



## An Investigation of Maternal Emotion Socialization Behaviors, Children's Self-Perceptions, and Social Problem-Solving Skills

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### ABSTRACT

**Purpose:** The present study aims to investigate maternal emotion socialization, children's self-perception, and social problem-solving skills. In addition, this study describes the association between the levels of children's self-perception and social problem-solving skills. **Research Methods:** This is a quantitative study adopting a relational research design. The study group consists of 109 children aged 5--6 years, attending preschool in Kırklareli city center in the 2014--2015 school year, and their mothers. "The Coping with Children's Negative Emotions Scale (CCNES)," "Demoulin Self Perception Test for Children," "Wally Social Problem-Solving Test (WSPST)," and a Personal Information Form were used

to collect data. The collected data were analyzed through the SPSS 20.0 package program. **Findings:** The results of the current study demonstrated that there was a positive and high association between the total scores of children's self-perception and social problem-solving skills. As a result of the study, it was concluded that mothers' supportive and unsupportive reactions could not statistically explain their children's self-perception level and social problem-solving skills. **Implications for Research and Practice:** The results suggest that children's solving problems with their peers or with the individuals in their immediate environment by developing adequate strategies enables them to adopt a positive attitude about their self-perception. In addition, further studies on the process of children's emotion socialization can contribute to the relevant literature by investigating variables such as children's disposition, cultural traits, the social context in which they live, and socio-economic status of their family.

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## **Introduction**

Recently, the term socialization, which includes acquisition of moral norms, behaviors, attitudes, values, roles, and symbols ensuring the continuity of cultures and societies, has also come to cover the emotions, which is described as “emotion socialization”. Emotion socialization behaviors are not addressed completely separately from child-raising behaviors. Parents’ emotion socialization behaviors are defined as parents’ reactions to their children’s emotions and the dialogue they engage in when their children experience negative emotions (Altan, Yagmurlu & Altan, 2010; Corapci, 2012; Eisenberg et al., 1998; Yagmurlu & Yavuz, 2013). In the literature, the emotion socialization process is mostly considered as emotional socialization behaviors.

Emotion socialization behaviors are discussed as the process by which children are taught when and how to express their emotions, causes of emotions, and the consequences that emotional reactions may have (Eisenberg, Cumberland & Spinrad, 1998; Southam-Gerow, 2014). Over the course of this process, when socializing their children’s emotions, parents aim to regulate their children’s emotions in a socio-culturally proper manner. Mothers produce supportive and unsupportive reactions to their children during the process of emotion socialization. Mothers’ supportive reactions (reactions that are problem-focused, encouraging the expression of emotion, or emotion-focused) to their children’s negative emotions have a positive impact, whereas unsupportive reactions (punitive and minimization reactions, or distress in parents) have a negative impact on children’s emotional status and social competence (Eisenberg et al., 1998; McElwain, Halberstadt & Volling, 2007; Guven & Erden, 2013). One of the most important contributions to the child’s social development is positive self-perception.

Studies investigating maternal emotion socialization have shown that there is a positive relationship between mothers’ supportive emotional reactions and children’s social competence (Blair et al., 2014; Eisenberg, Fabes & Murphy, 1996; Fabes et al., 2001; McElwain et al., 2007; Garner et al., 2008; Root & Stifter, 2010, Secer & Karabulut, 2016). Also, in the literature, children’s positive social behaviors and positive self-perceptions are addressed as significant indicators of their social competence.

The development of the self is a dynamic process, which is shaped by the way individuals perceive themselves and their interactions with others in their immediate environment. Parents play a crucial role in a child’s positive self-perception. Mothers’ specific features, such as having strong communication skills, addressing situations positively, discussing negative emotions with their children and producing solutions have a key role on children’s personality traits. The relationships that parents establish with their children, children’s interpersonal relationships and interactions with others have a profound impact on children’s developing a negative or a positive self-perception (Kagitcibasi, 2010; Gungor, 2011; Berk, 2013). Children who have positive self-perception are also socially successful.

On the other hand, social problem-solving, which is essential for children's social development, refers to a cognitive, behavioral, and emotional process in which individuals evaluate effective solution options and choose the best alternative to handle difficult situations they encounter in their daily lives (Nezu, D'Zurilla & Nezu, 2012). Social problem-solving skills, that are applied to find the most effective solution; involve particular steps. These steps include determining a difficulty in a social environment and identifying the problem, producing alternative solutions to the problem by brainstorming, evaluating the possible outcomes of these alternatives, going over the solution alternatives and choosing the best one, implementing the best solution, reviewing how the solution is achieved, and carrying out a final assessment (Forgan, 2003; Elias & Tobias, 2005). When children follow these steps appropriately, they can solve the problems they face, be accepted by others, and reach the end of this process with useful experiences (Berk, 2013). It is also stressed that children's ability to deal with their negative emotions has great importance during an effective social problem-solving process. This is because the process also involves emotions. Children's emotions can generate positive behaviors and be constructive for the problem-solving process, as they can also cause aggressive behaviors and may be dysfunctional in this process (Cekici & Guçray, 2012). Parents producing supportive reactions to their children's negative emotions promote both the social and emotional development of their children.

Children need to have positive, well-regulated, and calm emotions to handle social problems that involve interaction with their peers and building friendships or other relationships with them in early childhood, during which children begin to participate in the social environment. Moreover, it is suggested that positive parental emotion socialization contributes to such competence in children, while negative emotion socialization is associated with children's social adaptation problems (Dowling, 2008; Zahn-Waxler, 2010; Berk, 2013). This is because emotionally healthy children build positive relationships more easily with their peers and with adults and they hold positive self-views.

As a result, parents' reactions to their children when they experience negative emotions, such as fear, worry, anxiety, and sadness, how parents interpret their children's emotions, the appropriateness of parents' reactions to these emotions, the level of parents' sensitivity or negligence towards their children's emotions affect children's development. Even though a number of studies have been conducted on emotion all socialization behaviors, researchers have just started to carry out such studies in Turkey, and there have been no studies discussing both children's self-perceptions and social problem-solving skills (Atay, 2009; Yagmurlu & Altan, 2010; Kilic, 2012; Altan et al., 2013; Guven & Erden, 2013; Okur & Corapçı, 2016). In addition, the present study is important as it investigates this subject in preschool children in Turkey, contributes to the literature, and enlightens other researchers for future studies. In this regard, the problem of this current study consists of maternal emotion socialization behaviors and 5--6 year--old children's self-perceptions and social problem-solving skills. In accordance with this objective, answers were sought for the following questions:

1. Do mothers' supportive and unsupportive emotion socialization behaviors vary by;
  - a) children's gender?
  - b) mothers' education level?
2. To what extent can mothers' supportive and unsupportive emotion socialization behaviors explain;
  - a) children's self-perception levels?
  - b) children's social problem solving skills?
3. Is there an association between children's self-perceptions and social problem solving skills?

## **Method**

### *Research Design*

This is a quantitative research study using a relational screening model and examines maternal emotion socialization behaviors, 5-6 year-old preschool children's self-perception levels, and their social problem solving skills (Buyukozturk et al., 2013).

### *Research Sample*

The study group was composed of 109 children (47 girls, 62 boys, aged 5-6 years) who attended a preschool in Kirklareli city center during the 2014-2015 school year and their mothers. Convenience sampling was used as a non-random sampling method for creating the study group. As the study group consisted of children who were available, accessible, and willing to participate in the study, convenience sampling was used as a non-random sampling method (Creswell, 2014). Of all children included in the study, 43.2% (n=47) were girls and 56.8% (n=62) were boys. According to the distribution of the mothers' education level, it was reported that 21.1% (n=23) graduated from elementary school or less, 10.1% (n=11) graduated from middle school, 39.4% (n=43) graduated from high school, and 29.4% (n=32) graduated from the university.

### *Research Instrumentations and Procedures*

In this current study, data was collected by using the "Coping with Children's Negative Emotions Scale (CCNES)," "Demoulin Self Perception Test for Children," and "Wally Social Problem-Solving Test (WSPST)". In order to conduct the study, written permission was obtained from the Kirklareli Provincial Directorate of National Education, from the school administration, and from parents/guardians of participating children. These children were also asked for permission to ensure a voluntary participation. The scales used to collect data from the children were applied to each child individually, separate from the group and in a quiet and convenient place in their school. The "Coping with Children's Negative Emotions Scale, on the other hand, was applied when the mothers came to school to pick up their children. The mothers were provided with necessary information in advance about how to fill out these scales. A brief explanation on data collection tools was also given.

*The Coping with Children's Negative Emotions Scale (CCNES).* The Coping with Children's Negative Emotions Scale, which was developed by Fabes, Eisenberg and Bernzweig (1990) to measure parents' behaviors when dealing with their children's negative emotions, consisted of 12 scenarios involving different emotions that children experience, such as anger, fear, sadness, anxiety, shame, and disappointment. Six types of reactions were established according to the scenarios. This scale was adapted to Turkish by Ölçek, Yağmurlu and Altan (2010) and its internal consistency was determined by Cronbach's alpha coefficient. These internal consistency coefficients ranged between .54 and .88 (Altan et al., 2013; Yağmurlu & Altan, 2010).

*The Demoulin Self Concept Test.* The Demoulin Self Concept Test, an assessment instrument providing a systematic and comparable analysis of children's individual self-concept, was developed by Donal Demoulin between 1995-1998. Turasli (2014) adapted the Demoulin Self Concept Test to Turkish and also carried out validity and reliability studies. This scale was adapted to Turkish with 29 items in total, 14 for self-efficacy and 15 for self-esteem. The maximum reliability was achieved (0.88) by Cronbach's alpha and Spearman methods, whereas the Guttman method produced the minimum reliability (0.88). The test-retest reliability coefficient was found significant at levels of .607 and .01.

*Wally Social Problem-Solving Test (WSPST).* The Wally Social Problem-Solving Test was developed by combining Spivak and Shure's (1985) Preschool Problem-Solving Test and Rubin and Krasnor's (1986) Child Social Problem-Solving Test to measure children's social problem-solving skills both qualitatively and quantitatively. In this scale, peer problems (peer relations) and adult problems (object acquisition) were addressed as sub-scales (Dereli, 2008). Validity and reliability studies of the Turkish version of the Wally Social Problem-Solving Test were conducted by Yilmaz and Tepeli (2013). The items' internal consistency reliability was calculated by using the KR 20 method and the reliability coefficient was found to be .79. Another indicator of the test's reliability was that it was analyzed with the test-retest reliability method. The scores between two scales were assessed by the Pearson product moment correlation coefficient and the correlation between two measurements was detected as .96.

*Personal information form.* This form, created to determine the children's demographic characteristics, is composed of questions on the children's age, gender, and their mothers' education level.

#### *Data Analysis*

In this study, the collected data were analyzed through the SPSS 20.0 package program. When analyzing the differences in mothers' supportive and unsupportive emotional reactions by different variables, Kolmogorov-Smirnova and Shapiro-Wilk tests were performed to assess the homogeneity of distribution. Because the variables were not normally distributed, Mann-Whitney U and Kruskal Wallis-H tests were performed during an assessment of differences between the groups. In categorical variables, gender status was analyzed by t-test as it had only two categories. Multiple regression analysis was performed to determine to what extent mothers' supportive and unsupportive emotional reactions explained their children's self-perception

levels and social problem-solving skills. On the other hand, the pearson product moment correlation coefficient analysis was carried out to find the associations between children's self-perception levels and social problem-solving skills (Buyukozturk et al., 2013).

## Results

An unrelated t-test and Mann-Whitney U test were conducted to determine whether maternal emotion socialization behaviors varied by child's gender. The results are presented in Table 1.

Table 1

*Unrelated T-Test of Mothers' Supportive and Unsupportive Emotion Socialization Behaviors by Children's Gender and the Results of the Mann-Whitney U-Test*

<i>Mothers' Supportive Reactions</i>						
<i>Gender</i>	<i>n</i>	<i>M</i>	<i>S</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Female	47	143.50	13.207			
Male	62	146.58	14.513	106	-1.133	0.260
<i>Mothers' Unsupportive Reactions</i>						
<i>Gender</i>	<i>n</i>	<i>Mean Ranks</i>	<i>Total Ranks</i>		<i>U</i>	<i>p</i>
Female	47	57.16	2629.50			
Male	62	52.52	3256.50		1303.50	.446

\* $p < 0.05$

According to Table 1, it was found that mothers' supportive [ $t(106) = -1.133$ ,  $p > 0.05$ ] and unsupportive reactions to their children's negative emotions did not show any significant difference by children's gender [ $U = 1303.50$ ,  $p > 0.05$ ].

The results of the Kruskal Wallis H test which was performed to analyse whether maternal emotion socialization behaviors varied by mothers' education level are demonstrated in Table 2.

Table 2

*Kruskal Wallis H- Test's Results of Maternal Emotion Socialization Behaviors According to Mothers' Education Level*

	<i>Education Level</i>	<i>n</i>	<i>Mean Ranks</i>	<i>sd</i>	<i>X<sup>2</sup></i>	<i>p</i>
<i>Mothers' Supportive Reactions</i>	Elementary School or less	23	49.13			
	Middle School	11	56.95			
	High School	43	57.13	3	1.04	.790
	University	32	55.69			
<i>Mothers' Unsupportive Reactions</i>	Elementary School or less	23	65.89			
	Middle School	11	49.82			
	High School	43	56.23	3	4.99	.172
	University	32	47.30			

\* $p < 0.05$

Table 2 shows that mothers' supportive [ $X^2 (sd=3, n=109)= 1.04, p>0.05$ ] and unsupportive reactions to their children's negative emotions do not show any difference by the level of education [ $X^2 (sd=3, n=109)= 4.99, p>0.05$ ].

A multiple regression analysis was carried out to determine to what extent mothers' supportive and unsupportive emotional reactions indicated their children's self-perception levels and the results are demonstrated in Table 3.

Table 3

*A Multiple Regression Analysis of Children's Self-Perception Levels According to Mothers' Supportive and Unsupportive Reactions to Children's Negative Emotions*

Variables	B	$\beta$	t	p	Binary r	Partial r
Mothers' Supportive Reactions	-.020	-.038	-.396	.693	-.039	-.038
Mothers' Unsupportive Reactions	-.075	-.148	-1.546	.125	-.149	-.148
Constant	79.887		9.882	.000		
R= 0.153		R2 = 0.023				
F (2.106) = 1.277		p= 0.283				

As seen from Table 3, mothers' supportive and unsupportive emotional reactions cannot explain their children's self-perception levels in a statistically significant manner. In addition, correlations showed that there was no statistical relationship between mothers' supportive/unsupportive emotional reactions and their children's self-perception scores ( $p>0.05$ ).

A multiple regression analysis was performed to determine to what extent mothers' supportive and unsupportive emotional reactions explained their children's social problem-solving skills and the results are presented in Table 4.

Table 4

*A Multiple Regression Analysis of Children's Social Problem-Solving Skills According to Mothers' Supportive and Unsupportive Reactions to Children's Negative Emotions*

Variables	B	$\beta$	t	p	Binary r	Partial r
Mothers' Supportive Reactions	.003	.019	.196	.845	.018	.019
Mothers' Unsupportive Reactions	-.015	-.099	-1.021	.310	-.099	-.099
Constant	11.502					
R= 0.100		R2 = 0.010				
F (2.106) = 539		p= 0.585				

Table 4 demonstrates that mothers' supportive and unsupportive emotional reactions cannot offer a statistically significant explanation for their children's social problem-solving skills. Moreover, correlations showed no statistical relationship between mothers' supportive/unsupportive emotional reactions and their children's total social problem-solving skill scores and sub-scale scores ( $p>0.05$ ).

As the variables showed normal distribution, correlations between the variables were analyzed with the Pearson product moment correlation coefficient to find an association of children's self-esteem, self-efficacy and total self-perception scores with their social problem-solving skills and sub-scales (peer-related and adult-related social problem-solving skills). The results of the analysis are shown in Table 5.

Table 5

*Pearson Product Moment Correlation Coefficient Analysis of the Relationship of Children's Total Social Problem Solving Skill Scores and Its Sub-Scales with Their Total Self-Perception Scores and Its Sub-Scales*

	Self-Efficacy Scores	Self-Esteem Scores	Peer-related Social Problem-Solving	Adult-related Social Problem-Solving	Total Social Problem-Solving Scores	Total Self-Perception Scores
Self-Efficacy Scores	1	*				
Self-Esteem Scores	.744**	1				
Peer-related social problem-solving	.611**	.616**	1			
Adult-related social problem-solving	.395**	.467**	.375**	1		
Total Social Problem-Solving Scores	.635**	.667**	.935**	.680**	1	
Total Self-Perception Scores	.943**	.924**	.657**	.459**	.695**	1

\* $p<0.05$

Table 5 shows that there is a positive and high relationship between children's total self-perception scores and social problem-solving skills ( $p<0.05$ ). Also, correlations between variables indicate a moderate, positive, and statistically significant relationship of children's self-efficacy and self-esteem with their peer-related and adult-related social problem-solving skills ( $p<0.05$ ).

## Discussion and Conclusion

This part discusses the findings of the current study and presents the results and recommendations. The first finding of the study revealed that mothers' supportive and unsupportive reactions to their children's negative emotions showed no significant difference by children's gender. In view of this finding, it can be suggested that children's gender has no impact on maternal emotion socialization behaviors. Studies conducted by Fabes et al. (2001) and McElwain et al. (2007) concluded that mothers' supportive emotional reactions did not show a significant difference according to children's gender. Another study by Kilic (2012) and Yagmurlu and Altan (2010) investigating emotion socialization behaviors of preschoolers' mothers also found that maternal emotion socialization behaviors did not differ by children's gender. These results share similarity with the finding mentioned above. In addition, this research indicates that mothers' supportive and unsupportive reactions to their children's negative emotions do not show a significant difference by their education level. Kilic (2012) found that maternal emotion socialization behaviors showed no difference by mothers' education level. On the other hand, a study carried out by Atay (2009) to investigate emotion socialization behaviors in Turkish culture, concluded that there was no association between demographic variables, such as mothers' education level, income level of the family, and any one set of emotion socialization reactions. In view of these results, it can be suggested that mothers' education level has no effect on maternal emotion socialization behaviors.

Another result of the present study found that mothers' supportive and unsupportive emotional reactions did not represent their children's self-perception levels. This is similar to what Eisenberg, Liew and Piada (2001) found in their studies, concluding that no significant relationship existed between mothers' emotion expression patterns and their children's self-regulations. In the literature, findings related to parental emotion socialization behaviors and children's social and emotional features have been obtained from correlational studies that do not allow for drawing conclusions based on reasons (Corapci, 2012). Keller, Voelker and Yovsi (2005) underline that socio-emotional development should be considered together with the environment a child lives in, and that sociocultural norms and values shape parental behaviors, the child's self-concept development, and socio-emotional skills. In the literature, it is suggested that the process of emotion socialization varies by culture and environment. The fact that this study found no significant relationship between mothers' supportive/unsupportive reactions and children's self-perception scores might be due to excluding the variables "culture" and "environment" that children lived in (Altan vd., 2013; Eisenberg et al., 1998; Fabes et al., 2001; Guven & Erden, 2013).

The current study also revealed that mothers' supportive and unsupportive emotional reactions could not explain their children's social problem-solving skills in a significant manner. Garner et al. (2008) and McElwain et al. (2007) found a positive and significant relationship between mothers' supportive reactions to their children's

emotions and children's positive social behaviors. Furthermore, relevant studies also suggest that there is a positive association between mothers' unsupportive reactions to their children and children's problem behaviors towards their peers (Blair et al., 2014; Fabes et al., 2001; Garner et al., 2008; Root & Stifter, 2010). The fact that this study found no significant relationship between mothers' supportive/unsupportive reactions and children's social problem-solving skills might result from its excluding one variable, children's temperament, which affects parental emotion socialization behaviors and is considered an important factor in this process. This is supported by an argument presented by Zahn-Waxler (2010); suggesting that the reason children are easygoing in their social relationships and display positive social behaviors may be due to other positive personality traits, such as having an easy temperament, rather than a positive emotion socialization process.

In this study, it was also determined that there was a significant relationship between children's self-perceptions and social problem-solving skills. A study performed by Hamarta (2009) found a positive and significant association between children's social problem-solving skills and high level of self-perception. Kumru, Sayil & Yagmurlu, (2011) conclude that a child's self-perception indicates positive peer management and positive social behaviors, rather than maternal emotion socialization goals. These studies mentioned above support the result of this research. D'Zurilla, Cahng & Sanna (2003) also suggest that there is a significant relationship between aggression, social problem-solving skills, and self-esteem, that low self-esteem affects the process of finding effective methods to deal with problems, and that individuals' positive approach to the problem is associated with their self-efficacy.

To conclude, the present study shows that there is a statistically significant association between children's social problem-solving skills and their self-perceptions, and that social problem-solving skills are essential for children to build healthy relationships in their social lives. In this respect, by following effective strategies, children's ability to solve problems with their peers or with other people in their immediate environment may enable them to develop a positive self-perception. Additionally, this study found no quantitative relationship between maternal emotion socialization behaviors, children's self-perceptions and social problem-solving skills. This result proves that understanding the effect of emotion socialization behaviors fully can only be possible with comprehensive studies that measure parents' and children's reactions multiple times, investigate the changes taking place over time, and determine who influences whom and how. In light of these results, educators in preschools can organize family activities that create an opportunity for parents to discuss negative emotions with their children and to explain expression patterns of negative emotions with informative techniques, which enable them to be positive models for their children. In addition, future studies on the process of emotion socialization can contribute to the literature by examining the variables, such as children's temperament, social context and the culture in which they live, and the socio-economic structure of the family.

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## Annelerin Duygu Sosyalleştirme Davranışları ile Çocukların Benlik Algısı ve Sosyal Problem Çözme Becerilerinin İncelenmesi

### Atf:

Ozkan, H.K., & Aksoy, A. B. (2017). An investigation of maternal emotion socialization behaviors, children's self-perceptions, and social problem-solving skills. *Eurasian Journal of Educational Research*, 67, 125-139  
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### Özet

*Problem Durumu:* Duygu sosyalleştirme davranışları çocuk yetiştirme davranışlarından ayrı olmamakla beraber çocukların olumsuz duygular yaşadıkları durumlarda, anne ve babaların çocuklarının duygularına verdikleri tepkiler ve kurdukları iletişim olarak tanımlanmaktadır. Korku, kaygı, endişe ve üzüntü gibi olumsuz duygular yaşananlarda anne-babaların çocuklarının duygularını nasıl anlamlandırdıkları, tepkilerinin uygunluğu, duygularına duyarlılıkları ve ihmalleri çocukların gelişimini etkilemektedir. Duygu sosyalleştirme sürecinde anneler çocuklarına destekleyici ve destekleyici olmayan tepkiler gösterirler. Annelerin çocuklarının olumsuz duyguları karşısında gösterdikleri destekleyici tepkilerinin (probleme odaklı, duygu ifadesini cesaretlendirici, duygu odaklı tepkiler) çocuğun duygusal durumu ve sosyal yeterlilikleri üzerinde olumlu etkileri, destekleyici olmayan tepkilerinin (cezalandırıcı, küçümseyici tepkiler, ebeveynde sıkıntı) olumsuz etkileri vardır. Alan yazını incelendiğinde, çocuğun olumlu sosyal davranışlarının ve olumlu benlik algısının sosyal yeterliliğin önemli göstergeleri olarak ele alındığı ve çocuklarının sosyalleşme sürecinde annelerin sosyal dedektif görevi yaptığı belirtilmektedir. Çocukların benlik algıları ve sosyal problem çözme becerilerinin sosyal gelişimleri ile bağlantılı olduğu düşünüldüğünde, annelerin duygu sosyalleştirme davranışları ile ilişkilerinin belirlenme gerekliliği ortaya çıkmaktadır.

*Araştırmanın Amacı:* Araştırmada, annelerin duygu sosyalleştirme davranışları ile çocukların benlik algısı ve sosyal problem çözme becerilerinin incelenmesi amaçlanmıştır. Ayrıca araştırmada; çocukların benlik algısı düzeyleri ile sosyal problem çözme beceri düzeyleri arasındaki ilişki betimlenmiştir.

*Araştırmanın Yöntemi:* Bu araştırma, nicel modelde olup ilişkisel desende tasarlanmış bir çalışmadır. Araştırmanın çalışma grubunu, Kırklareli il merkezinde 2014-2015 eğitim-öğretim yılında okul öncesi eğitim kurumuna devam eden beş-altı yaş grubu 47'si kız 62'si erkek olmak üzere 109 çocuk ve anneleri oluşturmaktadır. Veri toplama aracı olarak "Çocukların Olumsuz Duygularıyla Baş Etme Ölçeği (ÇODBEÖ)", "Demoulin Çocuklar için Benlik Algısı Testi", "Wally Sosyal Problem Çözme Testi (WSPÇT)" ve Kişisel Bilgi Formu kullanılmıştır. Elde edilen veriler SPSS 20.0 istatistik paket programı kullanılarak analiz edilmiştir. Annelerin destekleyici ve destekleyici olmayan duygu tepkilerinin çocukların cinsiyetine ve annelerin öğrenim durumuna göre farklılığı incelenirken normallik testi sonucuna göre ilişkisiz t-Testi,

Mann Whitney U Testi ve Kruskal Wallis H-Testi kullanılmıştır. Çocukların benlik algıları düzeyini ve sosyal problem çözme becerilerini annelerinin destekleyici ve destekleyici olmayan duygu tepkilerinin ne derece açıkladığını belirlemek üzere çoklu regresyon analizi kullanılmıştır. Çocukların benlik algısı düzeyleri ve sosyal problem çözme becerileri arasındaki ilişkileri belirlemek için Pearson Momentler Çarpımı Korelasyon Katsayısı analizi yapılmıştır.

*Araştırmanın Bulguları:* Araştırma sonucunda, çocukların benlik algısı toplam puanları ile sosyal problem çözme beceri toplam puanları arasında pozitif yönde yüksek düzeye yakın bir ilişki bulunmuştur. Ayrıca değişkenler arası ilişkilere bakıldığında, çocukların hem akranlara hem de yetişkinlere yönelik sosyal problem çözme beceri puanları ile öz saygı ve öz yeterlilik puanları arasında pozitif yönde, orta düzeyde, istatistiksel olarak anlamlı ilişkiler olduğu tespit edilmiştir. Araştırma sonucunda, annelerinin destekleyici olan ve destekleyici olmayan duygu tepkilerinin istatistiksel olarak çocukların benlik algısını ve sosyal problem çözme becerilerini açıklayamadığı bulgusuna ulaşılmıştır. Annelerin çocuklarının olumsuz duygulara yönelik destekleyici olan ve olmayan tepkilerinin ise öğrenim durumlarına ve çocuklarının cinsiyetine göre anlamlı bir farklılık göstermediği bulunmuştur.

*Araştırmanın Sonuç ve Önerileri:* Araştırma sonucunda, annelerin destekleyici ve destekleyici olmayan duygu tepkileri ile çocukların sosyal problem çözme ve benlik puanları arasında istatistiksel olarak anlamlı derecede farklılık görülmezken, çocukların sosyal problem çözme ve benlik puanları arasında istatistiksel olarak anlamlı derecede ilişki bulunmuştur. Araştırmadan elde edilen sonuçlar doğrultusunda, çocukların arkadaşlarıyla ya da çevrelerinde kendisine yakın bireylerle yaşadıkları problemleri uygun stratejiler kullanarak çözümlenmeleri, benlik algılarına yönelik olumlu tutum geliştirmelerini sağlar. Bu çalışma nicel modelde yürütüldüğü için gelecekte daha kapsamlı bilgilere ulaşmak amacıyla nitel ve nicel yöntemlerin bir arada alındığı çalışmalar planlanabilir. Bununla birlikte, duygu sosyalleştirme süreci ile ilgili yapılacak çalışmalarda çocuğun mizacı, içinde yaşadığı sosyal bağlam, kültürel özellikler ve ailenin sosyo-ekonomik yapısı gibi değişkenlerin de incelenmesi alan yazına katkı sağlayabilir.

*Anahtar Kelimeler:* Duygu sosyalleştirme, benlik, okul öncesi dönem, sosyal gelişim.