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**THE EXAMINATION OF EMOTIONAL INTELLIGENCE AMONG MIDDLE
SCHOOL STUDENTS IN TERMS OF PARENTAL ATTITUDES**

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ABSTRACT

THE EXAMINATION OF EMOTIONAL INTELLIGENCE AMONG MIDDLE SCHOOL STUDENTS IN TERMS OF PARENTAL ATTITUDES

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This study aimed at investigating emotional intelligence and parents attitudes in middle school children. Utilization permit is received by approval of parents before the application. This approval also comprised that all parents consented to attend with their children for this examination. The scales are examined online. The sample included of 196 attendees recruited from 5th, 6th, 7th and 8th grades students and their parents. In order to determine children's emotional intelligence levels, Bar-On Emotional Quotient Inventory Youth Version EQ-i has been applied to both parents and children. Bar-On EQ-i scores which is calculated by dividing the sum of parents' and children's scores. In order to determine parents attitudes, Parental Style Inventory has been used.

Results indicated that female students had statistically significant higher scores than male students' in terms of intrapersonal, interpersonal, stress management, adaptability subscales and total scores of Bar-On EQ-i Youth Version. Also, female students had statistically significant higher scores than male students' in terms of all subscales of Parental Style Inventory. 5th grade students had statistically significant

higher score than other grades' in terms of subscales of intrapersonal, interpersonal, general mood, positive impression and total scores of Bar-On EQ-i. In all categories, fathers' education level was not correlated any item. Regarding Bar-On EQ-i correlation results, subscales of intrapersonal and interpersonal subscales, children whose mothers have master or doctoral degree education level had statistically significant higher score than others. Besides, in general mood subscale, children whose mothers have bachelor, master or doctoral degree education level statistically significant higher score than others. Finally, regarding the consequences of correlation between subscales of Bar-On EQ-i and Parental Style Inventory, it founded that statistically significant positive correlation between PSI subscale of acceptance/involvement and Bar-On EQ-i YV all subscales and total scores.

Key Words: emotional intelligence, parental attitudes, emotion, EQ, parenting styles, middle school students.

ÖZ

ORTAOKUL ÖĞRENCİLERİNDE DUYGUSAL ZEKANIN EBEVEYN TUTUMLARI AÇISINDAN İNCELENMESİ

Dincer, Burcu

Yüksek Lisans, Rehberlik ve Psikolojik Danışmanlık

Tez Yöneticisi: Doç. Dr. Gonca Kızılkaya Cumaoglu

Şubat, 2021

Bu çalışmada ortaokul öğrencilerinin duygusal zeka düzeylerini ve ebeveyn tutumlarını araştırmak amaçlanmıştır. Uygulama öncesinde ebeveynlere yapılan çalışma hakkında bilgi verilmiştir. Ek olarak, ebeveynler çocuklarının da araştırmaya katılmasına izin vermişlerdir. Ölçekler online ortamda uygulanmıştır. Çalışmanın örneklemini 196 katılımcıdan oluşmaktadır. Araştırmanın örneklemini 5., 6., 7. ve 8. sınıf öğrencileri ve ebeveynleri oluşturmuştur. Öğrencilerin duygusal zeka düzeylerini belirlemek için Bar-On Duygusal Zeka Ölçeği Çocuk Formu EQ-i formu kullanılmıştır. Öğrencilerin duygusal zeka düzeyleri; öğrencilerin ve ebeveynlerinin skorlarının toplanıp ikiye bölünmesi ile elde edilmiştir. Öğrencilerin anne baba tutumlarını belirlemek için Anne Baba Tutum Ölçeği uygulanmıştır.

Sonuçlara göre, kız öğrenciler Bar-On EQ-i testinde bireyiçi, bireylerarası, stres yönetimi, uyum ve toplam puan alt boyutlarında erkek öğrencilerden yüksek puan almıştır. Ayrıca, kız öğrenciler Anne Baba Tutum Ölçeği'nin tüm alt boyutlarında erkek öğrencilerden yüksek puan almıştır. 5. Sınıf öğrencileri Bar-On EQ-i testinde bireyiçi, bireylerarası, genel ruh hali ve olumlu etki alt boyutlarında diğer sınıf düzey öğrencilerinden yüksek puan almıştır. Çalışmaya katılan erkek ebeveynlerin yani babaların eğitim düzeyi ile hiçbir alanda korelasyon ilişkisi bulunmamıştır. Bar-On EQ- testinde annesinin eğitim düzeyi yüksek lisans/doktora olan öğrencilerin bireyiçi ve bireylerarası puanları diğer öğrencilere göre daha yüksek bulunmuştur. Ayrıca, annesi üniversite, yüksek lisans ve doktora mezunu olan öğrenciler, genel ruh hali alt boyutunda diğer öğrencilerden daha yüksek puan almıştır. Son olarak, Bar-On EQ-i testinin tüm alt boyutları ile Anne Baba Tutum Ölçeği' nin kabul/ilgi alt boyutu arasında istatistiksel olarak anlamlı pozitif korelasyon bulunmuştur.

Anahtar Kelimeler: duygusal zeka, ebeveyn tutumları, duygu, EQ, ebeveyn stili, ortaokul öğrencileri.

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LIST OF ABBREVIATIONS

Bar-On EQ-i YV: Bar-On Emotional Quotient Inventory Youth Version EQ-i

PSI: Parental Style Inventory



CHAPTER I

INTRODUCTION

In this chapter, background, significance and limitations of the study, and definitions of the terms presents.

1.1 Background of the Study

Since Ancient Greece, “the emotion-ration issue” has become a highly controversial topic in Western World. Most probably, at the end of discussions a belief of “dominance of the reason” was consolidated. The beliefs of “for better living is possible by using mind only and solely” and “emotions harm humans” are beginning with Stoics and maintained with Christian philosophy of emotions which evil unit must be controlled. The idea of “reason represents essential, correct and accurate” and “emotions represent weakness” became strong with Renaissance. Following years, especially by force of romanticism affected the sight of emotions and promoted. However, the Industrial Revolution destroyed the advancement through standardization of society. Then, the idea of “the mind dominates the emotion” accepted as an unquestioning truth (Arbak&Cakar, 2004).

Although signals of emotional intelligence arose in the 1970's, emotional intelligence gained popularity by way of Daniel Goleman’s bestseller book which is named “ Emotional Intelligence” in 1995. Under favour of the book, people have paid attention to this area and work on emotional intelligence has been accelerated (Ciarrochi & Forgas & Mayer, 2006).

For most mammals, the mother is mostly the head programmer. Especially, during the early years, other caregivers as father, grandmother, grandfather are definitely

crucial as well (Elias & Arnold, 2006). Besides, the family atmosphere is mostly viewed as a first school for socialization (Matthews & Zeidner & Roberts, 2002).

Parents' role has changed over the decades and centuries by revising technological, social, and economic changes. Although there were several changes, the goal of parenting has remained essentially the same, to allow children to become competent and to become an individual who is associated with society vigorously (Eisenberg, 2006).

1.2 Significance of the Study

Reuven Bar-On who is one of the developers of emotional intelligence models grounded his own model on social and emotional intelligence (Koksal, 2007). Research findings have shown that there are many benefits of social emotional learning programmes which are linked to emotional intelligence dimensions, brain organization and emotional processes. First one is the strengthening of frontal lobe capacities is crucial for better academic performance, social and personal development. The functions of right and left frontal lobes that attention, concentration, social problem-solving skills and control are critical for both high learning capacity and reasonable act. The other one is assisting children to develop others' and their own and awareness, utilizing verbal labels to describe emotional experiences and empathic identification with others enhance interpersonal awareness and self-control. Previous research shows that strong correlations between emotional distress and cognitive processing deficits including decision making. Also, the high percentage of children who experience emotional distress frequently is remarkable. Namely, emotion, thought, perception, memory and action are interwoven.

Family is the first social environment for children is important (Elias & Arnold, 2006; Karabulut, 2007). Researches show that child-rearing styles can have a huge effect on a child's long term behavior (Elias & Arnold, 2006). Thus, the present study aims to determine whether any correlation between emotional intelligence levels and parental attitudes among middle school students. In researches have been performed in Turkey, usually it seems that only self-report type has been used to determine individual's emotional intelligence level. (Ismen 2001, Gocet 2006, Kirtil 2009, Atalay 2014, Ak 2016, Kaya & Kanik & Alkin 2016, Onder & Yildirim 2017, Guven & Ozkara 2016). However, if an individual has low self-awareness, the results from self-report may mislead. Wolff (2005) states that not only self-reporting but also receiving feedback from an individual's inner circle increases productivity data. Also, Wolff (2005) express that while determining individual's emotional intelligence, usually researchers pay attention to the average data that collected by individual's own assessments and individual's inner circle's assesments. Although there are some studies that examine children's emotional intelligence and parental attitudes in Turkey, the present study aims to be more comprehensive. In present study, in order to determine children's emotional intelligence levels not only children's own statements but also their parents' statements were considered.

1.3.Limitations of the Study

There are some particular delimitations to the present study. Firstly, attendees were delimited to students from middle school in Istanbul. Hereby, generalizability of the study is restricted to four schools and this sample. Besides, findings of the study are restricted to data collected from self-reported

questionnaires. Because of Covid-19 pandemic circumstances, attendees were not linked to directly. Also, in order to determine children's emotional intelligence, Bar-On Emotional Quotient Inventory EQ-i Youth Version applied on both children and their parents. While the inventory applied on parents, the items which was formed for children, customized for parents. However, the inventory that customized for parents were not studied in terms of validity.

1.4. Definitions of The Terms

Emotion: A response to an external world, that comprises a combination of psycho-physiological reactions, feelings and cognitive activities (Mayer & Ciarrochi, 2006).

Intelligence: An individual's capacity for adaptation through efficient cognition and information process (Matthews & Roberts & Zeidner, 2002).

Emotional Intelligence: The capability of recognizing individuals own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others (Wolff, 2005).

Parental Attitude: A parent's whole manners and behaviors towards their children (Bee & Boyd, 2012).

CHAPTER II

2. REVIEW OF THE LITERATURE

This chapter involves the research literature most topical to the purpose of present study is summarised. Six topics were comprehended in this chapter. Firstly, emotion and brain structure are explained. Secondly, the concept of intelligence is mentioned. Thirdly, the historical development of intelligence and emotional intelligence is described. The forth part is concerned about emotional intelligence models. Then, the other part is argued that emotional intelligence and its assessment. Finally, the child and parent relationship is discussed.

2.1.The Concept of Emotion and Brain

Emotional intelligence cannot be comprehended without a conception of emotion. To understand the concept of emotion, analyzing the brain structure and how emotion arises are indispensable properly (Matthews, Zeidner, Roberts. 2002). In recent years, psychologists claimed that comprehending the emotions oneself and others is the key to gratifying life. Congruently, researchers have distinctly tried to analyze emotion and brain structures (Matthews, Zeidner, Roberts. 2002).

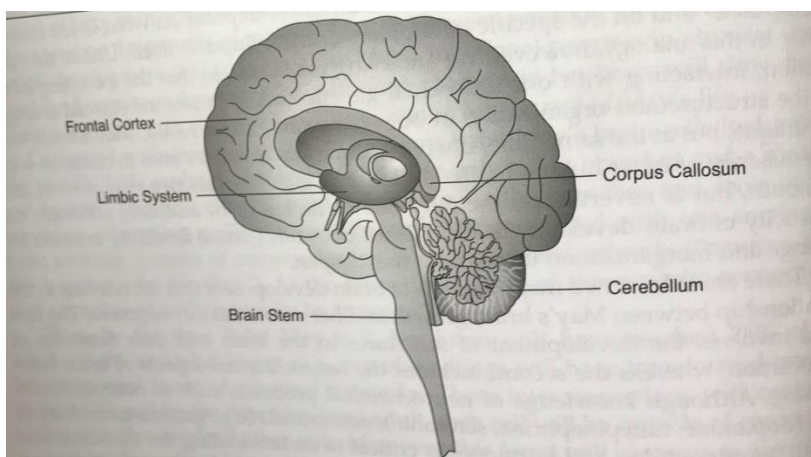


Figure 2.1 The Limbic System

The brain stem, limbic system, and cortex become growingly interconnected. As can be seen in Figure 2.1, at the bottom, the oldest evolutionary part of the brain evolved more than 500 million years ago which is called “the brain stem” or also “reptilian brain”. Many crucial functions, including surviving and life maintenance, are handled at this section. Also the brain is fulfilled by the brain stem and perpetually monitors how we are working in relationship to the external world. Then, the brain stem regulates the internal world which by using data be transferred from several parts of the body and the external world. The whole process occurs at an unconscious level.

The other layer of the brain is the limbic system which evolved almost 300 to 200 million years ago. In other words, the newer and improved section than the brain stem. The section is called also “mammalian brain” because of most highly developed in mammals. One of the crucial functions of the limbic system comprises the processing of multiple aspects of emotion, including face expressions, action tendencies, and the archiving emotional memories. As can be seen in Figure 2.2, the limbic system involves a set of subcortical structures: the amygdala, hippocampus, thalamus, and hypothalamus. Although the results of these structures outcomes appear at the conscious level, the whole of these structures perform at an unconscious level.

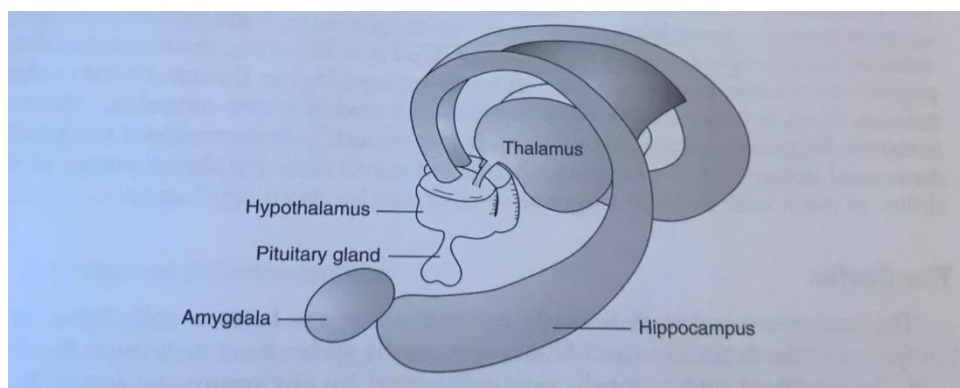


Figure 2.2 Hypothalamus and Amygdala

The thalamus receives all external world messages through the sensory modalities which are vision, hearing, touch, taste, and smell and convey these data to the brain to be analyzed, stored and deciphered. The hypothalamus regulates drives such as sleep, sexuality, and appetite through receiving signals from the body. The hippocampus stores all of the mentioned above processes and transmits memories to different brain areas. Also, Sylwester (1995) mentioned hippocampus as the “card catalog for our library of memories” (Elias & Arnold, 2006). The amygdala which is also called “alarm system” scans the external world every minute by using sensory information. If an intensive emotion is experienced especially under the stressful circumstances such as fear or anger, the amygdala engraves this memory to the brain. This process is one of the possible explanation the fact that people are prone to remember sturdy affection. It may also clarify why children tend to learn in emotional bond situations. For instance when a teacher would explain any subject through connection between students and subject, then students tend to remember easily. The evolutionary newest part of the brain which is called “cortex” consists of subparts. First of all, neocerebellum is charge of semantic connections and social intelligence. Children with a smaller than average neocerebellum (e.g. who have an diagnosis of autism) demonstrate challenge with interpersonal relationship and social intelligence. Children who have a diagnosis of William’s Syndrome have bigger neocerebellum than average. Even, they have cognitive development retarded they are highly gifted in the field of social interactions.

Frontal lobes are one of the instruments of the limbic system. This section is responsible for planning, attention, concentration, insight, sense of identity, empathy, and altruism. Attention, concentration, academic performance, and

active social life depend on well-functioning frontal lobes. If there is any strong emotion such as upset, anxious, depressed, frustrated, or distressed being concentrated become almost impossible. Neither most children are conscious of how their brains are working nor are their parents or teachers. When a child fails academically, the child's parents or teachers warn and accuse the child of being an inattentive. These warnings cause the child may feel shame, anger, and/or regret. Because children even if they cannot be able to perform what adults expect them to do, they believe that they have to perform what is expected from themselves. As a consequence of failures on attempts, their self-esteem is impaired. When this situation occurs constantly, it can lead to give up and dislike school for children (Elias & Arnold, 2006). Healthy emotional regulation requires regular frontal lobes function. According to Goleman, frontal lobes have a function of managing emotions. Dawson and Schore (1994) also asserted that the frontal lobes play a regulatory role in emotional processes. There have been numerous cases (i.e. the case of Phineas Gage) that indicate how injuries and lobotomies are related to dramatic changes in emotion regulation and social intelligence. Despite performing in a normal range on cognitive tests these patients have marked lifelong deficits in social competence and emotional regulation (Elias & Arnold, 2006). Another crucial function of prefrontal lobes is recovery from emotional trauma. When an individual has been traumatized or emotional distress, this memory is permanently recorded at a subcortical level which means in the limbic system. Then, any stimulus in the environment that matches this memory can trigger the original trauma. The body reacts like in original trauma and all this happens at an unconscious level. The basic function of this alarm system is surviving. Through the alarm system, prevented from some danger up to the

present, but this system does not readily protect us from today's complex world. The fact that previous traumas' and sturdy affections' connections cannot be deleted. Fortunately, messages which convey to prefrontal cortex are reversible through restructuring (Elias & Arnold, 2006).

2.2.The Concept of Intelligence

Intelligence is the basic topic of psychology approximately 150 years, however researchers cannot compromise about the definition of intelligent. Despite several conferences, spanning many years and participated by numerous intellectuals in this area, there appears more controversy than consensus. Even though scientific concepts should ideally avoid of social values, intelligence is something that resumes in many cultures. For instance, knowledge would provides status in a society, intelligence is in great demand (Matthews & Roberts & Zeidner, 2002). Throughout history, there are many definitions of intelligence. According to Davenport *"Intelligence is that marvellous skill that humans use to allow them to adapt to their environment to them."*

David Wechsler (1974) identified intelligence as,

"the aggregate or global capacity of the individual to think rationally, to act purposefully and to deal effectively with his/her environment."

He has also developed one of the most popular psychometric measures which is Wechsler Intelligence Scale (Matthews & Roberts & Zeidner, 2002).

Although signals of emotional intelligence arose in the 1970's, emotional intelligence gained popularity by way of Daniel Goleman's bestseller book which is named " Emotional Intelligence" in 1995. Under favour of the book, people have paid attention to this area and work on emotional intelligence has been accelerated (Ciarrochi & Forgas & Mayer, 2006).

2.3.The Historical Development Intelligence and Emotional Intelligence

Through long ages, scientists investigate the concept, the source, and the measures of intelligence. Even so, it is necessary to mention to the contributions of figures that have influenced theoretical and methodological developments in this area. The first major figure is Sir Francis Galton who trailblazer to relate chronometric measures and physical attributes of humans to intellectual ability. He has also formed the concept of correlation to the study of individual differences, designed the idea of percentiles, and point out to the bell curve. The other figure is Alfred Binet. Along with Theophile Simon and Binet after a period of examination tasks similar to those used by Francis Galton, formed the modern intelligence test. Also one of the considerable intelligence test (i.e. Stanford-Binet Intelligence Scales-Revision IV) still carries his name. The third figure is Charles Spearman who developed the method of factor analysis. He was also the first individual to enterprise to obtain a series of theories to explain intelligence. His taxonomic identifying intelligent behaviour, through the process of factor analysis has affected the science of human cognitive abilities substantially. In 1927, Spearman wrote a book named “The Abilities of Man” and he asserted that there are two basic factors as “g” (general aptitude) and “s” (special ability) (Matthews & Roberts & Zeidner, 2002).

In those years, the concept of intelligence only was a matter of debate verbally. Scientists tried to develop objective measurements for the dominance of scientificness, and thus intelligence tests emerged. Nevertheless, considering intelligence only scientifically and accuracy of intelligence tests initiated discussions. Therefore, psychologists have approached intelligence beyond the cognitive aspect and propounded alternative intelligence hypothesis through the 20th century.

The term “social intelligence” was first used by Dewey (1909) and Lull (1911).

However in the modern sense, E. L. Thorndike (1920) divided into three parts as the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). Also Thorndike define social intelligence as,

"The ability to understand and manage men and women, boys and girls - to act wisely in human relations" (Sternberg & Kaufman, 2011).

Gardner (1983) has developed a model of multiple intelligence. According to Gardner,

“Intelligence is the ability to solve problems and fashion products that are valued in one or more cultures.”

Eight capacities which are linguistic, logical, mathematical, spatial, bodily-kinesthetic, musical, interpersonal intrapersonal, and naturalistic entitled to named intelligence by Howard Gardner (Elias & Arnoll, 2006).

Researchers Peter Salovey and John Mayer and author Daniel Goleman have widened the term intelligence in a different perspective. They assert that many of the capacities Gardner discussed as part of the personal intelligence constitute a distinct “emotional intelligence”. They explained emotional intelligence as,

“The ability to perceive emotions, to Access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions so as to promote better emotion and thought” (Mayer & Salovey, 1993).

According to Steven B. Wolff (2005), Emotional Intelligence is

“The capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others.” (Matthews & Roberts & Zeidner, 2002).

2.4.Models of Emotional Intelligence

In the light of emotional intelligence literature, there are two models: an ability model and a mixed model (Koksal, 2007). According to Cobb and Mayer (2000) an ability model assumes that emotional intelligence is a series of abilities. Also, this model emphasizes the utilization of dialectic by using emotions. The mixed models are more popular than the ability model and discuss emotional intelligence by gathering social skills, features, and behaviors. Besides, the mixed models highlight the potential success through emotional intelligence (Cakar & Arbak, 2004).

In this section, emotional intelligence models which are Mayer & Salovey Model, The Goleman Model, The Cooper & Sawaf Model and The Bar-On Model are explained.

2.4.1. The Mayer & Salovey Model

Mayer, Salovey, and colleagues the most generate members of emotional intelligence literature. This model is based on the idea that emotional intelligence is a combination of mental abilities, skills, or capacities (Matthews & Roberts & Zeidner, 2002). Mayer, Caruso and Salovey (1997) considered the emotional intelligence is an ability and define Emotional intelligence as,

“An ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them.”

Salovey and Mayer focused on the two words “emotion” and “intelligence” besides, they emphasised on those concepts equally. Emotion is significant, because it is included of feelings as happiness, fear, or sadness. Also, it comprised

of cognitions as assessing emotions. In the same way, intelligence is significant because intelligence means the capability of think and reason about knowledge. Salovey and Mayer united these two areas (Maltby, Day, Macaskill, 2007). In this model, emotional intelligence divided into four capacities as a perceiving emotion, using emotion in thought and action, understanding emotion, and managing emotion (Maltby & Day & Macaskill, 2007; Matthews & Roberts & Zeidner, 2002; Barrett & Salovey , 2002).

2.4.2. The Goleman Model

The other representatives of the mixed model Goleman. Daniel Goleman usually labels emotional intelligence as a whole of personal and social features (Ciarrochi & Forgas & Mayer, 2006). Some theorists Goleman capitalized on Salovey and Mayer's model, comprising an emphasis on physiological and cognitive terms but he also took the lead different perspectives with his ideas. In opposite to Mayer, Caruso and Salovey; Goleman resists that claiming emotional intelligence is a pure ability. Besides, Goleman maintains emotional intelligence has higher predictive validity in particular at the workplace than traditional intelligence (Matthews & Roberts & Zeidner, 2002). Also he was mention frequently on his books whose names are "Emotional Intelligence" (1995), "Primal Leadership" (2001).

Goleman (1995) describe an emotional intelligence as,

"Abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope." (Goleman, 1995).

2.4.3. The Cooper & Sawaf Model

Cooper and Sawaf researched into a field of organizational psychology. They investigate that the relationship between emotional intelligence and leadership. In 1997, Cooper and Sawaf wrote a book that is named “Executive EQ Emotional Intelligence in Business” and they explain emotional intelligence through a model that is called “four cornerstone model”. In this model, they defined four traits. First of all, emotional literacy is an ability to describe and express emotions. Second is emotional fitness means endurance and maintenance. Emotional depth is third trait which means influence others’, and the last trait emotional alchemy is tuning emotions in order to for individual’s benefits (Akgun & Keskin & Yilmaz, 2013).

2.4.4. The Bar-On Model

According to Crowe and Fraley (1999), Reuven Bar-on aims to determine the factor of an individual’s success by originating his own model (Cakar & Arbak, 2004). Bar-On defines Emotional Intelligence as,

“An array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.” (Ciarrochi & Forgas & Mayer, 2006).

Also, this model involves both cognitive and noncognitive factors including personal, emotional, and surviving. A common ground of all these factors is more effective than IQ in terms of an individual’s struggle with daily challenges. Thus, considering all of these, this model is a mixed model.

Bar-On's model consists of five dimensions as intrapersonal, interpersonal, adaptation, stress management, and general mood. Also, each dimension has subscales (Cakar & Arbak, 2004).

All dimensions and subscales has been explained at Chapter III, under the head of "Bar-On Emotional Quotient Inventory Youth Version EQ-i".

2.5. Psychological Assessment and Emotional Intelligence

Any ideal test should least supply each of four standards: reliability, content validity, predictive validity, and construct validity. In consideration of these standards, there are six tests for assessing emotional intelligence including two types. First type is performance based measures. The Multi-Factor Emotional Intelligence Scale (MEIS) and Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) are performance based measures instances. The second type is self-report measures which are Bar-On Emotional Quotient Inventory (EQ-i), Schuette Self-Report Inventory (SSRI), The Trait Meta-Mood Scale (TMMS), and Emotional Competence Inventory (ECI) (Matthews & Roberts & Zeidner, 2002).

MEIS is evaluated by Mayer, Salovey and Caruso who the most prominent theorists for emotional intelligence. MEIS have four dimensions as to identify emotions, to assimilate emotions, to understand emotions, and to manage emotions. Also, MEIS have 12 subscales. First dimension has four subscales as faces, music, design, and stories. The second dimension that assimilation of emotions has two subscales as synesthesia and feeling biases. The third dimension understanding emotions has four subscales as complex blends, progressions, transitions, relativity. The last dimension managing emotions has two subscales as managing others and managing self. When

some psychometric problems were realized, test developers have developed a revised measure that the MSCEIT.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) which is accorded to this definition, measures four characteristics of Emotional Intelligence Skills: ability to perceive emotion, use of emotion to facilitate thought, understand emotional meanings and manage emotions in oneself and others (Matthews & Roberts & Zeidner, 2002).

In 1998, Goleman Emotional Competence Inventory has been developed by Goleman. Emotional Competence Inventory measures these qualities: emotional self-awareness, accurate self-assessment, self-confidence, emotional self-control, trustworthiness, conscientiousness, adaptability, conflict management, building bonds, and teamwork and collaboration.

Bar-On EQ-i which is formed by his own name measures. Numerous areas which is emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism are measured by Bar-On EQ-i (Ciarrochi & Forgas & Mayer, 2006).

2.6. Child-Parent Relationship

Before the 19th century, religion and philosophy leaded parenting styles and in that period, people had looked upon children as a small adult, an angelic bundle from heaven, or stubborn savage. Furthermore, those ideas had no scientific evidence. Until the 1800's, parenting roles had not been a subject of scientific study (Hale, 2008).

Although parents' major responsibilities related to providing basic needs which are food, security, supporting and communication should not be ignored. Parents are an

essential resource all childhood in point of physical and psychological development. Child and parent relationship reciprocal and complementary instead of symmetrical (Yilmaz, 2000). Not only sustenance is crucial in raising a child, but also support which means that family is the first social environment for children is important (Eisenberg, 2006; Karabulut, 2007). Researches show that child-rearing styles can have a huge effect on a child's long term behavior (Davenport, 1994). Parents are a crucial unit in terms of children's first social objects and their major responsibility is teaching emotional knowledge, competences, and skills (Sanchez-Nunez & Medina & Rubio, 2018; Matthews, Zeidner, Roberts, 2002). Socialization that in the family atmosphere in two ways: direct and indirect way. In a direct way, parents has a facilitator role as regulate their children's emotions through daily conversations about emotional regulation. Indirectly way, parents' influences may observe and model of the other's emotional responses and competencies (Sanchez-Nunez & Medina & Rubio, 2018).

2.6.1. Child-Parent Relationship Perspectives

In many years, researchers have been studying the relationship between parents and children. Some perspectives were propounded and psychoanalytic, behavioristic, Baumrind's, and Maccoby and Martin's perspective are discussed under this title.

2.6.1.1. Psychoanalytic Perspective

Sigmund Freud, founder of psychoanalytic model, claimed that the role of parenting is crucial in child development because children are considered to be easily influenced. He asserted that the parent's personality specify temperament of parenting, the parent-child relationship, and introject and transplant which values and traditions. According to psychoanalytic theorists, if parents' emotional

needs had not been corresponding during the own childhood, then their own experiences would be reflected in their parenting. Winnicott and Spitz got the roots of self-centred, immature, impulsive and aggressive behaviors of abusive parents in the parents' own foster (Bornstein & Leventhal & Lerner, 2015).



2.6.1.2. Behavioristic Perspective

All attempts in behavioral perspective were made to connect learning theories to socialization from Watson to Skinner. A number of empirical studies of parenting from a behavioral viewpoint arise from clear demonstrations that specific manners in babies (i.e. smiles or vocalization) could be pointedly conditioned. Mostly, children's aggressive behaviors, dependency, identification and sex types are major topics of behavioral study (Renninger & Sigel, 2006). Children were close to being supposed as "tabula rasa" with the exception of needs and reflexes (Hale, 2008).

2.6.1.3. Baumrind's Perspective

On the contrary of previous researchers, Diana Baumrind not only investigated independently examining the correlates of several dimensions but also searched concurrently how parents differentiate various characteristics to categorize parents into various child rearing styles. Diana Baumrind firstly investigated that parenting styles and divided into three groups of preschool children in terms of children's different patterns of behavior. Diana Baumrind defined three parenting styles as authoritarian, authoritative, and permissive style which correlate with these three patterns of child behavior. These three parental attitudes match up to high and own values on the nurturance, maturity demands, clarity of rules, and communication between child and parent. Nurturance means that the degree to which warmth a parent displays toward a child. Maturity demands is level of expectations about parents. Clarity of rules refers the degree to which consistency of family rules (Power, 2013). First parental attitude is the authoritative style that is identified by high order of both responsiveness and demandingness. It is associated with assertive, self-reliant child behavior. The other attitude is the authoritarian style that is characterized by low responsiveness and high demandingness. It is associated with discontented,

introverted child behavior. The last parental attitude is the permissive style which is identified by low responsiveness and low demandingness. Child behavior identified by low self-control and low self-reliance.

Generally, in authoritarian parent's child has been related with poor academic achievement or apathy, despair or anxiety symptoms. Child who raising with the authoritative style has been correlated with advancements such as emotional stability, coping skills, or life satisfaction. The permissive parenting's child has been interrelated with low self esteem, impulsivity, and aggression. Besides, Baumrind's study showed that African-American girls who raised by authoritarian attitudes were more assertive and independent (Power, 2013).

The authoritarian parents are highly demanding and expect their own children unconditional obedience. If the children could dissent the rule, parents punish them. Parents does not get their own children's opinion (Yılmaz, 2000; Bee & Boyd, 2012).

Baumrind identified the permissive parent as tend to an affirmative and acquiescent manner toward to own child's desires and actions. Parents avoid to control their children and allow the child to determine his/her own activities as much as possible (Hale, 2008).

Baumrind determined four dimensions on upbringing which relate to parents' attitude. The first dimension is parental control. Parental control is that the degree to which the child obey the rules that determined by his/her parents (Hale, 2008).

Baumrind states that authoritative parents' children who independent, express her/himself clearly, successful academically and socially. Besides, a large number of studies that based on Baumrind's classification show that authoritative parents'

children's rates of academic performance, social and mental development, self-regard is higher than authoritarian and permissive parents' children's (Yilmaz, 2000).

2.6.1.4. Maccoby and Martin's Perspective

Maccoby and Martin identified to high and low values on the warmth (responsiveness) and control (demandingness) dimensions and described four parent attitudes as authoritative, authoritarian, indulgent (permissive), and unindulgent (neglectful). Authoritative parents' level of both control and warmth is high. Development differences of these two parents' children is based on parents' warmth. Nonetheless, authoritarian parents' level of control is high but level of warmth is low. Both authoritative and authoritarian parent attitudes dimension of control is high. Nevertheless indulgent parents' level of control is low but level of warmth is high (Power, 2013).

	High Control	Low Control
High Warmth	Authoritarian	Indulgent
Low Warmth	Authoritative	Neglecting

Table 2.1 Maccoby and Martin's Parents Attitude Perspective

CHAPTER III

3. METHOD

In this chapter, it is identified that the methodological procedures. Firstly, the purpose of the study is explained. Secondly, research questions are ordered. Thirdly, attendees are mentioned. Then, the five instruments that are used in present study are imparted in forth part. In the fifth part, the data collection procedure has been clarified, and the procedure of data analysis has been explained in the sixth part.

3.1. The Purpose of the Study

The purpose of the present study is that research the relation between emotional intelligence level and parents attitudes in middle school children. In order to determine children's emotional intelligence levels, Bar-On Emotional Quotient Inventory Youth Version EQ-i has been applied to both parents and children. Also, in order to determine students' parents attitudes, Parental Style Scale has been used.

3.2. Research Questions

Research questions of this study are as below:

- a. Is there any statistical difference between Bar-On EQ-i in terms of parents' gender?
- b. Is there any statistical difference between Bar-On EQ-i and PSI scores in terms of mothers' educational level?

- c. Is there any statistical difference between parents' Bar-On EQ-i scores in terms of fathers' educational level?
- d. Is there any correlation between Bar-On EQ-i Youth Version's and PSI scores in terms of students' grade level?
- e. Is there any correlation between Bar-On EQ-i Youth Version's subdimensions and Parental Style Scale's subdimensions?
- f. Is there any correlation between emotional intelligence levels and parent attitudes of middle school students?

3.3. Attendees

At the end of data collection procedure, there were 325 student attendees. However, these attendees belonged numerous different schools. Hence, attendees narrowed down by choosing the schools that higher number of attendees educated in. Therefore, attendees categorized as 5th grade students are educated in Kemerburgaz Okyanus College Middle School, 6th grade students are educated in Halkalı Doğa Middle School, 7th Middle School grade students are educated in Toki Avrupa Konutları Middle School, 8th grade students are educated in Alparslan Middle School. Thereby, this study has been accomplished with 196 middle school students which are educated in Istanbul at four different schools and their parents. 101 of student attendees were male students (%51,5), 95 of attendees were female students (%48,5). Also, a total of 196 parents, 66 of parents attendees were male parents which means fathers (33,7), 130 of parents attendees were female parents which means mothers (66,3). The sample consisted of 44 5th grade (%22,4), 51 6th grade (%26,1), 52 7th grade (%26,5), and 49 8th grade (%25) students. Table 3.1.demonstrates that the distrubiton of the attendees in terms of gender and student's grades, and parent's education level.

		Frequency	%
Student's Gender	Male	101	51,5
	Female	95	48,5
	Total	196	100,0
Student's Grade	5 th Grade	44	22,4
	6 th Grade	51	26,1
	7 th Grade	52	26,5
	8 th Grade	49	25,0
	Total	196	100,0
Parent's Gender	Male	66	33,7
	Female	130	66,3
	Total	196	100,0
Mother's Education Level	Primary and Middle School	33	16,8
	High School	71	36,3
	Bachelor's Degree	83	42,3
	Master/Doctoral Degree	9	4,6
	Total	196	100,0
Father's Education Level	Primary and Middle School	22	11,2
	High School	86	43,9
	Bachelor's Degree	80	40,8
	Master/Doctoral Degree	8	4,1
	Total	196	100,0

Table 3.1

The Distrubution of the Attendees in terms of Grades and Gender

3.4. Instruments

Taking into consideration of purpose of study, Demographic Information Form for Parents, Demographic Information Form for Children, Bar-On Emotional Quotient Inventory Youth Version EQ-, and Parental Style Inventory are used in the present study.

3.4.1. Demographic Information Form for Parents

Items that related to parent attendee's gender, level of education, and informed consent are included in Demographic Information Form for Parents (*see* Appendix B).

3.4.2. Demographic Information Form for Children

Items that related to student attendee's gender, grade level, and school are included in Demographic Information Form for Children (*see* Appendix C).

3.4.3. Bar-On Emotional Quotient Inventory Youth Version EQ-i

Subscales of Bar-On EQ-i	Description
Interpersonal	An individual aware of own feelings
Intrapersonal	An individual understand and recognize others' feelings and thoughts
Adaptation	An individual has potentially effective solutions

Stress Management	An individual has coping strategies for adverse events
General Mood	An individual satisfy with life, take pleasure oneself and being with others
Positive Impression	An individual tend to leave a positive impression
Total EQ	An individual has a several coping strategies with daily problems and tend to be happy

Table 3.2

Bar-On Emotional Quotient Inventory Youth Version's Subscales

Bar-On Emotional Quotient Inventory Youth Version has been developed by Reuven Bar-On and James D.A. Parker in 2000. It is adapted to Turkish culture by Koksall (2007). Bar-On claims that this inventory is based on “model of emotional and social intelligence. This inventory is proper to apply 7-18 years and it contains 60 items. There are 7 high order dimensions are given in Table 3.2.

Bar-On claimed that the EQ-i is the most extensive self-report measure of Emotional Intelligence. According to Bar-On, the EQ-i have high levels of internal consistency and reliability. In the adaptation study, Koksall (2007) found that Cronbach alpha coefficients for each dimensions were .80 for interpersonal, .62 for intrapersonal, .68

for stress management, .85 for adaptability, .85 for general mood, .62 for positive impression subscales.

3.4.4. Bar-On Emotional Quotient Inventory Parent Version EQ-i

In order to apply for parents, Bar-On Emotional Quotient Inventory Youth Version EQ-i customized for parents. All items rearranged as parents assess their children's emotional intelligence. This new inventory subject to reliability study and it founded that Cronbach alpha coefficient is .962.

3.4.5. Parental Style Inventory

The Parental Style Inventory was developed by Lamborn, Mounts, Steineberg, and Dornbush in 1991. Developers of the scale referred on Baumrind, Maccoby, and Martin's suggestions and other parental scales. The original scale derived from three dimensions. First dimension is acceptance/involvement try to determine to what extent children evaluate their parents kindly and taking care. Second dimension is strictness/supervision try to reveal to what extent children perceive their parents' degree of control. The last dimension is psychological autonomy try to determine that children evaluate their parents' democratic attitudes and how much encourage to individuality. In Parental Style Scale, Acceptance dimension has nine, Strictness dimension has eight, and psychological autonomy dimension has nine items.

Adaptation study to Turkish culture is completed by Yılmaz (2000). In the adaptation study, Yılmaz assessed that Cronbach alpha coefficients for each subscale. Results indicated that Cronbach alpha coefficients were .70 for acceptance/involvement. Also Yılmaz found that Cronbach alpha coefficients were .69 for strictness/supervision, and .66 for psychological autonomy. Test-retest reliability coefficients were .82 for acceptance/involvement subscale. For strictness/supervision subscale were .88, and for psychological autonomy subscale were .76.

3.5.Data Collection

After obtaining permission from Ethical Committee of Yeditepe University (see Appendix A), researcher adapted to all inventories online. Utilization permit is received by approval of parents before the application. This approval also comprised that all parents consented to participate their children for this examination. The scales are examined online. The study was conducted with a total number of 196. For all students, 95 of them were girl, 101 of them were boy who were middle school students in Istanbul European side. Also 196 parents were participated on this research and 130 of them (%66,3) were female and 66 of them (%33,7) were male.

3.6.Data Analysis

All the statistical analyses were conducted by using the IBM SPSS version 21.0 (IBM Corp. Released 2012. Armonk, NY, USA) with Armonk, packaged software. Descriptive statistics present as standard deviation, median, first and third quarters, frequency, and percents. Continuous variables are evaluated by Shapiro Wilk Test whether are normal distribution. Comparisons of continuous variables evaluated by independent samples for t test, one way analysis of variance, Mann Whitney U, Wilcoxon signed ranks and Kruskal Wallis considering distribution properties of variable measurements. If there was a statistically significant difference on Comparisons which is used One way analysis of variance and Kruskal Wallis in order to determine result from which group or groups posthoc Tukey or posthoc Bonferroni-corrected Mann Whitney U test. Linear relationship between variables evaluated by Spearman's correlation test.

CHAPTER IV

4. RESULTS

In this chapter, results submits that related to chidren's emotional intelligence levels and their parental attitudes.

		Median (1st-3rd Quartiles)	z	p*
Intrapersonal	Parent	18 (13-21)	-1,586	0,113
	Student	18 (13-21)		
Interpersonal	Parent	40 (36,3-45)	-0,816	0,414
	Student	40 (36-45)		
Stress Management	Parent	33,5 (26-38,8)	-4,218	<0,001
	Student	35 (28-39)		
Adaptability	Parent	31 (28-37)	-1,587	0,112
	Student	32 (28,3-38,8)		
General Mood	Parent	49 (45,3-53)	-2,231	0,026
	Student	49,5 (46-54)		
Positive Impression	Parent	17 (15-18,8)	-0,002	0,999
	Student	17 (15-18)		
Total Bar-On EQ	Parent	187 (170,3-205)	-2,896	0,004
	Student	188 (173,3-206,8)		

* Wilcoxon signed ranks test

(N=196)

Table 4.1 *Comparison of Bar-On EQ-i YV Subscales and Total score in terms of Parents' and Children's Answers*

As given in Table 4.1, considering Bar-On EQ-i YV subscales and total score, there was statistically significant difference in stress management, general mood subscales and total scores. Although scores were close, students' scores were statistically higher than parents' scores in all comparisons ($p < 0,05$). In the other subscales comparisons, students' and parents' evaluations were not statistically significant difference. ($p > 0,05$).

	r_s	p
Intrapersonal	0,823	<0,001
Interpersonal	0,787	<0,001
Stress Management	0,822	<0,001
Adaptability	0,843	<0,001
General Mood	0,759	<0,001
Positive Impression	0,685	<0,001
Total Bar-On EQ	0,864	<0,001

r_s= Spearman correlation coefficient

(N=196)

Table 4.2

Correlations of Bar-On EQ-i YV Subscales and Total scores in terms of Students' and Parents' Answers

As given in Table 4.2, considering all correlations, statistically significant positive correlations were founded in all subscales and total scores ($p < 0,05$). The lowest

correlation score was positive impression subscale and there were moderate good correlation. There were good statistically significant between the other subscales and total scores.

Subscales	Mean±SD	Median	Minimum-Maximum
Intrapersonal	17,2± 4,2	18	6-24
Interpersonal	39,7± 5,5	40,5	23-48
Stress Management	33,1± 7,0	34	18,5-48
Adaptability	32,0± 5,9	32,3	19,5-40
General Mood	48,6± 5,4	49	28-56
Positive Impression	16,6± 2,6	17	10-22
Bar-On EQ Total Score	187,3± 24,0	187,3	130,5-233,5

SD= Standard Deviation

(N=196)

Table 4.3

Descriptive Statistics in terms of Attendee's Bar-On EQ-i YV Answers

As given in Table 4.3, Bar-On EQ-i scores which is calculated by dividing the sum of parents' and children's scores.

		n	Median (1 st -3 rd Quartiles)	U / χ^2	p
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Student's Gender	Male	101	17 (12,5-20)	3736	0,007*
	Female	95	19 (15-21)		
Students's Grade	5 th Grade	44	19,5 (16,1-22) ^b	9,366	0,025**
	6 th Grade	51	17 (12,5-18,5) ^a		
	7 th Grade	52	18,8 (12,9-21,9)		
	8 th Grade	49	17,5 (13,3-20)		
Parent's Gender	Male	66	17,3 (12-21)	3825,5	0,215*
	Female	130	18 (14-20,1)		
Mother's Education Level	Primary School Graduation	33	16,5 (12,5-19) ^a	9,529	0,023**
	Highschool	71	17,5 (13-20,5)		
	Bachelor's degree	83	18,5 (13,5-21)		
	Master/Doctoral Degree	9	20 (19,3-22) ^b		
Father's Education Level	Primary School Graduation	22	17,5 (13,9-19,5)	2,076	0,557**
	Highschool	86	17,5 (12,9-20,5)		
	Bachelor's degree	80	18,5 (13,5-21)		
	Master/Doctoral Degree	8	19,8 (14,1-21,5)		

*Mann Whitney U test, ** Kruskal Wallis test, Posthoc Bonferroni corrected Mann

Whitney U test ($a < b$, $p < 0,05$)

Table 4.4

The Comparison of Bar-On EQ-i YV Subscale of Intrapersonal in terms of Sociodemographic Attributes

As given in Table 4.4, when Bar-On EQ-i YV subscale of intrapersonal was compared, statistically significant difference was founded in terms of students' gender, mothers' education level, parents' gender. Consequences of intrapersonal subscale comparisons, female students have statistically significant higher score than male students', 5th grade students higher than 6th grades, students whose mothers have master or doctoral degree educational level than whose primary school education level ($p < 0,05$). In the other subscales comparisons, students and parents evaluations were not statistically significant difference. ($p > 0,05$).

		n	Mean$\pm$SD	t/F	p
Student's Gender	Male	101	37,7 $\pm$ 5,5	-5,726	<0,001*
	Female	95	41,9 $\pm$ 4,8		
Students' Grade Level	5 th Grade	44	42,2 $\pm$ 3,9 ^b	3,938	0,009**
	6 th Grade	51	39,2 $\pm$ 5,8 ^a		
	7 th Grade	52	39,1 $\pm$ 5,3 ^a		
	8 th Grade	49	38,7 $\pm$ 6,3 ^a		
Parent's Gender	Male	66	37,4 $\pm$ 5,9	-4,427	<0,001*
	Female	130	40,9 $\pm$ 5,0		
	Primary School Graduation	33	37,4 $\pm$ 5,9 ^a		

Mother's Education Level	High School	71	39,2±6,0	3,769	0,012**
	Bachelor's Degree	83	40,9±4,9		
	Master/Doctoral Degree	9	41,6±2,8 ^b		
Father's Education Level	Primary School Graduation	22	39,0±5,6	1,461	0,227**
	High School	86	39,1±5,9		
	Bachelor's Degree	80	40,3±5,3		
	Master/Doctoral Degree	8	42,4±2,3		

SD= Standard Deviation *Independent samples t test, ** One-Way Analysis of Variance, Posthoc Tukey test (a<b, p<0,05)

Table 4.5

The Comparison of Bar-On EQ-i YV Subscale of Interpersonal in terms of Sociodemographic Attributes

As given in Table 4.5, when Bar-On EQ-i YV subscale of interpersonal was compared, statistically significant difference was founded in terms of students' gender and mothers' education level except fathers' education level. Female students have statistically significant higher score than male students', 5th grade students higher than the other grades', mothers' have higher than fathers', mothers who has master or doctoral degree higher than mothers who has primary school graduate (p<0,05).

		n	Median (1st-3rd Quartiles)	U / χ^2	p
Student's Gender	Male	101	30,5 (25,5-35,5)	3136,5	<0,001*
	Female	95	36,5 (31,5-40)		
Student's Grade Level	5 th Grade	44	35,8 (31,8-38,9)	4,071	0,254**
	6 th Grade	51	32 (27,5-40,5)		
	7 th Grade	52	33 (24,3-39,6)		
	8 th Grade	49	32,5 (26,3-38,8)		
Parents's Gender	Male	66	34,8 (26,8-40)	4060,5	0,541*
	Female	130	33,5 (27,4-38,1)		
Mother's Education Level	Primary School Graduation	33	28,5 (24,5-39,3)	2,343	0,504**
	High School	71	33 (27-39)		
	Bachelor's Degree	83	34,5 (29-39)		
	Master/Doctoral Degree	9	35,5 (28,5-38,3)		
Father's Education Level	Primary School Graduation	22	33,5 (26,3-39,5)	0,667	0,881**
	High School	86	32,5 (27-37,9)		
	Bachelor's Degree	80	34,5 (28,3-39)		
	Master/Doctoral Degree	8	34,8 (27,9-37,3)		

*Mann Whitney U test, ** Kruskal Wallis test

Table 4.6

The Comparison of Bar-On EQ-i YV Subscale of Stress Management in terms of Sociodemographic Attributes

As given in Table 4.6, when comparing of Bar-On EQ-i YV Subscale of Stress Management in terms of Sociodemographic Attributes, there was only statistical significant difference in terms of students' gender. Female students' scores were statistical significant higher than male students' ($p < 0,05$). In the other comparisons, 5th grade students', male parents who were attend the scale, parents who were master or doctoral degree were higher score than others. However these differences were not statistical significant ($p > 0,05$).

		n	Median (1st-3rd Quartiles)	U / χ^2	p
Student's Gender	Male	101	31,5 (26-37)	4104,5	0,080*
	Female	95	33,5 (29,5-37,5)		
Student's Grade Level	5 th Grade	44	32,5 (28-39,4)	2,418	0,490**
	6 th Grade	51	30,5 (27-36)		
	7 th Grade	52	33,8 (29,6-37)		
	8 th Grade	49	31,5 (29,3-36)		
Parents's Gender	Male	66	32,5 (27-35,6)	4199	0,808*
	Female	130	31,5 (28,4-37,5)		
Mother's Education Level	Primary School	33	30,5 (26,8-34,3)	3,468	0,325**
	Graduation				
	High School	71	33,5 (29-38,5)		
	University	83	32,5 (29-36)		
	Master/Doctoral Degree	9	35,5 (26,3-39,8)		

Father's Education Level	Primary School	22	30 (25,5-32)	4,088	0,252**
	Graduation				
	High School	86	33 (28,9-37,8)		
	University	80	32,8 (29,5-37,4)		
	Master/Doctoral Degree	8	32,3 (26,1-37,4)		

*Mann Whitney U test, ** Kruskal Wallis test

Table 4.7

The Comparison of Bar-On EQ-i YV Subscale of Adaptability in terms of Sociodemographic Attributes

As given in Table 4.7, when comparing of Bar-On EQ-i YV Subscale of Adaptability in terms of sociodemographic attributes there was not any statistically significant difference in any group ($p>0,05$). Female students, 7th grade students, male parents who were attend the scale, students who were mothers' master or doctoral degree education level, students who were fathers' bachelor's degree education level had higher score than others. However, these differences were not statistically significant ($p>0,05$).

		n	Median (1 st -3 rd Quartiles)	U / χ^2	p
Student's Gender	Male	101	48,5 (45,5-52,5)	4346	0,255*
	Female	95	49,5 (46-53)		

Student's Grade Level	5 th Grade	44	51,5 (48-54,5) ^b	8,745	0,033**
	6 th Grade	51	48,5 (44,5-53)		
	7 th Grade	52	49 (45,8-52,9)		
	8 th Grade	49	48,5 (45,3-51,8) ^a		
Parents's Gender	Male	66	48,5 (44-52,6)	3823	0,213*
	Female	130	49,3 (46,4-53)		
Mother's Education Level	Primary School Graduation	33	47 (44,3-49,3) ^a	10,773	0,013**
	High School	71	48,5 (46,5-53,5)		
	University	83	49,5 (45,5-53) ^b		
	Master/Doctoral Degree	9	51,5 (48,3-54,5) ^b		
Father's Education Level	Primary School Graduation	22	47,8 (45,5-51)	1,230	0,746**
	High School	86	49 (45,4-53,1)		
	University	80	49,5 (45,6-52,9)		
	Master/Doctoral Degree	8	49,5 (45,6-53,4)		

*Mann Whitney U test, ** Kruskal Wallis test, Posthoc Bonferroni corrected Mann Whitney U test (a<b, p<0,05)

Table 4.8

The Comparison of Bar-On EQ-i YV Subscale of General Mood in terms of Sociodemographic Attributes

As given in Table 4.8, when Bar-On EQ-i YV Subscale of general mood in terms of sociodemographic attributes were compared, there were founded statistically

significant difference in students' grade and mothers' education level. Consequences of comparing scores, mothers' whose master or doctoral degree were higher than mothers' whose primary school graduation, 5th grade students were higher score than 8th grade students ($p<0,05$). Although female students, female parents who were attend the scale, fathers who has bachelor and master/doctoral degree were higher score, these findings were not remarkable ($p>0,05$).

		n	Mean±SD	t/F	p
Student's Gender	Male	101	16,3±2,7	-1,591	0,113*
	Female	95	16,9±2,5		
Student's Grade Level	5 th Grade	44	17,7±2,3 ^b	4,337	0,006**
	6 th Grade	51	16,1±2,7 ^a		
	7 th Grade	52	16,7±2,6		
	8 th Grade	49	16,1±2,4 ^a		
Parents's Gender	Male	66	16,1±2,9	-1,689	0,094*
	Female	130	16,9±2,4		
Mother's Education Level	Primary School Graduation	33	16,2±2,4	1,597	0,191**
	High School	71	16,7±2,8		
	University	83	16,5±2,5		
	Master/Doctoral Degree	9	18,3±2,6		
	Primary School	22	15,8±2,6		

Father's Education Level	Graduation			1,373	0,252**
	High School	86	16,8±2,7		
	University	80	16,5±2,5		
	Master/Doctoral Degree	8	17,6±2,4		

SD= Standard Deviation *Independent samples t test, ** One-Way Analysis of Variance, Posthoc Tukey test (a<b, p<0,05)

Table 4.9

The Comparison of Bar-On EQ-i YV Subscale of Positive Impression in terms of Sociodemographic Attributes

As given in Table 4.9, when Bar-On EQ-i YV Subscale of general mood in terms of sociodemographic attributes were compared, there were only statistically significant difference in students' grades. 5th grade students were statistically significant higher score than 6th and 8th grade students (p<0,05). Although female students were higher than male students', female parents who attended this study were higher than male parents', students whose parents has master or doctoral degree were higher than other parents', However these were not statistically significant differences (p>0,05).

		n	Mean±SD	t/F	p
Student's Gender	Male	101	181,0±24,9	-3,915	<0,001*
	Female	95	194,0±21,1		
	5 th Grade	44	196,0±19,9 ^b		
	6 th Grade	51	183,4±24,8 ^a		

Student's Grade Level	7 th Grade	52	187,1±26,3	2,838	0,039**
	8 th Grade	49	183,7±22,4		
Parents's Gender	Male	66	183,0±28,1	-1,658	0,100*
	Female	130	189,5±21,3		
Mother's Education Level	Primary School Graduation	33	178,3±23,0	2,495	0,061**
	High School	71	187,5±25,1		
	University	83	189,5±23,3		
	Master/Doctoral Degree	9	198,7±16,8		
Father's Education Level	Primary School Graduation	22	182,8±20,9	0,627	0,598**
	High School	86	186,2±25,9		
	University	80	189,2±23,4		
	Master/Doctoral Degree	8	192,7±14,3		

SD= Standard Deviation *Independent samples t test, ** One-Way Analysis of Variance, Posthoc Tukey test (a<b, p<0,05)

Table 4.10

The Comparison of Bar-On EQ-i YV Total Scores in terms of Sociodemographic Attributes

As given in Table 4.10, when Bar-On EQ-i YV total scores in terms of sociodemographic attributes were compared, there were only statistically significant difference in students' gender and grades. Female students has statistically significant higher scores than male students', 5th grade students has statistically significant higher

scores than 6th grade students' ($p < 0,05$). Scores of female parents who attended this study and students whose parents' have master or doctoral degree were higher than other groups', these findings were not remarkable ($p > 0,05$).

Subscale of PSI	Mean±SD	Median	Minimum-Maximum
Acceptance/Involvement	28,9± 4,8	30	12-36
Psychological Autonomy	22,8± 6,0	23	10-35
Strictness/Supervision	26,9± 3,9	27	16-32

SD= Standard Deviation

Table 4.11

Descriptive Statistics in terms of the Subscale of Acceptance/Involvement Attendee's Parental Style Inventory Answers

As given in Table 4.11, when the subscale of acceptance/involvement Parental Style Inventory in terms were compared, there were statistically significant difference in terms of students' gender and mothers' education level. Female students had statistically significant higher scores than male students', students whose mothers' had high school graduation or bachelor's degree had statistically significant higher scores than their mothers had primary school graduation ($p < 0,05$). Although the scores of 5th grade students, female parents who attended this study, fathers' who had master or doctoral degree were higher than other groups', these findings were not remarkable ($p > 0,05$).

			Median		
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		n	(1st-3rd Quartiles)	U / χ^2	p
Student's Gender	Male	101	21 (16-25)	3174	<0,001*
	Female	95	25 (21-29)		
Student's Grade Level	5 th Grade	44	22 (16-27)	3,373	0,338**
	6 th Grade	51	25 (19-29)		
	7 th Grade	52	22 (19-26,8)		
	8 th Grade	49	22 (18-28)		
Parents's Gender	Male	66	23 (19-27,3)	4106	0,623*
	Female	130	22,5 (16,8-28)		
Mother's Education Level	Primary School	33	20 (16,5-25) ^a	13,106	0,004**
	Graduation				
	High School	71	21 (18-28)		
	University	83	24 (21-29) ^b		
	Master/Doctoral Degree	9	24 (20-26,5)		
Father's Education Level	Primary School	22	22 (19-25,3)	4,502	0,212**
	Graduation				
	High School	86	21,5 (16-27,3)		
	University	80	24 (20,3-29)		
	Master/Doctoral Degree	8	22 (18,5-25,5)		

*Mann Whitney U test, ** Kruskal Wallis test, Posthoc Bonferroni corrected Mann

Whitney U test (a<b, p<0,05)

Table 4.12

The Comparison of PSI Subscale of Psychological Autonomy in terms of Sociodemographical Attributes

As seen in Table 4.12, when PSI subscale of psychological autonomy has been evaluated, it has been founded that there were statistically significant difference in terms of students' gender and mothers' education level. Female students have statistically significant higher score than male students'. Also students' whose mother have bachelor's degree have statistically significant higher score than students' whose mother have primary school graduation ($p < 0,05$). In the other comparisons, 6th grade students, students who attended this study with his/her father, fathers had bachelor's degree were higher scores than other groups. However these were not statistically significant differences ($p > 0,05$).

		n	Median (1st-3rd Quartiles)	U / χ^2	p
Student's Gender	Male	101	25 (22-29)	2881	<0,001*
	Female	95	29 (27-31)		
Student's Grade Level	5 th Grade	44	29 (25,3-31) ^b	10,515	0,015**
	6 th Grade	51	27 (23-31)		
	7 th Grade	52	28 (26-31) ^b		
	8 th Grade	49	25 (23-29,5) ^a		
Parents's Gender	Male	66	25 (22-29,3)	2923	<0,001*
	Female	130	28 (25,8-31)		
	Primary School Graduation	33	26 (23-28) ^a		

Mother's Education Level	High School	71	27 (24-31)	8,637	0,035**
	University	83	29 (24-31) ^b		
	Master/Doctoral Degree	9	29 (26-31,5)		
Father's Education Level	Primary School Graduation	22	27 (25-29)	2,536	0,469**
	High School	86	27 (23,8-30,3)		
	University	80	27,5 (24-31)		
	Master/Doctoral Degree	8	30 (25,5-31,8)		

*Mann Whitney U test, ** Kruskal Wallis test, Posthoc Bonferroni corrected Mann Whitney U test (a<b, p<0,05)

Table 4.13

The Comparison of PSI subscale of strictness/supervision in terms of Sociodemographical Attributes

As seen in Table 4.13, when PSI subscale of strictness/supervision has been evaluated, it has been founded that there were statistically significant difference in all comparisons except fathers' education level. Female students had statistically significant higher score than male students', 5th and 7th grade students had statistically significant higher score than 8th grade students'. Also, students who attended in this study with his/her mothers had statistically significant higher score than students who attended in this study with his/her father. Finally, students who their mothers have bachelor's degree had statistically significant higher score than students whose mothers have primary school graduation (p<0,05).

Subscale of PSI		Students' Grade Level
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Intrapersonal	r_s	-0,059
	p	0,410
Interpersonal	r_s	-0,185
	p	0,009
Stress Management	r_s	-0,143
	p	0,046
Adaptability	r_s	-0,008
	p	0,910
General Mood	r_s	-0,162
	p	0,024
Positive Impression	r_s	-0,177
	p	0,013
Total Bar-On EQ	r_s	-0,146
	p	0,042

r_s = Spearman korelasyon katsayısı

Table 4.14

Correlations between Students' Grade and Bar-On EQ-i YV Subscales and Total Score

As seen in Table 4.14, when subscales of Bar-On EQ-i YV and students' grade have been evaluated, it has been founded that there were statistical significant negative and weak correlation between subscales of interpersonal, stress management, general mood, positive impression and Bar-On EQ-i YV total scores ($p < 0.05$). The negative and weak correlations between subscale of interpersonal and adaptability were not statistical significant.

Subscale of PSI		Students' Grade Level
Acceptance/Involvement	r_s	-0,134
	p	0,061
Psychological Autonomy	r_s	-0,020
	p	0,779
Strictness/Supervision	r_s	-0,145
	p	0,043

r_s = Spearman korelasyon katsayısı

Table 4.15

Correlations between Students' grade level and Subscale of PSI

As seen in Table 4.15, when students' grade and subscales of PSI have been evaluated, it has been founded that there were weak and negative correlation in the subscale of strictness/supervision ($p < 0.05$). However, weak and negative correlations between subscales of acceptance/involvement and psychological autonomy were not statistically significant ($p > 0.05$).

Subscale of PSI		Acceptance/Involvement	Psychological Autonomy	Strictness/Supervision
Intrapersonal	r_s	0,400	0,179	0,142

	p	<0,001	0,012	0,047
Interpersonal	r _s	0,571	0,233	0,415
	p	<0,001	0,001	<0,001
Stress Management	r _s	0,340	0,357	0,154
	p	<0,001	<0,001	0,031
Adaptability	r _s	0,441	0,106	0,096
	p	<0,001	0,138	0,179
General Mood	r _s	0,429	0,138	0,056
	p	<0,001	0,054	0,439
Positive Impression	r _s	0,347	-0,049	0,087
	p	<0,001	0,495	0,223
Total Bar-On EQ	r _s	0,539	0,247	0,197
	p	<0,001	<0,001	0,006

r_s = Spearman correlation coefficient

Table 4.16

The correlations between Scores of Bar-On EQ-i YV and PSI

As seen in Table 4.16, it founded that there were statistically significant positive correlations between PSI subscale of acceptance/involvement and Bar-On EQ-i YV all subscales and total scores ($p < 0,05$). Also, the degree of correlation between PSI subscale of acceptance/involvement, subscale of interpersonal and total score of Bar-On EQ-i YV is good-moderate ($p < 0,05$). However the degree of correlation between PSI subscale of acceptance/involvement and the other groups weak-moderate. The degree of positive correlation between subscale of psychological autonomy and

subscale of intrapersonal, interpersonal, stress management and total scores was statistically significant and poor.



CHAPTER V

DISCUSSION

The discussion and exposition of the present study results, suggestions and advices for prospective research are mentioned in this chapter.

5.1. Discussion of Findings

5.1.1. Discussion of Findings in terms of Students' Gender

This study provided results of investigation middle school students' emotional intelligence level and their parents' attitudes. Results indicated that female students had statistically significant higher scores than male students' in terms of intrapersonal, interpersonal, stress management, adaptability subscales and total scores of Bar-On EQ-i YV. Similarly, Ak (2016) founded that female students have statistically higher score than male students' in terms of interpersonal subscale of ar-On EQ-i YV. Also, the results in this study are coincide with the indicatons of earlier studies administered in Turkey and other countries. Regarding to emotional intelligence total scores, while some researchers (Soorensen et al., 2009; Ahmad et al., 2009) found that men had a statistically significant higher score than women, some other researchers found that female students had significantly higher score than male students' (Seyis & Yazici & Altun, 2013; Kirtil, 2009; Yurdakavustu, 2012; Ak, 2016; Wakabayashi & Baron-Cohen & Wheelright, 2006; Katyal & Awasthi, 2005).

Also, female students had statistically higher scores male students' in terms of all subdimensions of PSI (i.e. acceptance-involvement, psychological autonomy, and strictness-supervision). One of the possible explanations for this finding might be related to parents' different manners toward their child's gender. It was revealed that

about the expression of feelings parents had different attitudes. For instance, generally parents were open to understand and listen to their daughters. However, parents were fasten upon educating only coping with anger their sons (Brody, 2001).

5.1.2. Discussion of Findings in terms of Students' Grade

When students' grade and total scores and subscales of Bar-On EQ-i YV, 5th grade students had statistically significant higher score than other grades' except adaptability and stress management subscales. When interpersonal subscale and student grade were evaluated, 5th grade students' statistically significant higher score than 6th grade students'. In interpersonal subscale, 5th grade students had statistically significant higher score than 6th, 7th, and 8th grade students'. When general mood subscale was evaluated, 5th grade students had statistically significant higher score than 8th grade students', in positive impression subscale it founded that 5th grade students had statistically significant higher score than 6th and 8th grade students'. Finally, when total scores of Bar-On EQ-i YV was examined it founded that 5th grade students had statistically significant higher than 6th grade students'. Although it was founded that there is no statistically significant difference among students' grade, stress management and adaptability subscales, Ak (2016) stated that 5th grade students had statistically significant higher score than other grades. An explanation of these findings might be because of 5th grade students has already started to middle school teachers and parents might be more supportive.

5.1.3. Discussion of Findings in terms of Parents' Education Level

In demographic information form for parents', education level was divided into primary school graduation, middle school graduation, high school, bachelor's degree,

and master/doctoral degree. In consequence of the number of parents who have primary and middle school graduation was low, primary and middle school graduation narrowed down as primary school graduation.

In all categories, fathers' education level was not correlated any item. Also, parent attendees of this study were analyzed, women (66,3%) participated in this study more than men (33,7%). When mothers' education level was investigated in relation subscales of Bar-On EQ-i YV some statistically significant differences were founded. In intrapersonal and interpersonal subscales children whose mothers have master or doctoral degree education level had statistically significant higher score than others. Besides, in general mood subscale children whose mothers have bachelor, master or doctoral degree education level statistically significant higher score than others. When PSI results were investigated there was not any correlation among men parents and subscales. Considering these findings that, it is mentioned that women were more interested in and responsible for their children than men. Also, it might deduce that women have an more impact than men. Hence, progressing that men are more responsible for their children's care might be future research topics.

When acceptance/involvement subscale of PSI, it founded that girls had statistically significant higher score than boys'. It appears that girls are more supported than boys. One of the possible explanation, girls particularly in Turkish families tended to be encouraged more vulnerable and fragile (Turkoglu et al, 2018).

Regarding the consequences of correlation between students grade and subscales of PSI, it founded that negative and weak correlation in strictness/supervision subscale. In other words, parents reduced control on their children as the children grows up.

5.1.4. Discussion of Findings in terms of Correlation Between Bar-On EQ-i YV and PSI

Regarding the consequences of correlation between subscales of Bar-On EQ-i and Parental Style Inventory, it founded that statistically significant positive correlation between PSI subscale of acceptance/involvement and Bar-On EQ-i YV all subscales and total scores. It means, when parents had more democratical attitudes their children had higher score in emotional intelligence. This finding was consistent with Yilmaz's (2000) research which founded that children who perceive their parents' attitudes as democratic had higher self-perception and better social relations than children who perceive their parents' attitudes as permissive. Also, Baumrind's (1971b; 1972) and Maccoby and Martin's (1983), Dornbush's (1987) and Steinberg's studies are line with this study and Yilmaz's study researches (Yilmaz,2000).

5.2. Suggestions

Some professionals and parents may capitalize on the findings of present study. Both these findings of present study and references may guide for psychological counselors, psychologists, family therapists, school counselors, teachers, and parents in order to understanding the relation between emotional intelligence and parents' attitudes. For instance, the finding that democratic parental attitudes affect children's social relations positively. Also, researches show that child-rearing styles can have a huge effect on a child's long term behavior. Thus, family training programs in terms of child-rearing manners and parental attitudes can be developed and scheduled. Results yielded that girls in terms of all emotional intelligence subdimensions is higher than boys. While future emotional intelligence programs develop gender differences should be consider.

Also in this study, in order to determine children's emotional intelligence levels referred childrens' and parents' statements. In future research, teachers' and school counselors' statements can be considered.

Lastly, in order to determine children's emotional intelligence, Bar-On Emotional Quotient Inventory EQ-i Youth Version's items which were formed for children customized for parents. However, the inventory that customized for parents were not studied in terms of reliability. In future research, the inventory customized for parents can be studied in terms of validity.

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APPENDICES

APPENDIX A

PERMISSION FROM ETHICAL COMMITTEE OF YEDİTEPE UNIVERSITY



Sayı : 21568116-302.14.01-E.681
Konu : Burcu Dinçer Etik Kurul Onayı

05/01/2021

DAĞITIM YERLERİNE

Üniversitemiz Eğitim Bilimleri Enstitüsü Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans Programı öğrencisi Burcu DİNÇER'e ait "Ortaokul Öğrencilerinde Duygusal Zekanın Ebeveyn Tutumları Açısından İncelenmesi" başlıklı tez araştırma önerisinin beşeri bilimler etik standartlarına uygunluğuna ilişkin Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurul Onayı ektedir.

Bilgilerinize arz ve rica ederim.

İmza
Prof. Dr. Canan AYKUT BİNGÖL
Rektör

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Bilgi :
İletişim Fakültesi

NOT : BELGENİN ASLI ELEKTRONİK İMZALIDIR.



Belge Doğrulama Adresi :
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APPENDIX B

DEMOGRAPHIC INFORMATION FORM FOR PARENTS

Bu bölümü ebeveyn dolduracaktır. Bu anketteki hiçbir bilgi başka kişilerle paylaşılmayacaktır.

Bu bölüm yaklaşık 5 dakikanızı alır.

Cinsiyetiniz *

☐ Kadın

☐ Erkek

Yaşadığınız Şehir *

Kısa yanıt metni

Çocuğunuz kaçınıcı sınıfa gidiyor? *

☐ 5. Sınıf

☐ 6. Sınıf

☐ 7. Sınıf

☐ 8. Sınıf

Eğitim Düzeyiniz *

- ☐ İlkokul mezunu
- ☐ Ortaokul mezunu
- ☐ Lise mezunu
- ☐ Üniversite mezunu
- ☐ Yüksek Lisans/Doktora
- ☐ Diğer...

Diğer Ebeveynin Eğitim Düzeyi *

- ☐ İlkokul mezunu
- ☐ Ortaokul mezunu
- ☐ Lise mezunu
- ☐ Üniversite mezunu
- ☐ Yüksek Lisans/Doktora
- ☐ Diğer...

Bilime katkı amacıyla çocuğumun "Duygusal Zeka Envanteri" ve "Anne Baba Tutum Ölçeği" ni doldurmasına izin veriyorum. *

- ☐ Kabul ediyorum.

APPENDIX C

DEMOGRAPHIC INFORMATION FORM FOR CHILDREN

Bilimsel Araştırma-Çocuk Formu



Bu araştırmada kendinizle ve anne babanızla ilgili soruları dikkatlice düşünün. Buradaki cevapları yalnızca araştırmacı görebilir ve cevaplar kimseyle paylaşılmayacaktır.

Okulunuzun adı *

Kısa yanıt metni

Cinsiyet *

☐ Kız

☐ Erkek

Sınıf düzeyi *

☐ 5. Sınıf

☐ 6. Sınıf

☐ 7. Sınıf

☐ 8. Sınıf

APPENDIX D

PARENTAL STYLE INVENTORY

ANNE-BABA TUTUM ÖLÇEĞİ

Lütfen aşağıdaki sorulara kendi **anne** ve **babanızı** düşünerek dikkatle okuyunuz.
Aşağıdaki durumun anne ve babanızın davranışına ne kadar benzediğini düşünün.

Eğer **TAMAMEN BENZİYORSA** aşağıdaki cümlelerin başındaki kutunun içine **4**;
BİRAZ BENZİYORSA 3;
BENZEMİYORSA 2;
HİÇ BENZEMİYORSA 1 yazınız.

- | | |
|--------------------------|--|
| ☐ | 1. Herhangi bir sorunun olduğunda, eminim annem ve babam bana yardım ederler. |
| ☐ | 2. Annem ve babam büyüklerle tartışmamam gerektiğini söylerler. |
| ☐ | 3. Annem ve babam yaptığım her şeyin en iyisini yapmam için beni zorlarlar. |
| ☐ | 4. Annem ve babam herhangi bir tartışma sırasında başkalarını kızdırmamak için, susmam gerektiğini söylerler. |
| ☐ | 5. Annem ve babam bazı konularda "sen kendin karar ver" derler. |
| ☐ | 6. Derslerimden ne zaman düşük not alsam, annem ve babam kızar. |
| ☐ | 7. Ders çalışırken anlayamadığım bir şey olduğunda, annem ve babam bana yardım ederler. |
| ☐ | 8. Annem ve babam kendi görüşlerinin doğru olduğunu bu görüşleri onlarla tartışmamam gerektiğini söylerler. |
| ☐ | 9. Annem ve babam benden bir şey yapmamı istediklerinde, niçin bunu yapmam gerektiğini de açıklarlar. |
| ☐ | 10. Annem ve babamla her tartıştığım da bana "büyüdüğün zaman anlarsın" derler. |
| ☐ | 11. Derslerimden düşük not aldığım da, annem ve babam beni daha çok çalışmam için desteklerler. |
| ☐ | 12. Annem ve babam yapmak istediklerim konusunda kendi kendime karar vermeme izin verirler. |
| ☐ | 13. Annem ve babam arkadaşlarımı tanır. |
| ☐ | 14. Annem ve babam istemedikleri bir şey yaptığım da, bana karşı soğuk davranırlar ve küserler. |
| ☐ | 15. Annem ve babam sadece benimle konuşmak için zaman ayırırlar. |
| ☐ | 16. Derslerimden düşük notlar aldığım da, annem ve babam öyle davranırlar ki suçluluk duyar ve utanırım. |
| ☐ | 17. Ailemle birlikte hoşça vakit geçiririz. |
| ☐ | 18. Annemi ve babamı kızdıracak bir şey yaptığım da, onlarla birlikte yapmak istediğim şeyleri yapmama izin vermezler. |

Aşağıdaki her ifadenin yanında bulunan kutulardan sadece size uygun olanın içine çarpı(X) işareti koyunuz.

19. Genel olarak annen ve baban okul zamanı hafta içinde gece arkadaşlarıyla bir yere gitmene izin verirler mi?

Evet ☐ Hayır ☐

Eğer cevabınız Evet ise, aşağıdaki soruyu cevaplayınız.

Hafta içinde en geç saat kaç kadar gece dışarıda kalmanıza izin verilir (Pazartesi-Cuma arası)?

8:00'den önce	☐	10:00 – 10:59 arası	☐
8:00 – 8:59 arası	☐	11:00 ya da daha geç	☐
9:00 – 9:59 arası	☐	İstediğim saate kadar	☐

20. Genel olarak annen ve baban hafta sonları gece arkadaşlarıyla bir yere gitmene izin verirler mi?

Evet ☐ Hayır ☐

Eğer cevabınız Evet ise, aşağıdaki soruyu cevaplayınız.

Haftanın Cuma ya da Cumartesi akşamları en geç saat kaç kadar gece dışarıda kalmanıza izin verilir .

8:00'den önce	☐	10:00 – 10:59 arası	☐
8:00 – 8:59 arası	☐	11:00 ya da daha geç	☐
9:00 – 9:59 arası	☐	İstediğim saate kadar	☐

Annen ve baban aşağıdakileri öğrenmek için ne kadar çaba gösterirler?

	Hiç çaba göstermez	Çok az çaba gösterir	Çok çaba gösterir
21. Eğer gece bir yere gitiysen nereye gittiğini,	☐	☐	☐
22. Boş zamanlarınızda ne yaptığını,	☐	☐	☐
23. Okuldan çıktıktan sonra ne yaptığını,	☐	☐	☐

Annen ve babanın aşağıdakiler hakkında ne kadar bilgileri vardır?

	Bilgileri yoktur	Çok az bilgileri vardır	Çok bilgileri vardır
24. Eğer gece bir yere gitiysen nereye gittiğin,	☐	☐	☐
25. Boş zamanlarınızda ne yaptığın,	☐	☐	☐
26. Okuldan çıktıktan sonra nereye gittiğin,	☐	☐	☐

APPENDIX E

BAR-ON EMOTIONAL QUOTIENT PARENT VERSION EQ-i

Bilime bulunduğunuz katkıdan dolayı teşekkür ederiz. Buradaki hiçbir bilgi başka kişilerle paylaşılmayacaktır.

Araştırmanın tamamlanması için tüm soruların cevaplandırılması gerekmektedir. Aşağıdaki her cümleyi okuyun ve çocuğunuzu en iyi tanımlayan cevabı seçin.

Eğer TAMAMEN BENZİYORSA 4'ü,
BİRAZ BENZİYORSA 3'ü,
BENZEMİYORSA 2'yi,
HİÇ BENZEMİYORSA 1'i işaretleyin.

1. Çocuğum eğlenmekten hoşlanır. ☐ ☐ ☐ ☐
2. Çocuğum diğer insanların nasıl hissettiklerini anlamada başarılıdır. ☐ ☐
3. Çocuğum üzüntülü olduğumda soğukkanlılığımı koruyabilir. ☐ ☐ ☐
4. Çocuğum mutludur. ☐ ☐ ☐ ☐
5. Çocuğum diğer insanların başına gelenleri önemser. ☐ ☐ ☐ ☐
6. Çocuğum için öfkesini kontrol etmek zordur. ☐ ☐ ☐ ☐
7. Çocuğum insanlara nasıl hissettiğini kolayca söyler. ☐ ☐ ☐ ☐
8. Çocuğum tanıştığı herkesten hoşlanır. ☐ ☐ ☐ ☐
9. Çocuğum kendinden emin olduğunu hisseder. ☐ ☐ ☐ ☐
10. Çocuğum genellikle diğer insanların ne hissettiğini anlar. ☐ ☐ ☐
11. Çocuğum soğukkanlılığımı nasıl koruyacağını bilir. ☐ ☐ ☐ ☐
12. Çocuğum zor soruları cevaplarken farklı yollar kullanmayı dener. ☐ ☐
13. Çocuğum yaptığı birçok şeyin iyi sonuçlanacağını düşünür. ☐ ☐ ☐
14. Çocuğum başkalarına saygı gösterebilir. ☐ ☐ ☐
15. Çocuğum herşeye gereğinden çok üzülür. ☐ ☐ ☐ ☐
16. Çocuğum için yeni şeyleri anlamak kolaydır. ☐ ☐ ☐ ☐
17. Çocuğum duygularını rahatlıkla ifade edebilir. ☐ ☐ ☐ ☐
18. Çocuğum herkes hakkında iyi düşünür. ☐ ☐ ☐ ☐
19. Çocuğum en iyisini umut eder. ☐ ☐ ☐ ☐
20. Çocuğum için arkadaş sahibi olmak önemlidir. ☐ ☐ ☐ ☐
21. Çocuğum insanlarla kavga eder. ☐ ☐ ☐ ☐
22. Çocuğum zor soruları anlayabilir. ☐ ☐ ☐ ☐
23. Çocuğum gülümsemekten hoşlanır. ☐ ☐ ☐ ☐
24. Çocuğum başka insanların duygularını incitmemeye çalışır. ☐ ☐ ☐
25. Çocuğum bir problemi çözene kadar uğraşır. ☐ ☐ ☐ ☐
26. Çocuğum sinirli bir yapıya sahiptir. ☐ ☐ ☐ ☐
27. Çocuğumun canını hiçbir şey sıkmaz. ☐ ☐ ☐ ☐
28. Çocuğum için duyguları hakkında konuşmak zordur. ☐ ☐ ☐ ☐

29. Çocuğum herşeyin iyi olacağını bilir. ☐ ☐ ☐ ☐
30. Çocuğum zor sorulara iyi cevaplar bulabilir. ☐ ☐ ☐ ☐
31. Çocuğum duygularını kolaylıkla tanımlayabilir. ☐ ☐ ☐ ☐
32. Çocuğum nasıl iyi zaman geçireceğini bilir. ☐ ☐ ☐ ☐
33. Çocuğum gerçeği söyler. ☐ ☐ ☐ ☐
34. Çocuğum istediğinde zor bir soruyu birçok şekilde cevaplayabilir. ☐ ☐
- ☐ ☐
35. Çocuğum kolaylıkla kızar. ☐ ☐ ☐ ☐
36. Çocuğum başkaları için bir şeyler yapmaktan hoşlanır. ☐ ☐ ☐ ☐
37. Çocuğum çok mutlu değil. ☐ ☐ ☐ ☐
38. Çocuğum problemleri çözerken farklı yolları kolaylıkla kullanabilir. ☐ ☐
- ☐ ☐
39. Çocuğum kolay kolay üzülmez. ☐ ☐ ☐ ☐
40. Çocuğum kendimle barışıktır. ☐ ☐ ☐ ☐
41. Çocuğum kolay arkadaş edinir. ☐ ☐ ☐ ☐
42. Çocuğum yaptığı her şeyde en iyi olduğunu düşünür. ☐ ☐ ☐ ☐
43. İnsanlara ne hissettiğini söylemek çocuğum için kolaydır. ☐ ☐ ☐
- ☐
44. Çocuğum zor bir soruyu cevaplarken birçok çözüm üretmeye çalışır. ☐ ☐
- ☐ ☐
45. Başkalarının duyguları incindiğinde çocuğum kendini kötü his eder. ☐ ☐
- ☐ ☐
46. Çocuğum birisine sinirlendiğim zaman, kızgınlığı uzun süre devam eder. ☐
- ☐ ☐ ☐
47. Çocuğum kişiliğinden memnundur. ☐ ☐ ☐ ☐
48. Çocuğum problem çözmede iyidir. ☐ ☐ ☐ ☐
49. Çocuğum için sırasını beklemek zordur. ☐ ☐ ☐ ☐
50. Çocuğum yaptığı şeylerden zevk alır. ☐ ☐ ☐ ☐
51. Çocuğum arkadaşlarını sever. ☐ ☐ ☐ ☐
52. Çocuğumun kötü geçirdiği günleri olmaz. ☐ ☐ ☐ ☐
53. Çocuğum başkalarına duygularını anlatmakta zorluk çeker. ☐ ☐ ☐
- ☐
54. Çocuğum kolaylıkla üzülür. ☐ ☐ ☐ ☐
55. Çocuğum en yakın arkadaşlarımdan biri üzgün olduğunda anlayabilir. ☐ ☐
- ☐ ☐
56. Çocuğum vücudunu beğenir. ☐ ☐ ☐ ☐
57. Çocuğum bazı şeyler zorlaşsa bile vazgeçmez. ☐ ☐ ☐ ☐
58. Çocuğum öfkeli olduğunda düşünmeden hareket eder. ☐ ☐ ☐ ☐
59. Çocuğum insanlar bir şey söylemeseler bile üzgün olduklarını anlar. ☐ ☐
- ☐ ☐
60. Çocuğum görünüşünü beğenir. ☐ ☐ ☐ ☐

APPENDIX F

BAR-ON EMOTIONAL QUOTIENT YOUTH VERSION EQ-i

Her cümleyi okuyun ve sizi en iyi tanımlayan cevabı seçin. ÇOĞU YERDE ve ÇOĞU ZAMAN nasıl hissettiğinizi, düşündüğünüzü veya nasıl davrandığınızı belirtin.

Eğer TAMAMEN BENZİYORSA 4'ü,
BİRAZ BENZİYORSA 3'ü,
BENZEMİYORSA 2'yi,
HİÇ BENZEMİYORSA 1'i işaretleyin.

Bu bir test değildir. "İyi" ve "Kötü" cevaplar yoktur.

1. Eğlenmekten hoşlanırım. ☐ ☐ ☐ ☐
2. Diğer insanların nasıl hissettiklerini anlamada başarılıyım. ☐ ☐ ☐ ☐
3. Üzüntülü olduğumda soğukkanlılığımı koruyabilirim. ☐ ☐ ☐ ☐
4. Mutluyum. ☐ ☐ ☐ ☐
5. Diğer insanların başına gelenleri önemserim. ☐ ☐ ☐ ☐
6. Öfkemi kontrol etmek benim için zordur. ☐ ☐ ☐ ☐
7. İnsanlara nasıl hissettiğimi söylemek kolaydır. ☐ ☐ ☐ ☐
8. Tanıştığım herkesten hoşlanırım. ☐ ☐ ☐ ☐
9. Kendimden emin olduğumu hissederim. ☐ ☐ ☐ ☐
10. Genellikle diğer insanların ne hissettiğini anlarım. ☐ ☐ ☐ ☐
11. Soğukkanlılığımı nasıl koruyacağımı bilirim. ☐ ☐ ☐ ☐
12. Zor soruları cevaplarken farklı yollar kullanmayı denerim. ☐ ☐ ☐ ☐
13. Yaptığım birçok şeyin iyi sonuçlanacağını düşünürüm. ☐ ☐ ☐ ☐
14. Başkalarına saygı gösterebilirim. ☐ ☐ ☐ ☐
15. Herşeye gereğinden çok üzülürüm. ☐ ☐ ☐ ☐
16. Benim için yeni şeyleri anlamak kolaydır. ☐ ☐ ☐ ☐
17. Duygularımı rahatlıkla ifade edebilirim. ☐ ☐ ☐ ☐
18. Herkes hakkında iyi düşünürüm. ☐ ☐ ☐ ☐
19. En iyisini umut ederim. ☐ ☐ ☐ ☐
20. Arkadaş sahibi olmak önemlidir. ☐ ☐ ☐ ☐
21. İnsanlarla kavga ederim. ☐ ☐ ☐ ☐
22. Zor soruları anlayabilirim. ☐ ☐ ☐ ☐
23. Gülümsemekten hoşlanırım. ☐ ☐ ☐ ☐
24. Başka insanların duygularını incitmemeye çalışırım. ☐ ☐ ☐ ☐
25. Bir problemi çözene kadar uğraşırım. ☐ ☐ ☐ ☐
26. Sinirli bir yapıya sahibim. ☐ ☐ ☐ ☐
27. Hiçbirşey canımı sıkmaz. ☐ ☐ ☐ ☐
28. Benim için duygularım hakkında konuşmak zordur. ☐ ☐ ☐ ☐
29. Herşeyin iyi olacağını bilirim. ☐ ☐ ☐ ☐
30. Zor sorulara iyi cevaplar bulabilirim. ☐ ☐ ☐ ☐
31. Duygularımı kolaylıkla tanımlayabilirim. ☐ ☐ ☐ ☐
32. Nasıl iyi zaman geçireceğimi bilirim. ☐ ☐ ☐ ☐
33. Gerçeği söylemeliyim. ☐ ☐ ☐ ☐
34. İsteddiğimde zor bir soruyu birçok şekilde cevaplayabilirim. ☐ ☐ ☐ ☐
35. Kolaylıkla kızarım. ☐ ☐ ☐ ☐
36. Başkaları için birşeyler yapmaktan hoşlanırım. ☐ ☐ ☐ ☐

37. Çok mutlu değilim ☐ ☐ ☐ ☐
38. Problemleri çözerken farklı yolları kolaylıkla kullanabilirim. ☐ ☐ ☐
39. Kolay kolay üzülmem. ☐ ☐ ☐ ☐
40. Kendimle barışığım. ☐ ☐ ☐ ☐
41. Kolay arkadaş edinirim. ☐ ☐ ☐ ☐
42. Yaptığım herşeyde en iyi olduğumu düşünüyorum. ☐ ☐ ☐ ☐
43. İnsanlara ne hissettiğimi söylemek benim için kolaydır. ☐ ☐ ☐ ☐
44. Zor bir soruyu cevaplarken birçok çözüm üretmeye çalışırım. ☐ ☐ ☐
45. Başkalarının duyguları incindiğinde kendimi kötü his ederim. ☐ ☐ ☐
46. Birisine sinirlendiğim zaman, kızgınlığım uzun süre devam eder. ☐ ☐ ☐
47. Kişiliğimden memnunum. ☐ ☐ ☐ ☐
48. Problem çözmede iyiyimdir. ☐ ☐ ☐ ☐
49. Sıramı beklemek benim için zordur. ☐ ☐ ☐ ☐
50. Yaptığım şeylerden zevk alırım. ☐ ☐ ☐ ☐
51. Arkadaşlarımı severim ☐ ☐ ☐ ☐
52. Kötü günlerim olmaz. ☐ ☐ ☐ ☐
53. Başkalarına duygularımı anlatmakta zorluk çekerim. ☐ ☐ ☐ ☐
54. Kolaylıkla üzülürüm. ☐ ☐ ☐ ☐
55. En yakın arkadaşlarımdan biri üzgün olduğunda anlayabilirim. ☐ ☐
- ☐ ☐
56. Vücudumu beğenirim. ☐ ☐ ☐ ☐
57. Bazı şeyler zorlaşsa bile vazgeçmem. ☐ ☐ ☐ ☐
58. Öfkelendiğimde düşünmeden hareket ederim. ☐ ☐ ☐ ☐
59. İnsanlar bir şey söylemeseler bile üzgün olduklarını anlarım. ☐ ☐ ☐
- ☐
60. Görünüşümü beğenirim. ☐ ☐ ☐ ☐