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EBEVEYNLERİN DUYGU SOSYALLEŐTİRME STRATEJİLERİ İLE ÇOCUKLARIN SOSYAL YETKİNLİK DÜZEYLERİ ARASINDAKİ İLİŐKİ*

THE RELATIONSHIP BETWEEN PARENTS' EMOTION SOCIALIZATION STRATEGIES AND CHILDREN'S SOCIAL COMPETENCE

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Özet

Bu arařtırmada ebeveynlerin kullandığı duygu sosyalleřtirme stratejileri ile çocukların sosyal yetkinlik düzeyleri arasındaki iliřki incelenmiřtir. Çalıřma, nicel arařtırma yöntemlerinden korelasyonel model ile tasarlanmıřtır. Ankara'da bulunan özel ve bağımsız resmi anaokullarına devam eden 4-6 yaşlarındaki 343 çocuk arařtırmanın örneklemini oluřturmaktadır. Veriler; Kişisel Bilgi Formu, Çocukların Duygularına Tepkiler Ölçeđi ve Sosyal Yetkinlik ve Davranıř Deđerlendirme Ölçeđi-30 (SYDD-30) ile toplanmıřtır. Arařtırmanın bulgularına göre annelerin ihmal stratejileri ile çocukların sosyal yetkinlik düzeyleri arasında anlamlı bir iliřki olduđu; ihmal stratejisi kullanan annelerin çocuklarının sosyal yetkinlik düzeylerinin daha düşük olduđu belirlenmiřtir. Diđer taraftan babaların duygu sosyalleřtirme stratejileri ile çocuklarının sosyal yetkinlik düzeyleri arasında anlamlı bir iliřki bulunmamıřtır. Arařtırma sonucunda anne ve babaların kullandığı duygu sosyalleřtirme stratejilerinin ebeveyn ve çocuk cinsiyetine göre anlamlı farklılık gösterdiđi ortaya konmuřtur. Bulgular, olumlu ebeveyn duygu sosyalleřtirme stratejilerinin çocukların sosyal yetkinlik becerilerini destekleyebileceđini göstermektedir.

Anahtar Kelimeler: Okul öncesi dönem, Çocuklar, Ebeveynler, Duygu sosyalleřtirme stratejileri, Sosyal yetkinlik

Abstract

This research explores the relationship between parental emotional socialization strategies and children's social competence level. A correlational model, a quantitative research method, was employed. The sample of the study was 343 children aged 4-6 years attending private and public preschools in Ankara. Data were collected through a Demographic Information Form, Responses to Children's Emotions Questionnaire (RCE), and Social Competence and Behavior Evaluation-30 Scale (SCBE-30). The results suggested that mothers' neglect strategy and children's social competence were significantly related. However, no significant relationship was found between fathers' emotion socialization strategies and children's social competence. Furthermore, differences between mothers' and fathers' emotion socialization strategies emerged according to parents and children's sex. The results suggest that appropriate and supportive parental emotion socialization strategies might improve children's social competence levels.

Keywords: Early Childhood Period, Children, Parents, Emotion Socialization Strategies, Social Competence.

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1. INTRODUCTION

Emotion socialization is defined as the process which parents teach children emotions through their reactions to children's emotions (Eisenberg, Cumberland, & Spinrad, 1998, 241-273), and parents modeling children by expressing their own feelings (Morris, Silk, Steinberg, Myers, & Robinson, 2007, 361-388).

Emotional socialization strategies are defined as parents' positive and negative reactions to their children's emotions (Morris et al., 2007, 361-388). Family is the first environment in which children learn their emotions and serves as the base of their emotional development (Mirabile, 2010, 19). Therefore, parents' reactions to their children's emotions are important in terms of the child's emotional development. Furthermore, children rely on parents' reactions and behaviors to interiorize the convenience of their feelings and expression thereof (Zeman, Cassano, Perry-Parrish, & Stegall, 2006). It is also believed that these reactions are related to children's social competence, as parents' reactions affect children's ability to control emotions (Katz & Windecker-Nelson, 2004, 385-398), understand and evaluate others' emotions (Denham & Kochanoff, 2002, 311-343), and their emotion regulation skills (Brumariu, 2015, 31-45).

Social competence is defined as adapting social experiences into different social contexts and to take someone else's perspective in a particular situation. It consists of social skills, social communication, emotional regulation, and interpersonal skills (Semrud-Clikeman, 2007, 1-2). Social skills are the goal directed behaviors that helps the person to effectively communicate with others (Sheridan & Walker, 1999, 686-708). Social Skills approach, one of the theoretical approaches to social competence, argues that children's social skills determine their social competence level and they are highly correlated (Rose-Krasnor, 1997, 111-135).

Parents' positive and rewarding responses to their children's emotions increase children's positive social behavior (Denham & Kochanoff, 2002, 311-343). However, when parents do not accept and ignore their children's emotions, they have lower emotional regulation skills. Therefore, they display more aggressive behaviors (Ramsden & Hubbard 2002, 657- 667). In addition, if children's emotions are neglected, they become unhappier and more fearful (Denham, Bassett, & Wyatt, 2007, 614-637). In short, children experience externalization (e.g., aggression) and internalization (e.g., unhappiness, fear) problems when their emotions are reacted to negatively from family. Hence, children whose emotions are underestimated and ignored also demonstrate a low level of social competence (Hastings & De, 2008, 211-237).

Research shows that when parents punish their children's ways of expressing feelings, these children negatively perceive their own feelings and those of others, and avoid exploring ways to deal with them (Eisenberg et al., 1998). In addition, parents who ignore their children's feelings, especially the feeling of anger, and cannot control their own feelings have children who demonstrate difficulties in regulating feelings and controlling anger (Katz & Windecker-Nelson, 2004, 385-398). Otherwise, when parents are aware of their children's emotional reactions and talk about emotions with them, children become more successful at understanding and assessing the feelings of others (Denham & Kochanoff, 2002, 311-343). In addition, children whose parents name and talk about their emotions, better understand emotions than other children and develop more consistent social relationships with other people (Laible & Song, 2006, 44-69).

In the literature, parental emotion socialization strategies are associated with children's developmental characteristics. Previous studies found that the children of parents using supportive parental emotion socialization strategies are securely attached to their parents (Chen, Lin, & Li, 2011, 403-410), have better emotion regulation skills (Eisenberg et al., 1998), better social skills (Seçer & Karabulut, 2016, 147-165), and fewer behavior problems (Lunkenheimer, Shields, & Cortina, 2007, 232-248; McElwain, Halberstadt, & Volling, 2007, 1407-1425). Therefore, supportive emotion socialization strategies promote children's outcomes related to socio-emotional development.

Children gain a vision about themselves through the positive or negative reactions of the people they communicate with. Positive reactions have an important role in improving children's self-efficacy. According to Bandura (1986, 342-343), individuals' thoughts about their own competencies determine how they behave, think, and react emotionally in social relationships. Furthermore, the first step in development of children's social competence is recognizing their emotions and how others respond to these emotions (Denham, Salisch, Olthof, Kochanoff, & Caverly, 2004, 307-328). In other words, parents' emotion socialization behaviors play an important role in the development of children's social competence.

Culture affects parenting patterns (Kağıtçıbaşı, 2000, 112) and parents' beliefs regarding emotions and emotion socialization behaviors (Eisenberg et al., 1998). Studies relate parents' emotion socialization behaviors with cultural variables such as socio-economic status (SES), race, and ethnicity (Morelen, Jacob,



Suveg, Jones, & Thomassin, 2013, 149-166; Nelson, Leerkes, O'Brien, Calkins, & Marcovitch, 2012, 22-41). For instance, one comparative study showed that European American mothers exhibit more supportive emotion socialization behaviors than do African American mothers (Nelson et al., 2012, 22-41). In the same study, African American mothers stated that "it was less appropriate for their children to display negative emotions compared to European American mothers" because of the African American families' cultural belief that children should obey parental authority. Therefore, they punish their children's negative emotions, because in their culture these are not displayed. In addition, according to McDonald, Tarkenton, and Faith (2015, 2), non-white parents believe that children are able to learn emotions by themselves, while white parents trust that they should guide their children's emotions. The same study revealed that parents with Hispanic ethnicity value children's positive emotions more than do parents of other ethnicities. SES is another variable that affects parental emotion socialization behaviors. In Turkish culture, parenting practices change in terms of parents' SES. While Turkish mothers with high SES encourage more verbalization and equality, those with low SES display extreme protection and discipline and want their children to be obedient (Lecompte, Lecompte & Ozer, 1978, 5-8). Since parenting behaviors comprise parental emotion socialization behaviors, SES can affect their emotion socialization behaviors. In addition, previous studies revealed that parents with high SES use more supportive emotion socialization strategies than those with low SES since parents with low SES display more authoritarian parenting behaviors (Martini, Root, & Jenkins, 2004, 515-530; McDonald et al., 2015, 2).

Most studies on parental emotion socialization reveal emotion socialization patterns in Western cultures (Eisenberg, Fabes, & Murphy, 1996, 2227-2247; Eisenberg et al., 2001, 475-490; Fabes, Leonard, Kupanoff, & Martin, 2001, 907-920; O'Neal & Magai, 2005, 467-487). In the Western culture, children are encouraged to express their feelings and to be independent (Butler, Lee, & Gross, 2007, 30-48). In contrast, collectivist cultures such as that in Turkey emphasize the inhibition of emotions and controlling emotional expressions (Mesquita & Frijda, 1992, 179-204). As emphasized earlier, parental emotion socialization practices underlie children's social competence (Denham et al., 2004). Therefore, it is important to explore parental emotion socialization behaviors in Turkish culture and its relationship with children's social competence. Accordingly, the current study aims to reveal the relationship between parental emotion socialization strategies and children's social competence level. Furthermore, the difference between mothers' and fathers' emotion socialization strategies and whether these strategies differ according to the child's sex are identified.

2. METHOD

A correlational model, a quantitative research method, was employed to investigate the relationship between parents' emotional socialization strategies and children's social competencies.

Sample

The sample consisted of 343 children aged 4-6 years attending public and private preschools in Ankara province of Turkey. These children were identified through a convenience sampling approach, in which available and accessible people are included when it is difficult to select research participants through random and systematic sampling (Fraenkel, Wallen, & Hyun 2012, 99). The characteristics of the children and parents in the sample group are listed in Table 1.



Table 1: Characteristics of the children and parents included in the sample

Variables	Groups	f	%
Child's age	4	107	31.2
	5	156	45.5
	6	80	23.3
	Total	343	100
Child's sex	Female	178	51.9
	Male	165	48.1
Number of children in the family	Total	343	100
	1	105	30.6
	2	193	56.3
	3	45	13.1
Mother's age	20-30	88	25.7
	31-40	215	62.7
	41+	40	11.7
	Total	343	100
Mother's education level	Primary-elementary	45	13.1
	High school	109	31.8
	Bachelor's degree	189	55.1
	Total	343	100
Father's age	20-30	23	7.3
	31-40	209	66.8
	41+	81	25.9
	Total	313	100
Father's education level	Primary-elementary	31	9.9
	High school	102	32.6
	Bachelor's degree	180	57.5
	Total	313	100

The majority of children included in the study were aged 4 (31.2%) and 5 (45.5%) years and the percentage distributions of female (51.9%) and male (48.1%) children were close. Most of the children had 1 sibling (56.3%). Furthermore, 62.7% of these children's mothers were aged 31-40 years, and 66.8% fathers were at 31-40 years. Finally, 55.1% of the mothers and 55.7% of the fathers had a Bachelor's degree (Table 1).

Procedures

The researcher visited the schools included in the sample between May and October 2017, and distributed the data collection tools to the parents and teachers. In addition to obtaining the necessary permissions (Hacettepe University Ethics Commission and Ankara Provincial Directorate of Education Application Permission), participants were asked to fill in the Voluntary Participation Form. The Responses to Children's Emotions (RCE) Scale was completed by 343 mothers and 313 fathers. In addition, the Social Competence and Behavior Evaluation-30 Scale was distributed to teachers of 343 children however 230 forms completed by the teachers. Following this, the researcher revisited the schools and collected the forms.

Measures

The RE and SCBE-30 were used as the measures for the purpose of this study.

RCE was developed by O'Neal and Magai (2005, 467-487) for parents of children aged 11-14 years. RCE has 15 items. It was adapted into Turkish by Ersay (2014, 33-46) for mothers of children aged 4-6 years. The scale consists of five subscales, namely rewarding, punishing, magnifying, neglect, and distracting, which are the global domains of socialization. RCE aims to explore how often parents use those five socialization strategies in response to their children's feelings of sadness, anger, fear, and excessive joy. The rewarding subscale includes parents' positive reactions that help children regulate their feelings (e.g., When my child is sad, I ask what makes him/her sad). The punishing subscale means that parents reject or do not approve the child's feelings (e.g., When my child is upset, I tell him/her to stop being upset). The magnifying subscale represents parents' reactions that express the same feelings as the child (e.g., I get very upset when my child is upset). The neglect subscale indicates that parents do not recognize or react to their



children's feelings (e.g., When my child is upset, I ignore his/her sadness). Finally, the distracting subscale means that the parent does not care about the child's emotional experiences, and diverts the child's attention to something else (e.g., When my child is upset, I buy something he/she likes). Responses to sadness, anger, fear, and excessive joy are provided for the children in each subscale by the parents. The scale consists of 60 items, and each is scored from 1 (never) to 5 (always). Each subscale has 12 items and is scored between 12 and 60. Higher scores indicate greater use of socialization strategy for each subscale. The Cronbach Alpha coefficients of the subscales were as follows: rewarding (.83), punishing (.84), magnifying (.79), neglect (.85), and distracting (.84) (Ersay, 2014, 33-46). In this study, for the mothers' form, the Cronbach Alphas of the subscales were as follows: rewarding (.88), punishing (.87), magnifying (.83), neglect (.81), and distracting (.86). Cronbach Alphas for the sub-dimensions of the fathers' forms were as follows: rewarding (.85), punishing (.83), neglect (.85), magnifying (.80), and distracting (.84).

SCBE-30 was developed by LaFreniere and Dumas (1996, 369-377) and adapted into Turkish by Çorapçı, Aksan, Arslan-Yalçın, and Yağmurlu (2010, 63-74). It measures children's social competence level and their emotional and behavioral problems. The scale consists of three subscales: anger-aggression (AA), anxiety withdrawal (AW), and social competence (SC) and 30 items (10 items for each subscale) scored between 1 = never and 6 = always. The social competence subscale was used in this study. It comprises items expressing the co-operation of children with their peers and their solution to any disagreements. It was completed by the preschool teachers. Cronbach's alpha for internal consistency coefficients of the social competence subscale was .84. In addition, each subscale item has a total correlation of .41 and above, indicating high internal consistency (Çorapçı et al., 2010, 63-74). In the current study, Cronbach's alpha coefficient for the social competence subscale was .88.

Data Analyses

Data was analyzed using the SPSS 20.0 package program. Prior to analysis, missing data was replaced with the mean of the variables. Descriptive statistical methods, the average, standard deviation, and frequency were used. In addition, a Pearson correlation coefficient and t test were performed, because the sample demonstrated a normal distribution.

3. RESULTS

Table 2 shows the difference between mothers' and fathers' emotion socialization strategies.

Table 2: Mothers' and fathers' emotion socialization strategies

Sub-dimensions	Parent	N	\bar{X}	S	sd	t	p
Rewarding	Mother	313	49.82	8.03	312	2.843	.005*
	Father	313	48.42	7.51			
Punishing	Mother	313	26.89	8.88	312	-5.946	.000**
	Father	313	29.78	8.35			
Magnifying	Mother	313	35.10	8.60	312	1.317	.189
	Father	313	34.41	8.15			
Neglect	Mother	313	18.09	5.48	312	-5.969	.000**
	Father	313	20.26	6.68			
Distracting	Mother	313	35.19	9.37	312	-4.306	.000**
	Father	313	37.26	8.64			

**p<.001 *p<.01

Table 2 suggests that mothers use more rewarding strategies for their children's emotions than do fathers (t=2.843; p<.01). The results also indicate that fathers show more punishing (t=-5.946; p<.001), neglect (t=-5.969; p<.001) and distracting (t=-4.306; p<.001) responses to their children's emotions more than do mothers. However, mothers' and fathers' magnifying strategies are not significantly different (t=1.317; p>.05).

Table 3 provides the t test results of mothers' emotional socialization strategies for female and male children.



Table 3: Mothers' emotional socialization strategies for female and male children

Sub-dimensions	Sex	N	\bar{X}	S	Sd	t	p
Rewarding	Female	178	50.28	8.67	341	1.157	.248
	Male	165	49.24	7.83			
Punishing	Female	178	27.28	9.41	341	.813	.417
	Male	165	26.49	8.51			
Magnifying	Female	178	35.06	9.12	341	-.183	.855
	Male	165	35.23	8.42			
Neglect	Female	178	17.57	5.32	341	-1.179	.239
	Male	165	18.27	5.65			
Distracting	Female	178	35.60	9.41	341	.969	.333
	Male	165	34.61	9.49			

The results indicate that mothers' rewarding ($t = 1.157$; $p > .05$), punishing ($t = .813$; $p > .05$), magnifying ($t = -.183$; $p > .05$), neglect ($t = -1.179$; $p > .05$), and distracting ($t = .969$; $p > .05$) responses are not statistically significant according to the child's sex.

Table 4 provides the t test results of fathers' emotional socialization strategies for female and male children.

Table 4: Fathers' emotional socialization strategies for female and male children

Sub-dimensions	Sex	N	\bar{X}	S	sd	t	p
Rewarding	Female	167	49.59	6.92	311	2.995	.003**
	Male	146	47.08	7.95			
Punishing	Female	167	29.93	8.69	311	.329	.743
	Male	146	29.62	7.97			
Magnifying	Female	167	35.18	8.08	311	1.780	.076
	Male	146	33.54	8.16			
Neglect	Female	167	19.54	6.40	311	-2.041	.042*
	Male	146	21.08	6.91			
Distracting	Female	167	38.03	7.95	311	1.695	.091
	Male	146	36.37	9.31			

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

According to the results in Table 4, fathers' rewarding ($t = 2.995$; $p < .01$) and neglect ($t = -2.041$; $p < .05$) strategies differ according to the child's sex. Fathers demonstrate more rewarding responses to their daughters than they do their sons. On the other hand, they use neglect strategy for their sons' emotions more than they do for their daughters'. Results also suggest that fathers' punishing ($t = .329$; $p > .05$), magnifying ($t = 1.780$; $p > .05$) and distracting ($t = 1.695$; $p > .05$) responses do not differ significantly for their female and male children.

The Pearson correlation coefficient test results, which examine the relationship between mothers' emotional socialization strategies and children's social competence, are provided in Table 5.

Table 5: Relationship between mothers' emotional socialization strategies and children's social competence level

Sub-dimensions	N	r	p
Rewarding	230	.065	.325
Punishing	230	-.106	.110
Magnifying	230	.003	.961
Neglect	230	-.240	.000*
Distracting	230	-.008	.899
Social Competence			



*p<.001

Table 5 indicates that mothers' rewarding ($r=.065$; $p>.05$), punishing ($r=-.106$; $p>.05$), magnifying ($r=-.003$; $p>.05$), and distracting ($r=-.008$; $p>.05$) responses and children's social competence level are not significantly correlated. The results also suggest a low and negative relationship between mothers' neglect responses and children's social competence level ($r = -.240$; $p <.001$). This suggests that as mothers' neglect responses to their children's emotions increase, children's social competence level decreases.

Table 6 provides the Pearson correlation coefficient test results of the relationship between fathers' emotional socialization strategies and children's social competence level.

Table 6: Relationship between fathers' emotional socialization strategies and children's social competence level

Variables	N	r	p
Rewarding	230	.117	.076
Punishing	230	-.013	.844
Magnifying	230	.075	.255
Neglect	230	-.069	.294
Distracting	230	.067	.310
Social Competence			

Table 6 shows that fathers' rewarding ($r=.117$; $p>.05$), punishing ($r=-.013$; $p>.05$), magnifying ($r=.075$; $p>.05$), neglect ($r=-.069$; $p>.05$), and distracting ($r=.067$; $p>.05$) responses to their children's emotions and children's social competence level are not significantly correlated.

4. DISCUSSION

In the study, the relationship between parental emotion socialization strategies and children's social competence level was examined. Besides, the differences between mothers' and fathers' emotion socialization strategies and parental emotion socialization strategies toward girls and boys were analyzed. The results suggested that mothers demonstrate more rewarding responses to their children's emotions than fathers; on the other hand, fathers use more punishing, neglect and distracting responses to their children's emotions than mothers (Table 2). The results are supported by previous works which have revealed that mothers exhibit more supportive and less punitive reactions to their children's emotions than do fathers (Baker, Fenning, & Crnic, 2011, 412-430; Eisenberg et al., 1996; McElwain et al., 2007, 1407-1425). A study with a Turkish sample indicated that while mothers exhibit more protective and democratic attitudes, fathers display more traditional attitudes toward their children (Özyürek & Tezel Şahin, 2005). Furthermore, Denham and Kochanoff (2002, 311-343) believed that American fathers do not regard emotion socialization as their work. Conversely, a study with an African American sample revealed no significant difference between mothers' and fathers' supportive emotion socialization reactions (Brown, Craig, & Halberstadt, 2015, 135-157). In the current study, it was found that mothers use more supportive emotion socialization strategies than do fathers. It is thought that since fathers display more traditional attitudes toward their children, they scored higher for non-supportive responses than did the mothers. On the other hand, the finding that mothers scored higher for supportive (rewarding) responses than did fathers may be resulted from that they display more protective and democratic attitudes and show their children more compassion.

The study also revealed that mothers' emotion socialization strategies do not change according to the child's sex (Table 3). This result is supported by similar studies conducted in Turkey (Ersay, 2014, 33-46; Kılıç, 2012, 99; Özkan, 2015, 77). However; although some studies (Brown et al., 2015; Nelson et al., 2012, 22-41) revealed that mothers use more supportive strategies for girls' negative emotions than fathers across three ethnicities (African American, European American, and Lumbee American Indian), others revealed that both parents discuss negative emotions more with daughters than with sons (Adams, Kuebli, Boyle, & Fivush, 1995, 309-323; Fivush, Brotman, Buckner, & Goodman, 2000, 233-253). Moreover, the current study's results showed that fathers' emotion socialization strategies differ according to the child's sex. They display more rewarding and less neglect responses to girls than to boys (Table 4). Previous studies suggested that fathers of daughters encourage the expression of negative emotions (Chaplin, Cole, & Zahn-Waxler, 2005, 80-88; Garside & Klimes-Dougan, 2002, 115-128) and discuss emotions with them (Fivush et al., 2000, 233-253), as well as demonstrate more supportive reactions (Sperling, 2012, 65-69), positive parenting behavior



(Nordahl, 2014, 65-67), and tolerance (Recepov, 2000, 125) than do the fathers of sons. Conversely, Baker et al. (2011, 412-430) revealed that fathers exhibit more coaching attitudes toward their sons than toward their daughters. The current study indicates that fathers tend to respond to their daughters' emotions in a kinder way than they do to their sons, because they may believe that girls are more fragile than boys based on gender role perceptions in the Turkish culture.

The results suggested a negative relationship between mothers' neglect strategy and children's social competence which means as mothers' neglect responses to their children's emotions increase, children's social competence level decreases (Table 5). This result is supported by previous works which revealed that parents using non-supportive emotional socialization strategies have children with low social competence and more behavior problems (Fabes et al., 2001, 907-920; Jones, Eisenberg, Fabes and MacKinnon, 2002, 133-159; Denham et al., 1997; Mirabile, 2010, 68-69). The current study showed that when mothers neglect their children's emotional responses, children's social competence level is negatively affected. When mothers neglect children's emotions, these children may believe their emotional expressions are not adequate enough to be noticed and therefore, may demonstrate more intense emotional expressions when similar circumstances arise to attract their mothers' attention.

As a result of the study, there is no relationship between fathers' emotion socialization strategies and children's social competence level (Table 6). However, a study with a American sample found a positive relationship between fathers' supportive emotion socialization behaviors and children's social competence (Baker et al., 2011, 412-430). In collectivist cultures as that in Turkey, mothers are expected to take responsibility for the children. On the other hand, fathers are expected to earn a living for their families. Therefore, mothers are likely more aware of their children's emotional reactions since they spend more time with their children. This may be why mothers' emotion socialization strategies were related with children's social competence and why fathers' emotion socialization strategies were not in this study.

5. CONCLUSION

In conclusion, this study pointed out the importance of parents' responses to their children's emotions in terms of their influence on children's social competence. The study revealed a positive relationship between mothers' rewarding responses and children's social competence. However, the results showed that fathers' emotion socialization strategies and children's social competence are not significantly correlated. Furthermore, the study showed that parental emotion socialization strategies differ according to the sex of the parent and child. Although most emotion socialization studies are based on mothers, studies (Roberts & Strayer, 1987, 415-422; Volling, McElwain, & Notaro ve Herrera, 2002, 447-465) show that fathers also have an important role in children's social emotional development. Therefore, more studies should be conducted on fathers' emotion socialization. In addition, cultural influences such as gender-biased beliefs regarding parental emotion socialization should be studied.

Although the findings of this study revealed the relationship between parental emotion socialization behaviors and children's social competence, some limitations need to be acknowledged. First, the results of this study cannot be generalized to parents with low or high SES, as the parents included in the sample were not classified according to income level. The other limitation is that since parents evaluated their own responses to children's emotions, their responses may be affected by social desirability. Observation forms could provide more accurate findings regarding parents' emotion socialization behaviors. Last, the current study's findings cannot be generalized to the whole Turkish culture, because the culture comprises various subcultures, which may result in variations in terms of parenting practices and parental emotion socialization behaviors. Despite the limitations, this study has enhanced the literature regarding parental emotion socialization behaviors in Turkey and demonstrated the relationship between parental emotion socialization and children's social competence.

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