

PERCEIVED EMOTION SOCIALIZATION BEHAVIORS OF MOTHERS, FATHERS,
PEERS AND ADOLESCENT PSYCHOLOGICAL WELL-BEING

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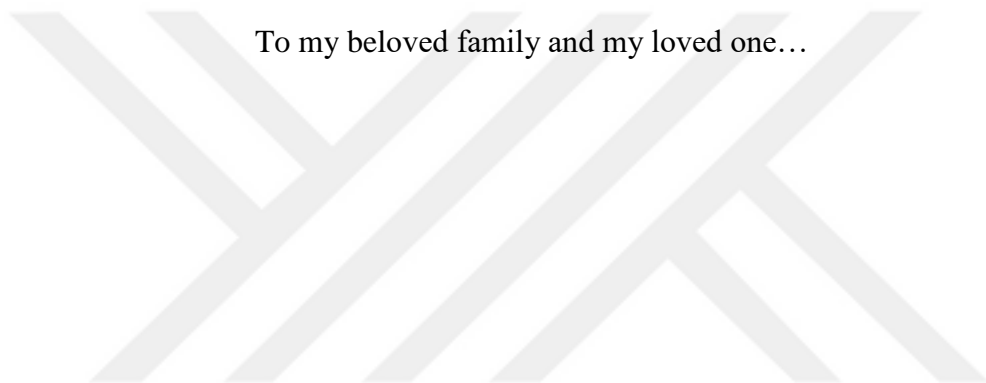
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To my beloved family and my loved one...



ABSTRACT

The aim of the current study was to examine the relationship between reactions to negative emotions by parents and friend, and adolescent psychological well-being. The model examined the links between perceived emotion coaching and dismissing reactions of mothers, fathers, and friends to negative emotions (as a composite of sadness, anger, shame) were related to adolescents' psychological well-being (life satisfaction, trait anxiety, prosocial behavior and aggressive behavior) as mediated by emotion regulation difficulties. A total of 520 adolescents (292 girls, 223 boys) completed the questionnaire ($M_{age} = 16.11$, $SD = .76$, range = 14-18 years). Path analyses showed that coaching by mothers and friend predicted prosocial behavior and life satisfaction, and dismissing by mothers and friend predicted trait anxiety and aggressive behavior. Dismissing by friend and fathers also predicted lower life satisfaction. Father's coaching did not predict any well-being indices. Emotion regulation difficulties was predicted by dismissing by fathers and friend, coaching by mothers and friend. All well-being indices, except prosocial behavior, were predicted by emotion regulation difficulties which acted as a mediator in some of the paths. There were also gender differences between girls and boys in the mediational model. Additionally, gender differences were apparent in dismissing by mothers, fathers, and friend, and coaching by friend such that boys reported that their mothers, fathers, and friend displayed emotion dismissing strategies, while girls reported that friends approved their negative emotions more compared to boys' negative emotions. Finally, girls had higher prosocial behavior, trait anxiety, life satisfaction, and boys had higher aggressive behavior, however they did not differ in emotion regulation difficulties. The findings were discussed in the light of previous studies, considering possible implications and limitations.

Keywords: emotion socialization, emotion regulation, anxiety, prosocial behaviors, aggressive behaviors, life satisfaction, adolescence



ÖZET

Bu çalışmanın amacı, ebeveynler ve arkadaşların olumsuz duygulara verdikleri tepkiler ve ergenlerin psikolojik iyi oluşu arasındaki ilişkiyi incelemektir. İlişkiler yol analizi ile incelenmiştir. Modelde anne, baba ve arkadaşların üzüntü, öfke ve utanma duygularına verdikleri tepkilerin, ergenlerin yaşam doyumu, kaygı durumu, olumlu sosyal davranışları ve saldırgan davranışlarıyla ilişkisi ve bu ilişkide duygu düzenleme güçlüklerinin aracı rolü incelenmiştir. Çalışmaya 520 ergen (292 kız, 223 erkek) katılarak anket formunu doldurmuştur (ortalama yaş= 16.11, SS= .76, ranj= 14-18). Yol analizleri, anne ve arkadaşların duygu koçluğu gösteren tepkilerinin olumlu sosyal davranışlar ve yaşam doyumunu, baba ve arkadaşların duyguyu yok sayan veya azımsayan (olumsuz) tepkilerinin saldırgan davranışlar ve kaygı durumunu yordadığını göstermiştir. Yaşam doyumu ayrıca baba ve arkadaşların olumsuz tepkileri tarafından yordanmıştır. Ancak babaların olumlu tepkileri hiçbir psikolojik iyi oluş değişkeni üzerinde etkili çıkmamıştır. Annelerin ve arkadaşların olumlu tepkileri ile babaların ve arkadaşların olumsuz tepkilerinin duygu düzenleme güçlüklerini yordadığı bulunmuştur. Duygu düzenleme güçlükleri ise, saldırgan davranışlar, sürekli kaygı ve yaşam doyumuyla ilişkili bulunmuştur. Duygu düzenleme güçlükleri bazı ilişkilerde aracı değişken olarak rol oynamıştır; ayrıca kızlar ve erkekler arasında aracı değişken modelinde anlamlı bir fark bulunmuştur. Kızlar duygularına akranlarından daha olumlu tepkiler aldıklarını, erkekler ise duygularına anne, baba ve akranlarından daha olumsuz tepkiler aldıklarını rapor etmişlerdir. Son olarak, kızlar olumlu sosyal davranışlar, kaygı durumu ve yaşam doyumunda, erkekler ise saldırgan davranışlarda daha yüksek puanlar rapor etmişlerdir. Duygu düzenleme güçlüklerinde cinsiyet farkı bulunmamıştır. Bulgular önceki çalışmaların ışığında, olası uygulamalar ve sınırlılıklar göz önüne alınarak tartışılmıştır.

Anahtar Kelimeler: duygu sosyalleştirme, duygu düzenleme, kaygı, olumlu sosyal davranışlar, saldırgan davranışlar, yaşam doyumu, ergenlik



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CHAPTER 1

INTRODUCTION

1.1. Emotion Socialization

The process of teaching children how to maintain, alter, and modulate their emotional experiences and expression, defined as emotion socialization, is an important aspect of parenting and one of the main contributing factors to children's emotional and social competence (Denham & Grout, 1993; Jones, Eisenberg, Fabes, & MacKinnon, 2002; McDowell, Kim, O'Neil, & Parke, 2002). The context of emotion socialization has critical influences when also considering the pathways from understanding and regulation of emotions to various psychosocial outcomes (e.g., Mullin & Hinshaw, 2006; Sheeber, Allen, Davis, & Sorenson, 2000).

Root and Denham (2010) have remarked that even though emotions are biological, meanings and appropriateness of emotional expressions are acquired within the family in the early years of life. The process of emotion socialization has attracted much attention from researchers as one of the focal issues in developmental psychology (Eisenberg, Cumberland, & Spinrad, 1998). However, research on emotion socialization practices has mostly focused on parental effects during the preschool period (e.g., Katz & Windecker-Nelson, 2004; Meyer, Raikes, Virmani, Waters, & Thompson, 2014; Mirabile, 2014) and neglected the effects of parents and friends during later periods of life, especially during adolescence. The present study would be expected to contribute to the literature by exploring the respective importance of peers' and parents' emotion socialization and its relationship with psychological well-being during adolescence.

In the first years of a child's life, parents are the major social agents. However, as children grow older into adolescence, they relied more on their friends, spent more time with them, and

sought emotional support from friends (Collins, Madsen, & Susman-Stillman, 2005). In addition to spending more time with friends, older children were more likely to discuss emotional experiences with their friends (Watson & Valtin, 1997). For example, in a study by Zeman and Shipman (1997), adolescents rated their best friends and parents according to their responses to emotional displays. They reported that best friends were more likely to respond emotional displays with negative and emotional responses. In the present study, specific socialization strategies by peers and parents as well as their respective effects on adolescents' psychological well-being were compared.

This chapter, first, presents theories of emotion socialization (Eisenberg et al., 1998; Gottman, Katz, & Hooven, 1996; Magai, 1996; Tomkins, 1963). Then the literature on the relationship between emotion socialization practices, emotion regulation, and adolescents' psychological well-being are presented respectively. The review ends by outlining the research aims and hypotheses of the current study.

1.2. Theories of Emotion Socialization

1.2.1. Affect Theory

In order to understand Magai's formulation of five specific responses to emotions which is presented below, first it is worthy to mention Tomkins' Affect Theory (1963). He suggested that there are two goals of human beings: maximizing positive affect and minimizing negative affect. Affect socialization occurs in familial environment through rewarding or punishing responses to emotions, as Tomkins suggested. Accordingly, circumstances of rewarding socialization which facilitate positive affect occur, when a) negative emotions are seen as valid experiences which are worthy to discuss; b) parents do not show negative affect themselves; c) there is a congruency in parents' responses regarding their posture, affect, and action regardless of the emotion expressed; d) parents show strategies to cope with the negative affect and to

avoid the sources of negative affects; and e) parents engage in nonverbal communication with the child experiencing negative affect. In contrast, circumstances of punitive socialization that provoke negative affect occur, when a) the child's experience of negative affect is amplified or maximized (e.g., experiencing the same emotion with similar or higher intensity), b) parents trigger the arousal of negative affect (e.g., pointing out shameful experiences), c) parents narrate their own ideologies about the outside world which lead to a spiral of negative affect interchange (e.g., "People should not be trusted, because they are selfish in nature"), d) parents cannot help the child cope with negative affect and its sources. To summarize, Tomkins gave attention to a set of generalizable theoretical formulations in his theory to understand the nature of affect (emotion) organization and its socialization process.

1.2.2. Five Emotion Socialization Strategies

Based on Tomkins' Affect Theory (1963), Magai (1996) proposed a model defining five strategies parents use to socialize their children's emotions: punish, reward, neglect, override, magnify. *Reward* refers to a parental response in which they try to show empathy, comfort the child, or help the child cope with the emotion. Of note, it does not mean offering a reward to the child for the expression of the emotion. *Punish* refers to parental disapproval of the emotional expression (e.g., mocking). *Neglect* is a parental response which involves ignoring the child's emotion or not being with the child at that moment. *Override* involves distracting the child's attention, or trying to comfort the child by minimizing or underestimating the emotion. It is noteworthy to mention that the response of override has been a controversial issue in the literature. Some studies have mentioned override as a response which facilitates psychological adjustment (Buckholdt, Parra, & Jobe-Shields, 2009; Klimes-Dougan et al., 2007; Miller-Slough, Zeman, Poon, & Sanders, 2016), whereas some others have stated that override inhibits children's psychological well-being (e.g., Garside & Klimes-Dougan, 2002; Silk et al., 2012). In one study (Sanders, Zeman, Poor, & Miller,

2015), override was dropped from the analyses because of conflicting loadings for the items. *Magnify* which refers to parental experience of the child's emotion with the same or more intensity has been also both referred to as a dismissing strategy (Bosler, 2013; Silk et al., 2012), and a coaching strategy (Garside & Klimes-Dougan, 2002). In one study (Klimes-Dougan et al., 2007), magnify operated as a dismissing strategy for anger but not for sadness. In the present study, it was also aimed to explain how Turkish adolescents perceived these strategies.

1.2.3. Emotion Socialization Philosophies

Gottman and colleagues (1996) introduced the concept of meta-emotion philosophy which refers to an organized set of thoughts and approaches to one's own emotions and to one's children's emotions. Parents differ in their purposes regarding socialization of their children's emotions. Specifically, some parents think that emotions should be experienced and expressed in socially appropriate ways. In other words, individuals should be in touch with their emotions for the sake of their psychological well-being. However, some parents assume that it is not healthier to experience and talk about negative emotions. These emotions should be controlled and left unexpressed. Gottman et al. (1996) interviewed with parents about their own and their children's experiences of sadness and anger. In their pilot work, they noticed that there are two types of philosophies: emotion coaching philosophy (parents who are aware of the importance of emotional experiences, see emotional experiences as opportunities for intimacy and teaching, approve child's emotions, assist the child by labeling emotions, and put behavior limits to help the child in coping with emotions) and emotion dismissing philosophy (parents who think that negative emotions like sadness and anger are harmful as the one could not ride out negative emotions without any damage, it is parent's job to change negative emotional climate, it is necessary to teach the child that negative emotions are not very important and can not last very long).

1.2.4. Mechanisms of Parental Influence on Emotional Development

Eisenberg and colleagues (1998) proposed a heuristic model to describe general processes involved in emotion socialization, its outcomes, and inbetween mechanisms as moderators. According to this model, emotion socialization occurs through three ways: parental reactions to children's emotions, parental discussion of emotion, and parental expression of emotions. Firstly, parental reactions involve both supportive and unsupportive behaviors toward children's positive and negative emotions in everyday life. For example, parents can support child's emotional experience by comforting the child, or teaching to deal with those negative emotions. On the other hand, parents can also approach negative emotions as they are harmful to express and experience by minimizing or punishing the child in case of children's sadness, fear, shame, or anxiety. Secondly, parental discussion refers to empathizing emotions experienced by children, labeling emotions, having conversations about the causes and consequences of emotions in everyday life. Emotion-related discussions in the family help children to understand the meanings of emotional experiences and develop strategies to cope with emotions. In addition, children with parents who give importance to emotion-talks may tend to have higher emotional and social competence. Lastly, parents can also socialize their children's emotions by valuing the expression of their own emotions. First, being exposed to parental emotion expression may directly influence children's socioemotional competence through imitation and contagion. Second, parent's expressions may encourage children to understand others' emotions as they provide information about significance of events and consequences of emotions. Third, parental expression may act as a mediator of other aspects of parenting (i.e. parents who are high in responsiveness may have a tendency to express positive emotions more frequently which in turn influences children's expressivity). Fourth, parental expression may directly affect children's feelings about

themselves and the outside world which then contributes to their emotional and social well-being.

As an integration of these four models, the present study examined parental reactions to emotions (Eisenberg et al., 1998) by grouping five strategies (Magai, 1996) into emotion coaching and emotion dismissing philosophies (Gottman et al., 1996).

1.3. Literature Review

1.3.1. Emotion Socialization and Adolescent Outcomes

Adolescents' prosocial and aggressive behaviors, life satisfaction, and trait anxiety were examined as outcome variables. This section presents previous findings on the relationship between parental emotion socialization and outcome variables.

A bulk of research, conducted mostly with children rather than adolescents, has shown that maternal responses to and discussion of children's emotions have been predictive of prosocial behavior. For instance, a study by Brownell, Svetlova, Anderson, Nichols, and Drummond (2013) showed that toddlers who helped and shared more had parents who socialized emotions more by labeling and explaining. Relatedly, parental emotion coaching was associated with social competence which includes the ratings of co-operation in early childhood (Baker, Fenning, & Crnic, 2010). As was also reported by Roberts (1999), in a sample of 150 families with preschoolers (mean age was 4.2 years), parental non-punitive and comforting responses to children's emotion expression were related to boys' prosocial behavior (e.g., friendly, non-aggressive relations with peers), while no clear pattern was apparent for girls. O'Neil Woods (2012) also revealed that mothers' expressive encouragement predicted preschool children's prosocial behavior. In a longitudinal study, Taylor, Eisenberg, Spinrad, Eggum, and Sulik (2013) examined mothers' emotion socialization and change in children's levels of empathy and development of prosocial

behavior in five points (from 18 months to 84 months). As was evident from the study, mothers' encouragement of emotion expression uniquely predicted the intercept of empathy which positively predicted later levels of prosocial behavior. In support of this, mothers' emotion explanations (i.e. statements identifying the causes, antecedents, or consequences of emotions) predicted prosocial behavior in preschool children (Garner, Dunsmore, & Southam-Gerrow, 2008). Of note, there has been no study investigating the direct relationship between parental emotion socialization and prosocial behavior in adolescence. However, Michalik et al. (2007) examined concurrent and longitudinal relations among parental emotional expressivity and children's prosocial behaviors when children were 6 and 14 years old. Accordingly, parents' positive expressivity positively predicted prosocial behavior concurrently and longitudinally. Still and all, the relationship between socialization of emotions and prosocial behavior during adolescence may change with age as adolescence is a time of increased conflict in parent-child relationship (Laursen, Coy, & Collins, 1998). Thus, studies examining the association between reactions to emotions and adolescent's prosocial behavior are needed.

A great deal of research has shown that emotion socialization behaviors have been a hallmark of children's aggressive behaviors. More precisely, parental emotion coaching was associated with fewer behavior problems in school-aged children (Cunningham, Kliewer, & Garner, 2009; Duncombe, Havighurst, Holland, & Frankling, 2012; Dunsmore, Booker, & Ollendick, 2013; Ramsden & Hubbard, 2002), fewer externalizing behaviors in adolescents aged between 12 and 14 years (Katz & Hunter, 2007). In a meta-analysis, Johnson, Hawes, Eisenberg, Kohlhoff, and Dudeney (2017) reviewed studies on parental emotion socialization behaviors (reactions to emotions, discussion of emotions, or emotion coaching or dismissing strategies) and child/adolescent conduct problems (including measures of aggression, disruptive behaviors, non-compliance). As they reported, parental emotion socialization

behaviors predicted conduct problems concurrently and longitudinally, in a sample of children and adolescents aged between 1.5 and 18.5 years (mean age was 6.77 years). In addition, both forms of socialization (e.g., supportive and unsupportive) were uniquely associated with concurrent conduct problems. In contrast, Lunkenheimer, Shields, and Cortina (2007) reported that emotion dismissing was a contributing factor to more behavior problems in school-aged children. In a study by O'Neil Woods (2012), the relations between maternal emotion socialization and child physical and relational aggression were tested. Inconsistently with the literature, maternal emotion socialization was not found to predict relational aggression. However, it was found that mother's distress reactions positively and problem-solving responses negatively predicted children's physical aggression according to parent-reports. The present study would contribute to a growing body of literature by examining the association between reactions to emotions and aggression in adolescents.

The number of studies examining the relationship between emotion socialization and children's anxiety has been scarce. To note, previous studies have mostly included children's internalizing behavior problems as a total score, but have not examined scores of anxiety and depression separately. For instance, punitive and minimizing reactions by parents positively predicted internalizing behavior problems (including anxious/depressed and withdrawn subscales) in toddlers concurrently (Engle & McElwain, 2011) and across 1 year (Luebke, Kiel, & Buss, 2011). There has been only one exceptional study which examined anxiety and depression scores separately as domains of internalizing behavior problems. Kehoe, Havighurst, and Harley (2014) conducted a study to examine the efficacy of a parental training program, Tuning in to Teens, which aims to improve parents' emotion socialization behaviors and reduce youth maladjustment. As a result of a six-session training program, they found significant decreases in parental use of emotion dismissing behaviors and youth anxiety

symptoms. To conclude, studies investigating the direct relationship between emotion socialization and anxiety are needed.

There has been no study investigating reactions to emotions as a predictive factor for children's life satisfaction. The literature on how familial context has been a contributing factor to children's satisfaction with life has been on the context of parenting styles (e.g., authoritative, authoritarian, permissive), child-rearing practices (e.g., emotional warmth, rejection, overprotection, favouring subject), or other parenting factors (e.g., acceptance/involvement, strictness/supervision, or parental indulgence). For instance, both maternal and paternal authoritative parenting style was found to predict life satisfaction in Indonesian adolescents (Abubakar, Van de Vijver, Suryani, Handayani, & Pandia, 2015) and in Chinese young adults (Chen, 2014). Supportably, Gherasim, Brumariu, and Alim (2016) conducted a cross-cultural study to examine how Russian, Romanian, and French maternal parenting styles associated with school-aged children's life satisfaction. It was found that authoritative parenting style was associated with higher life satisfaction in each culture. Relatedly, both authoritative and permissive parenting styles of mothers and fathers predicted life satisfaction in Chinese adolescents (Xie, Fan, Wong, & Cheung, 2016). In another study (Coccia, Darling, Rehm, Cui, & Sathe, 2012), parental indulgence (e.g., giving too much freedom or privileges, overnurturance) predicted higher life satisfaction in adolescents. Additionally, both maternal and paternal strictness (as a dimension of authoritative parenting) were found to be positive predictors of life satisfaction in Italian adolescents (Di Maggio & Zappulla, 2014). In a retrospective study in which the relationship between recalled child-rearing styles and current life satisfaction of married Indian adults (40 to 50 years) were examined, four dimensions of recalled child rearing (overprotection, rejection, warmth, and favouring subject) were all predictors of life satisfaction. Evidently, parenting have been an important contributor to children's satisfaction with life. However, studies also need to

consider emotion socialization practices, as emotion socialization has been found to be an important dimension of parenting, independently of other dimensions (Roberts, 1999).

1.3.2. Emotion Socialization and Emotion Regulation

Emotion regulation is defined as intrinsic and extrinsic processes that monitor, evaluate and modify one's own emotional reactions (Thompson, 1994). Through interactions with parents, peers, siblings, teachers, and others, children learn both adaptive and maladaptive ways of modulating their emotional arousal and experience. Given that adolescence is a time of physical, psychological, intellectual, and social changes, it is a period characterized by adolescents' frequent and intense emotions. Zeman, Cassano, and Adrian (2013) suggested that it is because consolidating self-regulation skills is a new emotional challenge during adolescence period.

There are two different views in consideration with whether shifts in emotion regulation during adolescence are adaptive or maladaptive. Zeman, Cassano, Perry-Parrish, and Stegall (2006) remarked that there are different factors that account for changes in adolescents' ability to regulate emotions required to keep up with developmental changes in adolescence and to function effectively within their environment. One of these views argue that emotion regulation skills follow a linear pathway across development. In support of this, for instance, prefrontal cortex, the center of emotional control, develops progressively from childhood to adulthood (Casey, Getz, & Galvan, 2008). The maturation of prefrontal cortex paves the way for higher cognitive abilities required for emotional regulation. From another point of view, some biological transitions make adolescents more vulnerable to maladjustment (e.g., depression, negative body image, externalizing problems; Benjet & Hernandez-Guzman, 2001) which is actually a byproduct of more challenging emotion regulation tasks. Additionally, Larson, Moneta, Richards, and Wilson (2002) reported that daily emotions of adolescents became less

positive between early adolescence and middle adolescence and average of happiness remained relatively low through late adolescence. Additionally, adolescents, compared to younger children and adults, reported extreme positive and negative emotions as more frequent. However, very few publications are available in the literature that have addressed the issue of emotion regulation and emotion regulation difficulties during adolescence (Gross, 1998; Zeman et al., 2006). For instance, Neumann, van Lier, Gratz, and Koot (2010) studied emotion regulation difficulties in an adolescent sample and showed that girls were higher in lack of emotional clarity, nonacceptance of negative emotional responses, difficulties in engaging goal directed behavior and emotion regulation strategies, whereas boys were higher in lack of emotional awareness. This study showed a preliminary evidence for gender differences in emotion regulation difficulties. So as to contribute to the literature on emotion regulation during adolescence, this study aimed to explore adolescents' difficulties in emotion regulation more broadly by examining reactions to emotions as one of its origins and indices of psychological well-being as outcomes. The following section presents previous findings in the literature on the relationship between emotion socialization and skills and difficulties of emotion regulation.

Morris, Silk, Steinberg, Myers, and Robinson (2007) proposed a tripartite model summarizing the role of components of familial context (e.g., observation, parenting practices, and emotional climate of the family) on children's emotion regulation development. Of parenting practices, they argued that parents help children learn to regulate emotions through emotion coaching, reactions to emotions, teaching about strategies of emotion regulation, and parental encouragement of emotions, in fact each of them is a subset of parental emotion socialization. In recent years, great effort has been devoted to the study of emotion socialization. It is well documented that children's emotion regulation and coping skills were affected by how their emotions are socialized by primary social agents (Davidov & Grusec, 2006; Eisenberg, Fabes, & Murphy, 1996). Responses to children's emotional displays by parents and peers,

facilitate emotion regulation skills (e.g., they learn to attempt altering the course and intensity of their emotions) or lie behind emotion regulation difficulties.

In their observational study, Ellis, Alisic, Reiss, Dishion, and Fisher (2014) coded mothers' negative memory narratives to generate emotion coaching strategy as a predictor of preschoolers' emotion regulation abilities. As was evident from the study, maternal emotion coaching was significantly related to preschoolers' emotion regulation. Supportably, perceived maternal reward responses were associated with higher emotional management, while perceived neglect and punish responses were associated with lesser emotional management in school-aged children (Miller-Slough et al., 2016). Problem-focused responses positively predicted emotion regulation for anger but not sadness, while minimization of anger and sadness negatively predicted emotion regulation abilities of school-aged children (Moore, 2011). Maternal supportive behaviors to children's sadness and anger predicted better emotion regulation, while maternal nonsupportive behaviors predicted lower emotion regulation in seventh graders (Raval, Raval, & Deo, 2014). Surprisingly, supportive reactions to children's negative emotions was a significant predictor of children's lability, but not emotion regulation (Rogers, Halberstadt, Castro, MacCormack, & Garrett-Peters, 2016). They argued that this finding may be due to that parents' emotion socialization, and emotion related behaviors are not considerably important when children are already well-regulated, but they may have importance when problems (e.g., lability) exist. Supportably, mother's reactions to both children's positive and negative emotions were not related to children's emotion regulation, but only mother's unsupportive reactions to positive emotions positively predicted children's negativity. Additionally, father's unsupportive responses to negative emotions were associated with children's lesser emotion regulation (Shewark & Blandon, 2015). However, in another study by Shaffer, Suveg, Thomassin, and Bradburry (2012), parents' supportive reactions were

associated with higher emotion regulation scores. Moreover, unsupportive reactions predicted children's emotion dysregulation positively and emotion regulation negatively.

Mother's and father's unsupportive responses to 8-to-11 year old children's sadness and anger were associated with having more dysregulation of and less coping of sadness and anger (Sanders et al., 2015). Emotion regulation abilities were negatively predicted by parents' distress reactions (e.g., feeling uncomfortable, getting nervous, or being annoyed in the case of the child's negative emotion) (Williams & Woodruff-Borden, 2015) and punitive reactions with the interaction of parent's negative expressivity (Mirabile, 2014). Buckholdt and colleagues (2009) examined the relationship between reactions to emotions and emotion regulation difficulties more broadly. They reported that parents' punishment, magnify, and neglect of sadness were related to 18-to-25 year old undergraduates' difficulties in evaluating and modifying emotions. However, none of positive responses (e.g., override and reward) to sadness was found to be related to difficulties in emotion regulation domains. In a study by Perry, Calkins, Nelson, Leerkes, and Marcovitch (2012), nonsupportive maternal reactions were found to be a significant predictor of mother-reported, but not observed emotion regulation in 3-year old children. Moreover, this relationship was moderated by children's vagal suppression, such that interaction of nonsupportive maternal reactions and children's ability to regulate themselves physiologically predicted both reported and observed emotion regulation. As demonstrated by past research, emotional context of the family has been a hallmark of children's emotion regulation development. This study would contribute to the literature by investigating the role of reactions to emotions as a predictor of adolescents' difficulties in emotion regulation.

1.3.3. Emotion Regulation and Adolescents Outcomes

This section includes findings on the relationship between emotion regulation and outcome variables of the present study.

As documented in the previous research, emotion regulatory capacities are important for children's psychological and social well-being and successful functioning (e.g., Eisenberg et al. 1995). Emotion regulation abilities are seen as vital for well-quality social interactions as emotions channel others' intentions and thoughts and present social and communicative functions. Eisenberg et al. (1994) hypothesized that individuals having difficulties in regulating their emotions have tendencies to focus on one's own needs as a result of negative affect which includes aversive and overaroused emotional status. In support of Eisenberg and colleagues' hypothesis, Hein, Röder, and Fingerle (2016) studied the role of adaptive emotion regulation in prosocial behavior tendencies in the case of school-aged children's' negative affect which was measured with two stimulus vignettes. The findings of the study revealed that adaptive emotion regulation strategies was positively related to prosocial behavior after induction of negative affect, but not with prior to negative affect induction. In addition, effective emotion regulation strategies were found to be associated with college students' self-reported and peer-nominated prosocial tendencies (Lopes, Salovey, Cote, & Beers, 2005). Supportably, fewer emotion regulation problems were associated with higher prosocial tendencies in preschoolers reported by both the mother and the child (O'Neil Woods, 2012). In a study by Benita, Levkovitz, and Roth (2016), adolescent reported prosocial behavior was found to be positively related to integrative and suppressive regulation, but not with dysregulation of emotion. Additionally, there was an indirect effect of integrative regulation on prosocial behavior through adolescents' empathic tendencies. On the other hand, emotion regulation strategies (e.g., reappraisal and suppression) did not predict prosocial tendencies in young adults, however, not reappraisal, but suppression was negatively correlated with prosocial tendencies (Lockwood, Seara-Cardoso, & Viding, 2014). As shown in the literature, there has been no consensus on the relationship between emotion regulation and prosocial behaviors and further evidence is needed.

Studies examining the relations between emotion regulation and nonappropriate social behaviors have focused externalizing behavior problems or aggression, but yet they have demonstrated that lack of emotion regulation abilities is an important contributor to externalizing behavior problems or aggressive behaviors. For example, socially appropriate behaviors (e.g., low levels of aggressive behaviors) were related to high behavioral regulation, low negative emotionality, and low nonconstructive coping in kindergarten to second-grade children (Eisenberg et al. 1995). Relatedly, 55- to -97-month-old children with externalizing behavior problems showed lower emotional regulation compared to nondisordered children and children with internalizing behavior problems (Eisenberg et al. 2001). There was a direct relationship between maladaptive emotion regulation (low inhibitory control and high anger/frustration) and aggression (as a composite of physical aggression and relational aggression) in preschool children (Helmsen, Koglin, & Petermann, 2012). Emotion regulation problems (e.g., emotional control) was also found to predict parent-reported, but not child-reported physical aggression. However, there was no significant link between emotion regulation problems and relational aggression (O'Neil Woods, 2012). In relation with the current study, Neumann et al. (2010) examined the role of emotion regulation difficulties in predicting adolescents' externalizing problems. Specifically, difficulties in controlling impulsive behaviors and engaging in goal-directed behaviors predicted aggressive behavior, and lack of emotional awareness predicted delinquent behavior. It was expected that findings from existing literature that emotion regulation difficulties accounted for aggression would be supported in the current study.

The role of emotion regulation in development and maintenance of anxiety and anxiety-related problems has been well-documented in the literature. As presented in the section above, Neumann et al. (2010) also examined the role of emotion regulation difficulties in predicting internalizing problems. The findings of the study revealed that lack of emotional clarity and

emotion regulation strategies and nonacceptance of emotional experiences predicted anxiety. This finding was partially supported by a recent work (Bardeen & Stevens, 2015) in which the role of difficulties in emotion regulation to predict anxiety symptoms was examined. However, only lack of emotional clarity in females and limited access to strategies for regulation in males accounted for anxiety symptoms in college students. Mathews, Kerns, and Ciesla (2014) suggested that it is important to differentiate between specific anxiety disorders. Thus, in their study they examined the role of emotion regulation as a contributor to adolescents' social anxiety disorder and generalized anxiety disorder and found that lack of emotional clarity and lack of acceptance of emotional experiences predicted social anxiety symptoms, whereas generalized anxiety symptoms were uniquely predicted by greater seeking of social support. In a two-point longitudinal study conducted with adults, Wirtz, Hofmann, Riper, and Berking (2014) found that emotion regulation skills at Time1 negatively predicted anxiety symptoms at Time2 (e.g., 5 years later). More specifically, abilities to accept and tolerate negative emotional experiences, and willingness to confront negative emotions were associated with lower levels of anxiety symptoms.

Studies exploring the association between emotion regulation and life satisfaction have recently started to emerge. For instance, there was an association between life satisfaction and emotion regulation strategies (e.g., reappraisal and suppression) such that reappraisal positively and suppression negatively predicted adolescents' life satisfaction (Teixeira, Silva, Tavares, & Freire, 2015; Verzeletti, Zammuner, Galli, & Agnoli, 2016). In another study, the relations between cognitive emotion regulation strategies and life satisfaction were examined (Esmaeilinasab, Khoshk, & Makhmali, 2016). It was found that life satisfaction was predicted positively by reappraisal in both males and females, whereas rumination negatively predicted satisfaction with life in females and refocus positively predicted satisfaction with life in males. Relatedly, Palmer, Donaldson, and Stough (2001) examined the associations between

emotional intelligence and life satisfaction with participants aged between 16 and 64. It was found that life satisfaction was positively related to clarity of feelings (a component of emotion regulation) and negatively related to difficulties in identifying feelings. The majority of studies has focused on cognitive emotion regulation abilities, but the present study would contribute to the growing body of literature by examining the extent to which adolescents' emotion regulation difficulties are related to their satisfaction with life.

1.3.4. Gender-Related Emotion Socialization

There are a number of studies investigating the role of child's gender in parental emotion socialization. Zahn-Waxler (2010) remarked that tender emotions such as empathy and guilt, and positive affect are important for girls since these emotions are required for optimal interpersonal relationships. On the other hand, anger and outer-directed negative emotions are important for boys in order to support autonomy, dominance, and combat. In all cultures, parents encourage girls and boys to engage in gender-related types of play and house-hold work. These differences are also reflected to individuals' expectations regarding children's' experiences and expressions of emotions. For instance, boys were expected to inhibit their emotions of sadness and fear, whereas girls were expected to inhibit angry responses (Denham, 1998). Relatedly, males who displayed negative emotions such as sadness and anxiety which have internalizing nature, were viewed as more negatively (Siegel & Alloy, 1990). These stereotypes were apparent even among preschool children's' attitudes regarding gender and emotions. They tended to associate femaleness positively with sadness and fear, while they associated femaleness negatively with anger (Birnbaum, Nosanchuk, & Croll, 1980). In this regard, a wealth of research has also shown that parents followed gender-differentiated ways in their talking about and socialization of girls' and boys' emotions. For example, it was found that mothers focused more on social relationships when talking to their daughters, whereas they emphasized self and autonomy when talking to their sons (Fiese & Skillman, 2000; Fivush,

Brotman, Buckner, & Goodman, 2000). Mothers tended to be more elaborative and evaluative when they discussed negative emotions with their daughters than with their sons (Fivush, Berlin, Sales, Mennuti-Washburn, & Cassidy, 2003). Fivush et al. (2000) also indicated that emotion utterances were included more when parents discussed sad events with their daughters than with their sons. In a study with low-income families and their toddlers, it was found that mothers responded to girls' anger with punitive responses, whereas they encouraged boys' anger. For sadness and anxiety, girls received greater number of response than boys who received no response (Chaplin, Casey, Sinha, & Mayes, 2010). Supportably, child's gender modified parents' emotion socialization strategies in Garside and Klimes-Dougan's study (2002). Specifically, fathers rewarded girls and punished boys in case of expressing fear and sadness. Chaplin, Cole, and Zahn-Waxler (2005) reported that fathers focused more on preschool boys' disharmonious emotions (e.g., anger, laughing at others) and preschool girls' submissive emotions (e.g. sad-anxious expressions), while gender differentiated emotion socialization was not apparent in mothers' responses. On the other hand, a study by Klimes-Dougan et al. (2007) showed that parents socialized their sons' and daughters' negative emotions in remarkably similar ways. Overall, there has been a convincing evidence that girls receive acceptable reactions more to their internalizing emotions such as sadness, fear, shame, while boys are accepted more with the externalizing emotions such as anger.

Much work on the potential role of parents' gender in socialization of children's emotions has been carried out. In Garside and Klimes-Dougan's retrospective study (2002), young adult participants reported that their mothers were more involved in socializing negative emotions than their fathers. They also stated that mothers were more active in socializing anger with the use of reward, magnify, and override. Supportably, mothers engaged in emotion coaching behaviors more than fathers did regardless of the child's emotion (Denham, Bassett, & Wyatt, 2010; Zeman, Perry-Parrish, & Cassano, 2010). In Zeman and Shipman's study

(1996), children stated that fathers responded negatively to their emotional displays, and in accordance with that children also reported that they inhibited their negative emotions more in the presence of fathers rather than mothers. To conclude, available evidence seems to support that mothers and fathers differ in their strategies of emotion socialization. The present study explored the role of child's gender and parents' gender in predicting emotion coaching and emotion dismissing strategies.

1.3.5. Turkish Parents' Emotion Socialization

The literature on emotion socialization mostly relies on Western population. Very few publications can be found in the literature that address the issue of Turkish parents' emotion socialization practices during different periods of development. However, existing studies conducted in Turkey have shown that Turkish parents' socialization practices were parallel to that of Western parents such that Turkish parents of preschool children also engaged more in supportive (i.e., emotion and problem-focused responses) rather than non-supportive (i.e., punitive, minimization, distress) emotion socialization strategies (Altan-Aytun, Yağmurlu, Yavuz, 2013; Atay, 2009; Ersay, 2014; Yağmurlu & Altan, 2010). In one study (Çorapçı, Aksan, & Yağmurlu, 2012), parents reported that they used expressive encouragement for their preschoolers' sadness more than anger, while they did not differ in the use of minimization or emotion-focused responses for sadness and anger. Additionally, child gender did not predict mothers' socialization such that mothers socialized their sons' and daughters' sadness and anger in remarkably similar ways, as was also evident in studies of Özkan and Aksoy (2017) and Ersay (2014). Surprisingly, Has (2016) reported that mothers and fathers encouraged their sons' anger and even sadness more than girls' sadness and anger. It was a surprising finding to researchers, as previous research has revealed that boys were expected to inhibit their internalizing emotions such as sadness. Researchers argued that parents may tend to have a desire to assist their son to improve his abilities to express emotions. With regard to differences

depending on parent gender, Has (2016) found that mothers used expressive encouragement for their children's negative emotions more than fathers did. To sum up, Turkish children generally expect to receive approval rather than disapproval for their negative emotions. It is important to examine the role of gender of the child and the parent as there has been inconsistent findings in the previous literature. Of note, all the studies summarized above had been conducted with preschool sample. Thus, the present study is expected to contribute to the growing body of literature by examining Turkish parents' socialization of emotion with an adolescent sample.

1.3.6. Peers' Reactions to Emotions

Although majority of emotion socialization studies has been on the context of family, it is worthy to mention that peer relations are highly valuable for children (e.g., Asher & Rose, 1997), and developing number of dyadic relationships with peers is one of the most essential tasks of adolescence (Simpson & Roehlkepartain, 2003). Despite its importance, little research has been done on emotion socialization in the context of friendships. A study (Klimes-Dougan et al., 2014) in which emotion socialization practices by close friends were examined, results showed that close friends responded supportively (e.g. reward and override) rather than punitively (e.g., neglect and victimization) to their friends' emotional displays. However, gender differences were also found such that girls reported that they received supportive reactions more compared to boys who reported that they received unsupportive reactions more compared to girls. In addition, peer's emotion socialization was linked to concurrent problem status such that adolescents who received punitive responses more, reward and override responses less by their friends were more likely to exhibit externalizing problems. Supportably, Parr, Zeman, Braunstein, and Price (2016) reported that punitive responses by best friends positively predicted adolescents' somatic complaints. They also found that adolescent girls received emotion-focused responses to emotional displays more than adolescent boys. Overall, it can be concluded that the number of studies investigating emotion socialization practices by

friends during adolescence period has been scarce. The present study, therefore, aimed to contribute to the literature by examining the relationship between parents' and peers' emotion socialization strategies and adolescent emotion regulation and psychological well-being.

1.4. Current Study

Existing literature on the effects of emotion socialization has revealed information about maternal socialization practices while fathers' and peers' emotion socialization strategies and their effects have still been open explore. As mentioned before, studies have also mostly focused on the effects of emotion socialization on the preschool psychological well-being. Therefore, the purpose of the present study was to investigate the effects of emotion socialization by mothers, fathers, and peers during adolescence on adolescent emotion regulation difficulties and psychological well-being. The study also aimed to explore gender differences in all the study variables. The hypothesized model of the primary research interest was presented in Figure 1. Research questions and the hypotheses were as follows:

Research question 1: How are the friend's and parents' reactions to emotions linked to adolescents' emotion regulation skills?

Hypothesis 1: Based on literature, it was hypothesized that emotion coaching by the friend and parents would predict lower emotion regulation difficulties, while emotion dismissing would predict higher emotion regulation difficulties.

Research question 2: How do parents' and friend's reactions to emotions relate to adolescents' psychological well-being: life satisfaction, trait anxiety, prosocial behaviors and aggressive behaviors?

Hypothesis 2: Emotion coaching would predict higher life satisfaction and prosocial behaviors and lower trait anxiety and aggressive behaviors in adolescents. In contrast, emotion dismissing would predict higher trait anxiety and aggressive behaviors and lower life satisfaction and prosocial behaviors.

Research question 3: How are adolescents' emotion regulation difficulties linked to their psychological well-being: life satisfaction, trait anxiety, and prosocial and aggressive behaviors?

Hypothesis 3: Higher levels of emotion regulation difficulties would predict lower life satisfaction and prosocial behaviors and higher trait anxiety and aggressive behaviors.

Research question 4: Do adolescents' emotion regulation difficulties mediate the relationship between reactions of the friend and parents to negative emotions and adolescents' psychological well-being?

Hypothesis 4: Adolescents' emotion regulation difficulties would act as a mediator between parents' and peers' reactions to emotions and adolescents' psychological well-being.

Research question 5: Are there gender differences in the link between reactions to emotions and psychological well-being?

Hypothesis 5: There is not enough study to generate hypotheses in this regard. Therefore, the present study aimed to explore how girls' and boys' psychological well-being are influenced by their parents' and peers' reactions to emotions.

Research question 6: Are there gender differences in socializers' reactions to girls' and boys' sadness, anger, and shame?

Hypothesis 6: Based on studies conducted in Turkey, there would be no gender differences in mother's and father's reactions to their sons' and daughters' emotions. However, the present study aimed to explore gender differences in friends' reactions to negative emotions.

Research question 7: How do emotion regulation difficulties and indices of psychological well-being differ between girls and boys?

Hypothesis 7: Girls would have higher scores on emotion regulation difficulties, trait anxiety, and prosocial behaviors, whereas boys would have higher scores on aggressive

behaviors. The present study would be exploratory with regard to gender differences in life satisfaction.

Research question 8: Is it peers' or parents' reactions that would be more influential in adolescents' psychological well-being?

Hypothesis 8: There would be no specific hypothesis and the current study would explore respective effects of peers' and parents' reactions to emotions.

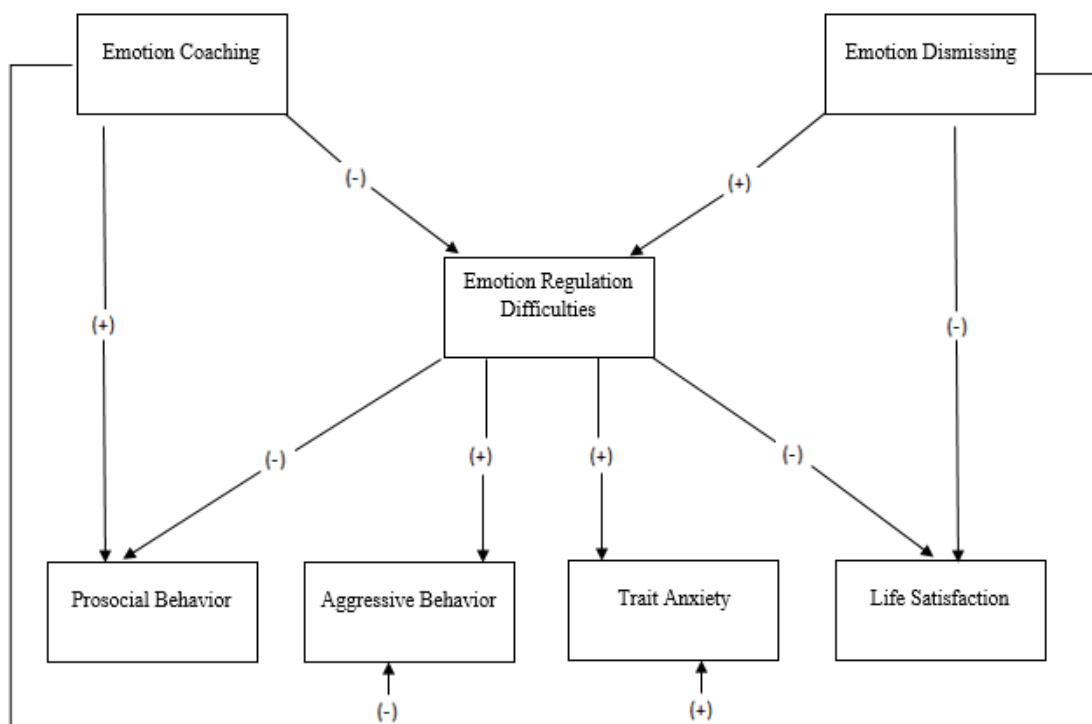


Figure 1. The hypothesized mediational model of reactions to emotions, emotion regulation difficulties, and outcomes variables

CHAPTER 2

METHODS

2.1. A Pilot Qualitative Study

The scale which was used to measure adolescents' perceptions of emotion socialization (Emotions as a Child Scale; Magai & O'Neal, 1997) has two emotion coaching subscales (reward and override). In order to elaborate on emotion coaching subscale and compensate the number of items in the coaching and dismissing subscales, a qualitative study was conducted via Qualtrics (see Appendix A).

There were three questions for each emotion in the questionnaire: 1) "Please write a situation that makes you sad/angry/ashamed", 2) "Who do you prefer to turn to when you get sad/angry/ashamed? Please make an order among your mother, father, or friend", 3) "How do they respond to your sadness/anger/shame? Please state responses for each of them". The responses by adolescent participants to those three questions generated five new items for each emotion:

The items for sadness were "He/She guided me to deal with sadness", "He/She said he/she understands me; or something restoring confidence", "He/She evaluated the situation objectively", "He/She supported me", "He/She tried to calm me down". The items for anger were "He/She advocated me", "He/She got angry with me", "He/She comforted me by saying that it does not worth", "He/She guided me to deal with my anger", "He/She evaluated the situation objectively". The items for shame were "He/She guided me to deal with shame", "He/She tried to understand me", "He/She cautioned me to avoid similar situations next time", "He/She said me not to mind it", "He/She tried me to better understand my emotions". As a conclusion, a new coaching subscale named *Support* was added to the questionnaire.

2.2. Participants

Qualitative pilot study was conducted with a sample of 51 adolescents (39 girls; 12 boys; $M_{age}= 15.47$). Participants for the qualitative study were reached out through convenience sampling and snowballing and they did not take part in the main study. The main data were drawn from two high schools in Maltepe and Kartal. A total of 566 adolescent students were reached in the 2015-2016 Spring semester. However, a group of students (8.12%) was excluded from the study since they did not complete the questionnaire form. The final sample consisted of 520 adolescents aged between 14 and 18 ($M_{age}= 16.11$, $SD= .76$). Among these students, 292 were girls (56.2%) and 223 were boys (42.9%); 5 students (1%) refused to disclose information about gender.

Table 1 illustrates the sample characteristics in percentages. According to adolescent-reports of family income, most of the families had low-to-middle socioeconomic status. A great majority of the adolescents were children of married parents and they were living with their parents.

Table 1.
Characteristics of the Sample (N= 520)

Variables	N	%
Gender		
Female	292	56.2
Male	223	42.9
Age		
14	9	1.7
15	81	15.6
16	255	49.0
17	138	26.5
18	8	1.5
Missing	29	5.6
Grade		
1st grade	63	12.2
2nd grade	263	50.8
3rd grade	192	37.1
Family Income (TL)		
850 TL and below	9	1.9
851 TL-1500 TL	85	17.5
1501 TL-3000 TL	219	45.1

3001 TL-5000 TL	120	24.7
5001 TL-7500 TL	31	6.4
7501 TL and above	22	4.5
Marital Status		
Married	475	92.2
Divorced	31	6.0
Married but living separately	9	1.7
Education Level of Mother		
Literate	21	4.2
Primary school	277	54.7
High school	157	31.0
University	48	9.5
Graduate School	3	.6
Education Level of Father		
Literate	7	1.4
Primary school	218	42.9
High school	208	40.9
University	65	12.8
Graduate School	10	2.0
Living with		
Mother and father	469	90.2
Only mother	31	6
Only father	8	1.5
Other	11	2.1

2.3. Procedure

After getting approval from the Ministry of Education and Ethics Committee of Ozyegin University, high schools were reached out in order to recruit participants. For each high school, the meetings were conducted with the Guidance Counselor of the school who was informed about the aim and the procedure of the study. A copy of the questionnaire form was left to the director of the school. Informed consent forms were delivered to both parents and students via the Guidance Counselor. Before distributing the questionnaire forms (see Appendix B-G), students were informed about the purposes of the study and it was stated that their participation in the study was voluntary and anonymous and they were free to withdraw from the study anytime. After the data gathering process which lasted approximately one class time (40-45 minutes), debriefing forms were given to the adolescent participants.

2.4. Materials

2.4.1. *Emotions as a Child Scale* (EAC; Magai & O'Neal, 1997) was used in order to measure adolescent-perceived emotion socialization practices of mothers, fathers, and peers. The scale was adapted to Turkish by Ersay (2014) in which mothers of preschoolers were asked about their responses toward their children's sadness, fear, anger, overenjoyment. In this study, the scale was used as an adolescent-report for parents' and peers' emotion socialization practices by changing the wording of items. The scale is a 5-point Likert scale (1= not at all typical, 3= somewhat typical, 5= very typical) asking children to rate what their mothers, fathers, and peers did when they were feeling sad (20 item), angry (20 item), and shame (17 item) over the past two months. The scale includes items such as "He/she told me not to worry" (override), "He/she found out what made me angry" (reward), "He/she didn't really notice" (neglect), "He/she told me to be a big boy, or not to be a baby" (punish), "He/She became worried or nervous" (magnify). In the Turkish adaptation of the scale, Ersan (2014) reported internal reliability coefficients as in the following: reward (.63), punish (.61), magnify (.71), neglect (.59), override (.57) for sadness; reward (.64), punish (.54), magnify (.54), neglect (.65), override (.57) for anger; reward (.83), punish (.84), magnify (.79), neglect (.85), override (.57) for all negative emotions. Internal reliability coefficients were not available for shame as responses to shame were not examined in the original study. According to Magai's model (1991), there are five strategies parents use to socialize their children's emotions (neglect, punish, override, reward, magnify). In the present study, parental strategies were grouped as coaching (reward, support, override) and dismissing (punish, magnify, neglect) based on whether they encourage or inhibit children's emotional experiences and expressions. In the present study, Cronbach alphas for sadness, anger, shame, and all negative emotions were as follows: .93, .91, .91, .96 for mothers' coaching; .71, .83, .74, .89 for

mothers' dismissing; .94, .92, .91, .97 for fathers' coaching; .71, .83, .73, .89 for fathers' dismissing; .93, .87, .89, .96 for peers' coaching; .76, .82, .81, .91 for peers' dismissing.

2.4.2. *The Difficulties in Emotion Regulation Scale* (DERS; Gratz & Roemer, 2004) was utilized in order to measure adolescents' emotion regulation difficulties. The scale was adapted to Turkish by Rugancı and Gençöz (2008). It is a 5-point Likert self-report scale (1= not at all, 5= always) which includes six subscales: Awareness ("I pay attention to how I feel"), impulse ("When I'm upset, I have difficulty controlling my behaviours"), strategies ("When I'm upset, I believe that there is nothing I can do to make myself feel better"), goals ("When I'm upset, I have difficulty focusing on other things"), nonacceptance ("When I'm upset, I feel ashamed with myself for feeling that way"), and clarity ("I have difficulty making sense out of my feelings") In the Turkish adaptation, the Cronbach alpha for the whole scale was .94; it was .92 in the present sample.

2.4.3. *The Multidimensional Students' Life Satisfaction Scale* (MSLSS; Huebner, 1994) was used in order to assess adolescents' general life satisfaction. The scale was adapted to Turkish by Irmak and Kuruüzüm (2009). Students were asked to rate how often they experienced well-being on a 5-point Likert scale (1= Strongly Disagree, 5= Strongly Agree). Examples of the items for each of the subscales are "I enjoy being at home with my family" (Family), "I wish I didn't have to go to school" (School), "My friends will help me if I need it" (Friends), "I am fun to be around" (Self), and "This town is filled with mean people" (Living Environment). Living Environment subscale will not be included in the present study. The alpha coefficient was .88 in the Turkish adaptation; and it was .89 in the present sample.

2.4.4. *State-Trait Anxiety Inventory* (Spielberger, Gorsuch, & Lushene, 1970) was used to measure adolescents' trait anxiety. The overall scale has 40 items with 2 subscales: State Anxiety and Trait Anxiety. In the present study, State Anxiety subscale was not included. There were 20 items to measure adolescents' stable tendencies to experience anxiety. It is a 4-point

Likert scale (1= Almost never, 2= Sometimes, 3= Often, 4= Almost always). Example items for Trait Anxiety subscale were “I cry easily”, “I worry too much over something that really doesn’t matter”, “I am content; I am a steady person”. The scale was adapted to Turkish by Öner and Le Compte (1985). The Cronbach alphas were .87 in the Turkish adaptation; and .83 in the present sample.

2.4.5. *Aggressive and Prosocial Behaviors Questionnaire* developed by Boxer, Tisak, and Goldstein (2004) was used. The scale was adapted to Turkish by Bayraktar, Kındap, Kumru, and Sayıl (2010) as Olumlu Sosyal ve Saldırgan Davranışlar Ölçeği. The original scale is a 6-point Likert scale, whereas the scale was adapted to Turkish as a 4-point Likert scale (1= Definitely not like me, 4= Definitely like me). The original version consists of 25 items with 5 subscales: Proactive aggressive (“I often hit people to get what I want”), reactive aggressive (“When someone makes me angry or upset, I will often hit them for it”), proactive prosocial (“I often help people to get what I want”), reactive prosocial (“When someone puts me in a good mood, I will often help them if they ask”), altruistic prosocial (“I often help people without being asked”). In the Turkish version, there is only one Aggression subscale instead of Proactive Aggressive and Reactive Aggressive subscales. In addition, Reactive prosocial and Altruistic prosocial subscales constituted as “Prosocial Behaviors” as they loaded under the same factor. The Cronbach alphas were .87 for Aggressive, .90 for Proactive Prosocial, .88 for Prosocial Behaviors in the Turkish adaptation. Proactive subscale was not included in the present study. Internal reliability coefficients were .88 for Aggressive and .84 for Prosocial behaviors in the present study.

2.5. Analyses Plan

Path analyses were conducted in order to examine the relationship between reactions to emotions and emotion regulation difficulties (Research question 1); reactions to emotions and psychological well-being indices (aggressive behavior, trait anxiety, prosocial behavior, life

satisfaction) (Research question 2); emotion regulation difficulties and psychological well-being (Research question 3); the extent adolescents' emotion regulation difficulties mediate the relationship between parents' and peers' reactions to emotions and adolescents' psychological well-being (Research question 4); and whether there was a gender difference in the mediational model (Research question 5).

A mixed design repeated measures of MANCOVA was conducted to see gender differences in reactions to emotions by mother, father, and peer (Research question 6) and in all study variables (Research question 7).



CHAPTER 3

RESULTS

3.1. Exploratory Factor Analyses

In order to examine the factor structure and to eliminate the items which loaded below .30 (Tabachnick & Fidell, 2007), a series of exploratory factor analyses were conducted for all scales by using SPSS Statistics 20. Below results of the exploratory factor analysis is reported for each scale.

Emotions as a Child Scale. A factor analysis was conducted for each emotion (sadness, anger, and shame) adolescents reported for their mother, father, and friend. In each analysis, factor loadings were restricted to two factors as the study aims to examine two emotion socialization practices, coaching and dismissing.

Sadness. The Kaiser-Meyer-Olkin (KMO) values indicated that the strength of the relationship among variables was high. They were .95, .96, and .95 for mothers, fathers, and friends, respectively. Regarding mother's reactions to sadness, Bartlett's test of sphericity was significant ($\chi^2 (190) = 5180.03, p < .001$) which indicates that factor analytic model can be used on this set of data. The first factor (coaching with support, reward, override subscales) showed a high eigenvalue (8.65), and it accounted for 31.6% of the variance in the data. The second factor (dismissing with neglect, punish, magnify subscales) had an eigenvalue of 1.74 and accounted for a further 14.4% of the variance. Factor loadings ranged between .466-.737 for coaching and .408-.680 for dismissing items. Regarding the father's reactions to sadness, Bartlett's test of sphericity was significant ($\chi^2 (190) = 5581.17, p < .000$). The first factor (coaching with support, reward, override subscales) revealed an eigenvalue of 9.17 and accounted for a variance of 35.5% of a variance, while the second factor (dismissing with neglect, punish, magnify subscales) had an eigenvalue of 1.83 and accounted for 14.3% of a

variance. Factor loadings ranged between .535-.797 for coaching and .497-.722 for dismissing items. With regard to the friend's reactions to sadness, Bartlett's test of sphericity was significant ($\chi^2 (190) = 5433.64, p < .000$). The first factor (coaching with support, reward, override subscales) showed an eigenvalue of 8.75 and accounted for 34.7% of a variance, and the second factor (dismissing with neglect, punish, magnify subscales) had an eigenvalue of 2.04 and accounted for 14.3% of a variance. Factor loadings ranged between .529-.777 for coaching and .525-.715 for dismissing items.

Anger. The Kaiser-Meyer-Olkin (KMO) values were .93, .92, and .90 for mothers, fathers, and friend, respectively. For mother's reactions to anger, Bartlett's test of sphericity was significant ($\chi^2 (190) = 4099.65, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) showed a high eigenvalue (6.54), and it accounted for 26.4% of the variance in the data. The second factor (dismissing with neglect and punish subscales) had an eigenvalue of 3.12 and accounted for a further 16.5% of the variance. Factor loadings ranged between .610-.760 for coaching and .324-.753 for dismissing items. Regarding father's reactions to anger, Bartlett's test of sphericity was significant ($\chi^2 (190) = 4363.63, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) revealed an eigenvalue of 6.55 and accounted for a variance of 27.9% of a variance, while the second factor (dismissing with neglect and punish subscales) had an eigenvalue of 3.51 and accounted for 17.12% of a variance. Factor loadings ranged between .565-.815 for coaching and .306-.754 for dismissing items. With regard to friend's reactions to anger, Bartlett's test of sphericity was significant ($\chi^2 (190) = 3658.26, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) showed an eigenvalue of 5.90 and accounted for 22.9% of a variance, and factor two (dismissing with neglect and punish subscales) had an eigenvalue of 3.23 and accounted for 17.1% of a variance. Factor loadings ranged between .459-.775 for coaching and .397-.776 for dismissing items.

Shame. The Kaiser-Meyer-Olkin (KMO) values were .93, .93, and .92 for mothers, fathers, and friend, respectively. For mother's reactions to shame, Bartlett's test of sphericity was significant ($\chi^2 (136) = 3949.78, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) showed a high eigenvalue (6.63), and it accounted for 34.3% of the variance in the data. The second factor (dismissing with neglect and punish subscales) had an eigenvalue of 2.30 and accounted for a further 12.1% of the variance. Factor loadings ranged between .519-.855 for coaching and .516-.733 for dismissing items. Regarding father's reactions to anger, Bartlett's test of sphericity was significant ($\chi^2 (136) = 3851.45, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) revealed an eigenvalue of 6.69 and accounted for a variance of 34.1% of a variance, while the second factor (dismissing with neglect and punish subscales) had an eigenvalue of 2.19 and accounted for 11.7% of a variance. Factor loadings ranged between .510-.836 for coaching and .341-.637 for dismissing items. With regard to friend's reactions to sadness, Bartlett's test of sphericity was significant ($\chi^2 (136) = 3570.81, p < .000$). The first factor (coaching with support, reward, override, magnify subscales) showed an eigenvalue of 6.07 and accounted for 30.6% of a variance, and the second factor (dismissing with neglect and punish subscales) had an eigenvalue of 2.72 and accounted for 15.1% of a variance. Factor loadings ranged between .498-.817 for coaching and .458-.755 for dismissing items.

Aggregate scale of three emotions. Exploratory factor analysis was also conducted for the composite of three negative emotions. The Kaiser-Meyer-Olkin (KMO) values were .92, .96, .95 for mothers, fathers, and friends, respectively. Regarding mother's reactions to negative emotions, Bartlett's test of sphericity was significant ($\chi^2 (1596) = 15768.65, p < .000$). The first factor showed an eigenvalue of 18.65 and accounted for 28.3% of a variance, and the second factor (dismissing with neglect and punish subscales) had an eigenvalue of 5.04 and accounted for 11.2% of a variance. Factor loadings ranged between .428-.767 for coaching

and .339-.698 for dismissing items. Regarding father's reactions to negative emotions, Bartlett's test of sphericity was significant ($\chi^2 (1596) = 16559.95, p < .000$). The first factor showed an eigenvalue of 19.87 and accounted for 31.2% of a variance, and the second factor had an eigenvalue of 5.44 and accounted for 11.2% of a variance. Factor loadings ranged between .326-.837 for coaching and .354-.601 for dismissing items. Regarding friend's reactions to negative emotions, Bartlett's test of sphericity was significant ($\chi^2 (1596) = 15660.74, p < .000$). The first factor showed an eigenvalue of 17.58 and accounted for 26.3% of a variance, and the second factor had an eigenvalue of 6.13 and accounted for 13.2% of a variance. Factor loadings ranged between .385-.760 for coaching and .352-.722 for dismissing items.

To note, coaching subscales (reward, override, and support) loaded under the same factor in each analysis; dismissing subscales (neglect and punish) loaded under the same factor in each analysis; however, magnify was grouped with coaching items in sadness while it joined together with dismissing items in anger and shame (see Appendices G-R).

Difficulties in Emotion Regulation Scale. The scale was used as a total score of emotion regulation difficulties, thus it was extracted to one factor. The Kaiser-Meyer-Olkin (KMO) value was .90 and Bartlett's test of sphericity was significant ($\chi^2 (630) = 6957.26, p < .000$) indicating that it was appropriate to use the factor analytic model on this set of data. One-factor solution revealed an eigenvalue of 8.55, accounting for 21.90% of a variance, with factor loadings ranging between .118-.710 (see Appendix S). The items loaded under .30 were as follows: "When I'm upset, I believe that my feelings are valid and important" (Awareness); "When I'm upset, I take time to figure out what I'm really feeling" (Awareness); "When I'm upset, I know that I can find a way to eventually feel better" (Strategies); "I am clear about my feelings" (Clarity); "I pay attention to how I feel" (Awareness); "I know exactly how I am feeling" (Clarity); "When I'm upset, I feel like I can remain in control of my behaviours"

(Impulse); “When I’m upset, I can still get things done” (Goals); “I am attentive to my feelings” (Awareness); “I care about what I am feeling” (Awareness); “When I’m upset, I acknowledge my emotions” (Awareness). These items were not included in the confirmatory factor analyses.

The Trait Anxiety Scale. The Kaiser-Meyer-Olkin (KMO) value was .86. Barlett’s test of sphericity was significant ($\chi^2 (190) = 2006,99, p < .000$). One-factor solution revealed an eigenvalue of 4.58, accounting for 19.3% of a variance, with factor loadings ranging between .111-.673 (see Appendix T). The items loaded under .30 were as follows: “I am a steady person”, “I feel satisfied with myself”, “I feel secure”, “I am calm, cool, and collected”, “I feel rested”. These items were not included in confirmatory factor analyses.

The Prosocial and Aggressive Behaviors Scale. The Kaiser-Meyer-Olkin (KMO) value was .87. Barlett’s test of sphericity was significant ($\chi^2 (253) = 5186.97, p < .000$). The first factor (Aggressive behavior) revealed an eigenvalue of 5.58, accounting for 21.5% of a variance. Factor two (Prosocial behavior) had an eigenvalue of 4.65 and it accounted for 17.81% of a variance. Factor loadings ranged between .509-.753 for Aggressive behavior and .478-.689 for Prosocial behavior (see Appendix U).

The Students’ Multidimensional Life Satisfaction Scale. The scale consists of five subscales: Family, Friends, School, Self, Living Environment. The present study aimed to examine general satisfaction with the life. The scale was used as a total score of life satisfaction, thus it was extracted to one factor. The Kaiser-Meyer-Olkin (KMO) value was .88. Barlett’s test of sphericity was significant ($\chi^2 (435) = 5087.16, p < .000$). The scale revealed an eigenvalue of 7.32, accounting for 22.1% of a variance with factor loadings ranging between .670-.102 (see Appendix V).

Of note, confirmatory analyses were conducted for all scales, and items with loadings below .30 were not included in the confirmatory factor analyses.

3.2. Confirmatory Factor Analyses

Confirmatory factor analyses were conducted by using Mplus version 7.4 (Muthen & Asparouhov, 2015) to see the extent factor structure fit to the data. The Chi-Square Test of Model Fit, the Root Mean Square Error of Approximation (RMSEA), the Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI) were used to ascertain the model fit. According to Kline (1998), for an acceptable fit, ratio of X^2 / df should be equal or less than 3 where the result of chi-square value is significant. According to Hu and Bentler (1999) RMSEA less than .06 shows a good fit, whereas Browne and Cudeck (1993) suggested that values less than .05 are considered a good fit, values ranging between .05 and .08 an adequate fit, values ranging between .08 and .10 a mediocre fit, and values greater than .10 are unacceptable. CFI and TLI values ranging between 0-to-1 continuum and values greater than .90 and .95 reflect an excellent fit to the data (Morin, Marsh, & Nagengast, 2013). In the current study, all the fit indices of the confirmatory factor analyses showed good fit to the data (see Table 2).

Emotions as a Child Scale. For all three negative emotions (sadness, anger, shame) and three socializers (mother, father, friend), the scales were used as two subscales: coaching and dismissing.

Sadness. Item 16 in sadness (punish; “He/she told me not to be like that”) was found to be uncorrelated with both coaching and dismissing subscales in exploratory factor analyses conducted for scales of each socializer, thus it was excluded in the confirmatory factor analysis. Additionally, loading of item 6 in father’s reactions to sadness (magnify, “He/she got tearful or cried”) was excluded as it was less than .30, and it was also excluded from mother and friend reports to make the scales equivalent across three socializers. As a result, each of the three socializer’s reactions to sadness scale consisted 18 items (13 coaching and 5 dismissing). Cronbach alphas were .93, .94, .93 for mothers, fathers, and friend, respectively,

in coaching subscale; .71, .71, and .76 for mothers, fathers, and friend, respectively, in dismissing subscale (see Appendix W-Y).

Anger. Regarding anger, items 9 (override, “He/she told me to change my attitude”) and 11 (support, “He/she was also angry with me”) revealed nonsignificant results and loading of item 8 was less than .30 across the three socializers. Therefore, they were excluded from the scale. As a result, each of the three socializer’s reactions to anger scales consisted of 17 items (9 coaching and 8 dismissing). Cronbach alphas were .91, .92, and .87 for mothers, fathers, and friend, respectively, in coaching subscale; .83, .83, and .82 for mothers, fathers, and friend, respectively, in dismissing subscale (see Appendix Z-AC).

Shame. Regarding shame, item 9 (magnify, “He/she got ashamed”) revealed nonsignificant results and the direction of the coefficient of item 5 (punish, “He/she told me to be a big boy, or not to be a child”) was opposite of the other dismissing items across all three socializers, thus these items were excluded. Additionally, the loading of item 6 (punish, “He/she put me off by myself for a while”) in mother’s reactions was less than .30; it was also excluded from all the three reports. In conclusion, each of the three socializer’s reactions to shame scale consisted a total of 14 items (10 coaching and 4 dismissing). Cronbach alphas were .91, .91, and .89 for mothers, fathers, and friend, respectively, in coaching subscale; .74, .73, and .81 for mothers, fathers, and friend, respectively in dismissing subscale (see Appendix AD-AF).

Aggregate scale of three emotions. Regarding the reactions to overall negative emotions (the composite scores of reactions to sadness, anger, and shame), item 16 (punish) in three socializer’s reactions to sadness was found to be uncorrelated with both coaching and dismissing subscales in exploratory factor analysis; item 9 (override) and item 8 (magnify) in anger and item 5 (punish) in shame revealed nonsignificant results; loading of item 9

(magnify) in shame was less than .30. Therefore, these 5 items were not included in the scales. Finally, item 11 (support) in mother's reactions to anger showed nonsignificant results; and the loadings of item 6 (punish) in mother's reactions to shame, item 6 (magnify) in father's reactions to sadness and item 11 (support) in father's reactions to anger were found to be less than .30. Thus, they were excluded from all three socializer's reports. As a result, the number of items in each socializers' reactions to three negative emotions was 50 (32 coaching and 18 dismissing). Cronbach alphas were .96, .97, and .96 for mothers, fathers, and friend in coaching subscale; .89, .89, and .91 for mothers, fathers, and friend in dismissing subscale.

Difficulties in Emotion Regulation Scale (DERS). A total of 25 items were included in confirmatory factor analysis (11 items which had loadings below .30 in exploratory factor analysis were excluded). Item 11 (nonacceptance, "When I am upset, I become angry with myself for feeling that way") was also excluded as a result of confirmatory factor analysis as it loaded below .30. In conclusion, the DERS consisted of 24 items. Internal reliability coefficient of the original scale was .93 (Gratz & Roemer, 2004) with a sample of 18 to 55-year-old participants. Cronbach alpha for the present sample was .92 for the total scale (see Appendix AG).

The Trait Anxiety Scale. A total of 15 items were included in confirmatory factor analysis (5 items which had loadings below .30 in exploratory factor analysis were excluded). Item 1 (reverse) and 10 (reverse) revealed loadings below .30; and they were excluded from the scale. In conclusion, a total of 13 items constituted the scale. Cronbach alpha was .87 for the original sample, and .83 for the present sample (see Appendix AH).

The Prosocial and Aggressive Behaviors Questionnaire. Of the 23 items, 18 items were included in the confirmatory factor analysis (5 items from proactive subscale were not included as a result of exploratory factor analysis). Coefficients of all items were significant

and factor loadings were between .437 and .839. Therefore, there was no need to remove any item. In conclusion, the scale consisted of 8 items for aggressive behaviors and 10 items for prosocial behaviors (composite of reactive and altruistic). Cronbach alphas were .87 for aggressive behaviors and .88 for prosocial behaviors in the original scale; and .88 and .84 for aggressive and prosocial behaviors, respectively, in the present sample (see Appendix AI).

The Multidimensional Students' Life Satisfaction Scale. From 30 items, 23 items were included in the analysis (7 items which loaded below .30 in exploratory factor analysis were not included). Additionally, item 20 (family) and 27 (family) had loadings below .30 in the confirmatory factor analysis and were excluded from the scale. As a result, a total of 21 items constituted the scale. In the original scale, Cronbach alpha was .92, while it was .89 for the present sample (see Appendix AJ).

Table 2. Summary of Confirmatory Factor Analyses for all the scales

Scale	Subscale	Item	X^2	df	p	X^2 / df	CFI	TLI	RMSEA
Mother's reactions to sadness (EAC)	2	18	252.06	143	.00	1.76	.98	.97	.039
Mother's reactions to anger (EAC)	2	17	219.15	114	.00	1.92	.97	.96	.044
Mother's reactions to shame (EAC)	2	14	133.49	68	.00	1.95	.98	.97	.045
Mother's reactions to negative emotions (EAC)	2	49	1988.91	1089	.00	1.82	.93	.92	.041
Father's reactions to sadness (EAC)	2	18	249.25	138	.00	1.80	.98	.97	.041
Father's reactions to anger (EAC)	2	17	219.75	111	.00	1.97	.97	.96	.045
Father's reactions to shame (EAC)	2	14	168.47	78	.00	2.15	.97	.96	.049
Father's reactions to negative emotions (EAC)	2	49	2077.24	1114	.00	1.86	.93	.92	.042
Peer's reactions to sadness (EAC)	2	18	358.43	130	.00	2.75	.95	.93	.060
Peer's reactions to anger (EAC)	2	17	288.41	122	.00	2.36	.94	.93	.053
Peer's reactions to shame (EAC)	2	14	186.50	78	.00	2.38	.96	.95	.054
Peer's reactions to negative emotions (EAC)	2	49	2505.89	1269	.00	1.97	.91	.90	.045
Difficulties in Emotion Regulation Scale	1	24	435.39	218	.00	1.99	.95	.94	.046
The Trait Anxiety Scale	1	13	85.77	63	.03	1.34	.98	.97	.028
Prosocial and Aggressive Behaviors Questionnaire	2	18	234.30	114	.00	2.05	.97	.95	.047
The Multidimensional Students' Life Satisfaction Scale	1	21	303.90	160	.00	1.89	.95	.94	.044

3.3. Descriptive Analyses

Bivariate correlations were carried out to examine the relationships among demographics (i.e., age, sex, and socioeconomic status), and the study variables (see Table 3).

Adolescent's sex was negatively correlated with friend's coaching and positively correlated with mother's, father's, and friend's dismissing. It means that all three socializers dismissed boys' negative emotions more than girls' negative emotions; additionally, friends coached girls' negative emotions more than boys' negative emotions. Adolescent's sex was also negatively correlated with prosocial behaviors and life satisfaction, and positively correlated with aggressive behaviors. That is to say, boys had lower life satisfaction and engaged in aggressive behaviors less than girls, while girls engaged in prosocial behaviors more than boys. Child's age was positively correlated with all three socializer's dismissing of negative emotions which means adolescents' negative emotions were disapproved more as they grew older.

Regarding correlations between emotion socialization and outcome variables, difficulties in emotion regulation were negatively correlated with mother's and father's coaching, while it was positively correlated with mother's, father's, and friend's dismissing. Prosocial behaviors and life satisfaction were negatively correlated with mother's, father's, friend's dismissing and positively correlated with mother's, father's, friend's coaching. Aggressive behavior was negatively correlated with mother's and friend's coaching, whereas it was positively correlated with three socializer's dismissing. Finally, trait anxiety was negatively correlated with only mother's coaching, and positively correlated with three socializer's dismissing. With regard to correlations among outcome variables, all variables were correlated with each other, except prosocial behaviors correlating only with emotion regulation difficulties and trait anxiety.

Table 3.
Bivariate Correlations between Demographics, Emotion Socialization, and Outcome Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13
1.Sex	-												
2.Age	.05	-											
3.Ses	.02	.06	-										
4.Mcoach	-.07	-.03	-.01	-									
5.Mdismiss	.10*	.11*	-.01	-.51***	-								
6.Fcoach	.01	-.05	-.03	.68***	-.31***	-							
7.Fdismiss	.11*	.13**	-.00	-.38***	.74***	-.50***	-						
8.Pcoach	-.32***	.04	.05	.29***	-.17***	.19***	-.17***	-					
9.Pdismiss	.27***	.09*	-.03	-.10*	.38***	.01	.35***	-.46***	-				
10.DERS	.02	.02	-.04	-.19***	.36***	-.13**	.36***	.03	.33***	-			
11.PB	-.12**	-.03	.03	.20***	-.13**	.16***	.11*	.27***	-.10*	.05	-		
12.AB	.22***	.07	-.02	.10*	.29***	-.08	.26***	-.16***	.44***	.48***	-.09*	-	
13.TA	-.08	-.04	-.01	-.09*	.23***	-.06	.21***	-.00	.23***	.63***	.08	.24***	-
14.LS	-.15**	-.14**	.05	.32***	-.30***	.27***	-.34***	.34***	-.35***	-.30***	.37***	-.31***	-.18***

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

Note. Mcoach= Mother's coaching of negative emotions, Mdismiss=Mother's dismissing of negative emotions, Fcoach=Father's coaching of negative emotions, Fdismiss=Father's dismissing of negative emotions, Pcoach=Peer's coaching of negative emotions, Pdismiss=Peer's dismissing of negative emotions, DERS=Difficulties in Emotion Regulation Scale, PB= Prosocial behaviors, AB=Aggressive behaviors, TA=Trait anxiety, LS=Life satisfaction.

3.4. Hypotheses Testing

There were eight research questions in the current study. Below, findings from the research questions were presented.

3.4.1. The Links Between Reactions to Emotions and Emotion Regulation Difficulties

With regard to the relationship between reactions to emotions by mother, father, and friend and adolescents' emotion regulation difficulties, it was hypothesized that emotion dismissing would predict higher and emotion coaching would predict lesser difficulties in emotion regulation. To examine this hypothesis, *Mplus 7.4* were used by regressing difficulties in emotion regulation on six independent variables which are emotion coaching and emotion dismissing of mother, father, and friend. In order to control sex and age of adolescents, and socioeconomic status of the family, these variables were also included in the model (see Figure 2). Nonsignificant paths were removed respectively in the analysis. The fit statistics of the final model were as follows; $\chi^2 = 6.50$, $df = 5$, $p = .26$, CFI = 1.00, TLI = .99, CI RMSEA = [0.00 – 0.069]. This model revealed that, mother's coaching ($\beta = -.15$, $SE = .04$, $p = .00$), father's dismissing ($\beta = .20$, $SE = .05$, $p = .00$), friend's coaching ($\beta = .27$, $SE = .05$, $p = .00$) and friend's dismissing ($\beta = .37$, $SE = .05$, $p = .00$) had a significant effects on adolescents' difficulties in emotion regulation, after controlling for the effects of demographic variables. Specifically, father's dismissing, and both coaching and dismissing reactions by friend positively predicted difficulties in emotion regulation, while mother's coaching negatively predicted difficulties in emotion regulation. There were no significant effects of demographic variables on emotion regulation difficulties.

In sum, as expected, higher levels of dismissing (by father and friend) was linked to higher emotion regulation difficulties, while higher levels of coaching (by mother) was linked to lower emotion regulation difficulties. Hypotheses were not supported for the relations from mother's dismissing and father's coaching to emotion regulation difficulties. In addition,

unexpectedly, higher levels of friend's coaching positively predicted difficulties in emotion regulation.



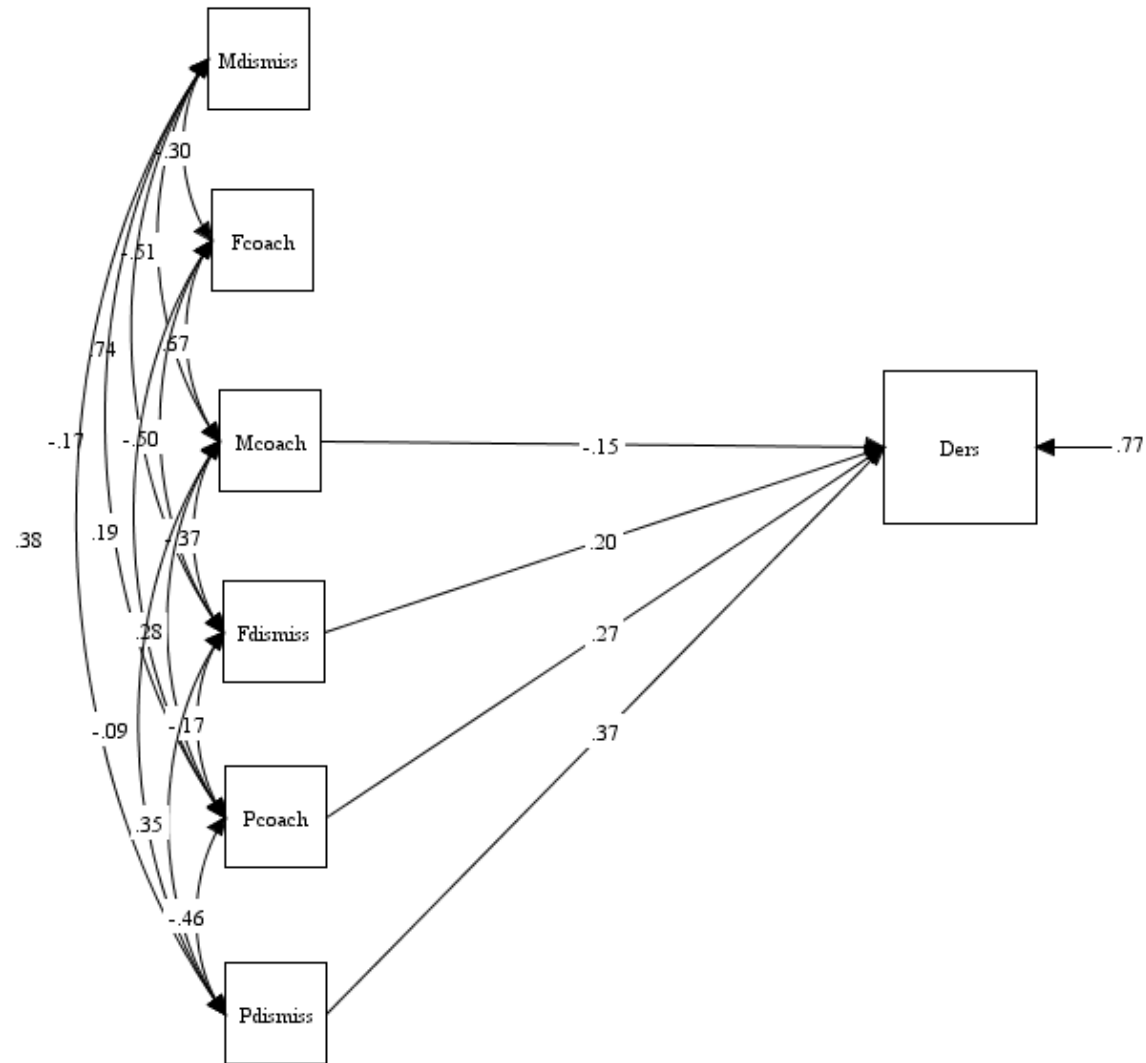


Figure 2. The Link Between Reactions to Emotions and Emotion Regulation Difficulties

3.4.2. The Links Between Reactions to Emotions and Psychological Well-Being

It was hypothesized that emotion coaching would predict higher prosocial behavior and life satisfaction, and lower aggressive behavior and trait anxiety. In contrast, emotion dismissing would predict higher aggressive behavior and trait anxiety, and lower prosocial behavior and life satisfaction. The effects of demographic variables were controlled in the model (See Figure 3). The final model showed a perfect fit; $\chi^2 = 18.13$, $df = 23$, $p = .75$, CFI = 1.00, TLI = 1.01, CI RMSEA = [0.00 – 0.026]. Mother's coaching ($\beta = .09$, $SE = .03$, $p = .00$) and friend's coaching ($\beta = .16$, $SE = .03$, $p = .00$) positively predicted prosocial behavior. Mother's dismissing ($\beta = .14$, $SE = .04$, $p = .00$) and friend's dismissing ($\beta = .36$, $SE = .04$, $p = .00$) positively predicted aggressive behaviors. Similarly, mother's dismissing ($\beta = .13$, $SE = .04$, $p = .00$) and friend's dismissing ($\beta = .17$, $SE = .04$, $p = .00$) predicted higher levels of trait anxiety. Higher levels of mother's coaching ($\beta = .14$, $SE = .03$, $p = .00$), and friend's coaching ($\beta = .15$, $SE = .04$, $p = .00$), and father's dismissing ($\beta = -.11$, $SE = .04$, $p = .00$) and friend's dismissing ($\beta = -.17$, $SE = .03$, $p = .00$) predicted higher levels of life satisfaction. With regard to demographic variables, sex had a significant effect on aggressive behaviors ($\beta = .18$, $SE = .06$, $p = .00$) and trait anxiety ($\beta = -.18$, $SE = .05$, $p = .00$). It means that boys had higher aggressive behaviors, while girls had higher trait anxiety. Age had a significant effect on life satisfaction ($\beta = -.09$, $SE = .04$, $p = .01$). It means that life satisfaction decreased as age increased.

In sum, as expected, higher levels of emotion coaching (by mother and friend) was linked to higher levels of prosocial behaviors and life satisfaction; higher levels of emotion dismissing (by mother and friend) was linked to higher levels of aggressive behaviors and trait anxiety. In addition, higher levels of dismissing (by father and friend) was linked to lower levels of life satisfaction. Expectations for the links from mother's and friend's coaching to aggressive behaviors and trait anxiety; from mother's and friend's dismissing to

prosocial behaviors and life satisfaction, and from father's dismissing to prosocial behaviors, aggressive behaviors, and trait anxiety were not supported. Additionally, unexpectedly father's coaching was not linked to any outcome variables..

The model showing the findings of path analyses can be seen in Figure 5.



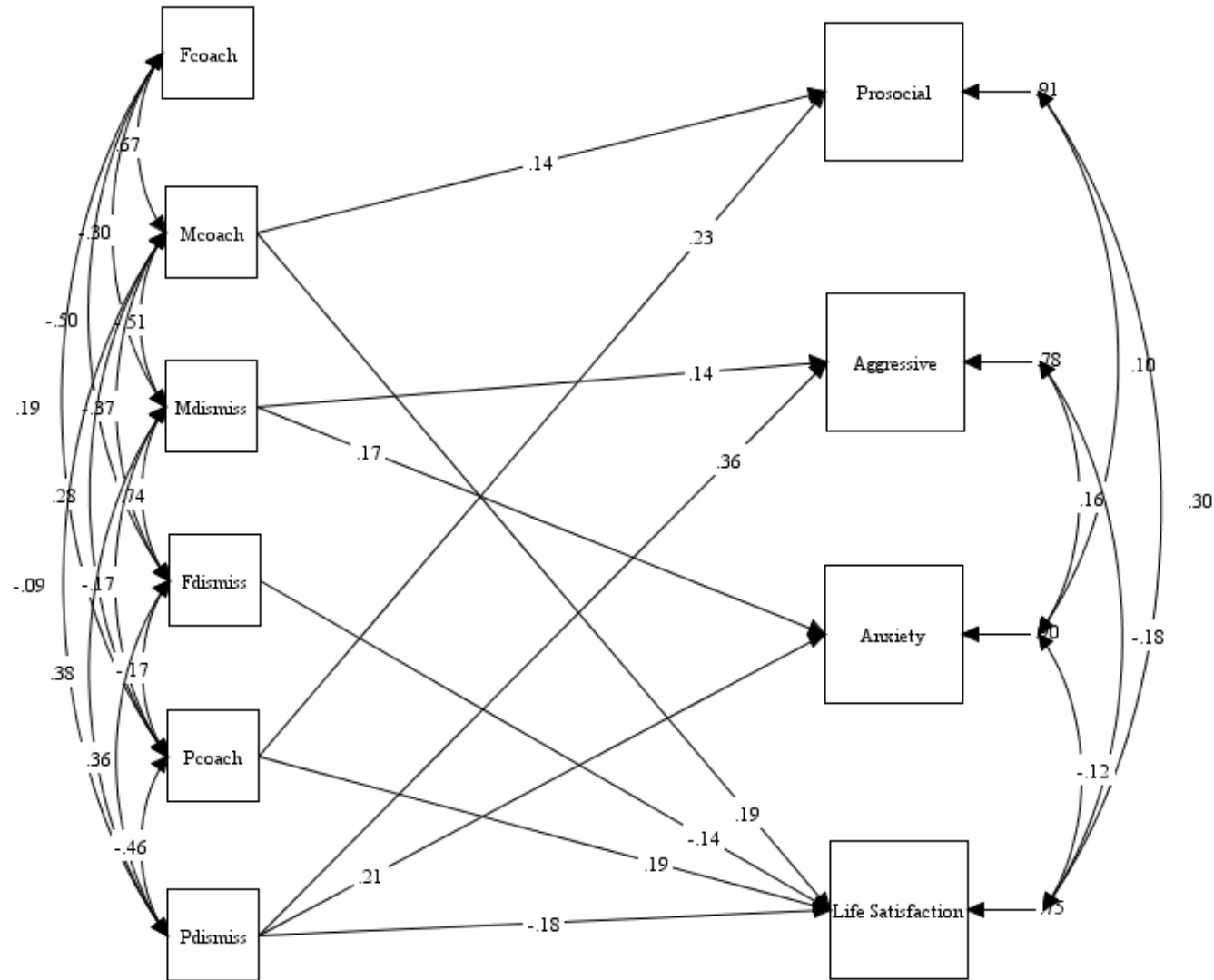


Figure 3. The Link Between Reactions to Emotions and Psychological Well-Being

3.4.3. The Link Between Emotion Regulation Difficulties and Psychological Well-Being

Hypothesis for this question assumed that difficulties in emotion regulation would positively predict aggressive behaviors and trait anxiety, and negatively predict prosocial behaviors and life satisfaction. The effects of demographic variables were controlled in the analysis (See Figure 4). There was a perfect fit for the model; $\chi^2 = 5.99$, $df = 8$, $p = .65$, CFI = 1.00, TLI = 1.01, CI RMSEA = [0.00 – 0.042]. The model revealed that higher difficulties in emotion regulation predicted higher aggressive behaviors ($\beta = .48$, $SE = .03$, $p = .00$) and higher trait anxiety ($\beta = .63$, $SE = .03$, $p = .00$), and lower life satisfaction ($\beta = -.31$, $SE = .04$, $p = .00$). However, difficulties in emotion regulation did not significantly predict prosocial behaviors. Regarding demographic variables, sex of the adolescent had a significant effect on all dependent variables: Prosocial behavior ($\beta = -.12$, $SE = .04$, $p = .01$), aggressive behavior ($\beta = .21$, $SE = .04$, $p = .00$), trait anxiety ($\beta = -.09$, $SE = .04$, $p = .01$), and life satisfaction ($\beta = -.13$, $SE = .04$, $p = .00$); and age of the child had a significant effect on life satisfaction ($\beta = -.11$, $SE = .04$, $p = .01$). The significant effect of sex showed that girls had higher prosocial behaviors, trait anxiety, and life satisfaction, whereas boys had higher aggressive behaviors. The significant effect of age showed that life satisfaction decreased as age increased.

In sum, as expected, higher levels of emotion regulation difficulties was linked to higher levels of aggressive behaviors and trait anxiety, and lower levels of life satisfaction. Hypothesis for the relation between emotion regulation difficulties and prosocial behaviors was not supported.

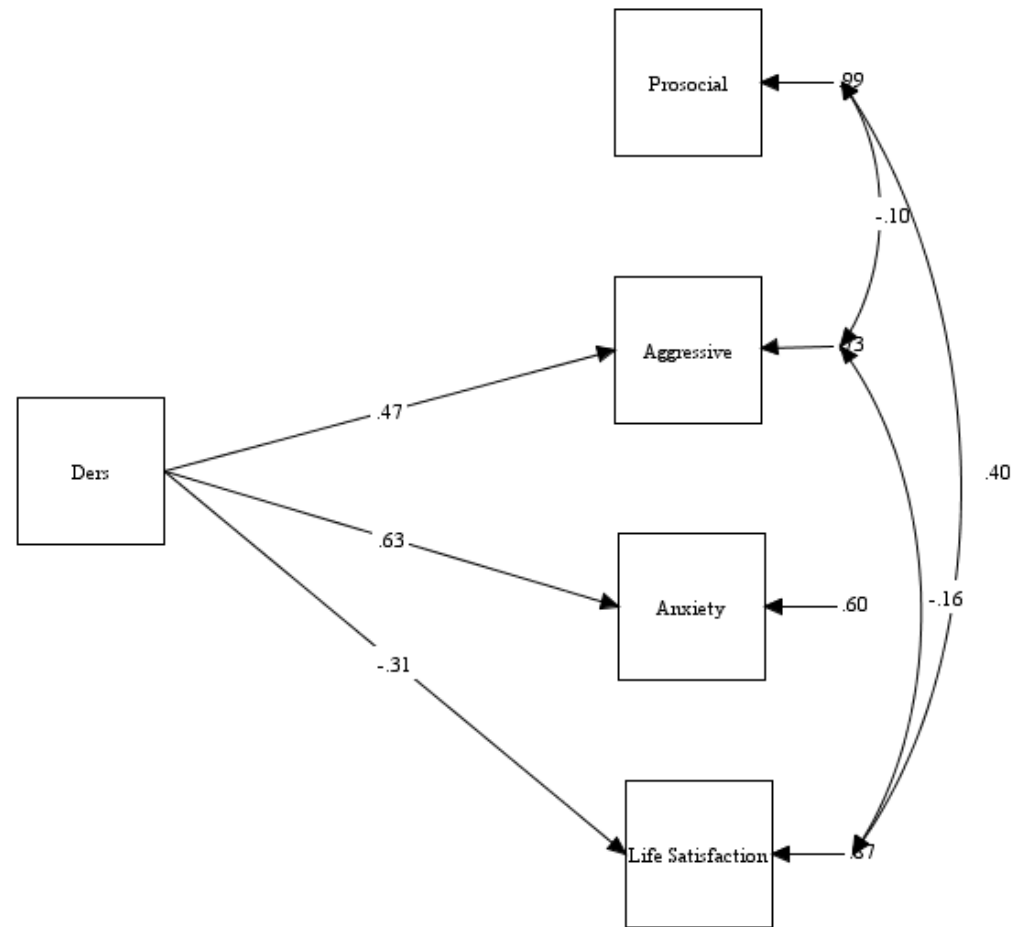


Figure 4. The Link Between Emotion Regulation Difficulties and Psychological Well-Being

3.5.4. The Mediation Role of Emotion Regulation Difficulties in the Relationship between Reactions to Emotions and Psychological Well-Being

It was expected that difficulties in emotion regulation would mediate the relationship between reactions to emotions and psychological well-being. The effects of demographic variables (sex, age, ses) on the dependent variables were controlled and included in the model. The model had a perfect fit: $\chi^2 = 28.75$, $df = 32$, $p = .63$, CFI = 1.00, TLI = 1.01, CI RMSEA = [0.00 – 0.028]. According to Baron and Kenny (1986), a variable totally mediates the relation between independent and dependent variable, if the significant direct effect of an independent variable on the dependent variable equals zero after controlling for the effect of mediator variable; and a variable partially mediates the relation if direct effect of an independent variable is still significant while controlling for the mediator variable. Indirect effects for prosocial behaviors, mother's dismissing, and father's coaching were not tested, because one requested step (the path from the mediator to the dependent variable; and the path from the independent variable to the mediator) were not met such that difficulties in emotion regulation did not predict prosocial behaviors; and mother's dismissing and father's coaching did not predict difficulties in emotion regulation. Therefore, the mediational hypothesis was tested for mother's coaching, father's dismissing, friend's coaching, friend's dismissing as independents; and aggressive behavior, life satisfaction, trait anxiety as dependents (See Table 4 for direct and indirect effects). Mediational hypotheses were supported as follows: Emotion regulation difficulties fully mediated the relations from mother's coaching, father's dismissing, friend's coaching to aggressive behavior; from father's dismissing to life satisfaction; from mother's coaching, father's dismissing, friend's coaching, friend's dismissing to trait anxiety. There were also partial mediations in the model such that emotion regulation difficulties partially mediated the relations from friend's dismissing to aggressive behavior; from mother's coaching, friend's coaching, friend's dismissing to life satisfaction.

3.5.5. Gender Differences in the Mediation Model

Gender differences in the mediational model were also tested. The model indicated that there was a significant difference between girls and boys ($\chi^2 = 100.20$, $df = 64$, $p = 0.00$, $CFI = 0.98$, $TLI = 0.96$, $RMSEA = 0.05$, $CI\ RMSEA = [0.028 - 0.064]$). First of all, both coaching and dismissing by friend had a significant effect on girls' and boys' difficulties in emotion regulation. There were also differences in parental effects such that mother's dismissing positively predicted girls' difficulties in emotion regulation, while father's dismissing positively, and mother's coaching negatively predicted boys' difficulties in emotion regulation. For indices of psychological well-being, friend's coaching acted as a contributor to both group's prosocial behavior, while mother's coaching predicted only girls' prosocial behavior. Friend's reactions to emotions explained most of the variance in girls' aggressive behaviors such that both coaching and dismissing by friend significantly predicted aggressive behaviors in girls; additionally, mother's dismissing also predicted girls'; and friend's dismissing predicted only boys' aggressive behaviors. Predictors of girls' and boys' life satisfaction were totally different. Mother's and father's coaching and friend's dismissing predicted girls' life satisfaction, while father's dismissing and friend's coaching predicted boys' satisfaction with the life. Friend's dismissing positively predicted girls' and boys' trait anxiety; mother's dismissing and friend's coaching also predicted trait anxiety only in girls. Regarding the effects of emotion regulation difficulties on girls' and boys' psychological well-being, there were no gender differences such that emotion regulation difficulties predicted all psychological well-being indices of girls and boys, except prosocial behavior. Finally, age had a significant negative effect on girls' emotion regulation difficulties such that as girls grow older, they were less likely to experience difficulties in regulating their emotions. In addition, age also predicted girls' and boys' satisfaction with the life negatively which means as they grow older, they were less likely to be satisfied with their life.

With regard to gender differences in mediational effects, girls' emotion regulation difficulties fully mediated the paths from friend's coaching to aggressive behavior; from mother's dismissing, friend's coaching, friend's dismissing to trait anxiety; and it partially mediated the paths from mother's dismissing and friend's dismissing to aggression; from friend's dismissing to life satisfaction. Boys' emotion regulation difficulties partially mediated the relations from friend's dismissing to aggressive behavior and trait anxiety; from father's dismissing to life satisfaction (see Table 5 for gender differences in direct and indirect effects).

3.4.6. Differential Reactions to Girls' and Boys' Negative Emotions

A Mixed Design-Repeated Measures MANCOVA (2 (adolescent's sex) X 3 (coaching by emotion socializers)) was conducted to see if there were any differences in mother's, father's, and friend's emotion coaching to girls' and boys' negative emotions. Adolescents' perceptions of their mother's, father's and friend's coaching reactions to negative emotions were within-subject variables, adolescent's sex was the between-subjects variable.

Adolescent's age and family's socioeconomic status were the covariates. Analyses conducted for the emotion coaching behavior indicated that the multivariate effect of socializers was not significant, Wilks' $\Lambda = .99$, $F(2,414) = 77$, $p = .461$, $\eta^2 = .004$, indicating that overall mean values of coaching by mother, father and friend were not statistically different. The multivariate main effect of sex was significant, indicating that overall girls ($M = 3.48$, $SD = .05$) perceived higher coaching as compared to boys ($M = 3.27$, $SD = .05$), $F(1,415) = 8.05$, $p = .005$, $\eta^2 = .019$. Follow-up mixed-design Univariate Analysis of Variance (ANOVA)s were conducted to see where the difference between girls and boys was coming from. Demographic variables were not significant, therefore they were not included as covariates. Results indicated that girls perceived higher coaching from friend ($M = 3.95$, $SD = .77$) as compared to boys ($M = 3.36$, $SD = .88$), $F(1,503) = 58.712$, $p = .000$, $\eta^2 = .105$. There were no gender

differences in mothers' ($F(1,511) = 2.595, p = .108, \eta^2 = .005$) and fathers' coaching behaviors ($F(1,495) = .044, p = .835, \eta^2 = .000$). In addition, there was a significant interaction effect of adolescent sex and three socializers' coaching, Wilks' $\Lambda = .93, F(2,414) = 15.68, p = .000, \eta^2 = .070$. Follow-up Repeated Measures-Univariate ANOVAs were conducted for girls and boys separately to examine where the interaction comes from. Comparison of perceived coaching behavior of mother and father showed that both girls and boys perceived higher levels of coaching from their mothers as compared to their fathers. For girls, the mean values for the mother and the father coaching was 3.51 (.06) and 3.06 (.06), respectively, $F(1, 278) = 76.10, p = .000, \eta^2 = .22$; for boys the mean values were 3.38 (.06) and 3.07 (.07) for mother and father, respectively, $F(1,215) = 40.96, p = .000, \eta^2 = .16$. Comparisons of coaching by the mother and the friend showed that while girls perceived higher levels of coaching from their friends ($M = 3.93, SD = .04$) as compared to coaching from their mothers ($M = 3.93, SD = .04$), $F(1,286) = 45.04, p = .000, \eta^2 = .14$, boys perception of coaching from their friends ($M = 3.37, SD = .06$) and mother ($M = 3.36, SD = .06$) was the same $F(1,215) = 0.27, p = .87$. Comparisons of coaching from father and friend indicated that both boys and girls perceived higher levels of coaching from their friend. Mean values for girls' perception of coaching from the father and the friend were 3.03 (.06) and 3.95 (.05), respectively, $F(1,275) = 162.718, p = .000, \eta^2 = .37$. Mean values for boys' perception of coaching from father and friend were 3.06 (.06) and 3.37 (.06), respectively, $F(1,211) = 17.45, p = .000, \eta^2 = .08$.

Mixed Design-Repeated Measures MANCOVA analyses conducted for the emotion dismissing behavior indicated that the multivariate effect of socializers was not significant, Wilks' $\Lambda = .99, F(2,415) = 47, p = .628, \eta^2 = .002$. The multivariate main effect of sex was significant indicating that boys ($M = 2.09, SD = .05$) perceived higher levels of dismissive reactions as compared to girls ($M = 1.86, SD = .04$), $F(1,416) = 15.68, p = .000, \eta^2 = .031$. Follow-up mixed-design Univariate Analysis of Variance (ANOVA)s were conducted to see

where the difference between girls and boys are coming from. Boys reported higher dismissing from their mothers ($M= 2.05, SD= .05$), $F(1,486) = 4.763, p = .030, \eta^2= .010$; from their fathers ($M= 2.25, SD= .05$), $F(1,496) = 6.205, p = .013, \eta^2= .012$; and from their friend ($M= 1.97, SD= .05$), $F(1,432) = 31.95, p = .000, \eta^2= .069$, as compared to girls ($M= 1.90, SD= .05$; $M= 2.06, SD= .05$; $M= 1.58, SD= .05$, for mother, father, and friend, respectively). In addition, there was a significant interaction effect of adolescent sex and three socializers' dismissive reactions, Wilks' $\Lambda = .97, F(2,415) = 6.257, p = .002, \eta^2= .029$. Repeated Measures-Univariate ANOVAs were conducted for girls and boys to examine where the interaction comes from. Comparisons of perceived dismissive behavior of the mother and the father showed that both girls and boys perceived higher levels of dismissing from their fathers as compared to their mothers. For girls the mean values for mother and father was 1.90 (.77) and 2.06 (.82), respectively, $F(1, 279) = 19.85, p = .000, \eta^2= .07$; for boys the mean values were 2.07 (.78) and 2.25 (.78) for mother and father, respectively, $F(1,215) = 22.59, p = .000, \eta^2= .095$. Comparisons of mother and friend showed that while girls perceived higher levels of dismissing from their mothers ($M= 1.91, SD=.77$) as compared to dismissing from their friend ($M= 1.62, SD=.64$), $F(1,286) = 34.50, p = .000, \eta^2= .108$, boys perception of dismissing from their friends ($M= 2.03, SD= .83$), and mother ($M= 2.07, SD=.78$) was the same, $F(1,215) = .360, p = .549$. Comparisons of perceived dismissing from father and friend indicated that both boys and girls perceived higher levels of dismissing from their fathers. Mean values for girls' perception of dismissing from father and friend were 2.07 (.83) and 1.62 (.65), respectively, $F(1,276) = 72.88, p = .000, \eta^2= .21$. Mean values for boys' perception of dismissing from father and friend were 2.26 (.82) and 2.04 (.84), respectively, $F(1,211) = 11.70, p = .001, \eta^2= .05$.

3.4.7. Gender Differences in Outcome Variables

Univariate Analysis of Covariance (ANCOVA) was conducted see if there were any gender differences in emotion regulation difficulties, prosocial behaviors, aggressive behaviors, trait anxiety, and life satisfaction, controlling for adolescent age (See Table 6). Girls showed higher levels of prosocial behaviors, life satisfaction, and trait anxiety, while boys revealed higher levels of aggressive behaviors. There were no differences in girls' and boys' levels of emotion regulation difficulties.

Table 6.

Gender Differences in Emotion Regulation Difficulties and Psychological Well-Being

	Girls		Boys		F	df	p	Partial η^2
	M	SD	M	SD				
Difficulties in Emotion Regulation	2.91	.80	2.89	.81	.167	1,504	.683	.000
Prosocial Behavior	3.06	.58	2.93	.60	7.009	1,511	.008**	.014
Aggressive Behavior	1.74	.76	2.06	.73	25.17	1,511	.000***	.047
Trait Anxiety	2.55	.59	2.42	.61	4.536	1,423	.032*	.011
Life Satisfaction	3.90	.66	3.70	.68	10.77	1,455	.001**	.023

Note. * $p < .05$, ** $p < .01$, *** $p < .000$

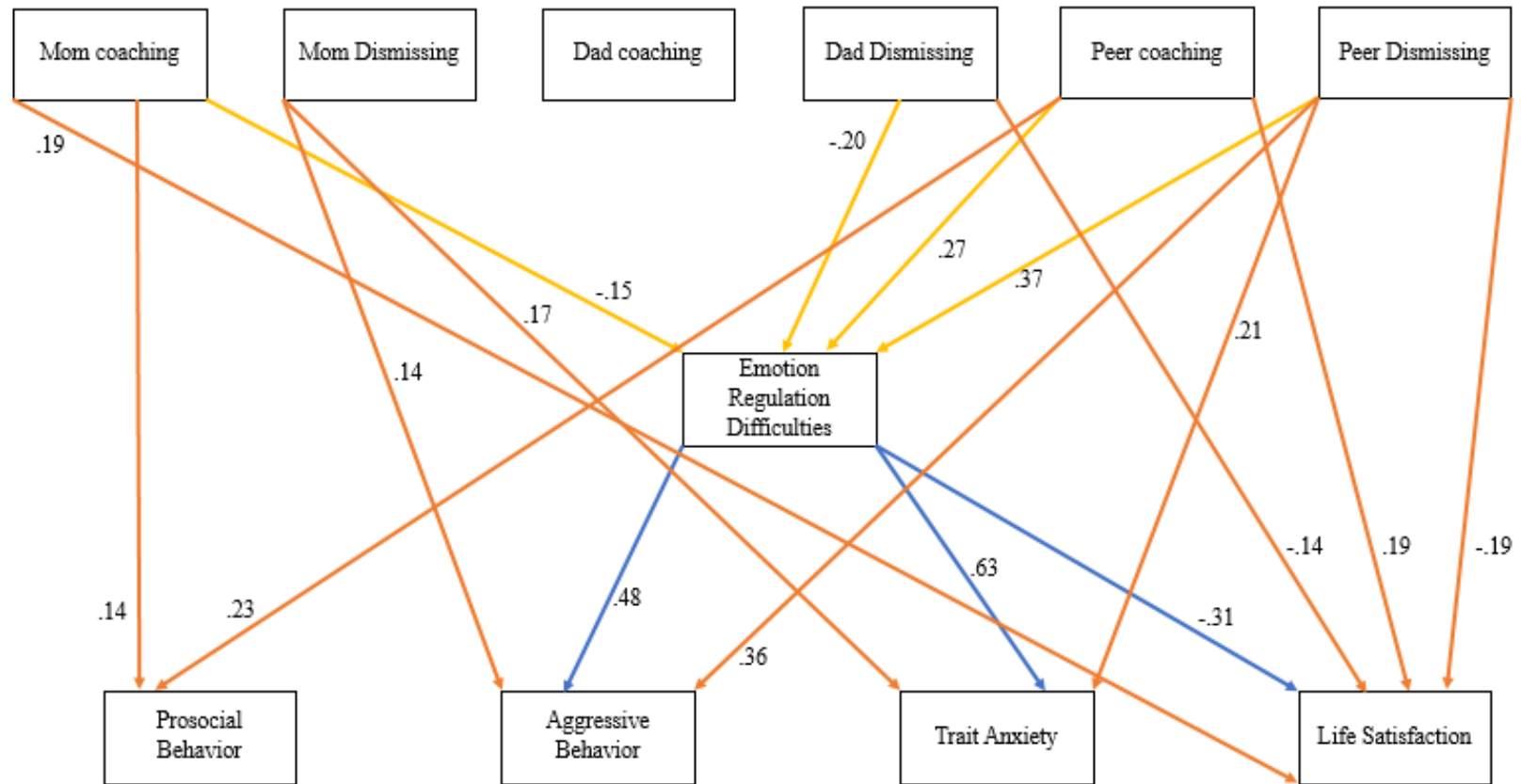


Figure 5. The Mediation Model Predicting Well-Being Indices from Emotion Coaching and Dismissing Reactions via Emotion Regulation Difficulties

Table 4.

Direct and Indirect Effects between Independent, Mediator, and Dependent Variables

Variables	Direct Effects			Indirect Effects			Total Effects		
	β	<i>S.E.</i>	<i>p</i>	β	<i>S.E.</i>	<i>p</i>	β	<i>S.E.</i>	<i>p</i>
DERS									
Mother coaching	-.15	.04	.00	---	---	---	---	---	---
Mother dismissing		---	---	---	---	---	---	---	---
Father coaching		---	---	---	---	---	---	---	---
Father dismissing	.20	.05	.00	---	---	---	---	---	---
Peer coaching	.27	.05	.00	---	---	---	---	---	---
Peer dismissing	.37	.05	.00	---	---	---	---	---	---
Prosocial Behaviors									
Mother coaching	.13	.05	.01	---	---	---	---	---	---
Mother dismissing		---	---	---	---	---	---	---	---
Father coaching		---	---	---	---	---	---	---	---
Father dismissing		---	---	---	---	---	---	---	---
Peer coaching	.24	.05	.00	---	---	---	---	---	---
Peer dismissing		---	---	---	---	---	---	---	---
DERS		---	---	---	---	---	---	---	---
Aggressive Behaviors									
Mother coaching		---	---	-.06	.02	.00	-.06	.02	.00
Mother dismissing		---	---	---	---	---	---	---	---
Father coaching		---	---	---	---	---	---	---	---
Father dismissing		---	---	.08	.02	.00	.08	.02	.00
Peer coaching		---	---	.10	.02	.00	.10	.02	.00
Peer dismissing	.28	.04	.00	---	---	---	---	---	---
DERS	.48	.03	.00	---	---	---	---	---	---
Life Satisfaction									
Mother coaching	.11	.05	.04	---	---	---	---	---	---
Mother dismissing		---	---	---	---	---	---	---	---
Father coaching	.12	.05	.01	---	---	---	---	---	---
Father dismissing		---	---	---	---	---	---	---	---
Peer coaching	.22	.05	.00	---	---	---	---	---	---
Peer dismissing	-.15	.05	.00	---	---	---	---	---	---
DERS	-.31	.04	.00	---	---	---	---	---	---
Trait Anxiety									
Mother coaching		---	---	-.10	.03	.00	-.10	.03	.00
Mother dismissing		---	---	---	---	---	---	---	.00
Father coaching		---	---	---	---	---	---	---	---
Father dismissing		---	---	.13	.03	.00	.13	.03	.00
Peer coaching		---	---	.17	.03	.00	.17	.03	.00
Peer dismissing		---	---	---	---	---	---	---	---
DERS	.63	.03	.00	---	---	---	---	---	---

Table 5. Direct, Indirect, and Total Effects in the Mediation Model for Girls and Boys

Variables	Girls									Boys									
	Direct Effects			Indirect Effects			Total Effects			Direct Effects			Indirect Effects			Total Effects			
	β	S.E.	p	β	S.E.	p	β	S.E.	p	β	S.E.	p	β	S.E.	p	β	S.E.	p	
DERS																			
Mother coaching		--	--		--	--		--	--	-.17	.07	.02		--	--		--	--	
Mother dismissing	.29	.06	.00		--	--		--	--					--	--		--	--	
Father coaching		--	--		--	--		--	--					--	--		--	--	
Father dismissing		--	--		--	--		--	--	.20	.06	.00		--	--		--	--	
Peer coaching	.32	.06	.00		--	--		--	--	.15	.07	.03		--	--		--	--	
Peer dismissing	.32	.06	.00		--	--		--	--	.42	.06	.00		--	--		--	--	
Prosocial Behaviors																			
Mother coaching	.15	.07	.02		--	--		--	--		--	--		--	--		--	--	
Mother dismissing		--	--		--	--		--	--		--	--		--	--		--	--	
Father coaching		--	--		--	--		--	--		--	--		--	--		--	--	
Father dismissing		--	--		--	--		--	--		--	--		--	--		--	--	
Peer coaching	.14	.06	.02		--	--		--	--	.31	.07	.00		--	--		--	--	
Peer dismissing		--	--		--	--		--	--		--	--		--	--		--	--	
DERS		--	--		--	--		--	--		--	--		--	--		--	--	
Aggressive Behaviors																			
Mother coaching	-.29	.05	.00		--	--		--	--		--	--		--	--		--	--	
Mother dismissing	.30	.10	.01	.10	.02	.00	.40	.11	.00	.24	.07	.00	.20	.04	.00	.44	.06	.00	
Father coaching	-.26	.11	.01		--	--		--	--		--	--		--	--		--	--	
Father dismissing	.24	.10	.03		--	--		--	--		--	--		--	--		--	--	
Peer coaching		--	--	.11	.03	.00	.11	.03	.00		--	--		--	--		--	--	
Peer dismissing	.27	.06	.00	.11	.03	.00	.38	.07	.00	.24	.07	.00		--	--		--	--	
DERS	.34	.05	.00		--	--		--	--	.47	.07	.00		--	--		--	--	
Life Satisfaction																			
Mother coaching	.13	.07	.00		--	--		--	--		--	--		--	--		--	--	
Mother dismissing		--	--		--	--		--	--		--	--		--	--		--	--	
Father coaching	.17	.07	.04		--	--		--	--		--	--		--	--		--	--	
Father dismissing		--	--		--	--		--	--	-.14	.07	.04	-.04	.02	.03	-.18	.06	.00	
Peer coaching		--	--		--	--		--	--	.36	.06	.00	-.03	.02	.12	.33	.06	.00	
Peer dismissing	-.28	.06	.00	-.07	.02	.00	-.35	.06	.00		--	--		--	--		--	--	
DERS	-.23	.05	.00		--	--		--	--	-.21	.07	.00		--	--		--	--	
Trait Anxiety																			
Mother coaching		--	--		--	--		--	--		--	--		--	--		--	--	
Mother dismissing		--	--	.19	.04	.00	.19	.04	.00		--	--		--	--		--	--	
Father coaching		--	--		--	--		--	--		--	--		--	--		--	--	
Father dismissing		--	--		--	--		--	--		--	--		--	--		--	--	
Peer coaching		--	--	-.20	.04	.00	-.20	.04	.00		--	--		--	--		--	--	
Peer dismissing		--	--	.20	.04	.00	.20	.04	.00	.21	.07	.00	.22	.04	.00	.43	.07	.00	
DERS	.631	.04	.00		--	--		--	--	.53	.06	.00		--	--		--	--	

CHAPTER 4

DISCUSSION

The purpose of the current study was to examine the relations between reactions to negative emotions by the mother, father, and the friend and some psychological well-being indices (difficulties in emotion regulation, prosocial behavior, aggressive behavior, trait anxiety, and life satisfaction). Based on the previous studies, it was assumed that emotion coaching would be related to higher psychological well-being (Brownell et al., 2013; Duncombe et al., 2012; Luebbe et al., 2011; Moore, 2011), whereas emotion dismissing would be related to lower psychological well-being (Kehoe et al., 2014; Lunkenheimer et al., 2007; Miller-Slough et al., 2016). Hypotheses were tested by conducting path analyses and Mixed Design-Repeated Measures MANCOVA. Overall, the findings highlighted the influence of reactions to emotional displays (emotion socialization) in predicting adolescent psychological adjustment. The findings also drew attention to peer relationships during adolescence. Results showed that the most influential emotion socializing agent during adolescence was the friend, followed by the mother and the father.

In the present study, Emotions as a Child Scale is used for an adolescent group in Turkish for the first time. The factor analyses also yielded interesting and thought-provoking findings. In previous literature, override (e.g., distracting child's attention) and magnify (e.g., reactions that match the emotion elicited by the child) responses were referred as coaching in some studies (e.g., Garside & Klimes-Dougan, 2007; Klimes-Dougan et al., 2007) and dismissing in other studies (Bosler, 2013; Silk et al., 2002). As one of the strengths of the current study, discrete emotions (sadness, anger, shame) were examined separately which gave an opportunity to investigate which response was perceived as coaching or dismissing in each emotion. In this study, override was perceived by adolescents, as a positive strategy of

emotion socialization across all three negative emotions. In other words, being distracted, hearing something like “Cheer up” in the cases of feeling sad, angry and ashamed might be helpful in changing the mood of the participant as well as the cognitive appraisal of the event that instigates negative feelings; and thus might be perceived as a positive socialization strategy. It was also surprising that magnify was perceived as coaching for sadness, but dismissing for anger and shame. The adolescent may think the other person feels sad for him/herself, which let them feel worthy due to primary caregivers’ and significant age mates’ feeling of sadness, thus they may perceive it as a positive strategy. According to Tomkins (1963), for any experience to become emotionally more powerful for an individual, the experience should trigger one or more set of affects (e.g, rewarding affects of enjoyment or punishing affects of shame, fear). Supportably, according to Kaufman (2004), magnification of an emotion expands the depth and scope of the emotion. For anger, other persons’ getting angry simultaneously may prevent the adolescent to inhibit anger impulse, strengthens the feeling and makes it difficult to handle the emotion. Magnification of shame can trigger the emotion via two ways. First, others’ becoming ashamed with the adolescent may reinforce the emotion, because the adolescent may think what he/she did was really embarrassing. Secondly, as suggested by Kaufman (2004) when parents are not reassuring in response to shame, and further magnify the emotion, children’s shame will be experienced as parental abandonment. The findings on override as a coaching strategy were supported by the literature previously, but magnify as both coaching and dismissing for different emotions is new in the literature.

In the section below, findings of the main analyses were discussed in detail.

4.1. The Relations Between Reactions to Emotions, Emotion Regulation Difficulties, and Psychological Well-Being

Correlational analyses revealed that emotion socializing behaviors across all socializers (coaching and dismissing by mother, father, and the friend), except friend's coaching, were significantly related to adolescents' difficulties in emotion regulation. However, when they were examined in path analyses, dismissing by mother and coaching by father did not predict emotion regulation difficulties. As consistent with the literature, mother's coaching negatively, father's and friend's dismissing positively predicted emotion regulation difficulties (Buckholdt et al., 2009; Ellis et al., 2014; Shewark & Blandon, 2015). The findings on the role of friend's reactions to adolescents' emotions in predicting emotion regulation difficulties are new in the literature; and it shows the same pattern as the parents' reactions. However, there was an unexpected finding such that friend's coaching positively predicted emotion regulation difficulties. In other words, positive aspect of emotion socialization did not act as a buffer against emotional adjustment. One possible explanation is that this contradictory pattern may be a result of co-rumination with friends (Rose, 2002), which refers to excessive discussion of and focus on negative emotions, revisiting the same problem repeatedly, and speculating about negative events within a dyadic relationship. Co-rumination is a social construct which may be encouraged and initialized by a friend who offers support. Co-rumination may facilitate high-quality friendships due to self-disclosure, but also may be maladaptive if it has a negative focus. For example, co-rumination predicted both self-reported positive friendship quality and internalizing symptoms (e.g., depression and anxiety) concurrently (Rose, 2002, Starr & Davila, 2009) and over time (Rose, Carlson, & Waller, 2007). When we examined the correlations among coaching items in detail, coaching items which correlated with emotion regulation difficulties included friend's getting sad or angry (e.g., feeling the same emotion with similar intense), discussing the event in detail to

understand, warning the friend not to experience the same event again. The items of emotion regulation difficulties which correlated with friend's coaching in shame experience included adolescents' becoming embarrassed or feeling ashamed for feeling that way. That may be one possible explanation why discussion of an event with the friend who provides support by feeling sad, angry or ashamed at the same time may result in adolescents' feeling overwhelmed and having difficulties in regulating emotions (e.g., nonacceptance of feelings and difficulties in focusing on other things and engaging goal-directed behavior).

It was hypothesized that emotion coaching would predict higher prosocial behaviors and life satisfaction, lower aggressive behaviors and trait anxiety; whereas emotion dismissing would predict lower prosocial behaviors and life satisfaction, higher aggressive behaviors and trait anxiety. These hypotheses were supported as follows: Mother's coaching and friend's coaching positively predicted prosocial behaviors and life satisfaction, and mother's dismissing and friend's dismissing positively predicted aggressive behaviors and trait anxiety. The only difference between reactions by mothers and friends was that friend's dismissing also negatively predicted life satisfaction. Father's coaching did not predict any psychological well-being index, while father's dismissing only and negatively predicted life satisfaction. Overall, these findings are consistent with the previous literature (Cunningham et al., 2009; Engle & McElwain, 2011; Taylor et al., 2013) and emphasize the influence of being supported (e.g., receiving comforting responses, being guided to cope with negative emotions) rather than being dismissed (e.g., being minimized, reprehended, or criticized) when experiencing and dealing with negative emotions.

It is important to talk about the underlying mechanisms of findings in detail. Mother's and friend's coaching were found as predictors of life satisfaction and prosocial behavior. This finding regarding life satisfaction was expected and consistent with previous studies conducted on variables of parenting styles (Xie et al., 2016). Findings of the present study

also revealed that mothers' and friends' dismissing of negative emotions were predictors of negative well-being outcomes: Aggressive behaviors and trait anxiety. Receiving unsupportive, neglectful and punitive responses from mother and friend to one's negative emotional experiences may hamper adolescents' ability to inhibit aggressive impulses, engage in cooperative relations, and negotiate conflicts. Relatedly, Almas, Grusec, and Tackett (2011) found that adolescents who had parents with authoritative parenting, disclose more information to their parents, which in turn leads to better skills for coping with stress (e.g., problem solving, search for social support). In contrast, adolescents who had parents with dispositional anger were more likely to experience secrecy, which in turn leads to higher use of negative coping strategies (e.g., getting angry with oneself, nonacceptance and avoidance of the problem). As was also evident in the study of Dost-Gözkân (2017), disclosure to and secrecy from parents predicted adolescents' anxiety and satisfaction with the life. The adolescent who shares his/her emotions and talks more about experiences, may benefit from emotion coaching via two ways: Firstly, positive socialization can directly lead to higher psychological adjustment due to positive emotional climate. Such positive dynamics in the contexts of relationships with parents and friends may contribute to adolescents' adjustment. When adolescents perceive their parents and friends, who are consistently found to be vital contributors of psychological adjustment, as individuals who do not take care of their emotional experiences, and even suppress, minimize, or punish them for expressing emotions, this experience may hinder emotional climate, which in turn leads to lesser adjustment. Secondly, through positive interactions with significant others, parents and peers may transfer their own knowledge about and skills of emotion coping to adolescents which improves their ability to be aware of emotions, apply regulation strategies, and control impulses. Emotion regulation difficulties acted as a mediator in some paths (from emotion coaching by mothers and friend; emotion dismissing by fathers and friend to aggressive behavior, trait anxiety, life

satisfaction) in the current study. These findings are in line with studies which reported emotion regulation as a mediator between emotion coaching and disruptive behavior (Duncombe et al., 2012), emotion coaching and internalizing/externalizing behavior problems, social skills, and grades, only for boys (Cunningham et al., 2009). The mediational findings suggest that parents' supportive reactions (e.g., teaching ways to deal with the emotion, searching for the reasons of the emotion, giving something he/she likes) lead to higher positive outcomes and lower negative outcomes due to adolescents' lesser tendency to experience difficulties in emotion regulation.

Emotion regulation difficulties did not mediate the relations between emotion socialization and prosocial behavior. It was because difficulties in emotion regulation did not predict prosocial behavior, contrary to the expectations. However, the direct links between mother's and friend's coaching to prosocial behavior were significant and these links can be explained with adolescents' gaining insight and orienting toward other individuals' needs and feelings as a result of supportive reactions by primary socializers. Bryant (1987) suggested that supportive reactions to children's emotions promote children's empathy by buffering them from experiencing distress. It is because distressing experiences direct children to self-concern due to over arousal and hamper their ability to understand others' needs, which in turn undermine prosocial tendencies. Thus, it can be said that children who receive supportive reactions are capable of engaging in prosocial behaviors via empathic tendencies.

There was a remarkable finding in the study which is worth to be explained. Father's reactions to adolescents' emotions predicted fewer outcomes as compared to friends and mothers. Father's coaching did not predict any of the well-being indices, while father's dismissing positively predicted emotion regulation difficulties and negatively predicted life satisfaction. Adolescents are less likely to disclose their emotions to their fathers (Dost-Gözkân, 2017). Thus, fathers may find limited opportunity to talk about emotions with their

adolescents. Supportably, studies suggested that adolescents tend to discuss emotional experiences with their friends (Watson & Valtin, 1997) and seek emotional support from friends (Collins, Madsen, & Susman-Stillman, 2005). The present study supported previous findings such that friends were the most influential agent with their reactions to emotions. This finding did not undermine salient contributions of parents but emphasized the importance of friendships during adolescence, in which an increasing amount of time is spent with friends (Collins et al., 2005). From middle childhood to adolescence, intimacy in friendships increases (Furman & Buhrmester, 1992). Although interdependencies in familial context continue to exist, interdependencies in friendships become more salient (Collins & Repinski, 1994). Related to this contextual changes, adolescents become more sensitive to friends' influences which can lead to both opportunities and vulnerabilities. In the present study, coaching of friend predicted opportunities for prosocial behaviors and life satisfaction, while dismissing of friends created vulnerabilities to aggressive behaviors and trait anxiety.

4.2. Gender Differences in Emotion Socialization and Outcome Variables

Adolescent gender played a significant role in mother's and father's dismissing of negative emotions. They dismissed their sons' negative emotions more than daughters' negative emotions. This finding was similar to those of Garside and Klimes-Dougan's study (2002), which suggested that boys' negative emotions were dismissed more than girls' negative emotions. As mentioned earlier, boys are more likely to receive unsupportive reactions as a response to their submissive emotions (e.g., sadness). It is because boys are associated with disharmonious emotions (e.g., anger), even by preschoolers (Birnbaum et al., 1980). It may be related to culture in which expressing emotions and sharing emotional experiences is more acceptable for girls, while showing power, hiding emotions, overcoming emotional challenges by oneself is like a must for boys. Supportably, Fivush and colleagues (2000) suggested that parents used emotion utterances more when they talked about events

with their daughters than with their sons. Boys' display of emotions and search for help to handle the issue is not approved, thus they may receive more dismissive (e.g., neglectful, punitive) reactions by others. On the other hand, mother's and father's emotion coaching did not differ according to adolescents' gender in the present study.

The most gender-differentiated reactions was apparent in friend's responses. Adolescents' responses indicated that girls' friends showed emotion coaching behaviors more, as compared to boys' friends; while boys' friends showed emotion dismissing behaviors more, as compared to girls' friends. These findings concur with other studies which reported gender differences in friends' responses to emotions (Klimes-Dougan et al., 2014; Parr et al., 2016). But still and all, friends of adolescents were more likely to provide emotion coaching more than emotion dismissing, as was also evident from the study of Klimes-Dougan and colleagues (2014).

Comparisons of three socializers revealed that levels of coaching by mothers and friend were higher than coaching by father; while dismissing by father was higher than dismissing by mother and friend, for both girls and boys. This pattern is in line with Denham et al. (2010) and Zeman et al. (2010)'s findings. Comparisons of friend's and mother's reactions showed that level of coaching by friend was higher than coaching by mother, and dismissing by mother was higher than dismissing by friend, for girls. However, boys' perceptions of coaching and dismissing by mother and friend were the same.

With regard to gender differences in outcome variables, girls and boys showed differences in some of the well-being indices. There was a significant effect of gender on prosocial behavior, aggressive behavior, trait anxiety, and life satisfaction. In line with Lennon and Eisenberg's findings (1987), girls had higher prosocial scores; in support of O'neil Woods's study (2012), boys had higher aggressive behavior scores, and consistent with Cengiz, Serdar, and Donuk's findings (2016), girls had higher trait anxiety. However, girls revealed higher life

satisfaction as compared to boys, contrary to the reports of previous studies (e.g., Brajsa-Zganec, Raboteg-Saric, & Sakic, 2008). In addition, there were not gender differences in emotion regulation difficulties. Consistent with the present study, Gratz and Roemer (2004) also did not find gender differences in emotion regulation scores, with the exception of Awareness subscale stating that boys had less emotional awareness than girls. In light of the robust literature showing that boys' emotion socialization distance boys from emotional world, it is understandable that they score lower on emotional awareness.

4.3. Strengths and Limitations

To the author's best knowledge, there has been no study in Turkey, examining mothers', fathers', and friends' reactions to emotions simultaneously. The current study examined their unique contributions to adolescents' psychological adjustment, by also considering gender differences. In addition, examining specific reactions to three negative emotions made it possible to understand whether reactions differed depending on the emotion elicited by the adolescent. One of the contributions of the study was adding of a new coaching subscale ("Support") to the Emotions as a Child Scale. Further studies can adopt this subscale to use it with different samples. Lastly, the study investigated both positive (prosocial behavior and life satisfaction) and negative (trait anxiety and aggressive behavior) adjustment indices.

The study is not without limitations. First of all, data were collected from only adolescents through self-report questionnaires. Although it is important to learn perceived emotion socialization practices of significant others, it would also be helpful to carry out an investigation with parents and the friend, making it enable for comparison of adolescent-reported and socializer-reported socialization behaviors. Secondly, even though data were collected from two different high schools, they were in the same region with similar socioeconomic backgrounds which may affect generalizability of the study. Thus, future studies should collect data from different cities and regions in Turkey. Thirdly, it would be good in

future studies to ask gender of the friend in order to explore how girls and boys respond to their friend's emotions, which would be an important contributor to the literature. Fourthly, in the present study, emotion regulation difficulties did not act as the mediator in the relationship between coaching/dismissing and prosocial behavior. Future studies should examine whether there is a reporter bias or there are another mediational paths from reactions to emotions to prosocial behavior.

4.4. Implications

The findings of the study about the role of the reactions to emotions on adolescent adjustment suggest policies aiming to improve emotion socialization behaviors of significant ones. For example, intervention programs such as Tuning in to Teens (Havighurst, Harley, Kehoe, & Pizarro, 2012), which is a parental training program focusing on enhancing emotion coaching and lessening emotion dismissing of parents with the aim of improving adolescent psychological adjustment can be adapted in Turkey. However, the present study also shed light on the knowledge about reactions by friends as an important hallmark for adolescent psychological well-being. The effects of reactions by friends found to be significantly greater in comparison to the reactions by mothers and fathers. Thus, a training program for adolescents can be designed to teach them to react supportively to their friend's emotions (e.g., awareness, discussion of emotions, encouragement of emotion expression) and reduce their negative responses (e.g., neglect, minimization).

APPENDIX A
(Demographics Questionnaire)

Tarih: _____

ID No: _____

KİŞİSEL BİLGİ FORMU

1. Cinsiyetiniz: [] Kız [] Erkek

2. Yaşınız:

3. Kaçınıcı sınıfa gidiyorsunuz?

[]	Lise 1	[]	Lise 3
[]	Lise 2	[]	Lise 4

4. Anne-babanızın medeni hali:

[]	Evliler	[]	Boşandılar
[]	Evliler ama ayrı yaşıyorlar		

5. Kiminle yaşıyorsunuz?

- a. [] Anne ve babamla
b. [] Annemle
c. [] Babamla
d. [] Diğer

Lütfen belirtiniz [_____]

6. Ailenizin aylık geliri aşağıdakilerden hangisine yakındır?

[]	850 TL ve altı	[]	3001 TL – 5000 TL
[]	851 TL – 1500 TL	[]	5001 TL – 7500 TL
[]	1501 TL – 3000 TL	[]	7501 TL ve üstü

7. Anne ve babanızın yaşını belirtiniz.

Annenezin yaşı:

Babanızın yaşı:

8. Annenezin ve Babanızın Eğitim Durumu:

Annenez		Babanız	
[]	Okur-yazar	[]	Okur-yazar
[]	İlkokul mezunu	[]	İlkokul mezunu
[]	Lise mezunu	[]	Lise mezunu
[]	Üniversite mezunu	[]	Üniversite mezunu
[]	Yüksek lisans/doktora mezunu	[]	Yüksek lisans/doktora mezunu

9. Anne ve babanızın mesleğini belirtiniz.

Annelerinizin mesleği:

Babanızın mesleği:

10. Evde sizinle birlikte yaşayan diğer kişiler varsa (örn. kardeş, anneanne, babaanne, vb) lütfen belirtiniz.

	Bu kişi neyiniz oluyor?	Cinsiyeti	Yaşı
1.			
2.			
3.			
4.			

11. Lütfen annenizle günlük olarak yaklaşık ne kadar zaman geçirdiğinizi belirtiniz.

<input type="checkbox"/>	1 saatten daha az	<input type="checkbox"/>	3-4 saat
<input type="checkbox"/>	1-2 saat	<input type="checkbox"/>	4-5 saat
<input type="checkbox"/>	2-3 saat	<input type="checkbox"/>	5 saatten daha fazla

12. Lütfen babanızla günlük olarak yaklaşık ne kadar zaman geçirdiğinizi belirtiniz.

<input type="checkbox"/>	1 saatten daha az	<input type="checkbox"/>	3-4 saat
<input type="checkbox"/>	1-2 saat	<input type="checkbox"/>	4-5 saat
<input type="checkbox"/>	2-3 saat	<input type="checkbox"/>	5 saatten daha fazla

13. Arkadaşlarınızla yan yana değilken (internet ve telefon aracılığıyla) günlük olarak ne kadar iletişim kuruyorsunuz?

<input type="checkbox"/>	1 saatten daha az	<input type="checkbox"/>	3-4 saat
<input type="checkbox"/>	1-2 saat	<input type="checkbox"/>	4-5 saat
<input type="checkbox"/>	2-3 saat	<input type="checkbox"/>	5 saatten daha fazla

14. Arkadaşlarınızla okul dışında (örn. buluşarak) haftada kaç saat birlikte vakit geçiriyorsunuz?

<input type="checkbox"/>	1 saatten daha az	<input type="checkbox"/>	3-4 saat
<input type="checkbox"/>	1-2 saat	<input type="checkbox"/>	4-5 saat
<input type="checkbox"/>	2-3 saat	<input type="checkbox"/>	5 saatten daha fazla

APPENDIX B
(Emotions as a Child Scale)

Bu anket için lütfen son haftalarda yaşadığınız duyguları düşünün. Çoğu insan çeşitli duygular hisseder ve gösterir. Büyük bir olasılıkla yakın bir zamanda üzgün, öfkeli ya da utanmış hissetmişsinizdir. Son haftalarda bu duyguları en az bir kere ya da daha fazla, hafif ya da kuvvetli bir şekilde göstermiş olabilirsiniz.

Anne ve babalar çocuklarının duygularına farklı şekillerde tepkiler verebilir. Bu ölçekte, bir kişinin mutlu, üzgün veya korkmuş olduğu durumlarda anne ve babaların gösterebileceği 20 farklı tepki yer almaktadır. Bunlardan bazıları neredeyse anne ve babanızın hiç göstermediği, bazıları ara sıra ya da çok sık gösterdiği tepkiler olabilir. Bu ölçekteki her madde için lütfen son iki ayı düşünün ve aşağıda tarif edilen her bir tepkinin, sizin duygularınıza anne ve babanızın gösterdiği tepkileri ne kadar tanımladığını belirtin.

Eğer son iki ayda belirli bir duyguyu gösterdiğinizi hatırlamıyorsanız, lütfen o duyguyu gösterdiğiniz zamanı gözünüzde canlandırın ve anne-babanızın tepkilerinin neler olabileceğini düşünün.

GEÇTİĞİMİZ SON İKİ AY İÇİNDE ÜZGÜN YA DA KEYİFSİZ HİSSETTİĞİNİZDE ANNENİZ VE BABANIZ NE YAPTI?

Aşağıdaki her bir maddeyi, annenizin ve babanızın tepkilerini ne kadar tanımladığınızı düşünerek değerlendiriniz.

		<u>Anneniz</u>					<u>Babanız</u>				
1.	Üzüldüğümü çoğu kez fark etmedi.	1	2	3	4	5	1	2	3	4	5
2.	Bana neşelenmemi söyledi.	1	2	3	4	5	1	2	3	4	5
3.	Bana sevdiğim bir şey verdi.	1	2	3	4	5	1	2	3	4	5
4.	Beni üzen şeyi anlamaya çalıştı.	1	2	3	4	5	1	2	3	4	5
5.	Bana endişelenmememi söyledi.	1	2	3	4	5	1	2	3	4	5
6.	O da ağlamaklı oldu ya da ağladı.	1	2	3	4	5	1	2	3	4	5
7.	Çoğu kez yanımda değildi.	1	2	3	4	5	1	2	3	4	5
8.	Üzüntümle baş etmem için bana yol gösterdi.	1	2	3	4	5	1	2	3	4	5
9.	O da üzüldü.	1	2	3	4	5	1	2	3	4	5
10.	Bana kınayıcı bir şekilde baktı.	1	2	3	4	5	1	2	3	4	5
11.	Bana “seni anlıyorum” dedi veya güven verici şeyler söyledi.	1	2	3	4	5	1	2	3	4	5
12.	Beni görmezlikten geldi.	1	2	3	4	5	1	2	3	4	5
13.	Beni üzen konuyla ilgilendi.	1	2	3	4	5	1	2	3	4	5

14.	Beni üzen konuyu tarafsız bir şekilde değerlendirdi.	1	2	3	4	5		1	2	3	4	5
15.	Keyfi tamamen kaçtı.	1	2	3	4	5		1	2	3	4	5
16.	Bana öyle üzgün olmamamı söyledi.	1	2	3	4	5		1	2	3	4	5
17.	Beni teselli etti.	1	2	3	4	5		1	2	3	4	5
18.	Bana destek oldu.	1	2	3	4	5		1	2	3	4	5
19.	Duygularımı küçümsedi.	1	2	3	4	5		1	2	3	4	5
20.	Beni sakinleştirmeye çalıştı.	1	2	3	4	5		1	2	3	4	5

GEÇTİĞİMİZ SON İKİ AY İÇİNDE ÖFKELENDİĞİNİZDE VEYA DAVRANISLARINIZ ENGELLENDİĞİ İÇİN SİNİRLENDİĞİNİZDE ANNENİZ VE BABANIZ NE YAPTI?

		<u>Annemiz</u>					<u>Babanız</u>					
1.	Bana ceza verdi.	1	2	3	4	5		1	2	3	4	5
2.	Çoğu kez yanımda değildi.	1	2	3	4	5		1	2	3	4	5
3.	Öfkemle baş etmem için bana yol gösterdi.	1	2	3	4	5		1	2	3	4	5
4.	Beni öfkeliendiren şeyi anlamaya çalıştı.	1	2	3	4	5		1	2	3	4	5
5.	Bana durumun o kadar kötü olmadığını söyledi.	1	2	3	4	5		1	2	3	4	5
6.	Beni savundu.	1	2	3	4	5		1	2	3	4	5
7.	Bana “utanmalısın” dedi.	1	2	3	4	5		1	2	3	4	5
8.	Keyfi tamamen kaçtı.	1	2	3	4	5		1	2	3	4	5
9.	Bana tavrımı değiştirmemi söyledi.	1	2	3	4	5		1	2	3	4	5
10.	Bana öfkeliendi.	1	2	3	4	5		1	2	3	4	5
11.	O da benimle birlikte öfkeliendi.	1	2	3	4	5		1	2	3	4	5
12.	Bana “seni anlayabiliyorum” dedi veya güven verici şeyler söyledi.	1	2	3	4	5		1	2	3	4	5
13.	Bana “sus artık” dedi.	1	2	3	4	5		1	2	3	4	5
14.	Beni görmezlikten geldi.	1	2	3	4	5		1	2	3	4	5
15.	Beni öfkeliendiren konuyla ilgilendi.	1	2	3	4	5		1	2	3	4	5
16.	Değmediğini söyleyerek teselli etti.	1	2	3	4	5		1	2	3	4	5
17.	Öfkeliendiğimi çoğu kez fark etmedi.	1	2	3	4	5		1	2	3	4	5
18.	Dikkatimi başka konulara çekerek dağıtmaya çalıştı.	1	2	3	4	5		1	2	3	4	5
19.	Bana bağırdı.	1	2	3	4	5		1	2	3	4	5
20.	Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi.	1	2	3	4	5		1	2	3	4	5

GEÇTİĞİMİZ SON İKİ AY İÇİNDE UTANMIŞ HİSSETTİĞİNİZDE ANNENİZ VE BABANIZ NE YAPTI?

		<u>Annemiz</u>					<u>Babanız</u>					
1.	Bana utanmamamı söyledi.	1	2	3	4	5		1	2	3	4	5
2.	Beni kucakladı ya da bana sarıldı.	1	2	3	4	5		1	2	3	4	5
3.	Beni görmezlikten geldi.	1	2	3	4	5		1	2	3	4	5

4.	Duygumla baş etmem için bana yol gösterdi.	1	2	3	4	5		1	2	3	4	5
5.	Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi.	1	2	3	4	5		1	2	3	4	5
6.	Bir süre beni tek başıma bıraktı.	1	2	3	4	5		1	2	3	4	5
7.	Beni anlamaya çalıştı.	1	2	3	4	5		1	2	3	4	5
8.	Takmamamı söyledi.	1	2	3	4	5		1	2	3	4	5
9.	O da utandı.	1	2	3	4	5		1	2	3	4	5
10.	Utandığımı fark etmedi.	1	2	3	4	5		1	2	3	4	5
11.	Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti.	1	2	3	4	5		1	2	3	4	5
12.	Duygumu küçümsedi.	1	2	3	4	5		1	2	3	4	5
13.	Beni utandıran konuyla ilgilendi.	1	2	3	4	5		1	2	3	4	5
14.	Hislerimi daha iyi anlamama yardımcı olmaya çalıştı.	1	2	3	4	5		1	2	3	4	5
15.	Beni utandıran şeyi anlamaya çalıştı.	1	2	3	4	5		1	2	3	4	5
16.	Benim dikkatimi dağıtmaya çalıştı.	1	2	3	4	5		1	2	3	4	5
17.	Çoğu kez yanımda değildi.	1	2	3	4	5		1	2	3	4	5

Bu ölçekteki her madde için lütfen son iki ayı düşünün ve aşağıda tarif edilen her bir tepkinin, sizin duygularınıza **arkadaşınızın** gösterdiği tepkileri ne kadar tanımladığını belirtin.

Eğer son iki ayda belirli bir duyguyu gösterdiğinizi hatırlamıyorsanız, lütfen o duyguyu gösterdiğiniz zamanı gözünüzde canlandırın ve arkadaşınızın tepkilerinin neler olabileceğini düşünün.

GEÇTİĞİMİZ SON İKİ AY İÇİNDE ÜZGÜN YA DA KEYİFSİZ HİSSETTİĞİNİZDE ARKADAŞINIZ NE YAPTI?

Aşağıdaki her bir maddeyi, arkadaşınızın tepkilerini ne kadar tanımladığını düşünerek değerlendirin.

1.	Üzüldüğümü çoğu kez fark etmedi.	1	2	3	4	5
2.	Bana neşelenmemi söyledi.	1	2	3	4	5
3.	Bana sevdiğim bir şey verdi.	1	2	3	4	5
4.	Beni üzen şeyi anlamaya çalıştı.	1	2	3	4	5
5.	Bana endişelenmememi söyledi.	1	2	3	4	5
6.	O da ağlamaklı oldu ya da ağladı.	1	2	3	4	5
7.	Çoğu kez yanımda değildi.	1	2	3	4	5
8.	Üzüntümle baş etmem için bana yol gösterdi.	1	2	3	4	5
9.	O da üzüldü.	1	2	3	4	5
10.	Bana kınayıcı bir şekilde baktı.	1	2	3	4	5
11.	Bana “seni anlıyorum” dedi veya güven verici şeyler söyledi.	1	2	3	4	5
12.	Beni görmezlikten geldi.	1	2	3	4	5
13.	Beni üzen konuyla ilgilendi.	1	2	3	4	5
14.	Beni üzen konuyu tarafsız bir şekilde değerlendirdi.	1	2	3	4	5
15.	Keyfi tamamen kaçtı.	1	2	3	4	5
16.	Bana öyle üzgün olmamamı söyledi.	1	2	3	4	5
17.	Beni teselli etti.	1	2	3	4	5
18.	Bana destek oldu.	1	2	3	4	5
19.	Duygularımı küçümsedi.	1	2	3	4	5
20.	Beni sakinleştirmeye çalıştı.	1	2	3	4	5

GEÇTİĞİMİZ SON İKİ AY İÇİNDE ÖFKELENDİĞİNİZDE VEYA DAVRANIŞLARINIZ ENGELLENDİĞİ İÇİN SİNİRLENDİĞİNİZDE ARKADAŞINIZ NE YAPTI?

1.	Bana ceza verdi.	1	2	3	4	5
2.	Çoğu kez yanımda değildi.	1	2	3	4	5
3.	Öfkemle baş etmem için bana yol gösterdi.	1	2	3	4	5
4.	Beni öfkeliendiren şeyi anlamaya çalıştı.	1	2	3	4	5

5.	Bana durumun o kadar kötü olmadığını söyledi.	1	2	3	4	5
6.	Beni savundu.	1	2	3	4	5
7.	Bana “utanmalısın” dedi.	1	2	3	4	5
8.	Keyfi tamamen kaçtı.	1	2	3	4	5
9.	Bana tavrımı değiştirmemi söyledi.	1	2	3	4	5
10.	Bana öfkeleni.	1	2	3	4	5
11.	O da benimle birlikte öfkeleni.	1	2	3	4	5
12.	Bana “seni anlayabiliyorum” dedi veya güven verici şeyler söyledi.	1	2	3	4	5
13.	Bana “sus artık” dedi.	1	2	3	4	5
14.	Beni görmezlikten geldi.	1	2	3	4	5
15.	Beni öfkeliendiren konuyla ilgilendi.	1	2	3	4	5
16.	Değmediğini söyleyerek teselli etti.	1	2	3	4	5
17.	Öfkeliendiğimi çoğu kez fark etmedi.	1	2	3	4	5
18.	Dikkatimi başka konulara çekerek dağıtmaya çalıştı.	1	2	3	4	5
19.	Bana bağırdı.	1	2	3	4	5
20.	Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi.	1	2	3	4	5

GEÇTİĞİMİZ SON İKİ AY İÇİNDE UTANMIŞ HİSSETTİĞİNİZDE ARKADAŞINIZ NE YAPTI?

1.	Bana utanmamamı söyledi.	1	2	3	4	5
2.	Beni kucakladı ya da bana sarıldı.	1	2	3	4	5
3.	Beni görmezlikten geldi.	1	2	3	4	5
4.	Duygumla baş etmem için bana yol gösterdi.	1	2	3	4	5
5.	Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi.	1	2	3	4	5
6.	Bir süre beni tek başıma bıraktı.	1	2	3	4	5
7.	Beni anlamaya çalıştı.	1	2	3	4	5
8.	Takmamamı söyledi.	1	2	3	4	5
9.	O da utandı.	1	2	3	4	5
10.	Utandığımı fark etmedi.	1	2	3	4	5
11.	Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti.	1	2	3	4	5
12.	Duygumu küçümsedi.	1	2	3	4	5
13.	Beni utandıran konuyla ilgilendi.	1	2	3	4	5
14.	Hislerimi daha iyi anlamama yardımcı olmaya çalıştı.	1	2	3	4	5
15.	Beni utandıran şeyi anlamaya çalıştı.	1	2	3	4	5
16.	Benim dikkatimi dağıtmaya çalıştı.	1	2	3	4	5
17.	Çoğu kez yanımda değildi.	1	2	3	4	5

APPENDIX C

(Multidimensional Students' Life Satisfaction Scale)

Aşağıdaki maddeler, yaşamınızdan duyduğunuz memnuniyet durumunuza ait bazı ifadeler içermektedir. Lütfen her bir ifadeyi dikkatlice okuyunuz ve bu ifadelerin size ne kadar uyduğunu ölçek üzerinde değerlendiriniz. Bu ölçekte doğru veya yanlış cevap yoktur. Lütfen her bir maddeye olabildiğince içtenlikle cevap veriniz.

1= Hiç bir zaman 3= Ara sıra 5= Her zaman

1.	Arkadaşlarım bana karşı naziktir	1	2	3	4	5
2.	Dışarıda olmaktan hoşlanırım	1	2	3	4	5
3.	Okulda kendimi kötü hissederim	1	2	3	4	5
4.	Arkadaşlarımla kötü zaman geçiririm	1	2	3	4	5
5.	İyi yapabildiğim pek çok şey vardır	1	2	3	4	5
6.	Okulda çok şey öğrenirim	1	2	3	4	5
7.	Anne ve babamla zaman geçirmekten hoşlanırım	1	2	3	4	5
8.	Ailem, pek çok aileden daha iyidir	1	2	3	4	5
9.	Okulda sevmediğim çok şey vardır	1	2	3	4	5
10.	Güzel/yakışıklı olduğumu düşünüyorum	1	2	3	4	5
11.	Arkadaşlarım çok iyidir	1	2	3	4	5
12.	İhtiyacım olursa arkadaşlarım bana yardım ederler	1	2	3	4	5
13.	Keşke okula gitmek zorunda olmasaydım	1	2	3	4	5
14.	Kendimi severim	1	2	3	4	5
15.	Arkadaşlarım bana iyi davranırlar	1	2	3	4	5
16.	Çoğu insan beni sever	1	2	3	4	5
17.	Ailemle birlikte olmaktan hoşlanırım	1	2	3	4	5
18.	Ailem birbirleriyle iyi geçinir	1	2	3	4	5
19.	Okula gitmeyi dört gözle beklerim	1	2	3	4	5
20.	Ailem bana tarafsız davranır	1	2	3	4	5
21.	Okulda olmaktan hoşlanırım	1	2	3	4	5
22.	Arkadaşlarım bana karşı kabadır	1	2	3	4	5
23.	Şimdiki arkadaşlarımdan farklı arkadaşlarım olmasını isterdim	1	2	3	4	5
24.	Okuldaki etkinliklerden keyif alırım	1	2	3	4	5
25.	Ailemdeki bireyler birbirleriyle konuşurken kibardır	1	2	3	4	5
26.	Arkadaşlarımla çok eğlenirim	1	2	3	4	5
27.	Anne babam ve ben birlikte eğlenceli şeyler yaparız	1	2	3	4	5
28.	Ben iyi bir insanım	1	2	3	4	5
29.	Yeni şeyler denemeyi severim	1	2	3	4	5
30.	Yeteri kadar arkadaşım var	1	2	3	4	5

APPENDIX D

(Difficulties in Emotion Regulation Scale)

Aşağıdaki cümlelerin size ne sıklıkla uyduğunu altında belirtilen 5 dereceli ölçek üzerinde değerlendiriniz. Lütfen soruları dikkatle okuyup, cevap kağıdında uygun yeri işaretleyin. Tüm soruları içtenlikle cevaplamaya çalışın.

1. Hemen hemen hiç 2.Bazen 3.Yaklaşık yarı yarıya 4.Çoğu zaman 5.Hemen hemen her zaman

1.	Ne hissettiğim konusunda netimdir.	1	2	3	4	5
2.	Ne hissettiğimi dikkate alırım.	1	2	3	4	5
3.	Duygularım bana dayanılmaz ve kontrolsüz gelir.	1	2	3	4	5
4.	Ne hissettiğim konusunda hiç fikrim yoktur.	1	2	3	4	5
5.	Duygularıma bir anlam vermekte zorlanırım.	1	2	3	4	5
6.	Ne hissettiğime dikkat ederim.	1	2	3	4	5
7.	Ne hissettiğimi tam olarak bilirim.	1	2	3	4	5
8.	Ne hissettiğimi önemserim.	1	2	3	4	5
9.	Ne hissettiğim konusunda karmaşa yaşarım.	1	2	3	4	5
10.	Olumsuz duyguların hayatımda yeri yoktur.	1	2	3	4	5
11.	Kendimi kötü hissettiğimde böyle hissettiğim için kendime kızarım.	1	2	3	4	5
12.	Kendimi kötü hissettiğim için utanırım.	1	2	3	4	5
13.	Kendimi kötü hissettiğimde işlerimi bitirmekte zorlanırım.	1	2	3	4	5
14.	Kendimi kötü hissettiğimde kontrolden çıkarırım.	1	2	3	4	5
15.	Kendimi kötü hissettiğimde uzun süre böyle kalacağıma inanırım.	1	2	3	4	5
16.	Kendimi kötü hissetmemin yoğun depresif duyguyla sonuçlanacağına inanırım.	1	2	3	4	5
17.	Kendimi kötü hissettiğimde duygularımın yerinde ve önemli olduğuna inanırım.	1	2	3	4	5
18.	Kendimi kötü hissederken başka şeylere odaklanmakta zorlanırım.	1	2	3	4	5
19.	Kendimi kötü hissederken kontrolden çıktığım duygusu yaşarım.	1	2	3	4	5
20.	Kendimi kötü hissediyor olsam da çalışmayı sürdürebilirim.	1	2	3	4	5
21.	Kendimi kötü hissettiğimde bu duygumdan dolayı kendimden utanırım.	1	2	3	4	5
22.	Kendimi kötü hissettiğimde eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim.	1	2	3	4	5
23.	Kendimi kötü hissettiğimde zayıf biri olduğum duygusuna kapılırım.	1	2	3	4	5
24.	Kendimi kötü hissettiğimde de davranışlarım kontrolümün altındadır.	1	2	3	4	5
25.	Kendimi kötü hissettiğim için suçluluk duyarım.	1	2	3	4	5
26.	Kendimi kötü hissettiğimde konsantre olmakta zorlanırım.	1	2	3	4	5
27.	Kendimi kötü hissettiğimde davranışlarımı kontrol etmekte zorlanırım.	1	2	3	4	5

28.	Kendimi kötü hissettiğimde daha iyi hissetmem için yapacağım hiçbir şey olmadığına inanırım.	1	2	3	4	5
29.	Kendimi kötü hissettiğimde böyle hissettiğim için kendimden rahatsız olurum.	1	2	3	4	5
30.	Kendimi kötü hissettiğimde, kendimle ilgili olarak çok fazla endişelenmeye başlarım.	1	2	3	4	5
31.	Kendimi kötü hissettiğimde kendimi bu duyguya bırakmaktan başka çıkar yol olmadığına inanırım.	1	2	3	4	5
32.	Kendimi kötü hissettiğimde davranışlarım üzerindeki kontrolümü kaybederim.	1	2	3	4	5
33.	Kendimi kötü hissettiğimde başka bir şey düşünmekte zorlanırım.	1	2	3	4	5
34.	Kendimi kötü hissettiğimde bu duygumun gerçekte ne olduğunu anlamak için zaman ayırırım.	1	2	3	4	5
35.	Kendimi kötü hissettiğimde, kendimi daha iyi hissetmem uzun zaman alır.	1	2	3	4	5
36.	Kendimi kötü hissettiğimde duygularım dayanılmaz olur.	1	2	3	4	5

APPENDIX E
(Prosocial and Aggressive Behaviors Questionnaire)

Aşağıda sizi tanımlayan ya da tanımlamayan bazı ifadeler yer almaktadır. Her bir ifadeyi dikkatle okuyunuz ve kişi olarak size en iyi uyan seçeneği daire içine alınız.		Hiç tanımlamıyor	Biraz tanımlıyor	Oldukça tanımlıyor	Kesinlikle tanımlıyor
1.	Kendiliğimden sık sık sahip olduklarımı paylaşıyorum	1	2	3	4
2.	Genellikle istediğimi elde edebilmek için başkalarına iyilik yaparım	1	2	3	4
3.	Birileri bana uygun bir şekilde hissettirdiğinde genellikle onlara iltifat ederim (güzel şeyler söylerim).	1	2	3	4
4.	Genellikle istediğimi elde edebilmek için başkalarına bağırırım.	1	2	3	4
5.	Birileri beni sınırlendirdiğinde veya keyfimi kaçırdığında genellikle onlara hakaret ederim	1	2	3	4
6.	Genellikle insanlara istediğimi elde edebilmek için yardım ederim.	1	2	3	4
7.	Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle fiziksel güç kullanırım	1	2	3	4
8.	Birileri benden uygun bir şekilde istediğinde genellikle sahip olduklarımı ödünç veririm.	1	2	3	4
9.	Kendiliğimden sık sık başkalarına iyilik yaparım.	1	2	3	4
10.	Genellikle istediğimi elde edebilmek için fiziksel güç kullanırım	1	2	3	4
11.	Birileri benden uygun bir şekilde istediğinde genellikle bazı şeyleri onlarla paylaşıyorum	1	2	3	4
12.	Genellikle istediğimi elde edebilmek için insanlara iltifat ederim (güzel şeyler söylerim).	1	2	3	4
13.	Kendiliğimden sık sık başkalarına yardım ederim.	1	2	3	4
14.	Birileri beni sınırlendirdiğinde veya keyfimi kaçırdığında genellikle onlara bağırırım.	1	2	3	4
15.	Kendiliğimden sık sık başkalarına eşyalarımı ödünç veririm.	1	2	3	4
16.	Genellikle istediğimi elde edebilmek için başkalarına hakaret ederim.	1	2	3	4
17.	Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarıyla paylaşıyorum.	1	2	3	4
18.	Kendiliğimden başkalarına iltifat ederim (sık sık güzel şeyler söylerim).	1	2	3	4
19.	Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarına ödünç veririm.	1	2	3	4
20.	Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara kötü sözler söylerim.	1	2	3	4

21	Birileri benden uygun bir şekilde istediğinde genellikle onlara iyilik yaparım.	1	2	3	4
22	Genellikle istediğimi elde edebilmek için başkalarına kötü sözler söylerim.	1	2	3	4
23	Birileri benden uygun bir şekilde istediğinde genellikle onlara yardım ederim.	1	2	3	4



APPENDIX F
(State-Trait Anxiety Inventory – Trait Anxiety Subscale)

Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyun, sonra da genellikle nasıl hissettiğinizi ifadelerin sağ tarafındaki parantezlerden uygun olanını işaretleyerek belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin **anında** nasıl hissettiğinizi gösteren cevabı işaretleyin.

		Hemen hemen hiçbir zaman	Bazen	Çok zaman	Hemen her zaman
1.	Genellikle keyfim yerindedir	(1)	(2)	(3)	(4)
2.	Genellikle çabuk yorulurum	(1)	(2)	(3)	(4)
3.	Genellikle kolay ağlarım	(1)	(2)	(3)	(4)
4.	Başkaları kadar mutlu olmak isterim	(1)	(2)	(3)	(4)
5.	Çabuk karar veremediğim için fırsatları kaçıırım	(1)	(2)	(3)	(4)
6.	Kendimi dinlenmiş hissediyorum	(1)	(2)	(3)	(4)
7.	Genellikle sakin, kendine hakim ve soğukkanlıyım	(1)	(2)	(3)	(4)
8.	Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim	(1)	(2)	(3)	(4)
9.	Önemsiz şeyler hakkında endişelenirim	(1)	(2)	(3)	(4)
10.	Genellikle mutluyum	(1)	(2)	(3)	(4)
11.	Her şeyi ciddiye alır ve endişelenirim	(1)	(2)	(3)	(4)
12.	Genellikle kendime güvenim yoktur	(1)	(2)	(3)	(4)
13.	Genellikle kendimi emniyette hissedirim	(1)	(2)	(3)	(4)
14.	Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım	(1)	(2)	(3)	(4)
15.	Genellikle kendimi hüzünlü hissedirim	(1)	(2)	(3)	(4)
16.	Genellikle hayatımdan memnunum	(1)	(2)	(3)	(4)
17.	Olur olmaz düşünceler beni rahatsız eder	(1)	(2)	(3)	(4)
18.	Hayal kırıklıklarımı öylesine ciddiye alırım ki hiç unutamam	(1)	(2)	(3)	(4)
19.	Aklı başında ve kararlı bir insanım	(1)	(2)	(3)	(4)
20.	Son zamanlarda kafama takılan konular beni tedirgin ediyor	(1)	(2)	(3)	(4)

APPENDIX G

<i>Summary of Exploratory Factor Analysis Results for Mother's Reactions to Children's Sadness (Emotion as a Child Scale)</i>		
<i>When I feel sad, my mother:</i>	2 factors	
	Coaching	Dismissing
17.Beni teselli etti. (Reward)	,737	,399
11.Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,664	,375
18.Bana destek oldu. (Support)	,684	,423
5.Bana endişelenmememi söyledi. (Override)	,699	,244
20.Beni sakinleştirmeye çalıştı. (Support)	,700	,323
16. Bana öyle üzgün olmamamı söyledi. (Punish)	-,658	-,293
4.Beni üzen şeyi anlamaya çalıştı. (Reward)	,700	,347
8.Üzüntümlle baş etmem için bana yol gösterdi. (Support)	,723	,323
13.Beni üzen konuyla ilgilendi. (Reward)	,712	,372
14.Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,578	,286
2.Bana neşelenmemi söyledi. (Override)	,554	,251
9.O da üzüldü. (Magnify)	,697	,245
3.Bana sevdiğim bir şey verdi. (Override)	,542	,116
15.Keyfi tamamen kaçtı. (Magnify)	,466	
6.O da ağlamaklı oldu ya da ağladı. (Magnify)	,529	
12.Beni görmezlikten geldi. (Neglect)	-,256	-,680
10.Bana kınayıcı bir şekilde baktı. (Punish)		-,585
7.Çoğu kez yanımda değildi. (Neglect)	-,155	-,557
19.Duygularımı küçümsedi. (Punish)	-,146	-,536
1.Üzüldüğümü çoğu kez fark etmedi. (Neglect)	-,162	-,408
KMO Values	.95	
% of variance	31.98	14.41

APPENDIX H

<i>Summary of Exploratory Factor Analysis Results for Father's Reactions to Children's Sadness (Emotion as a Child Scale)</i>		
<i>When I feel sad, my father:</i>	2 factors	
	Coaching	Dismissing
13.Beni üzen konuyla ilgilendi. (Reward)	,797	-,298
5.Bana endişelenmememi söyledi. (Override)	,793	-,198
17.Beni teselli etti. (Reward)	,782	-,369
18.Bana destek oldu. (Support)	,759	-,371
8.Üzüntümle baş etmem için bana yol gösterdi. (Support)	,753	-,303
9.O da üzüldü. (Magnify)	,752	-,149
16R. Bana öyle üzgün olmamamı söyledi. (Punish)	-,740	,245
4.Beni üzen şeyi anlamaya çalıştı. (Reward)	,731	-,310
11.Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,730	-,348
20.Beni sakinleştirmeye çalıştı. (Support)	,714	-,268
14.Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,704	-,199
2.Bana neşelenmemi söyledi. (Override)	,664	-,216
15.Keyfi tamamen kaçtı. (Magnify)	,591	,144
3.Bana sevdiğim bir şey verdi. (Override)	,578	-,144
6.O da ağlamaklı oldu ya da ağladı. (Magnify)	,535	,330
10.Bana kınayıcı bir şekilde baktı. (Punish)		,722
12.Beni görmezlikten geldi. (Neglect)	-,237	,720
19.Duygularımı küçümsedi. (Punish)		,703
7.Çoğu kez yanımda değildi. (Neglect)	-,300	,519
1.Üzüldüğümü çoğu kez fark etmedi. (Neglect)	-,283	,497
KMO Values		.96
% of variance	35.45	14.29

APPENDIX I

<i>Summary of Exploratory Factor Analysis Results for Peer's Reactions to Children's Sadness (Emotion as a Child Scale)</i>		
<i>When I feel sad, my friend:</i>	2 factors	
	Coaching	Dismissing
17.Beni teselli etti. (Reward)	,757	-,314
18.Bana destek oldu. (Support)	,675	-,445
16R. Bana öyle üzgün olmamamı söyledi. (Punish)	-,687	,301
5.Bana endişelenmememi söyledi. (Override)	,676	-,230
20.Beni sakinleştirmeye çalıştı. (Support)	,635	-,262
13.Beni üzen konuyla ilgilendi. (Reward)	,777	-,212
11.Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,706	-,289
4.Beni üzen şeyi anlamaya çalıştı. (Reward)	,733	-,269
2.Bana neşelenmemi söyledi. (Override)	,609	-,342
8.Üzüntümle baş etmem için bana yol gösterdi. (Support)	,747	-,208
14.Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,526	-,173
3.Bana sevdiğim bir şey verdi. (Override)	,529	-,190
6.O da ağlamaklı oldu ya da ağladı. (Magnify)	,571	
15.Keyfi tamamen kaçtı. (Magnify)	,575	
9.O da üzüldü. (Magnify)	,756	
1.Üzüldüğümü çoğu kez fark etmedi. (Neglect)	-,319	,298
10.Bana kınayıcı bir şekilde baktı. (Punish)		,714
12.Beni görmezlikten geldi. (Neglect)	-,192	,715
19.Duygularımı küçümsedi. (Punish)		,727
7.Çoğu kez yanımda değildi. (Neglect)	-,286	,525
KMO Values	.95	
% of variance	34.72	14.33

APPENDIX J

<i>Summary of Exploratory Factor Analysis Results for Mother's Reactions to Children's Anger (Emotion as a Child Scale)</i>		
<i>When I feel angry, my mother:</i>	2 factors	
	Coaching	Dismissing
16. Değmediğini söyleyerek teselli etti. (Support)	,752	
12. Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,755	-,182
15. Beni öfkeliendiren konuyla ilgilendi. (Reward)	,759	
3. Öfkemle baş etmem için bana yol gösterdi. (Support)	,750	-,125
4. Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,760	-,106
6. Beni savundu. (Support)	,708	-,125
5. Bana durumun o kadar kötü olmadığını söyledi. (Override)	,696	
20. Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi. (Support)	,686	-,131
18. Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,610	
10. Bana öfkeliendi. (Magnify)	-,245	,753
19. Bana bağırıldı. (Magnify)	-,310	,719
9. Bana tavrımı değiştirmemi söyledi. (Override)		,472
13. Bana "sus artık" dedi. (Punish)	-,288	,657
11. O da benimle birlikte öfkeliendi. (Support)	,146	,449
8. Keyfi tamamen kaçtı. (Magnify)	,226	,376
7. Bana "utanmalısın" dedi. (Punish)	-,110	,575
1. Bana ceza verdi. (Punish)		,532
17. Öfkeliendiğimi çoğu kez fark etmedi. (Neglect)	-,250	,324
14. Beni görmezlikten geldi. (Neglect)	-,315	,488
2. Çoğu kez yanımda değildi. (Neglect)	-,340	,402
KMO Values		.93
% of variance	26.43	16.50

APPENDIX K

<i>Summary of Exploratory Factor Analysis Results for Father's Reactions to Children's Anger (Emotion as a Child Scale)</i>		
<i>When I feel angry, my father:</i>	2 factors	
	Coaching	Dismissing
4. Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,815	-,110
3. Öfkemle baş etmem için bana yol gösterdi. (Support)	,766	
16. Değmediğini söyleyerek teselli etti. (Support)	,744	
15. Beni öfkeliendiren konuyla ilgilendi. (Reward)	,782	
5. Bana durumun o kadar kötü olmadığını söyledi. (Override)	,757	
12. Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,758	-,184
6. Beni savundu. (Support)	,757	-,117
18. Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,656	
20. Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi. (Support)	,673	
10. Bana öfkeliendi. (Override)	-,186	,754
11. O da benimle birlikte öfkeliendi. (Support)	,233	,442
9. Bana tavrımı değiştirmemi söyledi. (Override)	,180	,512
19. Bana bağırdı. (Magnify)	-,242	,740
8. Keyfi tamamen kaçtı. (Magnify)	,255	,353
7. Bana "utanmalısın" dedi. (Punish)		,629
13. Bana "sus artık" dedi. (Punish)	-,200	,683
1. Bana ceza verdi. (Punish)		,491
14. Beni görmezlikten geldi. (Neglect)	-,293	,525
17. Öfkeliendiğimi çoğu kez fark etmedi. (Neglect)	-,230	,306
2. Çoğu kez yanımda değildi. (Neglect)	-,380	,418
KMO Values		.92
% of variance	27.98	17.12

APPENDIX L

<i>Summary of Exploratory Factor Analysis Results for Peer's Reactions to Children's Anger (Emotion as a Child Scale)</i>		
<i>When I feel angry, my friend:</i>	2 factors	
	Coaching	Dismissing
5. Bana durumun o kadar kötü olmadığını söyledi. (Override)	,585	
4. Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,775	-,181
3. Öfkemle baş etmem için bana yol gösterdi. (Support)	,661	-,139
16. Değmediğini söyleyerek teselli etti. (Support)	,640	-,178
12. Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,709	-,243
18. Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,596	
20. Beni öfkeliendiren konuyu tarafsız bir şekilde değlendirdi. (Support)	,459	
15. Beni öfkeliendiren konuyla ilgilendi. (Reward)	,680	-,185
6. Beni savundu. (Support)	,645	-,261
11. O da benimle birlikte öfkeliendi. (Support)	,466	
8. Keyfi tamamen kaçtı. (Magnify)	,534	,136
13. Bana "sus artık" dedi. (Punish)		,776
10. Bana öfkeliendi. (Magnify)		,731
19. Bana bağırdı. (Magnify)		,705
7. Bana "utanmalısın" dedi. (Punish)		,650
14. Beni görmezlikten geldi. (Neglect)	-,225	,588
17. Öfkeliendiğimi çoğu kez fark etmedi. (Neglect)	-,267	,466
9. Bana tavrımı değıştirmemi söyledi. (Override)	,330	,431
1. Bana ceza verdi. (Punish)		,397
2. Çoğu kez yanımda değildi. (Neglect)	-,323	,412
KMO Values		.90
% of variance	22.95	17.09

APPENDIX M

<i>Summary of Exploratory Factor Analysis Results for Mother's Reactions to Children's Shame (Emotion as a Child Scale)</i>		
<i>When I feel shame, my mother:</i>	2 factors	
	Coaching	Dismissing
14. Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,855	-,133
15. Beni utandıran şeyi anlamaya çalıştı. (Reward)	,832	-,187
4. Duygumla baş etmem için bana yol gösterdi. (Support)	,824	-,144
13. Beni utandıran konuyla ilgilendi. (Reward)	,815	
7. Beni anlamaya çalıştı. (Support)	,814	-,249
2. Beni kucakladı ya da bana sarıldı. (Reward)	,724	-,154
16. Benim dikkatimi dağıtmaya çalıştı. (Override)	,718	
8. Takmamamı söyledi. (Support)	,706	-,124
5. Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,568	
1. Bana utanmamamı söyledi. (Override)	,564	-,123
11. Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,559	,218
12. Duygumu küçümsedi. (Punish)	-,149	,733
17. Çoğu kez yanımda değildi. (Neglect)	-,331	,685
3. Beni görmezlikten geldi. (Neglect)	-,211	,671
10. Utandığımı fark etmedi. (Neglect)	-,289	,615
9. O da utandı. (Magnify)	,291	,534
6. Bir süre beni tek başıma bıraktı. (Punish)	,169	,516
KMO Values		.93
% of variance	34.33	12.00

APPENDIX N

<i>Summary of Exploratory Factor Analysis Results for Father's Reactions to Children's Shame (Emotion as a Child Scale)</i>		
<i>When I feel shame, my father:</i>	2 factors	
	Coaching	Dismissing
7. Beni anlamaya çalıştı. (Support)	,798	-,259
4. Duygumla baş etmem için bana yol gösterdi. (Support)	,788	-,137
15. Beni utandıran şeyi anlamaya çalıştı. (Reward)	,836	-,188
14. Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,818	-,213
8. Takmamamı söyledi. (Support)	,689	-,190
2. Beni kucakladı ya da bana sarıldı. (Reward)	,627	-,116
13. Beni utandıran konuyla ilgilendi. (Reward)	,798	-,147
1. Bana utanmamamı söyledi. (Override)	,533	
5. Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,553	
16. Benim dikkatimi dağıtmaya çalıştı. (Override)	,689	
11. Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,510	,142
17. Çoğu kez yanımda değildi. (Neglect)	-,346	,592
6. Bir süre beni tek başıma bıraktı. (Punish)	,111	,431
10. Utandığımı fark etmedi. (Neglect)	-,275	,532
3. Beni görmezlikten geldi. (Neglect)	-,237	,617
12. Duygumu küçümsedi. (Punish)	-,110	,637
9. O da utandı. (Magnify)	,280	,341
KMO Values		.93
% of variance	34.18	11.72

APPENDIX O

<i>Summary of Exploratory Factor Analysis Results for Peer's Reactions to Children's Shame (Emotion as a Child Scale)</i>		
<i>When I feel shame, my friend:</i>	2 factors	
	Coaching	Dismissing
7. Beni anlamaya çalıştı. (Support)	,817	-,162
14. Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,817	-,139
4. Duygumla baş etmem için bana yol gösterdi. (Support)	,802	
13. Beni utandıran konuyla ilgilendi. (Reward)	,784	-,117
15. Beni utandıran şeyi anlamaya çalıştı. (Reward)	,777	-,214
8. Takmamamı söyledi. (Support)	,705	-,206
16. Benim dikkatimi dağıtmaya çalıştı. (Override)	,693	-,151
2. Beni kucakladı ya da bana sarıldı. (Reward)	,664	
1. Bana utanmamamı söyledi. (Override)	,532	
11. Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,522	,320
5. Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,498	,279
12. Duygumu küçümsedi. (Punish)	-,177	,775
3. Beni görmezlikten geldi. (Neglect)	-,170	,756
10. Utandığımı fark etmedi. (Neglect)	-,251	,724
17. Çoğu kez yanımda değildi. (Neglect)	-,278	,655
6. Bir süre beni tek başıma bıraktı. (Punish)		,594
9. O da utandı. (Magnify)	,327	,458
KMO Values		.92
% of variance	30.56	15.00

APPENDIX P

<i>Summary of Exploratory Factor Analysis Results for Mother's Reactions to Children's Negative Emotions (Emotion as a Child Scale)</i>		
	2 factors	
	Coaching	Dismissing
S4. Duygumla baş etmem için bana yol gösterdi. (Support)	,767	-,124
S7. Beni anlamaya çalıştı. (Support)	,753	-,235
S14. Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,751	-,138
S8. Üzüntümle baş etmem için bana yol gösterdi. (Support)	,742	-,161
S17. Beni teselli etti. (Reward)	,742	-,238
EAC_E_M15 Beni utandıran şeyi anlamaya çalıştı. (Reward)	,732	-,160
EAC_S_M18 Bana destek oldu. (Support)	,731	-,280
EAC_S_M13 Beni üzen konuyla ilgilendi. (Reward)	,727	-,274
EAC_A_M12 Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,713	-,242
EAC_S_M20 Beni sakinleştirmeye çalıştı. (Support)	,711	-,180
EAC_A_M4 Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,709	-,195
EAC_S_M11 Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,708	-,220
EAC_E_M13 Beni utandıran konuyla ilgilendi. (Reward)	,705	-,112
EAC_A_M15 Beni öfkeliendiren konuyla ilgilendi. (Reward)	,697	-,129
EAC_E_M2 Beni kucakladı ya da bana sarıldı. (Reward)	,683	
EAC_A_M16 Değmediğini söyleyerek teselli etti. (Support)	,675	-,113
EAC_S_M4 Beni üzen şeyi anlamaya çalıştı. (Reward)	,675	-,208
EAC_S_M16R Bana öyle üzgün olmamamı söyledi (Punish)	-,667	,133
EAC_S_M9 O da üzüldü. (Magnify)	,666	-,163
EAC_A_M3 Öfkemle baş etmem için bana yol gösterdi. (Support)	,658	-,202
EAC_E_M16 Benim dikkatimi dağıtmaya çalıştı. (Override)	,655	
EAC_A_M20 Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi. (Support)	,644	-,169
EAC_E_M8 Takmamamı söyledi. (Support)	,641	-,106
EAC_S_M5 Bana endişelenmememi söyledi. (Override)	,634	-,183
EAC_A_M5 Bana durumun o kadar kötü olmadığını söyledi. (Override)	,624	-,138
EAC_A_M6 Beni savundu. (Support)	,618	-,194
EAC_S_M2 Bana neşelenmemi söyledi. (Override)	,583	-,133
EAC_A_M18 Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,574	
EAC_S_M14 Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,562	-,261
EAC_E_M1 Bana utanmamamı söyledi. (Override)	,517	
EAC_S_M3 Bana sevdiğim bir şey verdi. (Override)	,516	
EAC_E_M5 Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,474	
EAC_S_M6 O da ağlamaklı oldu ya da ağladı. (Magnify)	,469	

EAC_E_M11 Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,446	,131
EAC_S_M15 Keyfi tamamen kaçtı. (Magnify)	,428	,103
EAC_A_M19 Bana bağırdı. (Magnify)	-,214	,698
EAC_A_M10 Bana öfkelenildi. (Magnify)	-,176	,687
EAC_A_M13 Bana “sus artık” dedi. (Punish)	-,194	,631
EAC_E_M12 Duygumu küçümsedi. (Punish)	-,184	,574
EAC_E_M3 Beni görmezlikten geldi. (Neglect)	-,223	,569
EAC_A_M14 Beni görmezlikten geldi. (Neglect)	-,251	,562
EAC_A_M7 Bana “utanmalısın” dedi. (Punish)		,550
EAC_E_M17 Çoğu kez yanımda değildi. (Neglect)	-,346	,505
EAC_S_M19 Duygularımı küçümsedi. (Punish)	-,242	,501
EAC_A_M1 Bana ceza verdi. (Punish)		,491
EAC_A_M2 Çoğu kez yanımda değildi. (Neglect)	-,375	,489
EAC_S_M10 Bana kınayıcı bir şekilde baktı. (Punish)	-,198	,469
EAC_S_M12 Beni görmezlikten geldi. (Neglect)	-,399	,465
EAC_E_M10 Utandığımı fark etmedi. (Neglect)	-,250	,447
EAC_A_M17 Öfkelendiğimi çoğu kez fark etmedi. (Neglect)	-,202	,440
EAC_A_M11 O da benimle birlikte öfkelenildi. (Support)	,185	,410
EAC_A_M9 Bana tavrımı değiştirmemi söyledi. (Override)	,145	,395
EAC_S_M7 Çoğu kez yanımda değildi. (Neglect)	-,286	,387
EAC_E_M6 Bir süre beni tek başıma bıraktı. (Punish)	,131	,378
EAC_E_M9 O da utandı. (Magnify)	,221	,343
EAC_A_M8 Keyfi tamamen kaçtı. (Magnify)	,294	,339
EAC_S_M1 Üzülüğümü çoğu kez fark etmedi. (Neglect)	-,245	,298
KMO values	.96	
% of variance	28.30	11.15

APPENDIX Q

<i>Summary of Exploratory Factor Analysis Results for Father's Reactions to Children's Negative Emotions (Emotion as a Child Scale)</i>		
	2 factors	
	Coaching	Dismissing
EAC_S_F17 Beni teselli etti. (Reward)	,803	-,237
EAC_S_F13 Beni üzen konuyla ilgilendi. (Reward)	,790	-,195
EAC_S_F18 Bana destek oldu. (Support)	,789	-,231
EAC_E_F7 Beni anlamaya çalıştı. (Support)	,770	-,207
EAC_E_F15 Beni utandıran şeyi anlamaya çalıştı. (Reward)	,759	-,168
EAC_S_F11 Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,758	-,210
EAC_E_F4 Duygumla baş etmem için bana yol gösterdi. (Support)	,751	-,119
EAC_A_F15 Beni öfkeliendiren konuyla ilgilendi. (Reward)	,749	-,131
EAC_S_F16R Bana öyle üzgün olmamamı söyledi (Punish)	-,747	,110
EAC_A_F4 Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,746	-,192
EAC_S_F5 Bana endişelenmememi söyledi. (Override)	,741	-,138
EAC_E_F14 Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,735	-,191
EAC_S_F8 Üzüntümle baş etmem için bana yol gösterdi. (Support)	,732	-,192
EAC_S_F20 Beni sakinleştirmeye çalıştı. (Support)	,731	-,145
EAC_E_F13 Beni utandıran konuyla ilgilendi. (Reward)	,720	-,170
EAC_A_F12 Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,718	-,203
EAC_S_F4 Beni üzen şeyi anlamaya çalıştı. (Reward)	,716	-,212
EAC_S_F9 O da üzüldü. (Magnify)	,710	
EAC_A_F3 Öfkemle baş etmem için bana yol gösterdi. (Support)	,703	-,123
EAC_A_F5 Bana durumun o kadar kötü olmadığını söyledi. (Override)	,691	
EAC_A_F6 Beni savundu. (Support)	,681	-,189
EAC_S_F14 Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,678	-,152
EAC_A_F16 Değmediğini söyleyerek teselli etti. (Support)	,667	
EAC_E_F16 Benim dikkatimi dağıtmaya çalıştı. (Override)	,667	
EAC_A_F20 Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi. (Support)	,653	-,133
EAC_E_F8 Takmamamı söyledi. (Support)	,652	-,144
EAC_A_F18 Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,631	
EAC_S_F2 Bana neşelenmemi söyledi. (Override)	,618	-,126
EAC_E_F2 Beni kucakladı ya da bana sarıldı. (Reward)	,615	
EAC_S_F3 Bana sevdiğim bir şey verdi. (Override)	,560	
EAC_E_F1 Bana utanmamamı söyledi. (Override)	,531	
EAC_E_F5 Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,524	

EAC_S_F15 Keyfi tamamen kaçtı. (Magnify)	,503	,128
EAC_E_F11 Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,459	,166
EAC_S_F7 Çoğu kez yanımda değildi. (Neglect)	-,435	,265
EAC_S_F6 O da ağlamaklı oldu ya da ağladı. (Magnify)	,388	,125
EAC_S_F1 Üzülüşümü çoğu kez fark etmedi. (Neglect)	-,382	,256
EAC_A_F19 Bana bağırdı. (Magnify)	-,185	,701
EAC_A_F10 Bana öfkeleni. (Magnify)	-,140	,664
EAC_A_F13 Bana “sus artık” dedi. (Punish)	-,150	,642
EAC_A_F7 Bana “utanmalısın” dedi. (Punish)		,629
EAC_E_F12 Duygumu küçümsedi. (Punish)	-,143	,616
EAC_A_F14 Beni görmezlikten geldi. (Neglect)	-,237	,609
EAC_S_F19 Duygularımı küçümsedi. (Punish)	-,181	,601
EAC_E_F3 Beni görmezlikten geldi. (Neglect)	-,257	,570
EAC_S_F10 Bana kınayıcı bir şekilde baktı. (Punish)	-,173	,566
EAC_S_F12 Beni görmezlikten geldi. (Neglect)	-,357	,505
EAC_A_F2 Çoğu kez yanımda değildi. (Neglect)	-,383	,504
EAC_A_F1 Bana ceza verdi. (Punish)		,495
EAC_A_F9 Bana tavrımı değiştirmemi söyledi. (Override)	,201	,436
EAC_E_F17 Çoğu kez yanımda değildi. (Neglect)	-,377	,429
EAC_E_F6 Bir süre beni tek başıma bıraktı. (Punish)		,413
EAC_E_F10 Utandığımı fark etmedi. (Neglect)	-,289	,406
EAC_A_F11 O da benimle birlikte öfkeleni. (Support)	,243	,380
EAC_A_F17 Öfkelenişimi çoğu kez fark etmedi. (Neglect)	-,237	,378
EAC_A_F8 Keyfi tamamen kaçtı. (Magnify)	,301	,318
EAC_E_F9 O da utandı. (Magnify)	,234	,294
KMO Values		.96
% of variance	31.22	11.18

APPENDIX R

<i>Summary of Exploratory Factor Analysis Results for Peer's Reactions to Children's Negative Emotions (Emotion as a Child Scale)</i>		
	2 factors	
	Coaching	Dismissing
EAC_S_P13 Beni üzen konuyla ilgilendi. (Reward)	,760	-,187
EAC_E_P4 Duygumla baş etmem için bana yol gösterdi. (Support)	,728	-,120
EAC_E_P14 Hislerimi daha iyi anlamama yardımcı olmaya çalıştı. (Support)	,725	-,195
EAC_S_P17 Beni teselli etti. (Reward)	,722	-,242
EAC_S_P8 Üzüntümlle baş etmem için bana yol gösterdi. (Support)	,720	-,176
EAC_S_P9 O da üzüldü. (Magnify)	,719	
EAC_A_P4 Beni öfkeliendiren şeyi anlamaya çalıştı. (Reward)	,708	-,195
EAC_E_P7 Beni anlamaya çalıştı. (Support)	,706	-,196
EAC_S_P4 Beni üzen şeyi anlamaya çalıştı. (Reward)	,699	-,208
EAC_S_P11 Bana "seni anlıyorum" dedi veya güven verici şeyler söyledi. (Support)	,691	-,209
EAC_E_P15 Beni utandıran şeyi anlamaya çalıştı. (Reward)	,681	-,218
EAC_S_P20 Beni sakinleştirmeye çalıştı. (Support)	,674	-,197
EAC_E_P13 Beni utandıran konuyla ilgilendi. (Reward)	,666	-,174
EAC_A_P12 Bana "seni anlayabiliyorum" dedi veya güven verici şeyler söyledi. (Reward)	,661	-,243
EAC_A_P15 Beni öfkeliendiren konuyla ilgilendi. (Reward)	,654	-,180
EAC_S_P18 Bana destek oldu. (Support)	,640	-,381
EAC_S_P16R Bana öyle üzgün olmamamı söyledi. (Punish)	-,639	,251
EAC_S_P5 Bana endişelenmememi söyledi. (Override)	,624	-,159
EAC_E_P16 Benim dikkatimi dağıtmaya çalıştı. (Reward)	,624	-,156
EAC_A_P3 Öfkemle baş etmem için bana yol gösterdi. (Support)	,619	-,139
EAC_A_P18 Dikkatimi başka konulara çekerek dağıtmaya çalıştı. (Override)	,599	
EAC_E_P8 Takmamamı söyledi. (Support)	,595	-,230
EAC_A_P6 Beni savundu. (Support)	,590	-,246
EAC_E_P2 Beni kucakladı ya da bana sarıldı. (Reward)	,589	
EAC_A_P16 Değmediğini söyleyerek teselli etti. (Support)	,574	-,209
EAC_S_P14 Beni üzen konuyu tarafsız bir şekilde değerlendirdi. (Support)	,568	
EAC_S_P3 Bana sevdiğim bir şey verdi. (Override)	,564	
EAC_S_P2 Bana neşelenmemi söyledi. (Override)	,563	-,239
EAC_S_P15 Keyfi tamamen kaçtı. (Magnify)	,561	
EAC_A_P8 Keyfi tamamen kaçtı. (Magnify)	,547	,149
EAC_S_P6 O da ağlamaklı oldu ya da ağladı. (Magnify)	,531	,100
EAC_A_P5 Bana durumun o kadar kötü olmadığını söyledi. (Override)	,524	
EAC_A_P20 Beni öfkeliendiren konuyu tarafsız bir şekilde değerlendirdi. (Support)	,483	
EAC_A_P11 O da benimle birlikte öfkeliendi. (Support)	,434	

EAC_E_P11 Bir daha benzer bir duruma düşmemem konusunda beni ikaz etti. (Support)	,426	,193
EAC_E_P5 Bana bir çocuk gibi değil, büyük biri gibi davranmamı söyledi. (Punish)	,399	,186
EAC_E_P1 Bana utanmamamı söyledi. (Override)	,385	
EAC_S_P1 Üzülüşümü çoğu kez fark etmedi. (Neglect)	-,323	,266
EAC_E_P12 Duygumu küçümsedi. (Punish)	-,165	,722
EAC_S_P10 Bana kınayıcı bir şekilde baktı. (Punish)	-,134	,716
EAC_S_P19 Duygularımı küçümsedi. (Punish)	-,128	,678
EAC_A_P7 Bana “utanmalısın” dedi. (Punish)		,668
EAC_E_P3 Beni görmezlikten geldi. (Neglect)	-,142	,655
EAC_A_P13 Bana “sus artık” dedi. (Punish)		,646
EAC_A_P14 Beni görmezlikten geldi. (Neglect)	-,206	,641
EAC_A_P10 Bana öfkeleni. (Magnify)		,631
EAC_S_P12 Beni görmezlikten geldi. (Neglect)	-,223	,607
EAC_A_P19 Bana bağırdı. (Magnify)		,606
EAC_E_P10 Utandışımı fark etmedi. (Neglect)	-,183	,593
EAC_E_P17 Çoğu kez yanımda değildi. (Neglect)	-,233	,542
EAC_A_P17 Öfkelenişimi çoğu kez fark etmedi. (Neglect)	-,232	,526
EAC_A_P2 Çoğu kez yanımda değildi. (Neglect)	-,309	,478
EAC_S_P7 Çoğu kez yanımda değildi. (Neglect)	-,302	,462
EAC_E_P6 Bir süre beni tek başıma bıraktı. (Punish)		,433
EAC_A_P1 Bana ceza verdi. (Punish)		,390
EAC_A_P9 Bana tavrımı deęıştirmemi söyledi. (Override)	,333	,371
EAC_E_P9 O da utandı. (Magnify)	,338	,352
KMO Values		.95
% of variance	26.28	13.28

APPENDIX S

<i>Summary of Exploratory Factor Analysis Results for Difficulties in Emotion Regulation Scale</i>	
Item	1
19. Kendimi kötü hissederken kontrolden çıktığım duygusu yaşarım. (Impulse)	,710
15. Kendimi kötü hissettiğimde uzun süre böyle kalacağıma inanırım. (Strategies)	,666
32. Kendimi kötü hissettiğimde davranışlarım üzerindeki kontrolümü kaybederim. (Impulse)	,642
35. Kendimi kötü hissettiğimde, kendimi daha iyi hissetmem uzun zaman alır. (Strategies)	,637
36. Kendimi kötü hissettiğimde duygularım dayanılmaz olur. (Strategies)	,634
16. Kendimi kötü hissetmemin yoğun depresif duyguyla sonuçlanacağına inanırım. (Strategies)	,632
28. Kendimi kötü hissettiğimde daha iyi hissetmem için yapacağım hiçbir şey olmadığına inanırım. (Strategies)	,627
14. Kendimi kötü hissettiğimde kontrolden çıkarım. (Impulse)	,615
31. Kendimi kötü hissettiğimde kendimi bu duyguya bırakmaktan başka çıkar yol olmadığına inanırım. (Strategies)	,614
27. Kendimi kötü hissettiğimde davranışlarımı kontrol etmekte zorlanırım. (Impulse)	,612
30. Kendimi kötü hissettiğimde, kendimle ilgili olarak çok fazla endişelenmeye başlarım. (Strategies)	,595
23. Kendimi kötü hissettiğimde zayıf biri olduğum duygusuna kapılırım. (Nonacceptance)	,592
33. Kendimi kötü hissettiğimde başka bir şey düşünmekte zorlanırım. (Goals)	,563
3. Duygularım bana dayanılmaz ve kontrolsüz gelir. (Impulse)	,542
25. Kendimi kötü hissettiğim için suçluluk duyarım. (Nonacceptance)	,512
18. Kendimi kötü hissederken başka şeylere odaklanmakta zorlanırım. (Goals)	,490
26. Kendimi kötü hissettiğimde konsantre olmakta zorlanırım. (Goals)	,482
29. Kendimi kötü hissettiğimde böyle hissettiğim için kendimden rahatsız olurum. (Nonacceptance)	,479
5. Duygularıma bir anlam vermekte zorlanırım. (Awareness)	,477
13. Kendimi kötü hissettiğimde işlerimi bitirmekte zorlanırım (Goals)	,462
9. Ne hissettiğim konusunda karmaşa yaşarım. (Clarity)	,461
12. Kendimi kötü hissettiğim için utanırım. (Nonacceptance)	,461
21. Kendimi kötü hissettiğimde bu duygumdan dolayı kendimden utanırım. (Nonacceptance)	,459
4. Ne hissettiğim konusunda hiç fikrim yoktur. (Clarity)	,396
11. Kendimi kötü hissettiğimde böyle hissettiğim için kendime kızarım. (Nonacceptance)	,345
17R. Kendimi kötü hissettiğimde duygularımın yerinde ve önemli olduğuna inanırım. (Awareness)	-,268
34R. Kendimi kötü hissettiğimde bu duygumun gerçekte ne olduğunu anlamak için zaman ayırırım. (Awareness)	-,208
22R. Kendimi kötü hissettiğimde eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim. (Strategies)	,131
1R. Ne hissettiğim konusunda netimdir. (Clarity)	,118
2R. Ne hissettiğimi dikkate alırım. (Awareness)	
7R. Ne hissettiğimi tam olarak bilirim. (Clarity)	
24R. Kendimi kötü hissettiğimde de davranışlarım kontrolümün altındadır. (Impulse)	
20R. Kendimi kötü hissediyor olsam da çalışmayı sürdürebilirim. (Goals)	
6R. Ne hissettiğime dikkat ederim. (Awareness)	
8R. Ne hissettiğimi önemserim. (Awareness)	
10R. Olumsuz duyguların hayatımda yeri yoktur. (Awareness)	
KMO value	.89

APPENDIX T

<i>Summary of Exploratory Factor Analysis Results for The Trait Anxiety Scale</i>	
	1
15 Genellikle kendimi hüzünlü hissedirim	,673
12 Genellikle kendime güvenim yoktur	,575
9 Önemsiz şeyler hakkında endişelenirim	,570
11 Her şeyi ciddiye alır ve endişelenirim	,564
20 Son zamanlarda kafama takılan konular beni tedirgin ediyor	,550
17 Olur olmaz düşünceler beni rahatsız eder	,546
8 Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim	,542
18 Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutamam	,523
4 Başkaları kadar mutlu olmak isterim	,501
5 Çabuk karar veremediğim için fırsatları kaçıırım	,473
3 Genellikle kolay ağlarım	,447
2 Genellikle çabuk yorulurum	,362
10R Genellikle mutluyum	,354
1R Genellikle keyfim yerindedir	,328
14 Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım	,325
19R Akli başında ve kararlı bir insanım	,180
16R Genellikle hayatımdan memnunum	,173
13R Genellikle kendimi emniyette hissedirim	,150
7R Genellikle sakin, kendine hakim ve soğukkanlıyım	,122
6R Kendimi dinlenmiş hissediyorum	,111
KMO Value	.86

APPENDIX U

<i>Summary of Exploratory Factor Analysis Results for Aggressive and Prosocial Behaviors Questionnaire</i>		
	Aggressive	Prosocial
20. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara kötü sözler söylerim. (Aggressive)	,682	
5. Birileri beni sınırlendirdiğinde veya keyfimi kaçırdığında genellikle onlara hakaret ederim (Aggressive)	,662	
14. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle onlara bağırırım. (Aggressive)	,600	
7. Birileri beni sınırlendirdiğinde veya keyfi mi kaçırdığında genellikle fiziksel güç kullanırım (Aggressive)	,694	
16. Genellikle istediğimi elde edebilmek için başkalarına hakaret ederim. (Aggressive)	,775	
4. Genellikle istediğimi elde edebilmek için başkalarına bağırırım. (Aggressive)	,689	-,101
10. Genellikle istediğimi elde edebilmek için fiziksel güç kullanırım (Aggressive)	,722	
22. Genellikle istediğimi elde edebilmek için başkalarına kötü sözler söylerim. (Aggressive)	,712	
3. Birileri bana uygun bir şekilde hissettirdiğinde genellikle onlara iltifat ederim (güzel şeyler söylerim). (Reactive)		,427
21. Birileri benden uygun bir şekilde istediğinde genellikle onlara iyilik yaparım. (Reactive)		,662
8. Birileri benden uygun bir şekilde istediğinde genellikle sahip olduklarımı ödünç veririm. (Reactive)	-,190	,576
11. Birileri benden uygun bir şekilde istediğinde genellikle bazı şeyleri onlarla paylaşıyorum (Reactive)	-,148	,606
23. Birileri benden uygun bir şekilde istediğinde genellikle onlara yardım ederim. (Reactive)	-,117	,651
1. Kendiliğimden sık sık sahip olduklarımı paylaşıyorum (Altruistic)		,558
15. Kendiliğimden sık sık başkalarına eşyalarımı ödünç veririm. (Altruistic)		,526
13. Kendiliğimden sık sık başkalarına yardım ederim. (Altruistic)		,708
9. Kendiliğimden sık sık başkalarına iyilik yaparım. (Altruistic)		,726
18. Kendiliğimden başkalarına iltifat ederim (sık sık güzel şeyler söylerim). (Altruistic)	,126	,477
2. Genellikle istediğimi elde edebilmek için başkalarına iyilik yaparım (Proactive)		
6. Genellikle insanlara istediğimi elde edebilmek için yardım ederim. (Proactive)		
19. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarına ödünç veririm. (Proactive)		
12. Genellikle istediğimi elde edebilmek için insanlara iltifat ederim (güzel şeyler söylerim). (Proactive)		

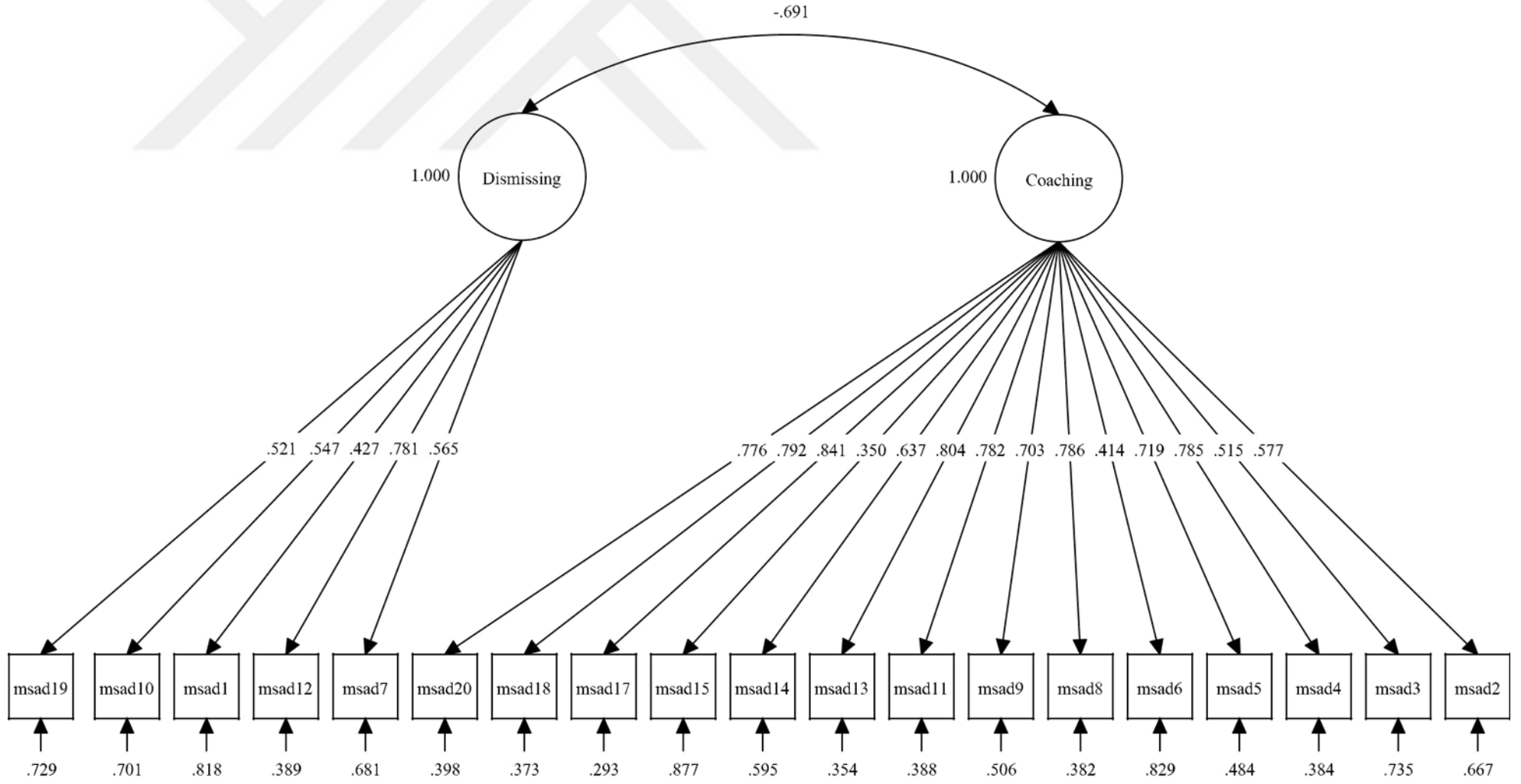
% of variance		
17. Genellikle istediğimi elde edebilmek için sahip olduklarımı başkalarıyla paylaşıyorum. (Proactive)		
KMO Value	.85	
% of variance	21.50	17.81



APPENDIX V

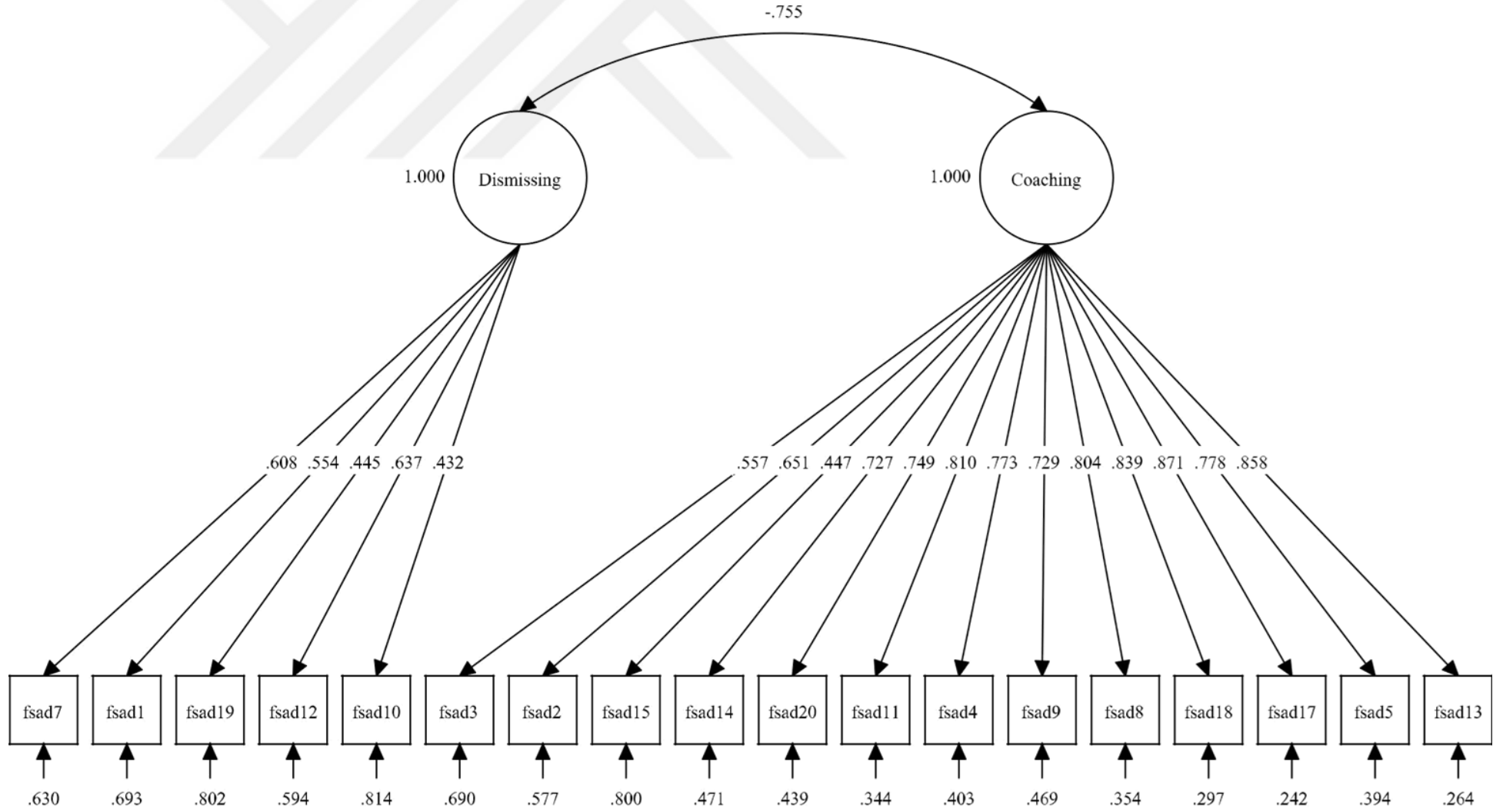
<i>Summary of Exploratory Factor Analysis Results for The Multidimensional Students' Life Satisfaction Scale</i>	
	1
15 Arkadaşlarım bana iyi davranırlar (Friends)	,670
17 Ailemle birlikte olmaktan hoşlanırım (Family)	,669
12 İhtiyacım olursa arkadaşlarım bana yardım ederler (Friends)	,643
16 Çoğu insan beni sever (Self)	,639
18 Ailem birbirleriyle iyi geçinir (Family)	,631
8 Ailem, pek çok aileden daha iyidir (Family)	,610
26 Arkadaşlarımla çok eğlenirim (Friends)	,606
7 Anne ve babamla zaman geçirmekten hoşlanırım (Family)	,597
28 Ben iyi bir insanım (Self)	,582
11 Arkadaşlarım çok iyidir (Friends)	,573
29 Yeni şeyler denemeyi severim (Self)	,553
25 Ailemdeki bireyler birbirleriyle konuşurken kibardır (Family)	,551
30 Yeteri kadar arkadaşım var (Friends)	,540
14 Kendimi severim (Self)	,513
1 Arkadaşlarım bana karşı naziktir (Friends)	,486
27 Anne babam ve ben birlikte eğlenceli şeyler yaparız (Family)	,458
5 İyi yapabildiğim pek çok şey vardır (Self)	,420
4R Arkadaşlarımla kötü zaman geçiririm (Friends)	,417
6 Okulda çok şey öğrenirim (School)	,408
20 Ailem bana tarafsız davranır (Family)	,354
22R Arkadaşlarım bana karşı kabadır (Friends)	,351
2 Dışarıda olmaktan hoşlanırım (Self)	,330
23R Şimdiki arkadaşlarımdan farklı arkadaşlarım olmasını isterdim (Friends)	,307
10 Güzel/yakışıklı olduğumu düşünüyorum (Self)	,256
3R Okulda kendimi kötü hissederim (School)	,202
21 Okulda olmaktan hoşlanırım (School)	,193
19 Okula gitmeyi dört gözle beklerim (School)	,102
24 Okuldaki etkinliklerden keyif alırım (School)	,102
13R Keşke okula gitmek zorunda olmasaydım (School)	
9R Okulda sevmediğim pek çok şey vardır (School)	
KMO Value	.88

APPENDIX W
(Factor Loadings for Mother's Reactions to Sadness)



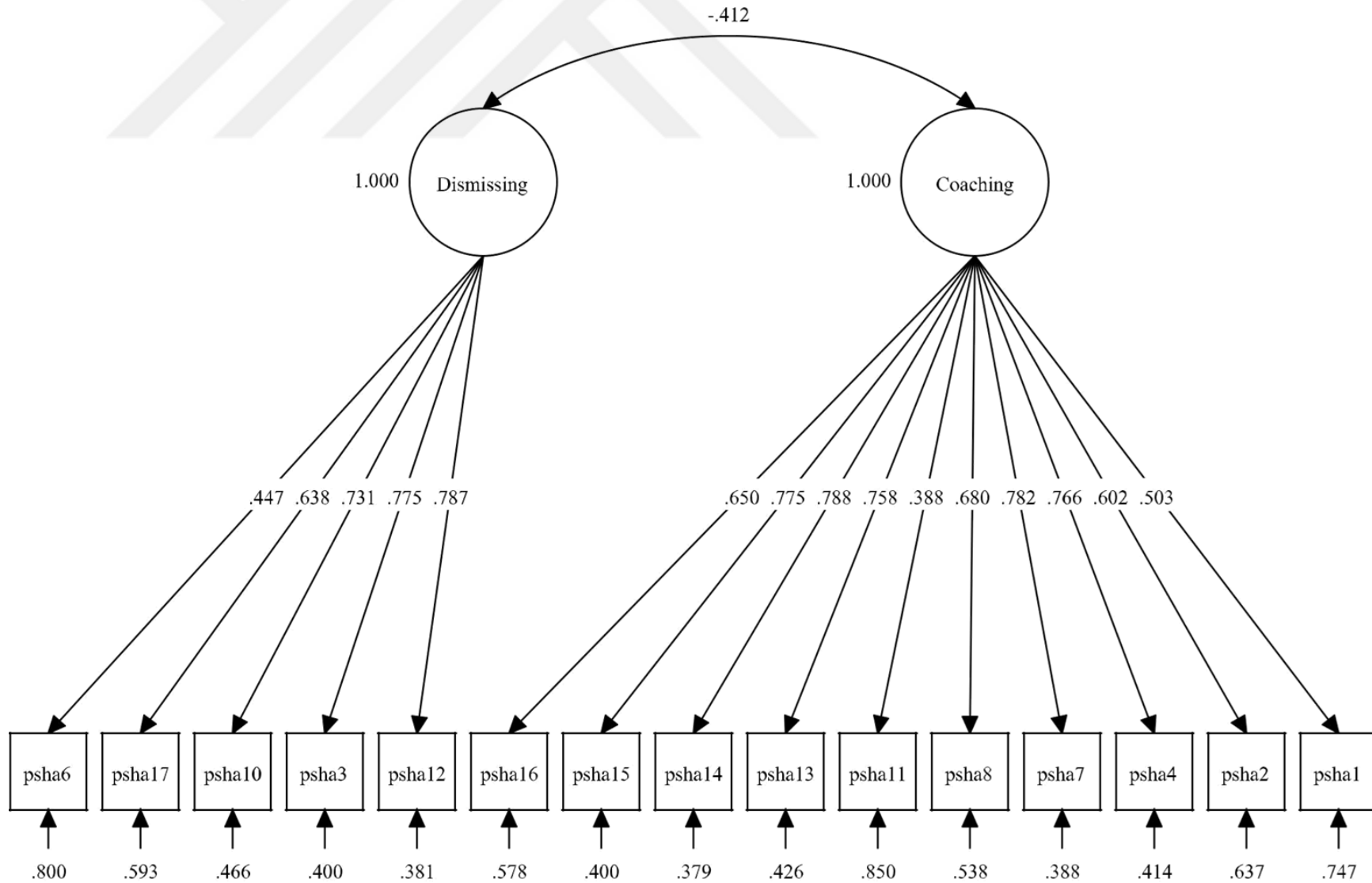
APPENDIX X

(Factor Loadings for Father's Reactions to Sadness)

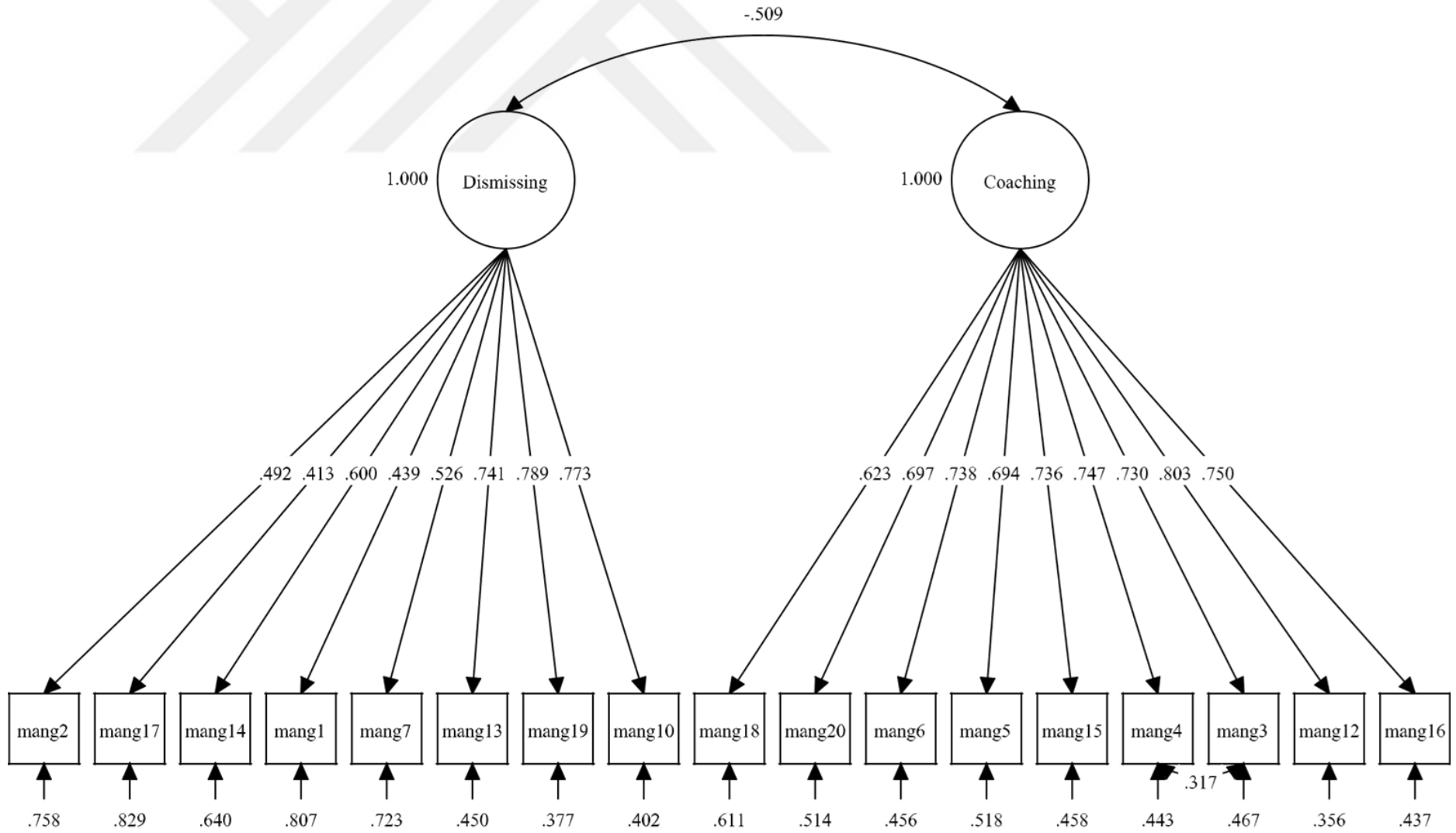


APPENDIX Y

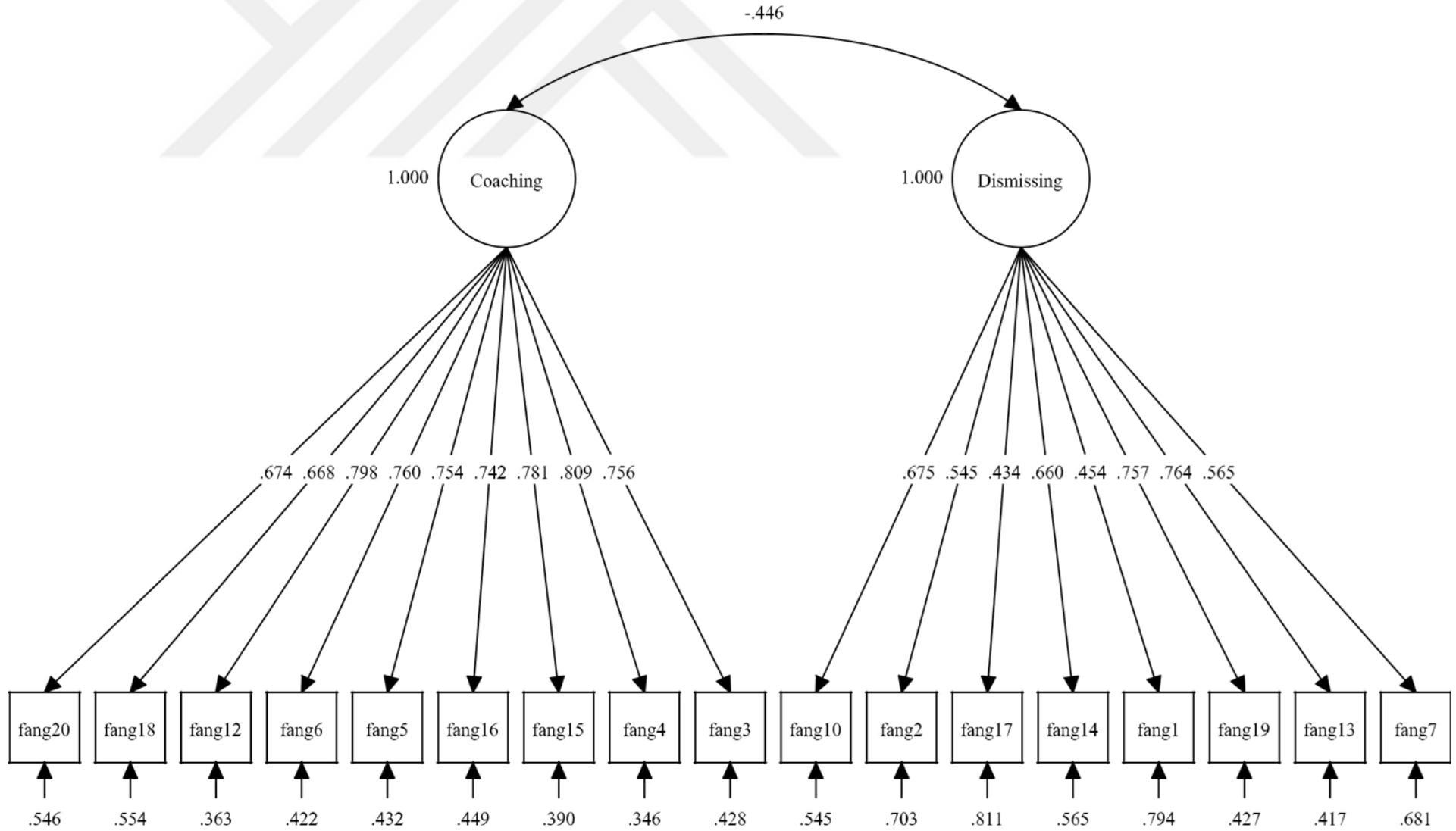
(Factor Loadings for Peer's Reactions to Sadness)



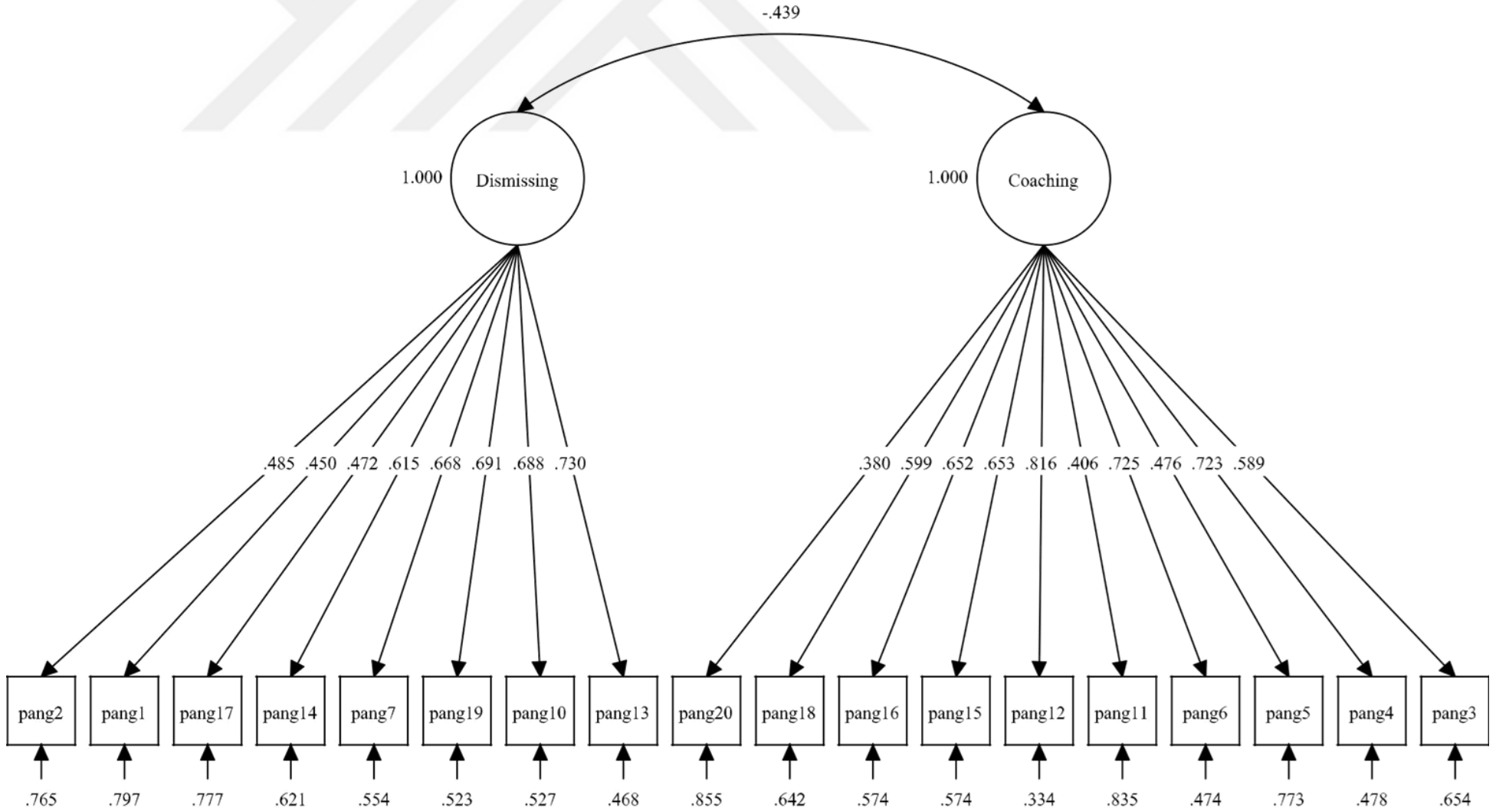
APPENDIX Z
(Factor Loadings for Mother's Reactions to Anger)



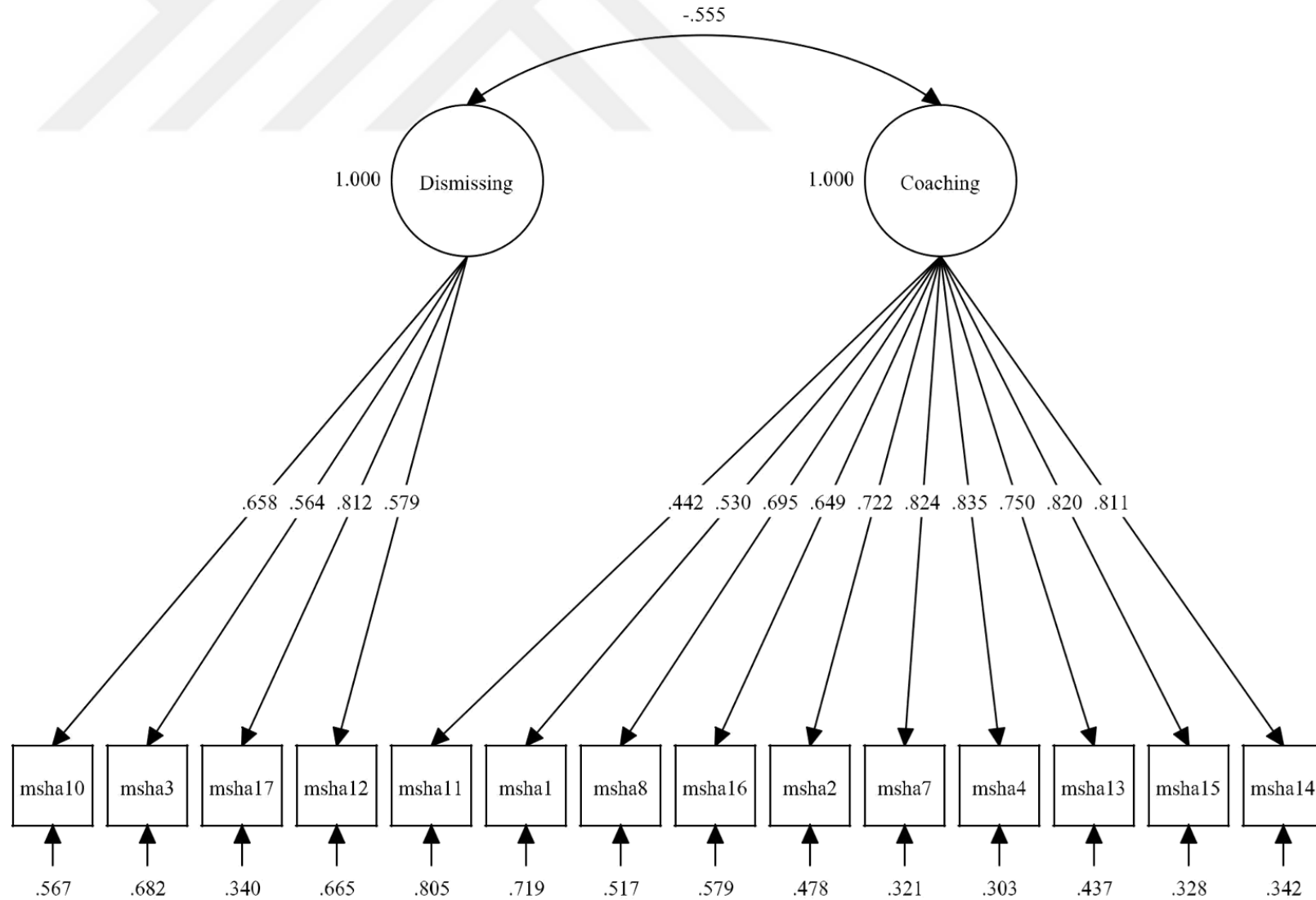
APPENDIX AB
(Factor Loadings for Father's Reactions to Anger)



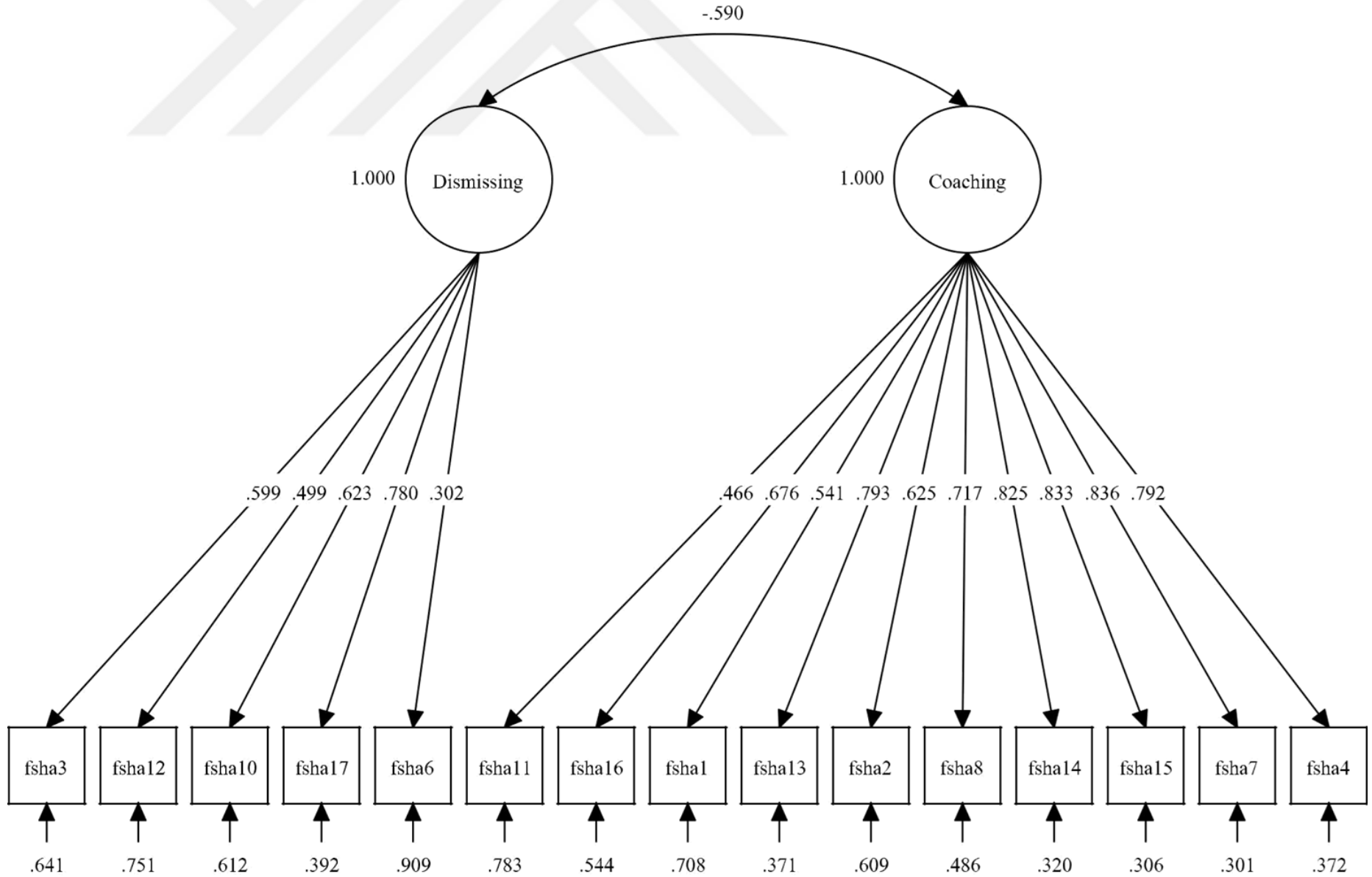
APPENDIX AC
(Factor Loadings for Peer's Reactions to Anger)



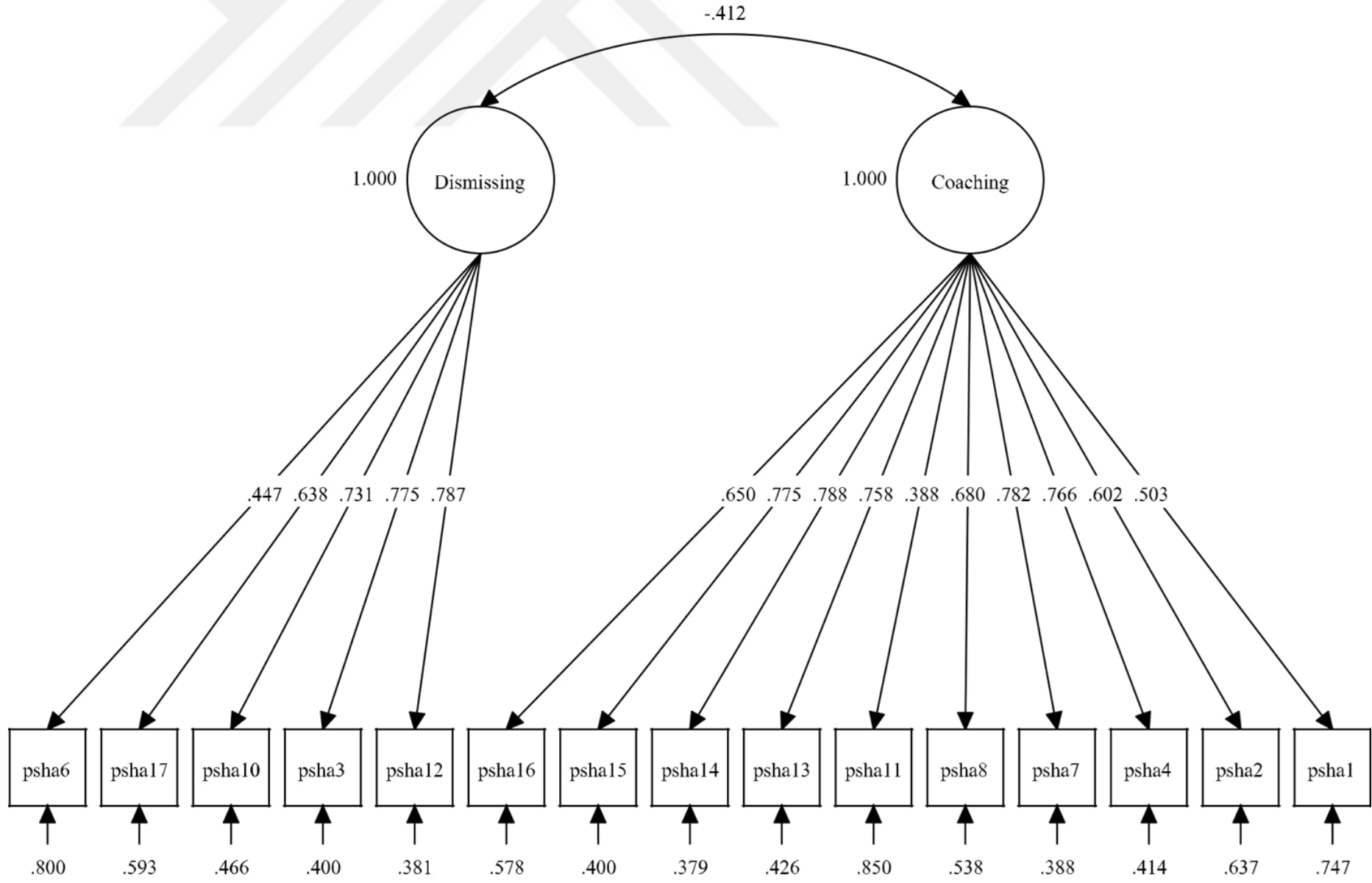
APPENDIX AD
(Factor Loadings for Mother's Reactions to Shame)



APPENDIX AE
(Factor Loadings for Father's Reactions to Anger)

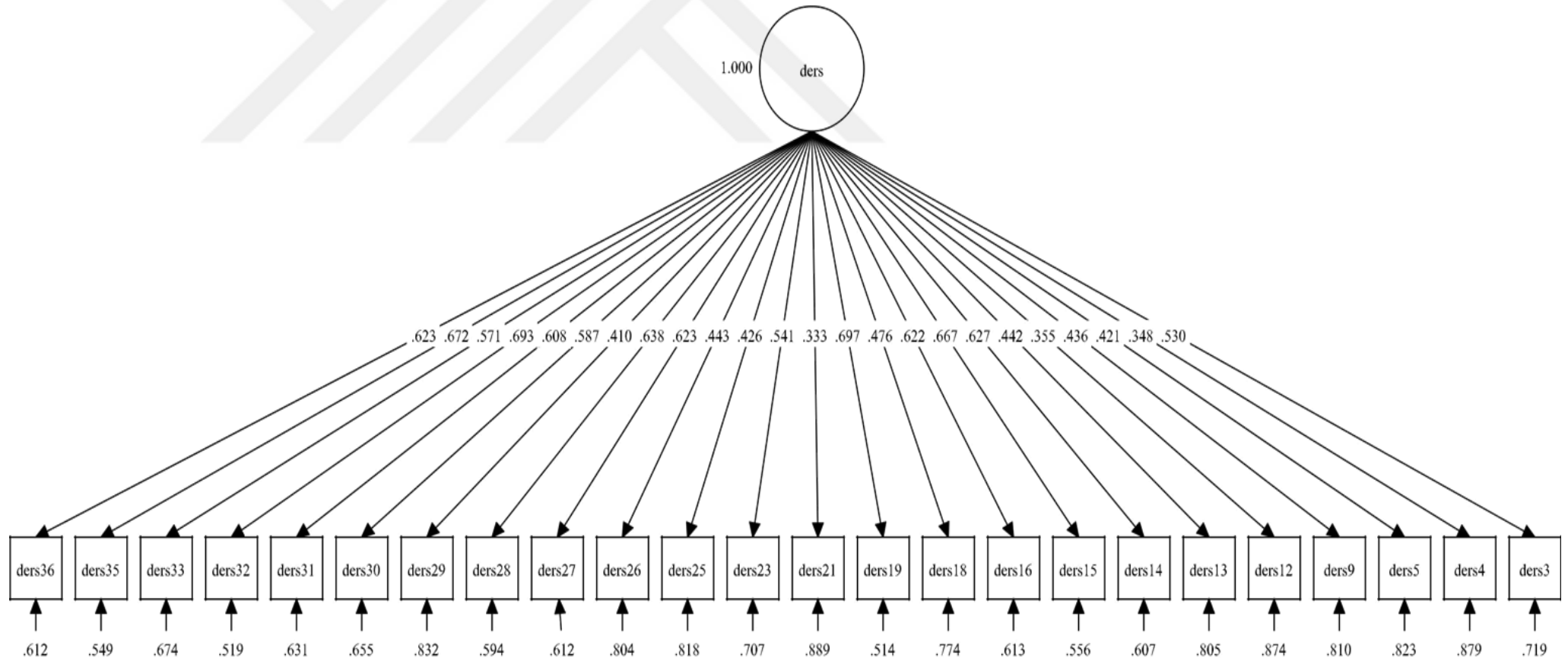


APPENDIX AF
(Factor Loadings for Peer's Reactions to Shame)

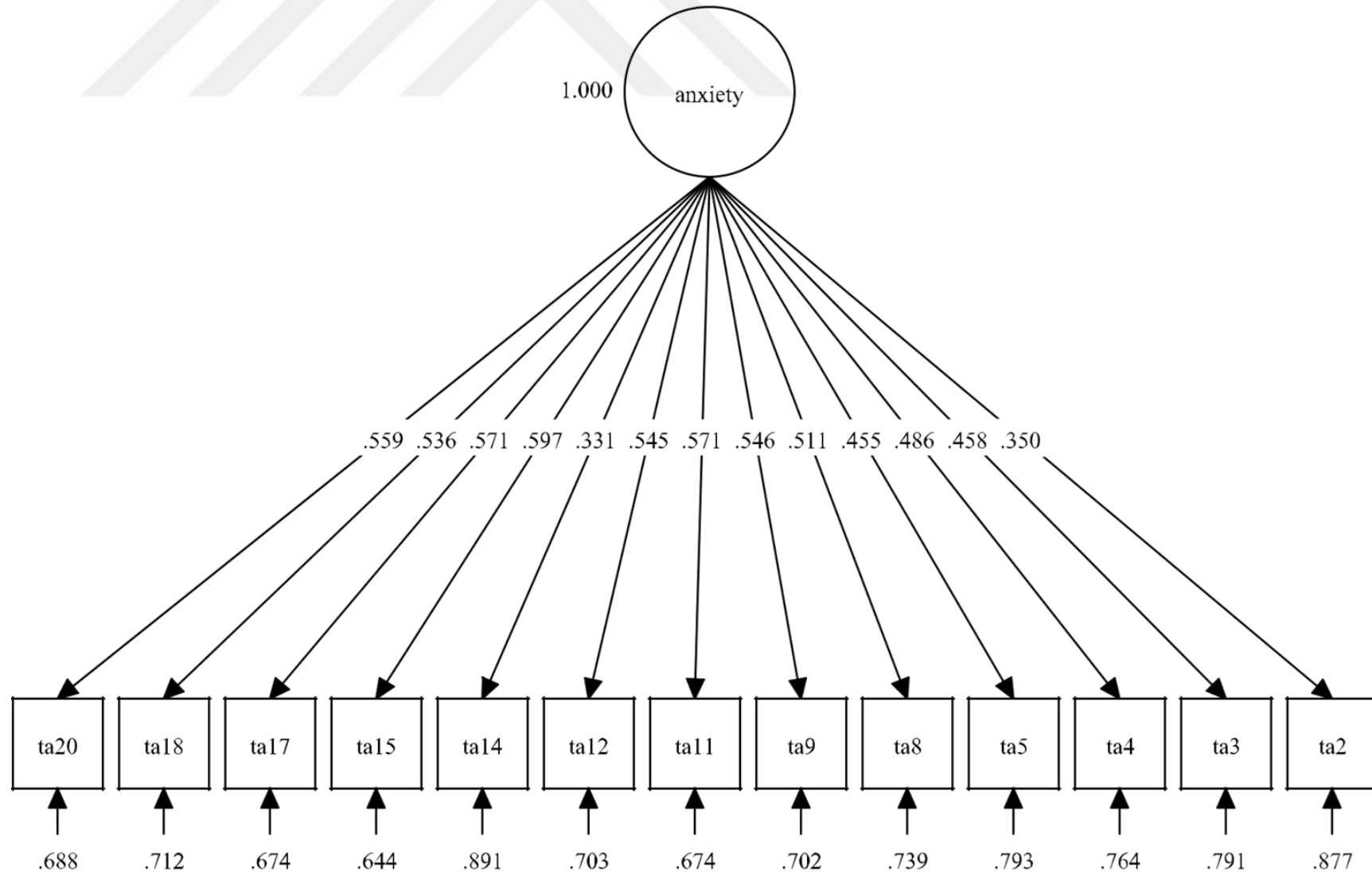


APPENDIX AG

(Factor Loadings for Difficulties in Emotion Regulation Scale)

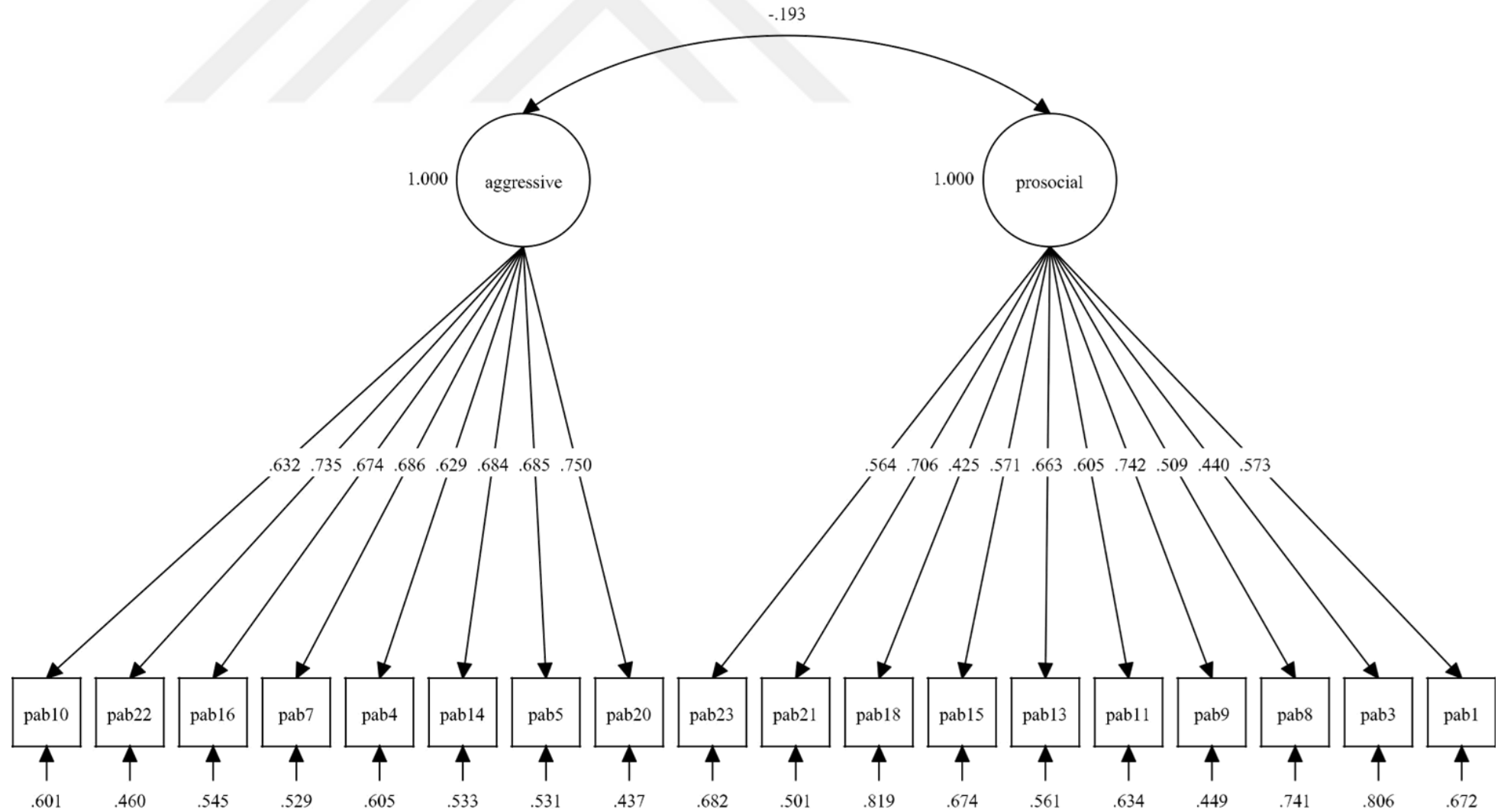


APPENDIX AH
(Factor Loadings for Trait Anxiety Scale)



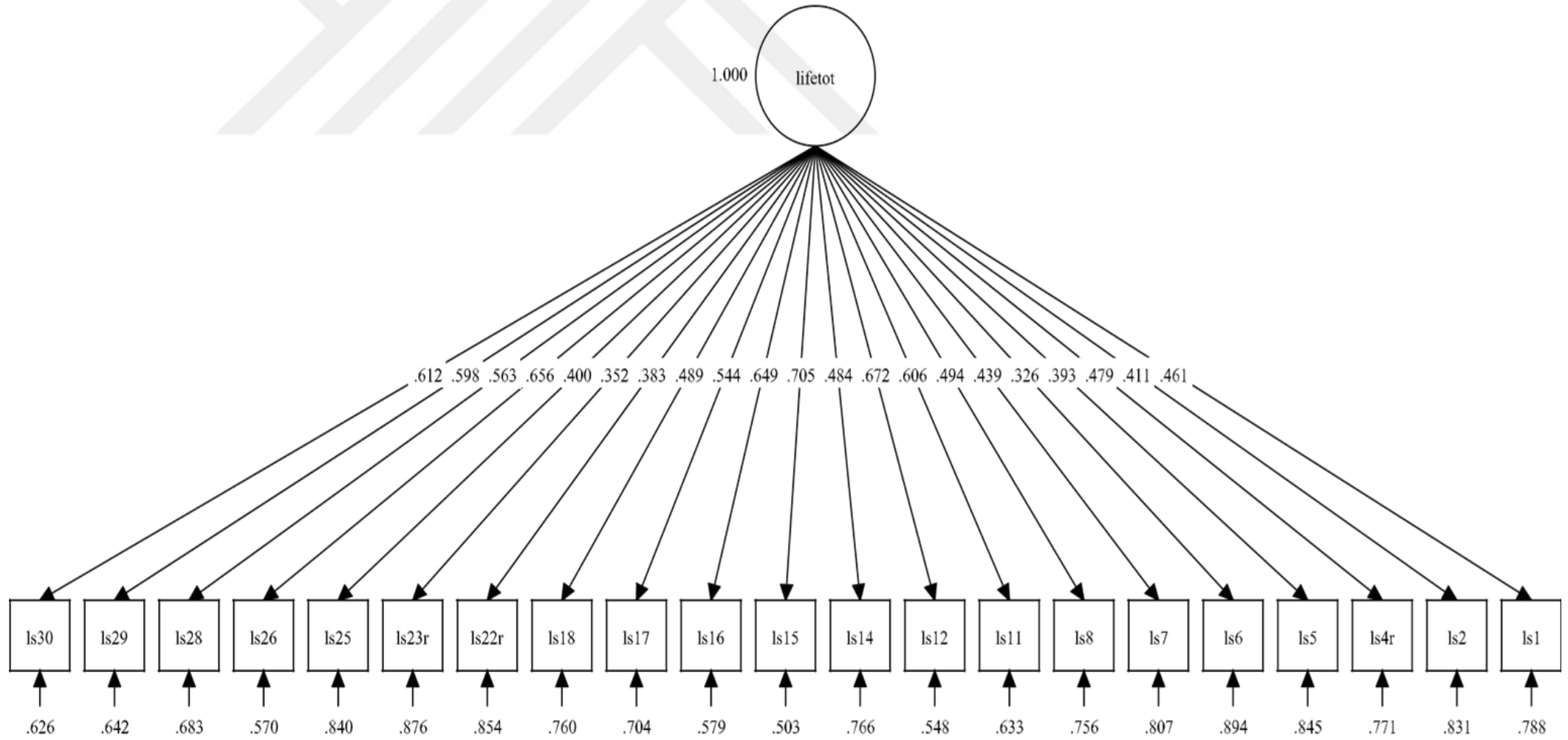
APPENDIX AI

(Factor Loadings for Prosocial and Aggressive Behaviors Scale)



APPENDIX AJ

(Factor Loadings for Multidimensional Student's Life Satisfaction Scale)



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