



Analysis of Emotional Socialization Behaviors of Mother-Fathers and Social Skills of Preschool Children

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Abstract

In this study, emotional socialization behaviors of mother-father and social skills of preschool children were investigated. 363 children as 185 (51%) boys and 178 (49%) girls and their parents were included in the study. "The Coping with Children's Negative Emotions Scale" and "Social Skills Evaluation Scale" were used as data collection tool in the study. The data were analyzed by using Multivariate Analysis of Variance and Multivariate Analysis of Regression techniques. As a result of the study, it was found that emotional socialization behaviors of the parents varied depending on the child's gender and mother-fathers' educational levels. Additionally, it was also concluded in the study that emotional socialization behaviors of the parents were a significant predictor of social skills of preschool children. In accordance with the results of the study, it is recommended to provide parents with trainings on socializing children's negative emotions.

Keywords

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Introduction

Buck's (1985) theory examined emotions from a developmental-interactionist point of view built between the systems operating for general purposes structured by experience and systems operating for private purposes structured by assessment. It is a complicated process for a child to express his/her emotions. It is established by different socialization agents such as teachers, peers, and parents (Horner & Wallace, 2013). Particularly in the early childhood period, parents are the primary socialization agents (Gerhardt, 2014). Mother-fathers affect their children to control, express, and understand their emotions. Children are affected by indirect ways such as the emotional climate within the family, expression of emotions, and the effect left by the emotion on the parents during interaction or directly by mother-fathers discussing emotions with them and their reactions against emotions (Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Eisenberg, Cumberland, & Spinrad, 1998; Valiente, Fabes, Eisenberg, & Spinrad, 2004). In other words, mother-fathers are able to discuss emotions of their children in a multiple context especially while playing with, calming, and disciplining them. This enhances children's condition from socio-emotional aspect (Root & Rubin, 2010).

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In development psychology literature, emotion socialization examined as the social learning process is approached as the reactions of mother-fathers against children's emotions and experiences (Eisenberg et al., 1998). Early socio-emotional development, particularly mother-father-child interactions occur within the context of parenthood through processes such as the emotional socialization of the mother (Brophy-Herb et al., 2011). It can be asserted that especially in early periods of life, emotion socialization reactions of mother-fathers have a significant effect on the children's socio-emotional developments.

Related studies (Baker, Fenning, & Crnic, 2011; Gven & Erden, 2013; Horner & Wallace, 2013; Yağmurlu & Altan, 2010) have examined emotion socialization behaviors of mother-fathers within 6 categories (emotion-focused, expressive encouragement reactions, problem-focused, minimization, punitive, and distress reactions of parents) as 3 positive categories and 3 negative categories. Emotion-focused reactions include the mother's attempts and support to help the child feel better when the child is emotionally stimulated; expressive encouragement reactions include the mother's help and encouragement in the child's expressing their emotions; problem-focused reactions include the mother's attempts to help the child solve the problem emotionally distressing him/her. These three reactions are positive emotion socialization reactions of the parent. On the other hand, negative emotion socialization reactions of the parent are minimization reactions that underrates the child's emotional reaction, punitive reactions that meet the child's expression with physical or verbal punishments, and distress reactions of parents that meet the child's negative emotion with distress.

Emotion socialization process which aims to support development of children's emotional competences (Eisenberg et al., 1998; Friedlmeier, Corapci, & Cole, 2011; Root & Rubin, 2010) is affected by the child's characteristics such as age, gender, temperament; the mother-fathers' characteristics such as gender, general parenthood styles, and beliefs related to emotion; cultural factors such as emotion-related norms, values, and gender stereotypes of the culture; and the environment in which the individuals live. In some cases, mother-fathers apply different practices depending on the child's gender (Garner, Robertson, & Smith, 1997). For instance, mother-fathers mention emotions when they talk to their daughters compared to their sons (Root & Rubin, 2010), they talk about negative emotions (such as upset) with their daughters (Denham, Bassett, & Wyatt, 2010) and they support their daughters' negative emotions; whereas, they refuse their sons' negative emotions (Sperling, 2012). Especially studies emphasizing the gender differences have reported that this is related to the values and norms within the culture (Brody, 1999; Root & Rubin, 2010; Underwood, Coie, & Herbsman, 1992). For example, the expression of sorrow and inner loss in American culture is perceived as feminine among college-age individuals and boys who express such emotions are perceived more negative than the girls showing the same emotions (Siegel & Alloy, 1990). On the other hand, while emotions such as aggression and anger in preschool period are accepted for men, emotions such as fear, sorrow and unhappiness are more acceptable for girls. According to Birnbaum, Nosanchuk and Croll (1980), rules required for expressing certain emotions are different for girls and boys, and children understand these rules in early ages. Preschool children know that anger is appropriate for men; whereas, sorrow and fear are appropriate for girls.

Previous studies indicate that emotion socialization approaches of parents differ. Mothers talk to their children about their emotions more and show positive reactions to negative emotions compared to fathers (Denham et al., 2010). Generally, mothers give expressive encouragement and problem-focused reactions when their children are sad; on the other hand, fathers minimize them and show punitive reactions (Cassano, Perry-Parish, & Zeman, 2007).

Studies examining the relationships between negative emotions of children in early childhood period and reactions shown by mother-fathers against these emotions have revealed that mother-fathers' supportive reactions, positive expressionism, and discussion of emotions (for instance, labeling, explaining reasons and results) concerning children's negative emotion expression contribute to development of the socio-emotional competences which includes emotion regulation, emotion awareness, and comprehension of emotions among children; on the contrary, non-supportive

reactions of mother-fathers affect negatively socio-emotional functions of children and this causes lower emotional knowledge and emotion regulation skill (Denham et al., 1997; Havighurst, Wilson, Harley, Prior, & Kehoe, 2010). Especially in preschool period, mothers' positive socialization reactions related to emotion are effective on children's emotion awareness (Warren & Stifter, 2008) while emotion-focused and problem-focused reactions are related to positive socio-emotional competence and relief behaviors for boys. Mother-fathers' punitive reactions and minimization reactions are related to low socio-emotional competence (Eisenberg, Fabes, & Murphy, 1996; Jones, Eisenberg, Fabes, & Mackinnon, 2002). Punitive reactions of mother-fathers cause internalized behavioral disorders in boys. Temperament and gender of the child are significant agents of the relationship between emotion socialization of the parents and internalized behavioral problems of child (Engle & McElwain, 2011). Emotion socialization of the mother-fathers is related to social competences and behavioral problems of children; however, effects of parents do not act independently from characteristics of the children (Hastings & De, 2008).

When the literature related to the social skills of preschool children is examined, it is observed that adults' being a model in the child's immediate surrounding has an important effect on the development of social skills (Özyürek, Begde, & Yavuz, 2014). In this period, children start to learn social skills by communicating with their mother-fathers or caregivers (Ömeroğlu et al., 2014). Different attitudes shown by mother-fathers based on the gender of their child while bringing up him/her affect his/her social skills (Kapıkıran, Ivrendi, & Adak, 2006). Especially fathers attach importance to the obedient expressions of their daughters and to the inappropriate expressions of their sons in preschool period (Chaplin, Cole, & Zahn-Waxler, 2005).

In this context, it can be asserted that mother and father should have positive emotion socialization behaviors in order to support the social skills of a child. Therefore, it is of capital importance to determine the emotion socialization behaviors of parents. On the other hand, social development of the child is associated with culture (Yağmurlu, Sanson, & Köymen, 2005). Because of effect of emotion-related norms, values, and gender stereotypes of the culture on emotion socialization process (Denham et al., 2010), the subject should be examined separately in every culture. Whereas, there is a limited number of studies conducted to specify that the emotion socialization behaviors of parents differ between cultures and in sub-cultures (Friedlmeier et al., 2011; Raval, Raval, & Deo, 2013). In these studies conducted in limited number, Hastings, McShane, Parker, and Ladha (2007) emphasized that mothers of preschool children made stronger contributions to the pro-social developments of girls and boys compared to fathers, and Gerhardt (2014) highlighted that the effect of fathers should not be ignored. In addition, it is observed that while number of studies conducted abroad concerning fathers is very limited (Pattanakul, 2011), the subject has been investigated recently in Turkey (Atay, 2009; Ersay, 2007; Güven, 2013; Kılıç, 2014; Yağmurlu & Altan, 2010) and there has been no study conducted regarding fathers.

The social skills of a child are first established within a family environment. The mother and father are influencing the child development and learning skills in different areas and levels. Research on pre-school times, mothers are questioned on their influences on their child, whereas fathers are not questioned as much. Therefore, it will be researched and analyzed the emotional social behavior of the mother and father, and with the outcome, and the influence on a child's social skill. The subject on hand will also be additive to the literature in Turkey, to eliminate the lack of research on the fathers influence on the social behavior preschool period, it will also hold an importance for researchers, to enlighten and create a reference for them on future researches on this subject.

For these reasons, the purpose of this study is to determine whether emotional socialization behaviors of mother-fathers differ depending on gender of the child and their educational levels or not and whether they have a predicting effect on social skills of preschool children or not. In line with this purpose, answers were sought for the following questions.

1- Do emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement, emotion-focused reactions, problem-focused reactions) of mother-fathers differ according to the child's gender?

2- Do emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement, emotion-focused reactions, problem-focused reactions) of mother-fathers differ according to their educational levels?

3- Do emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement, emotion-focused reactions, problem-focused reactions) of mother-fathers differ according to both their educational levels and the child's gender?

4- Do emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement, emotion-focused reactions, problem-focused reactions) of mother-fathers predict social skills of preschool children?

Method

Research Model

The study was conducted within the frame of the survey model.

Study Group

The sample group of the study consisted of 363 children attending kindergartens of official primary schools and independent kindergartens, which were affiliated with Elazığ Provincial Directorate for National Education, in the centre of Elazığ and determined by using simple random sample technique, and their mother-fathers. It was determined that 51% (185) of the children participating in the study were boys and 49% (178) were girls. While 14.9% (54) of the mothers participating in the study were primary education graduates, 33.6% (122) were secondary school graduates, 51.5% (187) were university graduates; 8% (29) of fathers were primary education graduates, 24% (87) were secondary education graduates and 68% (247) were university graduates. It was found that 34.7% (126) of the mothers participating in the study were aged between 20 and 30, 56.7% (206) were aged between 31 and 40 and 8.5% (31) were 41 years and older. 14.3% (52) of the fathers participating in the study were aged between 20 and 30, 58.1% (211) were aged between 31 and 40, and 27.6% (100) were 41 years and older. 48.8% (177) of the mothers participating in the study were housewives and 52.2% (186) were employed. 53.2% (193) of fathers were civil servants and 46.8% (170) were employed in other jobs. Furthermore, 34.7% (126) of the children participating in the study did not have siblings; whereas, 65.3% (237) had siblings.

Data Collection Tools

Data of the study were collected by using (1) Personal Information Form, (2) the Coping with Children's Negative Emotions Scale, (3) the Social Skills Evaluation Scale.

Personal Information Form: It is a form prepared by researchers and involving questions on gender of the child, and number of siblings, as well as educational levels, age, and occupations of mother-fathers.

The Coping with Children's Negative Emotions Scale: The scale developed by Fabes, Eisenberg & Bernzweig (1990) to measure emotion socialization behaviors of parents consists of 12 scenarios that include negative emotions experienced by children such as anger, fear, sorrow, shame, and disappointment. Each scenario is followed by 6 different reactions given to child's negative emotion. Parents are asked to evaluate how often they can use the possible reaction options, in 5 steps after reading each scenario. The scale has the following sub-scales: problem-focused reactions, emotion-focused reactions, expressive encouragement reactions, minimization reactions, punitive reactions, and parental distress. Internal consistency coefficients of the original scale varied between .69 and .85. Turkish adaptation of the scale was conducted by Altan Aytun, Yağmurlu, and Yavuz

(2013) and its internal consistency coefficients varied between .54 and .88. The subscale parental distress of the scale was not included for scoring in the study.

Social Skills Evaluation Scale: This scale, which was developed by Avcıođlu in 2007 in order to reveal social skills of children aged between 4 and 6, is an assessment tool based on teacher opinions. 62 items in the scale are evaluated with the statements “always”, “often”, “generally”, “very rarely” and “never”. Internal consistency coefficient for the overall scale was determined as 0.98 (Avcıođlu, 2007). The total score obtained from the scale was used in this study.

Data Collection

The data were collected personally by the second researcher in cooperation with preschool teachers. The data of the study were started to be collected after official permissions required for the study were received from Elazıđ Provincial Directorate for National Education in the school year of 2013-2014 and the teacher knew the children for at least one term. Firstly, preschool teachers of the schools selected by using Simple Random Sample technique were informed comprehensively about the study and the scales and 500 scales were delivered. Then, the teachers mentioned parents about the study; after the consents of parents were received, they were informed about how they would fill out the scales and they were asked to fill out and give back the scales. The researcher visited the schools again 40-45 days later. Totally 410 scales filled out by parents and teachers were taken back. Afterwards, the researchers checked whether parents completed Coping with Children’s Negative Emotions Scale or not and omitted incomplete scales and remaining 363 scales were matched with Social Skills Evaluation Scale filled by teachers observing the children and Personal Information Forms filled according to information obtained from personal files of the children. Lastly, data obtained from scales filled out by parents-teachers were transferred to the computer in order to conduct statistical analysis. Data collection was completed in a period.

Data Analysis

The data obtained in the study were analyzed by using SPSS 11.0 statistical packaged software. Multivariate Analysis of Variance and Multiple Regression Analysis techniques were used to analyze the data. Error margin of 0.05 was taken as upper value in interpretation of results. Multivariate Analysis of Variance was used in order to determine the effect of the child’s gender and parents’ educational levels on emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) of the parents. Post-Hoc Tukey Test was used in order to determine from which groups the differences between groups originate. Multiple Regression Analysis was used in order to determine to what extent emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) of the parents predicted the social skills of preschool children.

Results

Table 1 illustrates numerical values of emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) of the mothers according to children's gender and the mothers' educational levels.

Table 1. Descriptive Statistical Results of The Mothers' Emotional Socialization Behavior Scores According to Children's Gender and The Mothers' Educational Levels

Variables	Gender	Mother's educational level	N	\bar{x}	SS	Tukey test
Punitive reactions	Boy	Primary education (1)	28	33.46	11.52	
		Secondary education (2)	61	25.68	11.42	
		Higher education (3)	96	21.81	8.62	
		Total	185	24.85	10.80	
	Girl	Primary education (1)	28	28.00	11.61	
		Secondary education (2)	61	27.04	10.24	
		Higher education (3)	96	21.09	8.73	
		Total	185	24.14	10.16	
	Total	Primary education (1)	28	30.83	11.78	1-2,1-3
		Secondary education (2)	61	26.36	10.82	2-3
		Higher education (3)	96	21.46	8.66	
	Minimization reactions	Boy	Primary education (1)	28	39.063	2.178
Secondary education (2)			61	36.978	1.285	
Higher education (3)			96	32.715	.786	
Total			185	32.90	9.13	
Girl		Primary education (1)	28	34.07	6.66	
		Secondary education (2)	61	34.24	8.59	
		Higher education (3)	96	30.51	6.68	
		Total	185	32.31	7.58	
Total		Primary education (1)	28	36.83	8.35	1-2,1-3
		Secondary education (2)	61	33.29	8.94	2-3
		Higher education (3)	96	30.95	7.56	
Expressive encouragement reactions		Boy	Primary education (1)	28	43.32	7.01
	Secondary education (2)		61	38.98	9.24	
	Higher education (3)		96	41.27	9.21	
	Total		185	40.82	9.00	
	Girl	Primary education (1)	28	42.26	6.75	
		Secondary education (2)	61	39.93	8.29	
		Higher education (3)	96	43.48	6.45	
		Total	185	42.08	7.31	
	Total	Primary education (1)	61	39.45	8.75	1-2,1-3
		Secondary education (2)	28	42.81	6.84	
		Higher education (3)	96	42.34	8.05	

Table 1. Continue

Variables	Gender	Mother's educational level	N	\bar{x}	SS	Tukey test
Emotion-focused reactions	Boy	Primary education (1)	28	49.46	9.43	
		Secondary education (2)	61	48.72	8.94	
		Higher education (3)	96	49.88	7.33	
		Total	185	49.43	8.20	
	Girl	Primary education (1)	28	48.42	8.48	
		Secondary education (2)	61	47.22	8.41	
		Higher education (3)	96	50.93	6.90	
		Total	185	49.29	7.83	
	Total	Primary education (1)	28	48.96	8.92	
		Secondary education (2)	61	47.97	8.68	2-3
		Higher education (3)	96	50.39	7.13	
	Problem-focused reactions	Boy	Primary education (1)	28	46.60	7.14
Secondary education (2)			61	45.73	8.24	
Higher education (3)			96	47.88	6.71	
Total			185	46.98	7.34	
Girl		Primary education (1)	28	47.26	7.70	
		Secondary education (2)	61	45.13	7.69	
		Higher education (3)	96	49.18	6.15	
		Total	185	47.51	7.14	
Total		Primary education (1)	28	46.92	7.35	
		Secondary education (2)	61	45.43	7.94	2-3
		Higher education (3)	96	48.51	6.46	

When Table 1 was examined, it was observed that the mothers' emotional socialization scores differed according to their educational levels.

Punitive reactions (\bar{x} =30.83) and minimization reactions (\bar{x} =36.83) scores of the mothers who were primary education graduates were higher than punitive reactions (\bar{x} =26.36) and minimization reactions (\bar{x} =33.29) scores of the mothers who were secondary education graduates and punitive reactions (\bar{x} =21.46) and minimization reactions (\bar{x} =30.95) scores of the mothers who were higher education graduates. In addition, punitive reactions (\bar{x} =26.36) and minimization reactions (\bar{x} =33.29) scores of the mothers who were secondary education graduates were higher than punitive reactions (\bar{x} =21.46) and minimization reactions (\bar{x} =30.95) scores of the mothers who were higher education graduates. Besides, expressive encouragement scores of the mothers who were higher education graduates (\bar{x} =42.34) and expressive encouragement scores of the mothers who were secondary education graduates (\bar{x} =42.81) were higher than the scores of the mothers who were primary education graduates (\bar{x} =39.45). On the other hand, emotion-focused reactions (\bar{x} =50.39) and problem-focused reactions (\bar{x} =48.51) scores of the mothers who were university graduates were higher than emotion-focused reactions (\bar{x} =47.97) problem-focused reactions (\bar{x} =45.43) scores of the mothers who were secondary education graduates.

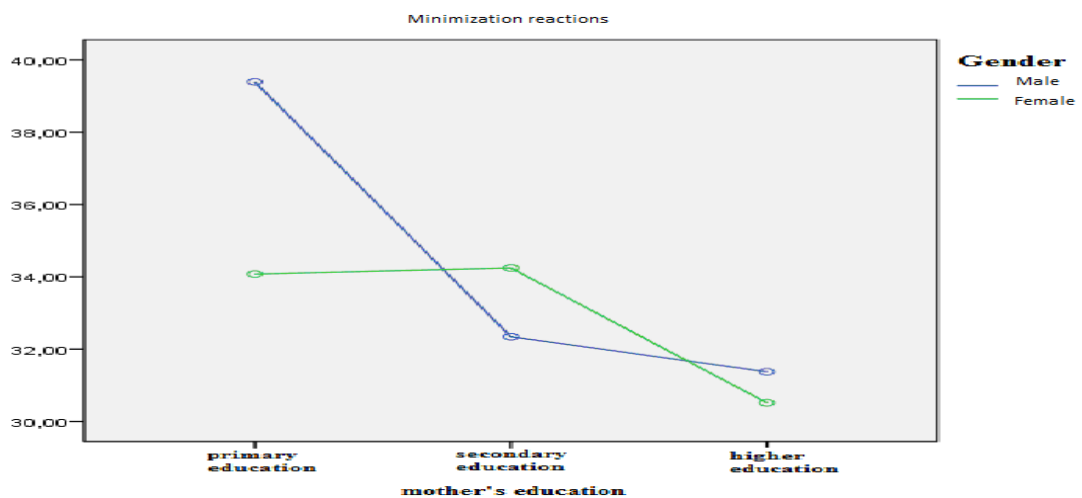
Table 2 illustrates results of Multivariate Analysis of Variance indicating whether the mothers' emotional socialization behavior (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) scores differed according to gender of preschool children, the mothers' educational levels, and gender - mothers' educational level interaction.

Table 2. Results of Multivariate Analysis of Variance Related to Emotional Socialization Scores of the Mothers According to Gender, Educational Level, and Gender-Educational Level Interaction

Source of variance	Dependent variables	F	p	Wilks' Lambda	p
Gender	Punitive reactions	1.843	.175	1.524	.182
	Minimization reactions	2.160	.143		
	Expressive encouragement reactions	.527	.469		
	Emotion-focused reactions	.270	.603		
	Problem-focused reactions	.282	.596		
Mother's educational level	Punitive reactions	21.678	.000	6.071	.000
	Minimization reactions	11.331	.000		
	Expressive encouragement reactions	5.624	.004		
	Emotion-focused reactions	3.538	.030		
	Problem-focused reactions	7.035	.001		
Gender* Mother's educational level	Punitive reactions	2.220	.110	1.254	.253
	Minimization reactions	3.750	.024		
	Expressive encouragement reactions	.889	.412		
	Punitive reactions	1.045	.353		
	Minimization reactions	.661	.517		

When the analysis results were examined, it was observed that there was a significant difference among scores of punitive reactions ($F=21.678$, $p<.000$), minimization reactions ($F=11.331$, $p<.000$), expressive encouragement reactions ($F=5.624$, $p<.004$), emotion-focused reactions ($F=3.538$, $p<.030$) and problem-focused reaction ($F=7.035$, $p<.001$) according to the mother's educational level. On the other hand, a significant difference was determined in the scores of minimization reactions ($F=3.750$, $p<.024$) according to the interaction of gender and mother's educational level. An interaction was observed in the mothers' minimization behaviors according to the variables of educational level and children's gender.

Figure 1 shows the change in scores of minimization reactions of the mothers according to the variable of gender and the mother's educational level.

**Figure 1.** The changes in minimization reaction levels of mothers of girls and boys according to the mother's educational levels

When Figure 1 was analyzed, it was observed that while the minimization reactions scores of the mothers, who were primary and secondary education graduates, for their sons and daughters were higher than the scores of the mothers who were higher education graduates.

On the other hand, the minimization reactions scores of the mothers, who were primary and secondary and higher education graduates, for their sons were higher compared to their daughters.

Table 3 illustrates numerical values of emotional socialization behaviors (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) of the fathers according to gender and educational level.

Table 3. Descriptive Statistical Results of Emotional Socialization Behavior Scores of the Fathers According to Children's Gender and The Fathers' Educational Levels

Variables	Gender	Father's educational level	N	\bar{x}	SD	Tukey test
Punitive reactions	Boy	Primary education (1)	16	33.81	11.83	
		Secondary education (2)	46	28.63	14.17	
		Higher education (3)	123	24.08	10.60	
		Total	185	26.05	12.02	
	Girl	Primary education (1)	13	27.61	9.87	
		Secondary education (2)	41	25.34	10.29	
		Higher education (3)	124	23.71	10.27	
		Total	178	24.37	10.26	
	Total	Primary education (1)	29	31.03	11.25	1-3
		Secondary education (2)	87	27.08	12.53	2-3
Higher education (3)		247	23.89	10.42		
Minimization reactions	Boy	Primary education (1)	16	39.06	7.69	
		Secondary education (2)	46	36.97	11.70	
		Higher education (3)	123	32.71	8.58	
		Total	185	34.32	9.62	
	Girl	Primary education (1)	16	32.53	7.65	
		Secondary education (2)	46	34.09	8.67	
		Higher education (3)	123	32.39	7.72	
		Total	185	32.79	7.93	
	Total	Primary education (1)	16	36.13	8.23	
		Secondary education (2)	46	35.62	10.42	2-3
Higher education (3)		123	32.55	8.15		
Expressive encouragement reactions	Boy	Primary education (1)	16	42.93	7.59	
		Secondary education (2)	46	40.45	9.16	
		Higher education (3)	123	39.96	8.42	
		Total	185	40.34	8.54	
	Girl	Primary education (1)	16	39.46	10.21	
		Secondary education (2)	46	39.87	8.27	
		Higher education (3)	123	41.30	8.18	
		Total	185	40.84	8.34	
	Total	Primary education (1)	16	41.37	8.86	
		Secondary education (2)	46	40.18	8.70	
Higher education (3)		123	40.63	8.31		

Table 3. Continue

Variables	Gender	Father's educational level	N	\bar{x}	SD	Tukey test
Emotion-focused reactions	Boy	Primary education (1)	16	43.56	10.15	
		Secondary education (2)	46	49.00	8.79	
		Higher education (3)	123	48.64	7.27	
		Total	185	48.29	8.03	
	Girl	Primary education (1)	16	44.15	13.37	
		Secondary education (2)	46	46.39	8.66	
		Higher education (3)	123	49.70	8.05	
		Total	185	48.53	8.80	
	Total	Primary education (1)	16	43.82	11.48	1-3
		Secondary education (2)	46	47.77	8.78	
		Higher education (3)	123	49.17	7.67	
	Problem-focused reactions	Boy	Primary education (1)	16	43.12	9.15
Secondary education (2)			46	47.00	8.39	
Higher education (3)			123	47.34	6.38	
Total			185	46.89	7.24	
Girl		Primary education (1)	16	44.76	12.37	
		Secondary education (2)	46	45.60	8.08	
		Higher education (3)	123	47.45	7.49	
		Total	185	46.83	8.07	
Total		Primary education (1)	16	43.86	10.54	
		Secondary education (2)	46	46.34	8.23	
		Higher education (3)	123	47.40	6.95	

When Table 3 was examined, it was observed that emotional socialization scores of the fathers varied based on gender and the father's educational level. Punitive reactions (\bar{x} =31.03) scores of the fathers who were primary education graduates and punitive reactions (\bar{x} =27.08) scores of the fathers who were secondary education graduates were higher than the scores of the fathers who were higher education graduates (\bar{x} =23.89). Additionally, the minimization reactions (\bar{x} =35.62) scores of the fathers who were secondary education graduates were higher than the scores of the fathers who were higher education graduates (\bar{x} =32.55). Also, emotion-focused reactions (\bar{x} =49.17) scores of the fathers who were university graduates were higher than the scores of fathers who were primary education graduates (\bar{x} =43.82). On the other hand, the fathers' scores of punitive reactions (\bar{x} =26.05) and minimization reactions (\bar{x} =34.32) scores for their sons were higher than their punitive reactions (\bar{x} =24.37) and minimization reactions (\bar{x} =32.79) scores for their daughters.

Table 4 illustrates results of Multivariate Analysis of Variance indicating whether the fathers' emotional socialization behavior (punitive reactions, minimization reactions, expressive encouragement reactions, emotion-focused reactions, problem-focused reactions) scores differed according to gender of preschool children, the fathers' educational levels, and gender - fathers' educational level interaction.

Table 4. Multiple Variance Analysis Results Related to Emotional Socialization Scores of the Fathers According to Gender, Educational Level, and Gender-Educational Level Interaction

Source of variance	Dependent variables	F	p	Wilks' Lambda	p
Gender	Punitive reactions	3.968	.047	1.482	.195
	Minimization reactions	6.174	.013		
	Expressive encouragement reactions	.511	.475		
	Emotion-focused reactions	.066	.797		
	Problem-focused reactions	.011	.915		
Father's educational level	Punitive reactions	6.462	.002	2.679	.003
	Minimization reactions	4.821	.009		
	Expressive encouragement reactions	.186	.831		
	Emotion-focused reactions	5.672	.004		
	Problem-focused reactions	2.951	.054		
Gender* Father's educational level	Punitive reactions	1.268	.283	1.556	.116
	Minimization reactions	2.027	.133		
	Expressive encouragement reactions	1.273	.281		
	Punitive reactions	1.578	.208		
	Minimization reactions	.520	.595		

When the analysis results were examined, it was observed that there was a significant difference between punitive reactions ($F=3.968$, $p<.047$) and minimization reactions ($F=6.174$, $p<.013$) scores of the fathers according to gender; on the other hand, there was a significant difference between scores of punitive reactions ($F=6.462$, $p<.002$), minimization reactions ($F=4.821$, $p<.009$) and emotion-focused reactions ($F=5.672$, $p<.004$) of fathers according to their educational level.

Table 5 illustrates results of regression analysis regarding the mothers' emotional socialization behaviors' predicting social skills of preschool children.

Table 5. Results of Multiple Regression Analysis Regarding the Mothers' Emotional Socialization Behaviors' Predicting Social Skills of Preschool Children

Variable	B	SH _B	β	t	P	Dual r	Partial r
Constant	161.003	15.955		10.091	.000		
Punitive reactions	-.219	.279	-.059	-.786	.432	-.040	-.042
Minimization reactions	-.214	.335	-.046	-.638	.524	-.032	-.034
Expressive encouragement reactions	1.119	.309	.239	3.626	.000	.182	.188
Emotion-focused reactions	-.052	.433	-.011	-.120	.905	-.006	-.006
Problem-focused reactions	.587	.523	.110	1.122	.263	.056	.059

R=.311 R²=.097

F=7.667 P=.000

As is seen in Table 5; when dual and partial correlations between the mothers' emotional socialization behaviors (predictive variables) and children's social skills (predicted) were examined, a positive ($r=.18$) relationship at low level was observed only between expressive encouragement and social skills. When the other variables were controlled, it was found that the relationship between the two variables increased ($r=.19$). The positive relationship signified that the increase in expressive encouragement reactions of the mothers affected social skills positively. There was a significant relationship between emotional socialization behaviors of the mothers and social skills of the children

($R=.311$ $R^2=.097$ $P<.000$). All the aforementioned 5 variables explained only 10% of the total variance related to the social skills of the children. This showed that other factors were also effective on the social skills of children. On the other hand, according to standardized regression coefficients (β), the relative importance order of predictive variables on social skills of the children was as follows; (1) expressive encouragement reactions, (2) problem-focused reactions (3) punitive reactions (4) minimization reactions, and (5) emotion-focused reactions. When t-test results related to the significance of regression coefficients were analyzed, it was determined that only the expressive encouragement reactions among the 5 predictive variables was a significant predictor of social skills.

Table 6 illustrates results of regression analysis related to the fathers' emotional socialization behaviors' predicting social skills of preschool children.

Table 6. Results of MultipleRegression Analysis Related to the Fathers' Emotional Socialization Behaviors' Predicting Social Skills of Preschool Children

Variable	B	SH _B	β	t	P	Dual r	Partial r
Constant	166.487	14,552		11.440	.000		
Punitive reactions	-.630	.280	-.183	-2.252	.025	-.113	-.118
Minimization reactions	.342	.330	.078	1.037	.300	.052	.055
Expressive encouragement reactions	1.122	.321	.245	3.497	.001	.175	.182
Emotion-focused reactions	.420	.434	.091	.967	.334	.048	.051
Problem-focused reactions	-.165	.501	-.033	-.330	.742	-.017	-.017

$R=.323$ $R^2=.105$

$F=8.339$ $P=.000$

As is seen in the table 6; when dual and partial correlations between emotional socialization behaviors (predictive variables) of the fathers and social skills (predicted) of children were analyzed, a negative /correlation at low level was observed between punitive reactions and social skills; whereas there was a positive correlation at low level between expressive encouragement reactions and social skills. In other words, it could be asserted that as the fathers' punitive reactions increased, social skills of the children decreased, and as the fathers' expressive encouragement reactions increased, social skills of the children also increased. There was a significant relationship between emotional socialization behaviors of fathers and social skills of the children ($R=.323$; $R^2=.105$; $p<.000$). All the aforementioned 5 variables explained only 11% of the total variance related to social skills of the children. This showed that other factors were also effective on the social skills of children. On the other hand, according to standardized regression coefficients (β), the relative importance order of predictive variables on social skills of children was as follows; (1) expressive encouragement reactions, (2) punitive reactions, (3) emotion focused reactions, (4) minimization reactions, and (5) problem-focused reactions. When t-test results concerning the significance of regression coefficients were analyzed, it was observed that punitive reactions and expressive encouragement reactions among the 5 predictive variables were significant predictors of social skills.

Discussion, Conclusion, and Recommendations

According to the first result of the study, there was a difference between emotion socialization reactions of the mothers in terms of their educational levels. In other words, it could be asserted that as the mothers' educational levels increased, positive emotion socialization behavior styles increased and their negative behavior styles decreased. In addition, a significant difference was determined in minimization reaction scores in terms of the interaction of gender and the mother's educational level. In other words, the mothers who were primary education graduates minimized the negative emotions of their sons compared to the other mothers. According to the second result of the study, it could be stated that negative behavior styles of the fathers varied based on the child's gender; they punished and minimized their sons more than their daughters. Additionally, there was a significant difference between the fathers' educational levels and negative reactions and emotion-focused reaction scores. It could be asserted that the fathers who were primary education graduates had more negative behavior styles and showed less emotion-focused reactions.

Emotional socialization process of children (Eisenberg et al., 1998; Friedlmeier et al., 2011; Root & Rubin, 2010) is affected by the child's characteristics, the mother-fathers' characteristics, cultural factors and the environment in which the individuals live. Tekin (2008) emphasized one of important factors that affect child-raising attitudes is also educational level of the mother. In this study, it was observed that as educational level of the mothers increased, they estranged from authoritative approach which is traditional child-raising attitude, and they established democratic relations with their children. As the educational level increased, there was a decrease in strict discipline and an increase in tendency to democratic approaches. It could be asserted that as educational level of the mother-fathers increased, they treated their children in a more democratic style and as a result of this particularly the mothers who received higher education used more positive reactions while socializing their children's negative emotions compared to the other mothers. As educational level of the mother increases, she becomes more conscious in helping the child gain skills such as having self-confidence, standing on their own feet and being assertive, and she meets social needs of her child more (aęlar, Dinyrek, & Aslan, 2012). According to Bozaslan and Kaya (2011), mother-fathers with higher educational levels have democratic attitudes and their children have higher academic success and problem-solving skills and lower social anxieties. A study conducted regarding the effect of educational level of mother-fathers on emotion socialization through parenthood styles and the effect of the culture in which the individuals live (Nelson, Leerkes, O'Brien, Calkins, & Marcovitch, 2012) examined the mothers' socializing the negative emotions of their 5 year-old children. 65 mothers with African and European origins participated in the study. The study concluded that Afro-American mothers accepted their children's negative emotions less compared to Euro-American mothers, and also mothers of African boys perceived expression of negative emotions as the most negative social results. Researchers have emphasized that parenthood is shaped with culture (Sen, Yavuz-Muren, & Yaęmurlu, 2014) and traditional cultures have a high level of control on children (Kaęitbaşı, 1970). Cultural and traditional norms in Turkey are related to physical punishment (Orhon, Ulukol, Bingoler, & Glnar, 2006; Yaęmurlu & Sanson, 2009) and punishment is common among mother-fathers. Negligence and extreme reaction methods are more applied to especially boys (Tazeoęlu, 2011). Based upon these explanations, particularly parents with lower educational levels may be expected to show negative reactions especially to their sons. Besides, the result that fathers showed more punitive and minimization reactions to their sons was compatible with the results of studies conducted abroad. Research has been suggested that mother-fathers apply different emotion socialization practices depending on the child's gender (Garner et al., 1997). These studies have suggested that the fathers gave more punitive reactions and non-supportive responses to their children's emotions than mothers (Eisenberg et al., 1996; McElwain, Halberstadt, & Volling, 2007). In these studies, it was found that mothers from middle classes supported their sons' aggrieved expressions while fathers supported their daughters' aggrieved expressions (Cassano, Zeman, & Sanders, 2014). This result related to fathers can be explained through the concept of emotional

metacognition. Hooven, Gottman, and Katz (1995) explained the emotional metacognition as parents' awareness of special emotions, their own awareness, acceptance of their children's emotions and coaching their children's emotions. It is emphasized that fathers' variables related to emotional cognition are related to their interactions with their children and their skills to solve their marital conflicts. Especially fathers who coach emotionally have less contemptuous and more compassionate spouses. Fathers who have marital conflicts have less involvement in relations with their children (Parke, 1995). In the study conducted by zbey (2013), the effect of Turkish parents' marital adjustments and social support systems on social skills of preschool children was examined. As a consequence, a positive relationship was determined that parents' marital adjustments and social support systems. On the other hand, there is a tendency in Turkish society that requires boys to be more dominant. Consequently, roles that are thought to be peculiar to boys are more emphasized in early ages and boys spend their socialization process being more obedient to gender stereotypes compared to girls (Kahraman & Bařal, 2011; Karasaraođlu & Bařal, 1998). In other words, social norms and traditions of the society where the child lives affect gender stereotypes. Approaches shown to girls and boys may be different within the society. For instance, in their study where Grřimřek and Gnay (2005) analyzed picture children's books written for preschool period in Turkey, they indicated that while sentimentality is attributed to female models while courage is attributed to male models. According to the researchers, picture children's books in preschool period sets an important model in terms of way to approach gender role patterns and behaviors. Therefore, it could be asserted that more punitive and minimization reactions showed by mother-fathers against the emotion socialization of their children and especially their sons are culture-related (for instance, gender roles of boys) and can appear with the effect of many different variables related to mother-fathers (for instance, marital conflict, etc.).

According to the third result of the study, there was a significant relationship between emotional socialization behaviors of the mothers and social skills of children ($R=.311$; $R^2=.097$; $p<.000$). It explained only 10% of the total variance related to social skills of the children. There was a significant relationship between emotional socialization behaviors of the fathers and social skills of the children ($R=.323$, $R^2=.105$, $p<.000$). It explained only 11% of the total variance related to social skills of the children.

According to Russell (2003), fathers have an obvious effect on social, emotional, and cognitive developments of their children. According to the researchers (merođlu et al. 2014), social skills in preschool period have positive effects on the fields of mental health, emotional adaptation, academic adaptation, behavioral adaptation and academic success in the later years. Children start learning social skills by communicating with parents or caregivers. Parents' education style; strict, incoherent and punitive parental attitudes, negative inter-family communication and domestic violence are considered as important variables at this point. Because negative parental attitudes and negative parent-child interaction play a very effective role in the development and permanence of behavioral problems especially in childhood (zmen, 2013). Supportive responses given by parents to negative emotions of preschool children are effective in helping children understand their own emotions and get into fewer conflicts with their friends (McElwain et al., 2007). Garner & Estep (2001) examined the relationship between social skills of preschool children with their peers and their emotional competences. As a result, they found that the variables related to emotional competence were effective in peer relationships.

In the light of the study's results, the following recommendations can be developed:

Subjects related to child education, especially negative emotion socialization can be supported through educational activities such as conference, seminar to be given by experts to all parents with preschool children, particularly parents with lower educational levels.

In this study, the data of parents were limited with the assessment tools filled out by parents. In other studies to be conducted on this subject, data can be obtained by using both quantitative and qualitative research techniques.

This study was limited with parents, more than half of whom were university graduate, whose children were attending preschool educational institutions and who were living in the city center. Similar studies on different sample groups (parents living in the rural area, divorced parents, migrant parents, gypsy parents etc) can be conducted.

Similar studies with participation of parents with children not attending preschool institution can be planned.

By raising awareness of preschool teachers through in-service trainings on family involvement, parenthood competences of parents and primarily their emotional socialization behaviors can be developed.

Courses on parenthood can be given to the youth (final year students), parents of the future.

Limitations of the Study

Within this research the subjects are selected on the following criteria; the mother and father must live in Elazig city, 50% of the mothers should held a university degree and work, 50% or more of the fathers should held a university degree and held a position as a civil servant and the children should attend preschool which is in Elazig City. Due to these reasons, the derived results can be generalized only with sample survey children, their fathers, and mothers. On the other hand the data of 363 mothers, 363 fathers and 363 children with a total of 1089 people, has been collected which is a strong point of this research. The emotional socialization behaviors questionnaire are answered by the mother and father of the child, the social skills are answered based on the teacher's observations. Therefore this might be regarded as the weakness of this research.

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