4A	1.000	.308
CES4B	1.000	.783
CES4C	1.000	.444
CES4D	1.000	.515
CES4E	1.000	.789
CES4F	1.000	.587
CES5A	1.000	.474
CES5B	1.000	.675
CES5C	1.000	.589
CES5D	1.000	.652
CES5E	1.000	**.297**
CES5F	1.000	.788
CES6A	1.000	.728
CES6B	1.000	.509
CES6C	1.000	.400
CES6D	1.000	.615
CES6E	1.000	.684
CES6F	1.000	.599
CES7A	1.000	.664
CES7B	1.000	.783
Reverse CES7C	1.000	.415
CES7D	1.000	.732
CES7E	1.000	.487
CES7F	1.000	.758
CES8A	1.000	.553
CES8B	1.000	.322
Reverse CES8C	1.000	.425
CES8D	1.000	.468
CES8E	1.000	.470
CES8F	1.000	.613
CES9A	1.000	.624
CES9B	1.000	.472
CES9C	1.000	.539
CES9D	1.000	.698
CES9E	1.000	.560
CES9F	1.000	.645
Reverse CES10A	1.000	.327
CES10B	1.000	.569
CES10C	1.000	.351
CES10D	1.000	.756
CES10E	1.000	.705
CES10F	1.000	.473

CES11A	**1.000**	**.465**
CES11B	1.000	.390
CES11C	1.000	.419
CES11D	1.000	.585
CES11E	1.000	.697
CES11F	1.000	.693
CES12A	1.000	.654
CES12B	1.000	.605
CES12C	1.000	.641
CES12D	1.000	.370
CES12E	1.000	.333
CES12F	1.000	.431

Table 27

Pilot Study – Component Results of CCNES

	Components					
	1	2	3	4	5	6
CES4E	.880					
CES5F	.879					
CES4B	.865					
CES7F	.851					
CES7B	.844					
CES6A	.837					
CES3C	.829					
CES6E	.812					
CES5B	.802					
CES1E	.791					
CES2D	.787					
CES11F	.784					
CES7A	.773					
CES10D	.765			.387		
CES12A	.760					
CES1F	.758					
CES6F	.752					
CES9A	.747					
CES10E	.746			.326		
CES12B	.744					
CES4F	.744					
CES3E	.743					
CES1C	.741					
CES9D	.738			.349		
CES12C	.708			.323		

CES11D	.702					
Reverse CES2A	-.697				.339	
CES8A	.693					
CES11E	.686			.425		
CES2E	.683					
CES9F	.648			.436		
Reverse CES7C	-.618					
CES2B	.573				-.367	
CES3D	.566				-.349	
CES5A	.485		.334			
CES10C	.438					.376
CES1A	.321					
CES7D		.830				
CES5D		.782				
CES6D		.776				
CES5C		.719				
CES10B		.714				
CES9E		.708				
CES4D		.707				
CES7E		.673				
CES12F		.617				
CES11C		.609				
CES6C		.555				
CES8E		.527				
CES4A		.501				
CES9B		.474				.339
CES3F		.471	.332			
CES2F		.393				
CES1B		.357				
CES2C			.736			
CES3B			.696			
CES6B		.395	.590			
CES4C			.575			
CES8D			.499		.311	
CES3A			.477			
CES9C		.430	.444			.358
CES1D	.420		.433		-.310	
CES12E		.352	.407			

CES12D		.334	.388	.311	
CES5E			.363		
CES8F	.478			.591	
CES10F	.440			.469	
CES8B				.434	
CES11B	.337			.421	
CES11A		.346			.534
Reverse CES10A					-.515
Reverse CES8C		-.368			-.512

Table 28

Pilot Study – Principle Component Analysis Results of CCNES

Total Variance Explained (**Principal Component Analysis**)			
	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	22.284	30.950	30.950
2	9.751	13.543	44.493
3	2.540	3.528	48.021
4	2.159	2.998	51.019
5	1.620	2.249	53.269
6	1.502	2.086	55.355

H. RELIABILITY ANALYSIS OF THE PILOT STUDY

Table 29

Pilot Study – Summary Item Statistics of Cognitive Reappraisal

	Mean	Min	Max	Range	Max/Min	Variance	N of Items
Inter-Item Correlations	.342	.241	.531	.290	2.203	.007	6

Table 30

Pilot Study – Summary Item Statistics of Expressive Suppression

	Mean	Min	Max	Range	Max/Min	Variance	N of Items
Inter-Item Correlations	.305	.217	.410	.193	1.892	.005	4

Table 31

Pilot Study – Item-Total Statistics of Distress Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1B	32.26	46.569	**.224**	.134	.415
Reverse CCNES2A	30.70	41.701	**.175**	.313	.415
CES3A	31.12	42.509	**.188**	.207	.410
CES4D	32.33	46.001	**.283**	.300	.406
CES5E	30.94	38.704	.357	.281	.347
CES6C	32.13	43.325	.370	.349	.376
Reverse CCNES7C	30.51	43.060	**.115**	.326	.438
Reverse CCNES8C	27.39	51.230	**-.174**	.186	.510
CES9B	31.88	42.986	.305	.329	.383
Reverse CCNES10A	28.11	45.280	**.022**	.094	.474
CES11B	30.08	44.044	**.066**	.174	.458
CES12D	31.59	41.565	.339	.207	.368

Table 32

Pilot Study – Item-Total Statistics of Punitive Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1A	16.23	60.408	**.133**	.055	.835
CES2F	18.02	59.011	.389	.233	.788
CES3F	18.02	59.165	.434	.297	.783
CES4A	18.24	59.811	.426	.224	.784
CES5D	18.23	57.327	.641	.511	.767
CES6D	18.22	56.965	.674	.535	.765
CES7E	18.13	56.941	.576	.418	.771
CES8E	18.09	58.921	.460	.282	.781
CES9E	18.23	58.428	.558	.435	.774
CES10B	18.24	58.051	.638	.498	.769
CES11C	18.31	61.089	.470	.354	.783
CES12E	17.38	55.516	.401	.177	.791

Table 33

Pilot Study – Item-Total Statistics of Expressive Encouragement

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1E	56.74	264.857	.743	.609	.934
CES2E	57.29	266.257	.680	.600	.937
CES3E	57.12	263.362	.730	.662	.935
CES4B	56.64	259.290	.831	.767	.931
CES5F	56.38	262.756	.824	.748	.932
CES6E	56.82	259.190	.796	.697	.932
CES7F	56.34	262.499	.826	.740	.932
CES8A	57.16	262.814	.698	.567	.936
CES9A	56.62	264.286	.741	.637	.934
CES10C	58.23	278.515	.438	.277	.946
CES11F	56.47	265.686	.760	.624	.934
CES12B	56.73	267.765	.728	.566	.935

Table 34

Pilot Study – Item-Total Statistics of Emotion-Focused Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1F	56.89	248.018	.723	.604	.933
CES2B	57.45	245.773	.660	.491	.936
CES3D	57.68	245.412	.706	.564	.934
CES4E	56.33	247.638	.775	.776	.932
CES5A	58.15	251.429	.590	.410	.938
CES6A	56.39	247.272	.790	.760	.931
CES7B	56.60	246.368	.814	.727	.930
CES8F	57.63	246.671	.621	.469	.938
CES9F	56.80	244.090	.773	.641	.932
CES10D	56.57	246.331	.811	.721	.930
CES11E	56.89	246.283	.747	.629	.932
CES12C	56.68	249.306	.751	.598	.933

Table 35

Pilot Study – Item-Total Statistics of Problem-Focused Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1C	57.07	220.766	.701	.575	.920
CES2D	56.94	220.928	.726	.597	.919
CES3C	56.88	216.911	.783	.705	.917
CES4F	56.78	218.314	.730	.589	.919
CES5B	57.00	217.830	.787	.664	.917
CES6F	56.79	218.643	.723	.544	.919
CES7A	56.88	218.422	.778	.622	.917
CES8B	59.55	243.712	**.221**	.114	.941
CES9D	56.77	218.943	.753	.621	.918
CES10E	56.67	219.306	.764	.636	.918
CES11D	57.00	220.686	.663	.487	.922
CES12A	56.73	221.365	.729	.575	.919

Table 36

Pilot Study – Item-Total Statistics of Minimization Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1D	23.70	97.230	.381	.244	.804
CES2C	25.06	92.479	.590	.481	.780
CES3B	25.31	94.273	.589	.454	.781
CES4C	24.68	92.890	.537	.361	.786
CES5C	26.26	105.200	.458	.493	.796
CES6B	25.77	96.154	.637	.485	.779
CES7D	26.42	109.451	.385	.471	.803
CES8D	25.18	94.080	.520	.299	.788
CES9C	25.93	99.930	.541	.425	.788
CES10F	23.22	98.886	.306	.145	.815
CES11A	26.14	106.718	.333	.231	.804
CES12F	26.35	107.492	.385	.401	.801

I. EXPLORATORY FACTOR ANALYSIS TABLES OF MAIN STUDY

Main Study – EFA Tables of Emotion Regulation Questionnaire

Table 37

Main Study – Communality and Component Results of ERQ

Communalities		
	Initial	Extraction
ERQ1	1,000	,480
ERQ2	1,000	,460
ERQ3	1,000	,410
ERQ4	1,000	**,219**
ERQ5	1,000	,357
ERQ6	1,000	,734
ERQ7	1,000	,553
ERQ8	1,000	,467
ERQ9	1,000	,603
ERQ10	1,000	,583

Components		
	1	2
ERQ10	,751	
ERQ7	,744	
ERQ1	,690	
ERQ8	,669	
ERQ3	,634	
ERQ5	,552	
ERQ6		,836
ERQ9		,740
ERQ2		,677
ERQ4		,466

Table 38

Main Study – Principle Component Analysis Results of ERQ

Total Variance Explained (**Principal Component Analysis**)			
	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	3,231	32,313	32,313
2	1,635	16,348	48,661

Main Study – EFA Tables of Coping with Children's Negative Emotions Scale – Teacher Form

Table 39

Main Study – Communality Results of CCNES

Communalities		
	Initial	Extraction
CES1C	1,000	,521
CES1E	1,000	,575
CES1F	1,000	,532
CES2B	1,000	,354
CES2C	1,000	,356
CES2D	1,000	,608
CES2E	1,000	,419
CES2F	1,000	,358
CES3B	1,000	,357
CES3C	1,000	,661
CES3D	1,000	,403
CES3E	1,000	,463
CES4A	1,000	**,226**
CES4B	1,000	,672
CES4C	1,000	,427
CES4E	1,000	,762
CES4F	1,000	,620
CES5A	1,000	,364
CES5B	1,000	,621
CES5C	1,000	,377
CES5D	1,000	,371
CES5F	1,000	,723
CES6A	1,000	,746
CES6B	1,000	,399
CES6D	1,000	**,293**
CES6E	1,000	,540
CES6F	1,000	,683
CES7A	1,000	,671
CES7B	1,000	,779
CES7D	1,000	,620
CES7E	1,000	,382
CES7F	1,000	,703
CES8A	1,000	,489
CES8B	1,000	,303
CES8D	1,000	,368
CES8E	1,000	,333
CES8F	1,000	,355
CES9A	1,000	,553
CES9C	1,000	,618
CES9D	1,000	,664
CES9E	1,000	,430
CES9F	1,000	,597
CES10B	1,000	,528
CES10C	1,000	,486
CES10D	1,000	,721
CES10E	1,000	,665
CES11A	1,000	,376
CES11C	1,000	,376
CES11D	1,000	,605
CES11E	1,000	,607
CES11F	1,000	,635
CES12A	1,000	,639
CES12B	1,000	,678
CES12C	1,000	,665
CES12F	1,000	,392

Table 40

Main Study – Component Results of CCNES

Communalities		
	Initial	Extraction
CES7B	,883	
CES4E	,862	
CES6A	,856	
CES10D	,848	
CES5F	,845	
CES7F	,836	
CES6F	,825	
CES12B	,822	
CES7A	,819	
CES4B	,818	
CES12C	,815	
CES10E	,815	
CES9D	,815	
CES11F	,797	
CES3C	,795	
CES12A	,795	
CES4F	,787	
CES5B	,787	
CES11E	,778	
CES11D	,778	
CES9F	,772	
CES2D	,763	
CES9A	,743	
CES1E	,741	
CES6E	,734	
CES1F	,723	
CES1C	,708	
CES8A	,697	
CES10C	,695	
CES3E	,674	
CES2E	,641	
CES3D	,630	
CES8F	,595	
CES2B	,594	
CES5A	,582	
CES8B	,549	
CES9C		,785
CES7D		,782
CES10B		,723
CES9E		,653
CES4C		,652
CES6B		,630
CES7E		,618
CES12F		,614
CES11A		,613
CES5C		,611
CES5D		,609
CES11C		,608
CES8D		,607
CES3B		,597
CES2F		,597
CES2C		,593
CES8E		,577
CES6D		,534
CES4A		,475

Table 41

Main Study – Principles Component Analysis Results of CCNES

Total Variance Explained (**Principal Component Analysis**)			
	Initial Eigenvalues		
Component	Total	% of Variance	Cumulative %
1	21,116	38,392	38,392
2	7,558	13,742	52,134

J. RELIABILITY ANALYSIS OF MAIN STUDY

Table 42

Main Study – Summary Item Statistics of Cognitive Reappraisal

	Mean	Min	Max	Range	Max/Min	Variance	N of Items
Inter-Item Correlations	,357	,227	,513	,286	2,258	,007	6

Table 43

Main Study – Summary Item Statistics of Expressive Suppression

	Mean	Min	Max	Range	Max/Min	Variance	N of Items
Inter-Item Correlations	,319	,137	,599	,462	4,380	,025	4

Table 44

Main Study – Item-Total Statistics of Supportive Reactions

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CES1C	189,84	2347,129	,699	,629	,977
CES2D	189,69	2340,224	,756	,720	,977
CES3C	189,28	2342,721	,788	,767	,977
CES4F	189,30	2338,901	,767	,667	,977
CES5B	189,63	2339,542	,776	,691	,977
CES6F	189,25	2337,947	,810	,743	,977
CES7A	189,41	2338,872	,801	,775	,977
CES8B	190,28	2366,449	,533	,421	,978
CES9D	189,39	2337,159	,797	,725	,977
CES10E	189,24	2344,000	,796	,788	,977
CES11D	189,61	2330,806	,764	,688	,977
CES12A	189,45	2340,705	,780	,725	,977
CES1F	189,80	2338,118	,715	,710	,977

CES2B	190,28	2357,635	,577	,505	,978
CES3D	190,35	2352,823	,611	,624	,978
CES4E	189,01	2333,696	,852	,839	,977
CES5A	190,70	2358,774	,554	,527	,978
CES6A	189,03	2339,796	,844	,795	,977
CES7B	189,19	2332,046	,867	,863	,977
CES8F	190,12	2357,584	,573	,584	,978
CES9F	189,49	2337,170	,755	,762	,977
CES10D	189,27	2335,661	,835	,802	,977
CES11E	189,60	2333,907	,761	,731	,977
CES12C	189,35	2338,452	,796	,764	,977
CES1E	189,58	2341,252	,734	,726	,977
CES2E	190,14	2352,178	,630	,639	,978
CES3E	189,91	2348,714	,664	,694	,978
CES4B	189,36	2334,343	,802	,785	,977
CES5F	189,19	2334,349	,833	,810	,977
CES6E	189,66	2338,509	,716	,675	,977
CES7F	189,24	2333,923	,822	,810	,977
CES8A	189,84	2344,743	,682	,657	,977
CES9A	189,43	2338,017	,721	,681	,977
CES10C	189,89	2341,859	,678	,635	,977
CES11F	189,34	2341,005	,778	,750	,977
CES12B	189,41	2341,268	,808	,766	,977

Table 45

Main Study – Item-Total Statistics of Non-Supportive Reactions

	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Squared Multiple Correlation**	**Cronbach's Alpha if Item Deleted**
CES2F	25,62	142,956	,548	,414	,906
CES4A	25,71	145,111	,427	,277	,909
CES5D	25,68	142,055	,546	,546	,906
CES6D	25,74	145,536	,488	,392	,908
CES7E	25,65	141,492	,558	,461	,906
CES8E	25,50	139,448	,517	,372	,908
CES9E	25,63	139,053	,593	,465	,905
CES10B	25,68	140,702	,667	,550	,904
CES11C	25,69	141,051	,547	,513	,906
CES2C	25,39	139,577	,539	,486	,907

CES3B	25,53	142,734	,551	,513	,906
CES4C	25,49	138,262	,604	,517	,905
CES5C	25,66	141,924	,557	,520	,906
CES6B	25,66	142,168	,578	,485	,906
CES7D	25,83	142,838	,743	,664	,903
CES8D	25,29	137,160	,550	,410	,907
CES9C	25,64	138,525	,738	,643	,902
CES11A	25,70	142,238	,553	,480	,906
CES12F	25,79	144,021	,557	,478	,906

K. NORMALITY HISTOGRAMS, NORMAL Q-Q PLOTS AND DETRENDED Q-Q PLOTS OF THE TOTAL SCORES

Normality Figures of Expressive Suppression

Figure 22

Normality Histogram of Expressive Suppression

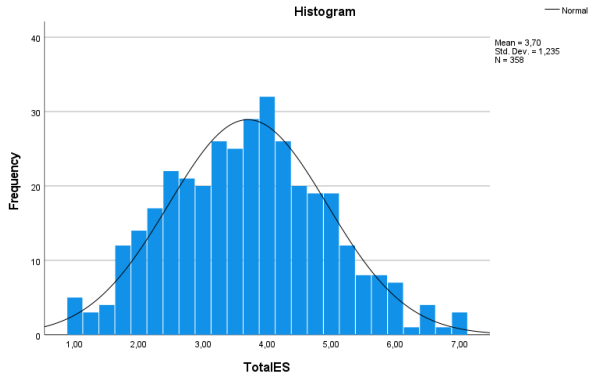


Figure 23

Normal Q-Q Plot of Expressive Suppression

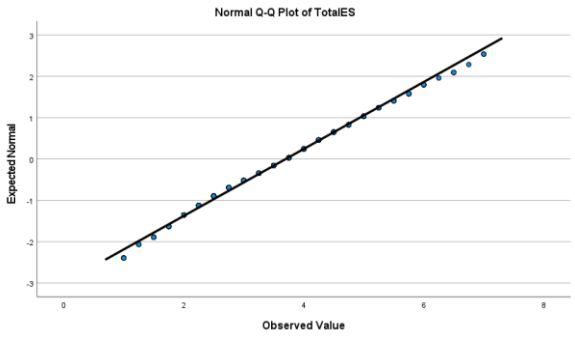
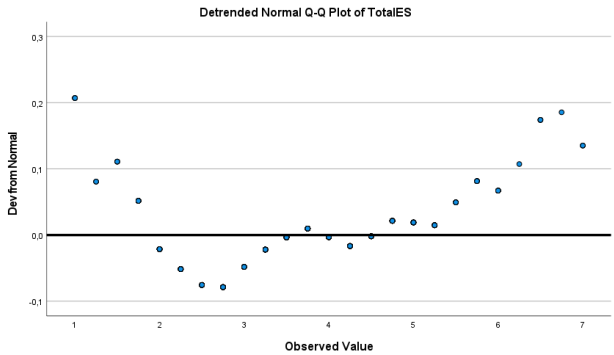


Figure 24

Detrended Q-Q Plot of Expressive Suppression



Normality Figures of Cognitive Reappraisal – Before Transformations

Figure 25

Normality Histogram of Cognitive Reappraisal – Before Transformation

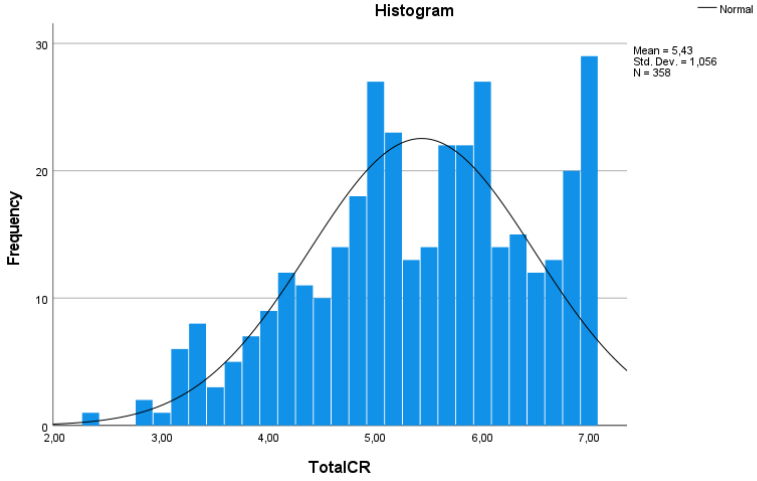


Figure 26

Normal Q-Q Plot of Cognitive Reappraisal – Before Transformation

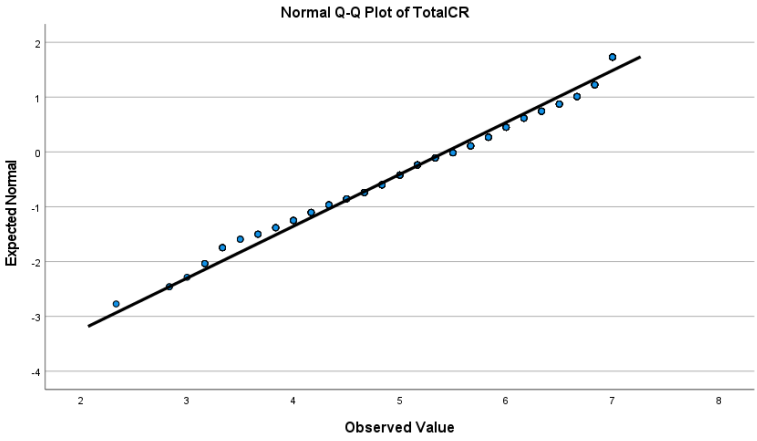
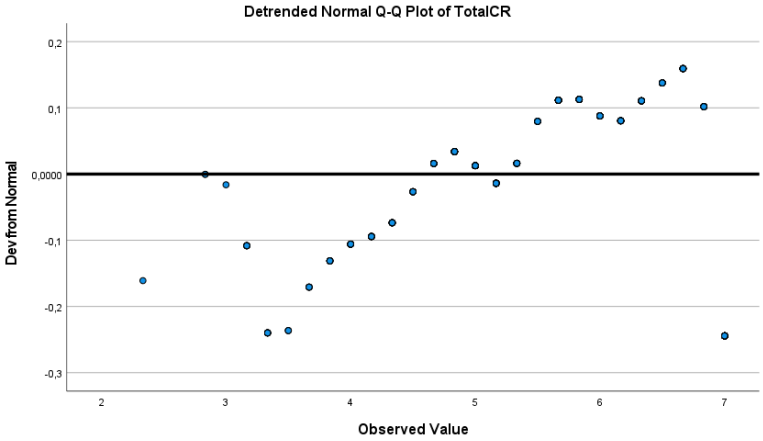


Figure 27

Detrended Q-Q Plot of Cognitive Reappraisal – Before Transformation



Normality Figures of Suppotive Reactions – Before Transformations

Figure 28

Normality Histogram of Supportive Reactions – Before Transformation

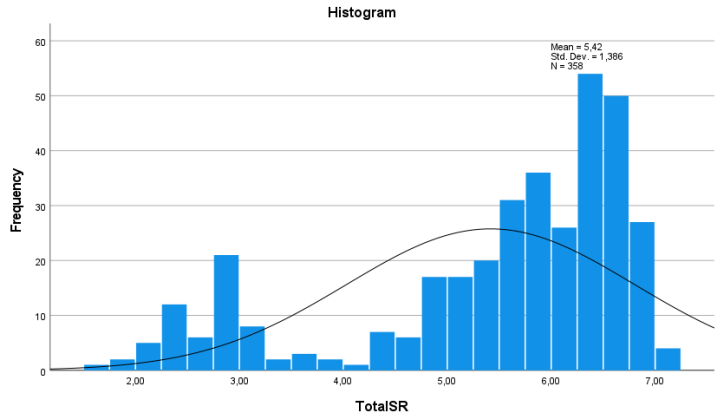


Figure 29

Normal Q-Q Plot of Supportive Reactions – Before Transformation

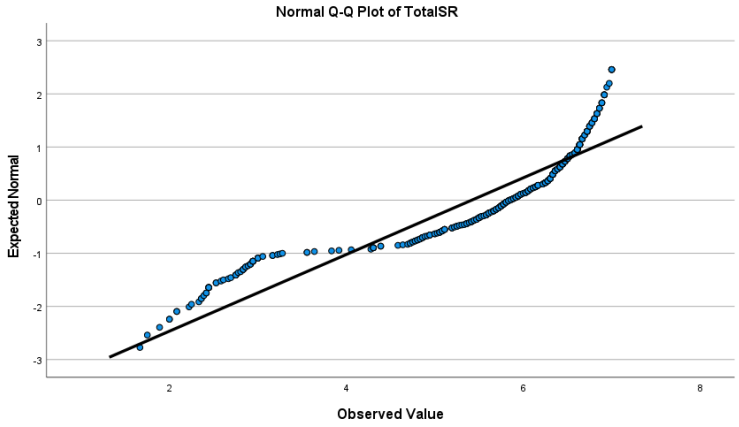
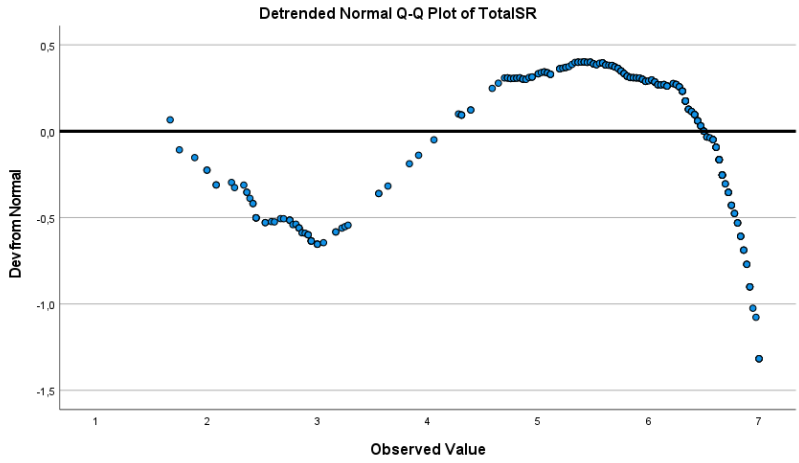


Figure 30

Detrended Q-Q Plot of Supportive Reactions – Before Transformation



Normality Figures of Non-Suppotive Reactions – Before Transformations

Figure 31

Normality Histogram of Non-Supportive Reactions – Before Transformation

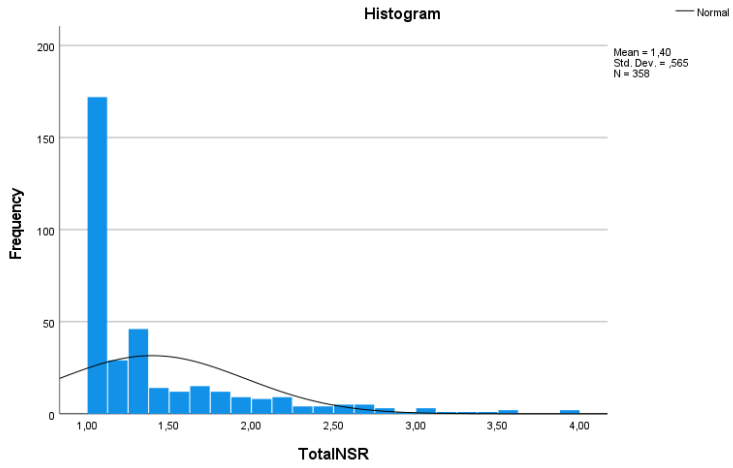


Figure 32

Normal Q-Q Plot of Non-Supportive Reactions – Before Transformation

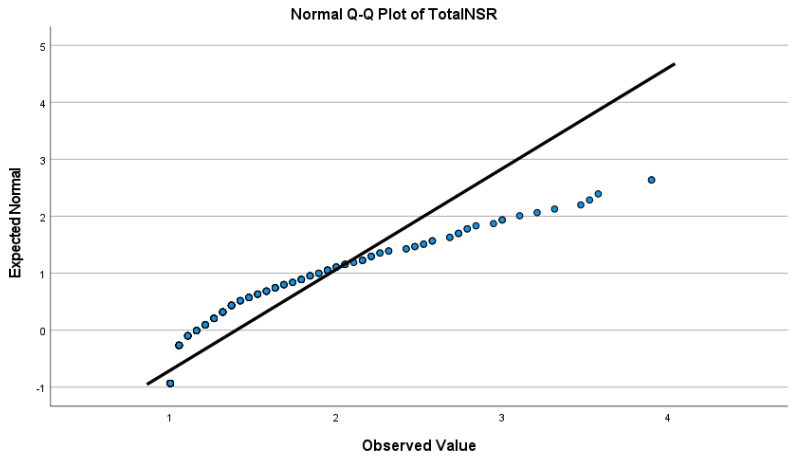
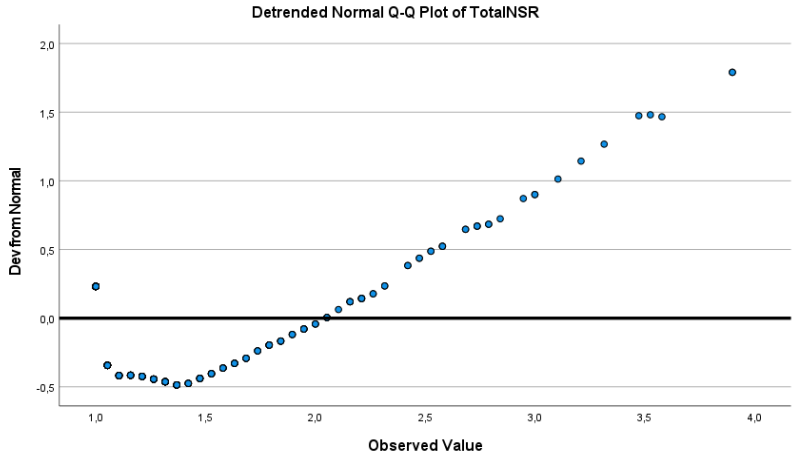


Figure 33

Detrended Q-Q Plot of Non-Supportive Reactions – Before Transformation



Normality Figures of Cognitive Reappraisal – After Transformations

Figure 34

Normality Histogram of Cognitive Reappraisal – After Transformation

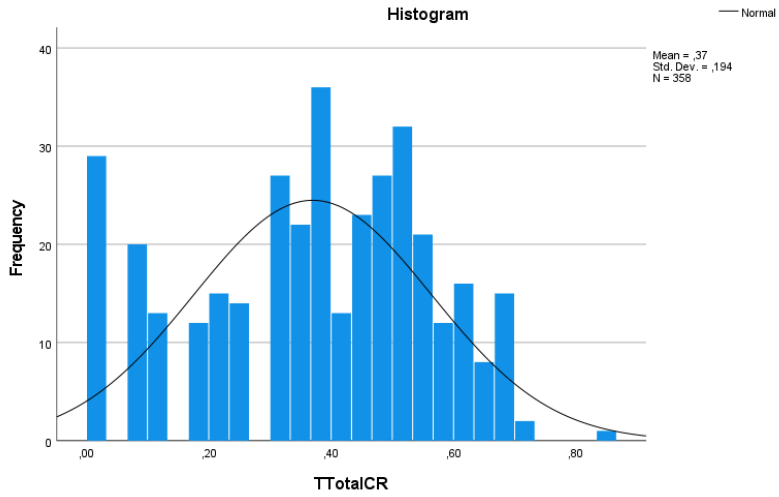


Figure 35

Normal Q-Q Plot of Cognitive Reappraisal – After Transformation

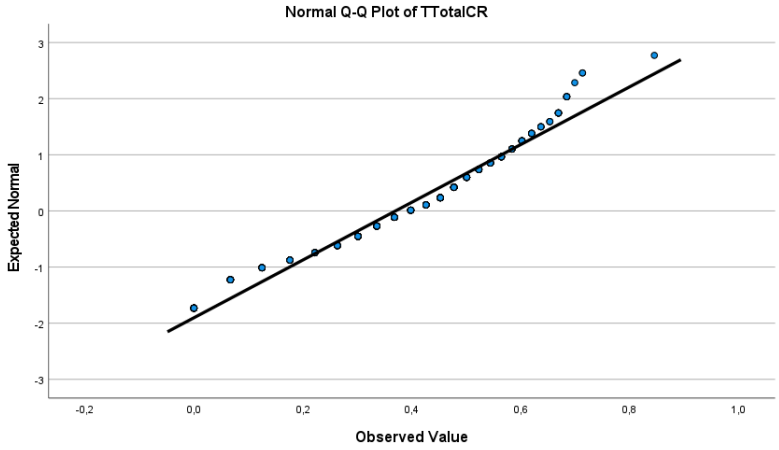
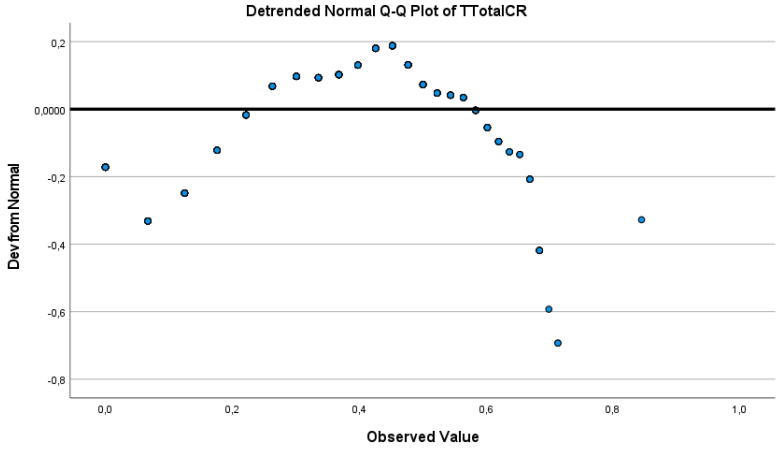


Figure 36

Detrended Q-Q Plot of Cognitive Reappraisal – After Transformation



Normality Figures of Supportive Reactions – After Transformations

Figure 37

Normality Histogram of Supportive Reactions – After Transformation

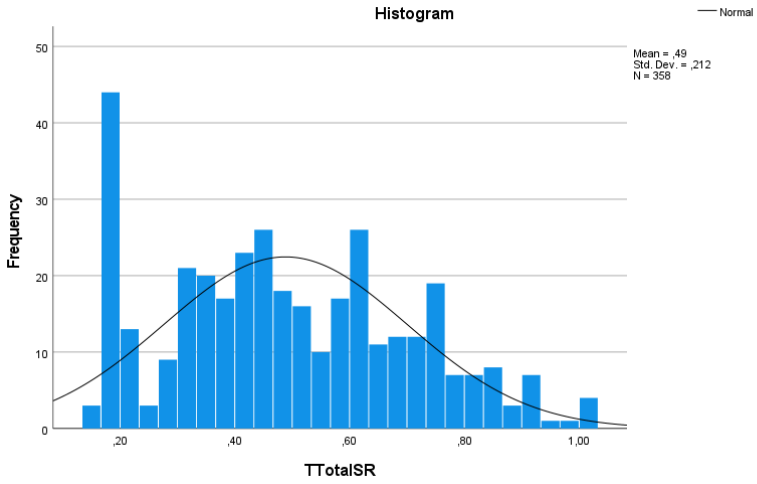


Figure 38

Normal Q-Q Plot of Supportive Reactions – After Transformation

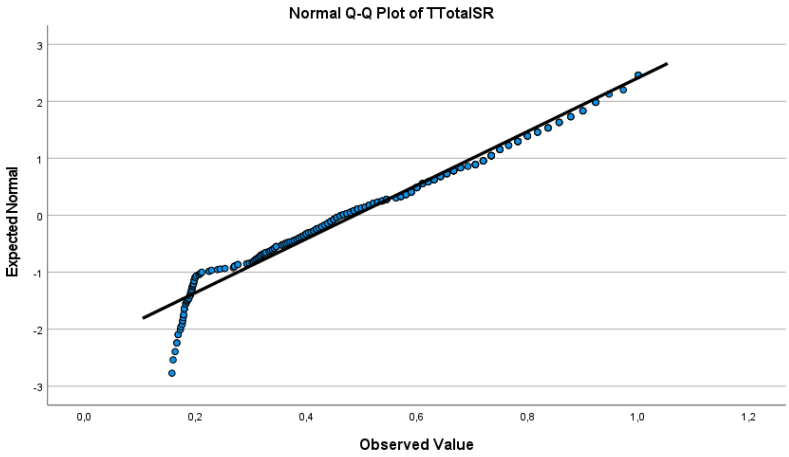
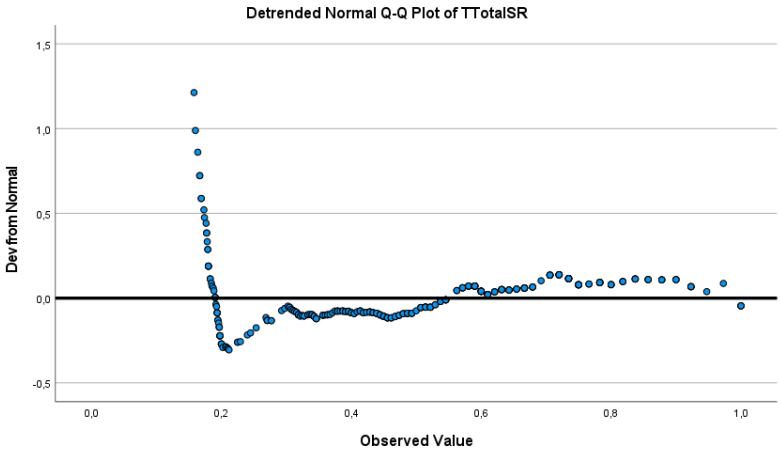


Figure 39

Detrended Q-Q Plot of Supportive Reactions – After Transformation



Normality Figures of Non-Supportive Reactions – After Transformations

Figure 40

Normality Histogram of Non-Supportive Reactions – After Transformation

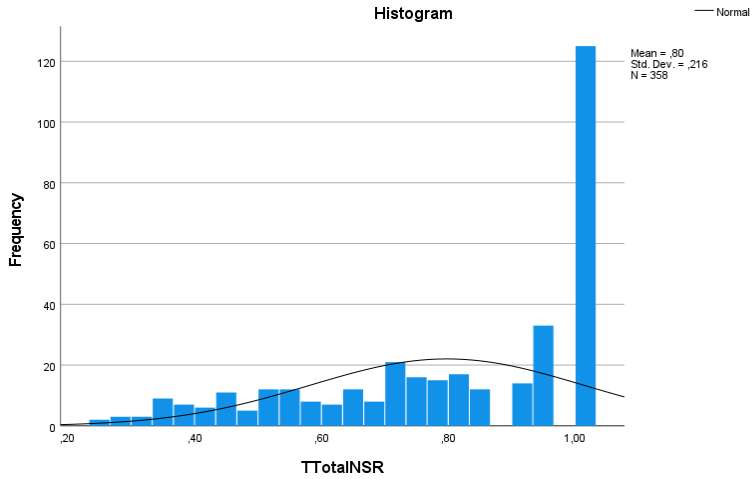


Figure 41

Normal Q-Q Plot of Non-Supportive Reactions – After Transformation

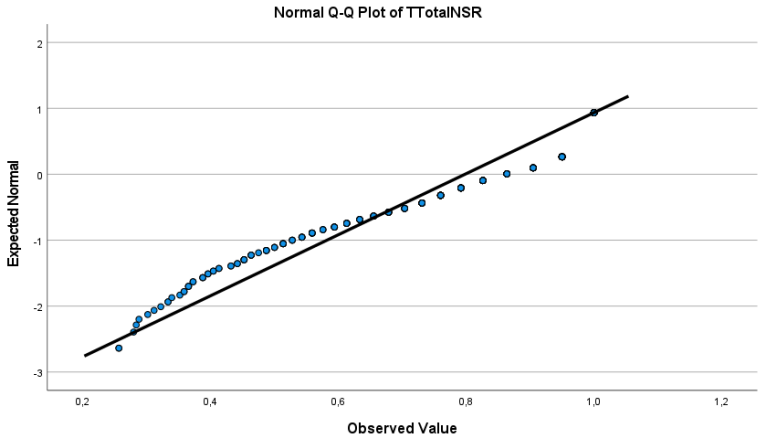
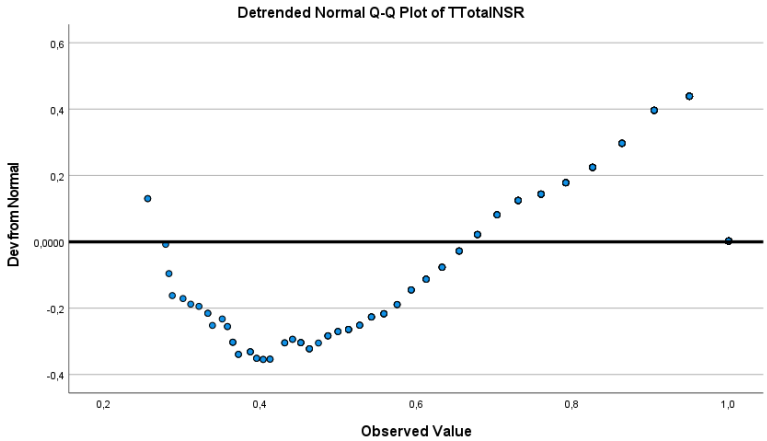


Figure 42

Detrended Q-Q Plot of Non-Supportive Reactions – After Transformation



L. LINEARITY SCATTERPLOT MATRICES

Figure 43

Scatter Plot Matix for Linearity Before Transforamtions

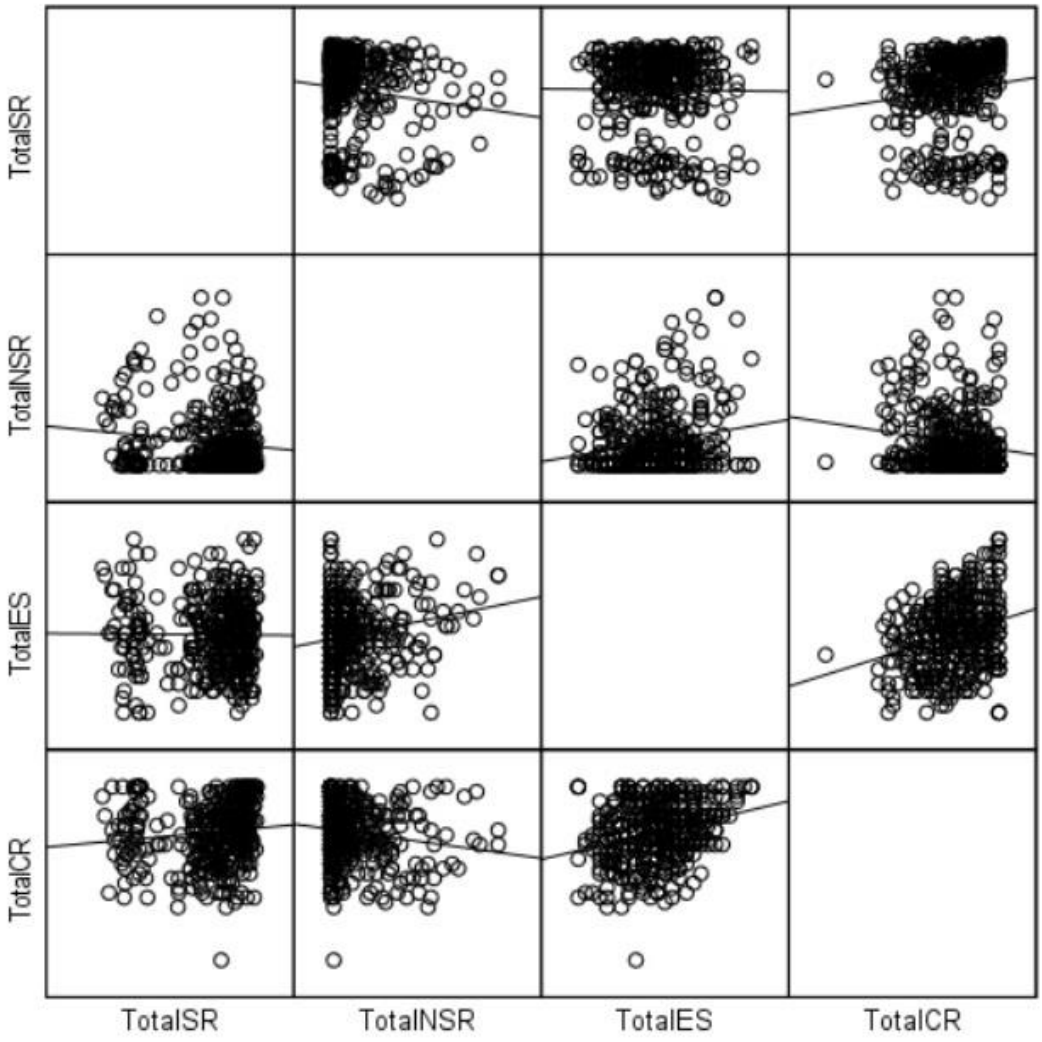
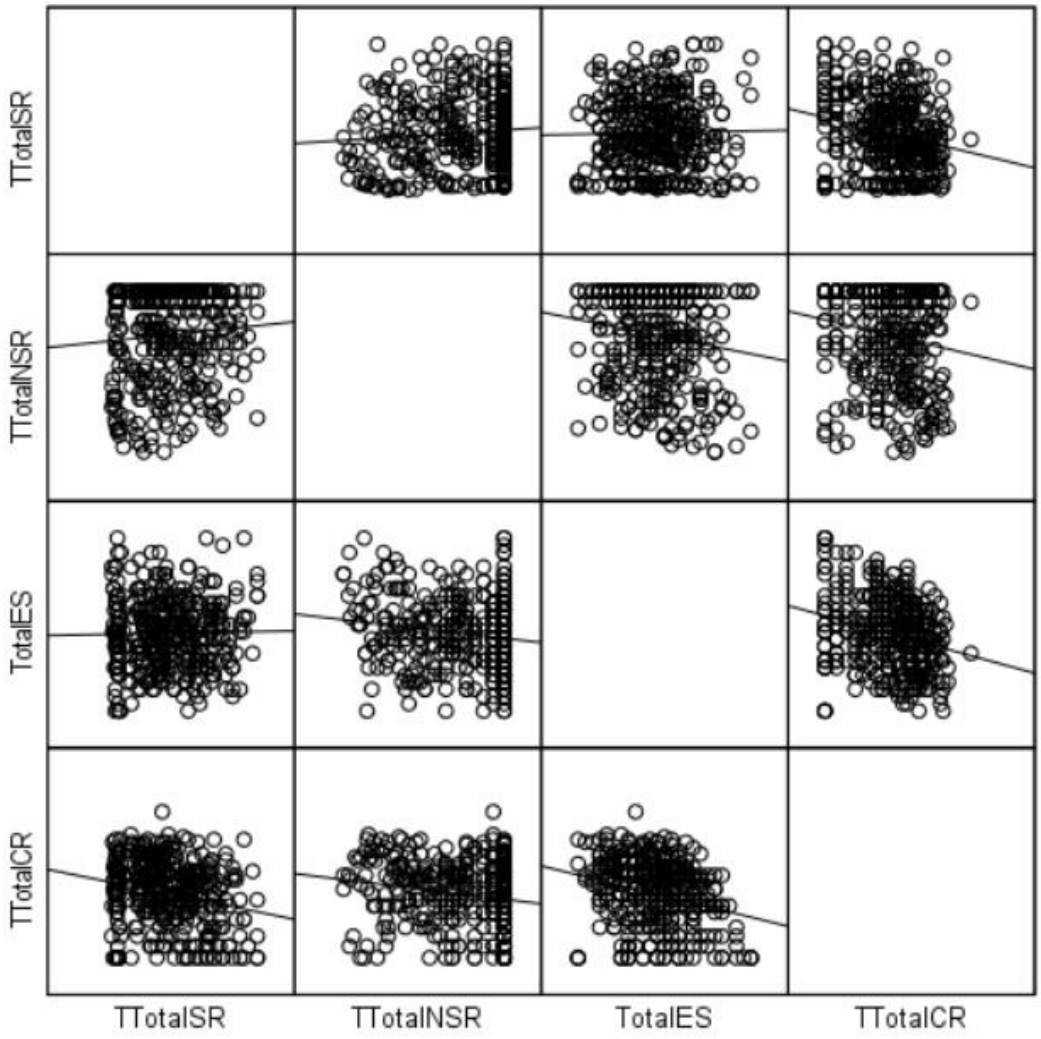


Figure 44

Scatter Plot Matix for Linearity After Transforamtions



M. TURKISH SUMMARY / TÜRKÇE ÖZET

ERKEN ÇOCUKLUK EĞİTİMCİLERİNİN DUYGU DÜZENLENMESİ VE DUYGU SOSYALLEŞTİRMESİ

GİRİŞ

Erken çocukluk eğitimcisi olmak belirli kişisel özellikleri, öğretmek için içsel bir motivasyona sahip olmayı ve kişinin öz-farkındalığını gerektirir (Gordon Biddle vd., 2014). Bu sebeple erken çocukluk eğitimcileri sabırlı, ilgili ve destekleyici olmalıdır, çünkü çocuklar öğretmenin kişiliğine tepki verir ve onun kişiliğinden etkilenir (Gordon Biddle vd., 2014). Her ne kadar bu özelliklere doğrudan sahip olmak herkes için mümkün olmasa da küçük çocukları tanımak, onların gelişimlerini anlamak ve bu anlayışı çocukların gelişebileceği ortamlar oluşturmak için kullanmak bu amaçla edinilebilecek özelliklerden birkaçıdır. Bu özellikler profesyonel standartlar olarak nitelenebilir. Profesyonel standartlar farklı kurumlarca ulusal ya da uluslarası olarak oluşturulmuş olsa da neredeyse hepsinin ortak olarak değindiği bazı temel noktalar vardır. Bunlardan birisi de çocukların sosyal ve duygusal gelişiminin desteklenmesidir.

Farklı eğitim programlarına bakıldığında, çocukların sosyal ve duygusal gelişimini desteklemek amacıyla erken çocukluk eğitimcilerinin sahip olması gereken profesyonel standartlar sağlandığı görülmüştür. Bu programlardan NAEYC program standardında konuya ilişkin olarak, tüm çocuklar ve yetişkinler arasında olumlu ilişkilerin teşvik edilmesi, her çocuğun bir topluluğun parçası olarak bireysel değer ve aidiyet duygusunun teşvik edilmesi ve her çocuğun sorumlu bir topluluk üyesi olarak katkıda bulunma yeteneğinin desteklenmesi hedeflenmiştir (NAEYC). Ayrıca erken çocukluk eğitimcilerinin, çocukların duygularını ve sorunları tanımlayarak ve bu sorunlara alternatif çözümler deneyerek sınıf içi çatışmaları çözmeleri önerilmiştir (NAEYC). Bu programa ek olarak, NBPTS standartları göz önüne alındığında yine

benzer şekilde eğitimcilerin duygusal gelişimi desteklemelerinin, çocukların sınıf ortamında duygularını düzenleyebilmelerinin ve duygularını ifade etme yeteneklerinin önemi vurgulamıştır. Başarılı erken çocukluk eğitimcilerinin ise, çocukların duygularını tanımayı öğrenmelerine ve onların duygularının farkına varmalarına yardımcı olacağı bir standart belirlenmiştir (NBPTS, 2012). Ayrıca, gelişime uygun uygulamalara (DAP) göre erken çocukluk eğitimcilerinin bu konudaki özellikleri şu şekilde açıklanmaktadır: Okul öncesi dönemde başlayan sosyal becerilerin ve duygu düzenlemenin gelişiminin sonraki gelişim evrelerinde de devam edeceğini bilirler. Olumlu kimlik oluşturma sorunlarının ve yetişkinlerle sağlıklı etkileşimlerin küçük çocukların topluma uygun davranışları öğrenmelerine yardımcı olduğunun farkındadırlar. Makul gelişim hedeflerini korurlar. Sosyal ve duygusal öğrenmenin yetişkinlerle olumlu ilişkiler ortamında gerçekleştiğinin farkındadırlar (Gestwicki, 2015).

Türkiye bağlamında ise Millî Eğitim Bakanlığı'nın sağlamış olduğu erken çocukluk eğitimi programında da erken çocukluk eğitimcileri için benzer bir standart belirlediği görülmüştür. Programda erken çocukluk eğitimcisi, erken çocukluk eğitiminin niteliğini ve çocuğun gelişimini etkileyen en temel belirleyicilerden birisi olarak nitelenmiştir. Çocukların yalnızca değer gördükleri, sevildiklerinden emin oldukları ve kendilerini güvende hissettikleri destekleyici ortamlarda keşfedecekleri vurgulanmıştır (MEB, 2013). Dolayısıyla erken çocukluk eğitimcisinin sınıf içi sosyal ve duygusal iklimdeki rolü açıkça belirtilmiştir.

Dolayısıyla, erken çocukluk eğitimi ortamlarında, erken çocukluk eğitimcileri, çocukların duygularını düzenlemelerine ve ifade etmelerine rehberlik ederek sosyal ve duygusal gelişiminde önemli bir rol oynamaktadır (Denham vd., 2012; Jennings & Greenberg, 2009). Bu kritik rollere rağmen, çocukların duygularıyla ve zorlayıcı davranışlarla başa çıkmanın erken çocukluk eğitimcileri için önemli bir stres kaynağı olduğu vurgulanmaktadır (Carson vd., 2006; Montgomery & Rupp, 2005; Sutton, 2004). Bunun sebebi ise, erken çocukluk eğitimcilerinin sıklıkla duygusal olarak kışkırtıcı durumlara maruz kalmaları ve bu durumların güçlü bir duygusal tepkiyi tetiklemesi durumunda öz düzenleme için sınırlı alana ve seçeneğe sahip olmaları olabilir (Jennings & Greenberg, 2009).

Erken çocukluk eğitimcileri için bu stres kaynağı göz önüne alındığında, çocuklarla iletişim ve etkileşim süreçlerini olumsuz yönde etkilenebileceği ve çocuklarla olumlu etkileşim kurma becerilerinin sınırlanabileceği söylenebilir. Bu durumda, erken çocukluk eğitimcilerinin kendi duygularını düzenlemeleri elzem hale gelir. Duygu düzenleme, farklı durumlarla başa çıkmak için duyguların farkında olma ve gerektiğinde onları kontrol etme süreçlerine izin veren bilinçli veya bilinçsiz davranış ve stratejiler olarak tanımlanmaktadır (Calkins & Hill, 2007; Denham vd., 2012). Duyguları düzenlemek için iki ana strateji vardır: bilişsel yeniden değerlendirme ve dışavurumcu bastırma (Gross & John, 2003). Bunlardan ilki olan bilişsel yeniden değerlendirme, potansiyel olarak duygusal bir durumu duygusal etkiyi dönüştürecek şekilde yorumlamaya odaklanan bilişsel bir değişim olarak tanımlanabilir (Lazarus & Alfert, 1964). İkincisi olan dışavurumcu bastırma ise sürekli bir duygu durumunun dışavurumunu engellemeye dayalı bir tepki biçimidir (Gross, 1998).

Duygunun hisleri, bilişleri ve hedefleri içeren bileşenleri olduğu için (Shaffer, 2015), erken çocukluk eğitimcilerinin duyguları da onların düşünme, kategorize etme ve problem çözme süreçlerini etkileyebilir (Sutton & Wheatley, 2003). Bu durumda duygular, erken çocukluk eğitimcilerinin motivasyonlarını ve bilişlerini, ve dolayısıyla da çocukların olumsuz duygularıyla baş etme stratejilerini etkileyebilir (Sutton & Wheatley, 2003). Ayrıca olumlu duygulanmanın, bireyleri nötr koşullara göre daha olumlu olarak kategorize etmeye ve daha yapıcı yaklaşmaya yönlendirdiği ortaya konmuştur (Isen vd., 1992). Başka bir deyişle, erken çocukluk eğitimcisi duruma ne kadar sempati duyarsa, o kadar olumlu yaklaşmaktadır.

Çocuklar aynı zamanda erken çocukluk eğitimcilerinin duygularının farkında olabilirler ve böylece eğitimcilerin durumları olumlu veya olumsuz olarak sınıflandırmalarından etkilenebilirler (Sutton & Wheatley, 2003). Bu nedenle erken çocukluk eğitimcilerinin küçük çocukların duygularının sosyalleştirilmesi sürecini yönetebilmek için öncelikle kendi duygularını düzenlemeleri gerekmektedir. Bu sayede küçük çocuklarla destekleyici bir etkileşim oluşturabilir ve sosyal öğrenmelerini destekleyebilirler. Araştırmalar, erken çocukluk eğitimcilerinin sakin kalma, kendi duygularını düzenleme ve zorlu durumlarla başa çıkma becerilerini geliştirmelerinin, çocuklara olumsuz duygular hissettiklerinde daha iyi rehberlik sağlayabileceğini göstermektedir (Jennings & Greenberg, 2009). Bu nedenle erken

çocukluk eğitimcilerinin duygu düzenlemeleri, küçük çocukların duygularını sınıf ortamında sosyalleştirme stratejilerinde önemli bir rol oynamaktadır. Daha ayrıntılı olarak açıklanırsa, sınıf içi sosyal faktörlerin çocukların kendi duygularını nasıl anladıkları ve değerlendirdikleri, duygu düzenleme stratejilerini nasıl edindikleri ve duygularını yönetmede kendilerine olan güvenlerini nasıl oluşturdukları üzerinde rolü vardır (Thompson & Meyer, 2007). Çünkü öğretmenin çocuğun duygularını değerlendirme şekli, duygu kontrolünü geliştirebilir veya engelleyebilir.

Erken çocukluk eğitimcileri, yeni beceriler gösterme, heyecan verici materyaller sağlama ve belirli etkinliklere katılma gibi, küçük çocukların duygusal gelişimlerinde ve duygularını sosyalleştirmelerinde etkili bir rol oynamalarını sağlayabilecek niteliklere sahiplerdir (Denham, 1998). Bu nitelikler, erken çocukluk eğitimcilerini çocuklar için güçlü rol modeller haline getirebilir ve çocuklar, erken çocukluk eğitimcilerinin duygularına olan ilgilerinden ve duygusal deneyimlerine verdikleri tepkilerden kolaylıkla etkilenebilirler (Ahn & Stifter, 2006). Çocukların duyguları deneyimleme ve ifade etme yeteneklerini tahmin etmek için, onların duygusal ifadelerini etkileyen faktörleri anlamak hayati önem taşır (Eisenberg vd., 1998; Halberstadt vd., 1999). Bu noktada duyguların sosyalleşmesi, çocukların duygusal gelişiminde önemli bir faktördür (Saarni, 1999).

Duygu sosyalleştirme, kişinin duygularını etkili bir şekilde iletmesi, diğer insanların duygusal iletişimini başarılı bir şekilde yorumlaması ve tepki vermesi, kişinin kendi duygularının farkındalığı, kabulü ve düzenlenmesi olarak tanımlanmaktadır (Halberstadt vd., 2002). Ev ortamlarında ebeveynler, çocukların kültürel normlarını geliştirmek, duygusal davranışlarını yönetmek ve olumsuz duygularını düzenlemek için sosyalleştirme uygulamalarına başvururlar (Sroufe, 1996). Anne babalar bu sosyalleştirme uygulamalarında ifade ve davranışlarıyla model olurlar. Dolayısıyla bir ebeveynin herhangi bir duyguya verdiği tepki çocuğa o duyguyu nasıl ifade etmesi, nasıl yaşaması ve nasıl tanımlaması gerektiği konusunda fikir verir (Calkins & Hill, 2007). Bu noktada duygusal olarak zor durumlarda uygulanan ebeveyn sosyalleştirme davranışlarının çocukların düzenleme davranışlarındaki farklılıklarla ilişkili olabileceği düşünülmüştür (Perry vd., 2012). Ebeveynler üzerinde daha önce yapılan çalışmalarda, çocukların duygularını kabul eden ve duygusal ifadelere karşı duyarlı bir tutumla destekleyici tepkiler veren ebeveynlerle büyüyen çocukların, kendilerini

duygusal olarak daha iyi düzenledikleri gözlemlenmiştir. Ayrıca cezalandırma, küçümseme gibi destekleyici olmayan tepkilerle karşılaşmanın çocukları olumsuz etkilediği ortaya konmuştur (Eisenberg vd., 1998). Dahası, duygusal sosyalleştirme girişimlerinin, çocukların duygusal ifadeleri tanıma ve kullanma becerilerini destekleyerek duygusal yeterliliklerini etkilediği ortaya konmuştur (Eisenberg vd., 1998; Ahn & Stifter, 2006).

Çocuklar okul öncesi ortamına katıldığında, erken çocukluk eğitimcilerinin küçük çocuklarla etkileşimi onların duygusal gelişimleri için gerekli ve önemlidir (Pianta, 1999). Bunun dışında Pianta (1999), çocukların olumsuz sosyal-duygusal geçmişlerinin olumlu erken çocukluk eğitimci ilişkileri ile dengelenebileceğini ve üstesinden gelinebileceğini iddia etmektedir. Örneğin, bir çocuğun güvenli bir ilişki geliştirebileceği bir erken çocukluk eğitimcisi ile etkileşime geçmesi, genellikle akranlarıyla iletişim ve sosyalleşme yeterliliğini artırır (Elicker & Fortner-Wood, 1995). Erken çocukluk eğitimcilerinin, sınıf ortamında çocukların olumsuz duygularıyla karşı karşıya kaldıklarında sosyalleştirme rolleri çok önemlidir. Bu bağlamda olumsuz duygular, çocukların endişeli, korkmuş, kızgın veya hayal kırıklığına uğramış hissettikleri durumlar olarak adlandırılmaktadır (Fabes vd., 1990a). Ayrıca duygusal açıdan zor zamanlar olarak adlandırılan benzer bir terim, ilgili literatürde çocukların başka birinin öfkesiyle karşı karşıya kaldıkları, başkalarının duygularını incittikleri, endişe duydukları ve beklemek zorunda kaldıkları durumları ifade etmek için tanımlanmaktadır (Hyson, 2004). Burada, çocukların olumsuz duygularıyla baş etme, erken çocukluk eğitimcilerinin çocukların olumsuz duygularıyla karşılaştıklarında veya duygusal olarak zor zamanlarında kullandıkları duygu sosyalleştirme stratejilerini ifade eder. Bu sosyalleştirme tepkileri, destekleyici tepkiler ve destekleyici olmayan tepkiler olmak üzere iki kategoriye ayrılmıştır (Fabes vd., 2002). Destekleyici tepkiler, duygu odaklı tepkiler, problem odaklı tepkiler ve zorlu durumlarda güvence ve rahatlık sağlayan ifade edici cesaretlendirmeyi içeren yetişkin tepkileri olarak tanımlanır (Cole vd., 2009). Destekleyici olmayan tepkiler, çocukların olumsuz duyguları veya zor zamanları olduğunda küçümseme tepkileri ve cezalandırıcı tepkiler olmak üzere yetişkinlerin olumsuz tepkileri olarak tanımlanır.

Destekleyici ve destekleyici olmayan duygu sosyalleştirme tepkilerinin çocukların duygu düzenleme süreçleriyle ilişkili olduğu bulunmuştur (Perry vd., 2012). Örneğin,

çocukları olumsuz duygularını ifade etmeye teşvik ederek, daha karmaşık düşünme, empati kurma, başkalarının duygularını anlama ve bir bakış açısı edinme becerileri geliştirilebilir (Bryant, 1987; Halberstadt, 1986; Saarni, 1989). Öte yandan, çocukların sıkıntı, öfke, üzüntü, korku gibi olumsuz duygularına verilen destekleyici olmayan tepkiler için çocukların yapıcı olmayan davranışlarda bulunmalarının artabileceği ve sosyal-duygusal gelişimlerinin etkilenebileceği belirtilmiştir (Eisenberg vd., 1996; Eisenberg vd., 1998; Gottman vd., 1997).

Ayrıca literatürde çocukların olumsuz duygularıyla baş ederken destekleyici olmayan tepkilerin kullanılmasının çocukların empati becerilerinin düşük olması ve kaygı düzeylerinin artmasıyla ilişkili olduğu, dolayısıyla çocukların sosyal-duygusal yeterliklerini zayıflattığı gözlemlenmiştir (Buck, 1984; Eisenberg vd., 1991; Fabes vd., 2001; Gross & Levenson, 1993; Roberts & Strayer, 1987). Bu nedenle bakım verenlerin tepkileri, çocukların duygusal ifadeleri ve sosyal davranışları öğrenmeleri için önemli niteliklere sahiptir (Ahn, 2005).

1.1. Araştırmanın Amacı ve Araştırma Soruları

Araştırmanın amacı genel hatlarıyla erken çocukluk eğitimcilerinin duygu düzenlemesi ile küçük çocukların olumsuz duygularını sosyalleştirmeleri arasındaki ilişkinin altını çizmektir. Ayrıntılı olarak, bu çalışma üç ana amaç hakkında bilgi vermeyi amaçlamıştır. Öncelikle erken çocukluk eğitimcilerinin duygu düzenleme stratejilerinin genel örüntüleri hakkında bilgi verilmesi amaçlanmıştır. Çalışmanın ikinci amacı, erken çocukluk eğitimcilerinin duygusal olarak zor zamanlarda küçük çocukların olumsuz duygularını sosyalleştirme stratejilerinin genel örüntüleri hakkında bilgi sağlamaktır. Çalışmanın üçüncü amacı, erken çocukluk eğitimcilerinin duygu düzenleme stratejilerinin, küçük çocuklar olumsuz duygular hissettiklerinde onların bu duygularını sosyalleştirme stratejilerinde nasıl bir rol oynadığı hakkında daha fazla şey keşfetmektir. Araştırmanın bu amaçlarına bağlı olarak aşağıdaki araştırma soruları (AS) oluşturulmuştur.

AS1: Erken çocukluk eğitimcilerinin duygu düzenleme stratejileri nelerdir?

AS2: Erken çocukluk eğitimcilerinin duygusal olarak zor zamanlarda küçük çocukların olumsuz duygularını duygu sosyalleştirme stratejileri nelerdir?

AS3: Erken çocukluk eğitimcilerinin duygu düzenleme stratejileri (bilişsel yeniden değerlendirme ve dışavurumsal bastırma), duygusal olarak zor zamanlarda küçük çocukların olumsuz duygularını sosyalleştirmeleriyle (destekleyici ve destekleyici olmayan tepkiler) ne ölçüde ilişkilidir?

1.2. Araştırmanın Önemi

Duygu düzenleme ve sosyalleştirme üzerine yapılan çalışmalarda genellikle aile bağlamı ele alınmış, ancak okul gibi diğer sosyal bağlamlar üzerinde fazla durulmamıştır (Bolstad vd., 2021; Ornaghi vd., 2020; Gunzenhauser vd., 2014). Ebeveynler gibi erken çocukluk eğitimcileri de çocukların sosyal ve duygusal gelişimlerini sürdürdükleri bir sosyal ortamı yönettikleri için (Mill & Romano-White, 1999) küçük çocukların aile dışındaki çevreleriyle ilişkili ilişkisel deneyimlerini incelemek için daha fazla araştırma yapılması önerilmektedir (Calkins & Bell, 2010). Ayrıca, erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularını sosyalleştirmelerinin ve duygusal yeterliliklerini en üst düzeye çıkarmalarına yardımcı olmalarının daha iyi anlaşılmasının erken çocukluk eğitimci eğitiminde olumlu gelişmeler sağlayabileceği iddia edilmiştir (Denham vd., 2012).

Ayrıca, erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularını sosyalleştirmesini araştırmak için yapılan çalışmaların çoğu, güncel çalışmadan farklı olarak, nitel bir metodoloji kullanan vaka çalışmalarıdır (örn., DeMorat, 1998; Silkenbeumer vd., 2018; Cekaite & Ekström, 2019). Örneğin, erken çocukluk eğitimcilerini ilkokul çağındaki çocukların sosyalleştiricileri olarak değerlendiren DeMorat (1998), anaokulu erken çocukluk eğitimcilerinin üç ay boyunca tepkilerle ilgili duygularını incelemiştir.

Bahsi geçen konulara ek olarak, literatürde küçük çocukların duygu düzenleme süreçlerinin, yetişkinlerin duygu sosyalleştirme stratejilerinden etkilendiğini ortaya koyan çalışmalar (Ahmetoglu et al., 2021; Milojevich et al., 2020; İnce, 2020) ve bu bağlamda öğretmen adaylarının katılımcı olarak alıncığı çalışmalar (Öztürk, 2020) da bulunmaktadır. Bu çalışmalardan alınan sonuçlar ise aslında güncel çalışmanın alan için gerekliliğini ve önemini bir kez daha vurgulamaktadır.

Güncel çalışmaya benzer olarak yürütülmüş olan başka bir çalışmada ise (Burak, 2019), güncel çalışmadan farklı olarak yalnızca olumsuz duygulara odaklanılmadığı,

çalışmanın farklı bir örneklemde yürütüldüğü ve genelleme yapılan alanın güncel çalışmanın popülasyonundan farklı olduğu görülmüştür. Buna ek olarak her ne kadar bu iki çalışmada duygu sosyalleştirme stratejilerini farklı yönden ele alınmış olsa da araştırmaların nicel doğası gereği sonuçlarının farklı alanlarda birbirini desteklediği ve literatür için daha geçerli bir sonuç sağlamada birbirlerine katkıda bulunduğu görülmüştür.

YÖNTEM

2.1. Araştırmanın Deseni

Çalışma, iki veya daha fazla değişken arasındaki olası ilişkileri herhangi bir girişimde bulunmadan araştırmayı amaçlayan bir nicel araştırma türü olan ilişkisel araştırma olarak tasarlanmıştır (Fraenkel vd., 2012). Bu ilişkisel çalışmanın temel amacı, her bir araştırma sorusundaki değişkenler arasındaki ilişkiyi araştırmaktır. Araştırma hem değişkenler arasındaki tahminler hem de olası ilişki örüntüleri mevcut çalışma kapsamında analiz edildiğinden, ilişkisel araştırma deseninin hem açıklayıcı hem de tahmin edici yönlerini gerçekleştirmiştir.

2.2. Veri Toplama Araçları

Mevcut araştırmada veriler üç farklı veri toplama aracı ile toplanmıştır. Bu araçlar Demografik Bilgi Formu, Duygu Düzenleme Anketi (Gross & John, 2003), ve Çocukların Olumsuz Duygularıyla Başa Çıkma Ölçeği – Öğretmen Formu (Fabes vd., 2000) olarak sıralanabilir. Bu araçlardan Çcoukların Olumsuz Duygularıyla Başa Çıkma Ölçeği – Öğretmen Formu çalışma kapsamında Türkçe'ye uyarlanmıştır.

2.3. Pilot Çalışma

Veri toplama araçlarının ilgili verilere ulaşmada etkili olup olmadığını ve bu çalışma bağlamında araçların güvenilir ve geçerli olup olmadığını anlamak için ana çalışmadan önce bir pilot çalışma yapılmıştır. Böylece çalışmanın güvenirlik ve geçerlilik konularına katkı sağlamıştır. Pilot çalışmanın bir diğer amacı, bu çalışma kapsamında uyarlanan ölçeğin geçerli ve güvenilir olmasını sağlamaktır. Pilot çalışma için ana çalışma ile aynı örnekleme yöntemiyle 788 katılımcıya ulaşılmıştır. Daha sonra ölçeklerin faktör yapıları analiz edilmiştir.

2.4. Ana Çalışma

Pilot çalışma sonucunda yapılan analizler sonucunda uyarlanan ölçme aracında bazı değişiklikler yapılmıştır. Sonrasında da ana çalışma için yeniden veri toplama prosedürü gerçekleştirilmiştir. Ana çalışmanın başlangıcında, mevcut çalışmada kullanılan ölçeklerin güvenilir ve geçerli olduğundan emin olmak için ölçekler tekrar test edilmiştir. Ayrıca ana araştırma örneklemi değiştiği için ölçeklerin asıl araştırma

örneklemi üzerinde çalıştığından emin olmak için analizler yapılmıştır. Özetle, ana çalışma analizi prosedüründen önce ön analiz, betimsel analiz, güvenirlik analizi ve faktör analizi prosedürleri gerçekleştirilmiştir.

2.5. Veri Analizi

Çalışma analiz prosedürü ana çalışma verilerinin ön analizi, faktör analizi ve yol analizi olmak üzere birkaç analiz adımını içermektedir. İlk adımda veriler taranarak eksik ve aykırı değerler tespit edilmiş, ön analiz kapsamında ana çalışma verilerinin özelliklerini tespit etmek için betimsel analiz işlemi yapılmıştır. İkinci adımda, mevcut çalışmada kullanılan ölçeklerin güvenirliğini ve geçerliğini sağlamak için faktör analizi işlemi yapılmıştır. Bu noktada faktör analizinin iki işlevi vardır. İlki, pilot çalışma aşamasında ilgili değişikliklerden sonra ölçme araçlarının geçerli ve güvenilir olmasını sağlamak ve ikincisi de pilot çalışmadan farklı olan ana çalışma örneklemi üzerinde çalışmasını sağlamaktır.

Çalışmada kullanılan ölçme araçlarının ana çalışma için güvenilir ve geçerli olduğundan emin olduktan sonra, araştırmacıların bir örneklem sonuçlarına bağlı olarak bir popülasyon hakkında sonuçlar çıkarmasına olanak tanıyan bir analiz yöntemi olan veriler çıkarımsal istatistik yöntemleriyle analiz edilmiştir (Fraenkel vd., 2012). Mevcut çalışma, çıkarımsal bir istatistik tekniği olarak yol analizini kullanmıştır. Yol analizi için ilgili literatüre dayalı olarak bir model önerilmiş ve mevcut çalışma kapsamında test edilmiştir. Model sonuçları sonuçlar bölümünde detaylı olarak sunulmuştur.

BULGULAR VE TARTIŞMA

3.1. Erken Çocukluk Eğitimcilerinin Duygu Düzenleme Stratejileri

Araştırmanın amaçlarından biri, erken çocukluk eğitimcilerinin duygu düzenlemelerini incelemektir. Bu bağlamda erken çocukluk eğitimcilerinin duygu düzenlemeleri bilişsel yeniden değerlendirme ve dışavurumsal bastırma açısından değerlendirilmiştir.

Çocukların yakın ilişki içinde oldukları yetişkinlerin duygularını anlamaları çok önemlidir (Dunn, 2002). Bir duygu profiline düzenli olarak maruz kalmak, çocukların ifade kalıplarında belirleyici bir rol oynayabilir (Denham vd., 2015; Halberstadt vd., 1993; Valiente vd., 2004). Bu nedenle, çocuğun güvenli bir ilişki geliştirebileceği bir erken çocukluk eğitimcisine sahip olmak, onun sosyal yeterliliğinde belirleyici bir rol oynayabilir (Elicker & Fortner-Wood, 1995). Bu noktada erken çocukluk eğitimcisi için olumlu bir duygusal profil sağlamasının önemi yadsınamaz.

Mevcut literatürde, mevcut çalışma sonuçları doğrultusunda erken çocukluk eğitimcilerinin küçük çocuklarla etkileşiminde erken çocukluk eğitimcilerinin duygu düzenleme becerilerinin etkili olduğu (Ası vd., 2018) gösterilmiştir. Erken çocukluk eğitimcilerinin duygu düzenleme süreçlerinde kullandıkları yeniden değerlendirme ve bastırmanın doğası gereği, yeniden değerlendirenlerin daha fazla olumlu duygu yaşadıkları ve bu duyguları ifade ettikleri ancak daha az olumsuz duygu yaşadıkları, bastıranların ise daha az olumlu duygu yaşadıkları ancak bu duyguları ifade etmedikleri belirtilmektedir (Gross & John, 2003).

Bazı araştırmalar erken çocukluk eğitimcilerinin duygu düzenleme stratejisi olarak çoğunlukla dışavurumcu bastırmayı kullanmayı tercih ettiklerini öne sürse de (Argon, 2015; Ası vd., 2018), bilişsel yeniden değerlendirmenin, küçük çocuklarla sınıf ortamında etkileşimde, sınıf yönetimi stratejisi olarak kullanılan bir yöntem olduğu da bilinmektedir. (Sutton vd., 2009). Güncel çalışmada da literatürde beklendiği gibi erken çocukluk eğitimcilerinin duygu düzenlemelerinde bilişsel yeniden değerlendirmenin daha yaygın olduğu ve dışavurumsal bastırmanın daha düşük oranlarda yaşandığı bulunmuştur.

Erken çocukluk eğitimcileri, sınıf yönetimini sürdürmek ve sınıf içi eylemlerinde profesyonel bir tutum sağlamak için duygularını yeniden değerlendirmeyi tercih edebilirler (Sutton vd., 2009). Bu durum erken çocukluk eğitimcilerinin dersi daha verimli yönetmelerine, kendilerini sınıfa daha iyi ifade etmelerine ve duygularını daha iyi ifade etmelerine ve kontrol etmelerine olanak sağlayabilir. Böylece sınıf yönetimi becerilerinde kendilerini daha yetkin hissettirebilirler. Bu nedenle, erken çocukluk eğitimcileri, mesleki ilişkilerinde bilişsel yeniden değerlendirmeyi kullanma eğiliminde olabilirler. Ayrıca, duygu düzenleme, sınıf yönetimi ve disiplininin önemli bir bileşenidir ve deneyimli öğretmenler, etkili düzenlemenin sınıfta daha etkili olmalarını sağladığını iddia etmektedir (Sutton & Harper, 2009). Buna ek olarak, yeniden değerlendirmeyi daha sık kullanan eğitimcilerin, sınıf yönetimi ve öğrenci katılımı açısından da yeterliklerinin daha yüksek olduğu görülmektedir (Sutton & Knight, 2006).

3.2. Erken Çocukluk Eğitimcilerinin Küçük Çocukların Olumsuz Duygularını Duygusal Zor Zamanlarda Sosyalleştirme Stratejileri

Araştırmanın amaçlarından bir diğeri, erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularına yönelik duygu sosyalleştirme stratejilerini araştırmaktır. Bu bağlamda erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularını sosyalleştirme stratejileri ile ilgili olarak destekleyici ve destekleyici olmayan tepkiler değerlendirilmiştir.

Bu çalışmada erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularını sosyalleştirme stratejileri destekleyici ve destekleyici olmayan tepkiler kapsamında yorumlanmıştır. Çocukların olumsuz duygularına verilen destekleyici tepkiler, onların duygularını ifade etme, problemlerini çözme, sağlıklı etkileşimler kurma ve duygularını tanıma becerilerini destekler (Davidov & Grusec, 2006; Eisenberg vd., 1996; Fabes vd., 2002; Morris vd., 2013). Ancak destekleyici olmayan tepkilerin düşük sosyal işlevsellik, zayıf duygu düzenleme ve baş etme becerileri ile ilişkili olduğu bulunmuştur (Eisenberg vd., 1996; Perry vd., 2012). Tüm bunlar göz önüne alındığında erken çocukluk eğitimcilerinin destekleyici tepkilerinin, destekleyici olmayan tepkilere göre daha fazla olması beklenebilir.

Mevcut literatürde erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularına ilişkin sosyalleştirme stratejileri üzerinde duran sınırlı sayıda araştırma

olmasına rağmen, alan yazındaki bu çalışmaların sonuçları, erken çocukluk eğitimcilerinin genellikle küçük çocukların olumsuz duygularıyla baş ederken destekleyici bir tutum sergilediklerini göstermektedir (Lang vd., 2017; Morris vd., 2013; Poulou & Denham, 2022). Buna paralel olarak mevcut çalışmada erken çocukluk eğitimcilerinin küçük çocukların olumsuz duygularını sosyalleştirirken destekleyici tepkileri, destekleyici olmayan tepkilerden ziyade anlamlı bir farkla daha fazla kullandıkları görülmüştür. Bunun nedeni Türkiye'de MEB okul öncesi programında yer alan sosyal-duygusal gelişime bazı yönelik kazanımlar olabilir:

Kazanım 4. Bir olay veya durumla ilgili olarak başkalarının duygularını açıklar. Göstergeleri: Başkalarının duygularını söyler. Başkalarının duygularının nedenlerini söyler. Başkalarının duygularının sonuçlarını söyler (MEB, 2013).

Kazanım 5. Bir olay veya durumla ilgili olumlu/olumsuz duygularını uygun yollarla gösterir. Göstergeleri: Olumlu/olumsuz duygularını sözel ifadeler kullanarak açıklar. Olumsuz duygularını olumlu davranışlarla gösterir (MEB, 2013).

Bu kazanımların programda yer alması nedeniyle, erken çocukluk eğitimcileri bu tür destekleyici tepkileri mesleki yeterlilik olarak görebilirler. Ayrıca sonuç, erken çocukluk eğitimcilerinin çocukların gelişimleri ve gelişimsel ihtiyaçları konusunda farkındalık ve bilgiye sahip olduklarını gösterebilir. Bu nedenle erken çocukluk eğitimcileri, tüm bunları bilerek, küçük çocukların olumsuz duygularını mesleki yeterliliğin göstergesi olarak sosyalleştirirken destekleyici tepkileri kullanabilirler.

3.3. Erken Çocukluk Eğitimcilerinin Duygu Düzenlemeleri ile Duygu Sosyalleştirmeleri Arasındaki İlişki

Mevcut çalışma, erken çocukluk eğitimcilerinin bilişsel yeniden değerlendirme ve dışavurumcu bastırma açısından duygu düzenlemelerinin, destekleyici ve destekleyici olmayan tepkiler açısından duygu sosyalleşmelerini yordayacağını varsaymaktadır. Model sonucunda bilişsel yeniden değerlendirmenin hem destekleyici hem de destekleyici olmayan tepkileri negatif yönde yordadığı, dışavurumcu bastırmanın ise sadece destekleyici olmayan tepkileri negatif yönde yordadığı görülmüştür.

Araştırmanın bu sonucu bir bütün olarak incelendiğinde erken çocukluk eğitimcilerinin duygu düzenlemelerinin küçük çocukların olumsuz duygularını sosyalleştirmelerinde etkili olmasının nedeni sosyal öğrenme ile açıklanabilir. Sosyal

öğrenmeye göre insanlar, çevrelerindeki insanları gözlemleyerek ve gözlemlerini kendi davranışlarına yön vermek için kullanarak, davranışın icrası hakkında bir fikir oluştururlar (Bandura, 1977). Dolayısıyla gözlem yoluyla öğrenmede, gözlemcinin davranışı, bir modelin davranışına tanık olması ve bu davranıştan etkilenmesi yoluyla gerçekleşir (Vasta vd., 2003). Çocukların algıları çevrelerindeki insanlarla uyumlu olduğu ve insanlardan bağımsız olmadığı için başkalarını gözlemlerler. Bu noktada "kişi", bilişsel becerileri, fiziksel özellikleri, kişiliği, inançları ve tutumları doğrultusunda kendi tepkilerini ve sosyal ilişkilerini temsil eden bir "davranış"ı, belirli bir fiziksel çevrenin, sosyal etkinin, aile ve arkadaşların etkilerini temsil eden bir "çevre"de gerçekleştirir (Bandura, 1978; Bronfenbrenner, 1979). Çocuklar özne olduğunda, duyguları genellikle ilgili bağlamda sosyal ortakların tepkisini gerektirir. Çocuğun çevresindeki önemli figürlerden biri olan erken çocukluk eğitimcisi, çocukların gözlemlediği duygu düzenleme davranışları ve süreçleri nedeniyle onların duygu sosyalleşme süreçlerinde rol oynayabilir. Ersay (2015) tarafından yürütülen çalışmanın bulgularına göre, erken çocukluk eğitimcilerinin kendi duygularını düzenleme becerileri ve duygusal farkındalık düzeyleri, çocukların olumsuz duygularına verdikleri tepkilerle bağlantılıdır. Dolayısıyla çocukların gözlemlediği duyguların tartışılması, duyguların sosyalleşmesinin modellenmesinde etkili bir role sahiptir. Ayrıca erken çocukluk eğitimcilerinin diğer çocukların duygularını sosyalleştirmeleri sırasında gerçekleştirdiği duygu düzenleme süreci, gözlemci çocuklara duygularını sosyalleştirmeleri açısından örnek olabilir.

Sonuçlar detaylı olarak incelendiğinde bilişsel yeniden değerlendirme ile hem destekleyici hem de destekleyici olmayan tepkiler arasında negatif bir ilişki olduğu görülmüştür. Duyguların düzenlenmesi ile ilgili olarak, duyguları düzenlerken yeniden değerlendirmenin kullanılması daha iyi kişilerarası işlevsellik ile ilişkilidir. Ayrıca literatürde bilişsel yeniden değerlendirmenin öğretmenlerin çocuklara yönelik destekleyici tepkileri ile önemli ölçüde ilişkili olduğu vurgulanmıştır (Jeon vd., 2016). Bu nedenle, bilişsel yeniden değerlendirmenin destekleyici tepkileri olumlu yönde, destekleyici olmayan tepkileri olumsuz yönde yordaması beklenir. Çünkü olumsuz durumlar karşısında iyimser bakış açısını koruyan ve kendini sorunlu bir düşünce sistemine bırakmayan öğretmenin sınıfındaki çocuklara benzer şekilde davranması ve destekleyici tepkilerle onları yönlendirmesi beklenebilir.

Öte yandan öğretmenlerin duygu düzenleme süreçlerinde bilişsel yeniden değerlendirmeyi daha fazla kullandıklarında destekleyici tepkilerinin azalması, kendi duygu durumlarını ön plana çıkardıkları anlamına gelebilir. Bu, öğretmenlerin kendi duygusal durumları için çok fazla çaba harcadıkları ve zor zamanlarda çocukları destekleyecek duygusal gücü bulamadıkları anlamına gelebilir. Ayrıca bilişsel yeniden değerlendirme yoluyla daha fazla duygu düzenlemesi olması durumunda destekleyici olmayan tepkilerin azalması, öğretmenlerin olumsuz durumu yeniden değerlendirip çocukların duygularını daha iyi anladıklarında destekleyici olmayan tepkilerden kaçındıkları anlamına gelebilir. Diğer bir deyişle, bilişsel yeniden değerlendirmenin artması öğretmenlerin empati becerilerine katkı sağlayabilir ve çocuklara yönelik destekleyici olmayan tepkilerin azalmasına neden olabilir.

Çalışmada, dışavurumcu bastırma ile destekleyici olmayan tepkiler arasında negatif bir ilişki ortaya konmuştur. Erken çocukluk eğitimcilerinin duygularını düzenlerken dışavurumcu bastırmalarının artması, onları daha az destekleyici olmayan davranışlar sergilemeye yöneltmektedir. Bu, baskılayıcıların kişiler arası daha az başarılı ilişkileri göz önüne alındığında beklenen bir sonuçtur. Çünkü duyguların bastırılması, öğretmenlerin kendilerini olumsuz durumlardan korumak için çocuklarla etkileşimlerini en aza indirmelerine neden olabilir. Öte yandan, dışavurumcu bastırmanın destekleyici tepkileri etkilememesi, öğretmenlerin olumsuz durumlarda geri çekilme olasılığını destekleyebilir.

3.3.Varsayımlar ve Sınırlılıklar

Bu çalışma, erken çocukluk eğitimcilerinin duygu düzenlemesinin, küçük çocukların olumsuz duygularına ilişkin sosyalleştirme stratejilerini ne ölçüde öngördüğüne dair bir fikir vermiş olsa da aynı zamanda varsayımları ve sınırlamaları da vardır. Öncelikle mevcut araştırmaya katılanların veri toplama araçlarında yer alan ifadeler hakkında düşüncelerini dürüst ve doğru bir şekilde ifade ettikleri varsayılmıştır.

İkinci olarak, uygun örnekleme tekniği nedeniyle örneğin temsil edilebilirliği engellenecektir. Ek olarak, çalışmanın verileri, erken çocukluk eğitimcilerinin duygu düzenleme ve duygu sosyalleştirmeyi içeren öz bildirim anketleri aracılığıyla verdikleri yanıtlarla sınırlıdır. Sonuç olarak, bazı katılımcıların yanıtları yanlı olabilir.

Son olarak ise veri toplama süreci COVID-19 salgını sırasında gerçekleştirilmiştir. Pandemi nedeniyle Türkiye'de aylarca okulların kapalı olması, sınıf içi etkileşimlerin pandemi dışındaki zamanları tam olarak yansıtmayabileceği, bu çalışmanın bir sınırlılığı olarak sayılabilir.

3.6. Gelecek Araştırmalar için Öneriler

Sınırlılıklarına rağmen, mevcut çalışma gelecekteki araştırmalar için bazı çıkarımlar sunmaktadır. Çalışma, erken çocukluk eğitimcilerinin duygu düzenlemelerinin, küçük çocukların olumsuz duygularını sosyalleştirme stratejilerini açıklama konusundaki boyutunun altını çizmeyi amaçlamıştır. Bu çalışmanın devamında, çocukların sosyal-duygusal işleyişi veya duygu düzenleme süreçleri gibi konular ele alınarak gelecekteki çalışmalara çocuk sonuçlarının dahil edilmesi, öğretmenlerin erken çocukluk eğitiminde duygusal yeterliliğinin öneminin daha geniş bir şekilde anlaşılmasını sağlayabilir. Ek olarak öğretmenlerin duygu sosyalleştirme sürecini sadece kendi raporlarından değil, diğer değerlendirme yöntemleri ve gözlemlerle destekleyerek değerlendirmek de faydalı olacaktır.

Ayrıca, erken çocukluk eğitimcilerinin iş yaşamının bir parçası olarak iş stresi, eğitim geçmişi veya çalışma sürecinin bir parçası olan yetişkin/çocuk oranı gibi faktörler de öğretmenlerin duygusal sosyalleştirmesini etkileyebilir (Denham vd., 2012). Bu faktörlerin etkisini anlamak, erken çocukluk eğitimcilerini çocukların duygusal yeterliliklerinin sosyalleştiricileri olmaları için daha iyi eğitmeye ve denetlemeye yardımcı olabilir.

Son olarak erken çocukluk döneminde duyguları sosyalleştirme yollarını teşvik etmek için duygusal yeterliliğe odaklanan bir erken çocukluk eğitimcisi eğitim programının geliştirilmesi (Ahn, 2005; Ahn & Stifter, 2006) veya mevcut programlara daha fazla destek verilmesi önerilmektedir.

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