

LONGITUDINAL RELATIONS OF MATERNAL SOCIALIZATION AND
TEMPERAMENT WITH INTERNALIZING AND EXTERNALIZING
BEHAVIOR PROBLEMS DURING MIDDLE CHILDHOOD

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To people who have experienced the process of writing a thesis...

ABSTRACT

Interest in identifying the precursors of internalizing and externalizing behavior problems has been increasing. Studies have shown that both parental socialization and children's temperamental characteristics trigger the chronicity and permanence of children's internalizing and externalizing problems. However, there is less research investigating the influences of parental socialization on children's internalizing and externalizing problems through children's temperament during middle childhood in non-Western contexts. Thus, this study aimed to examine the longitudinal relations between parental socialization of children's negative emotions, children's temperament and internalizing and externalizing problems, as well as the mediational effect of temperament on the relations between parental socialization and these problem behaviors with Turkish children. Total of 340 mothers and their children were recruited from Bolu, Istanbul, and Ankara. Coping with Negative Emotions scale at age 7, Children's Behavior Questionnaire at age 8, and CBCL/6-18 at age 9 were used in the study. Results showed that maternal punitive and minimization reactions were positively related to children's internalizing and externalizing problems. Attentional focusing and shifting were negatively associated with internalizing problems, and impulsivity was positively correlated with externalizing problems, but inhibitory control was negatively linked to externalizing problems. Moreover, maternal punitive reactions were negatively correlated with attentional focusing and shifting. Furthermore, maternal punitive reactions were directly and indirectly related to externalizing problems, and they indirectly influenced externalizing problems via inhibitory control. These findings suggest that maternal reactions to children's negative emotions and children's temperament contribute to better understanding of children's internalizing and externalizing problems.

Keywords: parental socialization, temperament, internalizing and externalizing behavior problems, middle childhood

ÖZET

İçselleştirme ve dışsallaştırma problemlerinin nedenlerine yönelik ilgi artmaktadır. Araştırmalar ebeveynlerin çocuklarının olumsuz duygularını sosyalleştirme biçimlerinin ve çocukların mizaç özelliklerinin, çocukların içselleştirme ve dışsallaştırma problemlerinin kronik ve kalıcı hale gelmesini tetiklediğini göstermektedir. Fakat Batı toplumları dışındaki toplumlarda ebeveyn sosyalleştirmesinin, okul çağındaki çocukların içselleştirme ve dışsallaştırma problemlerini, çocukların mizacı aracılığıyla nasıl etkilediğiyle ilgili çalışmalar azınlıktadır. Bu nedenle bu çalışma, ebeveynlerin çocuklarının olumsuz duygularını sosyalleştirmesi, çocukların mizacı ve içselleştirme ve dışsallaştırma problemleri arasındaki boylamsal ilişkileri araştırmanın yanı sıra, Türkiye’de okul çağındaki çocukların mizacının, ebeveynlerin çocuklarının olumsuz duygularını sosyalleştirmesi ve çocukların içselleştirme ve dışsallaştırma problemleri arasındaki ilişkilerine olan etkisini araştırmayı amaçlamıştır. Araştırma Bolu, Ankara ve İstanbul illerinden 340 anneyle ve çocuklarıyla yürütülmüştür. Araştırmada çocuklar 7 yaşındayken Olumsuz Duygularla Baş Etme Ölçeği, 8 yaşındayken Çocukların Davranışlarını Değerlendirme Ölçeği ve 9 yaşındayken Çocuk Davranış Kontrol Ölçeği kullanılmıştır. Araştırma sonuçları annelerin cezalandırıcı tepkilerinin ve minimize etme tepkilerinin, çocukların içselleştirme ve dışsallaştırma problemleriyle olumlu yönde ilişkili olduğunu göstermiştir. Çocuklarda dikkati odaklama ve dikkati çevirebilme, içselleştirme problemleriyle olumsuz yönde ilişkiliyken, dürtüsellik, dışsallaştırma problemleriyle olumlu yönde, fakat ketleyici kontrol, dışsallaştırma problemleriyle olumsuz yönde ilişkilidir. Ayrıca, annelerin cezalandırıcı tepkilerinin, çocuklarda dikkati odaklama ve çevirebilme ile olumsuz yönde ilişkili olduğu bulunmuştur. Bunların yanısıra annelerin cezalandırıcı tepkilerinin hem doğrudan hem de dolaylı olarak çocukların dışsallaştırma davranışlarıyla ilişkili olduğu görülmüştür. Annelerin cezalandırıcı tepkileri çocukların dışsallaştırma problemlerini dolaylı olarak ketleyici kontrol aracılığıyla etkilemektedir. Bu sonuçlar annelerin çocukların olumsuz duygularına yönelik tepkilerinin ve çocukların mizacının, çocukların içselleştirme ve dışsallaştırma problemlerinin daha iyi anlaşılmasına katkı sağladığını göstermektedir.

Anahtar Kelimeler: ebeveyn sosyalleştirmesi, mizaç, içselleştirme ve dışsallaştırma problemleri, orta çocukluk

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TABLE OF CONTENTS

DEDICATION.....	iii
ABSTRACT	iv
ÖZET.....	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	ix
1. CHAPTER 1	1
INTRODUCTION.....	1
1.1 Theoretical Approaches	3
1.1.1 Psycho-dynamic Theories	3
1.1.2 Attachment Theory.....	4
1.1.3 Behavioral Theories	5
1.1.4 Social-learning Theory.....	5
1.1.5 Cognitive Theories	6
1.1.6 Biological Models	7
1.1.7 Transactional Models	8
1.2 Literature Review.....	10
1.2.1 Parental Socialization of Children’s Negative Emotions and Internalizing and Externalizing Behavior Problems.....	10
1.2.2 Temperament and Children’s Internalizing and Externalizing Behavior Problems.....	15
1.2.3 Parental Socialization of Children’s Negative Emotions, Temperament and Internalizing and Externalizing Behavior Problems	18
1.3 The Present Study..	21
1.4 Hypotheses	21
2. CHAPTER 2	23
METHODS	23
2.1 Participants.....	23

2.2 Materials.....	24
2.2.1 Coping with Negative Emotions Scale (CCNES).....	24
2.2.2 Children's Behavior Questionnaire (CBQ).....	25
2.2.3 Child Behavior Checklist/6-18 (CBCL)	26
2.3 Procedure.....	27
3. CHAPTER 3	28
RESULTS	28
3.1 Attrition Analyses	28
3.2 Preliminary Analyses	28
3.3 Main Analysis Plan	32
3.4 Main Analysis	33
4. CHAPTER 4	38
DISCUSSION	38
4.1 The Relations between Maternal Socialization of Children's Negative Emotions, and Children's Internalizing and Externalizing Problems-Hypotheses 1 & 2.....	38
4.2 The Relations between Children's Temperament, and Internalizing and Externalizing Problems-Hypotheses 3, 4, & 5.....	40
4.3 The Relations between Maternal Socialization of Children's Negative Emotions and Children's Temperament-Hypotheses 6 & 7	42
4.4 The Mediating Role of Children's Temperament on the Relation between Maternal Socialization of Children's Negative Emotions, and Children's Internalizing and Externalizing Problems-Hypothesis 8.....	43
4.5 Implications.....	46
4.6 Strengths of the Present Study	46
4.7 Limitations	47
4.8 Future Directions.....	48
APPENDICES	50
Appendix A-Olumsuz Duygularla Baş Etme Ölçeği	50
Appendix B-Çocukların Davranışlarını Değerlendirme Ölçeği-Anne Formu	55
Appendix C-Çocuk Davranış Kontrol Ölçeği-CBCL/6-18-Anne Formu	58
REFERENCES.....	62

LIST OF TABLES

Table 1. Means, Standard Deviations, and Correlation Matrix.....	31
Table 2. Hierarchical Regression Analyses for Maternal Socialization of Children's Negative Emotions and Temperament	35
Table 3. Hierarchical Regression Analyses for Maternal Socialization, Temperament, and Internalizing and Externalizing Problems.....	36



CHAPTER 1

INTRODUCTION

There is an increased interest in identifying the precursors of behavior problems which broadly involve internalizing and externalizing problems. They are important signs of maladjustment from childhood to adolescence (Bongers, Koot, Van der Ende, & Verhulst, 2003). While internalizing problems involve anxiety, depression, somatic complaints, and withdrawn behavior (Bongers et al., 2003), externalizing problems mainly include aggressive and destructive behavior, conduct problems, hyperactivity, impulsivity, and symptoms which are distressing to others (Bongers et al., 2003; Denham et al., 2000). Internalizing and externalizing problems are observed from early childhood to adolescence. However, they have different developmental patterns. While, internalizing problems increase from childhood to adolescence (Bongers et al., 2003), externalizing problems decrease with increasing age but they also have a tendency to continue during childhood and adolescence (Bongers et al., 2003; Denham et al., 2000). Hence, factors and conditions, which trigger the beginning and continuation of behavior problems, should be identified to prevent and decrease them earlier (Denham et al., 2000).

Research showed that parents play important roles in children's adjustment. Parental socialization of children's negative emotions is also crucial for children's adjustment as one of the important aspects of parenting (Fabes, Poulin, Eisenberg, & Madden-Derdich, 2002). However, there is little attention in parental emotion-related reactions and its link to children's adjustment (Eisenberg, Fabes, & Murphy, 1996). How parents socialize, cope with and react towards children's negative emotional reactions and expressions were associated with regulation of children's behavior

(Denham et al., 2000; Fabes, Leonard, Kupanoff, & Martin, 2001). While parental punitive reactions were positively linked to children's internalizing and externalizing problems (Engle & McElwain, 2011), parental explanation, talk and discussion about emotions were correlated with children's regulation of externalizing behavior (Eisenberg et al., 2001).

Furthermore, children's temperament was associated with children's behavior problems. It was found that temperamental traits of children such as low frustration tolerance, impulsivity, and high activity at the age of 3 and 4 predict externalizing problems at the age of 5 (Zahn-Waxler, Schmitz, Fulker, Robinson, & Emde, 1996). As research showed, both parents' socialization practices and children's temperamental traits trigger chronicity and permanence of children's behavior problems (Denham et al., 2000). However, there is lack of research examining how parental socialization influence children's internalizing and externalizing behavior problems through child temperament during middle childhood in non-Western contexts. Thus, the present study aimed to examine the mediational effect of temperament on the links between parental socialization of children's negative emotions and children's internalizing and externalizing behavior problems in a longitudinal study with Turkish school-age children.

There are several strengths of this study. Most of the studies which identify the precursors of children's internalizing and externalizing problems in middle childhood were conducted in Western countries. However, studies on internalizing and externalizing problems of children in middle childhood in non-Western countries are less, but cultural differences may influence parental socialization of children's negative emotions and its effects on children's behavior problems. Moreover, there are fewer longitudinal studies which focus on the mediational effects of children's

temperament on the relations between maternal socialization of children's negative emotions, and children's internalizing and externalizing problems. Thus, the present study aims to fill these gaps in the literature and have important contributions to comprehend children's internalizing and externalizing problems.

In the following sections of this chapter first the theoretical approaches explaining children's behavior problems were explained. Next, literature review would be reported. Finally, the research questions and hypotheses would be formulated.

1.1 Theoretical Approaches

Several theories clarify how behavior problems emerge in children. These theories include psycho-dynamic, attachment, behavioral, social learning, cognitive, biological and transactional models. Even though many of them arise from earlier ones, each theory involves different perspectives about the development of behavior problems in children (Mash & Barkley, 2014).

1.1.1 Psycho-dynamic Theories

Psycho-dynamic theories emphasise the importance of early life experiences and unconscious processes in child psychopathology (Mash & Barkley, 2014). Oedipus complex is related to that children see the same sex parent as a threat in their relationship with the opposite sex parent. The identification of children with the same sex parent contributes to the resolution of Oedipus complex. Hence, if children identify with parent who displays hostile, angry, aggressive and authoritarian behavior, they also have these kinds of behavior. Moreover, as a defense mechanism, which contribute to the regulation of emotions through minimize, transform and keeping away from emotions, and control of behavior, children are more likely to reflect these behaviors towards their siblings or peers, who are not seen as a threat

for themselves (Mash & Barkley, 2014; Rubin & Burgess, 2002). On the other hand, with the development of superego, children internalize norms of parents with whom they identified. Thus, they are more likely to control and regulate their aggressive behavior and impulses (Rubin & Burgess, 2002).

Freud also supports the role of unconscious libidinal desires or hostility towards parents in the emergence of anxiety (Zahn-Waxler, Klimes-Dougan, & Slattery, 2000). As it was stated in Zahn-Waxler's and Kochanska's study (1990) feeling guilt because of unconscious reactions towards parents, such as sexual and aggressive impulses, contribute to experience depression (Zahn-Waxler & Kochanska, 1990). Moreover, when parents do not meet children's needs and disappoint them frequently, children are more likely to feel depressed (Zahn-Waxler et al., 2000). As it was seen, parents have important roles in the development of behavior problems in children.

1.1.2 Attachment Theory

According to Bowlby, the quality of early parent-child relationships such as secure and insecure attachment, the development of autonomy and internal working models are center of attention in the development of child psychopathology. There is a link between the quality of early attachment relationships and later psychopathology in children (Mash & Barkley, 2014; Zahn-Waxler et al., 2000). Internal working model is about children's internalization of the relationships in relation to parents' behavior. When early parent-child attachment relationships involve sensitiveness, responsiveness, consistency or availability of parents, children are more likely to feel secure, comfort or confident (Rubin & Burgess, 2002). A secure basis, which is provided by attachment figure, gives children opportunities to explore and learn (Mash & Barkley, 2014; Rubin & Burgess, 2002). It also

contributes to the development of problem-solving and social skills, competence and autonomy (Rubin & Burgess, 2002; Zahn-Waxler et al., 2000).

On the contrary, if the caregiver does not respond the need of the child in an appropriate way, it is associated with psychopathology (Mash & Barkley, 2014). When parent-child attachment relationships include neglect, rejection, or insecurity, children are more likely to have maladaptive behavior such as aggression, anxiety or withdrawal. They become more hostile and irritable in their interactions and relationships with peers. Hence, they are unable to develop communication, negotiation and perspective-taking skills (Rubin & Burgess, 2002; Zahn-Waxler et al., 2000). On the other hand, internal working model that develops in children through attachment relationships involve constructs, which make a room for change, so the link between early attachment relationships and later psychopathology may become a probability (Mash & Barkley, 2014).

1.1.3 Behavioral Theories

Behaviorists underline that children learn behavior through conditioning and modelling. Children evaluate behavior according to positive and negative outcomes of it (Zahn-Waxler et al., 2000). They observe people in their surroundings such as parents, siblings, and peers, and imitate and learn their communication and behavior which involve aggressive, anxious and withdrawn (Rubin & Burgess, 2002; Zahn-Waxler et al., 2000). Their environmental experiences which are especially uncontrollable and aversive are risks for behavior problems such as depression (Zahn-Waxler et al., 2000).

1.1.4 Social-learning Theory

According to social learning theory, behavior and emotional reactions are obtained through experiences, observation of others' behavior and emotional

reactions, and rewarding or punishing reactions. The consequences of others' behavior has facilitative, informative and incentive role for children. Their learning is influenced by the observation of these consequences. Moreover, there is an interaction between behavior and control conditions of it. Behavior is not only experienced but also is regulated and controlled in relation to the consequences of it. Hence, cognitive skills contribute to benefit from experiences. Representations about acts of model shape children's future actions, contribute to solve problems (Bandura, 1977). As it was seen, other's reactions are important sources for children's behavior and regulation of it.

1.1.5 Cognitive Theories

Theories which focus on cognition in the development of child psychopathology involve information processing and cognitive-behavioral approaches. Cognition means mental processes that involve attention, memory, learning, problem-solving and decision-making. The links between information processing and child psychopathology explain with deficiencies in basic information processing which is related to cognitive functions such as attention and memory, social information processing and maladaptive cognition. According to the social information-processing, there is a reciprocal interaction between information processing skills, which is necessary in social relationships, and social schemas, memories, knowledge, cultural values and rules of individuals. Hence, the development of cognitive skills and recognizing the effects of peers' reactions, thoughts and emotions contribute to social adjustment (Mash & Barkley, 2014).

Cognitive-behavioral theories support some characteristics of behavioral approaches and include cognitive dynamics and information processing. When cognitive vulnerabilities such as; negative attribution and processing negative

stimulus continuously, interact adverse and stressful life experiences, the symptoms of psychopathology increases (Mash & Barkley, 2014). It was supported that negative environmental experiences, which could not be controlled, are risks for behavior disorders such as depression (Zahn-Waxler et al., 2000). Cognitive schemas, which are related to process experiences, are guidelines, influence hopes, beliefs, emotions and behavior, and information is filtered compatible with them. When maladaptive schemas, which develop in early childhood, are triggered by adverse experiences, it influences the cognitive processes such as encoding, processing and interpretation (Mash & Barkley, 2014). While internalizing problems are linked to inability in organizing and processing information, externalizing problems are generally associated with inability in encoding information and solving problems (Achenbach, 2000).

1.1.6 Biological Models

Genetic/neurobiological theories emphasize the individual differences which are related to heritability and neurobiological basis in the emergence of child psychopathology. They focus on the role of heredity, structure, function, and particular areas of the brain and etiologically related genes in disorders such as ADHD, autism spectrum disorder, social withdrawal, anxiety disorders, and obsessive-compulsive disorder. Hence, patterns of family have an important role in the understanding of genetic factors and influences on child psychopathology (Mash & Barkley, 2014). Moreover, as it was stated in family and twin studies, specific temperamental characteristics such as behavioral inhibition are risk factors for anxiety disorder (Turner, Beidel, & Wolff, 1996). It was also found that behavioral inhibition of two-year old girls predicted generalized social anxiety in adolescence (Schwartz, Snidman, & Kagan, 1999).

1.1.7 Transactional Models

Individuals have an active role in their development process. Biological functioning of individuals plays a central role in their relationships with environment. However, their activities are linked to their environmental conditions so it is difficult to understand individuals apart from these conditions. Individuals' conceptualizations about the world, and their way of managing new situations are influenced by environmental conditions. Hence, both their characteristics and environment are effective in the understanding and explanation of their development (Lerner & Damon, 2006).

Transactional models support that developmental outcomes emerges by the integration of individuals' characteristics and their environment that involve family and social context. There are bidirectional relations between children and their surroundings and experiences. Children's behavior and reactions are changed by parents' behavior and reactions towards them and also parents' behavior and reactions are changed by children's behavior and reactions. Hence, besides seeing parenting practices as the reason of children's behavior, it is necessary to consider that behavior and reactions of parents are also determined by children's characteristics, behaviour, and reactions (Sameroff & Mackenzie, 2003). It was found that deficits in maternal responsiveness which are related to maternal depression lead to conduct problems in children, while concurrently ADHD in children lead to deficits in maternal responsiveness (Johnston, Murray, Hinshaw, Pelham, & Hoza, 2002).

As it was stressed in transactional models, the influence of children's characteristics and environmental conditions on each other determines children's adjustment (Sameroff, Lewis, & Miller, 2000). Not only individual characteristics

and social context but also the associations between them should take into consideration to understand the emergence of children's behavior problems (Sameroff & Mackenzie, 2003). Research showed that maladaptive parenting and difficult temperament in children contribute to children's later behavior disorders (Sameroff & Mackenzie, 2003). Moreover, maternal responsiveness was negatively correlated with preschool children's externalizing problems in relation to its positive relation to children's effortful control (Orta, Corapci, Yagmurlu, & Aksan, 2013). Hence, it is important and effective to investigate conditions about children's temperament, parenting and socialization practices which both separately and together influence children's behavior problems (McGinley, 2008).

There is an emphasis on the relation between environmental factors and individual characteristics in the development of children's behavior problems. In the present study, transactional approach was adopted in the examination of children's behavior problems to comprehend the risk and protective factors effectively in middle childhood.

On the other hand, besides different perspectives of each theory in the development of psychopathology in children, there may be interactions of multiple etiologies in the emergence of child psychopathology. Hence, the integration of these theories and models has important contribution to the understanding of child psychopathology (Mash & Barkley, 2014).

In the examination of children's behavior problems, parenting styles or specific parenting aspects such as warmth and hostility, and children's temperament are center of attention with their relations and influences on behavior problems (Rubin, Burgess, Dwyer, & Hastings, 2003). Parenting practices such as harsh parenting and children's temperament are strong predictors of children's

internalizing and externalizing problems (Leve, Kim, & Pears, 2005). While parenting which is authoritarian, hostile, and punitive was positively related to children's externalizing problems even in their early ages, positive behavior of parents, which includes warmth, acceptance, positive control-guidance, inductive reasoning, and involvement was associated with decreased internalizing and externalizing problems in children (Rubin et al., 2003).

In the following section, first literature about parental socialization of children's negative emotions and its links with children's behavior problems; then temperament and its relations with children's behavior problems; following that the relations between parental socialization of children's negative emotions, temperament, and children's behavior problems was reported.

1.2 Literature Review

1.2.1 Parental Socialization of Children's Negative Emotions and Internalizing and Externalizing Behavior Problems

A great number of studies have been investigating parental socialization of children's negative emotions. Parental reactions to children's negative emotions especially have an important role while studying emotion socialization, which is about that children have ability to understand, regulate, and cope with emotions, express their emotions and react in emotional situation with socially and culturally appropriate and effective ways (Lundell, 2008). Parents socialize children's emotions through some ways such as talking about their emotions frequently, explaining causes or consequences of emotions or reacting to the expressions of children's emotions (Lunkenheimer, Shields, & Cortina, 2007). Parents' direct behavior such as teaching, reacting, discussing, and coaching emotions, or indirect behavior such as expressing and regulating their own emotions contribute to children's learning how

to regulate, deal with, and express emotions (Eisenberg et al., 1996; Fabes et al., 2002).

Parental reactions to children's negative emotions are mainly categorized as non-supportive or negative reactions and supportive or positive reactions. Non-supportive or negative reactions, which are also called as emotion dismissing, reactions are about being unaware of children's emotions, seeing negative emotions as overpowering, criticizing children's emotion and keeping children away from negative emotions (Eisenberg et al., 1996; Fabes et al., 2002; Kehoe, Havighurst, & Harley, 2014; Lunkenheimer et al., 2007). Non-supportive reactions include distress reactions, punitive reactions and minimization reactions. Parents react with distress to children's negative emotions (Eisenberg et al., 1996; Fabes et al., 2002). For example when children are embarrassed because of making a mistake, parents feel embarrassed and uncomfortable themselves as a distress reaction (Fabes, Eisenberg, & Bernzweig, 1990). Punitive reactions are about punishing children to control their negative emotional reactions (Eisenberg et al., 1996; Fabes et al., 2002). As a punitive reaction, parents do not allow children to do something they like such as watching TV (Fabes et al., 1990). Minimization reactions are about taking no notice and decreasing the importance of children's emotional and distress reactions, and problems, in other words limiting children's expression of negative emotions (Eisenberg et al., 1996; Fabes et al., 2002). As an example when children cannot sleep after they watch a scary movie, parents tell their children that they are over-reacting as a minimization reaction (Fabes et al., 1990).

In contrast, supportive or positive reactions, which is also called as emotion coaching, is about being aware of children's emotions, accepting them, seeing negative emotions as an opportunity and helping children to understand and control

their negative emotions while talking about emotions (Eisenberg et al., 1996; Fabes et al., 2002; Kehoe et al., 2014). Supportive reactions involve encouragement of expressing emotions, emotion-focused responses and problem-focused responses. Encouragement of expressing emotions is about allowing children's emotional reactions (Eisenberg et al., 1996; Fabes et al., 2002). As an example parents encourage children to talk about and express their anger, frustration, fear, nervous, and disappointed feelings (Fabes et al., 1990). Emotion-focused responses are about using strategies that are helping children feel better (Eisenberg et al., 1996; Fabes et al., 2002). As an emotion-focused response, parents soothe their children, have fun with them while playing game, talk about and think joyful things with them to feel them better (Fabes et al., 1990). Problem-focused responses are about helping children figure out problems which is reason of children's distress (Eisenberg et al., 1996; Fabes et al., 2002). If children cry when they lose their toy, parents help children think and look places which toy can be found as a problem-focused response (Fabes et al., 1990).

Several studies examined parents' reactions to children's negative emotions in relation to children's behavior problems. Parents have a tendency to react to children's negative emotions with negative strategies, which involve punishment or trying to stop them suddenly, because they think that children may use negative emotions for their own profit and expression of negative emotions may indicate problematic character of children or negative emotions may be detrimental for children. However, children avoid displaying their emotions and suppress them and their anxiety increase with parents' negative reactions (Fabes et al., 2001). Moreover, research showed that non-supportive reactions of parents, especially punitive and minimizing reactions, trigger less supportive and secure, more conflictual and

stressful parent-child interactions and are risk factor for both internalizing and externalizing behavior in school-age children (Eisenberg et al., 1999; Kehoe et al., 2014; Rydell, Thorell, & Bohlin, 2007; Tao, Zhou, & Wang, 2010). Children feel insecure in an environment which involves non-supportive reactions of parents towards their negative emotions and they are more likely to have unregulated and inappropriate behavior and long-term behavior problems in relation to exposure to distress reactions (Eisenberg et al., 1996). Parents' negative strategies to children's negative emotions were more likely to be related to having difficulties and problems in regulation of children's behavior and emotions, which are especially important throughout children's school years in their expanding relationships, such as peer relationships, in social context (Fabes et al., 2001; Lunkenheimer et al., 2007). Research showed that parental minimization reactions to children at ages 4-6 predicted children's externalizing problem behavior, which involves aggressive, destructive and socially inappropriate behavior, 4 or 6 years later (Eisenberg et al., 1999). Parental punitive and minimization reactions were positively linked to internalizing problems in relation to increased sadness and anxiety (Engle & McElwain, 2011) and externalizing problems in relation to increased anger and frustration in school-age children (Frick & Morris, 2004).

Furthermore the findings about parents' punitive reactions to children's negative emotions are more consistent than distress and minimization reactions of parents. Minimization reactions are especially different from other non-supportive reactions of parents (Eisenberg et al., 1999). Cultural differences may influence parental socialization of children's negative emotions and its effects on children's behavior problems. It is expected that while minimization reactions are negatively linked to children's adjustment in Western culture, they are unrelated to children's

adjustment in non-Western culture because parents are more likely to restrict children's emotional expressions in collectivistic cultures such as China. Moreover, if parents use minimization reactions to ignore and reject children's negative emotions, these reactions are more likely to impair children's adjustment. However, when parents use these reactions to feel children better, they are more likely to contribute to children's adjustment (Tao et al., 2010).

On the other hand, parental reactions were also associated with positive child outcomes such as increased emotional understanding and expressiveness. If parents accept children's negative emotions instead of inhibiting them, children have more benefits including increased emotional understanding and expressiveness. Parents should cope with children's negative emotions with supportive reactions and should help them manage their negative emotions such as anger and hostility (Fabes et al., 2002). Parental emotional communication which involves supportive reactions and emotion coaching provide that children learn how to cope with negative emotions, they express their emotions in ways which are suitable for social expectations, they become aware of their own emotions and others' emotions, and they show adaptive behavior in social context (Dunsmore, Booker, & Ollendick, 2013; Eisenberg et al., 1996). Research showed that parent's encouragement of children's expressions of emotions contributes to expression of children's negative emotions such as nervousness and sadness. On the contrary, discouragement of the expression of children's negative emotions was positively related to anxiety and inappropriate reactions in social context in middle childhood (Eisenberg et al., 1996). Moreover, supportive reactions contribute to positive child outcomes including better adjustment in school-age children while parents are explaining and discussing emotions and modelling, coaching and teaching their children how to manage and

regulate externalizing behavior and negative emotions (Eisenberg et al., 2001; Tao et al., 2010). It was found that emotion dismissing behaviors were risk factors for children's internalizing and externalizing problems in middle childhood. However, when there was both emotion coaching and emotion dismissing towards children's negative emotions, coaching of negative emotions was associated with lower internalizing problems in middle childhood (Lunkenheimer et al., 2007). Moreover, maternal emotion coaching, explaining, talking and discussing emotions were correlated with school-aged children's regulation of externalizing problems (Eisenberg et al., 2001). However, although parental emotion and problem-focused reactions were negatively linked to internalizing problems in school-age children, these reactions were not correlated with externalizing problems, and no research which showed that parental emotion or problem-focused reactions were negatively related to children's externalizing problems was found (Tao et al., 2010).

Besides the links between parental socialization of children's negative emotions and children's behavior problems, children's temperament also plays important roles on children's behavior problems. Literature review about the relations between temperament and internalizing and externalizing behavior problems was going to be reported in the next section.

1.2.2 Temperament and Children's Internalizing and Externalizing Behavior Problems

Not only parents but also children have important roles in their development and adjustment as an individual with their temperament (Rothbart, 2007).

Temperamental differences have important influences on the development of children, and how these differences increase or decrease the risk of behavior problems are center of attention in recent studies (Frick & Morris, 2004). Children's

different reactions to the environment and the regulation of them constitute their temperament (Rothbart, 2007). Temperament is defined as heritable, biologically based individual differences in behavior, reactivity and self-regulation (Lengua, West, & Sandler, 1998; Muris, Meesters, & Blijlevens, 2007; Rothbart & Bates, 1998). Reactivity, which is seen as early as the first year of the life, is the onset, intensity, duration and arousability of emotional, motor, and attentional response system (Rothbart, Ahadi, Hershey, & Fisher, 2001; Rothbart, Ellis, & Posner, 2004). As a temperamental trait, impulsivity is stated as response initiation speed (Rothbart, 2007; Rothbart et al., 2001). For example impulsive children commonly hurry to start an activity or decide to do something without thinking about it (Rothbart et al., 2001). On the other hand, self-regulation means the processes to increase or decrease reactivity containing effortful control of behavior which is related to attention system. Contrary to reactivity, it appears around the end of the first year of life (Rothbart et al., 2001; Rothbart et al., 2004). Effortful control is an important dimension of self-regulation. Effortful control, which is stated as voluntary control of behavior and emotion, means that the ability to inhibit a dominant response to plan and to find out errors (Rothbart & Bates, 2006; Rothbart et al., 2004). The components of effortful control are inhibitory control and attentional control that involve attentional focusing and shifting (Eisenberg et al., 2005; Frick & Morris, 2004; Zentner & Bates, 2008). Inhibitory control is the ability to react to situations in a planned way and to inhibit inappropriate responses (Zentner & Bates, 2008). As an example, children are able to wait before starting an activity (Rothbart et al., 2001). Attentional focusing is the ability to keep attentional focus on stimulus (Eisenberg et al., 2005; Frick & Morris, 2004). For example when children start an activity such as drawing or building something, they can continue this activity for long times

(Rothbart et al., 2001). Attentional shifting is the ability to shift attention when it is necessary to cope with situations (Eisenberg et al., 2005; Frick & Morris, 2004). As an example, children can easily leave their play in meal times or to do homework (Eisenberg et al., 2005; Rothbart et al., 2001).

Temperament is an important factor in the development of internalizing and externalizing problems (Lengua et al., 1998; Muris et al., 2007). Temperamental differences in children, which is related to different physiological reactivity, behavioral and emotional reactions to environmental stimulus, determine decrease or increase in children's internalizing and externalizing problems (Frick & Morris, 2004; Muris et al., 2007). Children change and regulate their behavioral and emotional reactions by shifting their attention from emotional stimulus or event, and inhibiting or increasing their reactions (Frick & Morris, 2004). Specific temperamental traits diminish the development of children's abilities which are necessary to regulate emotion, plan and control behavior. Hence, they were found to link to children's internalizing and externalizing problems (Frick & Morris, 2004).

Research with children aged between 9 and 13 showed that children who had internalizing and externalizing problems were found to have low effortful control than children who did not have behavior problems (Lengua et al., 1998; Muris et al., 2007). Moreover, low effortful control is a stronger predictor of externalizing problems than internalizing problems (Rothbart, 2007). Low inhibitory control was more likely to associate with externalizing problems and inhibition was also positively related to internalizing problems in children. However, low attentional control was more likely to link to internalizing problems in children (Lengua et al., 1998; Muris et al., 2007). While internalizing problems are generally associated with uncontrollable negative thoughts in children, externalizing problems are generally

linked to disinhibition and impulsivity (Muris et al., 2007). If children have internalizing problems, they have difficulties in managing their emotions because of having difficulties in shifting their attention from negative thoughts and stimulus (Eisenberg et al., 2005). Moreover, if children are not able to inhibit undesired behavior when it is required, they are more likely to be aggressive than children who are able to inhibit it (Rubin et al., 2003). It was found that when all components of effortful control are low in school-aged children but they have high impulsivity, they have a tendency to have externalizing problems. However, if school-aged children are high in inhibitory control but low in attentional control and impulsivity, they tend to have internalizing problems (Eisenberg et al., 2005).

Other than taking into consideration the binary relations between parental socialization of children's negative emotions, children's temperament and children's behavior problems, in what way the links between parental socialization of children's negative emotions and children's temperament are associated with children's behavior problems is also important.

1.2.3 Parental Socialization of Children's Negative Emotions, Temperament and Internalizing and Externalizing Behavior Problems

Some of the models which involve the associations between parenting practices and children's temperament, and how these associations relate to children's behavior problems emphasize that children react differently in same environments in relation to their different temperamental characteristics, and parenting practices have different influences on different children (Sameroff et al., 2000). Transactional models underline that there is a reciprocal relationship between parenting practices and children's characteristics during children's development. Not only parental socialization of children's negative emotions and children's temperamental

characteristics but also the bidirectional links between them have important influences in the emergence of children's externalizing and internalizing problems (McGinley, 2008). Children have an active role in parent-child relationships so their temperamental characteristics have important influences on parent-child relationships, their socialization processes, and reactions of parents towards them (Lengua et al., 1998; Muris et al., 2007). Different characteristics of children evoke different parental reactions to children's negative emotions such as anger, irritability, fear and sadness. Showing negative emotions intensely is a part of temperamental traits and if children display negative emotions frequently and intensely, their parents were more likely to have negative reactions such as distress, punitive, and minimization, and were unlikely to have problem-focused reactions to children's negative emotions in middle childhood (Eisenberg et al., 1996). It was also found that mothers' punitive and minimization reactions to children's negative emotions were related to low attentional control (focusing and shifting attention) and high negative affect in children whose age varied from 4 to 6. In contrast, maternal expressive encouragement of children's emotion was linked to children's high attentional control (focusing and shifting attention) (Eisenberg & Fabes, 1994).

Research has also indicated that parents' punitive reactions to children's negative emotions at ages 8-10 negatively predicted children's regulation, which involves inhibitory control, impulsivity, attention focusing, and self-control, at ages 10-12 (Eisenberg et al., 1999). Children's regulation at ages 6-8 also negatively predicted parental punitive reactions at 8-10. Hence, the bidirectional association between parental punitive reactions towards children's negative emotions and children's regulation is supported. In addition, the reciprocal relationship between parental punitive reactions and children regulation is also effective in the emergence

of children's externalizing problems. It was stated that the link between parental punitive reactions and mother-reported externalizing problem behavior of children at age 10-12, which include aggressive, destructive and socially inappropriate behavior, was partially mediated by children's regulation (Eisenberg et al., 1999). However, no study which is about supportive maternal reactions to children's negative emotions, negative temperamental characteristics of children and children's internalizing and externalizing problems was found.

It seems like that there are bidirectional links between emotion-related practices of parent and children's temperament, and their relations are also effective on children's behavior problems in middle childhood. Hence, it is important to conceptualize and investigate their influences on children's behavior problems with a transactional approach (Eisenberg & Fabes, 1994; Eisenberg et al., 1996; Eisenberg et al., 1999). Consequently, besides investigating separately the links between parental socialization of children's negative emotions, children's temperament and children's behavior problems, it should be examined how the relations between parental socialization of children's negative emotions and children's temperament are associated with children's behavior problems.

In addition, previous research shows significant gender and SES differences in children's behavior problems. The literature about gender differences stated that boys are more likely to have externalizing problems than girls (Rubin et al., 2003). Socioeconomic status (SES) has also important influences on children's behavior problems. Research showed that SES negatively predicted children's externalizing problems (Tao et al., 2010), and it was negatively related to children's internalizing problems as well (Lunkenheimer et al., 2007). However, the present study did not

focus on gender and SES differences so we didn't formulate any specific research hypotheses about them but we controlled these variables in the analyses.

1.3 The Present Study

The present study aims to investigate the longitudinal relations between parental socialization of children's negative emotions and children's temperament and how these relations predict children's behavior problems in elementary school children. In other words, it examined the mediational effect of temperament on the links between parental socialization of children's negative emotions and children's internalizing and externalizing behavior problems in a longitudinal study with Turkish school-age children.

The current study has following four research questions:

- 1) What are the relations between maternal socialization of children's negative emotions and children's internalizing and externalizing behavior problems?
- 2) What are the links between children's temperament and children's internalizing and externalizing behavior problems?
- 3) What are the associations between maternal socialization of children's negative emotions and children's temperament?
- 4) Does children's temperament mediate the relation between maternal socialization of children's negative emotions, and children's internalizing and externalizing behavior problems?

1.4 Hypotheses

In the light of the literature, the following hypotheses were formulated.

Hypothesis 1. Maternal punitive and minimization reactions at age 7 were expected to be positively related to children's internalizing and externalizing problems at age 9.

Hypothesis 2. Maternal emotion and problem-focused reactions at age 7 were expected to be negatively linked to children's internalizing problems at age 9 but no hypothesis formulated for externalizing behavior problems

Hypothesis 3. Attentional focusing and shifting at age 8 were expected to be negatively associated with children's internalizing problems at age 9 but no hypothesis formulated for externalizing behavior problems.

Hypothesis 4. Impulsivity at age 8 was expected to be positively linked to children's externalizing problems at age 9 but no hypothesis formulated for internalizing behavior problems.

Hypothesis 5. Inhibitory control at age 8 was expected to be negatively related to children's externalizing problems at age 9 but no hypothesis formulated for internalizing behavior problems.

Hypothesis 6. Maternal punitive and minimization reactions at age 7 were expected to be negatively associated with attentional focusing and shifting at age 8.

Hypothesis 7. Maternal expressive encouragement of children's emotions at age 7 would be positively linked to attentional focusing and shifting at age 8.

Hypothesis 8. It was expected that the relation between maternal socialization of children's negative emotions at age 7 and children's internalizing and externalizing problems at age 9 would be mediated by children's temperament at age 8. In other words, non-supportive maternal reactions to children's negative emotions at age 7 would negatively predict positive temperamental characteristics of children at age 8, which, in turn, would negatively predict children's internalizing and externalizing problems at age 9. However, no hypothesis formulated for supportive maternal reactions to children's negative emotions, negative temperamental characteristics of children and children's internalizing and externalizing problems.

CHAPTER 2

METHODS

The data comes from a larger longitudinal study on children's cognitive, emotional, and prosocial development, in which children and their mothers were seen at four times of assessment. The Scientific and Technological Research Council of Turkey-TUBITAK funded Longitudinal Study of Children's Cognitive, Emotional & Prosocial Development [to Assoc. Prof. Dr. Asiye Kumru, Assoc. Prof. Dr. Bilge Yağmurlu and Prof. Dr. Melike Sayıl (Grant No: 104K068)]. In the present study, we used data obtained at three time points: when children were 7, 8, and 9 years old. Parental socialization of children's negative emotions was assessed through mother version of Coping with Negative Emotions (Fabes et al., 1990) when the child was at 7 (T1). When the child at 8 (T2), mother version of Children's Behavior Questionnaire (Rothbart et al., 2001) was used to assess children's temperament. Children's internalizing and externalizing problems were assessed by mother version CBCL/6-18 (Achenbach & Rescorla, 1991) when the child was at 9 (T3).

2.1 Participants

Three hundred forty mothers and their children (49.7% girls, 50.3% boys, $M_{age}=83$ months, $SD=3.47$, range=76-90 months) residing in three cities of Turkey were recruited. A total of 132 mothers were from Bolu, 148 mothers from Istanbul, and 60 mothers from Ankara. Families were coming from mostly middle class (SES: $M=3.19$, $SD=1.27$, Mod=3; 1=equal or less than 450 TL per month, 2=450-750 TL per month, 3=750-1500 TL per month, 4=1500-3000 TL per month, 5=3000-5000 TL per month and 6=equal or more than 5000 TL per month). The mean of education years was 9.33 ($SD=4.39$) for mothers and 10.41 ($SD=4.34$) for fathers. For the

marital status of mothers, 88.5% of them were married. Also, 63.8% of the mothers were housewife, while 28.8% of the mothers had a job; 88.2% of the fathers reported that they had a job.

2.2 Materials

2.2.1 Coping with Negative Emotions Scale (CCNES). To assess parents' reactions to the children's negative emotions, mothers completed Coping with Negative Emotions Scale (CCNES) which is developed by Fabes, Eisenberg, and Bernzweig (1990). This scale includes six subscales: Distress, e.g., “feel upset and uncomfortable because of my child’s reaction”; punitive, e.g., “tell my child that if she starts crying then she’ll have to go to her room right away”; and minimization reactions, e.g., “tell my child that he is over-reacting”; expressive encouragement, e.g., “encourage my child to talk about her fears”; emotion-focused, e.g., “comfort my child and try to make him/her feel better” and problem-focused responses, e.g., “help my child think of places she hasn’t looked yet”. These subscales are assessed with 12 hypotetic situations in which children display negative emotions (e.g. anger, fear, and anxiety). Mothers were asked to indicate (on 5 point scale from “1=very unlikely” to “5=very likely”) how likely she would be to react in each of six different ways for each situation. Fabes et al. (2002) reported acceptable internal reliability of subscales ranging from .69 to .85, test-retest reliability, good concurrent and construct validity. It was adapted to Turkish by Altan, Yağmurlu and Yavuz (2013), internal reliability ranges from .54 to .88. In our study obtained from longitudinal data of the first year, Cronbach’s alphas for each subscale were found as .69 for distress reaction (after dropping five items, leaving seven items), .83 for punitive reaction, .82 for minimization, .81 for expressive encouragement, .79 for emotion-

focused reactions, and .76 for problem-focused reactions (after dropping one item, leaving eleven items).

2.2.2 Children's Behavior Questionnaire (CBQ). It assesses 15 dimensions of temperament including activity level, anger/frustration, attentional focusing, positive anticipation/approach, discomfort, falling reactivity/soothability, fear, high intensity pleasure, impulsivity, inhibitory control, low intensity pleasure, perceptual sensitivity, sadness, shyness, and smiling/laughter, with 195 statements on 7-point scale from "1=extremely untrue" to "7=extremely true". It is developed by Rothbart, Ahadi, Hershey, and Fisher (2001). Four subscales of CBQ, which have 51 item, was used in this study (attentional focusing, e.g., "when picking up toys or other jobs, usually keeps at the task until it's done"; attentional shifting, e.g., "can easily shift from one activity to another"; impulsivity, e.g., "usually rushes into an activity without thinking about it", and inhibitory control, e.g., "can lower his/her voice when asked to do so"). When the child was 8 years old (T2), mother version of Children's Behavior Questionnaire (Rothbart, et al., 2001) was utilized to assess children's temperament. Mothers were presented with 51 statements which describe children's reactions to different situations and were asked to rate (on 5-point scale from "1=always untrue" to "5=always true") how "true" the statement was of their child's reaction within the past six months. Strong convergent and discriminate validity, internal reliability and consistency of the temperament scales have been reported (Rothbart et al., 2001). It was adapted to Turkish by Batum and Yagmurlu (2007) and Cronbach's alpha for the scale was found as .83. In our study, Cronbach's alphas for each subscale were found as .75 for attentional focusing (after dropping three items, leaving eleven items), .75 for attentional shifting (after dropping two items,

leaving ten items), .68 for impulsivity (after dropping six items, leaving seven items), and .75 for inhibitory control.

2.2.3 Child Behavior Checklist/6-18 (CBCL). To measure children's behavioral and emotional problems, Child Behavior Checklist/6-18 (CBCL), which is a 113-item measure of parent's report of the children's behavioral and emotional problems, and was developed by Achenbach (1991), was used. It yields scores for social competency, eight syndrome scale scores (Withdrawn, e.g. "withdrawn, doesn't get involved with others"; Somatic Complaints, e.g. "feels dizzy or lightheaded"; Anxious/Depressed, e.g. "too fearful or anxious"; Social Problems, e.g. "doesn't get along with other kids"; Thought Problems, e.g. "can't get his/her minds off certain thoughts", Attention Problems, e.g. "can't concentrate, can't pay attention for long"; Rule-Breaking Behavior, e.g. "breaks rules at home, school, or elsewhere"; Aggressive Behavior, e.g. "destroys things belonging to his/her family or others"), two broad scores (Internalizing and Externalizing Behavior Problems), and a Total Behavior Problems score. Items were rated on a 3 point scale ("0=not at all true" to "2=very true"). Scores for Internalizing Behavior Problems were computed with the items of three syndrome scales (Somatic Problems, Anxious/Depressed, and Withdrawn). Externalizing Behavior Problems were computed with items of two syndrome scores (Rule-Breaking Behavior and Aggressive Behavior). Achenbach and Rescorla (2001) reported that Internalizing and Externalizing broad scales have high test-retest reliability (.91 and .92) and internal consistency (.90 and .94). Moreover, Total Problems composite has good reliability and internal consistency (.94 and .97) as well (Achenbach & Rescorla, 2001). It was adapted to Turkish by and Erol, Arslan, and Akçakın (1995), test-retest reliability was found as .84 and internal consistency was found as .88 for total problems. In our study, Cronbach's

alphas for each subscale were found as .86 for internalizing problems (.75 for anxious/depressed, .73 for withdrawn and .76 for somatic complaints), .87 for externalizing problems (.86 for aggressive behavior and .70 for rule-breaking behavior (after dropping one items, leaving sixteen items), .70 for social problems, .69 for thought problems (after dropping one item, leaving fourteen items), .78 for attention problems (after dropping one items, leaving nine items), and .61 for other problems (after dropping three items, leaving fourteen items).

2.3 Procedure

First the legal permission from the Turkish Ministry of Education was taken to collect the data from public and private primary and secondary schools in Bolu, Ankara, and Istanbul. With the principles knowledge and permission, an invitation letter was sent to the parents through their children. In this letter, parents were informed about the confidentiality and asked to sign informed consent form for the child if they were willing to participate and allowed their kids to participate to the current study. They were requested to provide their names and contact information as well at least three contact persons' addresses and phone numbers because of the follow-up nature of our 4-year longitudinal project. When they signed and returned the informed consent forms, the questionnaires were sent to parents. Finally, mothers filled out the questionnaires wherever they liked and returned them to the respected schools through their child.

CHAPTER 3

RESULTS

3.1 Attrition Analyses

The difference between Time 1 scores of participants who remained at Time 3 and those who were absent were investigated to see the possible effects of attrition. Attrition rate was 10.9% from Time 1 to Time 3. The differences on demographic variables including residence of participants, gender, age, the number of sibling, the age of mother and father, and the education years of mother and father were examined with one-way ANOVA tests. There were not significant differences on residence of the participants, gender, age, the number of sibling, the age of father and the education years of mother. However, mothers' age and the education years of father were found to be significant. That is, the mean of mothers' age who remained at the study was 33.73 ($SD=4.79$), and who withdrew from the study was 31.88 ($SD=4.83$). The mean of education years of father who remained at the study was 10.18 ($SD=4.24$), and who withdrew from the study was 12.22 ($SD=4.75$). One-way MANOVA tests were carried out to test the differences on main variables (maternal socialization of children's negative emotions and children's temperament). No significant differences were found on main variables either. Results showed that participants who withdrew from the study did not differ significantly on main variables from participants who remained at the study.

3.2 Preliminary Analyses

Descriptive statistics (means and standard deviations) and correlations among demographic variables including age, gender, and SES, maternal socialization of children's negative emotions, temperament, and internalizing behavior problems (i.e.,

anxious/depressive, withdrawn/depressive and somatic complaints), externalizing behavior problems (i.e., rule-breaking and aggressive behaviors) were conducted (see Table 1). SES was composed by three variables which are education levels of mother and father, and monthly income. The scores of these three variables were converted Z scores.

As can be seen in Table 1, correlational analyses showed that gender was positively associated with attentional shifting and inhibitory control with girls scoring higher than boys, but negatively correlated with children's externalizing problems with boys scoring higher than girls. Moreover, SES was negatively correlated with maternal distress, punitive, minimization reactions, impulsivity, and also with both children's internalizing and externalizing problems; but positively linked to attentional focusing and inhibitory control. It was indicated that maternal distress, punitive behavior, and minimization reactions were positively associated with each other. Also, maternal minimization reactions, expressive encouragement and emotion and problem-focused responses were positively associated with each other. However, maternal distress and punitive reactions were negatively correlated with emotion and problem-focused reactions. Maternal distress, punitive, and minimization reactions were positively linked with children's internalizing and externalizing problems. Furthermore attentional focusing, attentional shifting and inhibitory control were positively correlated with each other. Attentional focusing, attentional shifting, and inhibitory control were negatively associated with impulsivity. While attentional focusing, attentional shifting, and inhibitory control were negatively correlated with children's internalizing and externalizing problems, impulsivity was positively associated with both behavior problems. In addition, maternal distress and punitive reactions were negatively linked to attentional

focusing, attentional shifting, and inhibitory control, but positively correlated with impulsivity. Maternal emotion-focused and problem-focused responses were positively associated with attentional shifting and inhibitory control, but negatively linked with impulsivity. Maternal problem-focused problems were positively correlated with attentional focusing, and maternal expressive encouragement was positively associated with inhibitory control. Furthermore, children's internalizing problems were positively correlated with children's externalizing problems. No other significant relations were found.



Table 1
Means, Standard Deviations, and Correlation Matrix

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1-Age	82.94	3.47	-													
2-Gender			.03	-												
3-SES	-.003	.89	.03	-.04	-											
4-Distress Reactions (T1)	2.14	.71	-.00	.04	-.33**	-										
5-Punitive Reactions (T1)	2.07	.77	.00	.04	-.47**	.71**	-									
6-Minimization Reactions (T1)	3.12	.76	.03	.04	-.37**	.48**	.54**	-								
7-Expressive Encouragement (T1)	3.75	.68	.02	.11	-.04	-.02	-.04	.24**	-							
8-Emotion-Focused Responses (T1)	4.34	.50	.11	-.01	-.03	-.18**	-.19**	.21**	.54**	-						
9-Problem-Focused Responses (T1)	4.26	.52	.06	.04	.09	-.16**	-.19**	.22**	.55**	.73**	-					
10-Attentional Focusing (T2)	3.47	.56	.12	.11	.20*	-.25**	-.26**	-.09	.09	.12	.15*	-				
11-Attentional Shifting (T2)	3.48	.55	.01	.13*	.05	-.24**	-.24**	-.06	.11	.17**	.14*	.49**	-			
12-Impulsivity (T2)	2.75	.65	-.09	-.06	-.14*	.17**	.24**	.04	-.12	-.24**	-.17**	-.58**	-.43**	-		
13-Inhibitory Control (T2)	3.71	.58	.10	.12*	.16**	-.21**	-.26**	-.05	.13*	.27**	.23**	.57**	.64**	-.63**	-	
14-Internalizing Problems (T3)	.36	.25	-.04	.03	-.28**	.30**	.36**	.23**	.01	-.12	-.10	-.36**	-.25**	.20**	-.25**	-
15-Externalizing Problems (T3)	.20	.19	-.03	-.15*	-.29**	.28**	.42**	.20**	.02	-.09	-.09	-.35**	-.34**	.39**	-.44**	.61**

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

3.3 Main Analysis Plan

The aim of the study is to test whether children's temperament (attentional focusing, attentional shifting, impulsivity and inhibitory control) mediated the relations between maternal socialization of children's negative emotions (distress, punitive and minimization reactions, expressive encouragement, emotion-focused and problem-focused responses) and children's internalizing and externalizing behavior problems. Mediation analyses were conducted to fulfill the aim of the study using hierarchical regression and the conditions that are outlined by Baron and Kenny (1986). The analyses were carried out with maternal distress and punitive reactions because correlational analyses indicated that minimization reactions were not correlated with attentional focusing, attentional shifting, impulsivity and inhibitory control. Moreover, expressive encouragement, emotion-focused and problem-focused responses were not related to internalizing and externalizing problems. Hence, these variables did not meet the mediation condition. Firstly, for each component of temperament, two-step hierarchical regression analyses were used to examine the relations between maternal socialization of children's negative emotions (maternal distress and punitive reactions) and children's temperament (attentional focusing, attentional shifting, impulsivity, and inhibitory control). In the first step, demographic variables which were; gender (dummy coded) and SES, and in the second step, maternal socialization of children's negative emotions (maternal distress and punitive reactions) were entered. Secondly, for each type of behavior problems, three-step hierarchical regression analyses were conducted to see whether maternal socialization of children's negative emotions and children's temperament predicted children's internalizing and externalizing problems. In the first step, demographic variables including gender (dummy coded) and SES were entered.

Maternal socialization of children's negative emotions (maternal distress and punitive reactions) was entered in the second step. Lastly, in the third step, the components of temperament including attentional-focusing, attentional shifting, impulsivity, and inhibitory control were entered. Baron and Kenny (1986) stated that for mediation to occur, (a) variations in maternal socialization of children's negative emotions significantly explain variations in children's temperament (Path a) (b) variations in children's temperament significantly explain variations in children's behavior problems (Path b), and (c) when Paths a and b are controlled, the previous significant relation between maternal socialization of children's negative emotions and children's behavior problems (Path c) will be no longer be significant. To get the strongest mediation effect, Path c should be close to zero (Baron & Kenny, 1986).

3.4 Main Analysis

Hierarchical regression analyses, which show the relations between maternal socialization of children's negative emotions and children's temperament, are presented in Table 2. Results showed that while SES positively predicted attentional focusing at age 8 in the first step, gender negatively predicted attentional focusing with girls scoring higher than boys at age 8 in the second step. Also, there was a significant change in R^2 . In the first step, gender negatively predicted attentional shifting with girls scoring higher than boys at age 8. In the second step, gender with girls scoring higher than boys still negatively, and also maternal punitive reactions to children's negative emotions at age 7 negatively predicted attentional shifting at age 8, and also a significant change in R^2 was found. For impulsivity, in the first step, SES negatively predicted impulsivity at age 8. In the second step, maternal punitive reactions to children's negative emotions at age 7 positively predicted impulsivity at age 8, and there was a significant change in R^2 . For inhibitory control, in the first

step, SES positively predicted inhibitory control at age 8. In the second step, maternal punitive reactions to children's negative emotions at age 7 negatively predicted inhibitory control at age 8, and also a significant change in R^2 was found.

Hierarchical regression analyses, which indicate whether maternal socialization of children's negative emotions and children's temperament predict children's internalizing and externalizing problems, are presented in Table 3. Results showed that in the first step only SES negatively predicted internalizing problems at age 9. In the second step, SES still negatively, but maternal punitive reactions to children's negative emotions at age 7 positively predicted internalizing problems at age 9, and also there was a significant change in R^2 . In the third step, maternal punitive reactions to children's negative emotions at age 7 still positively, but attentional focusing at age 8 negatively predicted internalizing problems at age 9, and a significant change in R^2 was found.

On the other hand, in the first step, SES negatively and gender (boys scoring higher than girls) predicted externalizing behavior problems at age 9. In the second step, gender with boys scoring higher than girls and maternal punitive reactions to children's negative emotions at age 7 positively predicted externalizing problems at age 9, and also there was a significant change in R^2 . In the third step, maternal punitive reactions to children's negative emotions at age 7 positively, but inhibitory control at age 8 negatively predicted externalizing problems at age 9, and also a significant change in R^2 was found.

Table 2
Hierarchical Regression Analyses for Maternal Socialization of Children's Negative Emotions and Temperament

	<u>Attentional Focusing</u>		<u>Attentional Shifting</u>		<u>Impulsivity</u>		<u>Inhibitory Control</u>	
	β	p	β	p	β	p	β	p
1. Step	$F=6.88$	$R^2=.05$	$F=3.41$	$R^2=.02$	$F=3.28$	$R^2=.02$	$F=4.20$	$R^2=.03$
Gender	-.12	.062	-.15*	.016	.07	.242	-.11	.093
SES	.20**	.001	.07	.289	-.15*	.021	.15*	.016
2. Step	$F_{change}=8.18$	$R^2=.10$	$F_{change}=12.04$	$R^2=.10$	$F_{change}=6.32$	$R^2=.06$	$F_{change}=6.96$	$R^2=.07$
Gender	-.12*	.046	-.16**	.008	.08	.193	-.11	.076
SES	.08	.236	-.08	.225	-.03	.658	.03	.656
Distress Reactions	-.12	.180	-.15	.080	-.04	.688	.01	.877
Punitive Reactions	-.18	.061	-.21*	.023	.27**	.005	-.27**	.005

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 3
Hierarchical Regression Analyses for Maternal Socialization, Temperament, and Internalizing and Externalizing Problems

	<u>Internalizing</u>		<u>Externalizing</u>	
	β	p	β	p
1. Step	$F=10.13$	$R^2=.07$	$F=15.04$	$R^2=.10$
Gender	-.02	.723	.15*	.013
SES	-.28***	.000	-.30***	.000
2. Step	$F_{change}=10.47$	$R^2=.14$	$F_{change}=18.32$	$R^2=.21$
Gender	-.02	.796	.16**	.006
SES	-.14*	.041	-.12	.062
Distress Reactions	.09	.268	-.02	.762
Punitive Reactions	.23*	.011	.40***	.000
3. Step	$F_{change}=5.70$	$R^2=.20$	$F_{change}=11.29$	$R^2=.33$
Gender	-.06	.334	.10	.052
SES	-.12	.075	-.10	.089
Distress Reactions	.04	.591	-.06	.453
Punitive Reactions	.20*	.024	.32***	.000
Attentional Focusing	-.27**	.001	-.07	.316
Attentional Shifting	-.07	.336	-.06	.374
Impulsivity	-.06	.440	.07	.351
Inhibitory Control	-.01	.882	-.23**	.004

* $p < .05$, ** $p < .01$, *** $p < .001$

While maternal punitive reactions at age 7 positively predicted internalizing problems at age 9, with the addition of the components of children's temperament (attentional focusing, attentional shifting, inhibitory control, and impulsivity) into the model, it still positively, but attentional focusing at age 8 negatively predicted internalizing problems at age 9. However, maternal punitive reactions to children's negative emotions at age 7 did not significantly predict attentional focusing at age 8. Hence, regression analysis did not meet the mediation condition. The standardized regression coefficient between maternal punitive reactions to children's negative emotions at age 7 and internalizing problems at age 9 dropped from .23 to .20, $R^2 = .20$, $F_{change} = 5.70$, $p < .001$.

As it was stated before, maternal punitive reactions at age 7 negatively predicted inhibitory control at age 8. While maternal punitive reactions at age 7 positively predicted externalizing problems at age 9, when the components of children's temperament added into the model, it still positively, but inhibitory control at age 8 negatively predicted children's externalizing problems at age 9. The standardized regression coefficient between maternal punitive reactions to children's negative emotions at age 7 and externalizing problems at age 9 also dropped from .40 to .32, $R^2 = .33$, $F_{change} = 11.29$, $p < .001$. Sobel's test, which is a method to determine whether the decrease in the effect of the maternal punitive reactions, with the addition of the components of children's temperament into the model is a significant decrease, namely, whether the mediation effect is statistically significant, showed that the drop was significant, $z = 2.01$, $p < .05$. Both the relation between maternal punitive reactions to children's negative emotions and children's externalizing problems, and the relation between inhibitory control and children's externalizing problems were remained significant so it indicated partial indirect relations. In addition, as Baron and Kenny (1986) stated, after mediation conditions are held, the effect of maternal punitive reactions to children's negative emotions on externalizing problems became less with the addition of children's temperament into the model. These analyses revealed that there was both direct and indirect relation between maternal punitive reactions to children's negative emotions at age 7 and externalizing problems at age 9 through inhibitory control at age 8.

CHAPTER 4

DISCUSSION

The aim of the current study was to investigate the longitudinal relations between parental socialization of children's negative emotions and children's temperament and how these relations predicted children's externalizing and internalizing problems during middle childhood in Turkey. Overall, the findings of the study indicated that maternal punitive and minimization reactions were positively linked to children's internalizing and externalizing problems. While attentional focusing and shifting in children were negatively correlated with children's internalizing problems, impulsivity in children was positively related to children's externalizing problems, but inhibitory control in children was negatively associated with children's externalizing problems. Maternal punitive reactions were negatively related to attentional focusing and shifting in children. Furthermore, present results showed that there was both direct and indirect relation between maternal punitive reactions to children's negative emotions and children's externalizing problems via inhibitory control in children.

4.1 The Relations between Maternal Socialization of Children's Negative Emotions, and Children's Internalizing and Externalizing Problems-Hypotheses 1 & 2

As expected, maternal punitive and minimization reactions to children's negative emotions at age 7 were found to be positively related to both internalizing and externalizing problems at age 9. In accord with the previous research, results support that both parental punitive and minimization reactions are positively associated with school-age children's internalizing and externalizing problems

(Eisenberg et al., 1999; Engle & McElwain, 2011; Kehoe et al., 2014; Tao et al., 2010). Less supportive and secure, more conflictual and stressful parent-child interactions are triggered by parents' punishment or minimization of children's negative emotional reactions (Kehoe et al., 2014; Rubin et al., 2003; Tao et al., 2010). Parental punitive and minimization reactions invalidate and ignore children's emotions so they are more likely to suppress them and they express them in dysregulated ways (Engle & McElwain, 2011; Fabes et al., 2002; Kehoe et al., 2014; Tao et al., 2010). Moreover, when parents show punitive reactions towards children's negative emotions, children are more likely to hide their emotions, and connect showing negative emotions and facing with negative outcomes such as punishment, so they are more likely to be anxious, especially when negative emotions are displayed (Eisenberg et al., 1999; Engle & McElwain, 2011). Thus, in school-age children, increases in anger and frustration with regard to parental punitive and minimization reactions lead to externalizing problems (Frick & Morris, 2004), and increases in children's sadness and anxiety in relation to parental punitive and minimization reactions lead to internalizing problems (Engle & McElwain, 2011).

In contrast to expectation of the current study, maternal emotion-focused and problem-focused reactions at age 7 were not negatively linked to children's internalizing problems at age 9. Previous research supported the negative link between parental emotion-focused and problem-focused reactions, and school-age children's internalizing problems 4 years later (Tao et al., 2010). However, one possible explanation for the difference in findings might be that while informations about parental reactions to children's negative emotions and children's internalizing and externalizing problems were collected by only mothers in the present study, parental reactions to children's negative emotions were reported by both fathers and

mothers (mostly mothers), and children's internalizing and externalizing problems were reported by parents, teachers, and children or peers in prior study. Moreover, it was stated that there was a negative correlation between emotion-focused reactions and parent and child-reported internalizing problems; and also between problem-focused reactions and teacher-reported internalizing problems.

As it was supported in the present study parent's non-supportive reactions are more likely to link to children's internalizing and externalizing problems. On the other hand, although explaining, discussing and talking about emotions and allowing children's emotional reactions contribute to children's adaptive behavior and regulation of their behavior, there is less research which show the relationship between parent's supportive reactions to children's negative emotions, and children's internalizing and externalizing problems (Eisenberg et al., 1996; Eisenberg et al., 2001; Fabes et al., 2002; Kehoe et al., 2014; Tao et al., 2010). It was stated that supportive reactions were more likely to associate with emotional understanding and expressiveness, coping and regulating negative emotions and emotional reactions (Eisenberg & Fabes, 1994; Fabes et al., 2002). In the present study, there were not any significant relations between maternal supportive reactions and children's internalizing and externalizing problems as well. Moreover, it was found that supportive reactions were more likely to relate to children's temperamental characteristics.

4.2 The Relations between Children's Temperament, and Internalizing and Externalizing Problems-Hypotheses 3, 4, & 5

The findings of the current study support that while attentional focusing and shifting at age 8 were negatively associated with children's internalizing problems at age 9, impulsivity at age 8 were positively linked to children's externalizing

problems at age 9, and inhibitory control at age 8 were negatively related to children's externalizing problems at age 9. As it was supported in previous studies, impulsivity which is about response initiation speed, low frustration tolerance and high activity were predictors of children's externalizing problems (Rothbart, 2007; Rothbart et al., 2001; Zahn-Waxler et al., 1996). On the contrary, as a regulatory factor of temperament, effortful control, which include inhibitory and attentional control (focusing and shifting), is protective for the detrimental effects of reactive temperament, and provides children to regulate negative arousal and maladaptive reactions with effective coping strategies. Thus, they became less vulnerable for internalizing and externalizing problems and protect themselves from the development of behavior problems (Eisenberg et al., 2005; Lengua et al., 1998; Muris et al., 2007). However, consistent with the findings of the study, in previous research it was stated that lack of inhibitory control is more likely to associate with externalizing symptoms, but lack of attentional control is more likely to link to internalizing symptoms (Muris et al., 2007). Children, who are not able to inhibit undesired behavior when it is required, were found to be more aggressive than children who are able to inhibit it (Rubin et al., 2003). Moreover, children who have internalizing problems have difficulties in managing their emotions because of having difficulties in shifting their attention from negative thoughts and stimulus (Eisenberg et al., 2005). One possible explanation for this difference is that while externalizing problems are indicated by disinhibition of behavior, impulsivity, and lack of behavioral control, internalizing problems are generally related to uncontrollable negative thoughts and having difficulties to manage their emotions (Eisenberg et al., 2005; Muris et al., 2007).

4.3 The Relations between Maternal Socialization of Children's Negative Emotions and Children's Temperament-Hypotheses 6 & 7

As was shown in the present study, maternal punitive reactions at age 7 were negatively associated with attentional focusing and shifting at age 8. Consistent with the prior research, maternal punitive reactions to children's negative emotions were related to low attentional control (focusing and shifting) in children (Eisenberg & Fabes, 1994). Reactions of parents have important influences on children's behavior which are related to children's temperament. While mothers' reactions to children's negative emotions help children regulating emotional reactions (Eisenberg & Fabes, 1994), punitive reactions of parents were related to inappropriate coping of children's emotions (Eisenberg et al., 1996). Hence, parents' punitive reactions to children's negative emotions negatively predicted children's regulation which involves inhibitory control, impulsivity, self-control and attention focusing (Eisenberg et al., 1999).

Moreover, children's temperamental characteristics determine parents' reactions towards their negative emotions. When children show negative emotions frequently and high in negative affect, parents are more likely to show punitive reactions towards them (Eisenberg et al., 1996). Punitive reactions of mothers were more likely to increase, if their children had low attentional focusing and shifting (Eisenberg & Fabes, 1994). Hence, it is also probable that there is a reciprocal relationship between parents' reactions towards their negative emotions and children's temperamental characteristics in middle childhood (Eisenberg & Fabes, 1994; Eisenberg et al., 1996).

Contrary to the expectation of the study, maternal minimization reactions at age 7 were not negatively associated with attentional focusing and shifting at age 8.

Moreover, maternal expressive encouragement of children's emotions at age 7 was not positively linked to attentional focusing and shifting at age 8. Prior research supported that maternal minimization reactions were negatively related to attentional control (focusing and shifting) in children, and also maternal expressive encouragement of children's emotions was positively correlated with attentional control (focusing and shifting) (Eisenberg & Fabes, 1994). As it was same in the current study, parental reactions to children's negative emotions were reported by mothers in previous study. However, as distinct from the present study, not only mothers, but also teachers collected informations about children's temperament in previous research. Hence, while mother's assessment of children's temperament provides information about children's temperament in home context, teachers assess children's temperament in school context.

4.4 The Mediating Role of Children's Temperament on the Relation between Maternal Socialization of Children's Negative Emotions, and Children's Internalizing and Externalizing Problems-Hypothesis 8

There was partial support for the expected indirect effect of non-supportive maternal reactions to children's negative emotions at age 7 on children's internalizing and externalizing problems at age 9 via positive temperamental characteristics of children at age 8. The finding suggest that maternal punitive reactions were directly and indirectly linked to children's externalizing problems, and they indirectly influenced children's externalizing problems through inhibitory control in children. When parents use punitive reactions to children's negative emotions, children are more likely to have low inhibitory control, and they are more likely to have externalizing problems. In accord with the current study, previous studies suggested that parents' punitive reactions to children's negative emotions

negatively predicted children's regulation, which involves inhibitory control, impulsivity, attention focusing, and self-control, and also the link between parental punitive reactions and mother-reported externalizing problem behavior of children, which include aggressive, destructive and socially inappropriate behavior, was partially mediated by children's regulation (Eisenberg et al., 1999).

Children have low ability to manage their emotions in relation to parental punitive reactions (Eisenberg et al., 1999), and they are more likely to have difficulties to regulate negative arousal and maladaptive reactions (Eisenberg et al., 2005; Lengua et al., 1998; Muris et al., 2007), and inhibit undesired behavior (Rubin et al., 2003). They are more likely to develop externalizing problems in relation to disinhibition of behavior and lack of behavioral control (Eisenberg et al., 2005; Muris et al., 2007).

The findings of the present study showed the influences of parental reactions to children's negative emotions on children's temperamental traits and their internalizing and externalizing problems. Besides the heritability of temperament, temperamental characteristics are also influenced by environmental experiences in time. Moreover, it is also important how to conceptualize temperament. The conceptualization of temperament varies from focusing on genetic factors of individuals to dyadic relationships in social context (Sameroff et al., 2000). If temperament is considered as individual differences in children's regulation and individuals' reactions in multiple settings, instead of conceptualizing it as children's characteristics which are heritable and unchangeable, it is more likely that parental practices have influences on children's temperamental characteristics (Sameroff & Mackenzie, 2003). Hence, although parental reactions to children's negative emotions and specific temperamental characteristics of children have important

influences in the emergence of children's internalizing and externalizing problems, taking into account the associations between parental reactions and children's temperament contributes to the understanding and explanation of children's internalizing and externalizing problems effectively (Sameroff et al., 2000).

As it was stated before, the findings about parental distress and minimization reactions are less consistent than punitive reactions of parents, and also minimization reactions are different from other non-supportive reactions of parents (Eisenberg et al., 1999). It is expected that the links between minimization reactions and children's behavior problems are more likely to be influenced by cultural differences about parental socialization. These reactions are more likely to be unrelated to children's behavior problems in non-Western and collectivistic cultures in relation to common restriction of children's emotional expressions in these cultures. Moreover, when parents ignore and reject children's negative emotions with minimization reactions, children are more likely to have behavior problems. However, if parental minimization reactions contribute to feel children better, children are less likely to have behavior problems (Tao et al., 2010).

Additionally, the findings of the current study about gender and SES were consistent with the previous research (Lunkenheimer et al., 2007; Rubin et al., 2003; Tao et al., 2010). Results showed that gender positively predicted children's externalizing problems. It means that boys are more likely to have externalizing problems than girls. Furthermore, SES negatively predicted both internalizing and externalizing problems in children. When SES increases, children are less likely to have internalizing and externalizing problems.

In conclusion, as it was shown in the present study, both maternal reactions to children's negative emotions and children's temperamental traits make important

contributions to the understanding and emergence of children's internalizing and externalizing problems. Moreover, children are more likely to have low inhibitory control in relation to maternal punitive reactions, so they are more likely to have externalizing problems.

4.5 Implications

The current study has several implications. In the examination of children's behavior problems, it is beneficial to focus on socialization practices of parents, children's temperamental characteristics and their reciprocal relationships. Parents' emotion-related practices and children's temperament have important influences on children's behavior problems, thus investigating them together might contribute to understand the emergence and development of children's behavior problems in an effective way. Thus, interventions are more likely to be effective, if both parental socialization practices and children's temperament characteristics are taken into account together, instead of focusing on one factor. It is probable to prevent and decrease children's behavior problems with effective prevention and intervention programs. Parents may learn how to react towards children's negative emotions in supportive ways and improve children's adjustment; and children may also learn how to manage and regulate their emotions and behavior with effective intervention programs.

4.6 Strengths of the Present Study

The current longitudinal study examined whether maternal socialization of children's negative emotions predicted children's internalizing and externalizing problems in middle childhood through its relations with children's temperament in Turkey. Focusing on both parental socialization practices and children's temperamental characteristics in the development of children's behavior problems

longitudinally is among strength parts of the study. There are fewer longitudinal studies which focus on the mediational effects of children's temperament on the relations between maternal socialization of children's negative emotions, and children's internalizing and externalizing problems. Moreover, cultural differences may influence parental socialization of children's negative emotions and its effects on children's behavior problems. However, there is lack of studies on parental socialization practices and on school-age children's internalizing and externalizing problems and in non-Western countries. Hence, this study examined parental socialization practices and children's behavior problems in Turkish culture as well. Thus, the results of the present study have important contributions to comprehend children's behavior problems.

4.7 Limitations

The present study had a number of important limitations as well. First, only mother-report measures were used, but multiple measures including observations were not used in the study. Mothers' perceptions of socialization of children's negative emotions, children's temperament and their behavior problems were focused on in the present study. Second, the current sample was relatively small, middle-class sample, and there is no diversity in terms of demographics (e.g., SES, ethnicity). The current study was conducted with urban children in Turkey, but environmental and cultural varieties in societies may influence both mothers' reactions to children's negative emotions and children's behavior problems. It is not possible to generalize the findings of the study to other cultures and multiple settings because of these limitations. Third, mothers' cultural values which are related to socialization of children's negative emotions were not assessed in the present study. Fourth, it is not possible to state a causal link between maternal socialization of

children's negative emotions and children's temperament in the present study because maternal socialization was assessed at the age of 7 (T1) but it was not assessed at the age of 8 (T2), and temperament was assessed at the age of 8 (T2) but it was not assessed at the age of 7 (T1) in the data which were used in the study. Fifth, there are concerns about cross-cultural measurement equivalence issues of measurements used in the study. The measures were originally developed for Western cultures thus, despite the fact that previous researchers indicated acceptable psychometric properties for the measures; there could still be systematic assessment problems due to cultural differences. Indeed, there were relatively low reliabilities for some measures and subscales.

4.8 Future Directions

There are several important possibilities for future research on children's behavior problems. First, cross-cultural measurement equivalence issues should be taken into consideration in future studies. Second, the results of the present study were limited to mothers' report and home contexts so fathers and teachers should also be included in future studies. Moreover, to decrease social desirability multiple measures including observations will be necessary for further research. Third, it is necessary to conduct research with larger, more representative and diverse samples (e.g. SES, ethnicity and, individuals from urban and rural areas) in the future. All of these contribute to the generalizability of the results to multiple settings and other cultures and cross-cultural validity. Fourth, more research is necessary for the replication of the findings and also, to identify the relations between different aspects of parenting (e.g. warmth, hostility, inductive reasoning) and children's behavior problems. Moreover, multivariate techniques would contribute to comprehend children's behavior problems, which have associations with multiple factors,

effectively. Finally future studies should also investigate gender and SES differences and interactions in children's internalizing and externalizing problems.



APPENDIX A

Olumsuz Duygularla Baş Etme Ölçeği

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

Hiç Böyle Yapmam 1	Nadiren Böyle Yaparım 2	Belki Böyle Yaparım 3	Büyük Olasılıkla Böyle Yaparım 4	Kesinlikle Böyle Yaparım 5
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Durum 1: Eğer çocuğum hastalandığı ya da bir yerini incittiği için arkadaşımın doğum günü kutlamasına veya oyun davetine gidemiyorsa ve bundan dolayı öfkeli olursa, ben;

Her birini ne sıklıkta yapıyorsunuz?

Çocuğumu sakinleşmesi için odasına gönderirim.	1	2	3	4	5
Çocuğuma kızarım.	1	2	3	4	5
Çocuğuma arkadaşları ile birlikte olabileceği başka yollar düşünmesi için yardımcı olurum (Örn: bazı arkadaşlarını partiden sonra davet edebilir).	1	2	3	4	5
Çocuğuma partiyi kaçırmayı büyütmemesini söylerim.	1	2	3	4	5
Çocuğumu, öfkesini ve hayal kırıklığını ifade etmesi için cesaretlendiririm.	1	2	3	4	5
Çocuğumu yatıştırırım ve kendini daha iyi hissetmesi için eğlenceli bir şeyler yaparım.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Sakin kalırım ve endişelenmem.	1	2	3	4	5
Çocuğumu rahatlatır ve kazasını unutmamasını sağlamaya çalışırım.	1	2	3	4	5
Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
Çocuğuma bisikletin nasıl tamir edileceğini anlaması için yardımcı olurum.	1	2	3	4	5
Çocuğuma böyle bir durumda ağlamanın doğal olduğunu söylerim.	1	2	3	4	5

Çocuğuma ağlamayı bırakmasını yoksa bisiklete binmesine izin vermeyeceğimi söylerim.	1	2	3	4	5
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Durum 3: Eğer çocuğum çok değerli bir eşyasını kaybeder ve ağlarsa,

Her birini ne sıklıkta yapıyorsunuz?

Bu kadar dikkatsiz olduğu ve sonra da ağladığı için keyfim kaçar.	1	2	3	4	5
Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
Çocuğuma, henüz bakmadığı yerleri düşünmesinde yardımcı olurum.	1	2	3	4	5
Mutlu şeylerden bahsederek çocuğumun dikkatini başka yöne çekerim.	1	2	3	4	5
Ona mutsuz olduğunda ağlamasının doğal olduğunu söylerim.	1	2	3	4	5
Dikkatli olmazsan işte böyle olur derim.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Ona, kendini toparlamasını yoksa yapmaktan hoşlandığı bir şeye izin vermeyeceğimi söylerim (örneğin televizyon seyretmek gibi).	1	2	3	4	5
Hissettiği korku hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5
Ona, iğne olmayı büyük bir mesele haline getirmemesini söylerim.	1	2	3	4	5
Ona ağlayarak bizi utandırmamasını söylerim.	1	2	3	4	5
İğneden önce ve sonra onu rahatlatırım.	1	2	3	4	5
Çocuğuma ne yaparsa iğnenin daha az acıtacağını anlatırım (Örneğin, kendini kasmaz veya derin nefes alırsa daha az acıyacağı gibi).	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Arkadaşıyla ne kadar eğleneceğinden bahsederek onun ilgisini başka yöne çekmeye çalışırım.	1	2	3	4	5
Arkadaşının evinde ben yokken tedirgin olmaması için çocuğuma neler yapabileceğini düşünmesinde yardımcı olurum (Örneğin, en sevdiği kitabını ya da oyuncağını yanında götürmesi gibi).	1	2	3	4	5
Çocuğuma aşırı tepki göstermeyi ve bebek gibi davranmayı bırakmasını söylerim.	1	2	3	4	5
Çocuğuma, eğer yatışmazsa bundan sonra dışarı çıkmasına izin vermeyeceğimi söylerim.	1	2	3	4	5
Çocuğumun tepkileri yüzünden keyifsiz ve sıkıntılı olurum.	1	2	3	4	5
Tedirginliği ve keyifsizliği hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Çocuğumu rahatlatır ve daha iyi hissetmesini sağlamaya çalışırım.	1	2	3	4	5
Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
Kendimi rahatsız ve utanmış hissederim.	1	2	3	4	5
Çocuğuma kendini toparlamasını yoksa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
Çocuğumu, yaşadığı utanma hissi hakkında konuşması için cesaretlendiririm.	1	2	3	4	5
Çocuğuma alıştırmada yardımcı olacağımı ve böylece bir dahaki sefere daha iyisini yapacağını söylerim.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Çocuğuma, sırası geldiğinde kendini hazır hissetmesi için neler yapabileceğini düşünmesinde yardımcı olurum. (Örneğin, biraz ısınma yapmak ve seyirciye bakmamak gibi).	1	2	3	4	5
Heyecan ve kaygısının geçmesi için çocuğuma rahatlatıcı bir şeyler düşünmesini öneririm.	1	2	3	4	5
Sakin kalırım ve kaygılanmam.	1	2	3	4	5
Çocuğuma bebek gibi davrandığını söylerim.	1	2	3	4	5
Çocuğuma sakinleşmezse oradan hemen ayrılıp doğruca eve gideceğimizi söylerim.	1	2	3	4	5
Hissettiği heyecan ve kaygı hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

Durum 8: Eğer çocuğum bir arkadaşından beğenmediği bir doğum günü hediyesi aldığı için hayal kırıklığına uğramış, hatta kızgın görünüyorsa, ben;

Her birini ne sıklıkta yapıyorsunuz?

Çocuğumu hissettiği hayal kırıklığını ifade etmesi için cesaretlendiririm.	1	2	3	4	5
Çocuğuma bu hediyein onun istediği başka bir şeyle değiştirilebileceğini söylerim.	1	2	3	4	5
Kaba davranışı yüzünden çocuğuma kızmam.	1	2	3	4	5
Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
Çocuğumu, arkadaşının hislerine karşı duyarsız olduğu için azarlarım.	1	2	3	4	5
Eğlenceli şeyler yaparak, çocuğumun kendisini daha iyi hissetmesini sağlamaya çalışırım.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Çocuğumu, onu korkutan şey konusunda konuşması için cesaretlendiririm.	1	2	3	4	5
Aptalca anlamsız hareketinden dolayı çocuğuma öfkelenirim.	1	2	3	4	5
Çocuğuma aşırı tepki gösterdiğini söylerim.	1	2	3	4	5
Çocuğuma uyuyabilmesi için neler yapabileceğini düşünmesinde yardımcı olurum.(Örneğin, yatağa bir oyuncak alması, ışığı açık bırakması gibi).	1	2	3	4	5
Ona yatağa gitmesini yoksa bundan sonra televizyon seyretmesine hiç izin vermeyeceğimi söylerim.	1	2	3	4	5
Çocuğumla eğlenceli bir şeyler yaparak korktuğu şeyi unutması için ona yardımcı olurum.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Sakin kalırım, keyfim kaçmaz.	1	2	3	4	5
Çocuğuma, ağlamaya başlarsa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
Çocuğuma, kendini kötü hissettiğinde ağlamasının doğal olduğunu söylerim.	1	2	3	4	5
Çocuğumu rahatlatırım ve mutluluk veren şeyler düşünmesini sağlamaya çalışırım.	1	2	3	4	5
Çocuğuma başka şeyler yapmayı düşünmesi için yardımcı olurum.	1	2	3	4	5
Çocuğuma kendini birazdan daha iyi hissedeceğini söylerim.	1	2	3	4	5

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

Her birini ne sıklıkta yapıyorsunuz?

Çocuğuma bunu büyütmemesi gerektiğini söylerim.	1	2	3	4	5
Canım sıkılır, keyfim kaçar.	1	2	3	4	5
Çocuğuma toparlanmasını, yoksa doğruca eve gideceğimizi söylerim.	1	2	3	4	5
Diğer çocukların alaylı sözleriyle başa çıkabilmesi için neler yapabileceğini düşünmesinde çocuğuma yardımcı olurum.	1	2	3	4	5
Çocuğumu rahatlatırım ve bu keyifsiz olayı unutması için onunla bir oyun oynarım.	1	2	3	4	5
Alay edilmenin onu nasıl incittiği hakkında konuşması için çocuğumu cesaretlendiririm.	1	2	3	4	5

Durum 12: Eđer çocuđum çevresinde tanımadıđı kişiler olduđunda hep utanıyor ve ürküyorsa ya da aile dostları misafirliğe geldiđi zaman ağlamaklı olup odasından çıkmak istemiyorsa, ben;

Her birini ne sıklıkta yapıyorsunuz?

Çocuđuma, aile dostlarımızla karşılaştıđı zaman korkmaması için neler yapabileceđini (sevdiđi oyuncadı yanına alması gibi) düşünmesinde yardımcı olurum.	1	2	3	4	5
Çocuđuma, tedirgin hissetmenin dođal olduđunu söylerim.	1	2	3	4	5
Aile dostlarımızla yapabileceđimiz eğlenceli şeylerden bahsederek çocuđumu mutlu etmeye çalışırım.	1	2	3	4	5
Çocuđumun tepkileri yüzünden kendimi sıkıntılı hisseder ve rahatsızlık duyarım.	1	2	3	4	5
Çocuđuma oturma odasına gelip aile dostlarımızla beraber oturmak zorunda olduđunu söylerim.	1	2	3	4	5
Çocuđuma bebek gibi davrandıđını söylerim.	1	2	3	4	5

APPENDIX B

Çocukların Davranışlarını Değerlendirme Ölçeği-Anne Formu

Bu ankette çocuğunuzun bazı durumlar karşısındaki davranışlarını anlatan cümleler göreceksiniz. Sizden istediğimiz, bize çocuğunuzun, bu durumlar karşısında nasıl davranabileceğini söylemenizdir. Bu ankette doğru cevap diye bir şey yoktur çünkü çocukların davranışları birbirinden farklıdır. Bizim öğrenmeye çalıştığımız ise bu farklılardır. Lütfen her cümleyi okuyun ve çocuğunuzun davranışına uyan sayıyı yuvarlak içine alınız. Cevaplarınızı çocuğunuzun son 6 ay içindeki davranışlarını göz önüne alarak veriniz.

	Hiçbir zaman	Nadiren	Bazen	Çoğunlukla	Her Zaman
1. Oyuncakları toplarken ya da başka bir işle uğraşırken bitene kadar onunla uğraşmaya devam eder.	1	2	3	4	5
2. Bir faaliyetten aklını ona vermekte zorlanır.	1	2	3	4	5
3. Bir şeye konsantre olmuşken dikkatini çekmek zordur.	1	2	3	4	5
4. Yeni durumlara aceleyle girer.	1	2	3	4	5
5. Söylendiğinde sesini alçaltabilir.	1	2	3	4	5
6. Bir işle uğraşırken yakınına gelindiğinde dikkati dağılır.	1	2	3	4	5
7. Onunla konuştuğumda bazen beni duymuyor gibi görünür.	1	2	3	4	5
8. Tatile ya da geziye çıkarken ihtiyacı olacak şeyleri önceden hazırlar.	1	2	3	4	5
9. Etrafta ilgisini dağıtan sesler olduğunda bir faaliyete konsantre olmakta zorlanır.	1	2	3	4	5
10. Genellikle bir faaliyete aceleyle, düşünmeden girer.	1	2	3	4	5
11. Yeni bir faaliyete başlamadan önce beklemesi söylendiğinde bekleyebilir.	1	2	3	4	5
12. Durup düşünmeden aklına ilk geleni söyleme eğilimi vardır.	1	2	3	4	5
13. Hiç bir işi tamamlamadan birinden diğerine geçer.	1	2	3	4	5
14. Yemeğe gelirken oyununu kolayca bırakır.	1	2	3	4	5
15. Bir faaliyetten diğerine kolaylıkla geçer.	1	2	3	4	5

16. Tehlikeli olduđu söylenen yerlere yavaş ve temkinli yaklaşır.	1	2	3	4	5
17. Talimatları takip etmekte iyidir.	1	2	3	4	5
18. İlginç bir oyuncakla oynarken çevresiyle ilgilenmez.	1	2	3	4	5
19. Bir şey için sırada beklemekte zorlanır.	1	2	3	4	5
20. Kurallı oyunlarda (ör., monopoli, kart oyunu, dama) dikkati iyidir.	1	2	3	4	5
21. Bir faaliyetten diğesine geçmekte zorlanır.	1	2	3	4	5
22. Yerinde kıpırdamadan oturması söylendiğinde, bunu yapmakta güçlük çeker (ör: sinemada, sınıfta).	1	2	3	4	5
23. Dışarı çıkmaya çok hevesliyken heyecan ve telaşla üstünü giymeden (ör: palto) aceleyle çıkar.	1	2	3	4	5
24. Yeni bir duruma geçmesi çok zaman alır.	1	2	3	4	5
25. “Hayır” dendiğinde yapmakta olduđu şeyi kolayca bırakabilir.	1	2	3	4	5
26. Resim ya da boyama yaparken konsantrasyonu çok yüksektir.	1	2	3	4	5
27. Başkaları konuşurken bazen sözlerini keser.	1	2	3	4	5
28. Başka bir şey yapması söylendiğinde yapmakta olduđu işi bırakmakta zorlanır.	1	2	3	4	5
29. Odasına girildiğinde yapmakta olduđu işten dikkati dağılır.	1	2	3	4	5
30. Ne istediğine çabucak karar verir ve yapar.	1	2	3	4	5
31. Talimatları takip etmekte zorlanır.	1	2	3	4	5
32. İstendiğinde yapmakta olduđu işi kolaylıkla bırakabilir.	1	2	3	4	5
33. Hikaye dinlerken ilgisi kolayca dağılır.	1	2	3	4	5
34. Bir sonra ne yapacağına karar verirken yavaştır, acele etmez.	1	2	3	4	5
35. Başladığı bir işi bırakmakta zorlanır.	1	2	3	4	5
36. Yeni bir faaliyeti deneyen en son çocuklardan biridir.	1	2	3	4	5
37. İsteddiği şeyi hemen elde etmek ya da bir aktiviteyi hemen yapmak ister.	1	2	3	4	5
38. Farklı bir şey yapılması	1	2	3	4	5

istendiğinde bu deęişime uymakta zorlanır.					
39. Başkalarına ısınması zaman alır.					
40. Parçaların üst üste konmasını veya eklenmesini gerektiren oyuncaklarla oynarken yaptığı şeye kendini verir ve uzun süre çalışır.	1	2	3	4	5
41. Deve-cüce gibi hareketlerini kontrol etmesi gereken oyunlarda iyidir.	1	2	3	4	5
42. Bir şey yapmaya karar vermeden önce genellikle durup düşünür.	1	2	3	4	5
43. Bazen resimli bir kitaba gömülür ve uzun süre bakar/okur.	1	2	3	4	5
44. Bir faaliyetten diğerine çabucak geçer.	1	2	3	4	5
45. Başkaları onunla konuşurken bazen sanki rüyadaymış ya da başka bir yerlerdeymiş gibidir.	1	2	3	4	5
46. Hikaye dinlerken konsantre olmakta sıkıntı çeker.	1	2	3	4	5
47. Bir şey üzerinde çalışırken çoğunlukla beni duymuyor gibidir.	1	2	3	4	5
48. Canını acıtabileceği yerlerde temkinli davranır.	1	2	3	4	5
49. Karşıdan karşıya geçerken dikkatli ve temkinli değildir.	1	2	3	4	5
50. Başka bir şey yapılması istendiğinde bile kendi bildiğini yapar.	1	2	3	4	5
51. Bir şeyi yapmaması gerektiği söylendiğinde, genellikle içinden gelen dürtüye karşı koyabilir.	1	2	3	4	5

APPENDIX C

Çocuk Davranış Kontrol Ölçeği-CBCL/6-18-Anne Formu

Aşağıda çocukların özelliklerini tanımlayan bir dizi madde bulunmaktadır. Her bir madde **çocuğun şu andaki ya da son 6 ay** içindeki durumunu belirtmektedir. Bir madde çocuk için **çok ya da sıklıkla doğru ise 2, bazen ya da biraz doğru ise 1, hiç doğru değilse 0** sayılarını yuvarlak içine alınız. Lütfen tüm maddeleri işaretlemeye çalışınız.

0: Doğru Değil 1: Bazen ya da Biraz Doğru 2: Çok ya da Sıklıkla Doğru
(Bildiğiniz kadarıyla)

0 1 2 1. Yaşına göre çocuksu davranır.	0 1 2 15. Hayvanlara eziyet eder.
0 1 2 2. Büyüklerin izni olmadan içki içer.	0 1 2 16. Başkalarına eziyet eder, zalimce ve kötü davranır.
0 1 2 3. Çok tartışır.	0 1 2 17. Hayal kurar, düşüncelerinde kaybolur.
0 1 2 4. Başladığı işleri bitiremez.	0 1 2 18. İsteyerek kendine zarar verir ya da intihar girişiminde bulunur.
0 1 2 5. Çok az şeyden hoşlanır.	0 1 2 19. Hep dikkat çekmek ister.
0 1 2 6. Kakasını tuvaletten başka yerlere yapar.	0 1 2 20. Eşyalarına zarar verir.
0 1 2 7. Övünür, yüksekten atar, hava yapar.	0 1 2 21. Ailesine ya da başkalarına ait eşyalara zarar verir.
0 1 2 8. Dikkatini uzun süre bir konu üzerinde toplayamaz ve sürdürmez.	0 1 2 22. Evde söz dinlemez, evin kurallarına uymaz.
0 1 2 9. Bazı düşünceleri zihninden bir türlü atamaz (açıklayınız).....	0 1 2 23. Okulda söz dinlemez, okul kurallarına uymaz.
0 1 2 10. Yerinde rahat oturamaz, huzursuz ve çok hareketlidir.	0 1 2 24. İştahsızdır, az yemek yer.
0 1 2 11. Yetişkinlerin dizinin dibinden ayrılmaz, onlara çok bağımlıdır.	0 1 2 25. Diğer çocuklarla geçinemez.
0 1 2 12. Yalnızlıktan yakınır.	0 1 2 26. Hatalı davranışından dolayı suçluluk duymaz.
0 1 2 13. Kafası karmakarışıktır.	0 1 2 27. Kolay kıskanır.
0 1 2 14. Çok ağlar.	0 1 2 28. Ev, okul ya da diğer yerlerde kuralları çiğner.

- 0 1 2 29. Bazı hayvanlardan ve okul dışı ortamlardan ya da yerlerden korkar (açıklayınız).....
- 0 1 2 30. Okula gitmekten korkar.
- 0 1 2 31. Kötü bir şey düşünmek ya da yapmaktan korkar.
- 0 1 2 32. Mükemmel olması gerektiğine inanır.
- 0 1 2 33. Kimsenin onu sevmediğini düşünür ve bundan yakınır.
- 0 1 2 34. Başkalarının ona zarar vermeye, kötülük yapmaya çalıştığını düşünür.
- 0 1 2 35. Kendini değersiz, yetersiz hisseder.
- 0 1 2 36. Çok sık bir yerlerini incitir, başı kazadan kurtulmaz.
- 0 1 2 37. Çok kavga, dövüş eder.
- 0 1 2 38. Sıklıkla onunla alay edilir, dalga geçilir.
- 0 1 2 39. Başlı belada olan kişilerle dolaşır.
- 0 1 2 40. Olmayan sesler ve konuşmalar işitir(açıklayınız)
.....
- 0 1 2 41. Düşünmeden ya da aniden hareket eder (Aklına eseni yapar).
- 0 1 2 42. Başkaları ile birlikte olmaktansa yalnız kalmayı tercih eder.
- 0 1 2 43. Yalan söyler ve hile yapar.
- 0 1 2 44. Tırnaklarını yer.
- 0 1 2 45. Sinirli ve gergindir.
- 0 1 2 46. Vücudunda seğirmeleri ve tikleri vardır:
-
- 0 1 2 47. Gece kabusları vardır. Korkulu rüyalar görür.
- 0 1 2 48. Diğer çocuklar tarafından sevilmez.
- 0 1 2 49. Kabızlık çeker.
- 0 1 2 50. Çok korkak ve kaygılıdır.
- 0 1 2 51. Baş dönmesi vardır.
- 0 1 2 52. Kendini çok suçlar.
- 0 1 2 53. Aşırı yemek yer.
- 0 1 2 54. Sebepsiz yere aşırı yorgundur.
- 0 1 2 55. Çok kiloludur.
56. Tıbbi nedeni bilinmeyen bedensel şikayetleri vardır:
- 0 1 2 a. Ağrılar, sızılar (baş ve karın ağrısı dışında)
- 0 1 2 b. Baş ağrıları
- 0 1 2 c. Bulantı, kusma hissi
- 0 1 2 d. Gözle ilgili yakınmalar (Görme bozukluğu dışında açıklayınız).....
- 0 1 2 e. Döküntüler ya da başka cilt sorunları
- 0 1 2 f. Mide-karın ağrısı
- 0 1 2 g. Kusma
- 0 1 2 h. Diğer (açıklayınız).....
- 0 1 2 57. Fiziksel olarak insanlara saldırır, onlara vurur.
- 0 1 2 58. Burnuyla, cildiyle, bedeninin başka kısımlarıyla oynar ya dayolar(açıklayınız).....

- 0 1 2 59. Herkesin ortasında cinsel organlarıyla oynar.
- 0 1 2 60. Cinsel organlarıyla çok fazla oynar.
- 0 1 2 61. Okul başarısı düşüktür.
- 0 1 2 62. Hareketlerinde tam kontrollü değildir, sakardır.
- 0 1 2 63. Kendinden büyük çocuklarla olmayı tercih eder.
- 0 1 2 64. Kendinden küçüklerle olmayı tercih eder.
- 0 1 2 65. Konuşmayı reddeder.
- 0 1 2 66. Bazı hareketleri tekrar tekrar yapar (açıklayınız)
.....
- 0 1 2 67. Evden kaçar.
- 0 1 2 68. Çok bağıır, çağırır.
- 0 1 2 69. Sır tutar, düşüncelerini kendine saklar.
- 0 1 2 70. Olmayan şeyleri görür (açıklayınız).....
- 0 1 2 71. Sıkılğan ve utangaçtır.
- 0 1 2 72. Yangın çıkartır.
- 0 1 2 73. Cinsel sorunları vardır (açıklayınız).....
- 0 1 2 74. Gösterişten hoşlanır, soytarılık yapar.
- 0 1 2 75. Çok çekingen ve ürkektir.
- 0 1 2 76. Çocukların çoğundan az uyur.
- 0 1 2 77. Çocukların çoğundan gece ve gündüz daha çok uyur (açıklayınız).....
- 0 1 2 78. Dikkatsizdir, dikkati çabuk dağılır.
- 0 1 2 79. Dil sorunu, konuşma güçlüğü vardır (açıklayınız).....
- 0 1 2 80. Bir yere boş gözlerle uzun süre bakar ve dalgın görünür.
- 0 1 2 81. Evden bir şeyler çalar.
- 0 1 2 82. Evin dışında bir şeyler çalar.
- 0 1 2 83. İşine yaramayacak pek çok şeyi saklar, biriktirir (açıklayınız).....
- 0 1 2 84. Yadırganan, tuhaf davranışları vardır (açıklayınız).....
- 0 1 2 85. Yadırganan, tuhaf düşünceleri vardır (açıklayınız).....
- 0 1 2 86. İnatçı, somurtkan ve rahatsız edicidir.
- 0 1 2 87. Duyguları deęişkendir, bir anı bir anını tutmaz.
- 0 1 2 88. Çok sık küser.
- 0 1 2 89. Şüphesidir.
- 0 1 2 90. Küfürlü ve açık saçık konuşur.
- 0 1 2 91. Kendini öldürmekten söz eder
- 0 1 2 92. Uykuda yürür ve konuşur (açıklayınız):.....
- 0 1 2 93. Çok fazla konuşur.
- 0 1 2 94. Başkalarıyla çok dalga geçer, onları kızdırır.

- 0 1 2 95. Öfke nöbetleri vardır, çok çabuk öfkelenir.
- 0 1 2 96. Cinsel konuları fazlaca düşünür.
- 0 1 2 97. İnsanları tehdit eder.
- 0 1 2 98. Parmak emer.
- 0 1 2 99. Sigara içer, tütün koklar ya da çiğner.
- 0 1 2 100. Uyku sorunu vardır (açıklayınız).....
- 0 1 2 101. Okuldan kaçır, dersini asar.
- 0 1 2 102. Hareketsiz ve yavaştır, enerjik değildir.
- 0 1 2 103. Mutsuz, üzgün, çökkün ve keyifsizdir.
- 0 1 2 104. Çok gürültücüdür.
- 0 1 2 105. Sağlık sorunu olmadan ilaç kullanır (açıklayınız).....
- 0 1 2 106. Çevresindeki eşyalara amaçsız olarak zarar vermektten zevk alır.
- 0 1 2 107. Gündüz altını ıslatır.
- 0 1 2 108. Gece yatağını ıslatır.
- 0 1 2 109. Sızlanır, mızırdanır.
- 0 1 2 110. Karşı cins gibi olmayı ister.
- 0 1 2 111. İçe kapanıktır, başkalarıyla birlikte olmak istemez.
- 0 1 2 112. Evhamlı ve endişelidir.
113. Çocuğun yukarıdaki listede belirtilmeyen başka sorunları varsa lütfen

yazınız:.....

.....

.....

.....

.....

...

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