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THE ROLE OF MOTHERS' AND FATHERS' EMOTION REGULATION AND PARENTING ON THEIR PRESCHOOLERS' EMOTION REGULATION

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ABSTRACT

THE ROLE OF MOTHERS' AND FATHERS' EMOTION REGULATION AND PARENTING ON THEIR PRESCHOOLERS' EMOTION REGULATION

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Emotion regulation is a complex process, which begins in infancy and continues with the support of a lifelong parent. Therefore, parent and child interaction plays an important role in shaping children's emotion regulation skills. Preschool period is an important part of learning of peer relations, family relations and organization, especially in the development of social competence of children. Some research has found out that the social behaviors of children in pre-school period affect their social behaviors in the future. Therefore, it has been stated that it is necessary to know the factors determining social competence (Eisenberg, Fabes, Shepard, Murphy, Guthrie, Jones, & Maszk, 1997). Emotion regulation is an important part of child development. Emotion regulation skills relate to understanding and learning how to react in emotional relationships. Parents play a significant role in their children's emotion regulation. Researchers have found out that mother-child interaction, especially in preschool years, is important in the development of emotional regulation skills of children (Altan, Yağmurlu & Yavuz, 2012). Research has shown that mother-child interactions are important for children's emotion and behavior regulation, starting with warmth, sensitivity and sensitivity in the care environment, continuing to preschool years with the model of mothers and supporting children's emotion regulation strategies (Cassidy 1994; Eisenberg, Fabes, Shepard, Cumberland, Losoya Guthrie & Murphy 2001; Jacobsen, Huss, Fendrich, Kruesi, & Ziegenhain, 1997; Raikes and

Thompson, 2006; Russell, Londhe, & Britner, 2013). In the majority of the literature, the role of the mother in the development of the emotion regulation skills of the child is emphasized and the father factor is not mentioned much. In this study, I examined the role of both mothers' and fathers' emotion regulation on their preschoolers emotion regulation skills. In addition, the relationship between both parents' parenting behaviors, emotion socialization of parents and children's emotion regulation skills is examined, too. Subjects are 97 mothers their spouses, and their preschooler children who live in İzmir city. Coping with Children's Negative Emotions Scale (CCNES), Difficulties in Emotion Regulation Scale (DERS), Parenting Practices Questionnaires and Emotion Regulation Scale (ER) were used. Collected data was entered into SPSS 22 package program and Pearson Correlation, Independent sample T-test and Linear Regression and Hierarchical Multiple Regression analyses to test the hypothesis. Results shows that there is a significant relationship between mothers' and their children's emotion regulation strategies. Mother's non- acceptance of emotional responses, limited access to effective strategies, lack of clarity of emotional responses and lack of awareness of emotional responses found related with children emotion regulation skills. Fathers have significant role on their children total emotion regulation. Father's difficulties in engaging goal directed behavior when experiencing negative affect (goals) found related with total emotion regulation in children. Fathers and mothers are differ from each other for using emotion regulation strategies. Fathers and mothers emotion socialization skills related with children emotion regulation. Distress reaction positively related with children lability/ negativity both mothers and fathers. Mother's problem focused response negatively related with children's lability/negativity. Both mother's and father's minimization reaction negatively related with children emotion regulation skills. By the way, mother's problem focused response positively related with children emotion regulation skills. Finally, total emotion regulation in children positively related with mother's problem focused response and negatively related with distress reaction of mother's. Parenting behaviors of mother's and father's related with emotion regulation in children. Autonomy granting behaviors of mother's and father's warmth negatively related with children lability/negativity. In addition, father's responsiveness positively related with

lability/negativity in children. Both mother's and father's warmth found to be positively related with emotion regulation in children. By the way, demandingness of mother negatively related with children emotion regulation. Finally, in total emotion regulation for children, mothers' demandingness and fathers' responsiveness negatively related. Fathers' warmth positively related with total emotion regulation in children. Finally, total emotion regulation in children positively related with mother's problem focused response and negatively related with distress reaction of mother's. Parenting behaviors of mother's and father's related with emotion regulation in children. Autonomy granting behaviors of mother's and father's warmth negatively related with children lability/negativity. In addition, father's responsiveness positively related with lability/negativity in children. Both mother's and father's warmth found to be positively related with emotion regulation in children. By the way, demandingness of mother's negatively related with children emotion regulation. Finally, in total emotion regulation for children, mother's demandingness and father's responsiveness negatively related. Father's warmth positively related with total emotion regulation in children.

Keywords: Emotion regulation, parenting, emotion socialization, difficulties in emotion regulation.

ÖZ

ANNE - BABALARIN DUYGU DÜZENLEMELERİNİN ve EBEVEYN DAVRANIŞLARININ OKUL ÖNCESİ ÇOCUKLARININ DUYGU DÜZENLEMESI ÜZERİNDEKİ ROLÜ

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Duygu düzenleme karmaşık bir süreçtir, bebeklikte başlar ve hayat boyu ebeveynin desteği ile devam eder. Bu yüzden ebeveyn ve çocuk etkileşimi çocukların duygu düzenleme becerilerinin şekillenmesinde önemli bir role sahiptir. Okul öncesi dönem özellikle çocukların akran ilişkilerini, aile ilişkilerini ve organizasyonunu öğrenmesinde, sosyal yeterliliğinin gelişiminde önemli bir parçadır. Araştırmalar okul öncesi dönemde çocukların sosyal davranışlarının ilerleyen dönemdeki sosyal davranışlarını etkilediğini bulmuştur. Bu nedenle sosyal yeterliliği belirleyen faktörleri bilmenin gerekli olduğunu belirtmişlerdir (Eisenberg, Fabes, Shepard, Murphy, Guthrie, Jones, & Maszk, 1997). Duygu düzenleme, çocuk gelişiminin önemli bir parçasıdır. Duygu düzenleme becerileri, duygusal ilişkilerde nasıl tepki verilmesi gerektiğini anlama ve öğrenme ile ilgilidir. Ebeveynler çocuklarının duygu düzenlemelerinde önemli bir rol oynamaktadır. Araştırmacılar, özellikle okul öncesi yıllarda anne-çocuk etkileşiminin, çocuğun duygusal düzenleme becerisin gelişiminde önemli olduğu bulmuştur (Altan, Yağmurlu ve Yavuz, 2012). Yapılan araştırmalar, anne çocuk etkileşimlerinin çocukların duygu ve davranış düzenlemeleri için önemli olduğunu, bunun bakım ortamındaki sıcaklık, duyarlılık ve hassasiyetle başlayıp, annelerin model olması ile okul öncesi yıllarına kadar devam ederek ve çocukların duygu düzenleme stratejilerini desteklediğini göstermiştir (Cassidy 1994; Eisenberg, Fabes, Shepard, Cumberland, Losoya, Guthrie & Murphy 2001; Jacobsen, Huss, Fendrich, Kruesi, & Ziegenhain, 1997; Raikes and Thompson, 2006; Russell, Londhe, & Britner, 2013). Literatürün çoğunluğunda çocuğun duygu düzenleme becerilerinin

gelişiminde annenin rolü üzerinde durulmuş, baba faktörüne çok fazla değinilmemiştir. Bu çalışmanın amacı hem annelerin hem de babaların duygu düzenleme becerisinin çocukların duygu düzenleme becerileri üzerindeki rolünü incelemektir. Buna ek olarak, her iki ebeveynin, ebeveyn davranışlarının çocukların duygu düzenleme becerisiyle ilişkisine bakmaktır. Bu çalışma İzmir'de yaşayan 97 anne babaya hem kendilerini hem de okul öncesi dönem (3-6 yaş aralığında) çocuklarını değerlendirmeyi amaçlamıştır. Katılımcılardan yalnızca anneler çocukları için Duygu Düzenleme Ölçeği (Emotion Regulation Scale), hem anneler hem de babalar; Duygu Düzenleme Güçlüğü Ölçeği (Difficulties in Emotion Regulation Scale), Çocukların Olumsuz Duygularıyla Başetme Ölçeği (Coping with Children's Negative Emotions Scale), Çocuk Yetiştirme Stili Ölçeği'ni (Parenting Practices Questionnaires) tamamlamışlardır. Toplanan veriler SPSS'de, Pearson korelasyon, t-test ve Çoklu Hiyerarşik Regresyon analizleri yapılarak test edildi. Toplamda 5 hipotez üzerinde çalışıldı. Sonuçlara bakıldığında; annelerin ve çocukların duygu düzenleme becerisi arasında anlamlı bir ilişki bulunmuştur. Babalar ve çocuklar arasında yalnızca toplam duygu düzenleme becerisi açısından anlamlı bir ilişki bulunmuştur. Çocuklardaki değişkenlik/olumsuzluk alt ölçeği annelerin kendi duygusal tepkilerini kabul etmemesi ve duygu düzenleme stratejilerine sınırlı erişiminin olması ile ilişkili bulunmuştur. Annelerin duygusal tepkilerin anlaşılmaması, duygusal tepkilere ilişkin farkındalığın olmaması duygusal tepkilerini kabul etmemesi ve duygu düzenleme stratejilerine sınırlı erişiminin olması çocuklardaki duygu düzenleme ile ilişkili bulunmuştur. Çocuklarda toplam duygu düzenleme, annelerin kendi duygusal tepkilerini kabul etmemesi ve duygu düzenleme stratejilerine sınırlı erişiminin olması ile ilişkili bulunmuştur. Babaların ise olumsuz duygular deneyimlerken amaç odaklı davranışlarda bulunmada güçlük çekmeleri çocuklardaki toplam duygu düzenleme ile ilişkili bulunmuştur. Anne ve babalar birbirlerinden ayrı duygu düzenleme becerileri kullanmaktadır. Anne ve babanın duygu sosyalizasyonu ile çocukların duygu düzenleme becerisi ilişkili bulunmuştur. Sonuçlara bakıldığında; hem annede hem de babada sıkıntılı tepki çocuklarda değişkenlik/olumsuzluk ile pozitif ilişkili bulunmuştur. Buna ek olarak, annelerin probleme odaklı tepkileri çocuğun değişkenlik/olumsuzluk davranışıyla negatif yönde ilişkili bulunmuştur. Hem annenin hem de babanın küçümseyici tepkileri çocuklardaki duygu düzenleme ile negatif

yönde ilişkili bulunmuştur. Bunun yansıra, annelerin problem odaklı tepkileri çocuklarda duygu düzenleme ile pozitif yönde ilişkili bulunmuştur. Toplam duygu düzenlemeye baktığımızda, annelerin problem odaklı tepkileriyle pozitif, sıkıntılı tepki göstermeleriyle negatif yönde ilişki bulunmuştur. Anne babaların kullandıkları ebeveyn davranışları ile çocukların duygu düzenleme becerisi arasında anlamlı ilişki bulunmuştur. Annelerin özerklik tanıması (autonomy-granting) babaların sıcaklık göstermesi çocukların değişkenlik/olumsuzluk davranışıyla negatif ilişkili babaların duyarlı (responsiveness) olması ise pozitif yönde ilişkili bulunmuştur. Hem annelerin hem de babaların sıcaklık davranışı çocuklarda duygu düzenleme ile ilişkili bulunmuştur. Bunun yanı sıra annenin talep kâr olması çocukların duygu düzenlemesi ile negatif yönde ilişkili bulunmuştur. Toplam duygu düzenlemeye baktığımızda babaların sıcaklık davranışı pozitif ilişkili, annelerin talep kâr olması ve babaların da duyarlı (responsiveness) olması negatif yönde ilişkili bulunmuştur.

Anahtar Kelimeler: Duygu düzenleme, duygu sosyalizasyonu, ebeveyn davranışları, duygu düzenlemede zorluk.

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Ayten Burçak ERİTMEN YEŞİLTAŞ

İzmir, 2021

TEXT OF OATH

I declare and honestly confirm that my study, titled "THE ROLE OF MOTHERS AND FATHERS EMOTION REGULATION AND PARENTING ON THEIR PRESCHOOLERS' EMOTION REGULATION" and presented as a Master's Thesis, has been written without applying to any assistance inconsistent with scientific ethics and traditions. I declare, to the best of my knowledge and belief, that all content and ideas drawn directly or indirectly from external sources that are indicated in the text and listed in the list of references.

Ayten Burçak ERİTMEN YEŞİLTAŞ

5 August 2021

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LIST OF ABBREVIATION

ER: Emotion Regulation Scale

DERS: Difficulties in Emotion Regulation Scale

CCNES: Coping with Children's Negative Emotions Scale

CHAPTER I
INTRODUCTION

Researchers have dealt with the definitions of emotions that have an important role in the human life. If they are not used functionally at the appropriate time and state and not in the required intensity, they can complicate the human life (Gross and Thompson, 2007). Emotion is the ability to make quick assessments and to take action to deal with undesirable situations with biological strength (Cole, Martin and Dennis, 2004). Emotion regulation is that how individuals experience or express their feelings automatically or intentionally influence their emotions (Gross and Thompson, 2007). It is a complex skill for human beings. In the other words, emotion regulation refers to an emotion that consists of assessing attention, situation and personal experiences or emerging the psychology of the person that shows the change in one or more features (Bargh and Williams, 2007; Gross and Thompson, 2007).

Emotion and emotion regulation is one of the most important concepts in psychology. Researchers point at different perspectives on this topic. According to functionalist view, emotions emerge in response to the problems (Levenson, 1994 in Werner and Gross, 2010). On the other hand, contemporary theories of emotion regulation point at the importance of emotions and functions of emotions on decision-making, memory, interpersonal relationships that prepare behavioral, motor and psychological responses (Gross and Thompson, 2007). However, emotions may be problematic if they do not emerge in the proper context, as they are functional, intense, too long, or incompatible with the situation (Werner and Gross, 2010). Therefore, at this point, emotion regulation plays an important role.

In some emotion regulation studies researchers emphasize on controlling emotional experiences and expressions and reducing emotional stimulation (Cortez and Bugental, 1994; Garner and Spears, 2000; Kopp, 1989; Zeman and Garber, 1996).

However, other studies say that controlling and reducing emotional stimulation is harmful on the emotion regulation (Eisenberg, Cumberland and Spinrad, 1998; Flett, Blankstein and Obertynski, 1996), and the acceptance and evaluation of emotional reactions is important for regulation (Linehan, 1993; Cole, Michel and Teti, 1994). Some other researchers have found out that regulating emotions and controlling emotions are not same concepts. Emotion regulation do not mean to reduce negative emotions (Cole, et.al., 1994; Thompson, 1994). Thompson and Calkins (1996) say that awareness and understanding of emotions instead of changing, monitoring and evaluating them is really important.

Emotional regulation is the ability to regulate the emotional situations, experiences and expressions of people and is crucial for adapting to everyday life, academic life and social life. That is, it involves thinking structurally about how to overcome emotions. Effective emotional abilities affect the individual's psychological well-being and social relationships in a negative way. The development of many social skills and the prevention of behavioral problems are possible through the development of the child's emotional skills. Gaining emotional regulation skills is the critical developmental stage of children (Macklem, 2007). Emotion regulation is a structure that develops progressively over time with the skills gained from the birth (Dodge and Garber, 1991). Therefore, majority of developmental studies on the emotion regulation focus on time from infancy to adulthood (Thompson, 1994, 1990). This developmental period, especially important for neurobiological (frontal cortex development), conceptual (emotional understanding) and the process of social forces, come together, in which individual differences in emotion regulation strategies arise (Calkins and Hill, 2007; Stegge and Terwogt, 2007; Thompson and Meyer, 2007).

Emotion regulation is an important social emotional developmental skill and it starts to develop in infancy and continue throughout the lifespan (Cole, et.al., 2004). In the development of emotional skills adults, teachers and family should be sensitive and able to meet basic emotional needs such as consideration, acceptance, appreciation, encouragement, affection and compassion, respect, support, trust and consolation in case of necessity (Bowlby, 1997).

Emotional understanding continues to develop through life span but especially first three years and beginning of kindergarten are essential parts of development of emotional understanding. Babies begin to regulate their emotional efforts from birth and during the first year they control the emotion regulation with sucking for pleasure, crying for a situation that is uncomfortable and they search help, hate glances and are distracted through more autonomic physiological mechanisms (Calkins and Fox, 2002, Fox and Calkins, 2003, Kopp, 1989). Emotional regulation is the ability of a parent to calm the child, to meet his needs, and to re-calm the child. Over time, babies learn to calm themselves by their parents, to engage in repulsive movements, and learn to regulate themselves. Although babies show early signs of emotion regulation, during this period and during the first years of life, primary caregiver has an active role on the development of emotional regulation (Brownell, Kopp, Brownell and Kopp, 2007; Thompson, 1994). With the progress of the cognitive development of a child, end of the first year of life, babies are more active on their emotion regulation strategies (Kopp, 1982). Second year of life is considered that the period of the transition from the passive to active emotion regulation for the babies (Rothbart, Ziaie and O'Boyle, 1992). In this period, a baby is not totally independent for the emotion regulation (Calkins and Dedmon, 2000). By the age three, a child begins to learn more about both others and his/her emotions and starts regulating emotions more consciously (Cole, et al., 1994). The first 3 year period is important in order to learn how to regulate emotion. It is known that self -emotion regulation starts developing during the first years of life (Rothbart et al., 1992). Since the brain is not yet matured in the first year, the baby needs an outside model to be able to regulate. In the following two years period, with the development of the brain, babies begin to learn to regulate themselves.

In these years, children show more understanding to specific types of situations to react basic emotions. Facial expressions and emotions affect the behaviors more than they affect the others emotions (Bartsch and Wellman, 1995; Bretherton, Fritz, Zahn-Waxler and Ridgeway, 1986; Brown and Dunn, 1991; Dunn, 1991; Dunn and Brown, 1991; Harris, 1994; Lagattuta, Wellman, and Flavell, 1997; Masters, Ford, and Arend, 1983; Stein and Levine, 1989; Stipek and DeCotis, 1988). In early childhood, emotional understanding is found to be related to general socio-emotional competence

of child (Denham, 1998; Saarni, 1999 for integrative summaries). However, with this information, regulating emotions and child's actual self -regulation are less known (Lemerise &Arsenio, 2000).

Studies show that regulating emotions in early ages influences personality development (Grolnick, Bridges, and Connell, 1996; Kopp, 1989; Mischel, Shoda, and Peake, 1988; Mischel, Shoda, and Rodriguez, 1989), cognitive development (Sarason, 1984 cited in Diener and Mangelsdorf, 1999), and behavioral control effectively later (Calkins and Fox, 2002).

Emotion regulation development is an important part in preschool years, because in this period, social demand of children starts to increase and emotionality becomes more complex to them (Denham, 1998). Emotion regulation relate with preschoolers' different social skills, empathy (Shields & Cicchetti, 1997), social competence with peer relations (Fabes and Eisenberg, 1999), adjustment (Eisenberg, Fabes, Guthrie & Reiser, 2002), academic achievement (Raver, 2004) and socially appropriate behavior (Denham, Blair, Schmidt, and DeMulder, 2002). Researchers have found out that with well-developed emotion regulation skills, preschool children can identify the others' feelings and be aware of their own feelings (Shields and Cicchetti, 1997). There are many studies about emotion regulation and these studies help us understand socioemotional development of children (Cole, et al., 1994; Denham, 1998; Eisenberg et al., 2001; Saarni, 1999).

1.1 Literature Review about Emotion Regulation

Researchers have some difficulties on the definition of emotion regulation. It becomes more important research topic and researchers have paid more attention to it (Bridges, Denham, and Ganiban, 2004; Chang, Schwartz, Dodge, and McBride- Chang, 2003; Cole, et al., 2004; Eisenberg and Spinrad, 2004). Although researchers have been interested in emotion regulation, the definition and measurement of emotion regulation is still hard (Cole, et al, 2004; Gross and Thompson, 2007; Thompson and Meyer, 2007). It is generally explained as coordinating emotions for response to demands (Cole, et al., 1994).

There is a lot of definition in literature for emotion regulation. In general, emotion regulation can be explained by different levels of physiological, cognitive and behavioral process (Rydell, Berlin, and Bohlin, 2003). Emotion regulation is critical part of development because it is important for children to maintain relationships and develop socio-emotional skills, that is, it is important to maintain positive peer (Denham, Blair, DeMulder, Levitas, Sawyer, Auerbach-Major & Queenan, 2003; Keenan, 2000; Hubbard and Coie, 1994) and adult (Graziano, Reavis, Keane, and Calkins, 2007) relations. In addition, emotion regulation is also important to develop cognitive abilities and it shows positive relationship between academic success in early ages and after IQ performances **(**Graziano et al., 2007; Trentacosta and Izard, 2007; Denham, 2006).

The other definition of emotion regulation is that managing emotional experiences and expressions while motivating an ideal level of engagement (Dunsmore, Booker, and Ollendick, 2013; Kim-Spoon, Cicchetti, and Rogosch, 2013; Shields and Cicchetti, 1997). It is also defined as the ability to respond the demands of experiences emotions with flexible and tolerable reactions (Cole, et al., 1994). According to Thompson (1994, pp.27-28); emotion regulation refers to intrinsic and extrinsic processes for maintaining and modulating emotions related to personal goals.

Eisenberg and Fabes (1992) recognize the complex explanation of emotion regulation by emotion regulation and emotion related behavioral regulation. According to this model, emotion regulation consists of regulating emotional internal states and process. On the other side, emotion related behavioral regulation involves inhibition and activation of behaviors related with emotions (Eisenberg, Guthrie, Fabes, Shepard, Losoya, Murphy, Jones, Poulin, Reiser, 2000; p.1367). This model shows the importance of recognizing internal and apparent behavioral parts for emotion regulation.

As it has been mentioned, infancy is as important as the other part of development for emotion regulation. During this period, reflexes such as sucking or head turning help infants to handle unpleasant states (Kopp, 1989). When they are 3 and 8 months old, they start to recognize and increase emotional arousal by the way by helping caregivers' social facilitation, as they start to develop basic emotional regulation

strategies. At the end of the first years of infancy, it is seen that regulating skills are increase rapidly and cognitive skills continue to develop. The other important change in regulating emotions both qualitatively and quantitatively draw attention between 3 and 6 years of age (Calkins and Marcovitch, 2010; Kopp, 1989). Regulating emotions is too hard for children at this period because their sense of self-awareness and agency is increases (Kopps, 1989). While children are growing and developing, they face with complex social demands (such as peers, parents and siblings) which need complex coping strategies (Losoya, Eisenberg, & Fabes, 1998). These continue throughout lifespan.

Regulating emotions includes cognitive, emotional and social demand awareness (Raikes, Robinson, Bradley, Raikes & Ayoub, 2007). This process consists of modulating both negative and positive emotions (Cole et al., 2004; Eisenberg & Spinrad, 2004; Grolnick et al., 1996; Gross and Thompson, 2007; Kopp, 1989; Spinrad, Stifter, Donelan-McCall, & Turner, 2004). Regulating emotions is important for preschoolers because during these years both complexity of children's emotionality and demands of the social world are increase (Denham, 1998). Regulating emotions affect children's social relationship quality, adjustment (Blair, Denham, Kochanoff, and Whipple, 2004; Denham, et al., 2002; Eisenberg, Fabes, Guthrie, and Reiser, 2000), and children who have difficulty in regulating emotions show more problematic behaviors (Cole, Zahn-Waxler, Fox, Usher, and Welsh, 1996; Mullin and Hinshaw, 2007; Shields and Cicchetti, 1998).

During infancy and early childhood, in order to cope with different developmental changes, children need to learn necessary self-regulation skills and strategies (Calkins, 1994; Kopp, 1982, 1989). This learning process can be explained by having intrinsic (i.e. physiological and neurobiological growth, cognitive and psychological development, temperament) and extrinsic (i.e. socialization influences by parents) influences (Kopp, 1982; Kopp, 1989; Gross and Thompson, 2007).

Preschool years are important for the development of empathy, regulating emotions and social competence with peers. Researchers have found out that during preschool years there is a decline in frustration, defiance and tantrum behaviors and older children are better at handling emotions than younger preschoolers (Goodenough,

1931; Kuczynski and Kochanska, 1990). During this period, children learn monitoring and assessing their own behavior, inhibiting behaviors and express their feelings, affecting the others' emotional needs and goals (Bretherton, Fritz, Zahn-Waxler, & Ridgeway 1986; Dunn, Bretherton, and Munn, 1987), affective perspective taking, prosocial behavior and empathy (Lennon and Eisenberg, 1987; Zahn-Waxler, Radke-Yarrow, Wagner, and Chapman, 1992).

Development of emotion regulation is affected by physical strength and mobility. It can be positively related to motor inhibitory abilities and voluntary behaviors. (Kopp, 1989; Vaughn, Kopp, and Krakow, 1984). Additionally neurobiological system has an important role in emotion regulation, especially frontal and prefrontal lobes. Since these areas are linked to goal setting, inhibitory controlling, planning, organizing and self-monitoring (Brownell and Kopp, 2007).

Language development is another factor related to the development of emotion regulation (Fox and Calkins, 2003). Language helps children use self- regulatory inner speech (Kopp, 1989).

Individual differences and temperament are other factors that are related with emotion regulation in children (Rothbart, 1989; Rothbart and Jones, 1998) and mutual relationship between self-regulation and temperament (Kochanska and Aksan, 1995; Rothbart, Ahadi and Evans, 2000). Temperament dimensions such as reactivity, persistence, adaptability, arousability have an effect on emotion regulation. (Eisenberg and Spinrad, 2004; Rothbart and Jones, 1998).

Finally, researchers propose that important part of learning emotion regulation comes from parents as it has been mentioned before (Altan, Yagmurlu & Yavuz, 2012; Kopp, 1982; Gross and Thompson, 2007). Research findings support that extrinsic processes like parents' emotion expressions and modeling have a role on children's emotion regulation abilities. (Calkins and Fox, 2002; Eisenberg, Fabes, and Murphy, 1996; Fabes, Leonard, Kupanoff & Martin, 2001; Fabes et al., 2002; Fox & Calkins, 2003). It is shown that non-supportive family environment leads to children having problems with regulating negative emotions such as anger, sadness and fear as well as with behavior problems. (Calkins and Dedmon, 2000; Gilliom, Shaw, Beck, Schonberg &

Lukon, 2002; Rubin, Coplan, Fox, & Calkins, 1995; Supplee, Skuban, Shaw, & Prout, 2009).

1.2 Parent Child Interactions

Preschool years are important for children to develop social competence with family and peers. Family is one of the most important factors that affects children's developmental stages. Biological and sociological development of children start and continue in the family context. Family context affect the early age experiences of children especially understanding of emotions and labeling skills (Harden, Morrison, and Clyman, 2014). Interactions with family members, which are mother, father, children and the other members of the family, have the greatest role both negatively and positively in almost every pace of life. Parent's reactions, communication skills, and emotional conditions affect children. Quality parenting influences the physical and emotional health of children (Muir, and Bohr, 2014). Interactive socialization process is important for a healthy development of a child, so a developmental and educational psychologist should be interested in parents and child relations (Spera, 2005).

It is known that parenting behaviors and styles are effective on child development, including emotion regulation development. Recognition and regulation of emotion are important socialization practices that can be affected by parenting styles.

1.3 Parental Emotion Regulation and Emotion Socialization

Parents' behaviors and attitude affect children and this continues to over time for children development (Lerner, 1982). Both positive and negative child outcomes are related to the role of parents' behaviors and attitude (Lerner, 1982). The emotion regulation development is related to infant and caregiver reciprocal emotional relationships (Greenspan, & Shanker, 2004; Sroufe 1995; Kuczynski & De Mol, in press 2015). It is a process and it starts in infancy and continues throughout the lifespan. While some of the traits like temperament is important for emotion regulation, parenting styles and behaviors are the most important basic step of emotion regulation development for children (Bocknek, Brophy-Herb, and Banerjee, 2009).

Emotion regulation emerges with both developing self-regulatory skills and caregivers influence the management of emotions of other people and this development in infancy

and preschool years. Parents, peers, teachers and life experiences help a child learn regulating emotions. Parents' role on child development is very important and many researchers study their effectiveness on child emotion regulation. Emotion regulation requires maintaining, inhibiting and eliciting both positive and negative emotions in different situations. It is an independent approach, practice and guidance is the most important part while interacting with others. (Bronson, 2000) Parents' reactions to the emotional expressions of their children and secure relationship are important factors in emotion regulation development in early childhood (Brownell & Kopp, 2007).

Family environment is another important factor for children's self and emotion regulation development. They start to learn and develop these skills in their family. Children can learn and internalize social standards, expectations in the family over time, in this process their self- regulatory skills, and responsibility related behaviors increase (Helpenny, Nixon, and Watson, 2010).

Parents' emotion socialization includes their goals, beliefs and values related to their children's experience, expression, and modulation of emotion (Yağmurlu and Altan, 2010). It means that parents help their children regulate their own emotions by awareness, acceptance and managing with providing instructions for child's emotions (Gottman et al., 1996), by modeling coaching and contingency (Denham, 1998). Generally, parental emotion socialization is found to be related to general disciplining style (Altan, 2006).

Parental emotion socialization is believed to influence emotion regulation development of children through the parent-child interaction (Denham, 1998). In this process, children learn expressing, coping and appropriately reacting of emotions to others' emotions from socializing agents (Denham, 1998).

Parents help their children express their feelings with modeling, instructing and practicing emotional management skills appropriately (Dawson and Ashman, 2000). For this reason, parents should be aware of both their own emotion expressing styles and child's emotion states (Perry et al., 2012). Because of these interactions, children learn successful emotional regulation.

1.4 Parenting and Emotion Regulation Development

Parenting is one of the most important issues that should not be ignored when examining development of a child. According to Bronfenbrenner's ecological system model (1999), individual's development is related to interaction with the environment. When a child is in the center of the system of social environment such as parents, peers, society, this is called micro and macro systems (Özdemir, 2009). The role of parenting in the emotion regulation is important according to this system. Researchers have found out that different parenting dimensions affect self and emotional outcomes in the adolescence (Kağıtçıbaşı, 2007).

In early childhood, parents' guide to a child for responding in appropriate ways like a coach (Gottman, Katz, and Hooven, 1996). Parental characteristic and parent-child interaction quality affect children's developmental outcomes. (Grolnick et al., 1998). Among preschoolers, understanding emotions positively is related to healthy socioemotional functioning and academic success (Leerkes, Paradis, O'Brien, Calkins, and Lange, 2008). When children identify and are aware of their and others' emotions, it means they understand emotions (Saarni, 1990).

Parenting styles are important research topic in developmental psychology and it is defined as parents' general attitude to their children (Baumrind, 1991). There are four parenting styles, which are authoritarian, authoritative, permissive, and neglectful (Baumrind, Maccoby and Martin, 1983). According to Baumrind (1970) warmth/responsiveness and control are two important dimensions for describing parenting characteristics. Generally, authoritarianism is related to high control and low warmth. In Turkish culture, Kağıtçıbaşı (2013) has found out that authoritarianism includes high control but not low affection.

Studies have shown that emotional competence of preschoolers such as regulating negative emotions is related to child rearing practices, which include high-level inductive reasoning and warmth, and low in power assertion. (Denham, Renwick & Holt, 1991; Gottman et al., 1996; Scaramella and Conger, 2003). The other findings show that authoritarian parenting style, which includes high power assertion, is related to emotionally incompetent behaviors such as inability to regulate one's own emotions

(Chang et al., 2003; Eisenberg, Fabes and Murphy, 1996). Some parenting practices such as supportiveness affect the development of emotion regulation positively but some of them have some negative effects. In one study, researchers have shown that maltreated children show more inappropriate and nonadoptive emotions (Shields, Cicchetti & Ryan, 1994). On the other hand, parents who use warm and responsive parenting can use empathy and approve their children's emotions by teaching them regulating emotions and problem solving (Cunningham, Kliewer, and Garner, 2009; Eisenberg, Losoya, Fabes, Guthrie, Reiser, et al., 2001). According to Denham (1998), if mothers punish their children when they show anger, these children may not learn controlling emotions effectively and expressing or resolving their anger.

Parent's reactions affect children's emotion regulation skills. According to Eisenberg (1999), when parents show negative emotion modelling, it leads to dysregulation imitation among children. Therefore, it affects children's emotion regulation development negatively. In China, It has been found out that low level of emotion regulation is related to hostile and punitive parenting (Chang et al., 2003). The study shows that using harsh discipline and punishment in child rearing leads to children showing inappropriate emotions. The study for direct maternal anger to the child and anger response for children also show that direct maternal anger to the child is related to unconstructive anger to the peers by children (Garner and Estep, 2001). Parenting behaviors may differ from culture to culture and emotional expression encouraged by the differences (Hess, and Kirouac, 2000).

Especially parental control and autonomy granting behaviors of parents is found effective on the adolescents' emotion regulation skill development. (Perez & Cumsille, 2012). Autonomy granting is defined as parents' behaviors that permit children's social relations, being aware of different feelings and making their decisions with little interruptions if it is necessary (Padilla-Walker, Christensen and Day, 2011). Parental control means controlling and managing children's behaviors (Barber, 1996; Kuhn and Laird, 2011).

1.5 Mother/Father-Child Interaction on Emotion Regulation

There is a mutual regulation between an infant and a caregiver (Grienenberger, Kelly, and Slade, 2005; Trevarthen and Aitken, 2001). The first way of communication

between a caregiver and a child is nonverbal (Trevarthen and Aitken, 2001). This teaches social rules and practices. Mutual regulation of emotions can be seen clearly with these interactions. Literature shows that mothers have an important role in the development of emotion regulation in children. Mother-child interaction is important for children socialization because generally mothers are primary caregivers. Therefore, many studies about social experiences in emotion regulation are interested in maternal effect (Denham et al., 1991; Parke et al., 1992). During preschool years, peer connection starts but most of the preschoolers continue to join close relationship with their mothers (Denham, 1998). Due to this, researchers suggest that parent child interaction and especially mother's child rearing practices shapes the children's emotion regulation skills (Denham et al., 1991; Dennis, 2006; Gottman, et al., 1996) and emotion socialization behaviors (Bronson, 2000; Colwell et al., 2000; Denham, 1998; Havinghurst, 2003; Garner & Estep, 2001).

Mothers' emotional reactions and their way of teaching emotions to children shape emotion regulation behaviors of children (Colwell et al., 2000). In addition, mothers' reaction to their children's emotions help shape/form children's emotional competence (Eisenberg et al., 1998). Children start to learn from their mothers and then they develop their emotion regulation strategies.

Fathers are other important caregivers for children. Even though there is an extensive literature on the role of parents on children's emotion regulation, majority of these studies are conducted on mothers. However, the research on how fathers are related to children's emotion socialization mechanism is very scarce. In this study, my main aim is to examine the role of mother and father on their preschoolers' emotion regulation.

Hypotheses of this study are:

1. Do mothers' emotion regulation strategies predict children's emotion regulation strategies?

2. Do fathers' emotion regulation strategies predict children's emotion regulation strategies?

3. Do mothers' and fathers' emotion socialization strategies predict children's emotion regulation strategies?

4. Do parenting behaviors of mothers and fathers predict children’s emotion regulation strategies?

5. Do parents' emotion regulation, emotional socialization and parenting behaviors differ in terms of determining children's emotion regulation?

CHAPTER 2
METHOD

Demographic data about participants are described in this part. Next, the scales, which have been used in this study, are mentioned. In the final part the procedure of collecting data and analysis of data are examined.

2.1 Participants

First of all, the study was planned to 100 families, but three of them did not complete all the study. So they are excluded. Data collection was held in İzmir and came from 97 Turkish families whose children were between the ages of 3-6 years. Parents were reached randomly from kindergartens and personal social networks with snowball sampling. Then those who volunteered to take part in the study were given the questionnaires to be filled in at home and given back.

The age range of mothers was between 27 and 46 years (*M*= 35.1, *SD*=3.6). Of the 97 mothers, while 76 of them have university degree, 21 mothers graduated from high school. Majority of the mothers were employed (N= 71). All the parents in the study were selected from married couples (See Table 1).

Table 2.1.1. Distribution of Demographic Variables among Mothers

Characteristics	N (%)	M (SD)
Mother's Age		35.0 (3.6)
Mother's Marital Status		
Married	97 (100.0%)	
Mother's Total Education Duration (Year)		15.3 (2.1)
Mother's Educational Status		
High school	21 (21.6%)	
University	76 (78.4%)	
Mother's Working Status		
Not Working	23 (23.7%)	
Part-timer	5 (5.2%)	
Working	69 (71.1%)	
Mother's Total Working Duration (Month)		81.7 (63.2)
Mother's Total Working Hours Per Week		32.0 (19.7)
Mother's Total Working Days Per Week		3.8 (2.3)
Mother's Monthly Income		
0-1000	23 (23.7%)	
1000-3000	33 (34.0%)	
3000-6000	39 (40.2%)	
6000+	2 (2.1%)	
Sample N=97		

Fathers' age range was between 30 and 47 years (*M*=37.0, *SD*=3.3). 79 of the fathers had university degree and 18 of them graduated from high school. Majority of the families were from middle socioeconomic status (SES) (See Table 2).

Table 1.1.2. Distribution of Demographic Variables among Fathers

Characteristics	N (%)	M (SD)
Father's Age		37.0 (3.3)
Father's Marital Status		
Married	97 (100.0%)	
Father's Total Education Duration (Year)		15.4 (2.5)
Father's Educational Status		
High school	18 (18.6%)	
University	79 (81.4%)	
Father's Working Status		
Working	97 (100.0%)	
Father's Total Working Hours Per Week		50.0 (8.4)
Father's Total Working Days Per Week		5.5 (0.5)
Father's Monthly Income		
1000-3000	19 (19.6%)	
3000-6000	67 (69.1%)	
6000+	11 (11.3%)	

Sample N=97

Total income for the family in the study showed that; 86.5% of the families' income was between 4000- 10000 TL per month. Only eight families' income was higher than 10000TL and five of the families' income was between 1000- 4000 TL monthly. Of the 97 couples, while 62 of them live in their own house, 35 of them live in rental house and only one of them lives in housing (See Table 3).

Table 2.1.3. Distribution of Demographic Variables of Families

Characteristics	N (%)	M (SD)
Number of Householders		3.5 (0.6)
Home Type		
Rental	35 (36.1%)	
Housing	0 (0.0%)	
Own	62 (63.9%)	
Number of Rooms at Home		6.3 (0.6)
Total Monthly Income		
1000-4000	5 (5.2%)	
4000-10000	83 (86.5%)	
10000+	8 (8.3%)	
Sample N=97		

Children's age ranged from 34 months to 60 months (*M*= 45.0, *SD*=6.8). In this sample, 49.5% of children was girls and 50.5% was boys. All parents in the study were selected from married couples. 71.1% of children were going to kindergarten, 6.2% of the children were with caretaker, 12.4% of children's caregivers were their grandmothers and 10.3 % of children were with their parents in a day (See Table 4).

Table 2.1.2. Distribution of Demographic Variables among Children

Characteristics	N (%)	M (SD)
Child's Gender		
Girl	48 (49.5%)	
Boy	49 (50.5%)	
Child's Age (Month)		45.0 (6.8)
Child's Age at the Start of Kindergarten (Month)		12.2 (9.0)
Caregiver		
Mother-Father	10 (10.3%)	
Grandmother	12 (12.4%)	
Caretaker	6 (6.2%)	
Kindergarten	69 (71.1%)	
Sample N=97		

2.2 Procedure

First of all, at the beginning of the study, permissions were taken from the Ethical Committee of Yaşar University for this research.

In the first step of this study, informed consent was given to the parents of children for their participation. The participants were found from kindergartens and personal social networks through snowball sampling. Scales that were used in the study were determined. Then the scales that will use in the study requested the owners.

In the second part, parents of children who are accepted participating the study were given the scales, which were Emotion Regulation Scale (ER), Difficulties in Emotion Regulation Scale (DERS), Parenting Behavior and Coping with Children's Negative Emotions Scale (CCNES). Completing the scales took approximately half an hour. The emotion regulation scale was given only to mothers in order to examine their children's observed behaviors. The others were given to both mothers and fathers.

2.3 Materials

2.3.1 Demographic Information Form

Demographic Information Form included parents' and their children's background information such as age, gender, socioeconomic status, education level of parents, marital status, working conditions, etc. (See Appendix E).

2.3.2 Children's Negative Emotions Scale (CCNES)

Coping with Children's Negative Emotions Scale (CCNES) (Fabes, Eisenberg, & Bernzweig, 1990) was used for assessing parental emotional socialization. It is a self-report scale (See Appendix C). There are 12 scenarios in the scale. These scenarios include children's negative emotional experiences, and six different responses parents can give. For example, if my child falls off his/her bike and breaks it, and then gets upset and cries. I would: a) remain calm and not let myself get anxious. b) Comfort my child and try to get him/her to forget about the accident. c) Tell my child that he/she is over-reacting. d) Help my child figure out how to get the bike fixed e) Tell my child it's OK to cry. f) Tell my child to stop crying or he/she will not be allowed to ride his/her bike anytime soon. These are related to Problem-Focused Response, Emotion-

Focused Response, Expressive Encouragement Expression, Minimization Reaction, Punitive Reaction and Distress Reactions. Problem-focused responses show parents helping behaviors to their children, emotion-focused responses include helping behaviors that children feeling better themselves. Expressive encouragement response describes supporting to the child to express feelings, minimization reaction involves the children's emotional reactions importance for parents, punitive reactions reflect the parent's punitive responses to their children's emotional expressions and distress reactions involves the parent's responses to child emotions with distress. First five dimensions are related with parents' specific emotion socialization behaviors. Last one assesses parents' own feeling states rather than children's. Cronbach's alpha scores of punitive reactions, distress reactions, minimization reactions, problem focused responses, emotion focused responses and expressive encouragement were found with .69, .70, .78, .78, .80 and .85. (Fabes, Poulin, Eisenberg & Madden-Derdich, 2002) The Turkish adaptation of the scale was made by Yağmurlu, Yavuz and Altan (2012).

In the present study, the scale was given both mothers and fathers separately. Factor analysis and reliability analysis were conducted. All items were forced to one factor to see parental emotion socialization. In the mothers data; distress reaction subscale items Cronbach alpha was found .61. In the punitive reaction subscales three item (2f= "tell my child to stop crying or he/she won't be allowed to ride his/her bike anytime soon", 3f= "tell him/her that's what happens when you're not careful", 11c= "tell my child to behave or we'll have to go home right away") were deleted because of factor loading were low. After the items were removed, Cronbach alpha found .76. In the minimization reaction, expressive encouragement, emotion focused reactions and problem focused reactions subscales were examined and Cronbach alpha were found with .78, .84, .76, and .78.

In the fathers data distress reaction subscale items analyzed and only one item (10a = "NOT get upset myself") did not load at this factor. When the item was deleted, Cronbach alpha was found with .66. In the punitive reaction subscale one item (6d= "tell my child to straighten up or we'll go home right away") deleted. When the item was omitted, Cronbach alpha was .80. In the minimization reaction, expressive encouragement, emotion focused reactions, and problem focused reactions subscales

were examined similarly to the mothers and data all items were loaded well and Cronbach alpha were found with .82, .82, .70 and .76.

2.3.3 Difficulties in Emotion Regulation Scale (DERS)

Gratz and Roemer (2004) developed difficulties in Emotion Regulation Scale (See Appendix B). In the original form of scale, there are six subcategories in Difficulties in Emotion Regulation Scale (Gratz and Roemer, 2004). That are a) lack of awareness of emotional responses (awareness); (b) lack of clarity of emotional responses (clarity); (c) non-acceptance of emotional responses (non-acceptance); (d) limited access to effective strategies (strategies); (e) difficulties in controlling impulsive behavior when experiencing negative affect (impulse); and (f) difficulties in engaging goal directed behavior when experiencing negative affect (goals). It includes 36 items that are rated on a 5-point Likert-type scale. Cronbach's alpha was found as .93 for the total scale, implying high internal consistency, and alpha coefficients ranged from .80 to .89 for the subscales, indicating adequate internal consistency. Test-retest reliability was found to be .88 (Gratz & Roemer, 2004).

Rugancı and Gençöz (2010) translated the DERS in to Turkish, and Kavcıoğlu and Gençöz (2011) proposed some changes about items. In the Turkish version of this scale, six factor structure analysis was done like the original form of scale. 10th item "When I'm upset, I acknowledge my feelings." was deleted from these scales because it did not load the factors. Again, there are six categories in order to measure difficulties in emotion regulation. With these findings, 10th item was deleted from the Turkish version of scale and analysis were conducted with 35 item with all scale (Rugancı and Gençöz, 2010).

In this study, Turkish version of DERS was used for both mothers and fathers in order to measure their emotion regulation strategies. Thirty-five items were analyzed with six categories. For mothers, in the clarity subscale, all items were loaded at one factor and Cronbach alpha was found .66. In the awareness subscale 17th ("when I feel bad, I believe that my feelings are important and appropriate"). Item was deleted and Cronbach alpha was found .64. In the impulse, non-acceptance, lack of goals and lack

of strategies subscales were examined separately and Cronbach alpha were found with .72, .78, .71 and .76.

In the fathers scale, 5th ("I have difficulty making sense out of my feelings) item was deleted from clarity subscale and Cronbach alpha was found .50. It was accepted and analysis was conducted with this findings. In the awareness subscale 34th ("when I feel bad, I take time to understand what the feeling is really") item was deleted and Cronbach alpha was found .46. Impulse, non- acceptance, lack of goals and lack of strategies subscales were analyzed and similarly mothers scale all items worked well. Cronbach alpha were found .79, .92, .69 and .81.

2.3.4 Emotion Regulation Scale (ER)

Shields and Cicchetti (1997) developed emotion regulation scale and was adapted to Turkish version by Batum and Yağmurlu (2007) (See Appendix A). This scale measures preschoolers' and school age children's emotional reactions and regulating emotions to the environment. It includes 24 items on a 4 point Likert scale (1' Never 'and 4' Always'). Shields and Cicchetti (1997) did factor analysis and they found two subscales that Lability/ negativity and emotion regulation. Lability/ negativity subscales include motivation, anger management, reactivity for example; "react, without thinking". Emotion regulation subscale consists of emotions that are socially appropriated such as "can say sadness, anger and fears" Original form and Turkish version of scales internal consistency was found high and it shows high discriminant validity 0,73 (Batum and Yagmurlu, 2007; Shields and Cicchetti, 1997).

In this, study the checklist was given to the mothers to examine children's emotion regulation. Factor analysis was done with two-factor solution like original scale. In the emotion regulation subscale, there were eight items and any items worked in this study. At first the subscales Cronbach alpha was found .47. In the Çorapçı's study this subscales Cronbach alpha level for mothers was found .55 (Çorapçı, Aksan, Yalçın and Yağmurlu, 2010). In this study 23th item (can show negative emotions appropriately when peers act aggressively) was dropped. When the item was deleted, Cronbach alpha level was found .53.

In the lability/ negativity subscales, Cronbach alpha was found .67. After the factor, analysis 17th (while trying to add others to the game, extremely energetic and active) item was deleted because it did not work in this study. When the item was deleted Cronbach alpha was found .74.

2.3.5 Parenting Practices Questionnaire

Parenting Practices Questionnaire was developed by Durgel (2009) based on other parenting practices scales (Barber, 1996; Darling and Toyokawa, 1997; Deater-Deckard, 2000; Landry, Smith, Swank, Assel & Vellet, 2001; Power, 2002) (See Appendix D). The original scale includes 32 items rated on 5 point scale (1 never, 5 always). There were four factors that Warmth such as "I feel close to my child. ", Responsiveness "I give my child extra attention when s/he is frustrated. ", Autonomy-granting "I allow my child to have a say in family rules." and Demandingness "I tell my child how to behave."

In the original scale reliability, analysis was done for Turkish sample and the Cronbach alpha scores of subscales were found .73 for Warmth, .66 for Responsiveness, .68 for Autonomy and .65 for Demandingness.

In this study, both mothers and fathers completed parenting practices questionnaire in order to examine their parenting behaviors. Similarly there were 32 items totally with four subscales; warmth, responsiveness, autonomy- granting and demandingness. Internal consistency scores for this scale was examined both for mothers and for fathers separately.

In the mothers' sample, Cronbach alpha scores of the factors were .76 for Warmth, .65 for Responsiveness, .67 for Autonomy. 24th ("I expect my child to follow family rules) and 32th ("I talk about it with my child when s/he misbehaves) items were deleted because they did not load at Demandingness. After they were omitted, Cronbach alpha was found .76 for Demandingness.

In the fathers' sample reliability analysis was done and internal consistency scores were .58 for Warmth, .68 for Responsiveness, .65 for Autonomy and .67 for Demandingness.

CHAPTER 3
RESULT

The result includes three section. The first one shows data screening and cleaning, in the second one, descriptive statistics of demographic information and bivariate correlations among variables are illustrated and explained. The last section consists of hypothesis testing.

3.1 Data Screening and Cleaning

There was no missing value in this study. Participants answered all the questions in the surveys. There was no outlier in the data.

3.2 Descriptive Statistics of Measures in the Study

In this study, descriptive information of the measures have been examined by means, standard deviations, minimum and maximum range of scales. Difficulties in Emotion Regulation Scale with (DERS); lack of awareness of emotional responses (awareness), lack of clarity of emotional responses, non-acceptance of emotional responses (non-acceptance), limited access to effective strategies (strategies), difficulties in controlling impulsive behavior when experiencing negative affect and difficulties in engaging goal directed behavior when experiencing negative affect (goals). Emotion Regulation Scale (ER) with Lability/ negativity and emotion regulation subscale. Coping with Children's Negative Emotions Scale (CCNS) with Problem-Focused Response, Emotion-Focused Response, Expressive Encouragement Expression, Minimization Reaction, Punitive Reaction and Distress Reactions subscales. Parenting Scale with warmth, responsiveness, autonomy and demandingness subscales. The descriptive statistics of the Emotion Regulation Scale are summarized in Table 3.2.1.

Table 3.2.1. Descriptive Statistics of the Emotion Regulation Scale, Responded for Children

	M	SD	Min.	Max.
Total Emotion Regulation	1.17	.56	.03	2.16
Lability/Negativity	1.98	.31	1.40	2.80
Emotion Regulation	3.15	.33	2.38	3.63

As it is seen in Table 3.2.1., the highest mean score is about emotion regulation subscale. The mothers' mean ratings for children's emotion regulation subscale are higher than lability/negativity subscale mean scores. The descriptive statistics of the mothers all measures in the study are summarized in Table 3.2.2.

Table 3.2.2. Descriptive Statistics of the Difficulties in Emotion Regulation Scale (DERS), Coping with Children's Negative Emotion Scale (CCNES) and Parenting Scale that Responded by Mothers.

Mother	M	SD	Min.	Max.
Parenting Practices	3.98	.24	3.48	4.55
Warmth	4.33	.42	3.57	5.00
Responsiveness	4.43	.33	3.63	5.00
Autonomy Granting	4.12	.39	3.13	4.88
Demandingness	3.03	.53	1.89	4.44
Difficulties in Emotion Regulation	2.68	.29	2.13	3.84
Clarity	4.15	.46	3.20	5.00
Awareness	3.66	.58	2.00	4.75
Impulse	1.93	.57	1.00	3.33
Non-Acceptance	1.84	.53	1.00	3.00
Goals	2.60	.68	1.00	4.00
Strategies	1.87	.48	1.00	3.75
Emotion Socialization	2.94	.32	2.15	3.56
Distress Reactions	2.21	.48	1.22	3.44
Punitive Reaction	1.58	.48	1.00	3.56
Minimization Reaction	2.41	.54	1.17	4.00
Expressive Encouragement Expression	3.53	.65	2.08	4.83
Emotion-Focused Response	4.04	.41	2.83	5.00
Problem-Focused Response	3.88	.50	2.50	4.92

As it is seen in Table 3.2.2., the highest mean score is about subscales of parenting behaviors for responsiveness, Difficulties in Emotion Regulation Scale for clarity and coping with Children's Negative Emotion for emotion-focused response.

The descriptive statistics of the fathers all measures in the study are summarized in Table 3.2.3.

Table 3.2.3. Descriptive Statistics of the Difficulties in Emotion Regulation Scale (DERS), Coping with Children's Negative Emotion Scale (CCNES) and Parenting Scale that Responded by Fathers.

Father	M	SD	Min.	Max.
Parenting Practices	3.97	.23	3.47	4.52
Warmth	4.31	.34	3.29	5.00
Responsiveness	4.33	.35	3.50	5.00
Autonomy Granting	4.12	.39	3.13	4.88
Demandingness	3.14	.46	1.89	4.56
Difficulties in Emotion Regulation	2.62	.42	1.84	3.94
Clarity	3.94	.51	3.00	5.00
Awareness	3.67	.55	2.50	4.75
Impulse	1.96	.60	1.00	4.17
Non-Acceptance	1.82	.82	1.00	4.50
Goals	2.37	.59	1.20	4.00
Strategies	1.96	.62	1.00	3.75
Emotion Socialization	3.09	.30	2.52	3.76
Distress Reactions	2.24	.58	1.00	3.88
Punitive Reaction	1.71	.53	1.00	3.36
Minimization Reaction	2.64	.60	1.17	3.92
Expressive Encouragement Expression	3.72	.59	2.25	4.67
Emotion-Focused Response	4.21	.36	3.17	4.92
Problem-Focused Response	4.04	.42	3.08	4.83

As it is seen in Table 3.2.3., the highest mean score is about subscales of parenting behaviors for responsiveness, Difficulties in Emotion Regulation Scale for clarity and coping with Children's Negative Emotion for problem-focused response.

3.3 Mean Differences between Mothers' and Fathers' Scores for each Scale

An Independent Samples T-Test was performed to compare the parenting practices, difficulties in emotion regulation and emotion socialization levels between mothers and fathers. According to the results, considering gender of parents as independent variable, it has been found that there is no significant difference encountered in parenting practices questionnaire ($t_{(192)}$ = .037, $p > .05$). In the subscales of this questionnaire; warmth ($t_{(192)}$ = .350, $p > .05$), autonomy granting ($t_{(192)}$ = -.115, $p > .05$) and demandingness ($t_{(192)}$ = -1.599, $p > .05$), there is no significant differences between mothers and fathers mean scores. It has been found that only for responsiveness ($t_{(192)}$ = 2.164, $p < .05$) subscale there is a significant difference between mothers and fathers scores.

In terms of Difficulties in Emotion Regulation Scale there is no significant differences ($t_{(192)}$ = 1.096, $p > .05$). For each subscales such as awareness ($t_{(192)}$ = -.127, $p > .05$), impulse ($t_{(192)}$ = -.266, $p > .05$), non-acceptance ($t_{(192)}$ = .259, $p > .05$), strategies ($t_{(192)}$ = -1.181, $p > .05$) no differences between fathers' and mothers' scores were found. Instead, a significant difference encountered in subscales are clarity ($t_{(192)}$ = 3.008, $p < .01$) and goals ($t_{(192)}$ = 2.538, $p < .05$) between mothers' and fathers' score.

There are no significant differences between mothers and fathers' scores in terms of following subscales of Emotion Socialization, such as distress reactions ($t_{(192)}$ = -.313, $p > .05$) and punitive reaction ($t_{(192)}$ = -1.693, $p > .05$). Instead, a significant difference has been encountered in emotion socialization ($t_{(192)}$ = -3.379, $p < .01$), minimization reaction ($t_{(192)}$ = -2.850, $p < .01$), expressive encouragement expression ($t_{(192)}$ = -2.123, $p < .05$), emotion-focused response ($t_{(192)}$ = -2.989, $p < .01$) and problem-focused response ($t_{(192)}$ = -2.399, $p < .05$).

Finally, table 3.3.1. shows that; mothers (M = 4.43, SD = .33; M = 4.15, SD = .46; M = 2.60, SD = .68) tend to have higher responsiveness, clarity and goals levels than fathers (M = 4.33, SD = .35; M = 3.94, SD = .51; M = 2.37, SD = .59). Fathers (M = 3.09, SD = .30; M = 2.64, SD = .60; M = 3.72, SD = .59; M = 4.21, SD = .36; M = 4.04, SD = .42) tend to have higher emotion socialization, minimization reaction, expressive encouragement expression, emotion-focused response and problem-focused response

levels than mothers (*M* = 2.94, *SD* = .32; *M* = 2.41, *SD* = .54; *M* = 3.53, *SD* = .65; *M* = 4.04, *SD* = .41; *M* = 3.88, *SD* = .50).

Table 3.3.1. Mean Differences between Mothers' and Fathers' Scores for each Scale

	Mothers (n=97)		Fathers (n=97)		Independent Samples T-Test		
	M	SD	M	SD	t	sd	p
Parenting Practices	3.98	.24	3.97	.23	.037	192	.970
Warmth	4.33	.42	4.31	.34	.350	192	.727
Responsiveness	4.43	.33	4.33	.35	2.164	192	.032
Autonomy Granting	4.12	.39	4.12	.39	-.115	192	.908
Demandingness	3.03	.53	3.14	.46	-1.599	192	.112
Difficulties in Emotion Regulation	2.68	.29	2.62	.42	1.096	192	.275
Clarity	4.15	.46	3.94	.51	3.008	192	.003
Awareness	3.66	.58	3.67	.55	-.127	192	.899
Impulse	1.93	.57	1.96	.60	-.266	192	.791
Non-Acceptance	1.84	.53	1.82	.82	.259	192	.796
Goals	2.60	.68	2.37	.59	2.538	192	.012
Strategies	1.87	.48	1.96	.62	-1.181	192	.239
Emotion Socialization	2.94	.32	3.09	.30	-3.379	192	.001
Distress Reactions	2.21	.48	2.24	.58	-.313	192	.754
Punitive Reaction	1.58	.48	1.71	.53	-1.693	192	.092
Minimization Reaction	2.41	.54	2.64	.60	-2.850	192	.005
Expressive Encouragement Expression	3.53	.65	3.72	.59	-2.123	192	.035
Emotion-Focused Response	4.04	.41	4.21	.36	-2.989	192	.003
Problem-Focused Response	3.88	.50	4.04	.42	-2.399	192	.017

3.4 Correlations among the Scores of Parents Variables (DERS, CCNES and Parenting), Background Information of Participants and Children Variables (ER)

3.4.1 Correlations between Background Information and the scores of ER of Children

Bivariate correlations have been examined to see relationships between children's emotion regulation scores and demographic information of children and their parents.

Table 3.4.1. Testing the Statistical Relationship between the Demographic Variables and the Scores of Children Emotion Regulation

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1. Total Emotion Regulation	-														
2. Lability/Negativity	-.86**	-													
3. Emotion Regulation	.88**	-.51**	-												
4. Child's Age (Month)	.21*	-.12	.24*	-											
5. Child's Age at the Start of Kindergarten (Month)	.17	-.15	.15	.47**	-										
6. Mother's Age	.09	-.08	.08	-.03	.09	-									
7. Mother's Total Education Duration (Year)	-.01	-.01	-.03	-.04	.06	-.09	-								
8. Mother's Total Working Duration (Month)	.04	-.07	-.01	.35**	.24*	.40**	.23*	-							
9. Mother's Total Working Hours Per Week	.09	-.08	.08	.24*	.26*	.05	.22*	.70**	-						
10. Mother's Total Working Days Per Week	.04	-.06	.01	.27**	.27**	.07	.22*	.74**	.96**	-					
11. Father's Age	.14	-.17	.07	-.06	.11	.73**	-.02	.37**	.06	.07	-				
12. Father's Total Education Duration (Year)	-.16	.16	-.12	.07	.10	-.13	.18	.11	.15	.14	-.21*	-			
13. Father's Total Working Hours Per Week	-.01	.02	.01	-.02	-.07	.17	-.23*	-.18	-.22*	-.27**	.21*	-.09	-		
14. Father's Total Working Days Per Week	.01	.00	.02	-.06	-.10	.20*	-.21*	.00	-.15	-.19	.28**	-.27**	.56**		
15. Number of Rooms at Home	.06	-.06	.04	.13	.02	-.07	.03	-.09	-.11	-.09	-.23*	.33**	-.12	1111	

***p<.01, *p<05*

Total emotion regulation score has been found to be positively correlated with child's age (month) ($r_{(95)}$ = .21, p < .05). Additionally, emotion regulation and child's age (month) ($r_{(95)}$ = .24, p < .05) are positively correlated. It means the more age of children increase, emotion regulation skills increase.

Child's age (month) and mother's total working duration (month) ($r_{(95)}$ = .35, p < .01), mothers' total working hours per week ($r_{(95)}$ = .24, p < .05), mothers' total working days per week ($r_{(95)}$ = .27, p < .01) and child's age at the start of kindergarten (month) ($r_{(95)}$ = .47, p < .01) are significantly correlated in a positive way. Child's age at the beginning of kindergarten (month) has been found to be positively correlated with mother's total working duration (month) ($r_{(95)}$ = .24, p < .05), mothers' total working hours per week ($r_{(95)}$ = .26, p < .05) and mothers' total working days per week ($r_{(95)}$ = .27, p < .01)

Mother's age is positively correlated with mothers' total working duration (month) ($r_{(95)}$ = .40, p < .01), father's age ($r_{(95)}$ = .73, p < .01) and father's total working days per week ($r_{(95)}$ = .20, p < .05). Mother's total education duration (year) and father's

total working hours per week ($r_{(95)} = -.23$, $p < .05$) and father's total working days per week ($r_{(95)} = -.21$, $p < .05$) are negatively correlated. On the other hand mother's total education duration (year) is positively correlated with mothers' total working duration (month) ($r_{(95)} = .23$, $p < .05$), mothers' total working hours per week ($r_{(95)} = .22$, $p < .05$) and mother's total working days per week ($r_{(95)} = .22$, $p < .05$).

In the mothers working conditions; mothers' total working duration (month) is positively correlated with mothers' total working hours per week ($r_{(95)} = .70$, $p < .01$), mother's total working days per week ($r_{(95)} = .74$, $p < .01$) and father's age ($r_{(95)} = .37$, $p < .01$). However, mothers' total working hours per week is negatively correlated with fathers' total working hours per week ($r_{(95)} = -.22$, $p < .05$) and positively correlated with mothers' total working days per week ($r_{(95)} = .96$, $p < .01$). Mothers' total working days per week is negatively correlated with fathers' total working hours per week ($r_{(95)} = -.27$, $p < .01$).

Father's age and father's total education duration (year) ($r_{(95)} = -.21$, $p < .05$), number of rooms at home ($r_{(95)} = -.23$, $p < .05$) are significantly correlated in a negative way. On the other hand, fathers age is positively correlated with fathers' total working hours per week ($r_{(95)} = .21$, $p < .05$) and fathers' total working days per week ($r_{(95)} = .28$, $p < .01$).

Father's total education duration (year) and father's total working days per week ($r_{(95)} = -.27$, $p < .01$) are negatively correlated but number of rooms at home ($r_{(95)} = .33$, $p < .01$) are significantly correlated in a positive way with fathers' total education duration (year). Fathers' total working hours per week is positively correlated with father's total working days per week ($r_{(95)} = .56$, $p < .01$) .

3.4.2 Correlations between the Scores of ER of Children and DERS, CCNS and Parenting of Mothers

Table 3.4.2. Testing the Statistical Relationship between the Scores of DERS, CCNES and Parenting for Mothers and Children Emotion Regulation

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
1. Total Emotion Regulation	-																	
2. Lability/Negativity	-.86**	-																
3. Emotion Regulation	.88**	-.51**	-															
4. Warmth	.16	-.03	.24*	-														
5. Responsiveness	-.01	.01	-.01	.35**	-													
6. Autonomy Granting	.20*	-.22*	.14	-.02	.42**	-												
7. Demandingness	-.32**	.19	-.37**	.01	.22*	-.22*	-											
8. Clarity	.00	-.05	-.06	.20*	.10	-.13	.11	-										
9. Awareness	.20*	-.11	.23*	.10	.22*	.10	.08	.43**	-									
10. Impulse	-.20*	.13	-.21*	-.05	-.13	-.09	.17	-.39**	-.22*	-								
11. Non-Acceptance	.10	-.12	.06	-.10	-.31**	-.10	-.16	-.19	.08	.38**	-							
12. Goals	-.28**	.28**	-.20	-.16	.02	.03	.02	-.20*	-.12	.43**	.31**	-						
13. Strategies	-.36**	.32**	-.30**	-.18	-.19	-.10	.14	-.26*	-.09	.55**	.66**	.49**	-					
14. Distress Reactions	-.30**	.34**	-.18	.02	.06	-.40**	.39**	.26**	.12	-.07	-.03	-.06	.13	-				
15. Punitive Reaction	-.37**	.32**	-.32**	-.24*	-.21*	-.28**	.12	.05	-.15	.37**	.39**	.40**	.48**	.36**	-			
16. Minimization Reaction	-.18	.07	-.24*	.07	-.09	-.32**	.21*	.25*	.00	.14	.21*	-.07	.17	.55**	.46**	-		
17.Expressive Encouragement Expression	.19	-.12	.21*	.34**	-.04	.03	.05	.09	.26**	.05	.21*	-.30**	.14	-.02	-.08	.22*	-	
18.Emotion-Focused Response	.23*	-.16	.23*	.38**	-.05	.00	.15	.09	.24*	.08	.17	-.40**	.01	.07	-.13	.19	.65**	-
19. Problem-Focused Response	.34**	-.28**	.31**	.42**	.05	-.01	.08	.09	.25*	.03	.15	-.53**	-.11	.09	-.21*	.23*	.66**	.87**

***p<.01, *p<05*

Total emotion regulation is negatively correlated with demandingness ($r_{(95)}$= -.32, p < .01), impulse ($r_{(95)}$= -.20, p < .05), goals ($r_{(95)}$= -.28, p < .01), strategies ($r_{(95)}$= -.36, p < .01), distress reactions ($r_{(95)}$= -.30, p < .01) and punitive reaction ($r_{(95)}$= -.37, p < .01) subscale scores of mothers scales. It is positively correlated with autonomy granting ($r_{(95)}$= .20, p < .05), awareness ($r_{(95)}$= .20, p < .05), emotion-focused response ($r_{(95)}$= .23, p < .05) and problem-focused response ($r_{(95)}$= .34, p < .01) subscale scores of mothers scales.

Lability/negativity scores of children have been found to be negatively correlated with mothers autonomy granting (r(95)= -.22, p < .05) and problem-focused response

(r(95)= -.28, p < .01). On the other hand, positively correlated with impulsivity (r(95)= .27, p < .01), goals (r(95)= .28, p < .01), strategies (r(95)= .32, p < .01), distress reactions (r(95)= .34, p < .01) and punitive reactions (r(95)= .32, p < .01) subscale scores of mothers.

Children emotion regulation subscale scores have been found to be negatively correlated with mothers' scores of demandingness (r(95)= -.37, p < .01), impulse (r(95)= -.21, p < .05), strategies (r(95)= -.30, p < .01), punitive reaction (r(95)= -.32, p < .01) and minimization reaction (r(95)= -.24, p < .05). On the other hand emotion regulation in children positively correlated with mothers' warmth (r(95)= .24, p < .05), awareness (r(95)= .23, p < .05), expressive encouragement expression (r(95)= .21, p < .05), emotion-focused response (r(95)= .23, p < .05) and problem-focused response (r(95)= .31, p < .01).

In the parenting scale; Mothers' warmth scores have been found to be positively correlated with clarity (r(95)= .20, p < .05), expressive encouragement expression (r(95)= .34, p < .01), emotion-focused response (r(95)= .38, p < .01), problem-focused response (r(95)= .42, p < .01) and responsiveness (r(95)= .35, p < .01) scores of mothers. However, responsiveness scores of mothers have been found to be negatively correlated with non-acceptance (r(95)= -.31, p < .01) and punitive reaction (r(95)= -.21, p < .05) scores, but responsiveness scores of mothers are positively correlated with autonomy granting (r(95)= .42, p < .01), demandingness (r(95)= .22, p < .05) and awareness (r(95)= .22, p < .05) scores of mothers. Mothers autonomy granting scores are negatively correlated with demandingness (r(95)= -.22, p < .05), distress reactions (r(95)= -.40, p < .01), punitive reaction (r(95)= -.28, p < .01) and minimization reaction (r(95)= -.32, p < .01) subscale scores. Demandingness subscale scores of mothers positively correlated with distress reactions (r(95)= .39, p < .01) and minimization reaction (r(95)= .21, p < .05) subscale scores.

In the difficulties in emotion regulation scale; while clarity subscale scores of mothers are negatively correlated with impulse (r(95)= -.39, p < .01), goals (r(95)= -.20, p < .05), strategies (r(95)= -.26, p < .05) subscale scores. It is positively correlated with awareness (r(95)= .43, p < .01), distress reactions (r(95)= .26, p < .01) and minimization reaction (r(95)= .25, p < .05). Mothers' awareness subscale scores are

positively correlated with expressive encouragement expression (r(95)= .26, p < .01), emotion-focused response (r(95)= .24, p < .05) and problem-focused response (r(95)= .25, p < .05) subscale scores. However, this is negatively correlated with impulse (r(95)= -.22, p < .05) subscale scores. Impulse subscale scores of mothers positively correlated with non-acceptance (r (95) = .38, p < .01), goals (r(95)= .43, p < .01), strategies (r(95)= .55, p < .01) and punitive reaction (r(95)= .37, p < .01). Non-acceptance subscale scores of mothers are positively correlated with goals (r(95)= .31, p < .01), strategies (r(95)= .66, p < .01), punitive reaction (r(95)= .39, p < .01), minimization reaction (r(95)= .21, p < .05), expressive encouragement expression (r(95)= .21, p < .05) subscales scores. Mothers' goals subscale scores have been found to be negatively correlated with expressive encouragement expression (r(95)= -.30, p < .01), emotion-focused response (r(95)= -.40, p < .01), problem-focused response (r(95)= -.53, p < .01) subscales scores but positively correlated with strategies (r(95)= .49, p < .01), punitive reaction (r(95)= .40, p < .01) subscales scores. Strategies of mothers and punitive reaction subscales scores (r(95)= .48, p < .01) are positively correlated.

In the coping with children negative emotion scale; distress reactions subscale scores of mothers are positively correlated with punitive reaction (r(95)= .36, p < .01) and minimization reaction (r(95)= .55, p < .01) subscales scores. Punitive reactions subscales scores of mothers and problem-focused response (r(95)= -.21, p < .05) subscale score are negatively correlated but minimization reaction (r(95)= .46, p < .01) subscale score are positively correlated. Minimization reaction subscale scores of mothers are positively correlated with expressive encouragement expression (r(95)= .22, p < .05) and problem-focused response (r(95)= .23, p < .05) subscales scores. Mothers expressive encouragement expression subscale scores are positively correlated with emotion-focused response (r(95)= .65, p < .01), problem-focused response (r(95)= .66, p < .01) subscales scores. Emotion-focused response subscale scores of mothers and problem-focused response (r(95)= .87, p < .01) subscale scores are significantly correlated in a positive way.

3.4.3 Correlations between the Scores of ER of Children and DERS, CCNS and Parenting of Fathers

Table 3.4.3. Testing the Statistical Relationship between The Scores of DERS, CCNES and Parenting for Fathers and Children Emotion Regulation

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
1. Total Emotion Regulation	-																	
2. Lability/Negativity	-.86**	-																
3. Emotion Regulation	.88**	-.51**	-															
4. Warmth	.23*	-.15	.24*	-														
5. Responsiveness	-.06	.14	.03	.43**	-													
6. Autonomy Granting	.16	-.13	.16	.29**	.32**	-												
7. Demandingness	-.07	.16	.03	-.05	.08	-.09	-											
8. Clarity	.14	-.24*	.01	.07	.07	.08	.03	-										
9. Awareness	.01	-.09	-.06	.06	-.06	.03	.13	.39**	-									
10. Impulse	-.13	.17	-.06	.00	-.13	-.21*	.01	-.22*	.13	-								
11. Non-Acceptance	-.20	.17	-.18	-.09	-.15	-.18	-.12	-.11	.19	.79**	-							
12. Goals	-.27**	.24*	-.24*	.03	-.09	-.06	-.12	-.11	.27**	.66**	.63**	-						
13. Strategies	-.23*	.19	-.21*	-.13	-.18	-.16	-.14	-.29**	.14	.67**	.82**	.66**	-					
14. Distress Reactions	-.22*	.30**	-.10	-.05	-.07	-.13	.05	.06	.09	.18	.33**	.13	.21*	-				
15. Punitive Reaction	-.26**	.27**	-.19	-.27**	-.21*	-.40**	.34**	-.02	-.07	.20	.25*	.08	.22*	.62**	-			
16. Minimization Reaction	-.24*	.12	-.30**	-.22*	-.18	-.27**	.12	.03	.00	.23*	.35**	.16	.33**	.42**	.66**	-		
17.Expressive Encouragement Expression	.25*	-.18	.25*	.22*	.20	.29**	-.21*	.20*	-.08	-.06	-.11	-.17	-.22*	.21*	-.10	-.12	-	
18.Emotion-Focused Response	.15	-.15	.12	.29**	.38**	.24*	-.31**	.03	.07	-.08	-.11	-.13	-.11	-.14	-.37**	-.15	.48**	-
19.Problem-Focused Response	.19	-.21*	.13	.37**	.27**	.18	-.30**	.12	.03	-.14	-.13	-.22*	-.22*	.08	-.16	-.05	.66**	.71**

***p<.01, *p<05*

Total emotion regulation of children is negatively correlated with fathers goals ($r_{(95)}$= -.27, $p < .01$), strategies ($r_{(95)}$= -.23, $p < .05$), distress reactions ($r_{(95)}$= -.22, $p < .05$), punitive reaction ($r_{(95)}$= -.26, $p < .01$), minimization reaction ($r_{(95)}$= -.24, $p < .05$) subscales scores. However, it is positively correlated with warmth ($r_{(95)}$= .23, $p < .05$) and expressive encouragement expression ($r_{(95)}$= .25, $p < .05$) subscale score of fathers.

Lability/negativity scores of children are negatively correlated with fathers' subscale scores for clarity (r(95)= -.24, p < .05), problem-focused response (r(95)= -.21, p < .05). On the other hand, lability/ negativity scores of children are positively correlated

with fathers' goals ($r(95)= .24$, $p < .05$), distress reactions ($r(95)= .30$, $p < .01$), punitive reaction ($r(95)= .27$, $p < .01$) subscales scores.

Children's emotion regulation score is negatively correlated with fathers' goals ($r(95)= -.24$, $p < .05$), strategies ($r(95)= -.21$, $p < .05$), minimization reaction ($r(95)= -.30$, $p < .01$) subscales scores. But it is positively correlated with warmth ($r(95)= .24$, $p < .05$) and expressive encouragement expression ($r(95)= .25$, $p < .05$) subscales scores of fathers.

In the parenting scale; fathers' warmth score is positively correlated with fathers' responsiveness ($r(95)= .43$, $p < .01$), autonomy granting ($r(95)= .29$, $p < .01$), expressive encouragement expression ($r(95)= .22$, $p < .05$), emotion-focused response ($r(95)= .29$, $p < .01$) and problem-focused response ($r(95)= .37$, $p < .01$) subscales scores. Unlikely, this is negatively correlated with punitive reaction ($r(95)= -.27$, $p < .01$) and minimization reaction ($r(95)= -.22$, $p < .05$) subscales scores of fathers. Fathers responsiveness scores are positively correlated with fathers' autonomy granting ($r(95)= .32$, $p < .01$), emotion-focused response ($r(95)= .38$, $p < .01$), and problem-focused response ($r(95)= .27$, $p < .01$) subscales scores. However, this is negatively correlated with punitive reaction ($r(95)= -.21$, $p < .05$) subscale score of fathers. Fathers' autonomy granting scores are negatively correlated with fathers impulse ($r(95)= -.21$, $p < .05$), punitive reaction ($r(95)= -.40$, $p < .01$), minimization reaction ($r(95)= -.27$, $p < .01$) subscales scores, whereas it is positively correlated with expressive encouragement expression ($r(95)= .29$, $p < .01$), emotion-focused response ($r(95)= .24$, $p < .05$) subscales scores of fathers. Fathers' demandingness scores are negatively correlated with fathers expressive encouragement expression ($r(95)= -.21$, $p < .05$), emotion-focused response ($r(95)= -.31$, $p < .01$), problem-focused response ($r(95)= -.30$, $p < .01$) subscales scores. In contrast, it is positively correlated with punitive reaction ($r(95)= .34$, $p < .01$) subscale score of fathers.

In the difficulties in emotion regulation scale; clarity scores of fathers are negatively correlated with fathers' impulse ($r(95)= -.22$, $p < .05$) and strategies ($r(95)= -.29$, $p < .01$) subscales scores while it is positively correlated with fathers' awareness ($r(95)= .39$, $p < .01$)and expressive encouragement expression ($r(95)= .20$, $p < .05$) subscales

scores. Fathers' awareness scores are positively correlated with fathers goals ($r(95)= .27$, $p < .01$) subscale scores. However, Impulse scores of fathers are positively correlated with fathers non-acceptance ($r(95)= .79$, $p < .01$), goals ($r(95)= .66$, $p < .01$), strategies ($r(95)= .67$, $p < .01$) and minimization reaction ($r(95)= .23$, $p < .05$) subscales scores. Father's non-acceptance scores are positively correlated with fathers goals ($r(95)= .63$, $p < .01$), strategies ($r(95)= .82$, $p < .01$), distress reactions ($r(95)= .33$, $p < .01$), punitive reaction ($r(95)= .25$, $p < .05$) and minimization reaction ($r(95)= .35$, $p < .01$) subscale scores. Fathers' goals scores are negatively correlated with fathers problem-focused response ($r(95)= -.22$, $p < .05$) subscale scores. But it is positively correlated with fathers' strategies ($r(95)= .66$, $p < .01$) subscale score. Fathers' strategies scores negatively correlated with fathers expressive encouragement expression ($r(95)= -.22$, $p < .05$), problem-focused response ($r(95)= -.22$, $p < .05$) subscale scores. But it is positively correlated with distress reactions ($r(95)= .21$, $p < .05$), punitive reaction ($r(95)= .22$, $p < .05$) and minimization reaction ($r(95)= .33$, $p < .01$) subscales scores.

In the coping with children's negative emotion scale; distress reactions scores of fathers are positively correlated with punitive reaction ($r(95)= .62$, $p < .01$), minimization reaction ($r(95)= .42$, $p < .01$) and expressive encouragement expression ($r(95)= .21$, $p < .05$) subscales scores of fathers. Punitive reaction scores of fathers are negatively correlated with emotion-focused response ($r(95)= -.37$, $p < .01$) subscale score of fathers while it is positively correlated with minimization reaction ($r(95)= .66$, $p < .01$) subscale score of fathers. Expressive encouragement expressions scores of fathers are positively correlated with emotion-focused response ($r(95)= .48$, $p < .01$) and problem-focused response ($r(95)= .66$, $p < .01$) subscales scores of fathers. Emotion-focused response scores of fathers and problem-focused response ($r(95)= .71$, $p < .01$) subscale scores of fathers are significantly correlated in a positive way.

3.5 Results about Hypothesis Testing of the Study

In this part of the study, it is aimed to reveal whether parents' parenting practices, difficulties in emotion regulation and emotion socialization have a significant role on their children's emotion regulation. In this section, sub-dimensions of parenting practices, difficulties in emotion regulation and emotion socialization scale are

included in the regression analysis separately using enter method. In this way, it will be seen that which sub-dimension of each variable has a significant relationship in children's emotion regulation. The variables found in this section will be included in the analysis in the other section.

3.5.1 Hypothesis 1: Do mothers' emotion regulation strategies predict children's emotion regulation strategies?

A basic linear regression has been separately calculated to predict lability/negativity of children, emotion regulation in children and total emotion regulation in children based on subscales of the difficulties in emotion regulation of mother in order to see relationship between mothers and their children emotion regulation strategies. The regression result summary is shown in Tables. (3.5.1.1., 3.5.1.2., 3.5.1.3.)

It can be observed that non-acceptance ($\beta = -.57$, $p < .001$) and lack of strategies ($\beta = .66$, $p < .001$) subscale scores of mothers are significant predictors of lability/negativity subscale scores in children ($R^2 = .32$, $F(6,90) = 6.984$, $p < .001$). These variables account for a significant amount of variance in lability/negativity scores in children, which explains 32% of the variance in lability /negativity scores in children.

Table 3.5.1.1. Linear Regression Model of Lability/Negativity Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Mother

	B	SE	*β*	t	p	F	*R²*	A*R²*	Tolerance	VIF
						6.984	.32	.27		
Clarity (Mother)	.01	.07	.02	.159	.874				.706	1.417
Awareness (Mother)	-.01	.05	-.01	-.137	.891				.764	1.309
Impulse (Mother)	-.05	.06	-.09	-.760	.449				.595	1.680
Non-Acceptance (Mother)	-.33	.07	-.57	-4.792	.000				.536	1.864
Goals (Mother)	.08	.05	.18	1.751	.083				.723	1.384
Strategies (Mother)	.43	.09	.66	4.928	.000				.423	2.367

Dependent Variable: Lability/Negativity (Child)

The basic linear regression for emotion regulation subscale scores reveal the clarity ($\beta = -.28$, $p < .01$), awareness ($\beta = .24$, $p < .05$), non-acceptance ($\beta = .40$, $p < .001$) and

lack of strategies (β = -.53, $p < .001$) subscales scores of mother significant predictors of emotion regulation in children. (R^2 = .29, $F_{(6,90)}$ = 6.201, $p < .001$). These variables explain 29% of the variance in emotion regulation scores for children.

Table 3.5.1.2. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Mother

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						6.201	.29	.25		
Clarity (Mother)	-.20	.08	-.28	-2.650	.010				.706	1.417
Awareness (Mother)	.14	.06	.24	2.392	.019				.764	1.309
Impulse (Mother)	-.06	.07	-.11	-.955	.342				.595	1.680
Non-Acceptance (Mother)	.25	.07	.40	3.282	.001				.536	1.864
Goals (Mother)	-.02	.05	-.04	-.429	.669				.723	1.384
Strategies (Mother)	-.37	.09	-.53	-3.921	.000				.423	2.367

Dependent Variable: Emotion Regulation (Child)

Finally, basic linear regression has been calculated to predict total emotion regulation scores of children based on subscales scores of the difficulties in emotion regulation of mother. Non-acceptance (β = .55, $p < .001$) and lack of strategies (β = -.68, $p < .001$) subscales scores of mother have been found significant predictors of total emotion regulation in children. (R^2 = .37, $F_{(6,90)}$ = 8.844, $p < .001$). These variables explain 37% of the variance in total emotion regulation scores in children.

Table 3.5.1.3. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Mother

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						8.844	.37	.33		
Clarity (Mother)	-.21	.12	-.17	-1.753	.083				.706	1.417
Awareness (Mother)	.15	.09	.15	1.579	.118				.764	1.309
Impulse (Mother)	-.02	.11	-.02	-.157	.876				.595	1.680
Non-Acceptance (Mother)	.58	.12	.55	4.840	.000				.536	1.864
Goals (Mother)	-.10	.08	-.13	-1.287	.202				.723	1.384
Strategies (Mother)	-.79	.15	-.68	-5.320	.000				.423	2.367

Dependent Variable: Total emotion regulation (Child)

These findings show that mothers' emotion regulation strategies are related to their children emotion regulation. It supports the first hypothesis of the study. In children emotion regulation skills, lability/negativity is related to mothers' non- acceptance of emotional responses and limited access to effective strategies. Emotion regulation of children are related to mothers' lack of clarity of emotional responses, lack of awareness of emotional responses, non-acceptance of emotional responses and limited access to effective strategies. Total emotion regulation for children is related to mothers' non-acceptance of emotional responses and limited access to effective strategies. In summary; it is important for children's emotion regulation that mothers' acceptance of their own emotional responses and accessing to effective emotion regulation strategies.

3.5.2 Hypothesis 2: Do father's emotion regulation strategies predict children's emotion regulation strategies?

A basic linear regression was separately calculated to predict lability/negativity scores in children, emotion regulation scores in children and total emotion regulation scores in children based on subscales of the difficulties in emotion regulation of fathers in order to see relationship between fathers' and their children's emotion regulation skills. The regression result summary is shown in Tables. (3.5.2.1., 3.5.2.2., 3.5.2.3.)

It is found that there is no subscale scores of fathers' difficulties in emotion regulation significant predictor of lability/negativity subscale score of children. ($F_{(6,90)} = 1.855$, $p > .05$). It shows fathers' difficulties in emotion regulation is not related to children lability/negativity scores.

Table 3.5.2.1. Linear Regression Model of Lability/Negativity Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						1.855	.11	.05		
Clarity (Father)	-.12	.07	-.20	-1.667	.099				.662	1.510
Awareness (Father)	-.05	.06	-.08	-.730	.467				.738	1.354
Impulse (Father)	-.05	.09	-.10	-.539	.591				.313	3.196
Non-Acceptance (Father)	.05	.08	.14	.623	.535				.197	5.064
Goals (Father)	.14	.08	.27	1.793	.076				.451	2.217
Strategies (Father)	-.04	.10	-.08	-.416	.678				.249	4.023

Dependent Variable: Lability/Negativity (Child)

A basic linear regression has been calculated to predict emotion regulation subscale score of children based on subscales of the difficulties in emotion regulation of fathers. It is shown that there is no subscale of fathers' difficulties in emotion regulation contributed significantly in to the linear regression model ($F(_{6,90}) = 1.651$, $p > .05$).

Table 3.5.2.2. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Fathers

	B	SE	β	T	p	F	R^2	AR^2	Tolerance	VIF
						1.651	.10	.04		
Clarity (Father)	-.01	.08	-.02	-.129	.898				.662	1.510
Awareness (Father)	.02	.07	.03	.246	.806				.738	1.354
Impulse (Father)	.18	.10	.32	1.792	.077				.313	3.196
Non-Acceptance (Father)	-.07	.09	-.17	-.736	.463				.197	5.064
Goals (Father)	-.16	.08	-.29	-1.922	.058				.451	2.217
Strategies (Father)	-.06	.11	-.11	-.543	.588				.249	4.023

Dependent Variable: Emotion Regulation (Child)

Finally, basic linear regression has been calculated to predict total emotion regulation subscale scores of children based on subscales of the difficulties in emotion regulation

of subscale scores fathers. Goals (β = -.32, p < .05) subscale score of fathers has been found significant predictors of total emotion regulation in children (R^2 = .11, $F_{(6,90)}$ = 1.844, p < .05). It is explained by 11% of the variance in total emotion regulation in children.

Table 3.5.2.3. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Difficulties in Emotion Regulation Subscale Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						1.844	.11	.05		
Clarity (Father)	.11	.13	.10	.853	.396				.662	1.510
Awareness (Father)	.06	.12	.06	.553	.581				.738	1.354
Impulse (Father)	.22	.16	.24	1.366	.175				.313	3.196
Non-Acceptance (Father)	-.12	.15	-.18	-.785	.434				.197	5.064
Goals (Father)	-.30	.14	-.32	-2.142	.035				.451	2.217
Strategies (Father)	-.02	.18	-.02	-.091	.928				.249	4.023

Dependent Variable: Total Emotion Regulation (Child)

In this analysis, the predictors of children emotion regulation have been examined with father's emotion regulation. Findings show that only fathers' difficulties in engaging goal directed behavior when experiencing negative affect subscale predict children's total emotion regulation. Hypothesis supported only predicting total emotion regulation scores of children. When it is analyzed separately, in lability/negativity and emotion regulation subscales of children there is no significant relationship. This means that fathers' goal directed behavior when experiencing negative affect important for children's emotion regulation.

3.5.3 Hypothesis 3: Do mothers' and fathers' emotion socialization strategies predict children's emotion regulation strategies?

A basic linear regression has been separately calculated to predict lability/negativity scores of children, emotion regulation scores in children and total emotion regulation scores in children based on subscales of the coping with children negative emotion scale of mothers in order to see relationship between mothers emotion socialization and their children emotion regulation skills. The regression result summary is shown in Tables 3.5.3.1., 3.5.3.2., 3.5.3.3.

A basic linear regression has been calculated to predict lability/negativity subscale score of children based on subscales of the emotion socialization of mothers. The basic linear regression reveals that distress reactions ($\beta = .42, p < .001$) and problem-focused response ($\beta = -.56, p < .01$) subscale scores of mothers contributed significantly to the regression model, ($R^2 = .29, F_{(6,90)} = 6.132, p < .001$). These variables explain 29% of the variance in lability/negativity in children.

Table 3.5.3.1. Linear Regression Model of Lability/Negativity Scores of Children Predicted by Emotion Socialization Subscale Scores of Mother

	B	SE β	t	p	F	R^2	AR^2	Tolerance	VIF
					6.132	.29	.24		
Distress Reactions (Mother)	.27	.07 .42	3.841	.000				.656	1.525
Punitive Reaction (Mother)	.12	.07 .19	1.735	.086				.647	1.546
Minimization Reaction (Mother)	-.12	.07 -.21	-1.681	.096				.528	1.892
Expressive Encouragement Expression (Mother)	.07	.06 .15	1.190	.237				.520	1.922
Emotion-Focused Response (Mother)	.20	.14 .27	1.408	.162				.222	4.499
Problem-Focused Response (Mother)	-.35	.12 -.56	-2.821	.006				.200	4.994

Dependent Variable: Lability/Negativity (Child)

A basic linear regression has been calculated to understand whether the emotion socialization subscale scores of mothers predict the emotion regulation scores of children. The basic linear regression reveals the minimization reaction ($\beta = -.26, p < .05$) and problem-focused response ($\beta = .46, p < .05$) subscale scores of mothers contributed significantly to the regression model, ($R^2 = .22, F_{(6,90)} = 4.241, p < .001$). It is explains 22% of the variance in children emotion regulation scores.

Table 3.5.3.2. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Emotion Socialization Subscale Score of Mother

	B	SE β	t	p	F	R^2	AR^2	Tolerance	VIF
					4.241	.22	.17		
Distress Reactions (Mother)	-.01	.08 -.02	-.177	.860				.656	1.525
Punitive Reaction (Mother)	-.08	.08 -.12	-1.004	.318				.647	1.546
Minimization Reaction (Mother)	-.16	.08 -.26	-2.019	.046				.528	1.892
Expressive Encouragement Expression (Mother)	.04	.07 .07	.567	.572				.520	1.922
Emotion-Focused Response (Mother)	-.14	.16 -.18	-.905	.368				.222	4.499
Problem-Focused Response (Mother)	.30	.14 .46	2.206	.030				.200	4.994

Dependent Variable: Emotion Regulation (Child)

A basic linear regression has been calculated to study whether the emotion socialization subscales scores of mothers predict the scores of total emotion regulation scale of children. The basic linear regression reveals the distress reactions (β = -.25, p < .05) and problem-focused response (β = .58, $p < .01$) subscale scores of mothers contributed significantly to the regression model, (R^2 = .28, $F_{(6,90)}$ = 5.849, $p < .001$). These variables explain 28% of the variance in children total emotion regulation score.

Table 3.5.3.3. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Emotion Socialization Subscale Scores of Mother

	B	SE β	t	p	F	R^2	AR^2	Tolerance	VIF
					5.849	.28	.23		
Distress Reactions (Mother)	-.29	.13	-.25	-2.237	.028			.656	1.525
Punitive Reaction (Mother)	-.20	.13	-.18	-1.579	.118			.647	1.546
Minimization Reaction (Mother)	-.04	.13	-.04	-.311	.757			.528	1.892
Expressive Encouragement Expression (Mother)	-.03	.11	-.04	-.311	.757			.520	1.922
Emotion-Focused Response (Mother)	-.34	.26	-.25	-1.337	.185			.222	4.499
Problem-Focused Response (Mother)	.65	.22	.58	2.921	.004			.200	4.994

Dependent Variable: Total Emotion Regulation (Child)

A basic linear regression has been separately calculated to predict lability/negativity scores of children, emotion regulation scores in children and total emotion regulation scores in children based on subscales of the coping with children's negative emotion scale of fathers in order to see relationship between fathers' emotion socialization and their children's emotion regulation skills. The regression result summary is shown in Tables. 3.5.3.4., 3.5.3.5., 3.5.3.6.

A basic linear regression has been calculated to predict lability/negativity subscale scores of children based on subscales of the emotion socialization of father. The basic linear regression reveals the distress reactions (β = .34, p < .05) subscale score of fathers contributed significantly to the regression model, (R^2 = .18, $F_{(6,90)}$ = 3.348, $p < .01$). It is explains 18% of the variance in lability/negativity in children.

Table 3.5.3.4. Linear Regression Model of Lability/negativity Scores of Children Predicted by Emotion Socialization Subscale Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						3.348	.18	.13		
Distress Reactions (Father)	.18	.07	.34	2.577	.012				.531	1.884
Punitive Reaction (Father)	.10	.09	.17	1.057	.294				.364	2.745
Minimization Reaction (Father)	-.07	.07	-.14	-1.052	.296				.542	1.846
Expressive Encouragement Expression (Father)	-.10	.07	-.19	-1.447	.151				.502	1.992
Emotion-Focused Response (Father)	.17	.13	.19	1.304	.196				.419	2.384
Problem-Focused Response (Father)	-.17	.12	-.22	-1.393	.167				.351	2.852

Dependent Variable: Lability/Negativity (Child)

A basic linear regression has been calculated to understand whether the emotion socialization subscale scores of fathers predict the emotion regulation scores of children. The basic linear regression reveals that minimization reaction (β = -.28, p < .05) subscale score of fathers contributes significantly to the regression model, (R^2 = .14$F_{(6,90)}$ = 2.422, p < .05). It is explains 14% of the variance in children's emotion regulation scores.

Table 3.5.3.5. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Emotion Socialization Subscale Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						2.422	.14	.08		
Distress Reactions (Father)	-.04	.08	-.07	-.528	.599				.531	1.884
Punitive Reaction (Father)	.04	.10	.06	.354	.724				.364	2.745
Minimization Reaction (Father)	-.15	.07	-.28	-2.092	.039				.542	1.846
Expressive Encouragement Expression (Father)	.15	.08	.27	1.947	.055				.502	1.992
Emotion-Focused Response (Father)	.00	.14	.00	-.006	.995				.419	2.384
Problem-Focused Response (Father)	-.04	.13	-.05	-.309	.758				.351	2.852

Dependent Variable: Emotion Regulation (Child)

A basic linear regression has been calculated to see whether the subscale scores of the emotion socialization of fathers predict the scores of total emotion regulation score in children. The basic linear regression reveals that any of the fathers' emotion socialization subscale scores contributes significantly to the regression model, (R^2 = .16, $F_{(6,90)}$ = 2.773, p < .05).

Table 3.5.3.6. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Emotion Socialization Subscale Scores of Fathers

	B	SE β	t	p	F	R^2	AR^2	Tolerance	VIF
					2.773	.16	.10		
Distress Reactions (Father)	-.22	.13	-.23	-1.730	.087			.531	1.884
Punitive Reaction (Father)	-.06	.17	-.06	-.369	.713			.364	2.745
Minimization Reaction (Father)	-.08	.12	-.09	-.671	.504			.542	1.846
Expressive Encouragement Expression (Father)	.25	.13	.27	1.956	.054			.502	1.992
Emotion-Focused Response (Father)	-.17	.23	-.11	-.719	.474			.419	2.384
Problem-Focused Response (Father)	.13	.22	.09	.581	.563			.351	2.852

Dependent Variable: Total Emotion Regulation (Child)

Findings show that in mothers; distress reactions positively and problem focused response negatively predict children lability/negativity. Minimization reaction negatively and problem-focused response positively predict emotion regulation in children. Finally, it is found that mothers' distress reaction negatively and problem focused response positively predict total emotion regulation score of children.

In fathers; distress reactions positively predict children lability negativity, minimization reactions negatively predict emotion regulation in children. It supports the third hypothesis of the study. It is found out that there is a significant relationship between parents' emotion socialization and children's emotion regulation. This findings said that mothers' help their children solving problem about cause of negative emotions (problem focused response) and fathers' attention to children emotional reactions (minimization reaction) help emotion regulation for children.

3.5.4 Hypothesis 4: Do parenting behaviors of mothers and fathers predict children's emotion regulation strategies?

A basic linear regression has separately been calculated to predict lability/negativity scores of children, emotion regulation scores of children and total emotion regulation scores of children based on subscales of parenting scales of mothers in order to see relationship between mothers' parenting behaviors and their children's emotion regulation strategies. The regression result summary is shown in Tables (3.5.4.1., 3.5.4.2., 3.5.4.3.)

A basic linear regression has been calculated to predict lability/negativity of children based on subscales of the parenting practices of mothers. Findings show that autonomy granting (β = -.24, p < .05) subscale score of mothers contribute significantly to the regression model, (R^2 = .08, $F_{(4,92)}$ = 1.912, p < .05). It is explains only 08% of the variance in children lability/negativity score.

Table 3.5.4.1. Linear Regression Model of Lability/Negativity Scores of Children Predicted by Parenting Subscale Scores of Mothers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						1.912	.08	.04		
Warmth (Mother)	-.05	.08	-.07	-.659	.512				.829	1.207
Responsiveness (Mother)	.10	.12	.11	.832	.408				.601	1.663
Autonomy Granting (Mother)	-.19	.10	-.24	-1.983	.050				.685	1.459
Demandingness (Mother)	.07	.07	.11	1.018	.312				.815	1.228
Dependent Variable: Lability/Negativity (Child)										

A basic linear regression has been calculated to understand whether the emotion regulation scores of children predict the subscales of the parenting practices of mothers. The basic linear regression reveal that warmth (β = .27, p < .05) and demandingness (β = -.33, p < *.01*) subscale scores of mothers contribute significantly to the regression model, (R^2 = .20, $F_{(4,92)}$ = 5.773, p < *.001*). These variables explain 20% of the variance in the children' emotion regulation scores.

Table 3.5.4.2. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Parenting Subscales Scores of Mothers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						5.773	.20	.17		
Warmth (Mother)	.21	.08	.27	2.608	.011				.829	1.207
Responsiveness (Mother)	-.07	.12	-.07	-.622	.536				.601	1.663
Autonomy Granting (Mother)	.08	.09	.10	.880	.381				.685	1.459
Demandingness (Mother)	-.21	.06	-.33	-3.229	.002				.815	1.228
Dependent Variable: Emotion Regulation (Child)										

A basic linear regression has been calculated to study whether the scores of total emotion regulation scale of children predict the scores of parenting subscale of

mothers. The basic linear regression reveals that demandingness (β = -.26, p < .05) subscale score of mothers contributes significantly to the regression model, (R^2 = .16, $F_{(4,92)}$ = 4.230, p < .01). It is explains 16% of the variance in children total emotion regulation scores.

Table 3.5.4.3. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Parenting Subscale Scores of Mother

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						4.230	.16	.12		
Warmth (Mother)	.27	.14	.20	1.884	.063				.829	1.207
Responsiveness (Mother)	-.18	.21	-.10	-.842	.402				.601	1.663
Autonomy Granting (Mother)	.27	.16	.19	1.662	.100				.685	1.459
Demandingness (Mother)	-.27	.11	-.26	-2.450	.016				.815	1.228

Dependent Variable: Total Emotion Regulation (Child)

A basic linear regression has separately been calculated to predict lability/negativity scores of children, emotion regulation scores of children and total emotion regulation scores of children based on subscales of parenting scales of fathers in order to see relationship between fathers' parenting behaviors and their children's emotion regulation strategies. The regression result summary is shown in Tables (3.5.4.4., 3.5.4.5., 3.5.4.6.)

A basic linear regression was calculated to predict lability/negativity of children based on subscales of the parenting practices of fathers. The basic linear regression reveals that warmth (β = -.22, p < .05) and responsiveness (β = .27, p < .05) subscales scores of fathers contributes significantly to the regression model, (R^2 = .11, $F_{(4,92)}$ = 2.791, p < .05). These variables explain 11% of the variance in lability/negativity in children.

Table 3.5.4.4. Linear Regression Model of Lability/Negativity Scores of Children Predicted by Parenting Practices Subscale Score of Fathers

	B	SE	β	T	p	F	R^2	AR^2	Tolerance	VIF
						2.791	.11	.07		
Warmth (Father)	-.20	.10	-.22	-2.000	.048				.787	1.271
Responsiveness (Father)	.24	.10	.27	2.426	.017				.762	1.313
Autonomy Granting (Father)	-.11	.09	-.14	-1.342	.183				.857	1.166
Demandingness (Father)	.08	.07	.11	1.110	.270				.974	1.026
Dependent Variable: Lability/Negativity (Child)										

A basic linear regression has been calculated to understand whether the subscales of the parenting practices scores of fathers predict the emotion regulation scores of children. The basic linear regression reveals that warmth (β = .26, p < .05) subscale score of fathers contributes significantly to the regression model, (R^2 = .08$F_{(4,92)}$ = 2.034, p < .05). It is explains 08% of the variance in emotion regulation in children.

Table 3.5.4.5. Linear Regression Model of Emotion Regulation Scores of Children Predicted by Parenting Practices Subscale Score of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						2.034	.08	.04		
Warmth (Father)	.25	.11	.26	2.313	.023				.787	1.271
Responsiveness (Father)	-.12	.11	-.13	-1.146	.255				.762	1.313
Autonomy Granting (Father)	.11	.09	.13	1.197	.234				.857	1.166
Demandingness (Father)	.05	.07	.07	.694	.489				.974	1.026
Dependent Variable: Emotion Regulation (Child)										

A basic linear regression has been calculated to predict total emotion regulation score of children based on subscales scores of the parenting practices of father. The basic linear regression reveals that warmth (β = .28, p < .05) and responsiveness (β = -.23, p < .05) subscale scores of father contribute significantly to the regression model, (R^2 = .10, $F_{(4,92)}$ = 2.677, p < .05). It is explains 10% of the variance in children total emotion regulation scores.

Table 3.5.4.6. Linear Regression Model of Total Emotion Regulation Scores of Children Predicted by Parenting Practices of Fathers

	B	SE	β	t	p	F	R^2	AR^2	Tolerance	VIF
						2.677	.10	.07		
Warmth (Father)	.45	.18	.28	2.498	.014				.787	1.271
Responsiveness (Father)	-.36	.18	-.23	-2.036	.045				.762	1.313
Autonomy Granting (Father)	.22	.15	.16	1.463	.147				.857	1.166
Demandingness (Father)	-.02	.12	-.02	-.202	.840				.974	1.026
Dependent Variable: Total Emotion Regulation (Child)										

Predictors of children's emotion regulation can be examined with parents' parenting practices. Parenting practices findings show that parents' parenting behaviors are related with children's emotion regulation. Hypothesis is supported with the findings. The result for mothers show that autonomy granting behavior of mother is negatively related to lability/negativity in children. Warmth is positively related whereas demandingness is negatively related to children's emotion regulation. Mothers' demandingness is negatively related to children's total emotion regulation. This means mothers' saying about how to behave for children is not functional for emotion regulation in children.

On the other hand, the result of fathers show that warmth negatively related, while responsiveness is positively related to lability/negativity in children. Warmth is positively related to emotion regulation in children. In children's total emotion regulation, warmth is positively related but responsiveness is negatively related. All these findings shows that warmth is an important predictor for both parents parenting practices to help for children emotion regulation.

3.5.5 Hypothesis 5: Do parents' emotion regulation, emotional socialization and parenting behaviors differ in terms of determining children's emotion regulation?

In this part of the study, how fathers and mothers differ from each other in terms of using emotion regulation strategies is examined with hierarchical linear regression.

A hierarchical linear regression has been calculated to predict lability/negativity scores of children based on subscales of the parenting practices scores, difficulties in emotion regulation scores and emotion socialization scores which have been found significant in previous basic linear regression analysis of mothers. The hierarchical regression result summary is shown in Table 3.5.5.1.

Findings show that among the overall measures in the study, in the first step distress reactions subscale scores of mothers most powerfully and significantly related to lability/negativity scores of children. (R^2 = .12, $F_{(1.95)}$ = 12.671, $p < .001$) This indicates only 12% of the total variance in children lability/negativity score. At step two, mothers' subscale score of distress reactions and problem-focused response have been found significant, (R^2 = .22, $F_{(2.94)}$ = 13.022, $p < .001$). At step three mothers subscale score of distress reactions, problem-focused response and strategies contribute significantly to the regression model, (R^2 = .28, $F_{(3.93)}$ = 11.832, $p < .001$). In the end, mothers' problem-focused response (β = -.29, $p < .01$) subscale score has significantly negative role, but distress reactions (β = .34, $p < .001$) and strategies of mother (β = .25, $p < .01$) subscale scores have significantly positive role on lability/negativity in children.

Table 3.5.5.1. Hierarchical Regression Model of Lability/negativity Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mothers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						12.671	.12	.11	-
Distress Reactions (Mother)	.22	.06	.34	3.560	.001				
Step 2						13.022	.22	.20	.9
Distress Reactions (Mother)	.24	.06	.37	4.053	.000				
Problem-Focused Response (Mother)	-.20	.06	-.32	-3.452	.001				
Step 3						11.832	.28	.25	.5
Distress Reactions (Mother)	.22	.06	.34	3.763	.000				
Problem-Focused Response (Mother)	-.18	.06	-.29	-3.217	.002				
Strategies (Mother)	.16	.06	.25	2.760	.007				
Dependent Variable: Lability/Negativity									

A hierarchical linear regression has been calculated to predict emotion regulation scores of children based on subscales of the parenting practices scores, difficulties in emotion regulation scores and emotion socialization scores which have been found significant in previous basic linear regression analysis of mothers. The hierarchical regression result summary is shown in Table 3.5.5.2.

Findings show that demandingness subscale scores of mothers have the most significant role on children emotion regulation ($R^2 = .14$, $F_{(1.95)} = 14.976$, $p < .001$), it explains only 14% of the total variance in emotion regulation. In the second step; demandingness and problem-focused response subscale score of mothers contribute significantly to the regression model, ($R^2 = .25$, $F_{(2.94)} = 15.987$, $p < .001$). In the third step; demandingness, problem-focused response and minimization reaction subscale scores of mothers contribute significantly to the regression model ($R^2 = .31$, $F_{(3.93)} = 14.115$, $p < .001$). In the fourth step; demandingness, problem-focused response, minimization reaction and strategies subscale scores of mothers contributed significantly to the regression model, ($R^2 = .34$, $F_{(4.92)} = 12.075$, $p < .001$). In the end, demandingness ($\beta = -.32$, $p < .001$), minimization reaction ($\beta = -.22$, $p < .05$) and strategies of mothers' ($\beta = -.18$, $p < .05$) subscales scores have significantly negative relations but problem-focused response subscale scores of mothers ($\beta = .37$, $p < .001$) has significantly positive relations on children emotion regulation. It means that if mothers behave demandingness, minimize the children emotional reactions and limited access to effective regulation strategies; children not regulate emotions. In addition, if the mothers help to their children, the child regulate emotions more.

Table 3.5.5.2. Hierarchical Regression Model of Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mothers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						14.976	.14	.13	-
Demandingness (Mother)	-.23	.06	-.37	-3.870	.000				
Step 2						15.987	.25	.24	.11
Demandingness (Mother)	-.25	.06	-.39	-4.419	.000				
Problem-Focused Response (Mother)	.23	.06	.34	3.850	.000				
Step 3						14.115	.31	.29	.5
Demandingness (Mother)	-.21	.05	-.34	-3.914	.000				
Problem-Focused Response (Mother)	.26	.06	.40	4.516	.000				
Minimization Reaction (Mother)	-.15	.05	-.26	-2.827	.006				
Step 4						12.075	.34	.32	.3
Demandingness (Mother)	-.20	.05	-.32	-3.737	.000				
Problem-Focused Response (Mother)	.24	.06	.37	4.213	.000				
Minimization Reaction (Mother)	-.13	.05	-.22	-2.446	.016				
Strategies (Mother)	-.13	.06	-.18	-2.099	.039				
Dependent Variable: Emotion Regulation (Child)									

A hierarchical linear regression was calculated to predict total emotion regulation scores of children based on subscales of the parenting practices scores, difficulties in emotion regulation scores and emotion socialization scores which are found significant in previous basic linear regression analysis of mothers. The hierarchical regression result summary is shown in Table 3.5.5.3.

The hierarchical multiple regression reveals that in step one, punitive reactions subscale scores of mothers are significant, ($R^2 = .14$, $F_{(1.95)} = 15.220$, $p < .001$). Total emotion regulation for children explains only 14% of the total variance in punitive reactions scores of mothers. In step two, punitive reactions and demandingness subscale scores of mothers contribute significantly to the regression model, ($R^2 = .22$, $F(2.94) = 13.098$, $p < .001$). In step three, punitive reactions, demandingness and problem-focused response subscales scores of mothers contribute significantly to the regression model, ($R^2 = .31$, $F_{(3.93)} = 13.834$, $p < .001$). In step four, demandingness, problem-focused response and strategies subscales scores of mothers contribute significantly to the regression model, ($R^2 = .34$, $F_{(4.92)} = 11.860$, $p < .001$). In addition, when strategies subscale scores of mothers are included in to the model, it is seen that

the main effect of punitive reaction subscale scores of mothers on total emotion regulation scores become non-significant. In the end, model shows that mothers punitive reaction (β = -.17, $p > .05$), demandingness (β = -.30, $p < .01$) and strategies (β = -.20, $p < .05$) subscales scores have significantly negative role while problem-focused response of mothers (β = .31, $p < .01$) has significantly positive relations on total emotion regulation in children.

Table 3.5.5.3. Hierarchical Regression Model of Total Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mothers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						15.220	.14	.13	-
Punitive Reaction (Mother)	-.43	.11	-.37	-3.901	.000				
Step 2						13.098	.22	.20	.07
Punitive Reaction (Mother)	-.39	.11	-.34	-3.690	.000				
Demandingness (Mother)	-.30	.10	-.28	-3.098	.003				
Step 3						13.834	.31	.29	.09
Punitive Reaction (Mother)	-.31	.10	-.27	-3.019	.003				
Demandingness (Mother)	-.33	.09	-.32	-3.619	.000				
Problem-Focused Response (Mother)	.34	.10	.31	3.491	.001				
Step 4						11.860	.34	.31	.02
Punitive Reaction (Mother)	-.20	.11	-.17	-1.773	.080				
Demandingness (Mother)	-.32	.09	-.30	-3.473	.001				
Problem-Focused Response (Mother)	.34	.10	.31	3.524	.001				
Strategies (Mother)	-.23	.11	-.20	-2.101	.038				

Dependent Variable: Total Emotion Regulation (Child)

A hierarchical linear regression has been calculated to predict lability/negativity of children based on subscales of the parenting practices, difficulties in emotion regulation and emotion socialization, which are found significant in previous basic linear regression analysis of fathers. The hierarchical regression result summary is shown in Table 3.5.5.4.

The hierarchical multiple regression reveals that in step one, distress reactions of fathers are found significant to the regression model, (R^2 = .09, $F_{(1.95)}$ = 9.170, $p <$

.001). This indicates that only 09% of the total variance in lability/negativity is explained by distress reaction of fathers. In step two, distress reactions and clarity of fathers contribute significantly to the regression model, (R^2 = .15, $F_{(2.94)}$ = 8.533, p < *.001*). In step three, distress reactions, clarity and problem-focused response of fathers include and contribute significantly to the regression model, (R^2 = .20, $F_{(3.93)}$ = 7.530, p < *.001*). In the end, findings show that clarity (β = -.23, p < .05) and problem-focused response of fathers (β = -.21, p < .05) have significantly negative relations but, distress reactions of fathers (β = .33, p < *.01*) has significantly positive role on lability/negativity in children.

Table 3.5.5.4. Hierarchical Regression Model of Lability/Negativity Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						9.170	.09	.08	-
Distress Reactions (Father)	.16	.05	.30	3.028	.003				
Step 2						8.533	.15	.14	.6
Distress Reactions (Father)	.17	.05	.31	3.292	.001				
Clarity (Father)	-.16	.06	-.26	-2.700	.008				
Step 3						7.530	.20	.17	.3
Distress Reactions (Father)	.18	.05	.33	3.516	.001				
Clarity (Father)	-.14	.06	-.23	-2.471	.015				
Problem-Focused Response (Father)	-.15	.07	-.21	-2.197	.030				

Dependent Variable: Lability/Negativity (Child)

A hierarchical linear regression has been calculated to predict emotion regulation of children based on subscales of the parenting practices, difficulties in emotion regulation and emotion socialization, which are found significant in previous basic linear regression analysis of fathers. The hierarchical regression result summary is shown in Table 3.5.5.5.

Minimization reaction of fathers contribute significantly to the regression model, (R^2 = .09, $F_{(1.95)}$ = 9.354, p < *.001*). This indicates that only 09% of the total variance in emotion regulation is explained by minimization reaction of fathers. In the second step,

minimization reaction and expressive encouragement expression of fathers contribute significantly to the regression model, (R^2 = .13, $F_{(2.94)}$ = 7.314, $p < .001$). In the end, while fathers minimization reaction (β = -.27, $p < .01$) has significantly negative role, expressive encouragement expression of fathers (β = .21, $p < .05$) has significantly positive role on emotion regulation in children.

Table 3.5.5.5. Hierarchical Regression Model of Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						9.354	.09	.08	-
Minimization Reaction (Father)	-.16	.05	-.30	-3.058	.003				
Step 2						7.314	.13	.12	.4
Minimization Reaction (Father)	-.15	.05	-.27	-2.835	.006				
Expressive Encouragement Expression (Father)	.12	.05	.21	2.211	.029				
Dependent Variable: Emotion Regulation (Child)									

A hierarchical linear regression has been calculated to predict total emotion regulation of children based on subscales of the parenting practices, difficulties in emotion regulation and emotion socialization, which are found significant in previous basic linear regression analysis of fathers. The hierarchical regression result summary is shown in Table 3.5.5.6.

The hierarchical multiple regression reveal that in step one, fathers' goals contribute significantly to the regression model, (R^2 = .08, $F_{(1.95)}$ = 7.761, $p < .001$). This indicates that only 08% of the total variance in total emotion regulation is explained by fathers' goals. In step two goals and punitive reactions of fathers contribute significantly to the regression model, (R^2 = .13, $F_{(2.94)}$ = 7.263, $p < .001$). In the end, in the model, it reveals that goals (β = -.25, $p < .05$) and punitive reactions of fathers (β = -.24, $p < .05$) have a significantly negative role on total emotion regulation in children. If fathers use punitive responses to the children's emotional reactions and difficulties in engaging goal directed behavior when they experience negative effect, the child experience difficulties in regulating emotions.

Table 3.5.5.6. Hierarchical Regression Model of Total Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Fathers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						7.761	.08	.07	-
Goals (Father)	-.26	.09	-.27	-2.786	.006				
Step 2						7.263	.13	.12	.05
Goals (Father)	-.24	.09	-.25	-2.642	.010				
Punitive Reaction (Father)	-.25	.10	-.24	-2.516	.014				

Dependent Variable: Total Emotion Regulation (Child)

Findings show that mothers and fathers use the same strategies that distress reaction and problem focus response however they differ from each other in terms of their emotion regulation strategies on lability/negativity in children. Mothers have limited access to effective emotion regulation strategies, however, fathers lack of clarity of emotional responses are predictors on the lability/negativity in children.

Findings show that fathers and mothers are the same in terms of using minimization reaction, which means importance of children emotional reactions for parents. When the parents use minimization reactions, it leads to difficulties in regulating emotions in children. In addition, mothers' limited access to effective emotion regulation strategies and demandingness which means parents said to children how to behave have negative role but problem focused response of mothers are positive role on emotion regulation in children. Expressive encouragement expression of emotions for fathers is also help children emotion regulation.

3.5.6 Both Mothers and Fathers Subscale Scores that Predict Children's Emotion Regulation Strategies

A hierarchical linear regression has been calculated to predict lability/negativity scores of children based on subscales scores of the parenting practices, difficulties in emotion regulation and emotion socialization, which are found significant in previous basic linear regression analysis of mothers and fathers. The hierarchical regression result summary is shown in Table 3.5.6.1.

The hierarchical multiple regression reveals that in step one, distress reactions subscale score of mothers contribute significantly to the regression model, (R^2 = .12, $F_{(1.95)}$ = 12.671, $p < .001$). It means that mothers' distress reactions subscale score explain 12% of the total variance in lability/negativity score in children.

In step two, problem focused response subscale score of mothers is added and mothers' distress reactions and problem-focused response subscale scores are found significant to the regression model, (R^2 = .22, $F_{(2.94)}$ = 13.022, $p < .001$). In step three, clarity of fathers' subscale score is included and mothers distress reactions and problem-focused response subscale score and clarity subscale score of fathers contribute significantly to the regression model, (R^2 = .30, $F_{(3.93)}$ = 13.396, $p < .001$).

In step four, distress reaction subscale score of fathers is added and mothers' distress reactions, problem-focused response subscale scores, clarity and distress reactions subscales score of fathers contribute significantly to the regression model, (R^2 = .35, $F_{(4.92)}$ = 12.555, $p < .001$). In step five, mothers' strategies subscale score is added and mothers' distress reactions, problem-focused response subscales scores, clarity and distress reactions subscale scores of fathers and strategies subscale score of mothers' are found significant to the regression model, (R^2 = .38, $F_{(5.91)}$ = 11.355, $p < .001$). In the end, it is shown that mothers' problem-focused response subscale score (β = -.32, $p < .001$) and fathers' clarity subscale score (β = -.28, $p < .01$) have negative role on children lability/ negativity. But mothers' distress reactions subscale score (β = .31, $p < .001$), fathers' distress reactions subscale score (β = .20, p < .05) and mothers' strategies (β = .18, p < .05) subscales scores have significantly positive role on lability/negativity in children. This means mothers' helping behaviors to the children, fathers' lack of clarity of emotional response negatively are related to lability/negativity of children. Fathers and mothers response to child emotions with distress and mothers' limited access to effective regulation strategies predict lability/negativity in children.

Table 3.5.6.1. Hierarchical Regression Model of Lability/Negativity Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mother and Fathers

		B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1							12.671	.12	.11	-
	Distress Reactions (Mother)	.22	.06	.34	3.560	.001				
Step 2							13.022	.22	.20	.9
	Distress Reactions (Mother)	.24	.06	.37	4.053	.000				
	Problem-Focused Response (Mother)	-.20	.06	-.32	-3.452	.001				
Step 3							13.396	.30	.28	.8
	Distress Reactions (Mother)	.23	.06	.35	4.003	.000				
	Problem-Focused Response (Mother)	-.24	.06	-.39	-4.349	.000				
	Clarity (Father)	-.18	.05	-.30	-3.361	.001				
Step 4							12.555	.35	.32	.4
	Distress Reactions (Mother)	.22	.05	.33	3.916	.000				
	Problem-Focused Response (Mother)	-.21	.05	-.35	-3.916	.000				
	Clarity (Father)	-.19	.05	-.31	-3.532	.001				
	Distress Reactions (Father)	.12	.05	.23	2.703	.008				
Step 5							11.355	.38	.35	.3
	Distress Reactions (Mother)	.20	.05	.31	3.701	.000				
	Problem-Focused Response (Mother)	-.20	.05	-.32	-3.711	.000				
	Clarity (Father)	-.17	.05	-.28	-3.294	.001				
	Distress Reactions (Father)	.11	.05	.20	2.395	.019				
	Strategies (Mother)	.12	.05	.18	2.143	.035				

Dependent Variable: Lability/Negativity (Child)

A hierarchical linear regression have been calculated to predict emotion regulation scores of children based on subscales scores of the parenting practices, difficulties in emotion regulation and emotion socialization which are found significant in previous basic linear regression analysis of mothers and fathers. The hierarchical regression result summary is shown in Table 3.5.6.2.

The hierarchical multiple regression reveals that in step one, demandingness subscale score of mothers is found significant to the regression model, ($R^2 = .14$, $F_{(1.95)} = 14.976$, $p < .001$). This indicates that only 14% of the total variance in children emotion regulation is explained by mothers' demandingness.

In step two, problem focused response subscale score of mothers is added and demandingness and problem-focused response subscales scores of mothers contribute significantly to the regression model, (R^2 = .25, $F_{(2.94)}$ = 15.987, $p < .001$). In step three, fathers' strategies subscale score is added and demandingness, problem-focused response subscales scores of mothers and strategies subscale score of fathers are found significant to the regression model, (R^2 = .32, $F_{(3.93)}$ = 14.662, $p < .001$). In step four; fathers' warmth subscale score is added and mothers demandingness, problem-focused response subscales scores , fathers' strategies and warmth subscales scores contribute significantly to the regression model, (R^2 = .37, $F_{(4.92)}$ = 13.497, $p < .001$). In step five, mothers' demandingness, problem-focused response subscales scores, fathers' strategies, warmth subscales scores and mothers' minimization reaction subscales scores contribute significantly to the regression model, (R^2 = .41, $F_{(5.91)}$ = 12.835, $p < .001$). In the end, in this model it is revealed that mothers' demandingness (β = -.35, $p < .001$) and minimization reaction (β = -.22, p < .05) subscale scores and fathers' strategies (β = -.21, p < .05) subscale scores have a significantly negative role on children emotion regulation. On the other hand, mothers' problem-focused response (β = .43, $p < .001$) subscale score and fathers' warmth (β = .22, p < .05) subscale score have a significantly positive role on emotion regulation in children.

Table 3.5.6.2. Hierarchical Regression Model of Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mothers and Fathers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						14.976	.14	.13	-
Demandingness (Mother)	-.23	.06	-.37	-3.870	.000				
Step 2						15.987	.25	.24	.11
Demandingness (Mother)	-.25	.06	-.39	-4.419	.000				
Problem-Focused Response (Mother)	.23	.06	.34	3.850	.000				
Step 3						14.662	.32	.30	.6
Demandingness (Mother)	-.25	.05	-.41	-4.757	.000				
Problem-Focused Response (Mother)	.24	.06	.37	4.270	.000				
Strategies (Father)	-.14	.05	-.26	-3.036	.003				
Step 4						13.497	.37	.34	.4
Demandingness (Mother)	-.24	.05	-.39	-4.704	.000				
Problem-Focused Response (Mother)	.26	.05	.39	4.651	.000				
Strategies (Father)	-.12	.04	-.23	-2.784	.007				
Warmth (Father)	.22	.08	.22	2.667	.009				
Step 5						12.835	.41	.38	.4
Demandingness (Mother)	-.22	.05	-.35	-4.215	.000				
Problem-Focused Response (Mother)	.29	.05	.43	5.232	.000				
Strategies (Father)	-.11	.04	-.21	-2.618	.010				
Warmth (Father)	.21	.08	.22	2.633	.010				
Minimization Reaction (Mother)	-.13	.05	-.22	-2.606	.011				

Dependent Variable: Emotion Regulation (Child)

A hierarchical linear regression have been calculated to predict total emotion regulation score of children based on subscales score of the parenting practices, difficulties in emotion regulation and emotion socialization which are found significant in previous basic linear regression analysis of mothers and fathers. The hierarchical regression result summary is shown in Table 3.5.6.3.

The hierarchical multiple regression reveals that in step one, punitive reactions subscale score of mothers contribute significantly to the regression model, ($R^2 = .14$, $F_{(1.95)} = 15.220, p < .001$). This indicates that mothers' punitive reaction subscale score

explain only 14% of the total variance in total emotion regulation. In step two, punitive reactions and demandingness subscale scores of mothers contribute significantly to the regression model, ($R^2 = .22$, $F_{(2.94)} = 13.098$, $p < .001$). In step three, mothers' punitive reactions, demandingness and problem-focused response subscales scores contribute significantly to the regression model, ($R^2 = .31$, $F_{(3.93)} = 13.834$, $p < .001$). In step four, mothers' punitive reactions, demandingness, problem-focused response subscale scores and fathers' strategies subscale score contribute significantly to the regression model, ($R^2 = .37$, $F_{(4.92)} = 13.444$, $p < .001$). In step five, mothers' punitive reaction, demandingness, problem-focused response subscale scores, fathers' strategies and warmth subscale scores contribute significantly to the regression model, ($R^2 = .40$, $F_{(5.91)} = 12.315$, $p < .001$). In the end, it is revealed that mothers' punitive reaction ($\beta = -.21$, $p < .05$) and demandingness ($\beta = -.32$, $p < .001$) subscale scores and fathers' strategies ($\beta = -.23$, $p < .01$) subscale score have significantly negative relations to children total emotion regulation. On the other hand, mothers' problem-focused response ($\beta = .36$, $p < .001$) subscale score and fathers' warmth ($\beta = .19$, $p < .05$) subscale scores have significantly positive relations to total emotion regulation in children.

Table 3.5.6.3. Hierarchical Regression Model of Total Emotion Regulation Scores of Children Predicted by Subscales of Parenting Practices Scores, Difficulties in Emotion Regulation Scores and Emotion Socialization Scores of Mother and Fathers

	B	SE	β	t	p	F	R^2	AR^2	ΔR^2
Step 1						15.220	.14	.13	-
Punitive Reaction (Mother)	-.43	.11	-.37	-3.901	.000				
Step 2						13.098	.22	.20	.07
Punitive Reaction (Mother)	-.39	.11	-.34	-3.690	.000				
Demandingness (Mother)	-.30	.10	-.28	-3.098	.003				
Step 3						13.834	.31	.29	.09
Punitive Reaction (Mother)	-.31	.10	-.27	-3.019	.003				
Demandingness (Mother)	-.33	.09	-.32	-3.619	.000				
Problem-Focused Response (Mother)	.34	.10	.31	3.491	.001				
Step 4						13.444	.37	.34	.05
Punitive Reaction (Mother)	-.27	.10	-.23	-2.698	.008				
Demandingness (Mother)	-.35	.09	-.33	-3.965	.000				
Problem-Focused Response (Mother)	.38	.10	.34	3.963	.000				
Strategies (Father)	-.22	.08	-.25	-2.966	.004				
Step 5						12.315	.40	.37	.03
Punitive Reaction (Mother)	-.24	.10	-.21	-2.461	.016				
Demandingness (Mother)	-.34	.09	-.32	-3.924	.000				
Problem-Focused Response (Mother)	.41	.09	.36	4.311	.000				
Strategies (Father)	-.21	.07	-.23	-2.775	.007				
Warmth (Father)	.31	.13	.19	2.300	.024				
Dependent Variable: Total Emotion Regulation (Child)									

CHAPTER 4
DISCUSSION

Mothers and fathers play different roles during their children development. It is important to understand how these differences influence the children's behavior. Preschool years are important for the development of empathy, regulating emotions and social competence with peers. Mason, Cauce, Gonzales, Hiraga and Grove (1994) support the idea that children learn emotion regulation from their parents and parents directly affect their children.

Researchers are generally interested in emotion regulation development of children and the role of parents on their children emotion regulation. Many of the studies have examined mothers' role. Very few studies are interested in the role of mothers and fathers on children's emotion regulation separately. (Cassano, Perry-Parrish & Zeman, 2007; Fivush, Brotman, Buckner & Goodman 2000; McDowell et.al., 2002). In this study, the role of both parents on their children's emotion regulation has been examined. However, many of the researches are interested in especially mothers' role but fathers' is important, too. Some studies about fathering show that in Turkey, fathers are financial providers and childcare is directly related to mothers (Evans, 1997; Öğüt, 1998). Fathers are important for emotional development of children as well as other needs.

There is a limited number of studies which are interested in fathers and fathering in Turkey. Evans' (1997) research on fathers who have low socioeconomic status show that these fathers see physical care of children as mothers' responsibility. Another research from Turkey, (Ogut, 1998) focuses on fathers with middle and high socioeconomic status. Similar to Evans' (1997) research of low SES fathers, it turns out that fathers' main role is to provide financial resources and mothers are responsible for the physical care of the child.

The role of mothers' and fathers' emotion regulation and parenting on their preschoolers' emotion regulation has been examined in this study. In addition, parents' emotion socialization and children emotion regulation relation has been studied.

Children emotion regulation includes two subscales which are emotion regulation and labilty/negativity. In addition, total emotion regulation of children has been examined as well.

4.1 Parents' Emotion Regulation and Children's Emotion Regulation

Emotional regulation behavior is one of the prominent concepts in the socio-emotional development of children in early childhood (Ertan, 2013). Emotion regulation is a way for children to be able to control the positive and negative experiences in order to recognize and differentiate the help (Premo and Kiel, 2014). Many studies about the role of parents on children emotion regulation have been conducted with toddlers and preschoolers. (John & Gross, 2004). It is an important skill for children that they start to learn from parents in early ages. Therefore, the main focus of this study is preschoolers again. Infancy and early childhood periods are really important for development of cognitive, social and language skills. In addition, regulation skills development starts to occur during these periods so it allows experimental studies in terms of emotion regulation in children. (Gullone, Hughes, King and Tonge, 2009; Kopp, 1989; Thompson, 1991).

Emotion regulation involves the regulation of both positive and negative emotions. The intensity and frequency of emotion affects the regulation process. Emotion regulation in children is based on external processes and internal mechanisms such as genetic characteristics, temperament and parenthood. It is an active process. Research findings support that extrinsic processes like parents' emotion expressions and modeling has a role on children's emotion regulation abilities. (Calkins and Fox, 2002; Eisenberg, Fabes, and Murphy, 1996; Fabes, Leonard, Kupanoff & Martin, 2001; Fabes et al., 2002; Fox & Calkins, 2003).

Literature showed that early childhood is extremely important and learning emotion regulation skills is a necessary developmental success for children (Cole, Martin & Dennis, 2004; Eisenberg, Cumberland & Spinrad, 1998). Researchers propose that important part of learning emotion regulation comes from parents (Altan, Yagmurlu & Yavuz, 2012; Kopp, 1982; Gross and Thompson, 2007). Kandır and Alpan (2008) have investigated the effects of parental behavior in pre-school social emotional development. According to the results, parents should contribute to social - emotional

development in order to build/create personality characteristic that is creative, self-confident and collaborative and in solidarity of children.

In this study, findings show that mothers' emotion regulation strategies are related to their children emotion regulation. Children's lability/negativity is related to mothers' non- acceptance of emotional responses and limited access to effective strategies. Emotion regulation of children is related to mothers' lack of clarity of emotional responses, lack of awareness of emotional responses, non-acceptance of emotional responses and limited access to effective strategies. Total emotion regulation of children is related to mothers' non-acceptance of emotional responses and limited access to effective strategies of mothers. Fathers' and childrens' emotion regulation relationship has also been examined. Results show that fathers' difficulties in engaging goal directed behavior when experiencing negative effect (goals) is negatively related to total emotion regulation in children. According to these findings, mothers' acceptance of own emotions and accessing to effective emotion regulation strategies functional for helping children emotion regulation. For fathers, engaging goal directed behavior when experiencing negative affect helpful for children emotion regulation. These findings about parents' emotion regulation and children emotion regulation relations show that mothers have more roles on their children emotion regulation than fathers. McDowell et. al., (2002) has found out that mother related variables are more powerful than father related variables on children emotion regulation. Also, it has been found out that parents who describe themselves as less warm, less positive, and more controlling use more incompatible emotion regulation strategies.

Researchers have found out that family and parents are the most important environmental factors for regulating emotions in childhood and adolescence. (eg, Campos, Campos and Barret, 1989; Cole et al., 2004). Parents' emotion socialization, parents' reactions and response to their children's emotions (Cassano, Perry - Parrish and Zeman, 2007; Eisenberg et al., 1999; Yap, Allen and Ladouceur, 2008), parenting styles and behaviors (Jaffe, Gullone and Hughes, 2010; McDowell et al., 2002; Morris et al., 2002), parents emotion regulation skills (Morris et al., 2007) have been found related to children emotion regulation.

4.2 Parents Emotion Socialization and Children's Emotion Regulation

The other important factor for emotion regulation is parents' emotion socialization. It was mentioned that interactive socialization process is important for a healthy development of children. Parents' emotion socialization includes their goals, beliefs and values related to their children's experience, expression, and modulation of emotion (Yağmurlu and Altan, 2010). It means that parents help their children regulate their own emotions by awareness, acceptance and managing with providing instructions for children's emotions (Gottman et al., 1996), by modeling coaching and contingency (Denham, 1998). Generally, parental emotion socialization is found to be related to general disciplining style (Altan, 2006). Parents' awareness and acceptance of children's feelings and the degree of support for children's control of emotions refer to parents' emotion socialization. (Yağmurlu and Altan, 2010). The parents show supportive and non-supportive behaviors to the children. Supportive behaviors include emotion-focused response, problem focused response and expressive encouragement expression. Non-supportive behaviors include minimization reaction, punitive reaction and distress reactions. (Premo and Kiel, 2014)

In this study, parents' emotion socialization and children's emotion regulation relation has been examined. Results show that distress reaction (how much stress the parents has when the child experienced negative emotions) of both mothers and fathers is positively related to children's lability/ negativity. This means distress reactions responds not helpful for children emotion regulation for parents. In addition, mothers' problem focused response which parents help their children to solve the problem about cause of negative emotions is negatively related to children's lability/negativity. Both mothers' and fathers' minimization reaction is negatively related to children's emotion regulation. So children's emotional reactions should importance for parents in order to emotion regulation in children. Also, mothers' problem focused response is positively related to children's emotion regulation. Finally, total emotion regulation in children is positively related to mothers' problem focused response and is negatively related to distress reaction of mothers. This means mothers helping to solve problem about cause of negative emotions is effective for children emotion regulation. These findings are parallel to the other researches in the literature.

Dunn, Brown and Beardsall (1991) found that the preschool-child mothers who speaks more about feelings, have more effective regulation strategies children. Newland, Keith and Crnic (2011) have examined the effect of the interaction of pre-school children with their mothers and emotional socialization process on children's behavior problems. The externalized and internalized behavioral problems of children have been studied. Because of the research, it has been revealed that non -supportive reactions of mothers in emotional socialization internalize children's negative focus on these negative behaviors.

Yağmurlu and Altan (2010) have studied the temperament characteristics of preschool children and the emotional socialization of mothers. 145 mothers and preschool teachers have participated in the study. When the effects of mothers' children rearing practices, children's temperament on the ability to regulate emotions have been examined and significant findings have been obtained. Children's temperament and the reactions of mothers in the negative life patterns affect the ability of children to regulate emotion. In addition, the mothers' quick response and unresponsiveness for a while also influence children's ability to regulate emotions.

According to the results of the study (Altan, 2006) mothers' socialization and the effect of children's temperament on the ability of children to regulate emotion; significant findings have been obtained with the interaction between the positive socialization reactions of mothers (emotion-focused, expression and problem-focused), the interaction between the mothers' warmth temperament and positive parental behaviors. One of the common points of the research is that mothers' temperament and children's characteristics affect mothers' emotional socialization. Patience, positive attitude, autonomy and calm attitude affect children's ability to regulate emotions (Yağmurlu and Altan, 2010).

In the study with pre-school children and their mothers, concluded by Dunsmore and Karn (2001), it has been found out that mothers' emotion socialization reactions affect the ability of children to understand emotions. It has been found out that mothers' use of emotion-focused reactions positively influence the ability of children to name emotional facial expressions. In a study conducted by Fabes et al. (2006), mothers' focus on emotion and focusing on the problem is positively related to the ability of

children to understand emotions. Considering that, emotion regulation is based on the ability to understand emotion. Similar studies in the literature reveal the impact of the mothers' positive emotion socialization reactions in their ability to understand and regulate emotion.

4.3 Parenting Behaviors and Children's Emotion Regulation

It is known that parenting behaviors and styles are effective in children development, including emotion regulation development. Recognition and regulation of emotion are important socialization practices that can be affected by parenting styles. Parenting quality influences the physical and emotional health of children development (Muir, and Bohr, 2014). While some of the traits like temperament are important for emotion regulation, parenting styles and behaviors are the most important basic step of emotion regulation development for children (Bocknek, Brophy-Herb, and Banerjee, 2009).

Studies show that emotional competence of preschoolers such as regulating negative emotions are related to child rearing practices, which include high-level inductive reasoning and warmth, and low in power assertion. (Denham, Renwick & Holt, 1991; Gottman et al., 1996; Scaramella and Conger, 2003). Parents play an essential role in their children's development.

In this study, parenting behavior and children's emotion regulation has been examined. Findings show that autonomy-granting behaviors of mothers' and fathers' warmth are negatively related to children's lability/negativity. In addition, fathers' responsiveness is positively related to lability/negativity in children.

Both mothers' and fathers' warmth behaviors are positively related to emotion regulation in children in this study. Nacak et al. (2011) reveals that Turkish mothers mostly express high temperatures against their children (Nacak, Bilge, Durgel and van de Vijver, 2011). The acceptance and warmth attitude of parents play an important role in responding to the emotional and behavioral needs of children. It has been shown that mothers' warmth contributes positively to the children's ability to regulate emotion. (Morris et al., 2007). Studies show that sensitive and warm parents who accept emotional reactions of their children, have more sensitive children who can regulate their emotions. (Denham, 1998; Huberty, 2012).

Demandingness of mothers is negatively related to children's emotion regulation in this study. The acceptance of positive and negative feelings of the children and the ways in which they can cope with these emotions in an accepting family environment are important for the development of emotion regulation skills in childhood (Alem, 2008; Huberty, 2012).

Total emotion regulation for children, in this study; mothers' demandingness which means parents say to children how to behave and fathers' responsiveness are negatively related to total emotion regulation. However, fathers' warmth is positively related to total emotion regulation in children. All these findings showed that parenting behaviors and children emotion regulation are related. Dennis (2006) says that parenting is one of the most important external factors that affects children's emotional self-regulation in infancy and early childhood.

It has been found out that parents' strict discipline and protective behavior are related to the difficulties in regulating emotions for children. (Morris et al., 2007; Sarıtaş & Gençöz, 2012). Findings showed that mothers' demandingness and fathers' responsiveness are negatively related to total emotion regulation. However, both mothers and fathers' warmth is positively related to emotion regulation in children. With these findings, according to parenting behaviors, warmth is the most important thing for helping children emotion regulation. Parenting behaviors of mothers and fathers shape children's emotion regulation strategies. Both children's observation of parents' emotion regulations, parenting behaviors and other emotion related behaviors of family environment are important for children's emotion regulation strategies.

4.4 Limitations and Future Directions

The data of this study have been obtained from 97 parents and their children. This study has been carried out in İzmir with snowball sampling. Therefore, it can be considered that the sample has a limitation in its ability to represent the universe. In future studies, the use of samples representing the whole society and the larger number of participants could provide more healthy results.

Many of the studies interested in parental role on children's ER. However, they were interested in maternal influences primarily. Both mothers and fathers role are

important, and there was a few studies focuses on both of parent's role on the child ER development (Cassano et al. 2007; McDowell et al. 2002). In this study, both maternal and paternal influences were studied and results found with it.

It is a survey study and emotion regulation scale for children answered by the mothers only. It can be effect the fathers results. Children's emotion regulation skills have been measured through self-report methods which have provided more accurate and consistent results. In addition, in the future studies, the fathers will be given the emotion regulation scale for children.

Preschool years are important for the development of empathy, regulating emotions and social competence with peers as we mentioned in the previous part of the study. In these years children begin social relations between both peers and teachers. In future studies, the role of peers and teachers for emotion regulation can also be evaluated.

It is a survey study. Self -report scales were used in order to measure all independent variables in the study. Social desirability might be effect their answers. In addition, responses of the participants might be effected their spouses. So it is difficult to understand that the responses are true and honestly or not.

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Appendix A

DUYGU DÜZENLEME ÖLÇEĞİ

Aşağıdaki listede bir çocuğun duygusal durumu ile ilgili çeşitli ifadeler yer almaktadır. Verilen numaralandırma sistemini kullanarak, aşağıdaki davranışları öğrencinizde ne sıklıkla gözlemlediğinizi lütfen işaretleyiniz:

Bu davranışı:

(1) HİÇBİR ZAMAN / NADİREN

(2) BAZEN

(3) SIK SIK

(4) NERDEYSE HER ZAMAN gözlemliyorum.

	HİÇBİR ZAMAN /NADİREN	**BAZEN**	**SIK SIK**	**NERDEYSE HER ZAMAN**
1. Neşeli bir çocuktur.	**1**	**2**	**3**	**4**
2. Duygu hali çok değişkendir (Çocuğun duygu durumunu tahmin etmek zordur çünkü neşeli ve mutluyken kolayca üzgünleşebilir).	**1**	**2**	**3**	**4**
3. Yetişkinlerin arkadaşça ya da sıradan (nötr) yaklaşımlarına olumlu karşılık verir.	**1**	**2**	**3**	**4**

	HİÇBİR ZAMAN /NADİREN	**BAZEN**	**SIK SIK**	**NERDEYSE HER ZAMAN**
4. Bir faaliyetten diğerine kolayca geçer; kızıp sinirlenmez, endişelenmez (kaygılanmaz), sıkıntı duymaz veya aşırı derecede heyecanlanmaz.	**1**	**2**	**3**	**4**
5. Üzüntüsünü veya sıkıntısını kolayca atlatabilir (örneğin, canını sıkan bir olay sonrasında uzun süre surat asmaz, endişeli veya üzgün durmaz).	**1**	**2**	**3**	**4**
6. Kolaylıkla hayal kırıklığına uğrayıp sinirlenir (huysuzlaşır, öfkelenir).	**1**	**2**	**3**	**4**
7. Yaşıtlarının arkadaşça ya da sıradan (nötr) yaklaşımlarına olumlu karşılık verir.	**1**	**2**	**3**	**4**
8. Öfke patlamalarına, huysuzluk nöbetlerine eğilimlidir.	**1**	**2**	**3**	**4**

9. Hoşuna giden bir şeye ulaşmak için bekleyebilir. (örneğin, şeker almak icin sırasını beklemesi gerektiğinde keyfi kaçmaz veya heyecanını kontrol edebilir).	**1**	**2**	**3**	**4**
	HİÇBİR ZAMAN /NADİREN	**BAZEN**	**SIK SIK**	**NERDEYSE HER ZAMAN**
10. Başkalarının sıkıntı hissetmesinden keyif duyar (örneğin, biri incindiğinde veya ceza aldığında güler; başkalarıyla alay etmekten zevk alır).	**1**	**2**	**3**	**4**
11. Heyecanını kontrol edebilir (örneğin, çok hareketli oyunlarda kontrolünü kaybetmez veya uygun olmayan ortamlarda aşırı derecede heyecanlanmaz).	**1**	**2**	**3**	**4**
12. Mızmızdır ve yetişkinlerin eteğinin dibinden ayrılmaz.	**1**	**2**	**3**	**4**
13. Ortalığı karıştırarak çevresine zarar verebilecek enerji patlamaları ve taşkınlıklara eğilimlidir.	**1**	**2**	**3**	**4**
14. Yetişkinlerin sınır koymalarına lenir.	**1**	**2**	**3**	**4**
15. Üzüldüğünü, kızıp öfkelendiğini, veya korktuğunu söyleyebilir.	**1**	**2**	**3**	**4**
16. Üzgün veya halsiz görünür.	**1**	**2**	**3**	**4**

17. Oyuna başkalarını katmaya çalışırken aşırı enerjik ve hareketlidir.	**1**	**2**	**3**	**4**
18. Yüzü ifadesizdir; yüz ifadesinden duyguları anlaşılmaz.	**1**	**2**	**3**	**4**
19. Yaşıtlarının arkadaşça ya da sıradan (nötr) yaklaşımlarına olumsuz karşılık verir (örneğin, kızgın bir ses tonuyla konuşabilir ya da ürkek davranabilir).	**1**	**2**	**3**	**4**
20. Düşünmeden, ani tepkiler verir.	**1**	**2**	**3**	**4**
	HİÇBİR ZAMAN /NADİREN	**BAZEN**	**SIK SIK**	**NERDEYSE HER ZAMAN**
21. Kendini başkalarının yerine koyarak onların duygularını anlar; başkaları üzgün ya da sıkıntılı oldugunda onlara ilgi gösterir.	**1**	**2**	**3**	**4**
22. Başkalarını rahatsız edecek veya etrafa zarar verebilecek kadar aşırı enerjik, hareketli davranır.	**1**	**2**	**3**	**4**
23. Yaşıtları ona saldırgan davranır ya da zorla işine karışırsa, bu durumlarda hissedebileceği olumsuz duygularını (kızgınlık, korku, öfke, sıkıntı) uygun bir şekilde gösterir.	**1**	**2**	**3**	**4**
24. Oyuna başkalarını katmaya çalışırken olumsuz duygular gösterir (örneğin, aşırı heyecan, kızgınlık,üzüntü).	**1**	**2**	**3**	**4**

Appendix B

DERS

Aşağıda insanların duygularını kontrol etmekte kullandıkları bazı yöntemler verilmiştir. Lütfen her durumu dikkatlice okuyunuz ve her birinin sizin için ne kadar doğru olduğunu içtenlikle değerlendiriniz. Değerlendirmenizi uygun cevap önündeki yuvarlak üzerine çarpı (X) koyarak işaretleyiniz.

1. Ne hissettiğim konusunda netimdir.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
2. Ne hissettiğimi dikkate alırım.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
3. Duygularım bana dayanılmaz ve kontrolsüz gelir.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
4. Ne hissettiğim konusunda net bir fikrim vardır.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
5. Duygularıma bir anlam vermekte zorlanırım.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
6. Ne hissettiğime dikkat ederim.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
7. Ne hissettiğimi tam olarak bilirim.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
8. Ne hissettiğimi önemserim.				
○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman
9. Ne hissettiğim konusunda karmaşa yaşarım.				
○ Neredeyse	○Bazen	○ Yaklaşık	○ Çoğu zaman	○ Neredeyse

Hiçbir zaman	Yarı yarıya	Her zaman

10. Kendimi kötü hissettiğimde, bu duygularımı kabul ederim.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

11. Kendimi kötü hissettiğimde, böyle hissettiğim için kendime kızarım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

12. Kendimi kötü hissettiğimde, böyle hissettiğim için utanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

13. Kendimi kötü hissettiğimde, işlerimi yapmakta zorlanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

14. Kendimi kötü hissettiğimde, kontrolümü kaybederim.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

15. Kendimi kötü hissettiğimde, uzun süre böyle kalacağıma inanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

16. Kendimi kötü hissettiğimde, sonuç olarak yoğun depresif duygular içinde olacağıma inanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

17. Kendimi kötü hissettiğimde, duygularımın yerinde ve önemli olduğuna inanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

18. Kendimi kötü hissettiğimde, başka şeylere odaklanmakta zorlanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

19. Kendimi kötü hissettiğimde, kendimi kontrolden çıkmış hissederim.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

20. Kendimi kötü hissettiğimde, halen işlerimi sürdürebilirim.

○ Neredeyse	○Bazen	○ Yaklaşık	○ Çoğu zaman	○ Neredeyse

Hiçbir zaman Yarı yarıya Her zaman

21. Kendimi kötü hissettiğimde, bu duygumdan dolayı kendimden utanırım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

22. Kendimi kötü hissettiğimde, eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

23. Kendimi kötü hissettiğimde, zayıf biri olduğum duygusuna kapılırım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

24. Kendimi kötü hissettiğimde, davranışlarımı kontrol altında tutabileceğimi hissederim.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

25. Kendimi kötü hissettiğimde, böyle hissettiğim için suçluluk duyarım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

26. Kendimi kötü hissettiğimde, konsantre olmakta zorlanırım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

27. Kendimi kötü hissettiğimde, davranışlarımı kontrol etmekte zorlanırım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

28. Kendimi kötü hissettiğimde, daha iyi hissetmem için yapacağım hiç bir şey olmadığına inanırım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

29. Kendimi kötü hissettiğimde, böyle hissettiğim için kendimden rahatsız olurum.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

30. Kendimi kötü hissettiğimde, kendim için çok fazla endişelenmeye başlarım.
○ Neredeyse ○Bazen ○ Yaklaşık ○ Çoğu zaman ○ Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

31. Kendimi kötü hissettiğimde, kendimi bu duyguya bırakmaktan başka yapabileceğim birşey olmadığına inanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

32. Kendimi kötü hissettiğimde, davranışlarım üzerindeki kontrolümü kaybederim.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

33. Kendimi kötü hissettiğimde, başka bir şey düşünmekte zorlanırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

34. Kendimi kötü hissettiğimde, duygumun gerçekte ne olduğunu anlamak için zaman ayırırım.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

35. Kendimi kötü hissettiğimde, kendimi daha iyi hissetmem uzun zaman alır.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

36. Kendimi kötü hissettiğimde, duygularım dayanılmaz olur.

○ Neredeyse Hiçbir zaman	○Bazen	○ Yaklaşık Yarı yarıya	○ Çoğu zaman	○ Neredeyse Her zaman

Appendix C

ÇOCUKLARIN OLUMSUZ DUYGULARIYLA BAŞETME ÖLÇEĞİ

- Aşağıda günlük yaşamınızda, çocuğunuzla ilişkilerinizde karşılaşabileceğiniz bazı durumlar maddeler halinde verilmiştir. Her durumun altına da anne-baba olarak gösterebileceğiniz bazı davranışlar sıralanmıştır.
- Lütfen bu davranışların her birini ne kadar sıklıkla yaptığınızı belirtiniz. Örneğin, birinci maddede belirtilen durumla ilgili olarak 6 davranış seçeneğinin herbirini ne sıklıkla yaptığınızı 1'den 5'e kadar sayılardan uygun olanı daire içine alarak belirtiniz. Böylece her bir durumla ilgili 6 davranış için de cevap vermiş olacaksınız.
- Eğer çocuğunuzun daha önce böyle bir durumla karşılaşmadığını düşünüyorsanız, "böyle olsaydı ne yapardım" diye düşünerek yanıtlayınız.

1	2	3	4	5
Hiç Böyle Yapmam	Nadiren Böyle Yaparım	Belki Böyle Yaparım	Büyük Olasılıkla Böyle Yaparım	Kesinlikle Böyle Yaparım

1) Eğer çocuğum hastalandığı ya da bir yerini incittiği için arkadaşının doğum günü partisine veya oyun davetine gidemiyorsa ve bundan dolayı öfkeli olursa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğumu sakinleşmesi için odasına gönderirim.	1	2	3	4	5
b) Çocuğuma kızarım.	1	2	3	4	5
c) Çocuğuma arkadaşları ile birlikte olabileceği başka yollar düşünmesi için yardımcı olurum (örneğin, bazı arkadaşlarını partiden sonra davet edebilir).	1	2	3	4	5
d) Çocuğuma partiyi kaçırmayı büyütmemesini söylerim.	1	2	3	4	5
e) Çocuğumu, öfkesini ve hayal kırıklığını ifade etmesi için cesaretlendiririm.	1	2	3	4	5

f) Çocuğumu yatıştırırım ve kendini daha iyi hissetmesi için eğlenceli bir şeyler yaparım.	1	2	3	4	5

2) Eğer çocuğum bisikletinden düşer, onu kırar ve sonra da üzülüp ağlarsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Sakin kalırım ve endişelenmem.	1	2	3	4	5
b) Çocuğumu rahatlatır ve kazasını unutmasını sağlamaya çalışırım.	1	2	3	4	5
c) Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
d) Çocuğuma bisikletin nasıl tamir edileceğini anlaması için yardımcı olurum.	1	2	3	4	5
e) Çocuğuma böyle bir durumda ağlamanın doğal olduğunu söylerim.	1	2	3	4	5
f) Çocuğuma ağlamayı bırakmasını yoksa bisiklete binmesine izin vermeyeceğimi söylerim.	1	2	3	4	5

3) Eğer çocuğum çok değerli bir eşyasını kaybeder ve ağlarsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Bu kadar dikkatsiz olduğu ve sonra da ağladığı için keyfim kaçar.	1	2	3	4	5
b) Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
c) Çocuğuma, henüz bakmadığı yerleri düşünmesinde yardımcı olurum.	1	2	3	4	5
d) Mutlu şeylerden bahsederek çocuğumun dikkatini başka yöne çekerim.	1	2	3	4	5
e) Ona mutsuz olduğunda ağlamasının doğal olduğunu söylerim.	1	2	3	4	5
f) Dikkatli olmazsan işte böyle olur derim.	1	2	3	4	5

4) Eğer çocuğum iğneden korkuyor ve iğne olma sırasını beklerken titreyip ağlıyorsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Ona, kendini toparlamasını yoksa yapmaktan hoşlandığı bir şeye izin vermeyeceğimi söylerim (örneğin televizyon seyretmek gibi).	1	2	3	4	5
b) Hissettiği korku hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5
c) Ona, iğne olmayı büyük bir mesele haline getirmemesini söylerim.	1	2	3	4	5
d) Ona ağlayarak bizi utandırmamasını söylerim.	1	2	3	4	5
e) İğneden önce ve sonra onu rahatlatırım.	1	2	3	4	5
f) Çocuğuma ne yaparsa iğnenin daha az acıtacağını anlatırım (örneğin, kendini kasmaz veya derin nefes alırsa daha az acıyacağı gibi).	1	2	3	4	5

5) Eğer çocuğum öğleden sonrayı bir arkadaşının evinde geçirecekse ve benim onunla kalamamam onu tedirgin edip üzerse, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Arkadaşıyla ne kadar eğleneceğinden bahsederek onun ilgisini başka yöne çekmeye çalışırım.	1	2	3	4	5
b) Arkadaşının evinde ben yokken tedirgin olmaması için çocuğuma neler yapabileceğini düşünmesinde yardımcı olurum (örneğin, en sevdiği kitabını ya da oyuncağını yanında götürmesi gibi).	1	2	3	4	5
c) Çocuğuma aşırı tepki göstermeyi ve bebek gibi davranmayı bırakmasını söylerim.	1	2	3	4	5

d) Çocuğuma, eğer yatışmazsa bundan sonra dışarı çıkmasına izin vermeyeceğimi söylerim.	1	2	3	4	5
e) Çocuğumun tepkileri yüzünden keyifsiz ve sıkıntılı olurum.	1	2	3	4	5
f) Tedirginliği ve keyifsizliği hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

6) Eğer çocuğum arkadaşları ile birlikte yer aldığı bir grup faaliyetinde hata yaptığı için utanır ve ağlamaklı olursa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğumu rahatlatır ve daha iyi hissetmesini sağlamaya çalışırım.	1	2	3	4	5
b) Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
c) Kendimi rahatsız ve utanmış hissederim.	1	2	3	4	5
d) Çocuğuma kendini toparlamasını yoksa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
e) Çocuğumu, yaşadığı utanma hissi hakkında konuşması için cesaretlendirim.	1	2	3	4	5
f) Çocuğuma alıştırma yapmasında yardımcı olacağımı ve böylece bir dahaki sefere daha iyisini yapacağını söylerim.	1	2	3	4	5

7) Eğer çocuğum bir müsamere ya da spor faaliyeti nedeniyle seyirci karşısına çıkacağı için çok heyecanlanır ve kaygılanırsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğuma, sırası geldiğinde kendini hazır hissetmesi için neler yapabileceğini düşünmesinde yardımcı olurum (örneğin, biraz ısınma yapmak ve seyirciye bakmamak gibi).	1	2	3	4	5
b) Heyecan ve kaygısının geçmesi için çocuğuma rahatlatıcı bir şeyler düşünmesini öneririm.	1	2	3	4	5

c) Sakin kalırım ve kaygılanmam.	1	2	3	4	5
d) Çocuğuma bebek gibi davrandığını söylerim.	1	2	3	4	5
e) Çocuğuma sakinleşmezse oradan hemen ayrılıp doğruca eve gideceğimizi söylerim.	1	2	3	4	5
f) Hissettiği heyecan ve kaygı hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

8) Eğer çocuğum bir arkadaşından istemediği bir doğum günü hediyesi aldığı için hayal kırıklığına uğramış, hatta kızgın görünüyorsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğumu hissettiği hayal kırıklığını ifade etmesi için cesaretlendiririm.	1	2	3	4	5
b) Çocuğuma bu hediyeyi onun istediği başka bir şeyle değiştirilebileceğini söylerim.	1	2	3	4	5
c) Kaba davranışı yüzünden çocuğuma kızmam.	1	2	3	4	5
d) Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
e) Çocuğumu, arkadaşının hislerine karşı duyarsız olduğu için azarlarım.	1	2	3	4	5
f) Eğlenceli şeyler yaparak, çocuğumun kendisini daha iyi hissetmesini sağlamaya çalışırım.	1	2	3	4	5

9) Eğer çocuğum televizyonda ürkütücü bir program seyrettikten sonra korkuya kapılıp uyuyamıyorsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğumu, onu korkutan şey konusunda konuşması için cesaretlendiririm	1	2	3	4	5
b) Anlamsız hareketinden dolayı çocuğuma öfkelenirim.	1	2	3	4	5
c) Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5

d) Çocuğuma uyuyabilmesi için neler yapabileceğini düşünmesinde yardımcı olurum (örneğin, yatağa bir oyuncak alması, ışığı açık bırakması gibi).	1	2	3	4	5
e) Ona yatağa gitmesini yoksa bundan sonra televizyon seyretmesine hiç izin vermeyeceğimi söylerim.	1	2	3	4	5
f) Çocuğumla eğlenceli bir şeyler yaparak korktuğu şeyi unutması için ona yardımcı olurum.	1	2	3	4	5

10) Eğer parkta çocuklar oyunlarına katılmasına izin vermedikleri için çocuğum ağlamaklı olursa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Sakin kalırım, keyfim kaçmaz.	1	2	3	4	5
b) Çocuğuma, ağlamaya başlarsa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
c) Çocuğuma, kendini kötü hissettiğinde ağlamasının doğal olduğunu söylerim.	1	2	3	4	5
d) Çocuğumu rahatlatırım ve mutluluk veren şeyler düşünmesini sağlamaya çalışırım.	1	2	3	4	5
e) Çocuğuma başka şeyler yapmayı düşünmesi için yardımcı olurum.	1	2	3	4	5
f) Çocuğuma kendini birazdan daha iyi hissedeceğini söylerim.	1	2	3	4	5

11) Eğer çocuğum diğer çocuklarla oynarken, onlardan biri çocuğumla alay attiği için bir anda titremeye ve gözleri yaşarmaya başlarsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğuma bunu büyütmemesi gerektiğini söylerim.	1	2	3	4	5
b) Canım sıkılır, keyfim kaçar.	1	2	3	4	5

c) Çocuğuma toparlanmasını, yoksa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
d) Diğer çocukların alaylı sözleriyle başa çıkabilmesi için neler yapabileceğini düşünmesinde çocuğuma yardımcı olurum.	1	2	3	4	5
e) Çocuğumu rahatlatırım ve bu keyifsiz olayı unutması için onunla bir oyun oynarım.	1	2	3	4	5
f) Alay edilmenin onu nasıl incittiği hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

12) Eğer çocuğum çevresinde tanımadığı kişiler olduğunda hep utanıyor ve ürküyorsa ya da aile dostları misafirliğe geldiği zaman ağlamaklı olup odasından çıkmak istemiyorsa, ben;

	Hiç böyle yapmam	Nadiren böyle yaparım	Belki böyle yaparım	Büyük olasılıkla böyle yaparım	Kesinlikle böyle yaparım
a) Çocuğuma, aile dostlarımızla karşılaştığı zaman daha az korkması için neler yapabileceğini düşünmesinde yardımcı olurum**.**	1	2	3	4	5
b) Çocuğuma, tedirgin hissetmenin doğal olduğunu söylerim.	1	2	3	4	5
c) Aile dostlarımızla yapabileceğimiz eğlenceli şeylerden bahsederek çocuğumu mutlu etmeye çalışırım.	1	2	3	4	5
d) Çocuğumun tepkileri yüzünden kendimi sıkıntılı hisseder ve rahatsızlık duyarım.	1	2	3	4	5
e) Çocuğuma oturma odasına gelip aile dostlarımızla beraber oturmak zorunda olduğunu söylerim.	1	2	3	4	5
f) Çocuğuma bebek gibi davrandığını söylerim.	1	2	3	4	5

Appendix D

ÇOCUK YETİŞTİRME STİLİ ANKETİ

Aşağıdaki maddeler, çocuk yetiştirmeye ait bazı durumları anlatmaktadır. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelerin size ne kadar uyduğunu 1'den (hiç bir zaman) 5'e (her zaman) kadar rakamlarla gösterilen ölçek üzerinde değerlendiriniz. Doğru veya yanlış cevap yoktur. Amacımız, yalnızca annelerin çocuk yetiştirme konusundaki düşüncelerini öğrenmektir. Lütfen her bir maddeye olabildiğince içtenlikle cevap veriniz.

	Hiç bir Zaman	**Çok Seyrek**	**Bazen**	**Çoğu Zaman**	**Her Zaman**
1. Sadece çocuğumla oyun oynamak için zaman ayırırım.	**1**	**2**	**3**	**4**	**5**
2. Çocuğumu kucaklar, öper ya da ona sarılırım.	**1**	**2**	**3**	**4**	**5**
3. Birlikte birşeyler yapmak beni ve çocuğumu mutlu eder.	**1**	**2**	**3**	**4**	**5**
4. Çocuğuma beni ne kadar mutlu ettiğini söylerim.	**1**	**2**	**3**	**4**	**5**
5. Çocuğum ve ben birlikte eğlenceli şeyler yaparız.	**1**	**2**	**3**	**4**	**5**
6. Kendimi çocuğuma yakın hissederim.	**1**	**2**	**3**	**4**	**5**
7. Çocuğumu düşündüğümde mutlu olurum.	**1**	**2**	**3**	**4**	**5**
8. Çocuğum bir şeyi iyi yaptığında, onunla gurur duydugumu söylerim.	**1**	**2**	**3**	**4**	**5**
9. Üzgün olduğunda çocuğumu sakinlestiririm.	**1**	**2**	**3**	**4**	**5**

	Hiç bir Zaman	Çok Seyrek	Bazen	Çoğu Zaman	Her Zaman
10. Çocuğum hayal kırıklığına uğradığında, ona ekstra ilgi gösteririm.	**1**	**2**	**3**	**4**	**5**
11. Çocuğum birşeyi başardığında ona aferin derim.	**1**	**2**	**3**	**4**	**5**
12. Çocuğum bir işi yapmaya çalışırken zorlandiginda ona yardımcı olurum.	**1**	**2**	**3**	**4**	**5**
13. Çocuğumun sorularina hemen cevap veririm.	**1**	**2**	**3**	**4**	**5**
14. Bana bir şey söylemek istediğinde, çocuğumu dinlemeye hazırımdır.	**1**	**2**	**3**	**4**	**5**
15. Çocuğumun ihtiyaçlarına karşı duyarlıyımdır.	**1**	**2**	**3**	**4**	**5**
16. Çocuğumun kendi görüşüne sahip olmaya hakkı olduğuna inaniyorum.	**1**	**2**	**3**	**4**	**5**
17. Çocuğumun aile kurallarında söz hakkı olmasına izin veririm.	**1**	**2**	**3**	**4**	**5**
18. Çocuğumun kendi başına giyinmesine izin veririrm.	**1**	**2**	**3**	**4**	**5**
19. Çocuğumun ne yiyeceğini seçmesine izin veririrm.	**1**	**2**	**3**	**4**	**5**
20. Çocuğumdan bir şey istemeden önce onun isteklerini göz önünde bulundururum.	**1**	**2**	**3**	**4**	**5**
21. Çocuğumun benden bağımsız karar vermesine izin veririm.	**1**	**2**	**3**	**4**	**5**

22. Soru sorması için çocuğumu teşvik ederim.	**1**	**2**	**3**	**4**	**5**
	Hiç bir Zaman	**Çok Seyrek**	**Bazen**	**Çoğu Zaman**	**Her Zaman**
23. Benimle aynı fikirde olmasa bile, kendi fikirlerini ifade etmesi için çocuğumu teşvik ederim.	**1**	**2**	**3**	**4**	**5**
24. Çocuğumun aile kurallarına uymasını beklerim.	**1**	**2**	**3**	**4**	**5**
25. Çocuğumun bazı hareketlerini görmezden gelirim.	**1**	**2**	**3**	**4**	**5**
26. Yanlış davrandığında çocuğumu cezalandırırım.	**1**	**2**	**3**	**4**	**5**
27. Çocuğuma nasıl davranması gerektiğini söylerim.	**1**	**2**	**3**	**4**	**5**
28. Davranışı benim beklentilerimi karşılamadığında çocuğumu eleştiririm.	**1**	**2**	**3**	**4**	**5**
29. Çocuğumun kendisinden isteneni tartışmasız yapmasını beklerim.	**1**	**2**	**3**	**4**	**5**
30. Çocuğumun neleri yapmaya izni olduğuna dair kararları ben veririm.	**1**	**2**	**3**	**4**	**5**
31. Çocuğuma benim kararlarımı eleştirmemesi gerektiğini söylerim.	**1**	**2**	**3**	**4**	**5**
32. Çocuğum yanlış davrandığında, onunla bu konu hakkında konuşurum.	**1**	**2**	**3**	**4**	**5**

Appendix E

Demografik Bilgiler

Annenin
adı:_____
__

Babanın
adı:_____
__

Çocuğun
adı:_____
__

Annenin yaşı: _____

Annenin Doğum Tarihi (Gün/Ay/Yıl):_____/_____/_____/

Babanın yaşı: _____

Babanın Doğum Tarihi (Gün/Ay/Yıl):_____/ _____/_____/

Çocuğun yaşı (Ay olarak):_____

Çocuğun doğum tarihi (Gün/Ay/Yıl):_____/ _____/_____/

Hedef çocuğun cinsiyeti?

(0) Kız (1) Erkek

Hedef çocuğun kardeşleri var mı? Eğer varsa doğum tarihi ve cinsiyeti

Çocuk 1_____

Çocuk 2_____

Çocuk 3_____

Çocuk 4_____

Hedef çocuk kreş ya da anaokuluna gidiyor mu? Eğer gidiyorsa, ne kadar zamandır devam
ediyor?_____
_____

Hedef çocuğa kim bakıyor?

(1) Anne-baba
(2) Nine
(3) Diğer kardeşler
(4) Komşu
(5) Bakıcı
(6) Kreş

Medeni durumunuz

(1) Bekar
(2) Evli
(3) Evli değil ama birlikte yaşıyor
(4) Boşanmış
(5) Dul

Medeni durumunuza göre aşağıda yer alan size uygun olan kısımı doldurunuz.

- (Evli) Eşinizle hangi tarihte evlendiniz? ____(Ay)/ _____(Yıl)
- (Birlikte yaşıyor) Ne zamandan beri birlikte yaşıyorsunuz?____(Ay)/ _____(Yıl)
- (Boşanmış) Eşinizle ne zaman boşandınız? ____(Ay)/ _____(Yıl)
- (Dul) Eşiniz ne zaman vefat etti? ____(Ay)/ _____(Yıl)

Annenin eğitim durumu:

(1) Hiç okula gitmemiş

(2) İlkokul – bitirmemiş

(3) İlkokul

(4) Ortaokul

(5) Lise

(6) Üniversite mezunu

(7) Üniversite öğrencisi

Anne toplam kaç yıl eğitim almıştır? (Anaokulu dahil) _____

Annenin meslek durumu:

(0) Çalışmıyor (1) Yarı-zamanlı çalışıyor (2) Tam zamanlı çalışıyor

Anne çalışıyorsa,

- İşyerindeki çalıştığı pozisyon:_____
- Ne kadar süredir çalışmakta: _____ (Ay olarak)
- Fazla mesaiyi de sayarsak haftada kaç saat çalışıyorsunuz?_____
- Haftada kaç gün çalışıyorsunuz? _____
- Yaklaşık olarak aylık kazancınız ne kadardır? _____

Babanın eğitim durumu:

(1) Hiç okula gitmemiş

(2) İlkokul – bitirmemiş

(3) İlkokul

(4) Ortaokul

(5) Lise

(6) Üniversite mezunu

(7) Üniversite öğrencisi

Baba toplam kaç yıl eğitim almıştır? (Anaokulu dahil) _____

Babanın meslek durumu:

(0) Çalışmıyor (1) Yarı-zamanlı çalışıyor (2) Tam zamanlı çalışıyor

Baba çalışıyorsa,

- İşyerindeki çalıştığı pozisyon:_____
- Ne kadar süredir çalışmakta: _____ (Ay olarak)
- Fazla mesaiyi de sayarsak haftada kaç saat çalışıyorsunuz?_____
- Haftada kaç gün çalışıyorsunuz? _____
- Yaklaşık olarak aylık kazancınız ne kadardır? _____
- Genellikle nasıl bir çalışma saati düzeniniz var? (8:00-17:00 mi?, gece mi?, vardiyalı mı? vb_____

Evinize aylık toplam ne kadar para giriyor? (Anne, baba, çocuklar, birlikte yaşadığınız büyüklerin emekli maaşları vs dahil)_____

Evinizde çocuklar dahil kaç kişi yaşıyor? _____

Evinizde çekirdek aile dışında sizinle yaşayan var mı? (0) Hayır (1) Evet

Var ise kimler, akrabalık ilişkileri, cinsiyeti, yaşı vs?_____

Şu anda yaşadığınız evi nasıl tarif edersiniz?

(1) Kendi evimiz
(2) Kiralık ev
(3) Lojman

Aylık ne kadar kira veriyorsunuz? Ev sahibi/ lojmada yaşıyor iseniz, bu eve kira verecek olsaydınız aylık kirası ne kadar olurdu? _____ TL

Evinizin kaç odası var? (Mutfak, banyo dahil) _____

Evinizde yaşayan herkesin yiyecek-içecek, kira, yakacak, elektrik, ulaşım, okul, taksitler, doktor vb masraflarını düşündüğünüzde, aylık toplam masrafınız ne kadardır? _____