

THE ROLE OF REAPPRAISAL AND SUPPRESSION IN THE RELATIONSHIP  
BETWEEN MATERNAL WARMTH AND ADOLESCENTS' SELF-ESTEEM

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## DECLARATION OF ORIGINALITY

I, Bilge Gençođlu, certify that

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## ABSTRACT

### The Role of Reappraisal and Suppression in the Relationship between Maternal Warmth and Adolescents' Self-Esteem

This thesis examines the underlying mechanism of the relationship between maternal warmth and self-esteem in Turkish adolescents while considering gender and self-construal characteristics. Two commonly used emotion regulation strategies were examined as potential mediator variables: cognitive reappraisal and expression suppression. The sample consisted of 310 Turkish mothers ( $M_{\text{age}} = 43.35$ ,  $SD_{\text{age}} = 5.59$ ) and their adolescent-aged children (121 boys, 189 girls;  $M_{\text{age}} = 15.61$ ,  $SD_{\text{age}} = .49$ ). Mothers completed a family demographics form and a parenting behavior scale. Adolescents evaluated their mothers' parenting behaviors and their own self-esteem, attachment quality, and use of emotion regulation strategies, as well as their self-construal. Analyses revealed that maternal warmth was significantly and positively related to adolescents' self-esteem. Furthermore, adolescents who used more reappraisal when distressed were more likely to have greater self-esteem. Maternal warmth was also significantly and positively correlated with adolescents' reappraisal use. Suppression, however, was related neither to self-esteem nor to maternal warmth. The results also revealed that reappraisal mediated the relationship between maternal warmth and self-esteem, but suppression did not. Furthermore, adolescents' gender moderated this explanatory mechanism such that the mediational role of reappraisal between maternal warmth and self-esteem was significant only among boys. Adolescents were grouped into three clusters based on their two self-construal scores: psychological-interdependence, independence, and interdependence. The mediational role of

reappraisal between warmth and self-esteem was significant for psychological-interdependence and interdependence clusters, but the mediational role of suppression in this relationship was significant only for the interdependence cluster.

## ÖZET

### Ergenlerde Bilişsel Yeniden Yapılandırma ve Baskılamanın Anne Sıcaklığı ve Ergenlerin Benlik Saygısı Arasındaki Rolü

Bu tez çalışması, anne sıcaklığı ile Türk ergenlerinin benlik saygısı arasındaki ilişkinin altında yatan açıklayıcı mekanizmayı katılımcıların cinsiyeti ve benlik kurgusunu da dikkate alarak incelemektedir. Bu nedenle, iki ayrı duygu düzenleme stratejisine odaklanılmıştır: bilişsel yeniden yapılandırma ve baskılama. Toplam 310 Türk anne ( $Ortalama_{yaş} = 43.35$ ,  $SS = 5.59$ ) ve çocukları (121 erkek, 189 kız;  $Ortalama_{yaş} = 15.61$ ,  $SS = .49$ ) çalışmanın örneklemini oluşturmaktadır. Anneler aile demografik formu ve ebeveyn davranışları ölçeğini doldurmuşlardır. Ergenler ise ebeveyn davranışları ve bağlanma stillerini, kendi benlik saygılarını, duygu düzenleme stratejileri kullanımlarını ve benlik kurgularını değerlendirmişlerdir. Analiz sonuçları, anne sıcaklığının ergenin benlik saygısı ile anlamlı ve olumlu ilişki içerisinde olduğunu göstermiştir. Daha fazla bilişsel yeniden yapılandırma kullanan ergenlerin daha yüksek benlik saygısına sahip olduğu bulunmuştur. Anne sıcaklığı ile ergenlerin bilişsel yeniden yapılandırma kullanımı arasında da anlamlı ve olumlu ilişki vardır. Ancak, baskılama ne benlik saygısı, ne de sıcaklık ile ilişki içerisinde bulunmuştur. Test edilen modeller, bilişsel yeniden yapılandırmanın sıcaklık ile benlik saygısı arasında aracı rolünü ortaya koyarken, aynı model baskılama için anlamlı çıkmamıştır. Ek olarak, bilişsel yeniden yapılandırmanın aracı rolü sadece erkekler arasında anlamlı çıkmıştır. Bununla birlikte, iki farklı benlik kurgularına göre ergenler üç grupta kümelenebilirler: özerk-ilişkisel, özerk ve ilişkisel benlik. Bilişsel yeniden yapılandırmanın sıcaklık ve benlik saygısı arasındaki aracı rolü özerk-ilişkisel ve ilişkisel benlik grubu için anlamlı çıkarken,

baskılamının bu bağlamdaki aracı rolü sadece ilişkisel benlik grubu için anlamlı bulunmuştur.

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## CHAPTER 1

### INTRODUCTION

How youth evaluate themselves as they move across adolescence has been a central question considering self-development in adolescence (Birkeland, Melkevik, Holsen, & Wold, 2012; Dusek & McIntyre, 2003). In this period, adolescents start to develop more abstract characterizations of themselves and start to view themselves in terms of personal beliefs and standards with a more conscious and self-directed mind (Steinberg, 2005; Steinberg & Morris, 2001). At the same time, adolescence is characterized by an increased need to regulate affect, and school-age children and adolescents regulate their emotions in a wide variety of ways, including cognitive strategies (Bridges, Denham, & Ganiban, 2004). Thus, identity development and increasing use of more cognitively-oriented emotion regulation strategies are two major accomplishments of the adolescence period.

The overall goal of the current study is to examine the impact of maternal warmth on adolescents' self-esteem and to explore potential underlying mechanisms in this relation. Of particular interest to the current study were emotion regulation strategies, specifically reappraisal and suppression, as potential mediators of the relationship between maternal warmth and self-esteem. The role of gender and self-construal in this mediating mechanism was also examined.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Self-esteem

Self-esteem refers to a person's general sense of worth and acceptance (Harter, 1990). In other words, self-esteem is a perception of how much individuals value themselves (Blascovich & Tomaka, 1991). In a similar way, Rosenberg (1965) defined global self-esteem as "positive or negative attitude toward a particular object, namely, the self" (p. 30). High self-esteem refers to a favorable global evaluation of the self, whereas low self-esteem refers to a negative sense of one's value as a person (Baumeister, Campbell, Krueger, & Vohs, 2003). Developmental factors that are related to self-esteem are examined in this section. Self-esteem plays a major role for a number of important life outcomes. For example, it is considered to be a crucial indicator of adolescents' subjective well-being and psychological health (Erol & Orth, 2011). Also, it has been found to be positively related to physical health, improved academic performance, and resistance to peer pressure (Torres, Fernandez, & Maceira, 1995; Zimmerman, Copeland, Shope, & Dielman, 1997). Specifically, high self-esteem is related to parental approval, peer support, adjustment, success in school, and positive sense of self-attractiveness (Chubb, Fertman, & Ross, 1997; DuBois, Bull, Sherman, & Roberts, 1998; Luster & McAdoo, 1995), whereas low self-esteem has been associated with various negative outcomes in important life domains among adolescents such as poorer mental and physical health, worse economic well-being, and higher levels of criminal activity (Trzesniewski et al., 2006) as well as depression, suicidal ideation, antisocial

behavior, and eating disturbances (Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; McGee & Williams, 2000; Orth, Robins, & Roberts, 2008).

In the transition from childhood to adolescence, individuals encounter various physical, psychological, and contextual changes and transitions. They typically begin to change their self-evaluations from overly positive and holistic self-view (“I am a good kid”) in childhood to a more critical and differentiated self-view (Harter, 1999). Specifically, adolescents start to develop more abstract characterizations of themselves and start to view themselves in terms of personal beliefs and standards with an attainment of a more fully conscious, self-directed and self-regulating mind (Steinberg, 2005; Steinberg & Morris, 2001). They also begin to question and examine psychological characteristics of the self to discover who they really are and how they fit in the social world they live in (Steinberg & Morris, 2001). All in all, the developmental transitions have a significant impact on adolescents’ development of the self and indicate how adolescents face and manage the challenges (Birkeland, Melkevik, Holsen, & Wold, 2012). A successful achievement in the challenging developmental tasks leads to happiness and better understanding of the self, while subjective failure experiences such as being excluded or laughed at in a social group, failing an exam, losing a competition are associated with lower self-esteem (Simmons & Blyth, 1987).

Research has also examined the role of gender as an individual level variable that may contribute to self-esteem. Although there is no gender difference in childhood (Robins, Trzesniewski, Tracy, Gosling, & Potter, 2002), research suggests that a differentiation occurs during adolescence such that boys have higher self-esteem than girls in this developmental period (Block & Robins, 1993; Dusek & McIntyre, 2003; Kling, Hyde, Showers, & Buswell, 1999; Raymore, Godbey, & Crawford, 1994). It was

argued that adolescents suffer through stress, rebelling against their parents and peers, radical shifts in identity, and physical changes that lead to decreases in self-esteem (Twenge & Campbell, 2001). For instance, the transition to high school is a source of stress in itself (Twenge & Campbell, 2001). Thus, adolescents experience a decrease in their self-esteem, specifically adolescent girls suffer more than boys (Carlson, Uppal, & Prosser, 2000; DuBois, Burk-Braxton, Swenson, Tevendale, & Hardesty, 2002; Galambos, Berenbaum, & McHale, 2009; Perry & Pauletti, 2011). American Association of University Women (1990) conducted a study of approximately 3,000 adolescents to examine the factors that might contribute to gender differences in self-esteem. The study concluded that the gender difference is a result of sexist socio-cultural attitudes in the society such as at the school environment. It was suggested that teachers give boys more helpful feedback, interact with them more frequently (Sadker & Sadker, 1994) and tend to attribute girls' academic failures to lack of ability and boys' to motivational problems (Dweck, Davidson, Nelson, & Enna, 1978). Thus, it was suggested that this subtle pattern gradually decreases girls' sense of competence and self-esteem which will never recover (DeFazio, 1994). Another explanation for the gender difference in self-esteem is the impact of puberty on physical development (Kling, Hyde, Showers, & Buswell, 1999). Perceptions of their own body and attractiveness diverges during puberty since girls gain more body fat that they draw away the ideal thin body, whereas boys gain more muscle mass that brings them closer to their ideal (Kling et al., 1999; Mendelson, White, & Mendelson, 1996). Indeed, it is well documented that girls tend to present lower self-esteem than boys in adolescence (Greene & Way, 2005; Morin, Maïano, Marsh, Nagengast, & Janosz, 2013; Rhodes, Roffman, Reddy, & Fredriksen, 2004; Way, Reddy, & Rhodes, 2007).

In previous research, interpersonal factors that contribute to self-esteem have also been investigated. One line of research has demonstrated the link between maternal warmth and adolescents' self-esteem. Most theorists agree that parental acceptance and positive regard are essential pre-requisites for greater self-esteem (Deković & Meeus, 1997). A parent who is affectionate, sensitive and provides emotional support discloses a feeling of value which is the basis of self-esteem (Deković & Meeus, 1997). In other words, children who perceive their parents as accepting, sensitive, and supportive are more likely to believe that other relationships will have similar characteristics, and that they are themselves worthy of acceptance and support (Bean & Northrup, 2009). Parental support and acceptance also reassure children to explore personal limits and discover competencies that are important for the development of self-concept (Deković & Meeus, 1997).

Indeed, many studies have demonstrated the link between parenting support and children's self-esteem. For example, in one of the earliest study of its kind, it was found that 5<sup>th</sup> and 6<sup>th</sup> grade boys with high self-esteem perceived their parents as warm, supportive, and accepting (Coopersmith, 1967). They described their family environments as tolerant and understanding with clear rules and fair punishment as well as mutual respect between family members. On the other hand, parents of boys with lower self-esteem were reported as permissive, neglectful, or as harsh disciplinarians. Similar results were also reported in studies with a sample of 5th through 9th grade adolescents (Felson & Zielinski, 1989; Litovsky & Dusek, 1985; Parker & Benson, 2004). In addition, Hoelter and Harper (1987) indicated that, among various family variables (e.g., family size and type, family conflict), perceived family support showed the largest effect on the self-concept of both girls and boys in adolescence. Additionally,

the link between perceived support and self-esteem has also been shown with samples in different nations including Turkish samples (Goodwin, Costa, & Adonu, 2004; Özdemir, Vazsonyi, & Çok, 2017; Siyez, 2008; Sunar, 2009) as well as among different ethnic groups (Harter, 1990; Leiderman, Meldman, & Ritter, 1989). Furthermore, several studies have investigated the relationship between self-esteem and parenting style. Authoritative parenting has been related to higher self-esteem and life-satisfaction and lower depression in adolescence compared to permissive mothering (Lamborn, Mounts, Steinberg, Dornbusch, 1991; Martinez & Garcia, 2007; Milevsky, Schlechter, Netter, & Keehn, 2007). In short, as Dusek and McIntyre (2003) reported, authoritative parenting exhibits warmth and acceptance which are associated with a sense of being valuable among adolescents and positive self-esteem.

Another line of research has investigated adolescents' self-esteem in relation to their attachment security. Attachment theory (Bowlby, 1977) argued that children form internal mental representation and a model of self and others through their experiences with their parents. Secure attachment fosters the construction of others as available and trusting and self as worthy of care, love and attention (Deković & Meeus, 1997). On the other hand, insecure attachment fosters the construction of others as unavailable or hostile and self as unworthy and unlovable (Deković & Meeus, 1997). Attachment theory postulated that attachment is formed in infancy, but suggests that it is integral to human behavior throughout the lifespan of the individual (Bowlby, 1977). There is evidence for direct effects of parental attachment on self-esteem for adolescents and college students (Kobak & Sceery, 1988; Laible, Carlo, & Roesch, 2004; Wilkinson, 2004). Similar results were also documented with a sample of male and female Turkish adolescents (Bayraktar, Sayıl, & Kumru, 2009). Furthermore, Sümer and Sendag (2009)

examined the link between secure attachment to parents and children's self-perception in different domains with a sample of 5<sup>th</sup> and 6<sup>th</sup> graders. Results revealed that young adolescents who reported secure attachment to both of their parents have the highest level of global self-worth compared to those with secure attachment to one parent only or those with insecure attachment (Sümer & Sendag, 2009). Similarly, a longitudinal study demonstrated that children (aged 7 to 12 years) who reported higher insecurity with their mothers exhibited lower self-esteem, regardless of whether they had been maltreated or not (Kim & Cicchetti, 2004).

In summary, research supports a link between self-esteem and maternal warmth. Going beyond the existing research, the aim of the current study will be to examine the underlying mechanism in the relation between self-esteem and maternal warmth. We focused on adolescents' use of different emotion regulation processes as potential explanatory mechanisms. Emotion regulation in adolescence is reviewed in the following sections.

## 2.2 Emotion regulation

Emotions are important sources of information that serve communicative functions for children about themselves, their environment and their relationship with the environment (Campos, Campos, & Barrett, 1989). The ability to understand and identify one's own emotions, and adjust emotions as well as manage behavioral change in relation to environmental demands are essential for emotion regulation (Zeman, Cassano, Perry-Parrish, & Stegall, 2006). In return, emotion regulation contributes to successful relationships with peers and family, as well as academic success, and mental health (Morris, Criss, Silk, & Houlberg, 2017).

Emotion regulation involves the management and organization of diverse systems (Zeman, Cassano, Perry-Parrish, & Stegall, 2006). Internal systems, behavioral systems, and external/social systems are all involved in emotion regulation as three emotion components. First, internal components encompass neurophysiology (e.g., vagal tone, cortical inhibition, prefrontal cortical processing), cognition (e.g., managing attention, changing encoding of emotion stimuli, generating response options), and subjectivity (e.g., labeling subjective feeling, maintaining sense of control). Secondly, behavioral components include facial expressions (e.g., modifying, masking or substituting facial expression), and actions (e.g., seeking out external coping resources and changing environmental demands). Lastly, external/social components involve one's culture and social environment (e.g., parents, peers) (Zeman, Cassano, Perry-Parrish, & Stegall, 2006). Children's ability to regulate their emotions depends on their developmental status and previous interactions with their social environment such as their relationships with caregivers and peers. Thus, emotion regulation is a developmental process that take place in biological, cognitive, and social domains, and includes different expectations from the environment in every period of childhood.

Adolescence is characterized by an increased need to regulate affect and behavior (Steinberg, 2005). During early adolescence, improvement in reasoning and information processing are salient, and individuals become more capable of abstract, multidimensional, hypothetical and planned thinking (Steinberg, 2005). By adolescence, individuals are better able to regulate their emotions by developing cognitive appraisal ability (Choudhury, Blakemore, & Charman, 2006). Hence, they become more capable of cognitively sophisticated emotion regulation strategies such as cognitive reframing and taking others point of view (Galambos & Costigan, 2003). As a result of these

changes in cognitive abilities from middle childhood to adolescence, children's ability to regulate emotions increases, and they begin to develop emotion regulation strategies for different emotion types and socio-contextual factors (Gnepp & Hess, 1986; Zeman & Garber, 1996).

To conclude, self-development and development of emotion regulation strategies are two milestones of adolescence period. Thus, in the present study, adolescents' self-esteem will be examined in relation with maternal warmth (i.e., supportive presence) and two specific emotion regulation strategies; reappraisal and suppression. The process model of emotion regulation and emotion regulation strategies are discussed in the next section.

### 2.3 Process model of emotion regulation and emotion regulation strategies

As emotions arise from a diverged and coordinated set of responses, emotion regulation strategies are varied in terms of when they have their primary impact on the emotion generation (John & Gross, 2004). The process model of emotion regulation (Gross, 1998a, 1998b) distinguishes five temporal dimensions of emotion regulation processes that determine when each one is deployed (see Figure 1). Antecedents-focused strategies represent ways of responses prior to the emotional experiences and include four processes before the emotional response execution: situation selection, situation modification, attentional deployment, and cognitive change. On the other hand, response-focused strategies stand for the processes after the emotional response is generated.

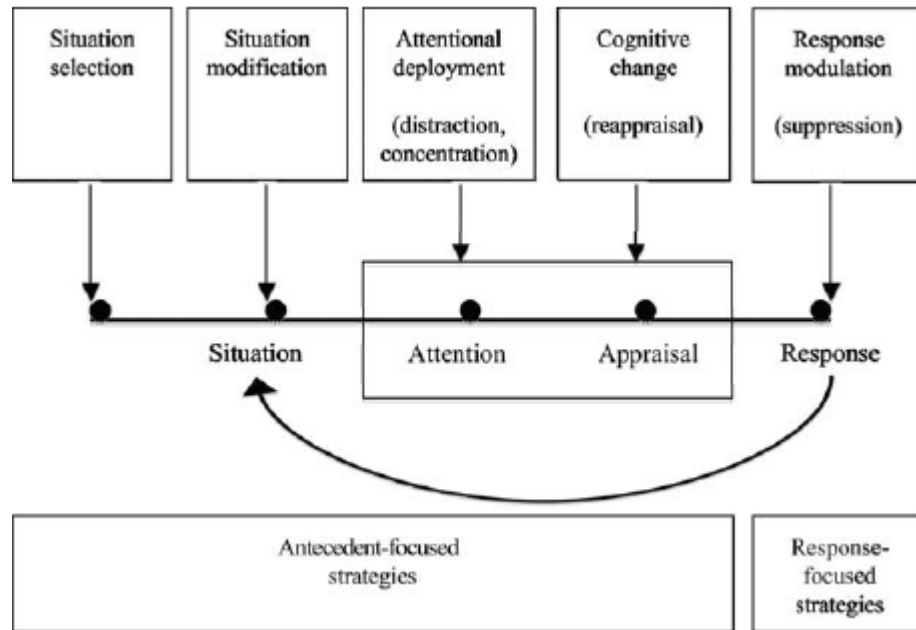


Figure 1 The process model of emotion regulation  
 Source: (John & Gross, 2004)

Instead of studying all strategies at once, for the present study, two emotion regulation strategies were chosen deliberately: cognitive reappraisal and expressive suppression. To select strategies for the study, several criteria were considered. Firstly, these two strategies are commonly used in everyday life (Gross & John, 2003). Secondly, one strategy from antecedent-focused and one strategy from response-focused category will make the study more comparable compared to two strategies from the same category. Thirdly, experimental studies have mostly referred to these two strategies and examined how individuals regulate their emotions using these strategies (Webb, Miles, & Sheeran, 2012).

Cognitive reappraisal implies a cognitive change of the meaning and emotional impact that is attached to the emotion-eliciting situation (Gross, Richards, & John, 2006; Lazarus & Alfert, 1964). For reappraisal, adolescents might interpret the focal emotion

in a particular manner. For example, they may come to think that the emotion is normal and they may accept and not judge the emotional experience. They might also reinterpret the emotional stimulus (i.e., the context or the cause of the emotion) and imagine that a negative event had a positive outcome. Along similar lines, they might alter the influence of the emotional stimulus by adopting third-person perspective. Since reappraisal is an antecedent-focused strategy, it occurs early and interferes before the emotional response is fully generated; which means it has opportunity to have an impact on the entire process through emotional response (Gross & John, 2003). As an illustration, to reappraise a negative emotion one should successfully alter and down-regulate the experiential and behavioral components of the negative emotion.

On the other hand, expressive suppression is a form of response modulation that refers to attempts to determine emotion response tendencies after they are already elicited and inhibit ongoing emotion-expressive behavior (Gross, 1998b; Gross, Richards, & John, 2006). For suppression, subjects might choose to hide the way they are feeling (e.g., not to laugh or cry) or control and not allow themselves to experience the emotion. Since suppression is a response-focused strategy, it comes relatively late in the entire subsequent emotion trajectory and primarily alter the behavioral aspect of the emotion response. Therefore, because of the late deployment in the emotion-generative process, individuals require more effort to manage the response for suppression (Gross & John, 2003). In addition, suppression might generate incongruence between inner experiences and outer expressions (Gross & John, 2003). This discrepancy between inner feelings and inhibited outer expressions, and a sense of not being true to oneself might lead to more negative feelings about the self and alienate both from self and others (Gross & John, 2003). Frequent use of suppression relates to inauthenticity, where

authenticity refers to the extent to which one behaves in ways that are congruent with his/her inner feelings, attitudes, and beliefs, rather than engaging in knowingly false self-presentations (Sheldon, Ryan, Rawsthorne, & Ilardi, 1997). For example, English and John (2013) indicated that the costs of suppression are not due to reduced positive emotion expression but rather due to the incongruence between inner-self and outer-behaviors.

#### 2.4 The role of parenting on emotion regulation

Although some researchers suggest that the importance of parents may weaken in adolescence as adolescents' need for independence and emotional and behavioral autonomy intensify, and as the impact of peer relations (e.g., peer acceptance-rejection, being popular, romantic relationships) become more prominent, emotional closeness and positive affect towards parents remain unchanged (Holmbeck & Hill, 1991; Montemayor, Eberly, & Flannery, 1993). Steinberg (1990) argued that this period continues with a less contentious, more egalitarian, and less volatile parent-adolescent relationship. The decline of parental reliance might occur because older children are more likely to have internalized parental expectations and values regarding emotion expression (Larson, Richards, Moneta, Holmbeck, & Duckett, 1996; Steinberg & Silverberg, 1986). Thus, although direct or explicit support might not be needed for older children compared to younger ones, parental support and guidance still aid adolescent's emotion regulation development. For example, in one study (Waller, Silk, Stone, & Dahl, 2014), adolescents were asked about their expectations of parental and peer support for dealing with their emotions in negative events or problems. Both depressed and healthy adolescents reported that parents help them in their emotion

management more than peers. This result reveals that adolescents still benefit from their parents' guidance and assistance in regulating their emotions. In addition, parental support and emotional security does not decrease in intensity over the years according to child's age, instead adolescents' expectations of support might change (Zeman & Shipman, 1997).

Morris, Silk, Steinberg, Myers, and Robinson (2007) revealed a tripartite model which discusses the impact of the family on children's emotion regulation and adjustment. They suggested that family environment influences emotion regulation development, which in turn affects child and adolescent adjustment outcomes. Gottman and colleagues (1996) posited two parenting behaviors that are linked to child's emotion regulation, under the theory of meta-emotion philosophy. First, parents, who are responsive, warm and display specific emotion-coaching behaviors, are related to children with better emotion regulation abilities. Those parents are aware of their child's emotion, see emotions as an opportunity for intimacy and teaching, and provide help for coping with difficult emotions. On the other hand, parents, who display emotion-dismissing parenting behaviors, tend to discourage emotion expressivity, and they are more uncomfortable with emotions, which in turn is associated with poorer emotion regulation of their children (Gottman, Katz, & Hooven, 1996). Thus, children's emotion regulation abilities develop in the family setting and the presence of a supportive and nurturing caregiving environment provides children the resources to develop adaptive emotion regulation strategies (Jaffe, Gullone, & Hughes, 2010).

Existing developmental research has documented that maternal support as an optimal parenting behavior that promotes the development of adequate emotion regulation (Tani, Pascuzzi, & Raffagnino, 2018). Based on the Kagitcibasi's family

model (2005), parents from psychologically interdependent cultures such as in Turkey provide socialization of children's emotions by balancing control of negative emotions with some encouragement of emotion expression (Çorapçı et al., 2018; Raval, Raval, Salvina, Wilson, & Writer, 2013). For example, Indian mothers prefer to report more explanation-oriented behaviors by not threatening the autonomous agency of the child (Raval et al., 2013). Adolescents whose mothers do not accept positive affect display more emotionally dysregulated behaviors and use maladaptive emotion regulation strategies more frequently than adolescents whose mothers respond in a validating manner (Yap, Allen, & Ladouceur, 2008). For example, in a longitudinal study, the relationship between perceived maternal autonomy-supportive parenting and adolescents' use of emotion regulation strategies was examined. This study found that early adolescents' perception of their mothers as autonomy-supportive was associated with decrease in suppression and increases in adaptive emotion regulation strategies such as emotional integration which is defined as experiencing emotions in full awareness without trying to hide them (Brenning, Soenens, Van Petegem, & Vansteenkiste, 2015). That is to say, greater utilization of positive emotion socialization practices is linked with greater use of reappraisal and less use of suppression in adolescence (Hughes & Gullone, 2010).

In addition to specific parental emotion socialization responses, research suggests that attachment quality also predicts emotion regulation competence of adolescents. In one study, for example, in a sample with 5th grades, secure attachment was associated with successful emotion regulation (Contreras, Kerns, Weimer, Gentzler, & Tomich, 2000). In adolescence, a similar relationship was demonstrated by Kobak and Sceery (1988) such that securely attached adolescents had better emotion regulation competence

compared to insecurely attached adolescents. Also, it was found that higher levels of attachment security were linked with greater levels of emotion regulation in adolescence (Murphy, Laible, Augustine, & Robeson, 2015). Similarly, Gresham and Gullone (2012) depicted that secure attachment predicted more reappraisal and less suppression use while insecure attachment predicted less reappraisal and more suppression use in adolescents. Therefore, maternal warmth and secure attachment have a positive link to the development of emotion regulation in adolescence.

In previous research, there are small number of studies which have examined the role of parenting both on adolescents' emotion regulation strategies and self-esteem. In a longitudinal study with college students, the roles of perceived social support and disengagement coping were examined on the association between self-esteem and depressive symptomatology (Lee, Dickson, Conley, & Holmbeck, 2014). Bidirectional associations between self-esteem and perceived social support were reported. Results also revealed that self-esteem predicts depressive symptomatology via perceived social support and disengagement coping. In Turkish context, Arslan (2009) investigated the associations between perceived social support from family, self-esteem and anger expression in Turkish adolescents. A positive relationship between self-esteem and anger control, and a positive relationship between self-esteem and the social support received from family were identified.

## 2.5 The role of gender in emotion regulation

Two important factors that might affect the emotion regulation process are gender and culture that both act to shape how adolescents regulate their emotions (Hsieh & Stright, 2012; Park, Kim, Cheung, & Kim, 2010). When the role of gender is examined as an

individual level variable in emotion regulation, women are viewed as the “more emotional sex,” whereas men are viewed as more likely to suppress their emotions (Nolen-Hoeksema, 2012; Papini, Farmer, Clark, Micka, & Barnett, 1990; Rose & Rudolph, 2006). Girls have greater tendency to experience and express more emotions than boys, whereas boys have greater tendency to suppress or avoid both the experience and expression of emotion (Chervonsky & Hunt, 2017; Gross & John, 2003; Haga, Kraft, & Corby, 2009). In general, women tend to focus more on their emotional experience, acknowledge and discuss emotions more openly, seek more social support for emotional reasons and ruminate more than men do (Duarte, Matos, & Marques, 2015; Hoar, Crocker, Holt, & Tamminen, 2010; Rose & Rudolph, 2006). It was illustrated that in adolescence, males suppress more than females (Gullone, Hughes, King, & Tonge, 2010; Gullone & Taffe, 2012; Lantrip, Isquith, Koven, Welsh, & Roth, 2016, Larsen et al., 2012; Zimmermann & Iwanski, 2014), whereas no gender difference has been documented for reappraisal (Duarte, Matos, & Marques, 2015; Lantrip et al., 2016). For the present study, gender differences in emotion regulation strategies will be examined in Turkish adolescents.

## 2.6 The role of emotion regulation on developmental outcomes across cultures

The frequency in the usage of different emotion regulation strategies differ across cultures. One reason for such differences is the role of culture on the prevailing self-construal. Self-construal, which refers how separate or connected one feels in relation to others is an important factor of emotion expression and regulation (Markus & Kitayama, 2010). Research has mainly focused on the independent and interdependent self-construals and their link to emotion expression as well as regulation. Independent self-

construal implies that individuals define themselves as agentic with clearly defined self-boundaries and organize self-directed acts primarily around personal goals.

Interdependent self-construal implies that individuals define themselves by social responsibilities and perceive permeable self-boundaries that overlap with those of others (Markus & Kitayama, 2010).

Research suggests that Americans are more open to express their positive emotions because Western culture encourages independent self-construal. On the other hand, individuals from Eastern cultures (e.g., Asians) tend to suppress both positive and negative emotions because interdependent self-construal is encouraged in non-Western societies and expressing emotions could interrupt social and relational harmony in their cultural environment (Markus & Kitayama, 1991; Tsai, Knutson, & Fung, 2006).

Therefore, individuals from Asian and Asian-American culture have a stronger belief that one should control their emotions (Mauss, Butler, Roberts, & Chu, 2010; Tsai, Knutson, & Fung, 2006), and they tend to rate emotion expression as less appropriate (Gross & John, 2003), and think that it is more important to suppress emotions (Chia, Moore, Lam, Chuang, & Cheng, 1994) than those from Western culture. On the other hand, people from Western culture encourage less emotion suppression (Park et al., 2011). Thus, suppression is used more frequently in collectivistic cultures including Latinos, Asians, and African-Americans than individualistic cultures such as European-Americans (Cheung & Park, 2010; Drummond & Quah, 2001; Matsumoto, 2006; Mauss, Butler, Roberts, & Chu, 2010; Ramzan & Amjad, 2017; Suchday & Larkin, 2004), while reappraisal usage does not differ from culture to culture (Kwon, Yoon, Joormann, & Kwon, 2013).

When the relationship between reappraisal and developmental outcomes are examined, it is documented that the use of reappraisal relates to positive outcomes, both with samples from Western and Eastern cultures. Research with both Western and Eastern samples of adolescents who habitually use reappraisal has shown that these youths have greater life satisfaction, better psychological health, and better quality of life (De Ven, Engels, Sawyer, Otten, & Van Den Eijnden, 2007; Mitrofan & Ciuluvică, 2012; Verzeletti, Zammuner, Galli, & Agnoli, 2016). Besides, reappraisal has also been associated with better interpersonal functioning, positive well-being, life satisfaction, self-esteem and fewer depressive and anxiety symptoms, internalizing problems with samples of Western adolescents (Eastabrook, Flynn, & Hollenstein, 2014; Freire & Teixeira, 2018; Garnefski & Kraaij, 2006; Lanteigne, Flynn, Eastabrook, & Hollenstein, 2014; Tahmouresi, Bender, Schmitz, Baleshzar, & Tuschen-Caffier, 2014; Verzeletti, Zammuner, Galli, & Agnoli, 2016) and lower depressive symptoms (Sai, Luo, Ward, & Sang, 2016; Zhao & Zhao, 2015), higher school connectedness among Chinese adolescents (Zhao & Zhao, 2015) as well as lower externalizing and internalizing problems among Iranian adolescents (Tahmouresi, Bender, Schmitz, Baleshzar, & Tuschen-Caffier, 2014). Individuals who tend to use reappraisal have more positive experience and expression as well as less negative emotions compared to those who tend to use suppression (Gross & John, 2003). Also, in experimental studies, it was demonstrated that reappraisal acts to diminish negative emotion experiences without any increase in physiological activity (Brans, Koval, Verduyn, Lim, & Kuppens, 2013; Mauss, Levenson, McCarter, Wilhelm, & Gross, 2005). Moreover, in her review based on both experimental and individual findings, Cutuli (2014) concluded that reappraisal has a healthier profile of short-term affective, cognitive, and social consequences than

suppression. It was also found that adverse life events are associated with adolescent problem behaviors only when they have low reappraisal scores, suggesting that reappraisal acts as a protective factor in adolescence (Flouri & Mavroveli, 2013). Only one study conducted in Taiwan documented that reappraisal was positively related to higher self-blame and internalizing problems for female adolescents (Yeh, Bedford, Wu, Wang, & Yen, 2017). Overall, with few exceptions, available evidence suggests that reappraisal has been associated with positive developmental consequences in both cultures.

On the other hand, evidence is more contradictory for suppression and its role on developmental outcomes in different cultures. It was suggested that suppression serves different functions in different cultures, namely an effort to protect the self in Western cultures, and an effort to preserve the relationship in non-Western cultures (Butler, Lee, & Gross, 2007). In Western cultures, individuals who habitually use suppression had less social support, worse coping skills, lower life satisfaction and self-esteem (Cutuli, 2014; John & Gross, 2004; Sheldon, Ryan, Rawsthorne, & Ilardi, 1997). Research also suggests that suppressors both experience and express less positive emotions and more negative emotions with enhanced physical activation (Brans, Koval, Verduyn, Lim, & Kuppens, 2013; Mauss, Levenson, McCarter, Wilhelm, & Gross, 2005). Suppression has also been associated with worse interpersonal functioning and well-being (Gross & John, 2003), whereas emotion expression was positively related with prosocial behaviors (Rueth, Lohaus, & Vierhaus, 2018). The results are similar when the participants consisted of samples of adolescents (Gullone & Taffe, 2012; Hu et al., 2014; Kaplow, Gipson, Horwitz, Burch, & King, 2014; Verzeletti, Zammuner, Galli, & Agnoli, 2016). For example, it was found that emotion suppression leads to increased depressive

symptoms and worsened peer relationships among European Americans adolescents (Tsai et al., 2017). Similarly, suppression was associated with lower life satisfaction and higher emotional loneliness for Italian adolescents (Verzeletti et al., 2016) and suicidal ideation and adverse life event for American adolescents (Kaplow et al., 2014).

On the other hand, there are inconsistent results about the association between suppression and developmental outcomes in non-Western cultures. Although research was mostly conducted with college students and young adults, some studies reported a positive link between suppression and negative outcomes for adolescents (Sai, Luo, Ward, & Sang, 2016; Yeh, Bedford, Wu, Wang, & Yen, 2017; Zhao & Zhao, 2015). On the other hand, some studies reported no significant associations between suppression and positive outcomes for adolescents (Mitrofan & Ciuluvică, 2012; Tsai, Nguyen, Weiss, Ngo, Lau, 2017). For example, two studies documented that suppression was positively related to depression symptoms for Chinese adolescents (Sai et al., 2016; Zhao & Zhao, 2015). Also, it was documented that suppression was positively associated with self-blame and internalizing problems among Taiwanese adolescents (Yeh et al., 2017). However, some studies have documented that the associations between suppression and some developmental outcomes were either non-significant or less significant for Vietnamese American adolescents than those for the European Americans (Tsai, Nguyen, Weiss, Ngo, & Lau, 2017). Similarly, Mitrofan and Ciuluvică (2012) reported no relationship between suppression and life satisfaction for Romanian adolescents. They explained this discrepancy that the relation between suppression and outcomes may change with development. Suppression may be a risk factor when children fail to develop mature emotion expression and adequate skills in the transition to late adolescence or young adulthood (Tsai et al., 2017). Also, it was suggested that the

discrepancy might occur because emotion regulation strategies may be context-dependent that some strategies are more adaptive in certain situations (Yeh et al., 2017). Also, in a study with Turkish adolescents, it was significantly demonstrated gender-specific differences for suppression and developmental outcomes (Özgüle & Sümer, 2017). It was found that fathers associated their boy adolescents' suppression with negative consequences and girls' with positive consequences (Özgüle & Sümer, 2017). These findings emphasized the gender-specific patterns for suppression and developmental outcomes.

To conclude, reappraisal is generally linked with positive outcomes both in Western and Eastern cultures. In Western cultures, suppression has negative consequences such as more depressive symptoms and emotional loneliness symptoms, lower life satisfaction and worse peer relationships. On the other hand, in Eastern cultures, there are inconsistent results showing no relationship or a positive relationship between suppression and psychological problems and distress.

## 2.7 Cultural context of the present study

Due to cultural variations in the relationship between reappraisal and suppression and outcomes, the present study will examine this link at the intracultural level with a sample of Turkish adolescents. Although Turkey is considered as closer to the collectivistic culture (Hofstede, 1980), it is not always easy to describe the Turkish culture's on the Western-Eastern dichotomy due to its diversity in cultural fabric (Göregenli, 1997). The family change model (Kagitcibasi, 2005) and cultural fit theory (Lu, 2006) also suggest that individuals in a culture harbor cultural values or norms at differing degrees.

Kagitcibasi (2005) clustered Turkish families into three prototypical models based on

the socio-demographic and parenting variables of families. These family models are also assumed to foster the development of particular self-construals of the offspring (Kağıtçıbaşı 2007). In the independence family model, parents encourage emotion expression and emphasize individual agency which leads to a construction of autonomous self among offspring. In the interdependence family model, parents emphasize relatedness giving particular importance to group harmony, which leads to autonomous self among offspring. Apart from the independence and interdependence family models, educated, urban, middle class Turkish parents are characterized within the psychological interdependence family model (Kagitcibasi, 2005; Sunar & Fişek, 2005). In this family model, parents socialize their children to be autonomous and but also emphasize emotional proximity by relying on close-knit family relations. Thus, an autonomous-related self-construal is assumed to emerge among offspring.

Research on child socialization of Turkish families has revealed that Turkish mothers frequently express their affection to their children and encourage them to reciprocate (Kagitcibasi, Sunar, & Bekman, 2001). Thus, warmth, responsiveness and supportive parenting are observed as typical Turkish mother practices (Çorapçı et al., 2018; Kumru, Edwards, & Carlo, 2004; Sen, Yavuz-Muren, Yagmurlu, 2014) and have been associated with positive child outcomes (Gülseven et al., 2018; Orta, Çorapçı, Yagmurlu, & Aksan, 2013; Yagmurlu & Sanson, 2009). There is also growing emphasis on autonomy granting in child socialization (Çorapçı et al., 2018; Yağmurlu, Çitlak, Dost, & Leyendecker, 2009). Based on the family change model and research with Turkish families, we wanted to explore how Turkish adolescents would describe their self-construals regarding these family models.

## 2.8 The study goal and hypotheses

The current study combines the tripartite model (Morris, Silk, Steinberg, Myers, & Robinson, 2007) with the process model of emotion regulation (Gross, 1998a, 1998b). We aim to expand the literature by examining the underlying pathways from parenting style, specifically mothers' warmth (i.e., supportive presence) to self-esteem via different emotion regulation processes (i.e., reappraisal, suppression) among adolescents. Given the research interest in self-esteem, adolescence period has been chosen to investigate the role of adolescents' parenting behaviors and use of emotion regulation strategies. Only 10<sup>th</sup> graders (i.e., 15-16 years-olds) were chosen because younger adolescents such as 9<sup>th</sup> graders may have some adaptation problems about starting high school (Chmelynski, 2004). Also, we did not extend age groups to 11<sup>th</sup> or 12<sup>th</sup> graders due to their intensive hardworking schedule for the university entrance exam.

The following hypotheses were investigated:

Hypothesis 1: The link between maternal warmth/supportive presence and self-esteem:

In light of the literature review, it is expected that adolescents who report greater perceived maternal warmth/supportive presence would report higher self-esteem, whereas adolescents who report lower perceived maternal warmth/supportive presence would report lower self-esteem.

Hypothesis 2: The link between emotion regulation processes and self-esteem: It is expected that adolescents' use of reappraisal would be associated with higher self-esteem. On the other hand, the relationship between suppression and self-esteem will be explored given inconsistent findings in the literature.

Hypothesis 3: The link between maternal warmth/supportive presence and emotion regulation processes: In light of the emphasis on supportive presence in the tripartite model (Morris, Silk, Steinberg, Myers, & Robinson, 2007), it is expected that adolescents' perceived maternal warmth/supportive presence would be associated with more reappraisal and with less suppression.

Hypothesis 4: The role of emotion regulation strategies in the association between perceived maternal warmth/supportive presence and self-esteem: It is expected that the relationship between maternal warmth/supportive presence and self-esteem would be mediated through emotion regulation processes (see Figure 2). Adolescents who perceive greater warmth from their mothers would be more likely to use reappraisal, which in return is expected to lead to greater self-esteem. Also, the relationship between maternal warmth, suppression and self-esteem will be explored.

Hypothesis 5: Gender differences: In light of previous research, it is expected that girls would report lower self-esteem than boys. Also, boys would use more expressive suppression than girls, while there would be no gender difference for reappraisal.

Hypothesis 6: Self-construal differences: Based on the family change and self models (Kagitcibasi, 2007), adolescence self-construal scores would cluster into three groups corresponding to each of the family models. Due to the urban and educated family background of our participants, we expected highest frequency on psychological-interdependence cluster. The moderator effect of self-construal clusters on the proposed mediation model will be also explored.

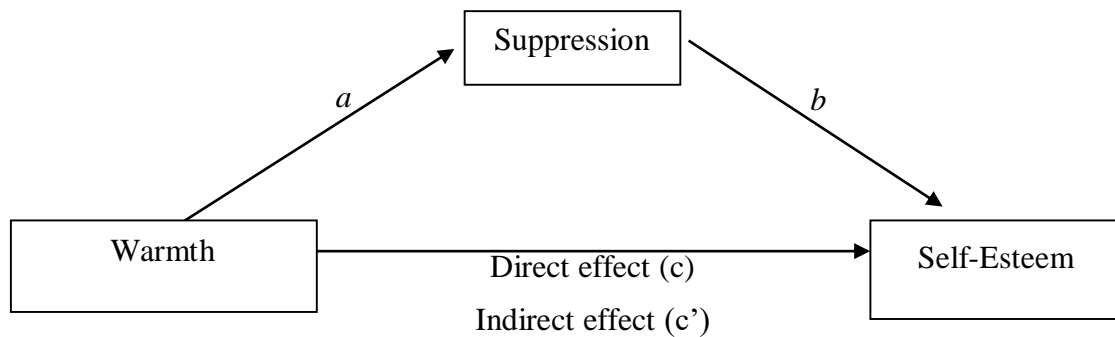
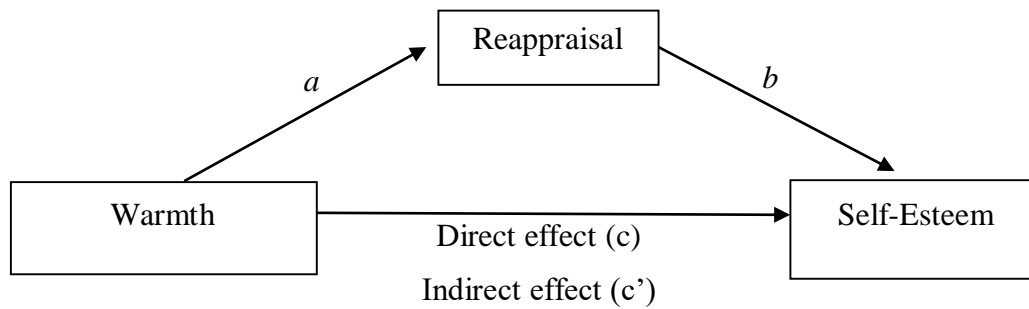


Figure 2 The proposed mediational model: emotion regulation as a mediator explaining the relationship between maternal warmth and adolescents' self-esteem

Note: *a* pathway = relationship between perceived supporter presence and mediator [reappraisal/suppression]. *b* pathway = relationship between mediator [reappraisal/suppression] and self-esteem. *c* pathway = relationship between warmth and self-esteem [direct effect]. *c'* pathway = relationship between warmth and self-esteem after controlling for model variables [indirect effect].

## CHAPTER 3

### METHOD

#### 3.1 Participants

Participants were 310 tenth graders (121 of boys, 189 of girls, aged 14 to 17 years) and their mothers. Adolescents were recruited from ten high schools (eight public schools and two private schools) from various socio-economic regions in Ankara. Different status (public and private) and different socio-economic regions were selected to increase demographic variability of the students. Convenience sampling was used to recruit the participants from these schools. Child and family characteristics are presented in Table 1.

Table 1. Child and Family Characteristics

School Type (% of public)	86.7%
Gender (% of male)	38.8%
Age	15.61 (.50)
Number of siblings	1.20 (.87)
Maternal age (years)	43.37 (5.63)
Maternal occupation status (% full time)	40.1%
Maternal marital status (% married)	88.7%
Maternal education (% with at least high school degree)	74.4%
Paternal age (years)	47.02 (6.11)
Paternal occupation status (% full time)	81.9%
Paternal marital status (% married)	91.2%
Paternal education (% with at least high school degree)	78.6%
Income (% with at least 3000 TL)	69.9%
Independent self-construal	4.93 (.67)
Interdependent self-construal	4.75 (.81)

Note: Values represent means and standard deviations (in parentheses), unless otherwise indicated.

There were significantly fewer male than female adolescents in the sample. The similar ratio can be observed from the class lists of the sample schools that the number of the girls was higher than the boys, in general. The mean age of children was 15.61 ( $SD = .50$ ), and 54.1% of the children had only one sibling. The mean age of mothers was 43.37 ( $SD = 5.63$ ), and the mean age of fathers was 47.02 ( $SD = 6.11$ ). Seventy-four percent of the mothers and 79% of the fathers had at least high school degree, and 69.9% of parents had at least 3000 TL income. Mothers' and fathers' education were positively correlated with each other ( $r = .70, p < 0.01$ ) as well as correlated with income level ( $r = .60$  and  $r = .58, p < 0.01$ , respectively). Thus, these three scores were aggregated to obtain a total socio-economic status (SES) score. About half of the mothers (51.8%) were not working, whereas most fathers (81.9%) were employed as full time. Most children (89%) came from intact families. Finally, adolescents' independence self-construal scores ( $M = 4.93, SD = .67$ ) were greater than interdependence self-construal scores, ( $M = 4.75, SD = .81$ ),  $t = 3.334, p < .005$ .

### 3.2 Procedure

Several visits were made to public and private high schools in order to collect data from adolescents. After getting permission from the Ministry of Education and the school administration, consent forms and a questionnaire package that included a family demographic form and the parent form of s-EMBU were (see Appendix A and Appendix B for consent forms) were distributed to adolescents in an envelope. Adolescents whose families gave consent were selected as participants of the study. Times for the administration of adolescents' questionnaires were scheduled with the class teacher. Mostly, counseling or physical education courses were selected to administer the

questionnaires. Consenting adolescents were taken to an available and quiet room to fill out all questionnaires. The assessment was completed within one class hour.

### 3.3 Measures

#### 3.3.1 Family demographic information form

After obtaining the consent forms, mothers were sent a demographic form in order to have information about their child's age, gender, family income and caregivers' education level, the number of people in the household, as well as the number of siblings (see Appendix C).

#### 3.3.2 Maternal child rearing behaviors

The Egna Minnen av Barndoms Uppfostran-My memories of Upbringing (EMBU) was used to assess mothers' perceptions about their own child rearing behaviors (see Appendix D). The parent form of s-EMBU had 29 items in total and four subscales. Nine items measured emotional warmth (e.g., "I pay my child compliments"), eight items measured rejection (e.g., "I punish my child a lot, even for little things"), five items measured comparison (e.g., "I give my child preferential treatment compared to her/his brother(s) and sister(s)"), and seven item measured overprotection (e.g., "I am overscared that something will happen to my child"). Mothers were asked to complete the items of this questionnaire on a 6-point Likert scale (1 = *Never* to 6 = *Always*). For the parent version, the internal consistency reliability coefficients (Cronbach's alpha) ranged from .75 to .82 (Sümer, Selçuk, & Günaydın, 2006). In the current study, alpha coefficients for the parent form of EMBU were .76 for the Warmth subscale, .67 for the

Rejection subscale, .77 for the Comparison subscale, and .79 for the Overprotection subscale.

### 3.3.3 Self-esteem

Two different questionnaires were used to measure self-esteem. First, adolescents were asked to complete the 10-item Turkish version of the Rosenberg Self Esteem Questionnaire (RSES; Rosenberg, 1965) as adapted by Çuhadaroğlu (1986) (see Appendix E). They provided positive (e.g. “I feel that I have a number of good qualities”) and negative (e.g. “All in all, I am inclined to think that I am a failure”) evaluations of themselves on a 4-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Satisfactory reliability and validity of this scale was established with a sample of Turkish adolescents (Çuhadaroğlu, 1986). In the current study, the alpha coefficient for the Rosenberg Self Esteem Questionnaire were .89.

Secondly, adolescents were asked to complete the 12-item Self-Perception Profile for Children (SPPC; Harter, 1982). This scale was adapted to Turkish by Şekercioğlu and Koç (2017). This scale consisted of five subscales, but only two subscales were selected for the present study that consisted of the six-item Scholastic Competence and the six-item Social Acceptance subscales (see Appendix F). First, adolescents were asked to read the characteristics of children described at the two sides of the page (e.g., “Some kids often forget what they learn” BUT “Other kids can remember things easily”). Then, they were asked to indicate which of these children they were alike. They also evaluated whether this child was similar to them on a scale ranging from it is very similar to me to it looks a little like me. High scores represented higher self-esteem. The internal consistency reliability coefficient (Cronbach’s alpha) of

the scholastic competence subscale was .74 and the social acceptance subscale was .60 (Şekercioğlu & Koç, 2017). In the current study, alpha coefficients of these two subscales were .72 and .69, respectively.

#### 3.3.4 Percieved maternal child rearing behavior

The Egna Minnen av Barndoms Uppfostran-My memories of Upbringing (EMBU) was used to assess adolescents' perception about their mothers' child rearing behavior. The child version of the EMBU was created by Castro, Toro, Van Der Ende, and Arrindell (1993), and a short form of the EMBU (s-EMBU) was developed by Arrindell and colleagues (1999) for use with adolescents in cross-cultural research. This short form consisted of 22 items with 3 subscales: emotional warmth, rejection, and (over) protection.

The Turkish version of s-EMBU was developed by Sümer and colleagues (2006) and has 27 items with four subscales (see Appendix G). Nine items measured emotional warmth (e.g. "Do you feel that your mother is proud of you if you do something really well?"), seven items measured rejection ("Does your mother strike you more than you deserve?"), five items measured comparison ("Does your mother give you preferential treatment compared to your brother(s) and sister(s)?"), and six items measured overprotection (e.g. "Does your mother forbid you to do things that your class-mates are allowed to do because she is afraid that something will happen to you?"). Items were rated on a 4-point Likert scale ranging from 1 = *No, never* to 4 = *Yes, always*. The internal consistency reliability coefficient (Cronbach's alpha) of emotional warmth, rejection, comparison, and (over) protection were .69, .49, .60, and .54, respectively (Sümer, Selçuk, & Günaydın, 2006). In the current study, alpha coefficients for the child

form of EMBU were .85 for the Warmth subscale, .66 for the Rejection subscale, .85 for the Comparison subscale, and .71 for the Overprotection subscale.

### 3.3.5 Attachment security

The Kerns Security Scale (KSS; Kerns, Klepac, & Cole, 1996) as adapted to Turkish by Sümer and Sendag (2009) was used to measure adolescents' perceived attachment quality to their mothers (see Appendix H). This scale consisted of 15 items. First, adolescents were asked to read the characteristics of children described at the two side of the page (e.g. "Some kids find it easy to trust their mom BUT other kids are not sure if they can trust their mom"). Then, they were asked to indicate which of these children they were alike. They evaluated whether this child was similar to them on a scale ranging from "It is very similar to me" to "It looks a little like me." Higher scores represented secure attachment to the mother. The reliability and validity of this scale were evaluated with Turkish samples of school-age children and adolescents. The Cronbach alpha was .84 (Sümer & Sendag, 2009). In the current study, internal consistency of the scale was satisfactory with an alpha coefficient of .88.

### 3.3.6 Adolescents' emotion regulation processes

Two emotion regulation questionnaires were distributed to measure both emotion reappraisal and suppression. For the measurement of emotion reappraisal, the Cognitive Emotion Regulation Questionnaire (CERQ; Garnefski, Kraaij, & Spinhoven, 2001) was used as adapted to Turkish by Onat and Otrar (2010). Six subscales with four items each were selected (see Appendix I). These included: (1) Rumination (e.g., "I dwell upon the feelings the situation has evoked in me"), (2) Catastrophizing (e.g., "I keep thinking

about how terrible it is what I have experienced”), (3) Positive Refocusing (e.g., “I think of something nice instead of what has happened”), (4) Refocus on Planning (e.g., “I think about how I can best cope with the situation”), (5) Positive Reappraisal (e.g., “I think that I can become a stronger person as a result of what has happened”), and (6) Putting into Perspective (e.g., “I think that it all could have been much worse”).

Adolescents rated each item on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The internal consistency reliability coefficient (Cronbach’s alpha) of these cognitive reappraisal subscales ranged from .43 to .72 (Onat & Otrar, 2010). In the current study, alpha coefficients for the subscales ranged from .64 to .86.

In order to measure suppression, the expressive subscale from the Emotion Regulation Questionnaire (ERC; Gross & John, 2003) was used as adapted to Turkish by Ulaşan Özgüle (2011). Each of the three suppression items were repeated for anger, sadness and fear (e.g., “I keep my anger/sadness/fear to myself”) (see Appendix I).

Adolescents were asked to rate each item for each emotion on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The internal consistency reliability coefficient (Cronbach’s alpha) of suppression was .89 (Ulaşan Özgüle, 2011). In the current study, alpha coefficients for the three subscales ranged from .82 to .85.

### 3.3.7 Self-construal

The Self-Construal Scale (Singelis, 1994) was used to measure how much adolescents rated themselves as independent and as interdependent in their self-construal (see Appendix J). This 24-item scale was adapted to Turkish by Kumru, Edwards and Carlo (2004). Twelve items measured independent characteristics (e.g., “My personal identity independent of others, is very important to me”), and 12 items measured interdependent

characteristics (e.g., “It is important for me to maintain harmony within my group”).

Adolescents were asked to rate each item on a scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The internal consistency reliability coefficient (Cronbach’s alpha) of the Independence subscale was .54 and the Interdependence subscale was .74 (Kumru et al., 2004). In the current study, alpha coefficients for these subscales were .52 and .69, respectively.

## CHAPTER 4

### RESULTS

#### 4.1 Descriptive statistics

Descriptive statistics for the study variables are presented in Table 2. Linearity, normality and homoscedasticity assumptions were examined before testing the hypotheses of the study. Scores on all study variables were all found to be normally distributed.

Table 2. Descriptive Statistics for Study Variables

Variables	Mean	SD	Min	Max
<b>PARENTING QUALITY</b>				
Warmth (mother-rated)	5.24	.63	2.56	6.00
Rejection (mother-rated)	1.71	.57	1.00	3.75
Comparison (mother-rated)	2.22	1.00	1.00	6.00
Overprotection (mother-rated)	3.11	1.06	1.14	6.00
Warmth (child-rated)	3.18	.56	1.33	4.00
Rejection (child-rated)	1.44	.36	1.00	3.17
Comparison (child-rated)	1.83	.72	1.00	4.00
Overprotection (child-rated)	2.21	.64	1.00	4.00
Attachment security (child-rated)	3.07	.56	1.20	4.00
<b>SELF ESTEEM</b>				
Scholastic competence	2.83	.57	1.17	4.00
Social acceptance	2.81	.62	1.33	4.00
Self esteem	1.95	.61	0	3.00
<b>COGNITIVE STRATEGIES</b>				
Rumination	3.42	.89	1.25	5.00
Catastrophizing	2.41	.72	1.00	5.00
Positive refocusing	2.61	.98	1.00	5.00
Refocus on planning	3.72	.85	1.00	5.00
Positive reappraisal	3.20	.86	1.00	5.00
Putting into perspective	3.07	.88	1.00	5.00
Anger suppression	2.80	1.15	1.00	5.00
Sadness suppression	3.34	1.12	1.00	5.00
Fear suppression	3.28	1.10	1.00	5.00

Note: N = 310.

#### 4.2 Intercorrelations among study variables

Parenting variables (hypothesized predictor variable). Table 3 presents the correlations among the mother- and child-ratings of parenting variables and child-ratings of attachment security. Mothers who described their parenting behavior as warm were more likely to be perceived as warm by their children ( $r = .53, p < .01$ ), and more likely to have secure attachment as reported by their children ( $r = .43, p < .01$ ). Hence, mother- and child-ratings of warmth and child-ratings of attachment were aggregated to obtain a total Warmth score.

Table 3. Correlations Among Mother- and Child Rated Parenting Variables and Attachment Security

Variables	1	2	3	4	5	6	7	8	9
1 Warmth (mother-rated)	-	-.45**	-.17**	-.10	.53**	.29**	-.10	-.05	.43**
2 Rejection (mother-rated)		-	.46**	.36**	-.37**	.41**	.20**	.11*	-.30**
3 Comparison (mother-rated)			-	.34**	-.13*	.24**	.62**	.12*	-.14*
4 Overprotection (mother-rated)				-	-.08	.09	.11	.53**	-.06
5 Warmth (child-rated)					-	-.59**	-.25**	-.10	.72**
6 Rejection (child-rated)						-	.36**	.12*	-.59**
7 Comparison (child-rated)							-	.19**	-.29**
8 Overprotection (child-rated)								-	-.19**
9 Attachment security (child-rated)									-

Note: \* $p < .05$  \*\* $p < .01$

In addition, mothers who reported using rejection towards their adolescents were more likely to have children who perceived rejection from their mothers ( $r = .41, p < .01$ ). Hence, mother- and child-ratings of rejection were aggregated to obtain a total Rejection score. Also, mothers who reported using comparison as a parenting variable

were more likely to be reported using comparison by their adolescents ( $r = .62, p < .01$ ). Thus, mother- and child-ratings of comparison were aggregated to obtain a total Comparison score. Similarly, mothers who reported using overprotection were more likely to have adolescents who also perceived overprotection from their mothers ( $r = .53, p < .01$ ). Mother- and child-ratings of overprotection were aggregated to obtain a total Overprotection score.

Self-esteem variables (hypothesized outcome variable). Table 4 presents the correlations among self-perception and self-esteem scores. Scholastic competence and social acceptance were two subscales of the Harter Self-Perception Scale. These two scores were significantly and positively correlated with each other ( $r = .37, p < .01$ ). Moreover, adolescents who reported high self-esteem were more likely to report scholastic competence ( $r = .58, p < .01$ ), and social acceptance ( $r = .47, p < .01$ ). Hence, self-perception scores and self-esteem scores were aggregated to obtain a total Self-Esteem score.

Table 4. Correlations Among Self-Perception and Self-Esteem Scales

Variables	1	2	3	4
1 Scholastic competence	-	.37**	.81**	.58**
2 Social acceptance		-	.84**	.47**
3 Harter self-perception			-	.63**
4 Rosenberg self-esteem				-

Note: \*\* $p < .01$ .

Emotion regulation strategy variables (hypothesized mediator). Table 5 presents the correlations among the emotion regulation strategies. Adolescents who reported more rumination were more likely to use catastrophizing ( $r = .36, p < .01$ ). Furthermore, adolescents who used positive refocusing were more likely to use refocus on planning ( $r$

= .11,  $p < .01$ ), positive reappraisal ( $r = .52, p < .01$ ) and putting into perspective ( $r = .38, p < .01$ ). Also, adolescents who used more positive reappraisal were more likely to use more refocus on planning ( $r = .41, p < .01$ ), and putting into perspective ( $r = .42, p < .01$ ). In addition, adolescents who suppressed their anger were more likely to suppress their sadness ( $r = .39, p < .01$ ), and fear ( $r = .26, p < .01$ ). Also, adolescents who suppressed their sadness were more likely to suppress their fear ( $r = .66, p < .01$ ).

Table 5. Correlations Among Emotion Regulation Strategies

Variables	1	2	3	4	5	6	7	8	9
1 Rumination	-	.36**	-.24**	.12*	-.11	.07	.09	.09	.05
2 Catastrophizing		-	-.19**	-.10	-.23**	.16**	.04	.05	.02
3 Positive Refocusing			-	.11*	.52**	.38**	.20**	.07	.07
4 Refocus on Planning				-	.41**	.04	-.01	-.02	.07
5 Positive Reappraisal					-	.42**	.19**	.17**	.15**
6 Putting into Perspective						-	.18**	.12*	.01
7 Anger Suppression							-	.39**	.26**
8 Sadness Suppression								-	.66**
9 Fear Suppression									-

Note: \* $p < .05$  \*\* $p < .01$

A Principle Component Analysis with Varimax rotation was also conducted on these nine emotion regulation strategies subscales to obtain aggregated scores. Four factors were extracted, on basis of the eigenvalue > 1 criterion, with a total variance explained of 72.8%. The first factor reflected three strategies: putting into perspective, positive refocusing, and positive reappraisal. Factor loadings of the variables were .84, .76, and .66, respectively. The second factor derived reflected three strategies with the high loadings on sadness, fear and anger suppression. Factor loadings of these variables were .89, .85, and .59, respectively. The third factor reflected two strategies:

catastrophizing and rumination. Factor loadings of these variables were .81 and .80, respectively. Refocus on planning loaded on the fourth factor with .94 factor loading. The first factor was positively correlated with the second factor ( $r = .20, p < .01$ ) as well as with refocus on planning ( $r = .23, p < .01$ ), and negatively correlated with the third factor ( $r = -.14, p < .05$ ).

In previous literature, four reappraisal-focused emotion regulation strategies (putting into perspective, positive refocusing, positive reappraisal, and refocus on planning) were positively correlated with each other and loaded on one factor (Garnefski, Hossain, & Kraaij, 2017; Garnefski, Kraaij, & Spinhoven, 2001; Garnefski, van Rood, de Roos, & Kraaij, 2017). Thus, based on theoretical background, and positive intercorrelation of these scores and factor structure in past research, these nine emotion regulation strategies subscales were forced to a three-factor structure in the Principle Component Analysis with Varimax rotation. Three factors explained 60.4% of total variance, on basis of the eigenvalue  $> 1$  criterion (see Table 6). The first factor reflected worry-focused strategies: rumination and catastrophizing. Factor loadings of these variables were .80 and .81, respectively. Four emotion regulation strategies were loaded on second factor: positive refocusing, refocus on planning, positive reappraisal, and putting into perspective. Factor loadings of these variables were .71, .48, .82, and .72, respectively. The third factor derived labelled as suppression with high loadings on anger, sadness, and fear suppression. Factor loadings of these variables were .60, .89, and .85, respectively.

Table 6. Factor Analysis for Emotion Regulation Strategies

	Loadings		
	Factor 1: Worry- focused	Factor 2: Reappraisal- focused	Factor 3: Suppression
Rumination	.797		
Catastrophizing	.810		
Positive refocusing		.709	
Refocus on planning		.477	
Positive reappraisal		.821	
Putting into perspective		.724	
Anger suppression			.604
Sadness suppression			.893
Fear suppression			.847
Eigenvalue	2.340	1.763	1.336
% of Total Variance	26.004	19.584	14.845
Total Variance			60.434%

In conclusion, rumination and catastrophizing scores were aggregated to obtain total Worry-Focused Strategies score. Items loaded into positive refocusing, refocus on planning, positive reappraisal, and putting into perspective were aggregated to obtain a total Reappraisal-Focused Strategies score. Anger, sadness, and fear suppression scores were aggregated to obtain a total Suppression score.

Reappraisal-focused strategies were positively correlated with suppression ( $r = .18, p < .01$ ) and negatively correlated with worry-focused strategies ( $r = -.11, p < .05$ ) (see Table 7). Suppression and worry-focused strategies were not significantly correlated ( $r = .07, p = .20$ ).

Table 7. *Correlations Among Emotion Regulation Strategy Factors*

Variables	1	2	3
1 Reappraisal-focused	-	.18**	-.11*
2 Suppression		-	.07
3 Worry-focused			-

Note: \* $p < .05$  \*\* $p < .01$

#### 4.3 Correlations of study variables with demographic variables

First of all, the relationship between study variables and demographic variables were examined. With respect to parenting variables, warmth did not correlate with child gender ( $r = -.02, p = .70$ ). Yet, as the number of siblings in the family increased, total warmth scores decreased ( $r = -.22, p < .01$ ). Furthermore, SES was significantly and positively correlated with the total warmth score ( $r = .16, p < .01$ ), and negatively correlated with the rejection ( $r = -.15, p < .01$ ) and overprotection ( $r = -.21, p < .01$ ) scores.

For supplementary analyses, the relationship between the other parenting behaviors, emotion regulation strategies and self-esteem variables were examined (see Table 8). It was found that rejection was significantly and positively related to worry-focused strategies ( $r = .23, p < .01$ ), whereas negatively correlated with self-esteem ( $r = -.17, p < .01$ ). Also, overprotection was significantly and positively related to worry-focused strategies ( $r = .20, p < .01$ ). Adolescents who used more worry-focused strategies were more likely to have lower self-esteem ( $r = -.26, p < .01$ ).

#### 4.4 Correlations among hypothesized predictor, mediator, and outcome variables

Before testing the mediation models, bivariate correlations among study variables were initially examined (see Table 8). With respect to the first model, maternal warmth

(hypothesized predictor) was significantly and positively related to the hypothesized outcome of adolescents' self-esteem ( $r = .31, p < .01$ ). Furthermore, adolescents who used more reappraisal (hypothesized mediator) were also more likely to have greater self-esteem ( $r = .35, p < .01$ ). Finally, warmth (hypothesized predictor) was significantly and positively correlated with the hypothesized mediator of adolescents' reappraisal use ( $r = .19, p < .01$ ). With respect to the second model, suppression (hypothesized mediator) was neither related to self-esteem ( $r = -.09, p = .13$ ) nor to warmth ( $r = -.03, p = .62$ ).

Table 8. Correlations Between Test Variables

Variables	1	2	3	4	5	6	7	8
1 Warmth	-	-.61**	-.24**	-.13*	.19**	-.03	-.12*	.31**
2 Rejection		-	.42**	.23**	-.08	-.02	.23**	-.17**
3 Comparison			-	.24**	-.09	-.01	.08	-.01
4 Overprotection				-	-.04	-.04	.20**	-.10
5 Reappraisal-focused					-	.18**	-.11*	.35**
6 Suppression						-	.07	-.09
7 Worry-focused							-	-.26**
8 Self-esteem								-

Note: \* $p < .05$  \*\* $p < .01$

#### 4.5 Mediation model analyses

The mediating role of emotion regulation strategies on the relation between warmth and self-esteem was examined using the Process macro of the SPSS utility with Model 4 (Hayes, 2013). The significance of indirect effect was tested using bootstrapping procedures. Unstandardized indirect effects were computed for each of 5000 bootstrapped samples, and the 95% confidence interval was computed. In addition, gender was included into analysis as a covariate to control its effect on the pattern due to the significant relation between gender and self-esteem.

First, the mediating role of reappraisal-focused strategies on the relationship between warmth and self-esteem was examined (see Figure 3). The results indicated that warmth increased reappraisal-focused strategies,  $b = .14, p < .005$  (path *a*). Reappraisal-focused strategies predicted higher self-esteem,  $b = .43, p < .001$  (path *b*). The direct effect of warmth on self-esteem was significant,  $b = .25, t = 4.48, p < .001$  (path *c*). More importantly, the indirect effect of warmth on self-esteem through reappraisal was also significant,  $b = .06, 95\% \text{ CI } [.02, .12]$  (path *c'*).

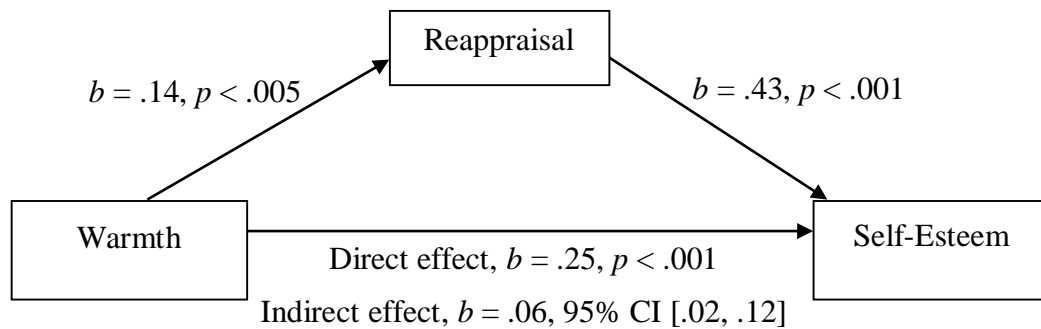


Figure 3 The mediating role of reappraisal on the relation between warmth and self-esteem

Second, the mediating effect of suppression on the relationship between warmth and self-esteem was examined (see Figure 4). The results indicated that the relationship between warmth and suppression was not significant,  $b = -.05, p = .40$  (path *a*), and suppression marginally decreased self-esteem,  $b = -.11, p = .05$  (path *b*). The direct effect of warmth on self-esteem was significant,  $b = .31, t = 5.33, p < .001$  (path *c*). However, the mediation model was not supported,  $b = .01, 95\% \text{ CI } [-.01, .03]$  (path *c'*).

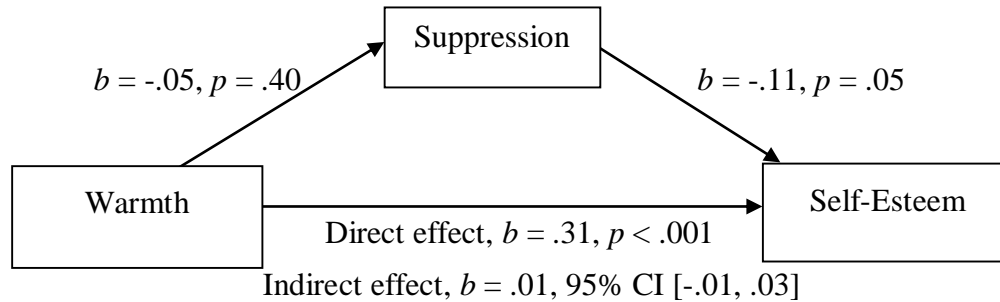


Figure 4 The mediating role of suppression on the relation between warmth and self-esteem

Given the cross-sectional nature of the data, we examined the directionality of these mediation models. Thus, a third mediation model was examined to test the possibility whether child's self-esteem may contribute to different emotion regulation strategies, which in return acts to elicit maternal warmth. The results indicated that self-esteem increased reappraisal-focused strategies,  $b = .24, p < .001$ , but did not predict higher maternal warmth,  $b = .15, p < .06$ . Also, self-esteem decreased suppression,  $b = -.12, p < .05$ . However, the relationship between suppression and warmth was not significant,  $b = -.04, p = .52$ . The direct effect of self-esteem on warmth was significant,  $b = .24, t = 4.26, p < .001$ . However, the indirect effect of self-esteem on warmth through reappraisal was not significant,  $b = .04, CI [-.01, .09]$ . Finally, the indirect effect of self-esteem on warmth through suppression was also not significant,  $b = .00, CI [-.01, .03]$ .

#### 4.6 Gender effect

Boys were more likely to have greater self-esteem than girls ( $r = -.14, p < .01$ ). With respect to emotion regulation strategies, boys were more likely to use suppression than girls ( $r = -.14, p < .05$ ), but no gender difference was reported for reappraisal ( $r = -.11, p$

= .05). On the other hand, girls were more likely to use worry-focused strategies than boys ( $r = .16, p < .01$ ).

Additionally, a moderated mediation analysis (which is also known as conditional indirect effects model; Preacher, Rucker, & Hayes, 2007) was conducted using the Process macro for SPSS with Model 8. This approach combines moderation and mediation and allows to determine if indirect effects are qualified by a moderator variable (Preacher et al., 2007). As reported by Hayes (2013), the model depicted mediation of the effect of warmth on self-esteem by reappraisal and suppression, with both the direct and indirect effects of warmth moderated by gender. In short, it tested whether the strength of the hypothesized indirect (mediation) effect differed for boys and girls. As suggested by Preacher and colleagues (2007), moderated mediation could also be assessed with the bootstrapping method. The results revealed that for both boys and girls, there was a direct effect of warmth on self-esteem (for boys  $b = .30, t = 2.84, p < .05$ ; for girls  $b = .21, t = 3.31, p < .005$ ). The indirect effect of warmth on self-esteem through reappraisal was significant only among boys,  $b = .11, CI [.04, .20]$ , not significant among girls,  $b = .05, CI [-.01, .12]$ . The indirect effect of warmth on self-esteem through suppression was not significant either among boys ( $b = -.01, CI [-.05, .03]$ ) or girls, ( $b = .01, CI [-.01, .05]$ ). The same results were found when other moderated mediation models were conducted such as Model 7, Model 58, and Model 59.

#### 4.7 Self-construal effect

A k-means cluster analysis (MacQueen, 1967) was conducted to explore how adolescents differentiate and group together with respect to their independence and interdependence scores. Adolescents were clustered into three-groups based on their two

self-construal scores (see Table 9 and Figure 5). Almost half of the adolescents (%47) were clustered into the first cluster. Twenty-two percent of the adolescents clustered into the second cluster and 29% of them into the third cluster.

Table 9. Mean Scores at Cluster Analysis Based on Self-Construals

Classifying variables	Clusters		
	Cluster 1: Psychological Interdependence	Cluster 2: Independence	Cluster 3: Interdependence
Independent	5.42	4.62	4.40
Interdependent	4.96	3.62	5.29
N (%)	147 (47.42)	72 (%22.23)	91 (29.35)

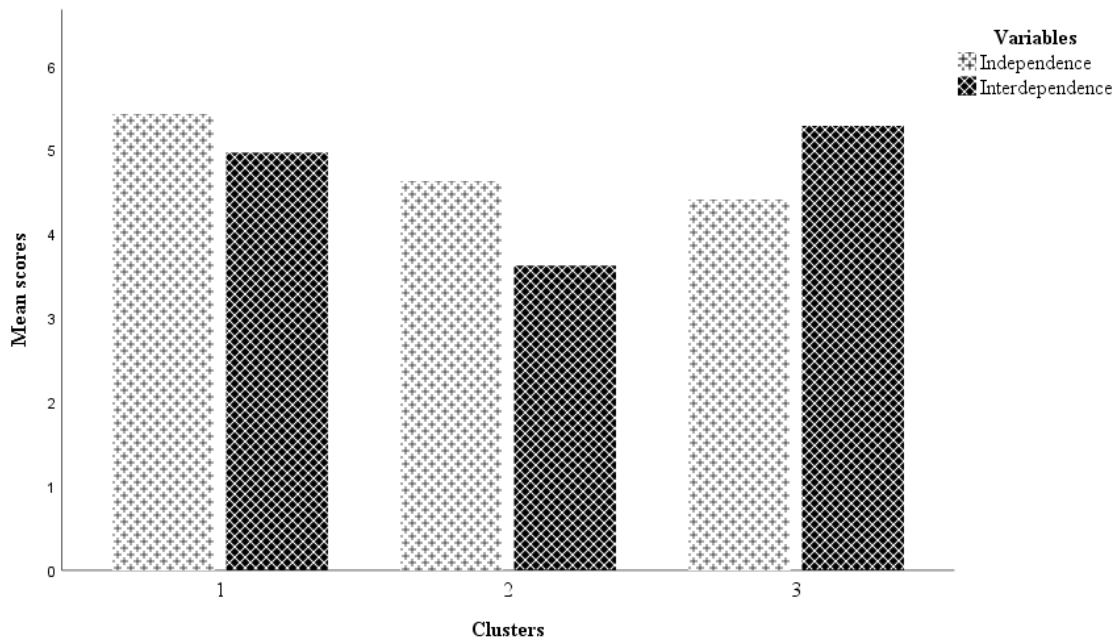


Figure 5 Clusters based on self-construal mean scores

Adolescents in Cluster 1 had high scores both on independence and interdependence self-construal subscales. Thus, this cluster was labeled as psychological

interdependence. Adolescents in Cluster 2 had high scores on independence and low on interdependence scores. Thus, this cluster was labeled as independence. Adolescents in Cluster 3 had high scores on interdependence and low on independence scores. Thus, this cluster was labeled as interdependence.

In addition, a one-way ANOVA was conducted to see whether the three clusters differed from each other in terms of self-esteem, warmth, reappraisal, and suppression. The results indicated that the clusters differed in self-esteem ( $F(2, 307) = 20.22, p < .001$ ), warmth ( $F(2, 307) = 8.48, p < .001$ ), and reappraisal scores ( $F(2, 307) = 4.89, p < .01$ ). Post-hoc comparison using Tukey HSD test indicated that psychological-interdependence cluster had higher self-esteem ( $M = .32, SD = .74$ ) than independence and interdependence clusters ( $M = -.23, SD = .96; M = -.33, SD = .93$ , respectively),  $ps < .001$ . Also, results revealed that psychological-interdependence cluster reported higher warmth ( $M = .18, SD = .79$ ) than independence cluster ( $M = -.29, SD = .90$ ),  $p < .001$  as well as higher reappraisal ( $M = 3.26, SD = .61$ ) than independence cluster ( $M = 2.99, SD = .62$ ),  $p < .001$ .

Furthermore, a moderated mediation analysis was conducted using the Process Version 3.1 for SPSS with Model 8. It tested whether the strength of the hypothesized indirect (mediation) effect differed among three clusters when gender was controlled. The results revealed that for psychological-interdependence and interdependence clusters, there was a direct effect of warmth on self-esteem ( $b = .18, t = 2.20, p < .05; b = .27, t = 2.54, p < .05$ , respectively). The indirect effect of warmth on self-esteem through reappraisal was also significant among these two clusters ( $b = .07, CI [.00, .14]; b = .08, CI [.02, .16]$ , respectively). The indirect effect of warmth on self-esteem through suppression was only significant among adolescents who were in interdependence

cluster ( $b = .06$ , CI [.01, .11]). The same results were found when other moderated mediation models were conducted such as Model 7.

#### 4.8 Supplementary analyses

An additional model was tested to examine the mediating role of worry-focused emotion regulation strategies in the relation between maternal rejection and adolescents' self-esteem (see Figure 6). The results indicated that rejection increased worry-focused strategies,  $b = .19$ ,  $p < .005$  (path *a*). Worry-focused strategies predicted lower self-esteem,  $b = -.28$ ,  $p < .001$  (path *b*). The direct effect of rejection on self-esteem was significant ( $b = -.14$ ,  $t = -2.35$ ,  $p < .05$ ). More importantly, the indirect of rejection on self-esteem through worry-focused strategies was also significant,  $b = -.05$ , CI [-.10, -.02] (path *c*).

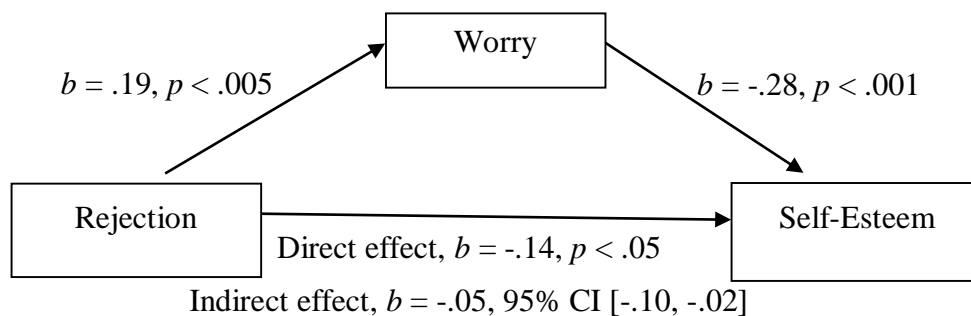


Figure 6 The mediating role of worry-focused emotion regulation strategies on the relation between maternal rejection and adolescents' self-esteem

## CHAPTER 5

### DISCUSSION

Guided by the tripartite model (Morris, Silk, Steinberg, Myers, & Robinson, 2007) and the process model of emotion regulation (Gross, 1998a, 1998b), this study aimed to examine the underlying pathways from mothers' warmth to adolescents' self-esteem via emotion regulation strategies. Gender differences were documented among self-esteem and emotion regulation strategies. Boys reported greater self-esteem than girls and tended to use more suppression than girls. Our findings also revealed that adolescents' self-esteem was positively related both to maternal warmth and reappraisal use. Furthermore, our data supported the hypothesized mediation, suggesting that adolescents who get greater warmth from their mothers were more likely to use reappraisal, which in turn contributed to greater self-esteem. Gender-specific moderated mediation analysis revealed that the mediating role of reappraisal in the relation between maternal warmth and self-esteem was significant only among boys. However, adolescents' use of emotion suppression was unrelated to self-esteem, and suppression did not mediate the relationship between maternal warmth and adolescents' self-esteem. Self-construal moderated mediation analysis revealed that the mediating role of reappraisal in the relation between warmth and self-esteem was significant for psychological-interdependence and interdependence clusters; whereas suppression mediated the same relationship only for interdependence cluster. Both the significant and non-significant findings were discussed below.

## 5.1 The link between maternal warmth/supportive presence and adolescents' self-esteem

The first hypothesis examined the positive role of mothers' warmth on self-esteem. In the first place, mothers evaluated their own warmth towards their adolescents, while adolescents evaluated the warmth that they perceived from their mothers as well as the attachment security with their mother. It was found that mother-rated warmth was related to adolescent-rated warmth. Besides, both mother- and adolescent-rated warmth were positively associated with adolescent-rated attachment security. Hence, as these three ratings were all related with each other, they were aggregated to get a more general reliable variable that pertained to maternal warmth and supportive presence. Our findings have revealed that this composite measure of maternal warmth was related to higher self-esteem as expected and consistent with developmental theory and previous research as detailed below.

The findings are grounded by developmental theory that postulates the role of sensitivity and warmth of caregivers across the lifespan on the development of children's self models (Laible, Carlo, & Roesch, 2004). This link between maternal warmth and adolescents' self-esteem was demonstrated with samples of European American adolescents (Hunter, Barber, & Stolz, 2015; Plunkett, Henry, Robinson, Behnke, & Falcon, 2007; Swenson & Prelow, 2005), Italian adolescents (Miconi, Moscardino, Ronconi, & Altoè, 2017), Iranian American adolescents (Frank, Plunkett, & Otten, 2010), Latino adolescents (Bámaca, Umaña-Taylor, Shin, & Alfaro, 2005; Bush, Supple, & Lash, 2004; Plunkett, Williams, Schock, & Sands, 2007; Yomtov, Plunkett, Sands, & Reid, 2015), Chinese adolescents (Shen, 2011). In other words, certain aspects of parenting such as maternal warmth is important for the development of

self-esteem across cultures (Grotevant & Cooper, 1986; Rudy & Grusec, 2006; Wang, & Ollendick, 2001). Furthermore, research has revealed that adolescents who have secure attachment with their parents report greater self-esteem than those with insecure attachment (Bayraktar, Sayıl, & Kumru, 2009; Sümer & Sendag, 2009; Wilkinson, 2004).

Our findings in relation to maternal warmth and adolescents' self-esteem also make sense within the context of Kagitcibasi's (2005) model of Turkish families. Kagitcibasi depicted the modern urban Turkish family as emotionally interdependent. In such a family model, parenting practices should reflect a cultural shift towards autonomy and assertiveness, while still cultivating the traditionally high relatedness and warmth in close-knit family relations (Mayer, Trommsdorff, Kagitcibasi, & Mishra, 2012). Indeed, research documents that urban, educated mothers frequently express their affection, both physically (e.g., hugging, kissing) and verbally and encourage their children to reciprocate (Kagitcibasi, Sunar, & Bekman, 2001). For instance, it was documented that adolescents are more likely to report feeling emotionally close to and communicate with their mothers than to their fathers (Hortaçsu, 1989; Sunar, 2002). Sunar (2009) also revealed that maternal warmth was positively related to self-esteem. Later research with Turkish samples was consistent with this link (Özdemir, Vazsonyi, & Çok, 2017; Siyez, 2008). Our findings have further corroborated this link between maternal warmth/supportive presence and adolescents' self-esteem.

## 5.2 The link between emotion regulation processes and self-esteem

Our second hypothesis concerned the association of adolescents' use of two emotion regulation strategies, namely reappraisal and suppression, with self-esteem. When

investigating adolescents' emotion regulation strategies, we relied on the process model. In this model, antecedent-focused processes occurs before giving rise to emotional response, which includes situation selection, situation modification, attentional deployment, and cognitive change. Cognitive change involves cognitive reappraisal, which means interpreting the emotional stimulus by focusing on the positive outcomes of the emotional situation and accepting the emotion without judging or suppressing it (Gross, Richard, & John, 2006). It is an effective emotion regulation strategy since it allows flexible emotional response without changing the situation (Joorman, Yoon, & Siemer, 2010; Webb, Miles, & Sheeran, 2012). On the other hand, response-focused processes occur after the emotional responses are generated, that includes response modulation. It contains suppression, which means inhibition and control of ongoing emotion-expressive behavior after the emotion has already generated (Gross, Richard, & John, 2006). It is argued that reappraisal targets emotion-related knowledge, whereas suppression targets bodily responses (Koole, 2009). Adolescents who frequently use cognitive reappraisal were expected to develop greater self-esteem given that this strategy effectively reduces negative physiological, experiential, and behavioral responses (Campbell-Sills, Barlow, Brown, & Hofmann, 2006).

As predicted, we found that self-esteem was related to higher use of reappraisal. We also found that adolescents' self-esteem was unrelated to their use of emotion suppression. Our findings that revealed a positive link between Turkish adolescents' reappraisal and self-esteem was consistent with previous research. A number of studies have also found that cognitive reappraisal of negative emotions was associated with self-esteem, as well as with psychological health, and well-being among Western adolescents (Freire & Teixeira, 2018; Garnefski, Rieffe, Jellesma, Terwogt, & Kraaij, 2007; Gullone

& Taffe, 2012; Kraaij & Garnefski, 2015; John & Gross, 2004; Verzeletti, Zammuner, Galli, & Agnoli, 2016) as well as non-Western adolescents (e.g., Romanian, Turkish, Iranian, Chinese) adolescents (Mitrofan & Ciulovică, 2012; Özgüle & Sümer, 2017; Tahmouresi, Bender, Schmitz, Baleshzar, & Tuschen-Caffier, 2014; Sai, Luo, Ward, & Sang, 2016; Zhao & Zhao, 2015). Only one study found that reappraisal was positively associated with self-blame among boys and girls, and with internalizing problems among girls with a sample of Taiwanese adolescents (Yeh, Bedford, Wu, Wang, & Yen, 2017). As an explanation for this inconsistent result, they suggested that the effectiveness and selection of a particular strategy may be context-dependent such that there may be situations in which reappraisal is not the most adaptive strategy. But in general, it was suggested that since reappraisal processes occur before the emotion fully developed, it is effective at reducing the experience of negative emotions and increasing the psychological adjustment (Hsieh & Stright, 2012).

On the other hand, as noted above, we found that suppression was not related to self-esteem in our sample of Turkish adolescents. This finding was inconsistent with the findings from Western studies that linked suppression with negative outcomes (Gullone & Taffe, 2012; Tsai, Nguyen, Weiss, Ngo, Lau, 2011; Verzeletti, Zammuner, Galli, & Agnoli, 2016; Kaplow, Gipsen, Horwitz, Burch, & King, 2014). For example, research suggests that adolescents from Western cultures (e.g., Portuguese and Italian adolescents) who tended to use suppression, experienced less life satisfaction, self-esteem and psychological well-being and high depression symptoms and internalizing problems (Betts, Gullone, & Allen, 2009; Eastabrook, Flynn, & Hollenstein, 2014; Freire & Teixeira, 2018; Lanteigne, Flynn, Eastabrook, & Hollenstein, 2014; Verzeletti, Zammuner, Galli, & Agnoli, 2016). Researchers propose that in individualistic cultures

that value autonomy, independence and self-assertion and encourage to express one's true inner thoughts in most situations, suppression may not be seen as a culturally-appropriate strategy (Butler, Lee, & Gross, 2007).

It is important to note that non-Western research with adult samples suggests that suppression does not have negative consequences in non-Western cultures (Butler, Lee, & Gross, 2007; Mauss, Butler, Roberts, & Chu, 2010; Soto, Perez, Kim, Lee, & Minnick, 2011; Kwon, Yoon, Joormann, & Kwon, 2013). On the other hand, limited number of studies with adolescents reveals inconsistent results about the use of suppression and its consequences in non-Western cultures. While some research did not find any relationship or found weaker relations between suppression and developmental outcomes compared to Western adolescents (Mitrofan & Ciuluvică, 2012; Tsai, Nguyen, Weiss, Ngo, Lau, 2017), others found that suppression predicted negative outcomes similar to the Western studies (Hsieh & Stright, 2012; Sai, Luo, Ward, & Sang, 2016; Yeh, Bedford, Wu, Wang, & Yen, 2017; Zhao & Zhao, 2015). Our findings of no relationship between suppression and self-esteem aligned with the few available studies from Eastern European (i.e., Romanian) and second-generation Eastern samples (i.e. Vietnamese American). For example, in one study with Vietnamese American adolescents, comparing the ethnic group differences, it was reported that the relation between suppression and several maladjustments were either non-significant or less significant than documented with European American adolescents (Tsai et al., 2017). Specifically, the prediction from Time 1 suppression to Time 2 depression (i.e., six months later) was stronger for European American adolescents compared to Vietnamese American adolescents. In the same study, it was found that Time 1 suppression positively predicted Time 2 peer stress and negatively predicted Time 2 peer support for

European American adolescents, however the same predictions were not significant for Vietnamese American adolescents. In addition, no relationship was found between suppression and life satisfaction for Romanian adolescents (Mitrofan & Ciulovică, 2012). These results suggest that suppression might play a less salient role on the psychological adjustment in collectivistic cultures compared to the individualistic cultures (English & John, 2013). Indeed, Western, individualistic cultures value the expression of self-focused emotions to communicate own internal attitudes, needs, and desires (Chan, Bowes, & Wyver, 2009). Thus, children are taught to express ego-focused emotions to promote self-esteem. For instance, US mothers reported more sympathy towards their children's expression of anger than Indian mothers (Raval, Raval, Salvina, Wilson, & Writer, 2013), and US children are more likely to experience and express anger than Nepali children (Cole, Bruschi, & Tamang, 2002). On the other hand, Eastern cultures which are group-oriented societies and children are encouraged to regulate ego-focused emotions and learn appropriate emotion regulation strategies with emotion display rules to suppress emotions and promote group harmony (Cole, Bruschi, & Tamang, 2002). For example, anger is discouraged because it is a threat for authority and relationship harmony (Rothbaum & Rusk, 2011). In general, suppression was documented more frequently in Asians than Americans and not seen as a maladaptive emotion regulation strategy in collectivistic cultures (Cheung & Park, 2010; Ramzan & Amjad, 2017; Tsai, Nguyen, Weiss, Ngo, Lau, 2017).

Finally, in a study with Turkish adolescents, father-rated developmental outcomes (neither mother- nor teacher-rated) demonstrated gender-specific differences for suppression (Özgüle & Sümer, 2017). It was found that suppression was positively associated with father-rated positive social behaviors among girls. However, among

boys, suppression was related to father-rated externalizing problems, which is consistent with the Western research. In other words, fathers associated their boy adolescents' suppression with negative consequences and girls' with positive consequences (Özgüle & Sümer, 2017). These findings also suggest that apart from a culture-specific differences, there can be gender-specific patterns as well.

### 5.3 The link between maternal warmth/supportive presence and emotion regulation processes

The next hypothesis concerned the relationship between supportive presence and emotion regulation strategies. Based on the tripartite model (Morris, Silk, Steinberg, Myers, & Robinson, 2007), we expected responsive, warm, and sensitive parenting to relate to more emotion reappraisal and less suppression among Turkish adolescents. This hypothesis was partially supported. As expected, maternal warmth was positively associated with adolescents' reappraisal, but none of the parenting variables predicted adolescents' use of suppression of negative emotions.

Warm and supportive parenting is observed as typical Turkish family practices, particularly for mothers (Çorapçı et al., 2018; Kumru, Edwards, & Carlo, 2004; Sen, Yavuz-Muren, Yagmurlu, 2014), and has been related to positive child outcomes in previous research (Gülseven et al., 2018; Orta, Çorapçı, Yagmurlu & Aksan, 2013; Yagmurlu & Sanson, 2009). The present study extended these results to a sample of Turkish adolescents and documented the link between maternal warmth and adolescents' use of reappraisal and self-esteem. This relationship between maternal warmth and use of more frequent reappraisal was also consistent with previous research that included samples of Western and non-Western adolescents (Jaffe, Gullone, & Hughes, 2010;

Raval, Raval, & Deo, 2014; Rueth, Otterpohl, & Wild, 2017; Saritaş, Grusec, & Gençöz, 2013). Similarly, in a longitudinal study it was found that adolescents' perception of their mothers as autonomy-supportive increased adolescents' adaptive emotion regulation strategies such as emotional integration which is similar to reappraisal that allows emotions to be truly felt without trying to hide and to experience emotions in full awareness and unbiased way (Brenning, Soenens, Van Petegem, & Vansteenkiste, 2015).

As noted above, contrary to expectations, maternal warmth was unrelated to adolescents' use suppression in the present study. In previous research, Jaffe and colleagues (2010) revealed that adolescents who perceived low levels of parental care reported more emotion suppression. It was also demonstrated that parental corporal punishment, poor monitoring, and inconsistent discipline were positively associated with adolescence suppression in Romania (Balan, Dobrean, Roman, & Balazsi, 2017). In other words, neglectful, uninvolved or harsh parenting puts adolescents at greater risk for suppression (Morris, Silk, Steinberg, Myers, & Robinson, 2007). On the other hand, similar to our findings, a study with Turkish adolescents also reported no relationship between maternal availability and adolescents' suppression (Saritas-Atalar & Altan-Atalay, 2017). The results of this study has suggested that non-available parenting acts as a risk factor for suppression only when adolescents perceived themselves as highly neurotic. In our study, we did not obtain information on personality characteristics of the adolescents. It remains to be tested whether emotionally more unstable adolescents indeed would use more suppression when their mothers are relatively non-supportive. On the other hand, for more emotionally stable Turkish adolescents, suppression may be

seen as a culturally acceptable emotion regulation strategy, which may not systematically relate to parental practices.

#### 5.4 The role of emotion regulation strategies in the association between maternal warmth/supportive presence and self-esteem

Based on the tripartite model (Morris et al., 2007) and the process model of emotion regulation (Gross, 1998a, 1998b), the underlying pathways from mothers' warmth to self-esteem via different emotion regulation processes (i.e., suppression, reappraisal) in adolescence were examined. The tripartite model (Morris et al., 2007) proposed that parental practices contribute to children's adjustments through the mediating role of children's emotion regulation which includes different emotion regulation strategies. As expected, our findings revealed that adolescents with supportive mothers were more likely to use reappraisal, which in turn, was associated with greater self-esteem. In other words, reappraisal as an emotion regulation strategy emerged as a mediator in the relationship between warmth and self-esteem. However, contrary to our expectations, adolescents' use of suppression did not emerge as a mediator in our study between supportive parenting and adolescents' self-esteem.

Given the concurrent nature of data on all three variables, we also tested another possibility that adolescent's self-esteem may contribute to reappraisal, which in turn may lead to more supportive parenting. However, this directionality in the model was not supported. This finding strengthened that the directionality of the first model that pointed to a parent effects model (i.e., warmth leads to more reappraisal, which in turn predicts greater self-esteem in adolescents). In sum, our study extended previous research, emphasizing the role of maternal warmth on adolescents' self-esteem via

reappraisal. In a supplementary analysis, we also found that adolescents whose mothers were seen as rejecting, were more likely to use worry-focused strategies (maladaptive strategy involving in repetitive focusing on emotional experiences or acting like the end of the world), which in turn contributed to lower self-esteem.

### 5.5 Gender differences in self-esteem and emotion regulation

The results of the present study revealed that adolescent boys have greater self-esteem than girls, consistent with previous research (Kling, Hyde, Showers, & Buswell, 1999; Polce-Lynch, Myers, Kliewer, & Kilmartin, 2001). Furthermore, the hypothesis about gender differences in emotion regulation strategies were also supported. The results showed that boys use more suppression than girls, and no gender difference was documented for reappraisal in the current study. Additionally, it was found that girls use more worry-focused strategies than boys. These findings are consistent with the existing literature (Chaplin, 2015; Chervonsky & Hunt, 2017; Gross & John, 2003; Haga, Kraft, & Corby, 2009; Özgüle & Sümer, 2017). It was suggested that women have greater tendency to experience, express, and dwell on their emotions, while men are more likely to suppress and avoid both the experience and expression of emotions (Nolen-Hoeksema, 2012). Also, some gender role theories state that women use more passive responses such as rumination (i.e., a form of worry-focused strategy), whereas men tend to suppress negative emotions like sadness as their gender role ascribes them a strong and powerful stance (Tamres, Janicki, & Helgeson, 2002).

In addition, the mediator role of reappraisal in the relationship between maternal warmth and self-esteem was significant among boys, yet non-significant among girls. In other words, greater maternal warmth was related to more reappraisal, which in turn led

to greater self-esteem for boys only. Gender differences can be examined in order to interpret these findings. Because of the effect of gender role expectations on adolescents, internalized gender roles influence adolescent girls' responses to stressors and make them more susceptible to depressive symptoms than boys (Papadakis, Prince, Jones, & Strauman, 2006). As noted above, adolescent girls ruminate more than adolescent boys (Muris, Roelofs, Meesters, & Boomsma, 2004), and rumination is an important risk factor for depression and low self-esteem (Nolen-Hoeksema, Morrow, & Frederickson, 1993). In the present study, our results have also shown no gender difference in reappraisal use, but more worry-focused strategies use among girls. Thus, a possible interpretation of the gender-specific mediation model could be that male and female adolescents require different amounts of maternal warmth to effectively use adaptive emotion regulation strategies. In this sense, although they may perceive the same amount of maternal warmth, its reflection may differ in terms of developmental outcomes. For instance, previous research reported that boys experienced higher levels of self-esteem when they perceived their parents as monitoring their behaviors, whereas girls tended to have higher self-esteem when they perceived their parents as facilitating connection and monitoring their behaviors (Bush et al., 2004). Gecas and Schwalbe (1986) found that boys' self-esteem was more strongly affected by the control/autonomy aspect of parenting behaviors, whereas girls' self-esteem was more sensitive to parental support and acceptance. In this sense, girls might need more maternal warmth to be able to use more reappraisal, to overcome the negative effects of frequent use of worry-focused strategies and to have higher self-esteem compared to boys.

## 5.6 Self-construal differences

Based on adolescents' independence and interdependence self-construal scores, a three-cluster solution was identified. Specifically, adolescents were more frequently grouped into the psychological-interdependence cluster. This cluster included adolescents who reported high scores both on the independence and interdependence self-construal subscales. Adolescents in the independence cluster had high scores on independence and low on interdependence scores. Adolescents in the interdependence cluster had high scores on interdependence and low independence scores. These results made sense within the cultural fit theory (Lu, 2006) and Kağıtçıbaşı's (2007) family change model. These theories argue that not all individuals in a given culture would adopt the same cultural values or norms to the same degree depending on the socioeconomic status or related factors such as parenting behaviors.

The pattern in the clusters, namely a predominantly high frequency in the psychological interdependence cluster was consistent with the prevalent urban, middle-class family model in the Turkish culture. Lending support to Kağıtçıbaşı's model (2007), most urban, middle-class adolescents construed their self both autonomous and related. Moreover, adolescents' self-esteem, warmth, and reappraisal scores were all higher in this psychological-interdependence cluster than in other clusters. These results suggested that Turkish adolescents, who live in a collectivist culture but endorsed a balanced view of themselves as both autonomous and related had higher self-esteem and higher reappraisal compared to those who endorsed a primarily independent or interdependent self-construal.

Moreover, moderated mediation models tested intracultural variations in the explanatory mechanism of reappraisal in the relation between warmth and self-esteem. It

was found that reappraisal was a mediator in the relationship between warmth and self-esteem both for the psychological-interdependence and interdependence clusters.

However, reappraisal did not mediate the relation between warmth and self-esteem among adolescents who were clustered into independent-self. Thus, these results were partially consistent with the previous research (Garnefski, Rieffe, Jellesma, Terwogt, & Kraaij, 2007; Zhao & Zhao, 2015) that suggested the positive role of reappraisal on developmental outcomes both in individualistic and collectivistic cultures. There can be several reasons for the lack of mediational model evidence for the independence self-construal model. First of all, the non-significant findings may have resulted from the small number of adolescents in this cluster compared to the other clusters. Thus, we might not have enough statistical power for this cluster to get a significant effect. Secondly, it should be noted that the clusters were obtained from Turkish adolescents, not directly from an independent culture. There might be some variations in self- and emotion development between adolescents from an independent culture such as the US and adolescents who consider themselves independent in a psychological-interdependent culture.

Secondly, suppression did not mediate the relationship between warmth and self-esteem, both for the psychological-interdependence and independence clusters. However, the mediating role of suppression was significant for the interdependence cluster. These results were consistent with the family models and their emotion socialization norms. In the independent family model, parents encourage emotion expression and autonomous agency. In the psychological interdependence family model, both autonomy and relatedness are emphasized in child socialization. Thus, parents socialize their children by teaching the importance of balancing negative emotion

restraint with some encouragement of emotion expression (Çorapçı et al., 2018; Raval, Raval, Salvina, Wilson, & Writer, 2013). Therefore, suppression might not be considered as an appropriate emotion regulation strategy for adolescents who were clustered into independence and psychological-interdependence models based on their self-construal scores. However, in the interdependent family model, research suggests that parents encourage emotion suppression and believe that expressing emotions could interrupt social and relational harmony in their cultural environment (Tsai, Knutson, & Fung, 2006). Indeed, there is evidence that suppression is used more frequently in collectivistic cultures than individualistic cultures (Cheung & Park, 2010; Mauss, Butler, Roberts, & Chu, 2010; Suchday & Larkin, 2004). Thus, adolescents might consider suppression as an appropriate emotion regulation strategy regarding the emotional norms and socialization of emotions in the interdependence model. Therefore, greater maternal warmth was related to greater use of suppression, which led to higher self-esteem when adolescents described themselves as interdependent. To conclude, the findings revealed an intracultural variation in the mechanism of how reappraisal and suppression explain the role maternal warmth on adolescents' self-esteem.

### 5.7 Limitations, strengths and suggestions for future studies

The findings of the present study should be interpreted within the context of its limitations. First of all, this study was cross-sectional and based on self-report of mothers and adolescents. Although self-reports of mothers and children are commonly used in emotion and self-esteem research, inclusion of other respondents (e.g., fathers, teachers), as well as using other data collecting tools (e.g., observations of parent-adolescent interactions) may provide a more accurate assessment of the constructs of

interest. Also, testing mediation with cross-sectional data may generate biased estimates of parameters (Maxwell & Cole, 2007). Thus, prospective longitudinal designs are necessary to better elucidate causal relations of maternal socialization on adolescents' socio-emotional development. Moreover, another limitation concerns the sample generalizability. Turkey is a diverse country with significant sociodemographic differences. The findings from families in Ankara should not be considered generalizable to all Turkish families, particularly those from low socio-economical classes. Thus, future research should be conducted in different communities in Turkey to increase the generalizability of the results. Furthermore, adolescents evaluated their self-esteem and emotion regulation strategies in a general matter. However, there might be domain-specific and contextual differences about these study variables. For example, apart from the use of general emotion regulation strategies, evaluating the emotion regulation in peer relations might extend the literature, too. Also, based on the findings of the study the future research should investigate what characteristics or factors make someone to use more reappraisal or suppression.

To conclude, despite the limitations mentioned above, the current study has several strengths. First of all, studies that investigate the intercorrelations among parenting, emotion regulation strategies and self-esteem of adolescents are limited in the literature. Also, examining this relationship in a Turkish sample extended the cultural diversity of the studied samples. Furthermore, as the adolescence period represents a particularly formative stage for self-development and complex emotion regulation competence, the delineation of the mechanisms that contribute to self-esteem and emotion regulation abilities has theoretical and applied value. Supporting the universally positive role of maternal warmth, this study demonstrated that caregivers' supportive

presence represents a critical resource to foster emotion reappraisal skill, which in turn contributes to self-esteem in this developmental period. Moreover, in terms of clinical implications, the present study suggests that both parenting and emotion regulation are important targets for the prevention and intervention of psychosocial problems in adolescence. In particular, the emerging protective factor of maternal warmth and emotional reappraisal may inform clinical applications to improve adolescents' self-esteem.

## APPENDIX A

### CONSENT FORM FOR PARENTS

Ebeveyn Bilgi ve Onam Formu

**Araştırmayı destekleyen kurum:** Boğaziçi Üniversitesi

**Araştırmanın adı:** Ergenlerde Duygusal Yetkinlik Gelişimi

**Proje Yürütücüsü:** Prof. Dr. Feyza Çorapçı

**E-mail adresi:** feyza.corapci@boun.edu.tr

**Telefonu:** 0212 359 73 23

**Araştırmacının adı:** Bilge Gençoğlu

**E-mail adresi:** bilgegencoglu94@gmail.com

**Telefonu:** 0539 391 2155

Sayın veli,

Boğaziçi Üniversitesi Psikoloji Bölümü öğretim üyesi Prof. Dr. Feyza Çorapçı “Ergenlerde Duygusal Yetkinlik Gelişimi” adı altında bilimsel bir araştırma projesi yürütmektedir. Bu çalışmanın amacı ergenlerde aileden aldıkları desteğin, çocuğun duygu düzenleme stratejileri ve öz-saygı arasındaki ilişkiyi incelemektir. Milli Eğitim Bakanlığından çalışma için izin alınmıştır. Okul müdürüne okul idaresi de okulunuzun bu çalışmaya katılması için izin vermiştir. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayıp kapalı bir zarf içinde bize ulaştırınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde öncelikle sizden kısa bir demografik bilgi formu ve çocuğunuzla olan ilişkiniz hakkında kısa bir anket doldurmanızı rica edeceğiz. Çocuğunuzdan ise sınıf ortamında bir ders saati içerisinde katılmayı kabul etmiş diğer velilerin çocukları ile aynı anda veya farklı bir sınıfta çeşitli anketler doldurmalarını rica edeceğiz.

Demografik form çocuğunuzun doğum tarihi, cinsiyeti, kardeş sayısı, velinin doğum tarihi, mesleği, çalışma durumu, medeni hali, eğitimi ve ailenin toplan aylık geliri hakkında sorular içerecektir. Çocuğunuz için uygulayacağımız anket ise çocuğunuzun öz-saygısı, annesinden algıladığı destek, güven hissi, duygu düzenleme stratejileri, karşılaştığı güçler ve güçlükler ve kendilik-anlayış hakkında sorular içerecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır. Dosya kayıtlarında katılımcıların ismi yerine bir numara kullanılacaktır. Yanıtlar kişisel bilgisayarda ve sadece araştırmacının ve yürütücünün erişimi olacak şekilde tutulacaktır.

Sizden ve çocuğunuzdan alınan yanıtlar ileride başka çalışmalar için de kullanılabilir. İstedığınız zaman çocuğunuzun çalışmaya katılmasından vazgeçebilirsiniz.

Bu durumda sizden ve çocuğunuzdan almış olduğumuz tüm bilgiler imha edilecektir. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz.

Yapmak istediğimiz araştırmanın size ve çocuğunuza zarar getirmesi beklenmemektedir. Öz-değeri etkileyen faktörlerin incelenmesi gelişim psikolojisi alanına fayda sağlayacaktır.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Ancak çalışmamıza katkı sağlayan çocuğunuza, çalışma sonunda bir teşekkür belgesi verilecektir. Bu araştırmada farklı okulları veya farklı sınıfları karşılaştırmadığımızı vurgulamak istiyoruz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Psikoloji Bölümü Öğretim Üyesi Prof. Dr. Feyza Çorapçı (Telefon: : 0212 359 73 23) veya araştırmacı Bilge Gençoğlu ile temasa geçiniz (Telefon: 0539 391 2155, Adres: Boğaziçi Üniversitesi, Psikoloji Bölümü, 34342 Bebek, İstanbul). Araştırmayla ilgili haklarınız konusunda yerel etik kurullarına veya Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Alt Kurulu'na (INAREK) danışabilirsiniz.

Eğer bu araştırma projesine çocuğunuzun katılmasını kabul ediyorsanız, lütfen bu formu imzalayıp kapalı bir zarf içerisinde bize geri yollayın.

Ben, (katılımcının velisi) ....., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı ve çocuğumun da katılmasını kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı:.....

İmzası:.....

Adresi (varsa Telefon No, Faks No):.....

.....

Tarih (gün/ay/yıl):...../...../.....

Katılımcının Vasisinin/Velisinin Adı-

Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX B  
ASSENT FORM FOR CHILD

Çocuk Rıza Formu

Merhaba,

Benim adım *BİLGE*. Senin yaşındaki çocuklarla birlikte keyifli bir çalışma yapıyoruz. Bu çalışmada senden hissettiğin duygular ve annen ile ilişkin hakkında bir anket doldurmanı isteyeceğim. Bu soruların doğru veya yanlış cevapları yok. Cevapların ikimiz arasında kalacak.

**Bu çalışmaya katılmayı kabul ediyorsan, aşağıya lütfen adını ve soyadını yaz ve imzanı at.**



Adı:

Soyadı:

Sınıfı:

İmzası:

Tarih:

APPENDIX C

MOTHER DEMOGRAPHIC INFORMATION FORM

1. The code number on the envelope: \_\_\_\_\_
2. The date you completed the questionnaire: Day\_\_\_\_ Month\_\_\_\_ Year\_\_\_\_\_
3. Child’s date of birth: Day\_\_\_\_ Month\_\_\_\_ Year\_\_\_\_\_
4. Child’s gender (please mark): Male\_\_\_ Female\_\_\_
5. Child’s number of siblings:

	MOTHER	FATHER
Date of birth	____/____/____ Day Month Year	____/____/____ Day Month Year
Job		
Working Status	1. No <input type="checkbox"/> 2. Full-time (40 hours per week) <input type="checkbox"/> 3. Part-time (less than 40 hours per week) <input type="checkbox"/>	1. No <input type="checkbox"/> 2. Full-time (40 hours per week) <input type="checkbox"/> 3. Part-time (less than 40 hours per week) <input type="checkbox"/>
Marital Status	1- Married <input type="checkbox"/> 2- Single, Divorced <input type="checkbox"/> 3- Remarried <input type="checkbox"/> 4- Widowed <input type="checkbox"/>	1- Married <input type="checkbox"/> 2- Single, Divorced <input type="checkbox"/> 3- Remarried <input type="checkbox"/> 4- Widowed <input type="checkbox"/>
Education	(Please circle the appropriate option) 1. Primary school leave 2. Primary school graduate 3. Secondary school leave 4. Secondary school graduate 5. High school leave 6. High school graduate 7. Vocational-school graduate 8. University leave 9. University graduate 10. Post graduate degree (MA or PhD)	(Please circle the appropriate option) 1. Primary school leave 2. Primary school graduate 3. Secondary school leave 4. Secondary school graduate 5. High school leave 6. High school graduate 7. Vocational-school graduate 8. University leave 9. University graduate 10. Post graduate degree (MA or PhD)
The total income of the family (Monthly)	1. Less than 1000 TL <input type="checkbox"/> 2. 1000 - 3000 TL <input type="checkbox"/> 3. 3001 - 5000 TL <input type="checkbox"/> 4. 5001 - 7000 TL <input type="checkbox"/> 5. 7001 – 10000 TL <input type="checkbox"/> 6. More than 10000 TL <input type="checkbox"/>	

Turkish Version of Mother Demographic Information Form

Anne Demografik Bilgi Formu

1. Zarfın üzerinde bulunan kod numarası: \_\_\_\_\_  
 2. Anketi doldurduğunuz tarih: Gün \_\_\_\_\_ Ay \_\_\_\_\_ Yıl \_\_\_\_\_  
 3. Çocuğun doğum tarihi: Gün \_\_\_\_\_ Ay \_\_\_\_\_ Yıl \_\_\_\_\_  
 4. Çocuğun cinsiyeti (lütfen işaretleyiniz): Erkek \_\_\_ Kız \_\_\_  
 5. Çocuğunuzun kardeş sayısı:

	ANNE	BABA
Doğum Tarihi	____/____/____ Gün Ay Yıl	____/____/____ Gün Ay Yıl
Mesleği	-----	-----
Çalışma Durumu	1. Hayır <input type="checkbox"/> 2. Tam-zamanlı (haftada 40 saat) <input type="checkbox"/> 3. Yarı-zamanlı (haftada 40 saatten az) <input type="checkbox"/>	1. Hayır <input type="checkbox"/> 2. Tam-zamanlı (haftada 40 saat) <input type="checkbox"/> 3. Yarı-zamanlı (haftada 40 saatten az) <input type="checkbox"/>
Medeni Hali	1- Evli <input type="checkbox"/> 2- Bekar, Boşanmış <input type="checkbox"/> 3- Yeniden Evlenmiş <input type="checkbox"/> 4- Dul <input type="checkbox"/>	1. Evli <input type="checkbox"/> 2. Bekar, Boşanmış <input type="checkbox"/> 3. Yeniden Evlenmiş <input type="checkbox"/> 4. Dul <input type="checkbox"/>
Eğitim	(Uygun olan seçeneğin önündeki rakamı daire içine alınız) 1. İlkokul terk 2. İlkokul mezunu 3. Ortaokul terk 4. Ortaokul mezunu 5. Lise terk 6. Lise mezunu 7. Yüksekokul mezunu 8. Üniversite terk 9. Üniversite mezunu 10. Uzmanlık derecesi (master ya da doktora)	(Uygun olan seçeneğin önündeki rakamı daire içine alınız) 1. İlkokul terk 2. İlkokul mezunu 3. Ortaokul terk 4. Ortaokul mezunu 5. Lise terk 6. Lise mezunu 7. Yüksek okul mezunu 8. Üniversite terk 9. Üniversite mezunu 10. Uzmanlık derecesi (master ya da doktora)
Ailenin toplam geliri (Aylık)	1. 1000 TL'nin altında <input type="checkbox"/> 2. 1000 - 3000 TL <input type="checkbox"/> 3. 3001 - 5000 TL <input type="checkbox"/> 4. 5001 - 7000 TL <input type="checkbox"/> 5. 7001 - 10000 TL <input type="checkbox"/> 6. 10000 TL'nin üzerinde <input type="checkbox"/>	

APPENDIX D

MOTHER FORM OF S-EMBU

Below are a number of statements concerning situations and feelings parents experience together with their children. We request from you to answer the statements by thinking the relationship between you and your child who brought this scale. Please answer all the statements. Please circle the alternative (alternatives vary between 1 and 6) the most applicable to your behaviors.

1-----2-----3-----4-----5-----6  
 Never Rarely Sometimes Often Usually Always

	Hiçbir zaman	Nadiren	Bazen	Ara sıra	Sık sık	Her zaman
1. I understand my child's distress even if he/she does not let me know.	1	2	3	4	5	6
2. Rather than the result my child gets, I wonder more about the extent to which he/she does well or worse in comparison with his/her friends.	1	2	3	4	5	6
3. When my child succeeds what he/she started, I am very proud of him/her.	1	2	3	4	5	6
4. In the fear that my child may be in trouble, I do not allow my child to do things that his/her friends do.	1	2	3	4	5	6
5. I punish my child sternly even for minor things.	1	2	3	4	5	6
6. When I scold my child, I also sorrow.	1	2	3	4	5	6
7. When my child does bad things, I try to understand the cause of it before getting angry.	1	2	3	4	5	6
8. I am too worried about my child's acts.	1	2	3	4	5	6
9. When my child does a bad thing, I make it obvious by sulking so that my child feels guilty.	1	2	3	4	5	6
10. With my acts, I make my child feel ashamed from himself/herself.	1	2	3	4	5	6
11. I force my child to be the best among his/her friends.	1	2	3	4	5	6
12. It happened that I gave my child more punishment than he/she deserved.	1	2	3	4	5	6

	Hiçbir zaman	Nadiren	Bazen	Ara sıra	Sık sık	Her zaman
13. If things are not going right for my child, I try to comfort and encourage him/her.	1	2	3	4	5	6
14. When my child is playing, I warn him/her more than other mothers due to fear that he/she may get into trouble (for instance, by saying “do not climb a tree or wall”).	1	2	3	4	5	6
15. When my child playing in the street, I call him/her more than other mothers.	1	2	3	4	5	6
16. I treat my child as the scapegoat of the family (the person who can be blamed for everything).	1	2	3	4	5	6
17. I am trying to make growing up a happy and informative time for my child (for instance, sending him/her to summer camps, courses or relatives, or giving him/her good books).	1	2	3	4	5	6
18. I compare my child with his/her friends in the matter of his/her lessons.	1	2	3	4	5	6
19. I overclothe my child for the fear that he/she may feel cold.	1	2	3	4	5	6
20. I appreciate or reward my child.	1	2	3	4	5	6
21. I criticize my child, and tell him/her that how he/she is lazy and useless when there are others around.	1	2	3	4	5	6
22. I like my other children more than I like him/her.	1	2	3	4	5	6
23. My anxiety that something might happen to my child is exaggerated.	1	2	3	4	5	6
24. Warmth and tenderness exist between me and my child.	1	2	3	4	5	6
25. I do not allow my child to move away from neighborhood while playing.	1	2	3	4	5	6
26. I show with words and gestures that I like him/her.	1	2	3	4	5	6
27. I show other children to my child as a role model.	1	2	3	4	5	6
28. It happened that I was angry or unhappy about my child without telling him/her why.	1	2	3	4	5	6
29. In the matter of my child’s lessons, I compare him/her with his/her sisters/brothers or our relatives’ children.	1	2	3	4	5	6

Turkish Version of Mother Form of S-Embu

ANNENİN TEK BAŞINA DOLDURMASI GEREKMEKTEDİR.

Aşağıda ebeveynlerin çocuklarıyla yaşayabilecekleri durumlara ve duygulara ilişkin ifadeler verilmiştir. Sizden ANKETİ GETİREN ÇOCUĞUNUZLA olan ilişkinizi düşünerek bu ifadelerin sizin için ne derece geçerli olduğunu cevaplandırmanız istenmektedir. Lütfen hiçbir soruyu boş bırakmayınız. Cevaplarınızı 1 ile 6 arasında bir seçim yaparak ve seçtiğiniz rakamın üstüne bir çarpı (X) koyarak belirtiniz.

1-----2-----3-----4-----5-----6  
Hiçbir zaman Nadiren Bazen Ara sıra Sık sık Her zaman

	Hiçbir zaman	Nadiren	Bazen	Ara sıra	Sık sık	Her zaman
1. Çocuğumun sıkıntılı olduğunu o söylemeden anlarım.	1	2	3	4	5	6
2. Çocuğumun aldığı sonuçtan çok arkadaşlarına göre nerede olduğunu merak ederim.	1	2	3	4	5	6
3. Başladığı bir işi başardığında çocuğumla gurur duyarım.	1	2	3	4	5	6
4. Başına bir şey gelecek korkusuyla başka çocukların yaptığı bazı şeyleri yapmasına izin vermem.	1	2	3	4	5	6
5. Küçük şeyler için bile çocuğumu sert bir şekilde cezalandırırım.	1	2	3	4	5	6
6. Çocuğuma kızdığımda kendim de üzülürüm.	1	2	3	4	5	6
7. Kötü bir şey yaptığında hemen kızmaz, nedenini anlamaya çalışırım.	1	2	3	4	5	6
8. Çocuğumun ne yapıp ettiği konusunda çok endişelenirim.	1	2	3	4	5	6
9. Kötü bir şey yaptığında bunu surat asarak veya başka bir yolla öyle belli ederim ki çocuğum kendisini gerçekten suçlu hisseder.	1	2	3	4	5	6
10. Yaptıklarımla çocuğuma kendisinden utanması gerektiğini hissettiririm.	1	2	3	4	5	6
11. Arkadaşlarının içinde en iyisi olması için çocuğumu zorlarım.	1	2	3	4	5	6

	Hiçbir zaman	Nadiren	Bazen	Ara sıra	Sık sık	Her zaman
12. Çocuğuma hak ettiğinden daha fazla ceza verdiğim olur.	1	2	3	4	5	6
13. İşleri kötü gittiğinde, onu rahatlatmaya ve yüreklendirmeye çalışırım.	1	2	3	4	5	6
14. Oynarken başına bir şey gelir korkusuyla çocuğumu diğer annelerden daha çok uyarırım (ağaca, duvara tırmanmamasını söylemek gibi).	1	2	3	4	5	6
15. Sokakta oynarken çocuğumu diğer annelerin çocuklarını çağırdıklarından daha çok çağırırım.	1	2	3	4	5	6
16. Çocuğuma ailenin günah keçisi (her konuda suçlanacak insan) muamelesi yaparım.	1	2	3	4	5	6
17. Zamanının keyif verici ve öğretici geçmesine çalışırım (tatile, akrabalara, kursa göndermek, ona güzel kitaplar almak gibi davranışlarla).	1	2	3	4	5	6
18. Çocuğumu dersleri konusunda arkadaşlarıyla karşılaştırırım.	1	2	3	4	5	6
19. Çocuğumu üşüyeceği endişesiyle çok kalın giydiririm.	1	2	3	4	5	6
20. Çocuğumu takdir eder ya da ödüllendiririm.	1	2	3	4	5	6
21. Çocuğumu herkesin içinde eleştirir, tembel ve işe yaramaz olduğunu söylerim.	1	2	3	4	5	6
22. Kardeş(ler)ini (ondan küçük ya da büyük) ondan daha çok severim.	1	2	3	4	5	6
23. Çocuğumun başına bir şey gelebileceği yolundaki bazı endişelerim abartılıdır.	1	2	3	4	5	6
24. Çocuğumla aramda sıcaklık ve sevecenlik var.	1	2	3	4	5	6
25. Oynarken evin yakınından ayrılmasına hiç izin vermem.	1	2	3	4	5	6
26. Sözlerim ve hareketlerimle çocuğuma onu sevdiğimi gösteririm.	1	2	3	4	5	6
27. Başka çocukları çocuğuma örnek gösteririm.	1	2	3	4	5	6
28. Nedenini söylemeden çocuğuma kızgın ya da ters davrandığım olur.	1	2	3	4	5	6
29. Dersleri konusunda kardeş(ler)i veya akraba çocuklarıyla karşılaştırırım.	1	2	3	4	5	6

APPENDIX E

ROSENBERG SELF-ESTEEM SCALE

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. On the whole, I am satisfied with myself.				
2. At times, I think I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I'm a person of worth, at least on an equal plane with others.				
8. I wish I could have more respect for myself.				
9. All in all, I am inclined to feel that I am a failure.				
10. I take a positive attitude toward myself.				

## Turkish Version of Rosenberg Self-Esteem Scale

Lütfen aşağıdaki ifadeleri okuduktan sonra kendini değerlendirip senin için en uygun seçeneğin üzerine çarpı (X) işareti koy. Bu bir taramadır, test değildir. Burada doğru ya da yanlış cevap yoktur. Her çocuk, bir diğerinden farklı olduğu için, cümlelere her birinizin farklı cevaplar vermesi doğaldır.

	Çok doğru	Doğru	Yanlış	Çok yanlış
1. Kendimi en az diğer insanlar kadar değerli buluyorum.				
2. Bazı olumlu özelliklerim olduğunu düşünüyorum.				
3. Genelde kendimi başarısız bir kişi olarak görmek eğilimindeyim.				
4. Ben de diğer insanların birçoğunun yapabildiği kadar bir şeyler yapabilirim.				
5. Kendimde gurur duyacak fazla bir şey bulamıyorum.				
6. Kendime karşı olumlu bir tutum içindeyim.				
7. Genel olarak kendimden memnunum.				
8. Kendime karşı daha fazla saygı duyabilmeyi isterdim.				
9. Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum.				
10. Bazen kendimin hiç de yeterli bir insan olmadığını düşünüyorum.				

APPENDIX F

HARTER SELF-PERCEPTION PROFILE

For each student, please indicate what you feel he/she is actually like, in your opinion. First decide whether you feel the individual is more like the kids described on the left or the right side of each statement. Then, for that side only, indicate whether that statement is really true, or just sort of true, for that individual.

What I am Like?

a.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids like to go to sports events	<b>BUT</b>	Other kids would rather go to movies in their spare time.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
1.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids think that they are good at school work	<b>BUT</b>	Other kids worry about being successful at school work..	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
2.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids find it hard to make friends	<b>BUT</b>	Other kids find it pretty easy to make friends.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
3.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids feel that they are just as smart as others their age	<b>BUT</b>	Other kids aren't so sure and wonder if they are as smart.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
4.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids have a lot of friends	<b>BUT</b>	Other kids do not have many friends.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
5.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids are pretty slow in finishing their school work	<b>BUT</b>	Other kids can do their school work quickly.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
6.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids want to have more friends	<b>BUT</b>	Other kids already have many friends.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
7.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids mostly forget what they have learned.	<b>BUT</b>	Other kids can remember what they have learned easily.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
8.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids always do the things together with many friends	<b>BUT</b>	Other kids mostly do the things on their own.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>

9.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids do very well at their classwork	<b>BUT</b>	Other kids don't do very well at their classwork.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
10.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids want to be loved much more by their peers	<b>BUT</b>	Other kids think that most kids like me.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
11.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids have trouble figuring out the answers in school	<b>BUT</b>	Other kids almost always can figure out the answers.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>
12.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids are popular	<b>BUT</b>	Other kids are not popular.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>

## Turkish Version of Harter Self-Perception Profile

Burada bazı cümleler bulunmakta ve “Ben Nasıl Biriyim?” yazıyor. Bu soru ile kastettiğimiz şey, her birimizin kim olduğu veya ne tür bir kişi olduğudur. Bu bir taramadır, test değildir. Burada doğru ya da yanlış cevap yoktur. Her çocuk, bir diğerinden farklı olduğu için, cümlelere her birinizin farklı cevaplar vermesi doğaldır.

Öncelikle bu cümlelerin nasıl cevaplandırılması gerektiğini açıklayalım. Burada, baş tarafta, (a) ile işaretlenmiş olan örnek bir cümle bulunmaktadır.

Bu cümle iki tür çocuktan bahsediyor ve biz hangi çocuğun sana benzediğini öğrenmek istiyoruz.

(1) Şimdi öncelikle “daha çok dışarıda oynamayı tercih eden sol taraftaki çocuğa mı” yoksa “daha çok televizyon izlemeyi tercih eden sağ taraftaki çocuğa mı” benzediğine karar vermeni istiyorum. Henüz bir şey işaretleme. Önce hangi taraftaki çocuğa daha çok benzediğine karar ver ve sonra o taraftaki cümleye git.

(2) Şimdi, ikinci işlem olarak, hangi tür çocuğa daha çok benzediğinle ilgili olarak bunun senin için “kısmen mi uygun olduğu” yoksa “tamamen mi uygun olduğu”na karar vermeni istiyorum.

(3) **Her bir cümle için yalnızca bir kareyi işaretlemelisin.** İşaretlemelerin bazen sayfanın bir tarafında, bazense sayfanın diğer tarafında olacak. Ancak her bir cümle için yalnızca bir kareyi işaretleyebilirsin. Her iki tarafı da işaretleme, sadece sana benzeyen tarafı işaretle.

### Ben Nasıl Biriyim?

#### ÖRNEK CÜMLE

a.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, boş zamanlarında dışarıda (sokakta) oynamayı tercih ederler	AMA	Diğer çocuklar, televizyon izlemeyi tercih ederler	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
1.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, okul etkinliklerinde çok iyi olduklarını düşünürler	AMA	Diğer çocuklar, kendilerine verilen okul etkinliklerini yapıp yapamayacakları konusunda endişelenirler.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>

2.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar için arkadaşlık kurmak <i>zordur</i>	AMA	Diğer çocuklar için arkadaşlık kurmak oldukça <i>kolaydır.</i>	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
3.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, yaşlıları kadar <i>akıllı</i> olduklarını düşünürler	AMA	Diğer çocuklar, yaşlıları kadar akıllı olduklarından emin değillerdir ve akıllı olup olmadıklarını <i>merak ederler.</i>	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
4.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocukların <i>çok sayıda</i> arkadaşı vardır	AMA	Diğer çocukların pek fazla arkadaşı <i>yoktur.</i>	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
5.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, okul etkinliklerini bitirmekte oldukça <i>yavaşlar</i>	AMA	Diğer çocuklar, okul etkinliklerini <i>çok çabuk</i> bitirebilirler.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
6.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, daha çok arkadaşının olmasını isterler	AMA	Diğer çocukların zaten istedikleri kadar çok arkadaşı vardır.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
7.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, öğrendikleri şeyleri çoğunlukla <i>unuturlar</i>	AMA	Diğer çocuklar, öğrendiklerini <i>kolayca</i> hatırlayabilirler.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
8.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, yapacakları şeyleri her zaman <i>çok sayıda</i> arkadaşı ile birlikte yaparlar	AMA	Diğer çocuklar, yapacakları şeyleri genellikle <i>yalnız başlarına</i> yaparlar.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
9.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, sınıf içi etkinliklerde <i>çok iyidirler</i>	AMA	Diğer çocuklar, sınıf içi etkinliklerde <i>çok iyi değillerdir.</i>	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>

10.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, daha çok sayıda yaşıtı tarafından sevmek isterler	<b>AMA</b>	Diğer çocuklar, zaten birçok yaşıtının kendilerini <i>sevdiğini</i> düşünürler.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
11.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, okuldaki sorulara cevap bulmakta <i>zorluk</i> çekerler	<b>AMA</b>	Diğer çocuklar, hemen hemen <i>her zaman</i> cevapları bulabilirler.	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>
12.	Bana tamamen uygun <input type="checkbox"/>	Bana kısmen uygun <input type="checkbox"/>	Bazı çocuklar, diğer yaşıtları arasında <i>popülerdir</i> (herkesçe tanınır)	<b>AMA</b>	Diğer çocuklar, çok popüler <i>değillerdir</i> .	Bana kısmen uygun <input type="checkbox"/>	Bana tamamen uygun <input type="checkbox"/>

## APPENDIX G

### CHILD FORM OF S-EMBU

Below are a number of questions concerning some behaviors mothers do. By thinking your mother behaviors, please answer all the questions below. Answering these questions may not be so easy because mothers may not always behave in a same manner. Therefore, we want you to give your answers by grasping the questions well and using one of the four alternatives.

Please put a cross to the alternative which is the most suitable for you by taking your mother's behavior asked in the question into consideration. If your mother does not behave in this manner, you can mark "no"; if your mother sometimes behaves in this manner, you can mark "yes, sometimes"; if your mother often behaves in this manner, you can mark "yes, often"; and finally if your mother always behaves in this manner, you can mark "yes, always".

1. Do your mother understand your unhappiness without letting her know?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

2. If things are not going right for you, does your mother try to comfort you?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

3. When your mother is angry with you, does your mother also sorrow?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

4. Do you think that your mother is trying to make growing up a happy time for you (for instance, sending you to camps or relatives, giving you good books)?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

5. Does your mother reward you (for instance, by saying "well done!", giving you a gift, kissing and hugging you)?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

6. If you do something really well, does your mother seem to be very proud of you?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

7. Does your mother behave towards you warmly and affectionately?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

8. Does your mother show you her love to you?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
9. When you do bad things, does your mother wonder the cause before getting angry?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
10. Does your mother punish you more than you deserve?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
11. Does your mother punish you sternly even for minor things?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
12. Does your mother behave angry towards you without telling any reason?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
13. Does your mother blame you for everything?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
14. If you have sisters or brothers, does your mother love them more than you?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
15. When you do a bad thing, does your mother make it obvious by sulking? And consequently, do you feel guilty about this?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
16. Does your mother tell you bad words in presence of others?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
17. Does your mother compare you with your friends in the matter of your lessons?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always
18. Does your mother wonder more about how you are better or worse than your friends, rather than your grade?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

19. In the matter of your lessons, does your mother compare you with your sisters/brothers or your relatives' children?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

20. Does your mother show other children to you as a role model?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

21. Does your mother force you to be the best among your friends?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

22. When you are playing, is your mother the one most warning (for instance, by saying "do not climb a tree or wall")?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

23. Due to fear that you may be in trouble, are you not allowed by your mother to do things that your friends do?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

24. Does your mother allow you to play away your home?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

25. When you are playing in the street, is the most calling mother yours?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

26. Does your mother overclothe you in fear that you may feel cold?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

27. Do you want that your mother would be less worried about your acts?
<input type="checkbox"/> No <input type="checkbox"/> Yes, sometimes <input type="checkbox"/> Yes, often <input type="checkbox"/> Yes, always

*Annem Nasıl Biri?*

Aşağıda sana annelerin yaptığı bazı davranışları sorular şeklinde sorduk. Annenin sana olan davranışlarını düşünerek aşağıdaki soruları cevaplandır. Bu sorulara cevap vermek çok kolay olmayabilir; çünkü anneler her zaman aynı şekilde davranmayabilirler. O yüzden senden cevabını, soruyu iyice anlayarak ve dört seçenektan birini kullanarak vermeni istiyoruz.

Annenin soruda sorulan davranışını dikkate alarak, lütfen sana uyan en doğru seçeneğe çarpı işareti koy. Eğer sorudaki davranışı annen hiç yapmıyorsa “**Hayır**” seçeneğini; ara sıra ya da bazen yapıyorsa “**Evet, bazen**” seçeneğini; çoğu zaman yapıyorsa “**Evet, çoğu zaman**” seçeneğini; her zaman yapıyorsa “**Evet, her zaman**” seçeneğini işaretle.

Daha iyi anlamın için aşağıdaki örneğe bakalım. Örneğin, annenin bir davranışını sana şu şekilde soralım.

**Örnek:**

Annem sana iyi davranır mı? <input type="radio"/> Hayır <input checked="" type="radio"/> Evet, bazen <input type="radio"/> Evet, çoğu zaman <input type="radio"/> Evet, her zaman
--

Eğer annen bazen sana iyi davranıyorsa yukarıdaki gibi “Evet, bazen”i, çoğu zaman iyi davranıyorsa “Evet, çoğu zaman”ı işaretle. Sana her zaman iyi davranıyorsa “Evet, her zaman”a, hiç iyi davranmıyorsa “Hayır”a çarpı koy.

Her bir cümle için sadece bir tane kutucuğu işaretleyeceksin. O da annen hakkında en doğru olan ifade olacak.

Şimdi sana annenle ilgili bazı sorular soracağız.

(Eğer hem annen hem de üvey annen varsa, birlikte yaşadığın hangisiyse ona göre cevap ver; eğer annen hayatta değilse annen yerine koyduğun kişiyi düşünerek soruları cevaplandır.)

1. Annen üzüntülü olduğunu sen söylemeden anlar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

2. Kötü bir şey olduğunda annen seni rahatlatmaya çalışır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

3. Annen sana kızdığı anda kendisi de üzülür mü?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

4. Annen, senin zamanının eğlenceli geçmesine çalışır mı (örnek: tatile, akrabalara göndererek, sana güzel kitaplar alarak)?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

5. Annen seni ödüllendirir mi (örnek: aferin diyerek, hediye alarak, öperek, sarılarak)?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

6. Bir işi başardığında annen seninle gurur duyar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

7. Annen sana sıcak ve sevecen davranır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

8. Annen sana sevgisini gösterir mi?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

9. Annen kötü bir şey yaptığında kızmadan önce nedenini sorar mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

10. Annen sana hak ettiğinden daha fazla ceza verir mi?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

11. Annen küçük şeyler için bile seni sert bir şekilde cezalandırır mı?

Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

12. Annen nedenini söylemeden sana kızgın davranır mı?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

13. Annen her şeyde seni suçlar mı?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

14. Eğer kardeşin, ağabeyin/ablan varsa, annen onları senden daha çok sever mi?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

15. Kötü bir şey yaptığında, annen surat asarak bunu belli eder mi? Sen de kendini bu yüzden suçlu hissedersin mi?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

16. Annen sana herkesin içinde kötü sözler söyler mi?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

17. Annen derslerin konusunda seni arkadaşlarıyla karşılaştırır mı?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

18. Annen aldığı nottan çok arkadaşlarına göre ne kadar iyi ya da kötü olduğunu merak eder mi?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

19. Annen derslerin konusunda seni kardeşin, ağabeyin/ablan veya akraba çocuklarıyla karşılaştırır mı?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

20. Annen başka çocukları sana örnek gösterir mi?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

21. Annen arkadaşların içinde en iyi olman için seni zorlar mı?  
 Hayır  Evet, bazen  Evet, çoğu zaman  Evet, her zaman

22. Oynarken tehlikeler konusunda en çok uyarın senin annen mi (örnek: ağaca, duvara tırmanmamamı söyleyerek)?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

23. Annenin, başına bir şey gelecek korkusuyla arkadaşlarının yaptığı bazı şeyleri yapmana izin vermediği olur mu?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

24. Annen evin uzağında oynamana izin verir mi?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

25. Sokakta oynarken en çok senin annen mi çağırır?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

26. Annen üşüyebilirsin korkusuyla çok kalın giydirir mi?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

27. Annenin yaptıkların konusunda daha az endişelenmesini ister miydin?

Hayır       Evet, bazen       Evet, çoğu zaman       Evet, her zaman

APPENDIX H

KERN'S SECURITY SCALE

First pick which children are most like you, and then to indicate whether the item is sort of true or really true for you.

1.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids find it easy to trust their mom.	<b>BUT</b>	Other kids are not sure if they can trust their mom.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
2.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids feel like their mom butts in a lot when they are trying to do things.	<b>BUT</b>	Other kids feel like their mom lets them do things on their own.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
3.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids find it easy to count on their mom for help.	<b>BUT</b>	Other kids think it's hard to count on their mom.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
4.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids think their mom spends enough time with them.	<b>BUT</b>	Other kids think their mom does not spend enough time with them.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
5.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids do not really like telling their mom what they are thinking or feeling.	<b>BUT</b>	Other kids do like telling their mom what they are thinking or feeling.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
6.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids do not really need their mom for much.	<b>BUT</b>	Other kids need their mom for a lot of things.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
7.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids wish they were closer to their mom.	<b>BUT</b>	Other kids are happy with how close they are to their mom.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
8.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids worry that their mom does not really love them.	<b>BUT</b>	Other kids are really sure that their mom loves them.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
9.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids feel like their mom really understands them.	<b>BUT</b>	Other kids feel like their mom does not really understand them.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>

10.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids are really sure their mom would not leave them.	<b>BUT</b>	Other kids sometimes wonder if their mom might leave them.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
11.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids worry that their mom might not be there when they need her.	<b>BUT</b>	Other kids are sure their mom will be there when they need her.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
12.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids think their mom does not listen to them.	<b>BUT</b>	Other kids do think their mom listens to them.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
13.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids go to their mom when they are upset.	<b>BUT</b>	Other kids do not go to their mom when they are upset.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
14.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids wish their mom would help them more with their problems.	<b>BUT</b>	Other kids think their mom helps them enough.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>
15.	Really true <input type="checkbox"/>	Sort of true <input type="checkbox"/>	Some kids feel better when their mom is around.	<b>BUT</b>	Other kids do not feel better when their mom is around.	Sort of true <input type="checkbox"/>	Really true <input type="checkbox"/>

## Turkish Version of Kern's Security Scale

Bu sorular yukarıda yaptığına benzer şekilde işaretlemen gereken sorulardır. Öncelikle “AMA” yazan kutunun hemen sağında ve solunda tanımlanan iki çocuk tipinden hangisine daha çok benzediğine karar vermeni istiyoruz. Daha sonra da seçtiğin tarafa gidip tarif edilen çocuğa ne kadar benzediğini belirtmeni istiyoruz. **Her bir cümle için yalnızca bir kareyi işaretlemelisin.**

1.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerine <b>kolayca güvenirler.</b>	<b>AMA</b>	Bazı çocuklar annelerine <b>güvenip güvenemeyecekleri konusunda emin değildirlere.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
2.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar <b>yaptıkları her şeye annelerinin çok karıştığını düşünürler.</b>	<b>AMA</b>	Bazı çocuklar <b>kendi başlarına bir şeyler yapmalarına annelerinin izin verdiğini düşünürler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
3.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar için annelerinin yardım edeceğine inanmak <b>kolaydır.</b>	<b>AMA</b>	Bazı çocuklar için annelerinin yardım edeceğine inanmak zordur.	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
4.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerinin onlarla yeterince zaman <b>geçirdiğini</b> düşünürler.	<b>AMA</b>	Bazı çocuklar annelerinin onlarla yeterince zaman <b>geçirmediğini</b> düşünürler.	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
5.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerine ne düşündüklerini veya hissettiklerini söylemekten <b>pek hoşlanmazlar</b>	<b>AMA</b>	Bazı çocuklar annelerine ne düşündüklerini veya hissettiklerini söylemekten <b>hoşlanırlar.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>

6.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar her şeyde annelerine <b>ihtiyaç duymaz.</b>	AMA	Bazı çocuklar annelerine hemen hemen her şey için <b>ihtiyaç duyar.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
7.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar <b>“Keşke anneme daha yakın olabilseydim”</b> derler.	AMA	Bazı çocuklar <b>annelerine olan yakınlıklarıyla mutludurlar.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
8.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar <b>annelerinin onları gerçekten sevmediğinde n endişe duyarlar.</b>	AMA	Bazı çocuklar <b>annelerinin onları sevdiğinden emindirler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
9.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerinin onları <b>anladığını</b> hissederler.	AMA	Bazı çocuklar annelerinin onları <b>anlamadığını</b> hissederler.	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
10.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerinin onları terk edemeyeceğinden <b>n gerçekten emindirler.</b>	AMA	Bazı çocuklar annelerinin onları terk edebileceğinden <b>bazen endişelenirler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
11.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar ihtiyaç duyduklarında annelerinin <b>yanlarında olamayacağını düşünerek endişelenirler</b>	AMA	Bazı çocuklar ihtiyaç duyduklarında annelerinin <b>yanlarında olacağından emindirler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
12.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar annelerinin kendilerini <b>dinlemediğini</b> düşünürler.	AMA	Bazı çocuklar annelerinin onları gerçekten <b>dinlediğini</b> düşünürler.	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
13.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar üzgün olduklarında annelerinin <b>yanına giderler.</b>	AMA	Bazı çocuklar üzgün olduklarında annelerinin <b>yanına pek gitmezler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>

14.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar <b>“Keşke annem sorunlarımla daha çok ilgilense”</b> derler.	AMA	Bazı çocuklar <b>annelerinin onlara yeterince yardım ettiğini düşünürler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>
15.	Bana çok benziyor <input type="checkbox"/>	Bana biraz benziyor <input type="checkbox"/>	Bazı çocuklar anneleri etrafta olduğunda <b>kendilerini daha iyi hissederler.</b>	AMA	Bazı çocuklar anneleri etrafta olduğunda <b>kendilerini daha iyi hissetmezler.</b>	Bana biraz benziyor <input type="checkbox"/>	Bana çok benziyor <input type="checkbox"/>

## APPENDIX I

### EMOTION REGULATION SCALES

#### Positive refocusing items

1. I think of nicer things than what I have experienced
2. I think of pleasant things that have nothing to do with it
3. I think of something nice instead of what has happened
4. I think about pleasant experiences

#### Refocus on planning items

1. I think of what I can do best
2. I think about how I can best cope with the situation
3. I think about how to change the situation
4. I think about a plan of what I can do best

#### Positive reappraisal items

1. I think I can learn something from the situation
2. I think that I can become a stronger person as a result of what has happened
3. I think that the situation also has its positive sides
4. I look for the positive sides to the matter

#### Putting into perspective

1. I think that it all could have been much worse
2. I think that other people go through much worse experiences
3. I think that it hasn't been too bad compared to other things
4. I tell myself that there are worse things in life

#### Rumination items

1. I often think about how I feel about what I have experienced
2. I am preoccupied with what I think and feel about what I have experienced
3. I want to understand why I feel the way I do about what I have experienced
4. I dwell upon the feelings the situation has evoked in me

#### Catastrophizing

1. I often think that what I have experienced is much worse than what others have experienced
2. I keep thinking about how terrible it is what I have experienced

3. I often think that what I have experienced is the worst that can happen to a person
4. I continually think how horrible the situation has been

Suppression items

1. I keep my *anger/sadness/fear* to myself
2. When I want to feel less *anger/sadness/fear*, I change what I'm thinking about.
3. When I am feeling *anger/sadness/fear*, I make sure not to express them.

## Turkish Emotion Regulation Scales

### Olaylarla nasıl başa çıkarsın?

Herkesin başından istenmeyen veya tatsız birçok olay geçmiştir veya geçmektedir ve herkes bu duruma kendi yöntemleriyle karşılık vermektedir. İSTENMEYEN VEYA TATSIZ DURUMLARLA KARŞILAŞTIĞINDA genellikle ne şekilde düşündüğünü, aşağıda yer alan sorular aracılığıyla belirtmeni istiyoruz.

	(Neredeyse) Hiçbir zaman	Bazen	Düzenli olarak	Sık sık	(Neredeyse) Her zaman
1. Yaşadığım olayın bende uyandırdığı duyguları düşünürüm.	1	2	3	4	5
2. Yaşadığım tatsız olaydan daha iyi bir şeyler düşünürüm.	1	2	3	4	5
3. Yapabileceğim en iyi hamleyi düşünürüm.	1	2	3	4	5
4. Öfkemi dışa vurmuyarak kontrol ederim.	1	2	3	4	5
5. Yaşanan tatsız olaydan bir şeyler öğrenebileceğimi düşünürüm.	1	2	3	4	5
6. Yaşananlar çok daha kötü bir şekilde de gerçekleşebilirdi diye düşünürüm.	1	2	3	4	5
7. Başımdan geçen olayın diğerlerinin başına gelenlerden daha kötü olduğunu düşünürüm.	1	2	3	4	5
8. Yaşanan olay karşısında ne düşündüğüm ve ne hissettiğimle meşgul olurum.	1	2	3	4	5
9. Üzüntü hissettiğimde, belli etmemek için elimden geleni yaparım.	1	2	3	4	5
10. Bu olayla ilgisi olmayan güzel şeyler düşünürüm.	1	2	3	4	5
11. Bu durumla en iyi nasıl başa çıkabileceğimi düşünürüm.	1	2	3	4	5
12. Yaşananların bir sonucu olarak daha güçlü bir kişi haline dönüştüğümü düşünürüm.	1	2	3	4	5
13. Korkumu belli etmeyerek kontrol ederim.	1	2	3	4	5

	(Neredeyse) Hiçbir zaman	Bazen	Düzenli olarak	Sık sık	(Neredeyse) Her zaman
14. Diğer insanların çok daha kötü deneyimler yaşayabileceklerini düşünürüm.	1	2	3	4	5
15. Yaşadığım olayın ne kadar kötü olduğunu sürekli düşünürüm.	1	2	3	4	5
16. Öfkemi kendime (içimde) saklarım.	1	2	3	4	5
17. Yaşanan olayın, üzerimde neden bu şekilde bir duygu yarattığını anlamak isterim.	1	2	3	4	5
18. Yaşanan bu kötü olayı düşünmek yerine güzel şeyler düşünürüm.	1	2	3	4	5
19. Durumu nasıl değiştirebileceğimi düşünürüm.	1	2	3	4	5
20. Korkumu kendime (içimde) saklarım.	1	2	3	4	5
21. Yaşanan kötü olayın aynı zamanda olumlu yönlerinin de bulunduğunu düşünürüm.	1	2	3	4	5
22. Diğer şeylerle karşılaştığımda bu olayın çok da kötü olmadığını düşünürüm.	1	2	3	4	5
23. Üzüntümü belli etmeyerek kontrol ederim.	1	2	3	4	5
24. Yaşadığım olayın, bir insanın başına gelebilecek en kötü olay olduğunu düşünürüm.	1	2	3	4	5
25. Başımdan geçen kötü olayın, bende harekete geçirdiği duygular üzerinde düşünürüm.	1	2	3	4	5
26. Üzüntümü kendime (içimde) saklarım.	1	2	3	4	5
27. Beni mutlu eden başka olayları düşünürüm.	1	2	3	4	5
28. Yapabileceğim hamlelerle ilgili bir plan düşünürüm.	1	2	3	4	5

	(Neredeyse) Hiçbir zaman	Bazen	Düzenli olarak	Sık sık	(Neredeyse) Her zaman
29. Korku hissettiğimde, belli etmemek için elimden geleni yaparım.	1	2	3	4	5
30. Durumun pozitif yönlerini ararım.	1	2	3	4	5
31. Kendi kendime hayatta daha kötü şeyler olduğunu söylerim.	1	2	3	4	5
32. Öfke hissettiğimde, belli etmemek için elimden geleni yaparım.	1	2	3	4	5
33. Durumun ne kadar korkunç olduğunu sürekli düşünürüm.	1	2	3	4	5

## APPENDIX J

### SELF-CONSTRUAL SCALE

This is a questionnaire that measures a variety of feelings and behaviors in various situations. Listed below are a number of statements. Read each one as if it referred to you. Beside each statement write the number that best matches your agreement or disagreement. Please respond to every statement. Thank you.

1=STRONGLY DISAGREE

2=DISAGREE

3=SOMEWHAT DISAGREE

4=DON'T AGREE

5=AGREE SOMEWHAT

6=AGREE

7=STRONGLY AGREE

- \_\_\_ 1. I enjoy being unique and different from others in many respects.
- \_\_\_ 2. I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.
- \_\_\_ 3. Even when I strongly disagree with group members, I avoid an argument.
- \_\_\_ 4. I have respect for the authority figures with whom I interact.
- \_\_\_ 5. I respect people who are modest about themselves.
- \_\_\_ 6. I will sacrifice my self-interest for the benefit of the group I am in
- \_\_\_ 7. I'd rather say "No" directly, than risk being misunderstood.
- \_\_\_ 8. Having a lively imagination is important to me.
- \_\_\_ 9. I should take into consideration my parents' advice when making education/career plans.
- \_\_\_ 10. I prefer to be direct and forthright when dealing with people I've just met.
- \_\_\_ 11. I am comfortable with being singled out for praise or rewards.
- \_\_\_ 12. If my brother or sister fails, I feel responsible.
- \_\_\_ 13. I often have the feeling that my relationships with others are more important than my own accomplishments.

- \_\_\_14. Speaking up during a class (or a meeting) is not a problem for me.
- \_\_\_15. I would offer my seat in a bus to my professor (or my boss).
- \_\_\_16. My happiness depends on the happiness of those around me.
- \_\_\_17. I value being in good health above everything.
- \_\_\_18. I will stay in a group if they need me, even when I am not happy with the group.
- \_\_\_19. It is important to me to respect decisions made by the group.
- \_\_\_20. My personal identity, independent of others, is very important to me.
- \_\_\_21. It is important for me to maintain harmony within my group.
- \_\_\_22. I act the same way at home that I do at school (or work).
- \_\_\_23. Having a lively imagination is important to me.
- \_\_\_24. I am the same person at home than I am at school.

## Turkish Version of Self-Constraint Scale

Lütfen şimdi de aşağıdaki soruları kendine uygun olup olmadıklarını düşünerek cevapla. Bu soruların doğru ya da yanlış cevabı yoktur.

	Kesinlikle Katılmıyorum	Katılmıyorum	Bazen Katılmıyorum	Kararsızım	Bazen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. İletişime girdiğim kişinin bulunduğu makama saygı duyarım.	1	2	3	4	5	6	7
2. İçinde bulunduğum grup ile uyumu sürdürmek benim için önemlidir.	1	2	3	4	5	6	7
3. Canlı bir hayal gücüne sahip olmak benim için önemlidir.	1	2	3	4	5	6	7
4. Yanlış anlaşılmaktansa doğrudan hayır demeyi tercih ederim.	1	2	3	4	5	6	7
5. Sağlıklı olmak benim için en değerli şeydir.	1	2	3	4	5	6	7
6. Diğer insanlarla olan ilişkilerimin kendi başarılarımdan daha önemli olduğunu sık sık hissederim.	1	2	3	4	5	6	7
7. Kiminle birlikte olursam olayım, her zaman aynı davranırım.	1	2	3	4	5	6	7
8. Mutluluğum çevremdeki insanların mutluluğuna bağlıdır.	1	2	3	4	5	6	7
9. Otobüste yerimi öğretmenime veririm.	1	2	3	4	5	6	7
10. Eğer kız veya erkek kardeşim başarısız olursa sorumluluk hissederim.	1	2	3	4	5	6	7
11. Evde de okulda da aynı kişiyim.	1	2	3	4	5	6	7
12. Eğitim ve iş planları yaparken ailemin önerilerini dikkate almalıyım.	1	2	3	4	5	6	7
13. Yeni tanıştığım insanlarla iletişime girerken açık ve dolaysız olmayı tercih ederim.	1	2	3	4	5	6	7

	Kesinlikle Katılmıyorum	Katılmıyorum	Bazen Katılmıyorum	Kararsızım	Bazen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
14. Topluluk tarafından alınmış kararlara saygı göstermek benim için önemlidir.	1	2	3	4	5	6	7
15. Benden çok yaşlı olsalar bile tanıştıktan hemen sonra insanlara ilk isimleriyle hitap ederken kendimi rahat hissedirim.	1	2	3	4	5	6	7
16. Diğer insanlardan birçok alanda farklı ve özel olmaktan hoşlanırım.	1	2	3	4	5	6	7
17. İçinde bulunduğum grupta mutlu olmasam bile eğer bana ihtiyaç duyuluyorsa, bu grubun içinde kalırdım.	1	2	3	4	5	6	7
18. Diğerlerinden bağımsız bir kimliğe sahip olmak benim için önemlidir.	1	2	3	4	5	6	7
19. Grup üyelerinden tamamen farklı düşünsem de, onlarla tartışmaktan çekinirim.	1	2	3	4	5	6	7
20. Başkaları arasında ödüllendirilerek veya övülerek öne çıkarılsam rahat hissedirim.	1	2	3	4	5	6	7
21. Bireysel çıkarımı ait olduğum grup yararına feda ederdim.	1	2	3	4	5	6	7
22. Ders sırasında konuşmak benim için bir sorun değildir.	1	2	3	4	5	6	7
23. Kendi işlerime bakabilmek benim en temel önceliğim.	1	2	3	4	5	6	7
24. Alçak gönüllü olan insanlara saygı duyarım.	1	2	3	4	5	6	7

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