

THE RELATIONSHIP BETWEEN MATERNAL EMOTIONAL AVAILABILITY,
CHILD NEGATIVE EMOTIONALITY AND MATERNAL EMOTION
SOCIALIZATION IN A SOCIO-ECONOMIC RISK GROUP

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ABSTRACT

Parental emotion socialization is an important aspect of the parent-child relationship. Child characteristics (e.g., temperamental negative emotionality), parent characteristics (e.g., general parenting practices), and socio-economic status (SES) of the family play role in parents' emotion socialization processes. In this study, I aim to examine the relationship between maternal emotion socialization, maternal emotional availability that encompasses mother's sensitivity, structuring, non-intrusiveness, and non-hostility, and child negative emotionality in a low SES group in İstanbul, Turkey. One hundred and two mothers ($M_{age} = 30.44$ years, $SD = 4.7$) and their 11-38 months old toddlers ($M_{age} = 23.25$ months, $SD = 6.7$) participated a 2-hour long home-visit. During the home observations, mothers were given toys and asked to play with their children for 10-minutes. In the final hour, they were given a questionnaire pack including the Coping with Toddler's Negative Emotions Scale (CTNES; Spinrad, et al., 2004) and Emotionality Activity Sociability Temperament Survey (EAS; Buss, et. al., 1984). Video-recorded 10-minutes free-play sessions were coded for Emotional Availability Scales (EAS; Biringen, 2008) by two certificated reliable coders. The results showed that maternal non-intrusiveness was positively related to expressive encouragement reactions and non-hostility was positively correlated with emotion-focused reactions. But other dimensions of maternal emotional availability were not related to maternal emotion socialization. Also, child negative emotionality negatively predicted distress emotion socialization reactions after controlling for maternal education level. More than half of the mothers ($n=60$) are rated in the complicated categorical zone in EAS which carries anxious attachment style characteristics (Biringen, 2008). In the complicated zone, non-hostility was positively related to both emotion and problem focused emotion socialization reactions. Also, non-intrusiveness was positively correlated with emotion-focused reactions. These findings support that child negative emotionality may play a crucial role in the distress reactions of

mothers. Also, mothers' non-intrusive and non-hostile behaviours may enable them to accept children's negative emotions more and respond accordingly. Findings of the current study are discussed, and how they can guide intervention programs are covered.

Keywords: maternal emotion socialization, low SES, emotional availability, child negative emotionality, toddlerhood

ÖZET

Ebeveyn duygu sosyalizasyonu, ebeveyn-çocuk ilişkisinin önemli bir yönüdür. Çocuk özellikleri (örn. Mizaçla ilişkili olumsuz duygusallık), ebeveyn özellikleri (örn. Genel ebeveynlik davranışları), ve ailenin sosyo-ekonomik durumu (SED), ebeveynlerin duygu sosyalleştirme süreçlerinde rol oynar. Bu çalışmada, İstanbul, Türkiye’de düşük SED grubunda annenin duygu sosyalleşmesi, annenin duyarlılığını, yönlendirici desteğini, müdahaleci olmayan davranışlarını ve düşmanca olmayan davranışlarını kapsayan annenin duygusal erişilebilirliği ile çocuk olumsuz duygusallığı arasındaki ilişkiyi incelemeyi amaçladım. Yüz iki anneye ($Ort_{yaş} = 30.44$ yıl, $SS=4.7$) ve onların 11-38 aylık küçük çocuklarına ($Ort_{yaş} = 23.25$ ay, $SS=6.7$) 2 saatlik bir ev ziyareti yapıldı. Ev gözlemi esnasında annelere oyuncaklar verilmiş ve çocuklarıyla 10 dakika oynamaları istenmiştir. Son bir saatte, annelere Çocukların Olumsuz Duygularıyla Baş Etme Ölçeği (CCNES; Spinrad ve diğerleri, 2004) ve Duygusallık Aktivite Sosyallik Mizaç Anketi’ni (EAS; Buss ve diğerleri, 1984) içeren bir anket paketi verildi. Videoya kaydedilen 10 dakikalık serbest oyun oturumları, sertifikalı güvenilir iki kodlayıcı tarafından Duygusal Erişilebilirlik Ölçekleri (EAS; Biringen, 2008) ile kodlanmıştır. Sonuçlar, annenin müdahaleci olmayan davranışlarının, duygu ifadesini kolaylaştıran tepkileriyle pozitif olarak ilişkili olduğu gösterdi. Ayrıca, annenin düşmanca olmayan davranışları, duygu odaklı tepkilerle pozitif ilişkili bulunmuştur. Ancak annenin duygusal erişilebilirliğinin diğer boyutları anne duygu sosyalleşmesi ile ilişkili bulunmadı. Annenin eğitim düzeyi kontrol edildikten sonra, çocuğun olumsuz duygusallığı, ebeveynde stresli tepkilerini olumsuz yönde yordamaktadır. Bu çalışmada, annelerin yarısından fazlası ($n=60$) kaygılı bağlanma stili özellikleri taşıyan EAS’de karmaşık kategoride yer almıştır (Biringen, 2008). Karmaşık bölgede, düşmanca olmayan davranışlar, hem duygu hem de problem odaklı duygu sosyalleştirme tepkileri ile pozitif ilişkilidir. Ayrıca, müdahaleci olmayan davranışlar ile duygu odaklı tepkiler arasında pozitif bir ilişki

bulunmuştur. Bu bulgular, çocuğun olumsuz duygusallığının annelerin stresli tepkilerinde önemli bir rol oynayabileceğini desteklemektedir. Ayrıca annelerin müdahaleci olmayan ve düşmanca olmayan davranışları, çocukların olumsuz duygularını daha fazla kabul etmelerini ve buna göre tepki vermelerini sağlayabilir. Mevcut çalışmanın bulguları tartışılmış ve müdahale programlarına nasıl rehberlik edebileceği ele alınmıştır.

Anahtar Sözcükler: annenin duygu sosyalizasyonu, düşük SED, duygusal erişebilirlik, çocuk olumsuz duygusallığı, erken çocukluk

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CHAPTER 1

INTRODUCTION

Parental emotion socialization is linked with the quality of the parent-child relationship, and children's social and emotional development (Eisenberg et al., 1998). Children take their parents as role models while learning, expressing, and regulating their emotions (Eisenberg et al., 1998). Emotion socialization can be defined as caregivers' responses to their children's emotions (Eisenberg et al., 1998) and these responses can be shaped by different factors as indicated by the Heuristic model (Eisenberg et al., 1998; Eisenberg, 2020).

One of the important factors that contribute to emotion socialization is parental characteristics, such as sensitivity (e.g., showing positive affect, acceptance), structuring (e.g., appropriate limit-setting and scaffolding), non-intrusiveness (e.g., ability to follow the children's lead), and non-hostility (e.g., ability to regulate their negative emotions) (Biringen, 2008). In this regard, studies showed that being sensitive while respecting child's autonomy and not expressing hostile behaviours are positively linked with emotion-focused reactions, problem-focused reactions and expressive encouragement (EFR, PFR, and EE) types of emotion socialization reactions (Altan-Aytun et al., 2013; Atay, 2009; Chan et al., 2009; Fabes et al., 2002; Friedlmeier et al., 2011; Tao et al., 2010). Besides, literature emphasizes the low SES can act as a risk factor for emotion socialization during toddlerhood suggesting challenging and stressful life conditions may affect parents, and in turn, they may be engaged in more non-supportive emotion socialization reactions such as distress reactions, minimization reactions, punitive reactions, and granting-wish reactions (DR, MR, PR, and GWR (O'Neal & Magai, 2005).

Although findings in the West showed the association between parenting, child negative emotionality and emotion socialization and how parenting and child negative

emotionality can be critical for emotion socialization. In Turkey studies on emotion socialization in both toddlerhood and high risk groups such as low SES mothers are limited (Eisenberg et al., 1998; Altan & Yağmurlu, 2010). Thus, in the present study, I aim to explore the relationship between maternal emotion socialization, domains of maternal emotional availability (e.g., sensitivity, structuring, non-intrusiveness, non-hostility) and child negative emotionality during toddlerhood in a low SES sample.

CHAPTER 2

LITERATURE REVIEW

2.1. Parental Emotion Socialization

Parental emotion socialization can be defined as the way caregivers respond to their children's emotions (Eisenberg et al., 1998). According to Eisenberg et al., (1998) parents engage in emotion socialization by expressing their own emotions, discussing emotions with children, and showing their reactions to children's emotions. When parents express their own emotions, children observe them as role models and learn how to react in certain situations or what kind of emotions are acceptable to express in specific social and cultural contexts (Denham et al., 1997). Furthermore, by discussing emotions, children obtain an understanding of the causes and consequences of emotions (Eisenberg et al., 1998). This may help them to have a better grasp of emotions and communicate their emotions easily which is related to child behaviour outcomes such as regulating emotions or social competence (Eisenberg et al., 1998).

To examine the process of emotion socialization Eisenberg et al. (1998) offers the Heuristic Model. In the model, Eisenberg et al., (1998) depict how parental emotion socialization impacts children's understanding, experience, expression, and regulation of emotion. According to the model, the quality of parent-child interaction and the degree of parents' supportive or non-supportive reactions towards children's emotion expression facilitate the development of schemas about the self, social interactions, and the social world. Concerning this account, they proposed seven types of emotion socialization reactions namely, emotion-focused reactions (EFR), problem-focused reactions (PFR), expressive-encouragement (EE), minimization reactions (MR), punitive reactions (PR), distress reactions (DR), and granting-wish reactions (GWR) (Eisenberg et al., 1998).

Emotion-focused reactions reflect the degree to parents' comfort or distraction responses to address child's emotional distress (e.g., kissing or hugging to calm the child down). Their aim to use these kinds of strategies is to help children to feel better. Problem-focused reactions involve the degree to parents' responses to address the source of the stress and help child to deal with the problem that generate distress (e.g., finding new ways to distract and solve the problem). Expressive encouragement reactions can be described as parents' emotion accepting responses to children's negative emotions (e.g., saying it is okay to feel sad to calm the child down). On the other hand, minimization reactions are parents' devaluating responses to children's negative emotional states or problems (e.g., saying don't be sad, it is no big deal). This may cause parents to limit children's negative emotion expression. Punitive reactions represent parents' physical or verbal punishment responses to dominate negative emotion expression of children (e.g., saying don't cry or I won't let you do anything you like). Distressed reactions are parents' own distress or emotional disorganization when faced with children's negative emotion expression (e.g., mother feeling nervous or uncomfortable herself). This may cause parents to miss needs of the child and focus more on their distress (Fabes et al., 2001). Lastly, granting wish reactions reflect the degree of parents' permissive responses such as changing plans as child's wish (Havinghurst et al., 2019; Labella et al., 2020). Moreover, Eisenberg et al., (1998) also proposed two over-arching emotion socialization strategies, namely, supportive vs non-supportive.

Supportive emotion socialization refers to creating a positive emotional environment that involves understanding and accepting a child's emotions as well as guiding him/her to find solutions for emotion regulation (Eisenberg et al., 1998). Practices such as *focusing on problems* when children are distressed, *focusing on children's emotions*, and trying to comfort them or *encouraging children to express* their emotions are considered as supportive reactions. These can contribute to managing children's negative emotions effectively,

showing positive social behaviour, having better socio-emotional functioning and secure attachment, which is related to emotional availability (Bowlby, 1969; Cassidy 1994; Meyer et al., 2014; McElwain et al., 2007). On the other hand, *minimizing* a child's emotional experiences and showing *distress* or *punishment* are considered non-supportive emotion socialization (Eisenberg et al., 1998; Yagmurlu & Altan, 2010). Non-supportive emotion socialization can result in a child's confusion in understanding, inadequately expressing emotions and ineffectively regulating emotions (Eisenberg et al., 1998). Hence, these aspects of non-supportive emotion socialization are positively associated with internalizing and externalizing behaviour problems, lower social competence, and insecure attachment (Arikan & Kumru, 2021; Cassidy 1994; Denham et al., 2003; Fabes et al., 2001; Havinghurst et al., 2010; McElwain et al., 2007; Taşdelen, 2019).

According to the Heuristic Model, parental characteristics (e.g., parenting behaviours, attachment style), child characteristics (e.g., temperamental reactivity) and SES of family are identified as predictors of parental emotion socialization (Eisenberg et al., 1998; Eisenberg, 2020). For example, it was found that EFR, PFR, and EE were positively associated with both warmth and inductive reasoning, whereas MR, DR, and PR were negatively related to maternal warmth (Altan-Aytun et al., 2013). Also, parents who reported that their children are high in negative emotionality are high in punitive emotion socialization reactions towards their children (Eisenberg et al., 1998). So, based on this theoretical framework, the contributors of SES, parental characteristics, and child characteristics will be explained in detail in the next sections.

2.2. Parental Emotion Socialization and SES

Socio-economic status (SES) is a construct that can include various dimensions such as household income and education level (Ensminger & Fothergill, 2003). The education level of parents and household income are found to be important markers representing SES

(Bradley & Corwyn, 2002; Ensminger & Fothergill, 2003). According to Kohn (1963), SES shapes one's understanding of the life and could affect certain characteristics including child socialization goals and behaviours towards children (Kohn, 1963). Low SES can play an important role in parents' emotional responses towards their children (Aydın, 2010; Fabes et al., 2002) as parents may feel more anxiety and aggression (Shaffer et al., 2012) due to daily stress and economic challenges (McLoyd, 1990). In a study, Martini et al. (2004) compared mothers from middle and low income families, and found that SES affected mothers' own emotion-regulation when faced with children's negative emotions. Further, low SES mothers showed more controlling behaviours, which is listed as a non-supportive reaction (e.g, MR, PR, DR, and GWR), towards their children's display of negative emotions. Similarly, Hill (2013) found that maternal education level negatively predicts non-supportive emotion socialization reactions for children aged between 3 and 8. As in Western studies, parents from the suburban high SES community in India showed more supportive reactions (e.g., EFR, PFR, and EE) and less non-supportive reactions (MR, PR, DR, and GWR) to their children than parents from low SES rural cities (Raval & Martini, 2009). Research in Turkey demonstrated similar results (Çorapçı et al., 2012; Güven & Erden, 2017; Seğer & Karabulut, 2016; Uyar et al., 2021).

Güven and Erden (2017) showed that maternal education level negatively contributes to behaviour problems in children through the use of non-supportive emotion socialization. In line with this result, Çorapçı et al., (2012) found that Turkish mothers' education level decreases as their use of non-supportive emotion socialization increases. Recently, Uyar et al., (2021) found that mothers with post-graduate degrees use more supportive reactions compared to mothers with elementary school education. In the same study as SES level decreased, mothers' use of non-supportive reactions increased.

To sum up, the findings in Turkey reflect a trend regarding the potential risk of mothers using non-supportive reactions (e.g., MR, PR, DR, and GWR) when they come from low SES groups. However, there can be other contributing factors to emotion socialization such as parental emotional availability (Biringen, 2008) and attachment relationship (Eisenberg et al., 1998; Eisenberg, 2020).

2.3. Maternal Emotional Availability with Respect to Attachment Theory

‘Emotional availability’ is a concept first theorized by Mahler, Pine and Bergman (1975) to describe mothers’ supportive parenting practices, behaviours and presence during children’s exploration. Emde (1980) emphasized the parental acceptance of the full range of emotions in the parent-child relationship and parent’s affective attunement to those emotional signals when referring to emotional availability. Later, Biringen and Robinson (1991) contributed to the concept by involving attachment theory (Ainsworth et al., 1978), which also focuses on parental sensitivity, responsiveness to children’s cues while supporting their autonomy in a dyadic relationship. Based on findings on attachment and maternal sensitivity (Ainsworth, 1967; Bowlby, 1969; Source & Emde, 1981), Biringen (2008) developed an observational assessment method, namely, Emotional Availability Scale (EAS).

EAS consist of six dimensions that measure both parents’ and child’s emotional and behavioural interactions in a dyadic context. Four of the dimensions assessing parents’ behaviours are *sensitivity*, *structuring*, *non-intrusiveness*, and *non-hostility*. Two more dimensions are focused on the child’s *responsiveness* and *involvement* within the interaction (Biringen, 2008). The parental sensitivity dimension which indicates the emotional connection (Biringen, 2008) is used as a reference point for assigning a parent to one of the Emotional Availability Zones (e.g., *emotionally available*, *complicated*, *detached*, and *problematic*) via EA Clinical Screener (EA2- CS; Biringen, 2008; Frigerio et al., 2019). Ainsworth (1982) proposes that maternal sensitivity is a fundamental determinant of

attachment security. In line with this, Pederson et al., (1998) found that secure mothers in Adult Attachment Interview (AAI) showed more sensitivity at home towards their child than insecure mothers. Hence, paternal attachment and type of behaviours depicted in the interaction with a child can be related to parents' past relationships and attachment characteristics. Based on parental sensitivity, EAS yields four categorical EA zones for parents, namely, *emotionally available*, *complicated*, *detached*, and *problematic* that correspond to *secure (type B)*, *insecure-avoidant (type A)*, *insecure-resistant/anxious (type C)* attachment styles respectively.

2.4. Parental Emotional Availability and Attachment Research

Secure attachment refers to being available and responsive in close relationships (Cassidy & Shaver, 1999). Avoidant attachment refers to being emotionally distant (Cassidy & Shaver, 1999). Anxious attachment refers to high levels of worry or/and fear in close relationships (Ainsworth, 1982) and mothers with high attachment anxiety show inconsistent sensitivity and intrusive behaviours towards the child (Sümer & Harma, 2015). Secure attachment is found to be normative universally ranging from between 56% to 80% in general low-risk samples (Cassidy & Shaver, 1999). However, attachment insecurity distribution varies across cultures (Cassidy & Shaver, 1999). In Western cultures, attachment avoidance is higher than attachment anxiety whereas in non-western cultures, it is found to be the opposite (Cassidy & Shaver, 1999). For example, in Western Europe 28% of the sample was assigned to avoidant category while only the 6% was in the anxious-ambivalent category. On the other hand, in Indonesia, 7% of the sample was in the avoidant category and 35% of the sample was in anxious-ambivalent category (Cassidy & Shaver, 1999). Similarly, in Turkey, Sümer et al., (2016) found that child attachment avoidance level was lower than Western countries (Sümer et al., 2016). Thus, these findings may support the idea that even though

attachment security is normative cross-culturally (Schmitt, 2010), anxious attachment has been documented more in collectivist cultures than individualist cultures probably due to their interdependent characteristics (Sümer & Kağıtçıbaşı, 2010). For instance, in a study with Turkish housewives from lower-to-middle SES background, maternal attachment anxiety and avoidance were measured via self-report questionnaires (Sümer et al., 2015) and it was found that maternal attachment anxiety was higher than attachment avoidance. Similarly, Derin (2021) used Experiences in Close Relationships scale to measure middle to high SES mothers of preschool children and found that 56% of the mothers showed anxious attachment style. Adults with higher levels of anxious attachment were assessed in similar cultures as well. In Greece, similar to Turkish culture depicting both collectivistic and individualistic characteristics, women aged between 18-and 59 years old reported high anxious attachment orientations and lower avoidant attachment when measured by Adult Attachment Measure (Kafetsios & Kateri, 2020). Thus, based on these findings, we could speculate that Turkish mothers might show higher levels of co-dependency, which is a characteristic of collectivistic cultures, and in turn, may be engaged in more anxious attachment style than avoidant attachment style. Therefore, in the present study, I will focus on both EAS dimensions and zones to examine how mothers differ in emotion socialization.

2.5. Maternal Emotional Availability Dimensions and Emotion Socialization

2.5.1. Maternal Sensitivity. Maternal sensitivity consists of showing warmth, positive affect, parental acceptance of children, serving emotional presence to maintain a healthy connection, reading children's cues, and responding appropriately to children's emotional expressions (Biringen, 2008). On the contrary, insensitivity shows itself through unresponsiveness, negative affect, having difficulty in reading the cues of the child, not being present physically, emotionally, or inconsistent presence (Biringen, 2008).

Maternal sensitivity and its relation to emotion socialization have been demonstrated by several studies (Altan-Aytun et al., 2013; Fabes et al., 2002; Tao et al., 2010). In their research, Fabes et al., (2002), examined parents' emotion socialization with other parenting characteristics and found that perspective taking which refers to being sensitive and *responsive* to children's cues, was positively related to EFR, PFR, and EE emotion socialization reactions. Furthermore, perspective taking was negatively associated with minimization reactions. Research from Asia show that Hong Kong - Chinese mothers who showed authoritative parenting characterised by high warmth and low control also used EFR, PFR, and EE emotion socialization reactions while authoritarian mothers with low warmth and high control used DR, MR, PR, and GWR emotion socialization towards their children (Chan et al., 2009; Tao et al., 2010). Hence, maternal sensitivity can facilitate healthy connection with children by enabling parents to understand their child's cues and accept their negative emotions. This in turn, may enhance the use of supportive emotion socialization reactions towards children's negative emotionality. Turkish mothers show similarities both with Western and Asian samples.

For example, Altan-Aytun et al., (2013) investigated the relationship between child-rearing practices and parental emotion socialization for children aged between 47 to 69 months in a Turkish high SES sample and reported that EFR, PFR, and EE emotion socialization was positively associated with both warmth and inductive reasoning whereas DR, MR, PR, and GWR emotion socialization was negatively related with maternal warmth. The aforementioned studies provide support for a positive association between using sensitive, responsive, and warm parental practices and EFR, PFR, and EE emotion socialization.

2.5.2. Maternal Structuring. Structuring refers to an appropriate limit-setting and scaffolding to support children's learning in order to reach a higher level of understanding

(Biringen, 2008). A mother who shows optimal structuring guides and provides a framework for her child in a consistent but not in an exaggerated way (Biringen, 2008). Scaffolding behaviours of parents can be evaluated as a supportive emotion socialization reaction (e.g., EFR, PFR, and EE) especially for problem and emotion-focused reactions as parents try to resolve children's problems. (Friedlmeier et al., 2011). However, studies show mixed results. For example, Chinese mothers reported using both guidance and power-assertive discipline techniques towards their children just as they reported not having a strong preference to use one type of emotion socialization (Chan et al., 2009; Wu et al., 2002). In Turkey, Atay (2009) found that Turkish mothers use scaffolding after minimization reaction, to comfort children with negative emotions. Therefore, with maternal structuring, mothers can provide an optimal level of guidance to their children's problems, and in turn, may be engaged in more emotion or problem focused emotion socialization reactions towards children's negative emotions. However, it is important to consider that parents may have different limit-setting goals due to having different cultural backgrounds.

2.5.3. Maternal Non-Intrusiveness. Non-intrusiveness involves mothers' ability to follow the children's lead, creating an environment that children can independently explore (Biringen, 2008). In contrast, an intrusive mother can be over-directive and interrupts ongoing activity or interaction (Biringen, 2008).

Thus, maternal intrusiveness undermines the child's autonomy and exploration (Biringen, 2008), which is similar to non-supportive emotion socialization reactions such as minimizing the child's emotional experiences and interfering with explorations (Eisenberg et al., 1998). For instance, Altan-Aytun et al., (2013), pointed out that when DR, MR, PR, and GWR types of emotion socialization increase, mothers' obedience-demanding behaviours also increase. On the other hand, EFR, PFR, and EE types of emotion socialization was found to be negatively related to obedience-demanding behaviour. In line with that, Hong Kong –

Chinese mothers with authoritarian parenting style that refers to low warmth and high control also used DR, MR, PR, and GWR types of emotion socialization towards their children (Chan et al., 2009; Tao et al., 2010). So, when parents engage in more intrusive and controlling behaviour, they also report using more DR, MR, PR, and GWR. Thus, obedience-demanding and controlling characteristics of parents may disable them to follow child's cues and prevent accepting their negative emotions, and in return, mothers may be engaged in more non-supportive emotion socialization reactions.

2.5.4. Maternal Non-Hostility. Non-hostility indicates parents' ability to regulate their negative emotions and avoid expressing disrespectful, hostile behaviours towards children (Biringen, 2008). Parents may show covert hostility by raising their voices, showing impatience and subtle signs of anger. Overall, when a parent is hostile towards his/her child, the interaction becomes frightening or threatening (Biringen, 2008). Likewise, non-supportive (e.g., DR, MR, PR, and GWR) emotion socialization reactions (e.g., showing distress or punishment) create a negative emotional environment between mother and child (Eisenberg et al., 1998; Yagmurlu & Altan, 2010).

Fabes et al., (2002), found that harsh parenting characterised with *hostility* was positively associated with the use of DR, MR, PR, and GWR types of emotion socialization while negatively associated with supportive emotion socialization (e.g., EFR, PFR, and EE). Similarly, in Turkey, as mothers' DR, MR, PR, and GWR types of emotion socialization reactions increased, their punishment behaviours may increase (Yagmurlu & Altan, 2010). Thus, a hostile and negative relationship may disable mothers to regulate their own emotions and reactions towards children. Therefore, mothers may display more non-supportive emotion socialization reactions rather than supportive reactions towards their child's negative emotions.

2.5.5. *Emotional Availability Zones*. Based on EA Clinical Screener (EA2-CS) (Biringen, 2008), the sensitivity dimension score in EAS yields four categorical zones for parents, namely, *emotionally available, complicated, detached, and problematic*. These categories are inspired by Ainsworth et al., (1978)'s categories, namely, *secure, insecure-resistant/anxious* and *insecure-avoidant*. In addition, Main et al., (1990)'s characteristics of *disorganized* classification can be observed in the problematic category of EAS. Mothers in secure relationships reflects a healthy connection with their children. They keep an eye on child's cues and respond effectively. Mothers in insecure-anxious relationships show inconsistency in their responses. Also, they may be over-protective and restrictive to exploration of children. Mothers in insecure-avoidant relationships reflects an unresponsive and emotionally distant presence to their children. Lastly, mothers in disorganized relationships show disrupted behaviours towards the child. Also, there could be role-reversal between the mother and child. Evidence shows that EA2-CS and attachment styles are related to each other (Baker & Biringen, 2012; Saunders et al., 2015). For instance, *emotionally available* mothers are placed on the high end of the EA2-CS meaning they are warm, present, and tuned into their child both non-verbally and verbally. This indicates a secure relationship (Saunders et al., 2015). Mothers who are inconsistent in responding to children yet warm are placed in *complicated* category corresponding to middle range of sensitivity score. Those mothers foster over-connection in the interaction as insecure-resistant/anxious attachment (Saunders et al., 2015). Detached zone, on the other hand, reflects lower scoring than the middle range in sensitivity. Mothers who are placed in this zone show mechanical and distant presence in their interaction. They may provide basic needs of the child; however, they are ignorant and cannot demonstrate close emotional ties as in insecure-avoidant attachment (Saunders et al., 2015). Mothers from the problematic zone receive the lowest score and are considered to be violent and odd in their relationship. They may not provide basic care and depict traumatizing

behaviours which are likely to be recorded in observations of disorganized attachment (Saunders et al., 2015).

To my knowledge, the research on the relationship between emotional availability and parental emotion socialization during toddlerhood is limited. However, we know that emotional availability is linked with emotion socialization (Biringen, 2008) because both emotional availability and emotion socialization focuses on emotions in the parent-child relationship (Emde, 1980), and the ways parents respond to children's emotions. Hence, we would expect an association between these concepts.

For example, Cassidy (1994) suggests that secure attachment involves mothers' acceptance of both positive and negative emotions of their children which refers to showing EFR, PFR, and EE types of emotion socialization. Moreover, securely attached children were found to have a better understanding of emotions than insecurely attached children (Eisenberg et al., 1998) which may also result from using EFR, PFR, and EE types of emotion socialization instead of DR, MR, PR, and GWR types of emotion socialization to children. In another study, attachment categories were associated with mothers' frequency to talk about emotions depicting secure attachment involves high frequency of talking about emotions (Fabes et al., 1994). Likewise, in Kochanska et al. (2010)'s longitudinal study, attachment security is indirectly related to children's future socialization processes. Thus, based on these empirical findings we could suggest that mothers in secure relationships engage in more reassuring contact with their children, show acceptance to children's emotional states and respond effectively to those cues, and in turn, they can better regulate their own emotions and project it to their children by using more supportive emotion socialization.

Therefore, we can expect a positive relationship between emotional availability and using supportive (EFR, PFR, and EE) emotion socialization reactions and an opposite relationship with non-supportive (DR, MR, PR, and GWR) emotion socialization reactions.

However, parent-child interaction and parents' emotion socialization characteristics can vary based on child temperamental tendencies.

2.6. Child Negative Emotionality

Child's negative emotionality is a temperamental tendency that is defined as showing high irritation, negative affect, and mood when faced with a stressor (Cha 2016; Rothbart & Bates, 2006). Children with negative emotionality tend to show more anger, sadness, or fear in stressful situations (Olino et al., 2010). It can be traced back to early years in life and remain relatively stable (Nigg, 2006) which can serve as a risk factor for children's emotional and social development in the subsequent years (Hirshfeld-Becker et al., 2007).

Evidence shows that child negative emotionality positively predicts anxiety, depression and it is positively correlated with attention and behaviours problems (Rende, 1993; Sanson et al., 2004). Furthermore, child negative emotionality is not only a risk factor for child development but also for parent-child interaction (Cha, 2016). Children with high negative emotionality show more negative emotional arousal in which may lead to parental distress more (Eisenberg et al., 1998), and increase the use of DR, MR, PR, and GWR types of reactions towards children (Fabes et al., 2001). For instance, parents who reported that their children are high in negative emotionality did also report high punitive emotion socialization reactions towards their children (Eisenberg et al., 1998). Likewise, in a study, parents expected to tell stories to their second-grader children, and it was found that parents of children with negative emotionality were involved less in storytelling exercises and showed less warmth than parents of children with negative emotionality (Fabes et al., 1994). Thus, children high in negative emotionality may be challenging for parents to regulate their own emotions and distress when faced with frequent and intense negative emotionality, and in return, they may engage in more non-supportive emotion socialization reactions.

Turkish studies demonstrated similar results with Western research. For example, Yağmurlu and Altan (2010) found that child reactivity was negatively related to mother responsiveness. Similarly, for preschool children, punitive emotion socialization reactions and distress reactions were found to have a positive correlation to child emotional reactivity (Altan-Aytun et al., 2013). Thus, children with higher levels of negative emotionality may need more attentive care from their parents, and emotional availability can play a critical role in the relationship between parent and child (Biringen & Easterbrooks, 2012). However, there is still limited research on the relationship between child's temperamental characteristics and emotional availability (Biringen et al., 2014). The studies can also yield conflicting results. . Maternal emotional availability and difficult temperament or negative emotionality (Rothbart & Bates, 2006) are found to be unrelated (Kaplan et al., 2008; Moreno et al., 2008). However, temperamental tendency to show distress to limitations was found to be positively associated with structuring component in EAS (Licata et al., 2014). In the study of Oro (2017), on the other hand, there was a negative relationship between parental emotional availability and child negative emotionality. These results indicate the need for further research examining the role of a child's temperamental characteristics, parents' emotional availability and emotion socialization.

2.7. The Current Study

As covered in the literature, relationship between maternal emotion socialization, child negative emotionality, and maternal emotional availability still require further examination. There is lack of research focusing on how emotion socialization can be influenced by emotional availability and child's negative emotionality in the toddlerhood period. Therefore, the current study aims to address this gap and examine following hypothesis in a low SES sample of mother-toddler dyads.

Research Question 1: Is there an association between maternal sensitivity, structuring, non-intrusiveness and non-hostility and mother's emotion socialization reactions?

Hypothesis 1a: I hypothesized that maternal sensitivity, structuring, non-intrusiveness, and non-hostility would be positively associated with the mother's EFR, PFR, and EE types of emotion socialization reactions.

Hypothesis 1b: I hypothesized that maternal sensitivity, structuring, non-intrusiveness, and non-hostility would be negatively associated with the mother's MR, PR, DR, and GWR types of emotion socialization reactions.

Research Question 2: Is there an association between child negative emotionality and mother's emotion socialization reaction?

Hypothesis 2a: I hypothesized that child negative emotionality would be negatively associated with the mother's EFR, PFR, and EE types of emotion socialization reactions.

Hypothesis 2b: I hypothesized that child negative emotionality would be positively associated with the mother's MR, PR, DR, and GWR types of emotion socialization reactions.

Research Question 3: Is there an association between child negative emotionality and maternal sensitivity, structuring, non-intrusiveness, and non-hostility?

Hypothesis 3: I hypothesized that child negative emotionality would be negatively associated with maternal sensitivity, structuring, non-intrusiveness, and non-hostility.

Research Question 4: How would maternal sensitivity, structuring, non-intrusiveness, non-hostility, and child negative emotionality predict the mother's emotion socialization reactions?

Hypothesis 4a: I hypothesized that maternal sensitivity, structuring, non-intrusiveness, and non-hostility would positively predict mother's EFR, PFR, and EE types of emotion socialization reactions.

Hypothesis 4b: I hypothesized that child negative emotionality would negatively predict mother's EFR, PFR, and EE types of emotion socialization reactions.

Hypothesis 4c: I hypothesized that maternal sensitivity, structuring, non-intrusiveness, and non-hostility would negatively predict mother's MR, PR, DR, and GWR types of emotion socialization reactions.

Hypothesis 4d: I hypothesized that child negative emotionality would positively predict mother's MR, PR, DR, and GWR types of emotion socialization reactions.

Research Question 5: Do mother's emotion socialization reactions, maternal sensitivity, structuring, non-intrusiveness, non-hostility, and child negative emotionality differ based on EAS zone categories?

Hypothesis 5a: I hypothesized that mother's MR, PR, DR, and GWR types of emotion socialization reactions would significantly differ based on EAS zone categories. I expect that mothers in emotionally available zone would report less MR, PR, DR, and GWR types of emotion socialization reactions to their toddlers, whereas mothers in insecure zones (complicated, detached, problematic) would report more MR, PR, DR, and GWR types of emotion socialization reactions.

Hypothesis 5b: I hypothesized that mother's EFR, PFR, and EE types of emotion socialization reactions would significantly differ by EAS zone categories. I expect that mothers in emotionally available zone would report more EFR, PFR, and EE types of emotion socialization reactions to their toddlers, whereas mothers who insecure zones (complicated,

detached, problematic) would report less EFR, PFR, and EE types of emotion socialization reactions.

Hypothesis 5c: I hypothesized that mother's behaviours in EAS would significantly differ based on EAS zone categories. I expect that mothers in emotionally available zone would show more structuring, non-intrusiveness, and non-hostility to their toddlers than insecure zones. For mothers in complicated zone, I expect more structuring, and non-hostility than detached and problematic zones. However, I expect less non-intrusiveness behaviour from mothers in complicated zone than in the other two insecure zones.

Hypothesis 5d: I hypothesized that child negative emotionality would significantly differ based on EAS zone categories. I expect that children of mothers in emotionally available zone would show less negative emotionality than insecure zones. Moreover, children of mothers in insecure zones (complicated, detached, problematic) would report more child negative emotionality.

CHAPTER 3

METHOD

3.1 Participants

One-hundred and two mothers ($M_{age} = 30.44$ years, $SD = 4.7$) and their toddlers ($M_{age} = 23.25$ months, $SD = 6.7$) from İstanbul were recruited. Toddler's ages ranged from 11 months to 38 months. Mothers' ages ranged from 21 to 43 years. 55.8% of toddlers were boys in the present sample. Municipalities, family health centers, public schools, and local pharmacies were targeted to announce the study. Members of Çekmeköy City Council, research assistants, graduate and undergraduates helped in recruitment. According to the demographic information obtained from mothers, 24.5% of the toddlers have no other sibling while 51.9% have one sibling, 14.7% have two siblings, 5.8% of them have three siblings, and 2.9% of the toddlers have four siblings. Further demographic characteristics of toddlers, mothers and fathers were provided below (See Table 1).

There were four inclusion criteria for the participants: (1) being the primary caregiver of the toddler as a mother, (2) not having major health issues for both mother and toddler, (3) not having a 4-year university degree for mothers, (4) having less than 5000¹ Turkish Liras as a monthly household income.

3.2. Measures

3.2.1. Demographic form. Mothers completed a questionnaire including demographic information such as level of education of mothers and fathers, monthly household income of the family, and marital status (See Table 1).

¹ The threshold of poverty in Turkey was 4.997TL when the study started in 2015.

Table 1. Demographic information of mothers

	<i>N</i>	Percentage
Mother's Education Level		
Illiterate	2	2.0
Literate	3	2.9
Primary School	33	32.4
Secondary School	23	22.5
High School	39	29.4
College (2 years)	11	10.8
Monthly Family Income		
850 TL and below	2	2.0
From 851 TL to 1500 TL	24	23.5
From 1501 TL to 3000 TL	54	52.9
From 3001 TL to 5000 TL	22	21.6
Mother's Marital Status		
Married	98	96.0
Divorced	2	2.0
Remarried	2	2.0
Number of Toddlers' Siblings		
1 Sibling	60	58.6
2 Siblings	20	19.6
3 and 4 Siblings	7	6.8
No Sibling	15	14.7

Table 1. Demographic information of mothers (Cont.)

	<i>N</i>	Percentage
Father's Education Level		
Illiterate	2	1.9
Literate	3	2.9
Primary School	35	34.3
Secondary School	24	23.5
High School	30	29.4
College (2 years)	8	7.8

3.2.2. Maternal Emotional Availability. The fourth version of the *Emotional Availability Scale* (Biringen, 2008) was used to code 10-minutes free play. This scale has four dimensions that encompass behaviours representing maternal emotional availability. Each dimension has seven subscales, which consists of detailed features of the particular dimension. The first dimension is called sensitivity, which assesses the mother's responsiveness to a toddler, accurate readings of cues, and ability to resolve conflicts in interactions. The second dimension is structuring and assesses the mother's ability to scaffold the child's play and abilities during interaction while following the child's lead. The third one is non-intrusiveness involves allowing space for the child to explore, lack of over-directiveness and not dominating the interaction. The fourth dimension is non-hostility and focuses on lack of negativity in face or voice and absence of disrespectful statements and/or behaviours. Individuals receive a score for each feature that corresponds to the dimension's direct score (ranging from 1 to 7). The coder decides to assign the individual to a specific global score based on the person's scores on each feature.

Lastly, maternal Emotional Attachment and Emotional Availability Clinical Screener (Biringen, 2008) can be scored based on EAS considering maternal sensitivity. This is a 100-point scale used to characterize 4 EA zone categories, namely, Emotionally Available (81-100), Complicated (61-80), Detached (41-60), and Problematic (1-40). Coder focuses more on the sensitivity dimension to determine the categorical assignment for the zones. Parents, who are optimally sensitive, warm, and responsive are assigned to emotionally available zone. Warm but inconsistent parents are categorised as complicated. Parents, who are mechanical and unresponsive in the interaction are rated as detached. Finally, parents, who are traumatized, depressed, or withdrawn, are rated as problematic.

Scoring and zone assignment in the study were done by 2 certified and reliable coders. EAS has a test-retest and inter-rater reliability of .80 (Biringen et al., 1998). In the present study, the inter-class correlation coefficient varied between .80 and .98. Dimension scores of each participant were obtained by averaging two coders' scores.

3.2.3. Maternal Emotion Socialization. *Coping with Toddler's Negative Emotions Scale* (CTNES; Spinrad, et al., 2004) is used to measure mothers' reactions towards their toddler's negative emotions. Parents are asked to state their possible reactions to 12 hypothetical everyday scenarios and the toddler's negative emotions. Each hypothetical scenario has seven to six possible parental reactions, representing seven subscales of the measure: Emotion-focused reactions, Problem-focused reactions, Expressive encouragement reactions, Distress reactions, Punitive reactions, Minimization reactions, and Granting wish reactions. Parents are expected to rate each reaction that they can give on a Likert scale (1 = *very unlikely* to 7 = *very likely*). Higher scores indicate higher levels of reactions. Turkish adaptation of the scale for toddlers was done by Arikan (2016), and the Cronbach's alpha values were .91 for Expressive encouragement reactions, .84 for Punitive reactions, .81 for Problem-focused reactions, .80 for Emotion-focused reactions, .75 for Minimization

reactions, .74 for Distress reactions, and .67 for Granting wish reactions. In the present study, the Cronbach's alpha values of the scale were .92 for Expressive encouragement reactions, .76 for Punitive reactions, .77 for Problem-focused reactions, .80 for Emotion-focused reactions, .78 for Minimization reactions, .68 for Distress reactions, and .68 for Granting wish reactions. (For the scale see Appendix B)

3.2.4. Child Negative Emotionality. *Emotionality Activity Sociability Temperament Survey (EAS; Buss, Arnold, Plomin, Robert, 1984)* has 20 items and 3 subscales, namely, emotionality, activity, and sociability. The scale adopts a 4-point Likert scale (1= never to 4 = always) and higher scores indicate higher levels of reactions. Turkish adaptation of the survey was done by Sümer et al., (2008) (Cronbach's Alpha values varied between .78 and .65). In this study, the emotionality subscale was used with a .69 Cronbach alpha value. (For the scale see Appendix B)

3.3. Procedure

The ethics board of the Ozyegin University approved the study (See Appendix A) that was funded by the Scientific and Technological Research Council of Turkey (Project No: TUBITAK3501-114K813). The present study is a part of a larger study on adaptation and effectiveness of an 8-week DVD based Circle of Security Parenting (COS-P) intervention program for low SES mothers and their toddlers. In the current study, only the 1st wave of the data (pre-intervention assessment), which involves both intervention and control group were analyzed. The details of the recruitment can be found below (see Figure 1).

Mothers, who showed interest in the project and met the study criteria, were called by phone to provide information about the study. The mothers, who accepted the videotaping during home observation, were asked about the appropriate times to schedule visits. An undergraduate and/or a graduate student conducted the 2-to-3 hour home visits. As soon as

they ring the door, the camera recording started, and mothers filled out consent forms. Then they were instructed to behave as usual (e.g., playing with their kids, cooking, doing house chores etc.).

After 30-mins, the mothers were given a fluffy toy (e.g., a dog, cat, or an elephant) and a cube puzzle with geometric shapes to play with the child for 10 minutes. At the end of 10 minutes, mothers were informed that they can either continue to play or not. The pack of questionnaires, including the Emotionality Activity Sociability Temperament Survey, and Coping with Toddler's Negative Emotions Scale, were given at the end of 1st hour of the home visit while their toddlers were around. There were only 2 illiterate mothers to whom research assistants read the questions.

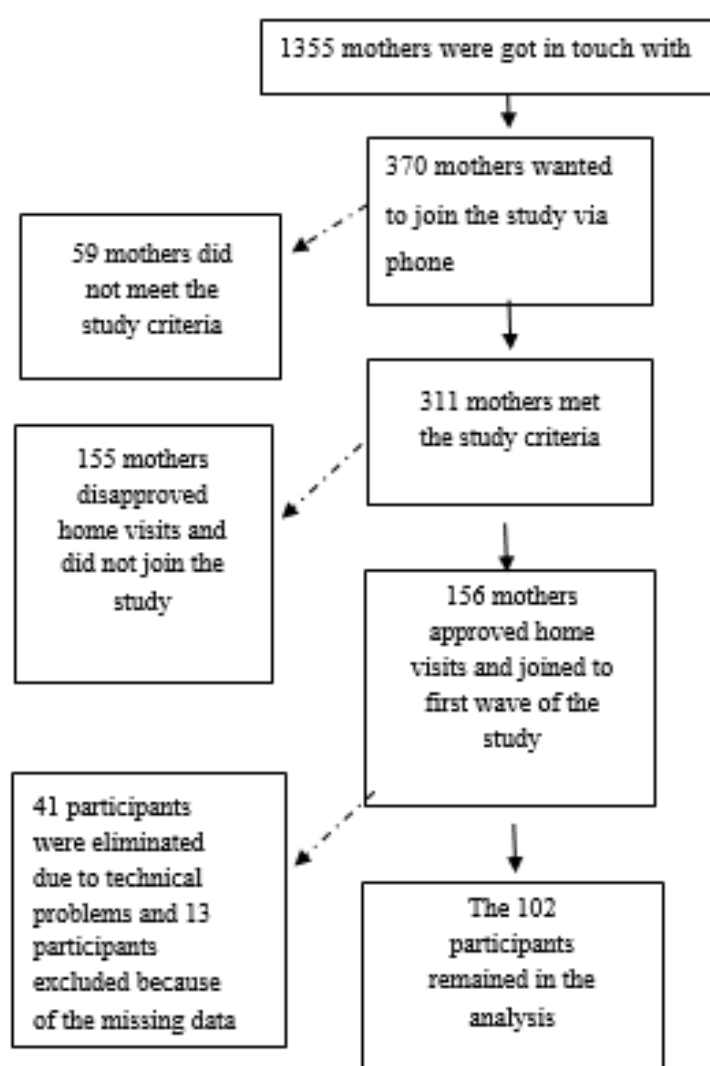


Figure 1. The research inclusion Criteria

CHAPTER 4

RESULTS

4.1. Analysis Strategy

The current study aimed to examine the association between emotional availability, maternal emotion socialization and child negative emotionality in a low SES Turkish sample. Firstly, the Pearson correlation matrix is examined for hypothesized associations between mother's behaviours in EAS, maternal sensitivity, structuring, non-intrusiveness, non-hostility, mother's emotion socialization reactions and child negative emotionality (H1, H2, and H3). To check how independent variables of child negative emotionality and mother's behaviours in EAS predict maternal emotion socialization reactions, hierarchical and linear regression analyses were performed (H4). Lastly, I conducted one-way ANOVA and ANCOVA to check if maternal emotion socialization reactions, mother's behaviours in EAS and child negative emotionality vary in emotional availability zone categories (H5).

Power analysis was conducted using the program *G*Power* (Erdfelder et al., 1996) to identify whether the sample size is adequate for regression and ANOVAs. Based on *G*Power* results, 76 participants are needed to detect large effects ($d=.8$) with 80% power using ANOVA with alpha at .05 in the study. Secondly, based on *G*Power* results, 57 participants are needed to detect large effects ($d = .80$) with 80% power using regression with alpha at .05 in the study. Prior to this analysis, *G*Power* (Erdfelder et al., 1996) analysis showed that less than 100 participants would be enough to continue the analysis. The current sample is 102.

4.2.1. Data Analysis

Statistical Package for Social Sciences 25.0 for Windows (SPSS V.25) was used for data analysis. In this study, there were 156 participants but due to having less than 10-min

footage or technical problems in the videos of participants and issues in data collection, I eliminated 41 participants².

Based on Tabachnick and Fidell (2001) accuracy of data entry, the missing values, outliers, and normality were checked. Missing value analysis revealed that 14.8% of the data were missing in the child negative emotionality subscale therefore, I discarded 13 participants. Univariate outliers were screened by calculating the Z-scores of each variable for multivariate outliers. Mahalanobis distance was calculated, and no outlier was detected. Finally, 102 participants remained in the study for further analyses.

4.2.2. Descriptive Statistics and Bivariate Correlations

Descriptive statistics are presented in Table 2. Also, correlations among emotion socialization reactions depicted in Table 3. To test hypotheses 1 to 5, Pearson Correlation coefficients were examined between maternal emotion socialization reactions, child negative emotionality and mother's behaviours in EAS (See Table 4). Results showed that maternal expressive encouragement reactions were positively ($r = .21, p < .05$) associated with the mother's non-intrusiveness. Maternal emotion-focused reactions were also positively correlated to maternal non-hostility ($r = .21, p < .05$). My hypothesis 1a was partially supported.

The association between maternal emotion socialization reactions and child negative emotionality showed that higher levels of child negative emotionality was positively correlated to both distress ($r = .21, p < .05$) and punitive ($r = .21, p < .05$) emotion socialization reactions. Hypothesis 2b was partially supported.

² One-way ANOVA analysis showed there was no significant difference in means of variables and demographic characteristics between my sample (N=102) and eliminated sample (N=41).

Table 2. Descriptive of the study variables

Variables	<i>M</i>	<i>SD</i>	Min	Max	Skew/Std. Error	Kurt/Std. Error
1. Emotion-Focused	6.18	.67	3.00	7.00	-1.32/.25	3.97/.49
2. Problem-Focused	6.05	.66	2.92	7.00	-1.51/.25	4.49/.49
3. Expressive Encouragement	4.72	1.52	1.33	7.00	-.62/.25	-.57/.49
4. Distress	4.47	.89	2.08	6.33	-.53/.25	-.06/.49
5. Punitive	3.81	1.09	1.50	6.50	.13/.24	-.66/.48
6. Minimization	5.25	.98	2.09	7.00	-.77/.25	.36/.49
7. Granting Wish	4.33	1.02	2.20	6.90	.24/.25	-.33/.49
8. Child Negative Emotionality	2.26	.57	1.14	3.57	.46/.24	-.38/.48
9. Mother's Sensitivity	4.21	1.12	1.00	6.25	-.47/.24	.00/.47
10. Mother's Structuring	4.28	1.07	1.50	6.50	-.31/.24	-.11/.47
11. Mother's Non-Intrusiveness	4.00	.97	1.50	6.00	.17/.24	.47/.47
12. Mother's Non-Hostility	4.64	1.13	1.50	7.00	-.41/.24	.51/.47
13. Mother's Education Level	4.07	1.16	1	6	-.14/.24	-.50/.47
14. Household Income Level	2.94	1.16	1	4	-.22/.24	.24/.47
15. Toddler's Age (Month)	23.25	6.73	11.00	38.00	.08/.24	-.95/.47

Table 3. The Pearson Correlation of the study variables.

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Emotion-Focused	-															
2. Problem-Focused	.81**	-														
3. Expressive Encouragement	.45**	.34**	-													
4. Distress	.24*	.19	.25*	-												
5. Punitive	.08	.00	.23*	.20	-											
6. Minimization	.62**	.55**	.51**	.17	.41**	-										
7. Granting Wish	.27**	.25*	.34**	.36**	.23*	.35**	-									
8. Child Negative Emotionality	.09	.07	-.00	.21*	.21*	.08	.17	-								
9. Mother's Sensitivity	.05	.05	.15	.05	.05	-.09	.14	.05	-							
10. Mother's Structuring	-.03	.04	.11	-.02	-.03	-.15	.02	-.02	.83**	-						
11. Mother's Non-Intrusiveness	.15	.12	.21*	.07	.03	.02	.15	-.07	.62**	.53**	-					
12. Mother's Non-Hostility	.21*	.18	.18	.06	-.01	.04	.20	-.04	.78**	.68**	.67**	-				

Table 3. Continues

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
13. Mother's Education Level	-.01	-.00	-.12	-.24*	-.26**	-.22*	-.25*	-.04	-.06	-.02	-.07	-.16	-			
14. Household Income Level	-.12	-.08	-.07	-.17	-.25*	-.20*	-.20*	-.22*	-.07	-.01	-.04	-.00	.38**	-		
15. Toddler's Age	-.01	.01	.04	-.00	.20	.03	-.01	-.01	.09	.10	.10	-.10	-.24*	-.00	-	
16. Toddler's Gender ^a	-.03	-.11	-.02	.03	-.24*	-.15	.07	-.02	.04	.07	.02	.07	.24*	.12	-.04	-

* $p < .05$, ** $p < .01$, ^a1=girl, 0=boy

Lastly, there were significant association between demographics (e.g., household income and mother's education level) and variables. Household income was negatively related to child negative emotionality ($r = -.25, p < .05$), punitive reactions ($r = -.25, p < .05$), minimization reactions ($r = -.20, p < .05$), and granting-wish reactions ($r = -.20, p < .05$). Also, mother's education level was negatively correlated to distress reactions ($r = -.24, p < .05$), punitive reactions ($r = -.26, p < .01$), minimization reactions ($r = -.22, p < .05$), and granting-wish reactions ($r = -.25, p < .05$).

4.2.3. Predicting Emotion Socialization Reactions

To test hypothesis 4d, two two-step hierarchical regression analyses were conducted controlling for mother's education level and household income in predicting both distress and punitive reactions separately. Since there was no association between EAS dimension scores and other emotion socialization reactions, hierarchical regression analysis was only conducted to examine whether child negative emotionality significantly predicts maternal distress and punitive reactions.

Firstly, the control variable of mother's education level explained 6% of the variance of maternal distress reaction ($F(2, 92) = 6.05, p = .02, R^2 = .06$) (95% confidence interval [CI] = $-.344 - .037$) (See Table 5). In the second step, child negative emotionality explained 4% of unique variance ($F(1, 91) = 4.02, p = .04, R^2 = .04$) (95% confidence interval [CI] = $.003-.621$). The total model was explained 10% of variance in mothers' distress reaction.

In the second hierarchical regression analysis, the control variables of mother's education level and household income explained 10% of the variance of maternal punitive reaction ($F(2, 92) = 4.90, p < .001, R^2 = .10$) (95% confidence interval for mother's education level [CI] = $-.386 -.013$) (95% confidence interval for household income [CI] = $-.577 -.054$). In the second step, when child negative emotionality introduced, the model was no longer

statistically significant, ($F(1, 91) = 2.68, p = .11$) (95% confidence interval [CI] = -.068-.700) (See Table 5).³

Table 4. Hierarchical regression analysis for predicting the maternal distress reaction.

Step	B	β	R ²	Adjusted R ²	ΔR^2 (Change)
1 Mother's education level	-.19	-.25*	.06	.05	.06
2 Mother's education level	-.18	-.24*			
Child Negative Emotionality	.31	.20*	.10	.08	.04*

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

Table 5. Hierarchical regression analysis for predicting the maternal punitive reaction.

Step	B	β	R ²	Adjusted R ²	ΔR^2 (Change)
1 Mother's education level	-.18	-.19*			
Household income	-.26	.18*	.10	.07	.10
2 Mother's education level	-.19	-.20			
Household income	-.20	-.13			
Child Negative Emotionality	.31	.16	.12	.09	.03

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

³ To check the multicollinearity issue between the independent variables, VIF values have been assessed. The results showed that VIF scores ranged between 1.002 and 1.167 which indicates no collinearity issue (Pallant, 2011).

3.2.4. Maternal Emotion Socialization Reactions, Mother's Behaviours in EAS and Child Negative Emotionality in EAS Zone Categories

In the current study, 17.34% of the mothers were placed in the emotionally available zone and the other 82.66% of mothers were placed in the remaining emotionally unavailable zones, namely, complicated, detached, and problematic. Mothers from complicated zone consist of 61.2% of the sample. In the detached zone, mothers composed 18.36% of the total sample. Mothers who were placed in this zone showed emotional distance. Lastly, 7.14% of the mothers were rated as problematic.

In order to check research question 5, I ran a series of one-way ANOVAs and ANCOVA. I also run Levene's test to determine variances in groups. If Levene's test is found significant, Welch's Test was used instead of one-way ANOVA. It is important to note that maternal sensitivity was not added to Hypothesis 5 since EAS zone categories were determined based on mothers' sensitivity level.

A one-way ANOVA showed no significant differences in maternal emotion-focused reactions among the EAS zones $F(3, 93) = .315, p = .81$. A one-way ANOVA showed no significant differences in maternal problem-focused reactions among the EAS zones $F(3, 93) = .40, p = .75$. A one-way ANOVA showed no significant differences in maternal expressive encouragement reactions among the EAS zones $F(3, 93) = 1.50, p = .22$. Maternal distress reactions among EAS zones were compared through Analysis of Covariance (ANCOVA) due to the association between distress reactions and mother's education. The result showed no significant differences in showing distress reactions among the EAS zones, $F(3, 93) = .31, p = .82$. Maternal punitive reactions among EAS zones were compared through Analysis of Covariance (ANCOVA) due to the association between punitive reactions and household income and mother's education. The result showed no significant differences in showing punitive reactions among the EAS zones, $F(3, 93) = .99, p = .42$. Maternal minimization

reactions among EAS zones were compared through Analysis of Covariance (ANCOVA) due to the association between minimization reactions and household income and mother's education. The result showed no significant differences in minimization reactions among the EAS zones, $F(3, 93) = .74, p = .57$. Maternal granting-wish reactions among EAS zones were compared through Analysis of Covariance (ANCOVA) due to the association between granting-wish reactions and household income and mother's education. The result showed no significant differences in showing granting-wish reactions among the EAS zones, $F(3, 93) = .86, p = .49$. There was also no difference among EAS zones in child negative emotionality $F(3, 94) = 1.04, p = .38$. Except for non-intrusiveness, homogeneity of variance violated for structuring ($F(3, 98) = 71.46, p = .00$), and non-hostility ($F(3, 98) = 25.79, p = .02$). Therefore, the Welch F test reported for structuring, and non-hostility in the analysis below. The result showed a significant relationship in showing structuring among the EAS zones Welch's $F(3, 98) = 117.96, p < .01$ (For means of zones see Table 6). Post hoc comparisons were done using the Games-Howell test since the assumption of homogeneity of variance was not met. Results showed that specifically, mothers in emotionally available zone showed more structuring than mothers in complicated, avoidant, and problematic zones. Mothers in complicated zone showed more structuring than mothers in avoidant and problematic zone but not emotional availability zone. Lastly, mothers in problematic zone showed less structuring toward their children than mothers in emotionally available and complicated zones but not in avoidant zone. Furthermore, there was a significant difference for non-intrusiveness among the EAS zones $F(3, 98) = 25.79, p < .01$ (For means of zones see Table 6). Post hoc comparisons using Tukey HSD showed that specifically, mothers in emotionally available zone showed the most non-intrusiveness to their children than mothers in complicated, avoidant, and problematic zones. Mothers in complicated zone and mothers in avoidant zone did not differ significantly in the amount of non-intrusiveness Mothers in problematic zone

showed less non-intrusive behaviour than mothers did in emotionally available, complicated, and avoidant zones. Lastly, the result showed non-hostility differs based on EAS zones Welch's $F(3, 98) = 50.74, p < .01$ (For means of zones see Table 6). Post hoc comparisons have been done using the Games-Howell test since the assumption of homogeneity of variance was not met. The results indicated that all the zones are significantly different from each other. Mothers in emotionally available zone showed the most non-hostility among all the groups. Mothers in complicated zone showed more non-hostility than both mothers in avoidant and problematic zones. Lastly, mothers in problematic zone showed less non-hostility toward their children than mothers in emotionally available, complicated, and avoidant zones (For means of zones see Table 6).

3.3 Further Analysis for Complicated Mothers

Over half of the participants ($N=60$) assign to complicated zone category in EAS. Therefore, I decided to examine complicated zone and determine whether mother's behaviours in EAS and child negative emotionality would predict maternal supportive and non-supportive reactions. Below you can find the first Pearson correlation coefficients and series of regression analyses.

3.3.1. Descriptive Statistics and Bivariate Correlations

Descriptive statistics and the Pearson's correlation coefficients of the study is shown below (See Table 7 and Table 8). Results showed that maternal emotion-focused reactions were positively ($r = .31, p < .05$) associated with the mother's non-intrusiveness. Maternal non-hostility were also positively correlated to emotion-focused reactions ($r = .41, p < .01$), and problem-focused reactions ($r = .37, p < .01$).

Table 6. Mean scores based on EAS zones.

Variable	EAS Zones			
	Emotionally Available	Complicated	Detached	Problematic
Emotion-Focused	6.27 (.57)	6.13 (.72)	6.28 (.59)	6.11 (.67)
Problem-Focused	6.16 (.49)	5.99 (.73)	6.14 (.39)	6.00 (.89)
Expressive Encouragement	5.32 (1.28)	4.55 (1.56)	4.94 (1.50)	4.72 (1.52)
Distress	4.40 (.98)	4.52 (.91)	4.55 (.77)	4.10 (.80)
Punitive	3.99 (1.26)	3.71 (.99)	4.15 (1.25)	3.31 (.84)
Minimization	5.14 (1.12)	5.16 (1.01)	5.68 (.75)	5.17 (.70)
Granting Wish	4.52 (1.13)	4.41 (.95)	4.09 (1.17)	3.84 (.77)
Child Negative Emotionality	2.18 (.68)	2.34 (.56)	2.09 (.57)	2.16 (.37)

Table 6. Continues

Variable	EAS Zones			
	Emotionally Available	Complicated	Detached	Problematic
Structuring	5.85 ^a (.66)	4.31 ^b (.47)	3.38 ^c (.83)	2.46 ^c (1.07)
Non-Intrusiveness	5.28 ^a (.48)	3.86 ^b (.75)	3.79 ^b (.88)	2.68 ^c (.73)
Non-Hostility	6.06 ^a (.66)	4.65 ^b (.80)	4.24 ^c (.42)	2.21 ^d (.70)

Note. Standard deviations appear in parentheses below means. Means with differing subscripts within rows are significantly different on posthoc comparisons.

Table 7. Descriptive statistics.

Variables	<i>M</i>	<i>SD</i>	Min	Max	Skew/Std. Error	Kurt/Std. Error
1. Emotion-Focused	6.14	.73	3.00	7.00	-1.64/.32	4.92/.62
2. Problem-Focused	5.99	.73	2.92	7.00	-1.64/.32	4.56/.62
3. Expressive Encouragement	4.55	1.56	1.33	6.92	-.54/.32	-.66/.62
4. Distress	4.52	.91	2.08	6.00	-.68/.32	.14/.62
5. Punitive	3.72	.99	1.50	6.27	.03/.32	-.23/.62
6. Minimization	5.16	1.01	2.09	6.83	-.93/.32	.48/.62
7. Granting Wish	4.41	.95	2.20	6.50	.03/.32	-.34/.62
8. Child Negative Emotionality	2.34	.56	1.14	3.57	.43/.32	-.18/.62
9. Mother's Sensitivity	4.42	.44	3.50	5.00	-.23/.31	-1.00/.61
10. Mother's Structuring	4.31	.57	2.50	5.50	-.50/.31	.43/.61
11. Mother's Non- Intrusiveness	3.86	.75	2.00	6.00	.39/.31	.32/.61
12. Mother's Non-Hostility	4.65	.80	2.50	6.00	-.41/.31	.49/.61
13. Mother's Education Level	3(mode)	1.11	1	6	-.09/.31	-.33/.61
14. Household Income Level	3(mode)	.73	1	4	-.20/.31	-.11/.61
15. Toddler's Age (Month)	22.41	6.65	11.00	36.00	.12/.31	-1.06/.61

Table 8. The Pearson Correlation for Complicated Zone

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Emotion-Focused	-															
2. Problem-Focused	.81**	-														
3. Expressive Encouragement	.51**	.41**	-													
4. Distress	.28*	.17	.40**	-												
5. Punitive	.15	-.01	.18	.10	-											
6. Minimization	.60**	.58**	.55**	.17	.35**	-										
7. Granting Wish	.33*	.32*	.48**	.31*	.06	.36**	-									
8. Child Negative Emotionality	.23	.20	.06	.18	.05	.16	.05	-								
9. Mother's Sensitivity	.17	.22	.16	.09	.06	.09	-.12	-.06	-							
10. Mother's Structuring	-.01	.06	.02	-.12	-.16	.03	-.20	-.13	.41**	-						
11. Mother's Non-Intrusiveness	.31*	.23	.14	.23	.07	.15	.12	-.05	.32*	-.01	-					
12. Mother's Non-Hostility	.41**	.37**	.21	.07	-.11	.23	.27*	.01	.43**	.21	.39**	-				

Table 8. Continues

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
13. Mother's Education Level	-.02	.00	-.17	-.20	-.06	-.19	-.17	.01	.12	.13	.03	-.10	-			
14. Household Income Level	-.20	-.15	-.01	-.17	-.25	-.17	-.12	-.16	-.09	.08	-.18	.07	.27*	-		
15. Toddler's Age	.09	.09	-.01	-.01	.14	.13	-.06	-.11	-.14	-.26*	-.05	-.19	-.31*	-.15	-	
16. Toddler's Gender ^a	-.03	-.04	-.11	-.03	-.33*	-.15	.14	-.11	-.08	.01	-.07	.01	.37**	.13	-.16	-

* $p < .05$, ** $p < .01$, ^a1=girl, 0=boy

CHAPTER 5

DISCUSSION

5.1 Findings in the Total Sample

The current study aimed to examine the relationship between maternal emotion socialization behaviours, maternal emotional availability, and child negative emotionality in a low SES Turkish sample. I found a significant direct effect of child negative emotionality on distress reactions after controlling for maternal education level. Also, child negative emotionality was associated with punitive reactions. Maternal non-intrusiveness was related to expressive encouragement reactions. Lastly, maternal non-hostility was correlated with emotion-focused reactions. These findings will be discussed in the following sections.

5.2 Emotion Socialization and Domains of Emotional Availability

The first and fourth hypotheses of the study examined the relationship between mother's emotion socialization and domains of emotional availability⁴ (e.g., sensitivity, structuring, non-intrusiveness, and non-hostility). It is important to note that in the current study, we investigated positive constructs, *non-intrusiveness* and *non-hostility* rather than negative constructs, high control, punishment, and obedience-demanding behaviours (Altan-Aytun & Yağmurlu, 2010; Chan et al., 2009; Fabes et al., 2002). Thus previous literature shows association between the negative constructs such as obedience-demanding and non-supportive emotion socialization (DR, PR, MR, GWR) and my study demonstrated relation between positive constructs such as supportive reactions and non-hostility.

⁴ Since there were no time interval measuring the variables and correlation between domains of emotional availability, PFR, EFR, EE and any demographic variable further regression analysis was not conducted.

The results from the current study partially confirmed my hypothesis by revealing a significant positive association between maternal expressive encouragement reactions and mother's non-intrusiveness. Non-intrusive mothers follow their children's lead, grant autonomy without interruption reported using expressive encouragement emotion socialization such as emotion accepting responses when faced with child's negative emotions in the current study. Previous research found significant associations of less controlling behaviour (non-intrusiveness) and supportive emotion socialization (Altan-Aytun & Yağmurlu, 2010; Fabes et al., 2002; Chan et al., 2009). For example, in a study with Chinese low to middle-income families and their children aged 6-to-8, parents who reported themselves as high in warmth and low in control (authoritative parenting) also reported using more supportive reactions (EFR, PFR, EE) (Chan et al., 2009). High SES mothers from Turkey reported similar results (Altan-Aytun & Yağmurlu, 2010) showing a positive association between DR, PR, MR, GWR towards their pre-school children and obedience-demanding behaviours. Even though it is known that low SES Turkish mothers show more obedience-demanding behaviours (Nacak et al., 2011) the current study shows that when parents show less intrusiveness, they also show more supportive reactions (e.g., EFR, EE) to their toddlers' negative emotions. This result may support the idea that facilitating children's autonomy without interrupting them may influence the mother-child interaction positively and mothers can adopt a more accepting attitudes towards their children. Thus, children's negative emotionality may diminish within such an atmosphere and positive emotion socialization characteristic of expressive encouragement can prevail.

Maternal emotion-focused reactions were also positively related to maternal non-hostility. Mothers who do not show boredom while interacting with children, and not use harsh words, reported using emotion-focused emotion socialization such as comforting behaviours or distraction responses when faced with child's negative emotions. Fabes et al.,

(2002), found similar results from western culture in which parental *hostility* was positively associated with the use of DR, PR, MR, GWR emotion socialization while negatively associated with EFR, PFR, EE emotion socialization. Thus, based on these findings, we could speculate that when parents show respect to their children and not be hostile within interaction, it may help them to form a healthy connection, and in turn, mothers may engage in emotion-focused strategies, comforting behaviours and trigger less child negativity.

On the other hand, sensitivity and structuring behaviours were not related to emotion socialization reactions in the present study. The lack of this relation might be explained by literature on sensitivity. For example, Trommsdorff and Rothbaum (2008) questioned the universality of the definition of sensitivity and discussed about cultural variations. They proposed that parents from western culture value their children's autonomy and independence, in turn, they show their sensitivity in a proactive way which means responding to direct and explicit cues of the child. On the other hand, relatedness and interdependency is more important for parents from eastern culture and they do embark reactive type of sensitivity in which they interpret children's behaviour without communicating directly (Trommsdorff & Rothbaum, 2008). For example, in a study, German and Korean mothers' sensitivity behaviours were compared and it was found that while German mothers prefer to show proactive sensitivity, Korean mothers showed a situation-specific sensitivity and preferred to use both types of sensitivity in different situations (Ziehm et al., 2013). The results indicate cultural diversion in sensitivity. However, there is no study reporting type of sensitivity Turkish mothers prefer to use. Thus, based on the current study's findings we might speculate that EAS dimensions of sensitivity may not be discriminatory for Turkish mothers' emotion socialization.

Secondly, parents from different cultures do show differences in their usage of emotion socialization reactions (Atay, 2009; Chan et al., 2009; Corapcı et al., 2012; Tao et al.,

2010; Raval & Martini, 2009). For example, mothers from East Asia report they do not prefer to use only one reaction and they use both (Chan et al., 2009; Tao et al., 2010). Our sample reports are similar with mothers from East Asia indicating a correlation between different emotion socialization reaction. Hence, Turkish low SES mothers seem to use emotion socialization reactions interchangeable regardless of their sensitivity level.

In addition, overall, in my sample, complicated mothers were dominant and they are emotionally unavailable. Similarly, studies show that mothers from high-risk samples such as low income, drug abuse, or maternal depression can show high rates of complicated characteristics (Espinet et al., 2013; Frigerio et al., 2019; Porreca et al., 2018). Complicated mothers' sensitivity is impaired because they show inconsistencies in their reactions to their children. In the current study, mothers also report no clear preference in their emotion socialization reactions. Thus, it is likely that mothers use both emotion socialization reactions, and their sensitivity level is inconsistent by which emotion socialization reactions cannot be predicted.

Contrary to my hypothesis, structuring was not related to emotion socialization reactions. Previous literature has shown conflicting results. For example, Chinese mothers used both guidance and power assertive discipline techniques on their children (Chan et al., 2009). Similar to this finding in her master thesis Atay (2009) examined mothers' emotion socialization reaction to their preschool-aged children. Mothers were coming from a middle-to-high SES level and reported to use scaffolding behaviour after showing minimizing reaction (e.g., there is nothing to be sad about) which is a non-supportive reaction. In the same study, mothers reported they use scaffolding behaviour as a comforting message for their children. Thus, mothers from Turkey may show mixed results as their cultural socialization goal includes relatedness as well as controlling (Kağıtçıbaşı, 2007). Optimal structuring behaviours from EA Scale may not be decisive for maternal emotion socialization reactions of

low SES Turkish mothers. Another explanation might be the nature of observing a stress-free 10-min free-play interaction rather than a long period of the daily relationship of mother and toddler. Friedlmeier et al., (2011) evaluated scaffolding behaviours as similar to showing problem or emotion-focused reactions (supportive emotion socialization) when faced with a negative emotion and trying to resolve a situation. Further research focusing on observing mothers' structuring behaviour in a problem given situation can explain under what circumstances low SES Turkish mothers exhibit different emotion socialization reactions and maternal structuring behaviours.

The second part of hypothesis of the one-and fourth research questions stated that parenting behaviours from the EA Scale would negatively predict DR, PR, MR, GWR emotion socialization reactions. However, none of the parenting behaviours from the EAS related with DR, PR, MR, GWR. One of the possible reasons for the lack of a significant relationship might be due to dual characteristics of low SES Turkish mothers being controlling and affectionate at the same time (Nacak et al., 2011). Turkish mothers reported using any types of emotion socialization and added that they might dismiss the negative emotion by saying their children are exaggerating but also, they may try to comfort or distract their children helping to solve the problem (Atay, 2009). This is not a surprising finding as Kağıtçıbaşı (2007) explains Turkish mothers may value affection, relatedness and obedience-demanding all together. Thus, our sample's socio-demographic features and socio-cultural family value system of Turkey might show itself through mothers' inconsistent emotion socialization reactions and a lack of significant negative relationship between EA Scale and DR, PR, MR, GWR. To better understand, this relationship and the constructs, future studies might try to incorporate cultural elements in their evaluations while combining self-report and observation data.

5.3 Emotion Socialization and Child Negative Emotionality

The second and fourth (H4B and H4D) hypothesis of the study examined the relationship between mother's emotion socialization and child negative emotionality. The results from the current study partially confirmed my hypothesis by revealing a significantly direct effect of child negative emotionality on maternal distress reactions after controlling for maternal education level. Besides, the findings showed small bivariate association between child negative emotionality and punitive reactions, stating that there would be a positive relationship between child negative emotionality and punitive reactions. However, when maternal education level and household income was added the equation, the relationship was no longer significant. Also, none of the supportive reactions (EFR, PFR and EE) and non-supportive reactions of MR and GWR was associated with child negative emotionality. Findings show similarities with the previous research. For instance, Altan and Yağmurlu (2010), examined the relationship between child reactivity, parental emotional socialization, and mothers' child-rearing practices with children aged between 4-to-5 and their mothers from high-to-middle SES. They took a composite score including emotion socialization and child-rearing practices in order to create *power-assertiveness* variable. The results show that child reactivity was positively correlated with power-assertiveness. In the master thesis of Johnson (2015) conducted with young children (24-to-54 months) who were referred to a clinic for their disruptive behaviours, child reactivity was not related to non-supportive reactions. However, child reactivity played a role as a moderator between parental non-supportive reactions and child conduct problems. Unfortunately, aforementioned studies did not examine non-supportive reactions separately. However, in general, previous findings have established the negative role of child negative emotionality on parent's emotion socialization reactions. Eisenberg et al. (1998) suggest that parents may feel high levels of distress towards children with high negative emotionality, and in turn, they may use more non-supportive,

distress, and punitive reactions in particular. Thus, children are likely to remain feel distressed and they can continue to show negative emotionality (Fabes et al., 2001). Consequently, mothers may feel challenged to provide optimal emotion socialization can result in using non-supportive reactions again and creating a never-ending cycle in the relationship between mother and child.

In the current study, minimization reactions and granting wish reactions were not associated with child negative emotionality contrary to my hypothesis. This lack of significant association might be due to mothers' perception towards minimization and granting-wish reactions. According to Atay (2009) mothers reported to use minimization reactions as a comfort message rather than a non-supportive type of reaction. Hence, mothers may be engaged in minimization and granting-wish reactions independent from children's negative emotionality. The results showed that there was no significant correlation between child negative emotionality and EFR, PFR and EE type of supportive reactions. In other words, mothers reported to use supportive reactions independent of their children's temperamental tendency toward negative emotionality. Previous studies from the literature also support this result. For instance, Thompson et al., (2020) showed that preschool children's negative reactivity did not predict maternal supportive reactions. Similarly, Song and Trommsdorff (2016) found that Korean mothers' supportive reactions did not predict preschool children's negativity. In the same study, mothers' supportive reactions were found to be related to children's high levels of regulation meaning a positive and supportive approach of mothers help children to facilitate regulatory abilities. The current study expands the existing literature by addressing children's temperamental tendencies and parental emotion socialization during toddlerhood period. Based on the results, I can suggest that even though children's intense temperamental negativity might be challenging for mothers, they do not report to use fewer

supportive emotion socialization reactions. Further research investigating other characteristics of children that have effects on parents' supportive reactions in toddlerhood period is needed.

5.4 Child Negative Emotionality and Domains of Emotional Availability

In H3, I proposed that child negative emotionality would be negatively associated with the EAS parenting behaviours. However, the results did not support this hypothesis. Findings from literature are conflicting and limited. For instance, recently, Thompson et al., (2020) found that positive affect quality which reflects maternal warmth is not related to child negative emotionality for families in poverty. Furthermore, they did not find any correlation between maternal positive structuring and child negative emotionality. Similarly, Moreno et al., (2008) conducted a randomized trial of a home-visiting program with low-income mothers and none of the parenting behaviours from the EA Scale were related to child temperament involving fussiness and low sociability. However, Yağmurlu and Altan (2010), found a negative relationship between maternal responsivity and child negative emotionality in high SES Turkish mothers who reflect an advantaged background. Thus, based on the previous findings, we can speculate that for mothers, social context can play a role in their parenting practices more than children's difficult temperament and parenting practices may not be shaped by child's negative emotionality.

5.5 Maternal Emotion Socialization Reactions, Mother's Behaviours in EAS and Child Negative Emotionality in EAS Zone Categories

Lastly, H5 was partially supported by the results that while the parenting behaviours from the EAS showed differences among EAS zones, parental emotion socialization and child negative emotionality did not show any differences. Mothers from my sample reported that they do not have a specific preference between using any type of emotion socialization reactions like mothers from Eastern samples (Atay, 2009; Chan et al., 2009; Tao et al., 2010; Raval & Martini, 2009). Also, our sample represents a high prevalence of inconsistently

sensitive mothers or mothers in complicated zone. The inconsistency in sensitivity can also manifest itself in emotion socialization strategies of mothers from low SES. In other words, they cannot follow one strategy or similar strategies in dealing with children's negative feelings. For the second part of the hypothesis, it is found that child negative emotionality does not differ among EA zones as well. Biringen et al. (2014) report that little is known about how temperamental characteristics impact on EA between parent-child dyads. However, research on attachment and temperament shows that children's temperament does not demonstrate the differences in attachment style (Vaughn et al., 2008). Thus, my findings expand the literature on difficult temperament and emotional availability.

Parenting behaviours from EAS show the expected results (Biringen, 2008) only for one exception. Maternal non-intrusiveness does not differ for both complicated and detached zones. Emotional Availability Clinical Screener (EA-CS2) depicts detached mothers as more non-intrusive than complicated mothers (Biringen, 2008). However, my sample shows high levels of intrusiveness for both zones which could be explained by low SES Turkish mothers' sociocultural features that being in control can be the dominant characteristics in parenting (Kağıtçıbaşı, 2007). For exploratory analysis, I examined EA zone-specific patterns of association between maternal emotion socialization behaviours, maternal emotional availability, and child negative emotionality.

5.6. Emotional Availability Zones

In the current study, mothers from complicated zone consist of 61.2% of the sample. The current study showed a difference in EA-zone distribution from other studies with participants from general low-risk populations (e.g. Frigerio et al., 2019). In these studies, 40% to 50% of the general low-risk samples were placed in emotionally available zone. In other research investigating high-risk groups such as substance use, post-partum depression or past abuse show similar EA-zone distribution with the present study with mothers placed in

complicated zone with the range from 33% to 72% (Espinet et al., 2013; Frigerio et al., 2019; Porreca et al., 2018). In their study, Frigerio et al., (2019) compared emotional availability of mothers with substance use, post-partum depression and mothers from general population with low-risk. Mothers with substance use were placed in the complicated zone with the highest rate which was 72%. Thus, my sample in that sense resembles the high risk mothers with substance use problems. In other words, in the present study, mothers from low socio-economic background show similarities in their emotional availability with parents in high-risk conditions, and they may benefit from similar intervention programs and supervision.

5.7. Findings of Complicated Zone

Mothers in the complicated zone show insecure-anxious attachment characteristics in their relationships with their children. Drug exposed mothers from high-risk samples show similar prevalence and were likely to be placed in complicated zone (Espinet et al., 2013; Frigerio et al., 2019; Porreca et al., 2018). Mothers show similarity in their low education level and dependency fostering characteristics with the current sample (Espinet et al., 2013; Frigerio et al., 2019; Porreca et al., 2018). Even though our sample does not consist of clinically referred mothers who were exposed to drugs, it is important to note the similar prevalence in complicated zone and be aware of the possible risk of low SES Turkish mothers can be faced because they may feel more anxiety and aggression compared to high SES parents (Shaffer et al., 2012). Results for this subgroup analysis showed that mothers' non-intrusive behaviours were positively associated with emotion-focused reactions and maternal non-hostility was positively related to both emotion-focused reactions, and problem-focused reactions. This result is supported by previous studies both from Western culture (Fabes et al., 2002) and high SES Turkish mothers (Altan-Aytun et al., 2013) indicating when mothers from complicated zone show fewer negative signals and follow their children, their scores on subscales get closer to optimal score (5.5 and above), and they use more supportive reactions

(EFR, PFR, EE) when faced with toddler's negative emotions. On the other hand, in comparison with the results from the total sample for H2, exploratory analysis of the subgroup showed no relation between child negative emotionality and emotion socialization reactions. An exploratory study of Turkish mothers found that mothers' self-construal with SES significantly predicted mothers' sensitivity beyond the child temperament (Çorapçı et al., 2018). So, my result on no relation between maternal emotion socialization and child negative emotionality can be due to Turkish low SES mothers' socialization goals and its effect on emotion socialization processes. Moreover, similar to total sample results, H3 was not supported indicating child negative emotionality and EA parenting behaviours were not associated. Similar to my finding, Moreno et al., (2008) found no relation between EA Scale and child difficult temperament with a low SES sample.

5.8. Maternal Emotion Socialization in Complicated Zone

Different from the Western studies (Fabes et al., 2002; Wong et al., 2009) mothers from Eastern cultures do not have a strong preference between using emotion socialization reactions (Atay, 2009; Chan et al., 2009; Tao et al., 2010; Raval & Martini, 2009). For example, Tao et al., (2010) found that mothers report using non-supportive reactions as frequently as supportive emotion reactions. Moreover, Seçer and Karabulut (2016) showed that mothers' education level and socio-economic differences played a role in their emotion socialization. Mothers from high SES used more supportive reactions than mothers from low SES (Seçer & Karabulut, 2016). Also, our sample in the current study represents a high prevalence of inconsistently sensitive mothers. Thus, combining low SES background, and mothers' inconsistent sensitive characteristics may be effective on our sample to show a positive correlation between supportive and non-supportive reactions.

5.9. Strengths of Study

The main strength of the current study is investigating the toddlerhood period in a sample of low SES mothers. The majority of the studies (e.g., Altan-Aytun et al., 2013; Thompson et al., 2020) focus on preschool period because it is challenging to collect data from children who do not attend school (Güner-Algan & Şendil, 2013). Also, to my knowledge, there is no research examining relationships between maternal emotion socialization, maternal emotional availability, and child negative emotionality in low SES in Turkey. Further, emotional availability is fairly a new construct with limited studies in Turkish literature (e.g., Kuzgun, 2020; Taşel-Gunal, 2019). The second strength of the present study is using a coding scheme in a home-observation for maternal emotional availability. Collecting data in a naturalistic environment increases the validity of the study and coding mothers' behaviours by independent and reliable coders eliminate the possible problem of socially desirable answers mothers could give (Karabulut, 2019). In contrast, the observation method enabled me to distinguish richer mother-toddler interactions compared to self-report measures.

5.10. Limitations and Future Directions

The current study has several limitations. Firstly, this study has a cross-sectional design which does not reflect any causal relationship between the variables. Future research may consider conducting longitudinal research design to investigate the relationship between child negative emotionality and mothers' parenting characteristics and emotion socialization processes. Secondly, maternal emotional availability was coded from video-recordings and mothers may adjust their reactions to their children due to the existence of camera and observers. For example, mothers may soften their negative reactions such as yelling or showing physical violence. In future studies, mothers may be asked to give self-report as well as use observational methods or there could be pre-meetings with mothers and observations

before home-observation and video-recording. Hence, mothers may feel more comfortable during the data collection procedure. Moreover, maternal emotional availability was coded from 10-mins long video recordings which is a short amount of time to capture parent-child interaction and Biringen et al., (2014) suggested observing the mother-child dyad in longer period of times would provide a more reliable assessment. Also, longer period of time could provide richer interactions to observe involving possible stressful times such as feeding, giving bath etc. Thus, future studies may do observation in a longer amount of time in order to detect consistency of behaviours. Thirdly, a self-report measure was used for both assessing maternal emotion socialization and child negative emotionality and mothers may answer more socially desirable. Also, in CCNES each question includes seven different reactions and items were rated on a 7-point Likert scale. This wide range of questions may be challenging for some mothers with low education level. Also, it may yield biases, so methods other than self-report such as naturalistic observations should be conducted to examine possible differences in maternal emotion socialization (Eisenberg, 2020). Unfortunately, observational methods of emotion socialization are not common (Sperling & Repetti, 2018). In their study, Sperling and Repetti, (2018) used a video-coding scheme to examine emotion socialization and pointed out the richness of this observational method with suggesting more research to contribute parent-child relationship.

5.11. Implications and Conclusion

In conclusion, the current study showed the positive role of maternal non-intrusiveness, non-hostility, and the negative role of child negative emotionality on maternal emotion socialization process in a low SES Turkish sample. Previous intervention programs (e.g., Tuning into Kids) focused on improving mothers' awareness and regulation of their own emotions, decreasing dismissive parenting practices, and increasing empathy of parents towards children. An emotion-focused parenting program called Tuning into Kids (TIK)

showed improvement in emotion coaching, acceptance towards children's emotional responses, and increased attention of parents. Several intervention programs were also targeting the mother-child relationship in Turkey (Çorapçı & Arikan, 2017). The oldest one is "Anne-Çocuk Eğitim Programı (AÇEP)" recruiting families from low SES (Kağıtçıbaşı et al., 2001). It was found that mothers who participated the intervention showed higher sensitivity and autonomy-granting than mothers from control group (Kağıtçıbaşı et al., 2009). Furthermore, a home-based video feedback intervention (VIPP) was found to promote attachment and mother sensitivity (Sümer et al., 2015). In such programs, it is important to concentrate on the specific needs of the targeted sample. For example, a higher rate of complicated zone means a higher prevalence of warm but inconsistently sensitive mother characteristics in my sample. It is found that maternal sensitivity, non-intrusiveness, and non-hostility in this subgroup show the cruciality of focusing on investigating distinct groups and providing intervention programs that are developed specifically for their needs. The current study showed that tailoring intervention programs for specific groups and promoting non-intrusiveness, non-hostility, and an emphatic approach to children's negative emotions are important for developing a healthy mother-child relationship.

APPENDICES

Appendix A. The Approval of Research Ethic Committee

APPENDIX B

DEMOGRAFİK BİLGİ FORMU

(Demographic Form)

Anketin Doldurulduğu Tarih: / / 20..

Çalışmaya Katılan Çocuğunuzla İlgili Sorular:

1. Çocuğunuzun Adı ve Soyadı: _____
2. Çocuğun Doğum Tarihi: Gün _____ Ay _____ Yıl _____.
3. Çocuğun Cinsiyeti: Erkek Kız
4. Evde anne ve baba dışında birlikte yaşadığınız *başka yetişkinler* var mı? Evet ____ Hayır ____

Varsa yakınlık derecesiyle birlikte kimler olduğunu lütfen yazınız _____

5. Evdeki *diğer çocukları* (kardeşler, evde sürekli sizinle kalan akraba çocukları vb. gibi) lütfen yazınız.

Çocukla olan yakınlığı	Çocuğun cinsiyeti	Çocuğun doğum tarihi	Aynı evde yaşıyorsanız işaretleyiniz.

Aşağıdaki tabloda çocuğunuza hangi aylarda, kimlerin baktığı sorulmaktadır. Bakan kişi ve/veya kişilerin altına X işareti koyunuz. Birden çok kişi bakmış veya bakıyorsa ilgili tüm kişilerin altına X işareti koyunuz.

	Aylar	Çocuğun Bakımı						
		Çocuğun Annesi	Çocuğun Babası	Çocuğun Anneanesi	Çocuğun Babaanesi	Yuva-Kreş/Anaokulu	Yakınınız/arkadaşınız	Diğer: (lütfen aşağıya yazınız)
6.	0-3 ay							
7.	4-6 ay							
8.	7-12 ay							
9.	13-24 ay							
10.	24 ay ve yukarısı							

11. Medeni haliniz (uygun olan seçeneğin altındaki rakamı daire içine alınız).

Evli	Ayrılmış veya Boşanmış	Dul	Yeniden evlenmiş
1	2	3	4

12. Aşağıdaki bilgileri kendiniz ve eşiniz için doldurunuz. (Eşiniz hayatta değilse o sütunu boş bırakınız.)

	Sizin:	Eşinizin:
12. Yaşınız:		
13. Mesleğiniz:		
14. Şu anda yaptığınız iş:		
15. Toplam kaç yıl okudunuz:		

16. En son bitirdiğiniz okulu aşağıdaki kutucuklardan birini işaretleyerek gösteriniz.

	Siz	Eşiniz		Siz	Eşiniz		Siz	Eşiniz
1.Okur – yazar değil			4.Ortaokul Mezunu			7.Üniversite Mezunu (4 yıllık)		
2.Okur-yazar			5.Lise Mezunu			8.Yüksek Lisans Mezunu		
3. İlkokul Mezunu			6.Yüksek Okul Mezunu (2 yıllık)			9. Doktora Mezunu		

17. Aylık olarak eve giren toplam para miktarı (maaşlar, kira gelirleri ve diğer tüm yangelirlerin toplamı) nedir? (lütfen birini işaretleyiniz.)

1	Ayda 850 TL ve altı		3	Ayda 1501 – 3000 TL		5	Ayda 5001 – 7500 TL	
2	Ayda 851 – 1500 TL		4	Ayda 3001 – 5000 TL		6	Ayda 7501 TL ve üzeri	

ÇOCUKLARIN OLUMSUZ DUYGULARIYLA BAŞETME ÖLÇEĞİ

(Coping with Toddler Negative Emotions Scale)

CODBO: Lütfen, aşağıdaki maddelerin her biri için, çocuğunuza belirtilen şekilde davranma ihtimalinizi **1'den (Hiç mümkün değil) 7'ye (Tamamen mümkün)** sıralanmış ölçekte belirtiniz. Lütfen her bir maddeyi dikkatlice okuyunuz ve mümkün olduğunca dürüst ve samimi bir şekilde cevaplayınız. Her bir cevabınız için lütfen 1'den 7'ye kadar sıralanmış rakamlardan birini **daire içine alınız**

1. Çocuğum hasta olduğu için dışarıda oyun oynayamayacağından dolayı öfkelenirse, ben bu durumda:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Kendimi üzgün hissedirim.	1	2	3	4	5	6	7
b. Böyle davranmayı bırakmazsa başka eğlenceli bir şey(örneğin, televizyon izlemek, oyun oynamak) yapmayacağımı söylerim.	1	2	3	4	5	6	7
c. Çocuğuma, öfkelenmesinin normal bir şey olduğunu söylerim.	1	2	3	4	5	6	7
d. Çocuğumun daha iyi hissetmesi için onu yatıştırırım ve/veya onunla bir şeyler yaparım.	1	2	3	4	5	6	7
e. İçerde yapmak isteyeceği bir şeyler bulmasına yardımcı olurum.	1	2	3	4	5	6	7
f. Çocuğuma gereksiz yere olayı abarttığını söylerim.	1	2	3	4	5	6	7
g. Çocuğumun dışarda oynamasına izin veririm.	1	2	3	4	5	6	7

2. Eğer çocuğum halının üzerine bir şey döküp ortalığı kirlettikten sonra üzüldüğümlerse, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Çocuğumu kucağıma alarak yatıştırırım ve/veya kazayı unutmasına uğraşırım.	1	2	3	4	5	6	7
b. Çocuğuma aşırı tepki verdiğini veya olayı büyüttüğünü söylerim.	1	2	3	4	5	6	7
c. Sakin kalırım ve keyfimin kaçmasına izin vermem.	1	2	3	4	5	6	7
d. Ortalığı batırdığı için çocuğumu odasına yollarım.	1	2	3	4	5	6	7
e. Çocuğumun ortalığı temizlemesi için bir yol bulmasınayardımcı olurum.	1	2	3	4	5	6	7
f. Çocuğuma üzgün olmasının normal olduğunu söylerim.	1	2	3	4	5	6	7

3. Eğer çocuğum değerli bir şeyini kaybederse (örneğin, en sevdiği battaniye ya da oyuncak hayvan) ve bu durumda ağlamaya başlarsa, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Gidip çocuğuma yeni bir şey alırım.	1	2	3	4	5	6	7
b. Çocuğuma oyuncaklarını ararken başka yerlere bakmayıp düşünmesine yardımcı olurum.	1	2	3	4	5	6	7
c. Çocuğumun daha iyi hissetmesi için, dikkatini başka bir oyuncak ile dağıtırım.	1	2	3	4	5	6	7
d. Çocuğuma bu durumun çok da önemli olmadığını söylerim.	1	2	3	4	5	6	7
e. Çocuğuma oyuncakına dikkat etmediği için, bunun onun hatası olduğunu söylerim.	1	2	3	4	5	6	7
f. Kendimi üzgün hissederim.	1	2	3	4	5	6	7
g. Çocuğuma kaybettiği şey için üzgün hissetmesinin normal olduğunu söylerim.	1	2	3	4	5	6	7

4. Çocuğum doktora gitmekten veya iğne olmaktan korktuğu için titriyor ve gözleri yaşıyor, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Çocuğuma kendine gelmesini yoksa sevdiği bir şeyi yapmasına izin vermeyeceğimi söylerim (Örneğin oyunparkına gitmesine).	1	2	3	4	5	6	7
b. Çocuğuma endişelenmenin ya da korkmanın normal olduğunu söylerim.	1	2	3	4	5	6	7
c. Çocuğuma bunun büyütülecek bir şey olmadığını söylerim.	1	2	3	4	5	6	7
d. Çocuğumu iğne olmadan önce ve/veya olduktan sonradan rahatlatırım.	1	2	3	4	5	6	7
e. Doktorun odasından ayrılırım ve başka bir zaman için yeniden randevu alırım.	1	2	3	4	5	6	7
f. Çocuğuma daha az korkması için yollar bulmasında yardımcı olurum. Örneğin, aşı vurulurken elimi sıkması gibi.	1	2	3	4	5	6	7
g. Kendimi gergin hissederim.	1	2	3	4	5	6	7

5. Eğer çocuğum öğleden sonrasını yeni bir bakıcıyla geçirecekse ve onu bırakıp gidiyorum diye tedirgin ve mutsuz olmuşsa, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Çocuğumun dikkatini onunla oynayarak ve bakıcısıyla ne kadar eğlenceli vakit geçireceği hakkında konuşarak dağıtırım.	1	2	3	4	5	6	7
b. Çocuğumun tepkilerinden dolayı üzgün ve rahatsız hissederim.	1	2	3	4	5	6	7
c. Çocuğuma böyle davranmayı kesmezse hoşuna giden bir şeyi yapamayacağını söylerim (Örneğin, oyun parkına gitmek, sevdiği bir yiyeceği almak).	1	2	3	4	5	6	7
d. Çocuğuma üzülecek bir şey olmadığını söylerim.	1	2	3	4	5	6	7
e. Planlarımı değiştiririm ve çocuğumu bakıcıyla bırakmamayakarar veririm.	1	2	3	4	5	6	7
f. Çocuğuma bu durumu daha az stresli hale getirecek şeyler düşünmesine yardımcı olurum. Örneğin, akşam üstü bir kere arayabileceğimi söylerim.	1	2	3	4	5	6	7
g. Çocuğuma üzülmenin normal olduğunu söylerim.	1	2	3	4	5	6	7

6. Eğer çocuğum uyurken odasında yalnız kalacağı için üzülsürse ve ağlarsa, ben:

1	2	3	4	5	6	7	
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün	
a. Kendimi üzgün hissederim.	1	2	3	4	5	6	7
b. Çocuğuma ağlamayı kesmezse uyandığı zaman eğlencelibir şey yapamayacağımızı söylerim.	1	2	3	4	5	6	7
c. Çocuğuma üzgün olduğunda ağlamanın normal bir şeyolduğunu söylerim.	1	2	3	4	5	6	7
d. Çocuğumu sarılarak ya da öperek sakinleştiririm.	1	2	3	4	5	6	7
e. Çocuğuma yokluğum ile baş edebilmesi için yollar bulmasına yardımcı olurum (en sevdiği oyuncak hayvanınasarılması, gece lambasını yakması).	1	2	3	4	5	6	7
f. Çocuğum uyuyana kadar yanında kalırım ya da uykuyadalana kadar benim yanımda kalması için onu odasındanalırım.	1	2	3	4	5	6	7
g. Ona korkulacak bir şey olmadığını söylerim.	1	2	3	4	5	6	7

7. Eğer çocuğum istediği zaman atıştırılacak bir şey (Örneğin; şeker, dondurma) almasına izin verilmiyor diye öfkelenirse, ben:

1	2	3	4	5	6	7				
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün				
a. Çocuğumu odasına gönderirim.				1	2	3	4	5	6	7
b. Çocuğuma istediği atıştırma veririm.				1	2	3	4	5	6	7
c. Çocuğumun dikkatini başka oyuncaklarla oynayarak veya başka oyunlarla dağıtırım.				1	2	3	4	5	6	7
d. Çocuğuma üzölmek için ortada bir sebep olmadığını söylerim.				1	2	3	4	5	6	7
e. Çocuğuma öfkeli hissetmesinin normal olduğunu söylerim.				1	2	3	4	5	6	7
f. Çocuğumun yemek aralarında yemesine izin verebileceğim başka bir şey düşünmesine yardımcı olurum				1	2	3	4	5	6	7
g. Çocuğumun davranışına sinirlenirim.				1	2	3	4	5	6	7

8. Eğer çocuğum oynamasına izin vermediğim bir şeyi ortadan kaldırdığım için üzülsürse, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Çocuğuma, eğer ona bir daha dokunursa eğlenceli başkibir şey yapmasına izin vermeyeceğimi söylerim.	1	2	3	4	5	6	7
b. Çocuğumun eğlenceli başka bir şey bulmasına yardımcı olurum.	1	2	3	4	5	6	7
c. Kendimi üzgün hissederim.	1	2	3	4	5	6	7
d. Çocuğuma öfkelenmenin normal olduğunu söylerim.	1	2	3	4	5	6	7
e. Çocuğumun dikkatini ilginç başka bir şey ile dağıtırım.	1	2	3	4	5	6	7
f. Çocuğuma istediği şeyi veririm.	1	2	3	4	5	6	7
g. Çocuğumun üzüntüsünü dikkate almam ve o şeyi ortadan kaldırırım.	1	2	3	4	5	6	7

9. Eğer çocuğum onunla oynamamı isterse ve o anda bunu yapamazsam (örneğin, telefonda ysam, birisiyle sohbetin tam ortasında ysam) ve çocuğum bu duruma üzülürse; ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Kendimi üzgün hissederim.	1	2	3	4	5	6	7
b. Çocuğuma üzgün olmasını gerektiren bir şey olmadığını söylerim.	1	2	3	4	5	6	7
c. Çocuğuma onunla oynamam için beklerken yapacak başkaşeyler bulmasına yardım ederim.	1	2	3	4	5	6	7
d. Çocuğuma böyle davranmayı kesmezse sonra onunla oynamayacağımı söylerim.	1	2	3	4	5	6	7
e. Çocuğuma üzülmesinin normal olduğunu söylerim.	1	2	3	4	5	6	7
f. Her ne yapıyorsam çocuğumla oynamak için bırakırım.	1	2	3	4	5	6	7
g. Daha iyi hissetmesi için çocuğumu sakinleştiririm ve onunla konuşurum.	1	2	3	4	5	6	7

10. Çocuğum yapboz veya şekil kutusu ile oynarken bir parçayı düzgün oturtamadığında üzülür ve ağlarsa, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Sakin kalırım ve kaygılanmamaya çalışırım.	1	2	3	4	5	6	7
b. Oyunağı çocuğumdan alırım.	1	2	3	4	5	6	7
c. Çocuğumu okşayarak ya da öperek sakinleştiririm.	1	2	3	4	5	6	7
d. Çocuğum için parçayı yerine takarım.	1	2	3	4	5	6	7
e. Çocuğuma sinirlenmesinin ve üzülmesinin normal olduğunu söylerim.	1	2	3	4	5	6	7
f. Çocuğuma parçanın doğru takılışını keşfetmesine yardımcı olurum.	1	2	3	4	5	6	7
g. Çocuğuma ağlanacak bir şey olmadığını söylerim.	1	2	3	4	5	6	7

11. Çocuğum oyun parkında bir oyuncaya tırmanırken sıkışıp kalır ve bu yüzden korkup ağlamaya başlarsa, ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Kendimi endişeli hissedirim.	1	2	3	4	5	6	7
b. Çocuğumun merdivenden nasıl inileceğini bulmasınayardım ederim.	1	2	3	4	5	6	7
c. Çocuğumu merdivenden aşağıya indiririm.	1	2	3	4	5	6	7
d. Oraya kendi başına çıkmamış olması gerektiğini söylerim.	1	2	3	4	5	6	7
e. Çocuğuma üzülmesini gerektirecek bir şey olmadığını söylerim.	1	2	3	4	5	6	7
f. Çocuğumu konuşarak ya da okşayarak rahatlatırım.	1	2	3	4	5	6	7
g. Çocuğuma korkmasının normal olduğunu söylerim.	1	2	3	4	5	6	7

12. Eğer çocuğum en sevdiği oyuncakçı almaya çalışırken düşer ve bir yerini çizerse,ben:

1	2	3	4	5	6	7
Hiç mümkün değil	Mümkün değil	Biraz mümkün değil	Kararsızım	Biraz mümkün	Mümkün	Tamamen mümkün

a. Kendimi üzgün hissedirim.	1	2	3	4	5	6	7
b. Çocuğuma, kendini nasıl daha iyi hissedeceğini bulmasınayardımcı olurum (Örneğin yara bandı yapıştırmak gibi).	1	2	3	4	5	6	7
c. Çocuğumun dikkatini başka bir şeyle dağıtırım.	1	2	3	4	5	6	7
d. Çocuğuma daha dikkatli olması gerektiğini söylerim.	1	2	3	4	5	6	7
e. Çocuğuma ortada üzülecek bir şey olmadığını söylerim.	1	2	3	4	5	6	7
f. Çocuğuma ağlamasının normal olduğunu söylerim.	1	2	3	4	5	6	7

(Emotionality-Activity-Sociability Temperament Survey)

MÖ: Aşağıdaki çocuk davranışlarının her birini okuduktan sonra, lütfen sağ taraftaki sayılardan birini yuvarlak içine alarak çocuğunuz için en uygun seçeneği işaretleyiniz. Çocuğunuz belirtilen davranış ve durumları hiç sergilemiyorsa 1 Hiçbir zaman seçeneğini, bazen sergiliyorsa 2 Bazen seçeneğini, sık sık sergiliyorsa 3 Sık Sık seçeneğini, her zaman sergiliyorsa 4 Her zaman seçeneğini işaretleyiniz.		Hiçbir Zaman	Bazen	Sık Sık	Her Zaman
1.	Utangaçtır.	1	2	3	4
2.	Kolayca ağlar.	1	2	3	4
3.	İnsanlarla bir arada olmayı sever.	1	2	3	4
4.	Yerinde duramaz.	1	2	3	4
5.	Tek başına oynamaktansa başkalarıyla oynamayı tercih eder.	1	2	3	4
6.	Duygusal olmaya meyillidir.	1	2	3	4
7.	Bir şeye başlarken yavaş hareket eder.	1	2	3	4
8.	Kolayca arkadaş edinir.	1	2	3	4
9.	Uyanır uyanmaz koşuşturmaya başlar.	1	2	3	4
10.	Onun için insanlar diğer şeylerden daha ilgi çekicidir.	1	2	3	4
11.	Sık sık huysuzlanır ve ağlar.	1	2	3	4
12.	Arkadaş canlısıdır.	1	2	3	4
13.	Çok enerjiktir.	1	2	3	4
14.	Tanımadığı insanlara ısınması zaman alır.	1	2	3	4
15.	Kolayca keyfi kaçır.	1	2	3	4
16.	Yalnız bir çocuktur.	1	2	3	4
17.	Sakin, sessiz oyunları aktif ve hareketli oyunlara tercih eder.	1	2	3	4
18.	Yalnızken tek başına ayrı kalmış gibi hisseder.	1	2	3	4
19.	Keyfi kaçtığı anda şiddetli tepki gösterir.	1	2	3	4
20.	Tanımadığı insanlarla kolay arkadaşlık kurar.	1	2	3	4

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