



# The Relationship Between Mothers' Parental Acceptance-Rejection Levels and Their Emotion Regulation Skills

## Annelerin Ebeveyn Kabul Red Durumları ve Duygu Düzenlemeleri Arasındaki İlişki

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## THE RELATIONSHIP BETWEEN MOTHERS' PARENTAL ACCEPTANCE-REJECTION LEVELS AND THEIR EMOTION REGULATION SKILLS

### ABSTRACT

The aim of this study is to examine the relationship between perceived parental acceptance-rejection levels and emotion regulation skills in adult women who are mothers. 490 people participated in the study and the Parental Acceptance-Rejection Scale and Emotion Regulation Difficulties Questionnaire were applied to the participants. In addition, socio-demographic information of the participants was obtained in order to evaluate the variables of age, gender, education level, marital status, income level, and parent income level. Statistical data analysis (SPSS 23.0) was used to analyze the research variables. According to the findings obtained in the study, it was found that there is a significant relationship between the levels of perceived acceptance rejection from parents and emotion regulation. Perceived rejection was significantly associated with emotion regulation difficulties; it was concluded that the perceived rejection from parents significantly predicted the difficulties of emotion regulation. Additionally, it was determined that the perceived parental rejection of the individuals at the undergraduate or graduate education level was lower than the individuals with primary or secondary education. The results show that individuals can develop emotion regulation skills depending on their perception of the type of communication they have with their parents. Based on the findings of the study, it is recommended to conduct studies on psycho-education, parent education programs and supportive mother attitudes for the development and well-being of mothers.

**Keywords:** *Emotion Regulation, Emotion Socialization, Parental Acceptance-Rejection.*



## ANNELERİN EBEVEYN KABUL RED DURUMLARI VE DUYGU DÜZENLEMELERİ ARASINDAKİ İLİŞKİ

### ÖZ:

Bu araştırmanın amacı, anne olan erişkin kadınlarda, algılanan ebeveyn kabul-reddi ve duygu düzenleme güçlüğü arasındaki ilişkinin incelenmesidir. Araştırmaya 490 kadın kişi katılmış olup katılımcıların yaş ortalaması  $44.69 \pm 8.5$ 'dir. Katılımcılara Ebeveyn Kabul-Reddi Ölçeği ve Duygu Düzenleme Güçlüğü ölçeği uygulanmıştır. Bununla birlikte, katılımcıların yaş, cinsiyet, eğitim seviyesi, medeni hali, gelir düzeyi, ebeveyn gelir düzeyi değişkenlerini değerlendirmek amacıyla sosyodemografik bilgileri alınmıştır. Araştırma değişkenlerinin incelenmesinde

istatistiksel veri analizleri (SPSS 23.0) kullanılmıştır. Araştırmanın bulguları neticesinde, algılanan reddin duygu düzenleme güçlükleriyle anlamlı düzeyde ilişkili olduğu sonucu elde edilmiştir. Bunun yanı sıra sosyodemografik değişkenlere göre yürütülen analizler sonucunda lisans veya lisansüstü eğitim düzeyindeki bireylerin algıladıkları ebeveyn reddinin eğitim durumu ilköğretim veya ortaöğretim olan bireylere göre daha düşük olduğu saptanmıştır. Elde edilen sonuçlar, bireylerin ebeveynleriyle kurdukları iletişimin türüne ve algıladıkları tutumlara bağlı olarak duygu düzenleme becerileri geliştirebildiklerini göstermektedir. Araştırmanın bulgularına dayanarak annelerin gelişimi ve iyi oluş hali için psiko-eğitim, ebeveyn eğitim programları ve destekleyici anne tutumları üzerine çalışmaların yapılması önerilmektedir.

**Anahtar Kelimeler:** *Ebeveyn Kabul Reddi, Duygu Düzenleme, Duygu Sosyalleştirilmesi.*



## INTRODUCTION

The theory of parental acceptance and rejection is a substantiation-grounded proposition of lifelong development and socialization. Parental acceptance-rejection theory provides important information about relationships with parents and interpersonal relationships in general, first in the USA and later around the world. Parental Acceptance-Rejection Theory was first introduced to the literature by Ronald Rohner in 1980. Personality sub-theory of parental acceptance-rejection, coping sub-theory and sociocultural sub-theory have been examined. (Rohner & Rohner, 1981; Rohner, 1986; Rohner & Khaleque, 2002; Khaleque & Rohner, 2002a, 2002b). The parental acceptance-rejection theory is conceptualized at two extremes as parental warmth and parental coldness. Parental warmth is considered as the dimension of parental acceptance and gives information about the quality of the emotional bond established with the caregiver. On the other hand, parental coldness at the other extreme defines parental rejection and can show itself with negative behaviors or ignoring behaviors of the parent towards the child. The definition of parental rejection includes the dimensions of the parent's callousness, aggression, indifference and rejecting behaviors (Hughes, Blom, Rohner & Britner, 2005; Rohner & Khaleque, 2005; Rohner, 2012). A meta-analysis study, which included 7563 participants in 43 countries, was the pioneer in the development of the theory of parental acceptance and rejection. Another meta-analysis was conducted by Khaleque (2012) and it includes the review of a total of 30 studies from 16 countries. In this respect, it is understood that the generalizability of the theory of parental acceptance-rejection is substantiation-grounded.

In most of the studies on parental acceptance-rejection, it has been stated that perceived parental acceptance or rejection has important functions in terms of social and psychological adjustment of individuals, primarily in childhood. The changes observed in the said behavioral, social and psychological adjustment stem from the differences in the parent-child relationship experienced by children (Khaleque & Rohner, 2002). If children cannot meet their emotional needs in their relationship with their parents, they are more likely to develop traits such as low self-esteem, inadequacy and a negative worldview (Khaleque, 2002). In a study by Rohner and Britner (2002), perceived parental rejection was found to be positively associated with behavioral problems, depression, substance use disorders, and mental symptoms. Consistent with this view, in the first study on parental acceptance and rejection in our country, Polat (1988) found that there was a significant relationship between children's psychological adjustment levels and parental rejection. In his study, it was determined that children's psychological adjustment was negatively affected by their parents' indifference, coldness and distance. Among other studies conducted in our country, Erdem (1990) stated that perceived parental rejection is a considerable predictor of low self-esteem, anxiety, helplessness and aggression in children.

Acceptance and rejection of mothers as primary caregivers of the child is associated with adaptation problems in children and adolescents. The continuation of relations with parents during childhood and adolescence and the need for parents especially during childhood are important in terms of how the child and adolescent individual evaluate the world. Having perceived acceptance from the mother can contribute to the child's self-confidence and to the development of more positive mental representations towards the world or other people. On the other hand, perceived rejection from the mother can lead to the child's low self-esteem, worthlessness, and more negative mental representations towards the world or other people. In this direction, the parental acceptance rejection theory, which was introduced to the literature by Rohner and Rohner (1980), was evaluated as a socialization process associated with coping skills.

Parent-child interaction, in which parental rejection is in question, may be related to psychological adjustment problems in adulthood (Rohner, 2007). This situation is justified by the possibility that parental rejection (rejecting, indecisive, inconsistent parental attitudes) tends to perceive negative events or stress factors that people experience as threats. The fact that individuals are unable to cope with stress effectively in adulthood due to their perceived parental rejection may have a detrimental effect on adjustment. Social skills, which are significantly related to parental acceptance and rejection, are identified as the nature of interaction with other people and a personality trait that is indicative of one's own psychological well-being. Essentially, parental acceptance or rejection is effective in early developmental socialization processes. Also, the nature of social interactions can affect

an individual's mental representations of himself and the world, and mental health. Difficulties and inadequacies in social relationships have been associated with depression. Social skills include skills such as the ability to interact with others both appropriately and effectively, and the ability to use effective coping skills in social situations (Segrin & Taylor, 2007).

Emotion regulation, which is a concept evaluated among coping skills, is defined as the whole of deliberate or automatic processes in the sense of individuals expressing and experiencing their emotions (Calkins & Hill, 2007). Emotion regulation processes manifest themselves at behavioral, biological and environmental levels, and these levels interact with each other (Sameroff, 2010; Calkins, 2011). In addition to this multidimensional structure of emotion regulation, it is stated that there may be changes in emotion regulation skills starting from childhood when considered from a developmental point of view. For example, depending on the experiences and maturation levels of the children in the developmental process, it is understood that some children may tend to internalize for the purpose of emotion regulation, and some children may be more prone to be expressive. (Eisenberg & Morris, 2002).

As stated above, it is seen that the parent's acceptance and rejection attitudes towards the child are a socialization process that affects their thoughts and mental representations about themselves and the world, and research has been conducted on this subject before. However, in studies examining the relationship between difficulties in emotional regulation and parental acceptance-rejection, it was observed that no specific study was conducted on individuals who became mothers. In this study, it was aimed to examine the relationship between mothers' perceived parental acceptance-rejection and emotion regulation difficulties. Thus, it was thought that this study would lead to further studies and raise awareness of the relationship between mothers' perceptions of parental acceptance and rejection and emotion regulation behaviors. This awareness will contribute to the perspective and knowledge of the experts and will support the healing processes of their clients if there is any issue related to emotion regulation difficulties and related mental health issues.

Based on the information given the following research questions were formed.

1. Is there a significant relationship between mothers' perceptions of parental acceptance-rejection and emotional regulation difficulties?

2. According to demographic variables; are there any differences in mothers' perceptions of parental acceptance-rejection and difficulties in emotion regulation?

- Are there any significant differences in mothers' perceptions of parental acceptance-rejection and difficulties in emotion regulation by marital status?
- Are there any significant differences in mothers' perceptions of parental acceptance-rejection and difficulties in emotion regulation by income level?

- Are there any significant differences in mothers' perceptions of parental acceptance-rejection and difficulties in emotion regulation by education level?
- Are there any significant differences in mothers' perceptions of parental acceptance-rejection and difficulties in emotion regulation by employment status?

## METHODOLOGY

### Study Group and Sample

Study group consists of mothers between the ages of 26-65. The sample of the study consists of 490 adult women with children who live in Istanbul. The sampling method of the research was determined as the convenient sampling method, and a study was conducted in which the participants who approved to participate in the research were included.

The mean age of the participants was found to be  $44.69 \pm 8.5$ . When the table is examined, it is seen that 490 (83.5%) of the participants are married and 81 (16.5%) are divorced or single. When the economic level of the participants is examined, it can be seen that 114 (23.3%) of the economic level is lower, 319 (65.1%) is medium, 57 (11.6%) is upper level. When examining the educational status of the participants, it can be seen that 103 (21.0%) of the educational status is primary and secondary school, 141 (28.8%) is high school, 246 (50.2%) is bachelor's degree or postgraduate. When the employment status of the participants is examined, it can be seen that 218 (44.5%) of the employment status is working, 272 (55.5%) is non-working.

**Table 1.** Demographic Variables

		<b>n</b>	<b>f</b>
<b>Marital status</b>	Married	409	83.5%
	Divorced/Single	81	16.5%
<b>Economic level</b>	Low	114	23.3%
	Medium	319	65.1%
	High	57	11.6%
<b>Educational status</b>	Primary and Secondary School	103	21.0%
	High School	141	28.8%
	Bachelor's Degree or Postgraduate	246	50.2%
<b>Employment status</b>	Working	218	44.5%
	Non-working	272	55.5%

## Tools for Data Collection

Sociodemographic Information Form, Parental Acceptance Rejection Scale (PARC) and Difficulties in Emotion Regulation Questionnaire (DERQ) were conducted to the participants in the study.

**Sociodemographic Information Form:** It includes questions about the participants' marital status, level of income, level of education and employment status.

**Parental Acceptance-Rejection Questionnaire (PARQ):** It was developed by Rohner and Khaleque (1978). It was developed in 1978 to assess perceived parental acceptance and rejection, and was originally designed as four subscales and 60 items (Rohner, 1998). The 4-point Likert scale (1- almost always true, 4- never true) consists of a total of 60 items. In 1987, in parallel with the developments and additions in the Parental Acceptance and Rejection Theory, 13 more items were added to the scale along with the "parental control" subscale. In this study, the 73-item scale was used. After the date, the scale was named as "Parental Acceptance-Rejection/Control Scale" (PARQ/F) (Rohner & Khaleque, 2003).

In the scale, there are separate forms for mothers and fathers. In this study, the mother form was used. The scale has four sub-dimensions. These are: warmth/affection, hostility/aggression, neglect/indifference and undifferentiated rejection. When the items of the acceptance sub-dimensions are reversed, the increase in the score obtained from the scale indicates that the perceived rejection also increases. Varan (2003) conducted a Turkish-style adaptation of the scale. The researcher reported the internal consistency coefficients of the mother form as .86 coefficient.

**Difficulties in Emotion Regulation Questionnaire (DERQ):** The scale developed by Gratz and Roemer (2004) was developed to measure difficulties in emotion regulation. The scale consists of 6 sub-dimensions and 36 items: refusal to accept, difficulty with displaying goal-directed behaviors, difficulties with impulse control, difficulty in emotional awareness, difficulty in accessing emotion regulation strategies, and uncertainty of emotions. The scale was adapted into Turkish by Rugancı and Gençöz (2010). The internal consistency coefficient of the scale was examined according to the sub-dimensions and it was found to be between .75 and .90 (Rugancı & Gençöz, 2010). The internal consistency coefficient of the scale was found as .82 in this research.

## Data Analysis

Statistical analysis methods were applied to analyse the relationships between the participants' perceived parental acceptance-rejection and difficulties in emotion regulation. Analyses were performed with SPSS 23.0 package software. Pearson

Correlation and Linear Regression analysis were used for relational analyses. The t-test and one-way analysis of variance (ANOVA) were used to compare perceived parental acceptance rejection with socio-demographic variables.

The skewness and kurtosis values between +2 and -2 indicate that the data are normally distributed (George and Mallery, 2010).

### Ethics Committee Approval Information

In this study, all the specific rules to be followed in the “Guidelines on the Ethics of Scientific Research and the Publication of Higher Education Institutions” were adhered to.

Name of the Ethical Evaluation Committee: Istanbul Aydin University Ethics Committee

Date of Ethics Evaluation Decision: 03.03.2021

Ethical Evaluation Document Issue Number: :E-88083623-020-8177

### Confirmatory factor analyses

Confirmatory Factor Analysis: Confirmatory factor analysis (CFA) was used to ensure the construct validity of the scales. Confirmatory factor analyses of the scales are made by parcellation method in cases where the number of items is too high (Kline, 2005; Şimşek, 2007, p.83). Analyses were carried out with the assumption that these plots were the main indicators of factors rather than items. Goodness of Fit Values Used for Confirmatory Factor Analysis Confirmatory factor analysis (CFA) was used to ensure the construct validity of the scales.

**Table 2.** Goodness of fit values used for confirmatory factor analysis

Index	Normal Value	Acceptable Value
$\chi^2 /sd$	<2	<5
GFI	>.95	>.90
AGFI	>.95	>.90
CFI	>.95	>.90
RMSEA	<.05	<.08
SRMR	<.05	<.08

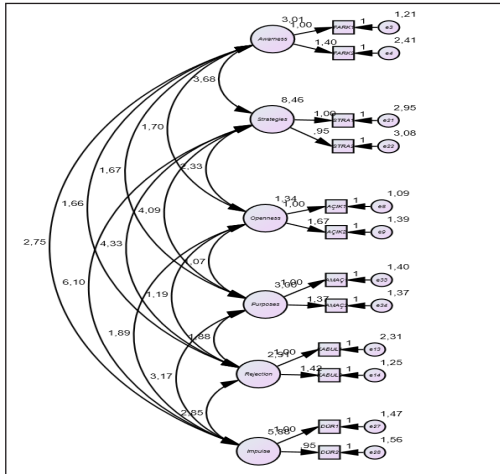


(Munro, 2005; Schreiber, Nora, Stage, Barlow and King, 2006; Şimşek, 2007; Hooper and Mullen 2008; Schumacker and Lomax, 2010; Waltz, Strickland and Lenz 2010; Wang and Wang, 2012).

### Confirmatory factor analysis result of emotion regulation scale

First, confirmatory factor analysis was performed to test the construct validity of the emotion regulation scale. Since the number of items is high, confirmatory factor analysis was performed using the parcellation method. According to the analysis results, goodness of fit values of confirmatory factor analysis;  $\chi^2/sd = 3.25$ , RMSEA = 0.068, CFI = 0.98, SRMR = 0.03, IFI = 0.98, GFI = 0.96. The factor structure of the scale was found to be suitable for this data set. The CFA result is shown in Figure 1.

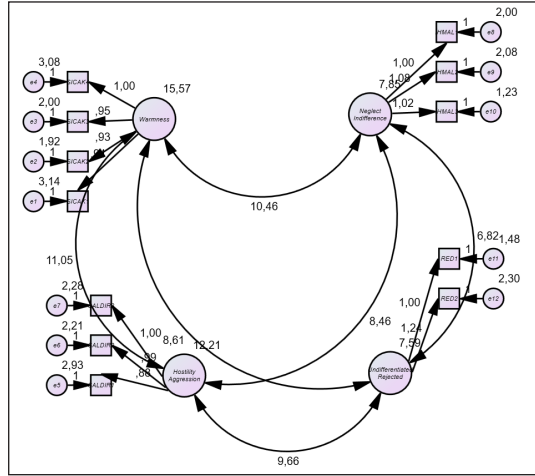
**Figure 1.** Confirmatory factor analysis result of emotion regulation scale



### Confirmatory factor analysis result of parental acceptance-rejection scale

First, confirmatory factor analysis was performed to test the construct validity of the parental acceptance-rejection scale. Since the number of items is high, confirmatory factor analysis was performed using the parcellation method. According to the analysis results, goodness of fit values of confirmatory factor analysis;  $\chi^2/sd = 4.69$ , RMSEA = 0.078, CFI = 0.97, SRMR = 0.03, IFI = 0.97, GFI = 0.92. The factor structure of the scale was found to be suitable for this data set. The CFA result is shown in Figure 2.

Figure 2. Confirmatory factor analysis result of parental acceptance-rejection scale



FINDINGS

Table 3. Pearson Correlation analysis of the relationship between parental acceptance-rejection and difficulties in emotion regulation\*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
<b>1.PAR-Total</b>	1	-	-	-	-	-	-	-	-	-	-	-
<b>2.Warmth</b>	.770**	1	-	-	-	-	-	-	-	-	-	-
<b>3.Hostility/Aggression</b>	.742**	.686**	1	-	-	-	-	-	-	-	-	-
<b>4. Neglect/Indifference</b>	.793**	.474**	.503**	1	-	-	-	-	-	-	-	-
<b>5. Undifferentiated/Rejected</b>	.909**	.607**	.563**	.726**	1	-	-	-	-	-	-	-
<b>6. DER-Total</b>	.858**	.563**	.560**	.605**	.745**	1	-	-	-	-	-	-
<b>7. Awareness</b>	.783**	.471**	.441**	.528**	.689**	.659**	1	-	-	-	-	-
<b>8. Openness</b>	.313**	.254**	.213**	.231**	.302**	.290**	.215**	1	-	-	-	-
<b>9. Rejection</b>	.312**	.283**	.236**	.206**	.288**	.264**	.236**	.941**	1	-	-	-
<b>10. Strategies</b>	.277**	.179**	.146**	.231**	.282**	.290**	.187**	.919**	.761**	1	-	-
<b>11. Impulse</b>	.284**	.262**	.222**	.207**	.272**	.242**	.169**	.946**	.895**	.803**	1	-
<b>12. Purposes</b>	.274**	.182**	.161**	.220**	.276**	.288**	.179**	.904**	.741**	.923**	.807**	1

\*\*p<.01 \*p<.05

DER-Total and PAR-Total ( $r=.313$ ,  $p<0.01$ ), DER-Total and Warmth ( $r=.312$ ,  $p<0.01$ ), DER-Total and Hostility/Aggression ( $r=.277$ ,  $p<0.01$ ), DER-Total and Neglect/Indifference ( $r=.284$ ,  $p<0.01$ ), DER-Total and Undifferentiated/Rejected ( $r=.274$ ,  $p<0.01$ ) were found to be positively correlated.

Awareness and PAR-Total ( $r=.254$ ,  $p<0.01$ ), Awareness and Warmth ( $r=.283$ ,  $p<0.01$ ), Awareness and Hostility/Aggression ( $r=.179$ ,  $p<0.01$ ), Awareness and Neglect/Indifference ( $r=.262$ ,  $p<0.01$ ), Awareness and Undifferentiated/Rejected ( $r=.182$ ,  $p<0.01$ ) were found to be positively correlated.

Openness and PAR-Total ( $r=.213$ ,  $p<0.01$ ), Openness and Warmth ( $r=.236$ ,  $p<0.01$ ), Openness and Hostility/Aggression ( $r=.146$ ,  $p<0.01$ ), Openness and Neglect/Indifference ( $r=.222$ ,  $p<0.01$ ), Openness and Undifferentiated/Rejected ( $r=.161$ ,  $p<0.01$ ) were found to be positively correlated.

Rejection and PAR-Total ( $r=.231$ ,  $p<0.01$ ), Rejection and Warmth ( $r=.206$ ,  $p<0.01$ ), Rejection and Hostility/Aggression ( $r=.231$ ,  $p<0.01$ ), Rejection and Neglect/Indifference ( $r=.207$ ,  $p<0.01$ ), Rejection and Undifferentiated/Rejected ( $r=.220$ ,  $p<0.01$ ) were found to be positively correlated.

Strategies and PAR-Total ( $r=.302$ ,  $p<0.01$ ), Strategies and Warmth ( $r=.288$ ,  $p<0.01$ ), Strategies and Hostility/Aggression ( $r=.282$ ,  $p<0.01$ ), Strategies and Neglect/Indifference ( $r=.272$ ,  $p<0.01$ ), Strategies and Undifferentiated/Rejected ( $r=.276$ ,  $p<0.01$ ) were found to be positively correlated.

Impulse and PAR-Total ( $r=.290$ ,  $p<0.01$ ), Impulse and Warmth ( $r=.264$ ,  $p<0.01$ ), Impulse and Hostility/Aggression ( $r=.290$ ,  $p<0.01$ ), Impulse and Neglect/Indifference ( $r=.242$ ,  $p<0.01$ ), Impulse and Undifferentiated/Rejected ( $r=.288$ ,  $p<0.01$ ) were found to be positively correlated.

Purposes and PAR-Total ( $r=.215$ ,  $p<0.01$ ), Purposes and Warmth ( $r=.236$ ,  $p<0.01$ ), Purposes and Hostility/Aggression ( $r=.187$ ,  $p<0.01$ ), Purposes and Neglect/Indifference ( $r=.169$ ,  $p<0.01$ ), Purposes and Undifferentiated/Rejected ( $r=.179$ ,  $p<0.01$ ) were found to be positively correlated.

**Table 4.** Simple regression analysis findings on the prediction of difficulties in emotion regulation by parental acceptance-rejection

Independent variables	B	SE	$\beta$	t	p
1 (Constant)	53,43	3,10		17,227	0,000*
Parental Acceptance Rejection Scale	0,19	0,03	0,31	7,269	0,000*
<b>R=.31 R<sup>2</sup>=.10</b>					
<b>F=52.84 p=0.000*</b>					

N=490, Dependent Variable: Difficulty in emotion regulation

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

As a result of the linear regression analysis, it was seen that the total score of the 'Parental Acceptance Rejection Scale' explained 10% of the variance regarding the total score of Difficulties in Emotion Regulation. It was observed that the total score of the 'Parental Acceptance Rejection Scale' significantly predicted the total score of Difficulties in Emotion Regulation ( $\beta=.31$ ,  $t(490)=52.84$   $p<.001$ ).

**Table 5:** T-test results comparing marital status on emotion regulation scale scores and parental acceptance rejection scale scores

		<b>n</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>Df</b>	<b>p</b>
<b>DER-Total</b>	Divorced/Single	81	74.52	24.13	-0.11	488	0.909
	Married	409	74.84	22.96			
<b>Awareness</b>	Divorced/Single	81	11.69	4.71	-1.39	488	0.166
	Married	409	12.46	4.55			
<b>Openness</b>	Divorced/Single	81	10.26	3.73	0.66	488	0.510
	Married	409	9.98	3.42			
<b>Rejection</b>	Divorced/Single	81	11.46	5.05	0.46	488	0.643
	Married	409	11.20	4.44			
<b>Strategies</b>	Divorced/Single	81	16.15	6.61	0.19	488	0.852
	Married	409	16.01	6.10			
<b>Impulse</b>	Divorced/Single	81	11.88	5.15	-0.24	488	0.813
	Married	409	12.02	5.03			
<b>Purposes</b>	Divorced/Single	81	13.09	4.70	-0.15	488	0.883
	Married	409	13.17	4.40			
<b>PAR-Total</b>	Divorced/Single	81	118.37	45.85	1.10	101.302	0.275
	Married	409	112.44	36.73			
<b>Warmth</b>	Divorced/Single	81	46.78	16.87	0.46	488	0.646
	Married	409	45.91	15.12			
<b>Hostility/Aggression</b>	Divorced/Single	81	26.27	12.87	1.31	99.238	0.194
	Married	409	24.30	9.81			
<b>Neglect/Indifference</b>	Divorced/Single	81	28.43	10.68	1.32	101.504	0.190
	Married	409	26.77	8.60			
<b>Undifferentiated/Rejected</b>	Divorced/Single	81	16.89	8.24	1.49	97.655	0.140
	Married	409	15.46	6.03			

As a result of the analyses in which the scale total scores and sub-dimensions were compared according to marital status, it was seen that the scale total scores and sub-dimensions did not differ significantly according to marital status ( $p>.05$ ).

**Table 6:** T-test results comparing employment status on emotion regulation scale scores and parental acceptance rejection scale scores

		<b>n</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>Df</b>	<b>p</b>																																																																																																																																
<b>DER-Total</b>	Working	218	74.95	20.54	0.15	487.741	0.884																																																																																																																																
	Non-Working	272	74.65	25.05				<b>Awareness</b>	Working	218	12.35	4.26	0.07	483.750	0.942	Non-Working	272	12.32	4.84	<b>Openness</b>	Working	218	10.18	3.20	0.90	488	0.371	Non-Working	272	9.90	3.68	<b>Rejection</b>	Working	218	11.07	4.29	-0.74	488	0.461	Non-Working	272	11.38	4.74	<b>Strategies</b>	Working	218	16.12	5.74	0.30	488	0.765	Non-Working	272	15.96	6.52	<b>Impulse</b>	Working	218	12.15	4.42	0.60	487.993	0.550	Non-Working	272	11.88	5.50	<b>Purposes</b>	Working	218	13.07	3.89	-0.36	487.998	0.716	Non-Working	272	13.22	4.85	<b>PAR-Total</b>	Working	218	116.79	40.46	1.74	488	0.082	Non-Working	272	110.72	36.51	<b>Warmth</b>	Working	218	46.96	15.49	1.16	488	0.247	Non-Working	272	45.33	15.34	<b>Hostility/Aggression</b>	Working	218	25.50	11.23	1.69	488	0.093	Non-Working	272	23.92	9.62	<b>Neglect/Indifference</b>	Working	218	28.02	9.48	2.17	488	0.031*	Non-Working	272	26.26	8.50	<b>Undifferentiated/Rejected</b>	Working	218	16.30	7.15	1.83	415.279	0.068
<b>Awareness</b>	Working	218	12.35	4.26	0.07	483.750	0.942																																																																																																																																
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As a result of the analyses in which the scale total scores and sub-dimensions were compared according to employment status, only the Parental Acceptance Rejection Scale Neglect sub-dimension was found to be significant according to marital status ( $t(488) = 2.17, p < .05$ ). It was determined that the mean of the working group ( $\bar{x} = 28.02 \pm 9.48$ ) got a significantly higher score from the Parental Acceptance Rejection Scale Neglect sub-dimension compared to the mean of the non-working group ( $\bar{x} = 26.26 \pm 8.50$ ).

**Table 7:** ANOVA results comparing educational status on emotion regulation scale scores and parental acceptance rejection scale scores

		<b>n</b>	<b>M</b>	<b>SD</b>	<b>F</b>	<b>p</b>
<b>DER-Total</b>	Primary and Secondary School	103	77.33	22.49	2.07	0.127
	High School	141	76.59	23.67		
	Bachelor's Degree or Postgraduate	246	72.69	22.99		
	Total	490	74.79	23.13		
<b>Awareness</b>	Primary and Secondary School	103	12.30	4.50	1.51	0.222
	High School	141	12.88	4.67		
	Bachelor's Degree or Postgraduate	246	12.04	4.56		
	Total	490	12.34	4.58		
<b>Openness</b>	Primary and Secondary School	103	9.87	3.41	2.64	0.072
	High School	141	10.59	3.72		
	Bachelor's Degree or Postgraduate	246	9.77	3.32		
	Total	490	10.03	3.47		
<b>Rejection</b>	Primary and Secondary School	103	11.72	4.57	1.38	0.252
	High School	141	11.47	4.56		
	Bachelor's Degree or Postgraduate	246	10.91	4.52		
	Total	490	11.24	4.55		
<b>Strategies</b>	Primary and Secondary School	103	16.64	6.07	2.04	0.131
	High School	141	16.56	6.35		
	Bachelor's Degree or Postgraduate	246	15.47	6.09		
	Total	490	16.03	6.18		
<b>Impulse</b>	Primary and Secondary School	103	12.90	5.32	2.77	0.064
	High School	141	12.14	4.90		
	Bachelor's Degree or Postgraduate	246	11.54	4.97		
	Total	490	12.00	5.04		
<b>Purposes</b>	Primary and Secondary School	103	13.89	4.73	1.81	0.164
	High School	141	12.95	4.23		
	Bachelor's Degree or Postgraduate	246	12.96	4.43		
	Total	490	13.15	4.44		
<b>PAR-Total</b>	Primary and Secondary School	103	121.63	37.19	3.69	0.026*
	High School	141	114.22	40.61		
	Bachelor's Degree or Postgraduate	246	109.52	37.16		
	Total	490	113.42	38.40		
<b>Warmth</b>	Primary and Secondary School	103	48.94	13.14	2.75	0.065
	High School	141	46.27	15.90		
	Bachelor's Degree or Postgraduate	246	44.73	15.89		
	Total	490	46.06	15.41		

<b>Hostility/Aggression</b>	Primary and Secondary School	103	27.38	11.97	5.40	0.005*
	High School	141	24.72	11.12		
	Bachelor's Degree or Postgraduate	246	23.41	8.97		
	Total	490	24.62	10.39		
<b>Neglect/Indifference</b>	Primary and Secondary School	103	28.64	8.15	2.93	0.055
	High School	141	27.40	9.73		
	Bachelor's Degree or Postgraduate	246	26.17	8.80		
	Total	490	27.04	8.98		
<b>Undifferentiated/Rejected</b>	Primary and Secondary School	103	16.67	7.28	1.89	0.151
	High School	141	15.82	6.89		
	Bachelor's Degree or Postgraduate	246	15.21	5.79		
	Total	490	15.69	6.46		

According to the results of the multiple comparison (post-hoc) analysis conducted to determine between which groups the differences in the Parental Acceptance-Rejection scale total score were observed, it was observed that the scores of those with bachelor's degree or postgraduate education in the Acceptance-Rejection scale ( $\bar{x}=109.52\pm 37.16$ ) were lower than those of with primary or secondary education ( $\bar{x}=121.63\pm 37.19$ ) ( $F(2, 487)= 3.69, p < .05$ ).

According to the results of the multiple comparison (post-hoc) analysis conducted to determine which groups the differences in the Parental Acceptance-Rejection Scale of Hostility/Aggression were observed, it was seen that the scores of those with bachelor's degree or postgraduate education in the Hostility-Aggression sub-dimension ( $\bar{x}=23.41\pm 8.97$ ) were lower than those of with primary or secondary education ( $\bar{x}=27.38\pm 11.97$ ) ( $F(2, 487)= 5.40, p < .01$ ).

**Table 8:** ANOVA results comparing economic level on emotion regulation scale scores and parental acceptance rejection scale scores

		<b>n</b>	<b>M</b>	<b>SD</b>	<b>F</b>	<b>p</b>
<b>DER-Total</b>	Low	114	73.48	22.03	0.68	0.508
	Medium	319	75.66	23.13		
	High	57	72.53	25.37		
	Total	490	74.79	23.13		
<b>Awareness</b>	Primary and Secondary School	114	11.77	4.30	1.24	0.290
	Low	319	12.55	4.60		
	Medium	57	12.25	4.99		
	High	490	12.34	4.58		
<b>Openness</b>	Total	114	9.80	3.69	1.23	0.295
	Low	319	10.20	3.46		
	Medium	57	9.53	3.04		
	High	490	10.03	3.47		

<b>Rejection</b>	Total	114	11.05	4.29	0.24	0.787
	Low	319	11.25	4.53		
	Medium	57	11.56	5.18		
	High	490	11.24	4.55		
<b>Strategies</b>	Total	114	15.80	5.78	0.21	0.810
	Low	319	16.16	6.22		
	Medium	57	15.75	6.74		
	High	490	16.03	6.18		
<b>Impulse</b>	Total	114	11.79	4.75	0.97	0.380
	Low	319	12.20	5.22		
	Medium	57	11.26	4.54		
	High	490	12.00	5.04		
<b>Purposes</b>	Total	114	13.27	4.14	1.56	0.210
	Low	319	13.29	4.39		
	Medium	57	12.18	5.22		
	High	490	13.15	4.44		
<b>PAR-Total</b>	Total	114	111.08	34.78	0.28	0.754
	Low	319	114.24	39.22		
	Medium	57	113.53	41.04		
	High	490	113.42	38.40		
<b>Warmth</b>	Total	114	45.13	13.76	0.33	0.719
	Low	319	46.46	15.83		
	Medium	57	45.67	16.31		
	High	490	46.06	15.41		
<b>Hostility/Aggression</b>	Total	114	24.14	9.83	0.20	0.821
	Low	319	24.83	10.55		
	Medium	57	24.42	10.74		
	High	490	24.62	10.39		
<b>Neglect/Indifference</b>	Total	114	26.38	8.17	0.43	0.648
	Low	319	27.20	9.12		
	Medium	57	27.49	9.80		
	High	490	27.04	8.98		
<b>Undifferentiated/Rejected</b>	Total	114	15.43	6.25	0.15	0.863
	Low	319	15.74	6.52		
	Medium	57	15.95	6.67		
	High	490	15.69	6.46		



As a result of the analyses in which the scale total scores and sub-dimensions were compared according to the economic situation, it was seen that the scale total scores and sub-dimensions did not differ significantly according to the economic situation ( $p > .05$ ).

## DISCUSSION

The parental acceptance-rejection theory is a theory that examines the effect of the feelings of acceptance or rejection perceived by the person in her/his relationship with her/his parents during childhood on the emotional, cognitive and behavioral development of the child and the effect of these feelings on the psychological adjustment of the child in adulthood (Rohner, 1986). It is a concept that includes the ability to regulate emotion in psychological harmony. Emotion regulation includes the regulation of one's positive or negative emotions, as well as the processes of experiencing and expressing one's emotions, changing and influencing these emotions (Gross, 1998). Difficulty in emotion regulation processes, otherwise, indicates that the person has difficulty in recognizing, understanding, expressing her/his emotions and exhibiting goal-oriented behaviors, and that the person is more under the control of impulses while experiencing negative emotions (Gratz & Roemer, 2004).

Parental attitudes are accepted as one of the factors that affect and shape the emotional development of individuals (Bariola et al., 2012). In this direction, the positive emotions that parents especially the mother reflect on children, continue to be effective until the later stages of life. For example, the positive messages and attitudes that the parents send to the child significantly contribute to their well-being in the future (Fredrickson, 2001). Parallel to this situation, as stated by Rutherford et al. (2015), parental acceptance and rejection have a significant effect on children's functional or dysfunctional emotion regulation skills. Parents' warmth and sympathy towards the child's feelings and behaviors can contribute to the child's feeling of self-sufficiency and better coping with stress or negative emotions in daily life. Otherwise, in the children of parents who have apathetic and cold behaviors, the emotions reflected and the attitudes displayed are generally negative, which may cause the child to feel inadequate and not be able to cope with emotions effectively (Thompson & Meyer, 2007). In this respect, it is estimated that the accepting or rejecting attitudes that individuals perceive from their parents as an early life experience affect their positive and negative emotion regulation skills. In another study, it was concluded that there is a correlation between perceived parental rejection and control among both girls and boys and psychological symptoms, and that the difficulty in regulating negative emotions has a mediating effect on this relationship (Cui et al., 2014).

In this research, the aim was to investigate the correlation between perceived

parental rejection and difficulty in emotion regulation in 490 female adults with a mean age of  $44.69 \pm 8.5$ . In the study, it was also examined whether the participants' perceived parental rejection and difficulties in emotion regulation differed according to the socio-demographic variables of the participants. As a result of the study, it was found that as the level of perceived parental rejection increased, difficulty in emotion regulation increased and that difficulties in emotion regulation were predicted significantly by the level of parental rejection.

Studies conducted to determine the importance of a person's perception of her/his relationship with her/his parents during childhood on personality traits, emotional well-being and mental health show that perceived parental attitudes shape the way the child experiences and processes emotions, and the style of managing negative and stressful emotions (Akse et al., 2004; Schnuck and Handal, 2011; LeMoyné and Buchanan, 2011; Sobrinho et al., 2016). Eisenberg et al. (1996; 1998; 1999) drew attention to the effect of the relationship with parents during childhood on the child's way of experiencing emotions, the way she/he expresses her/his emotions, and emotion regulation processes. Gottman et al. (1996) stated that a parental attitude that is punitive, strict, critical and indifferent about the child's emotional processes plays a role in the child's experience of difficulties in emotion regulation in the future. Negative experiences with parents during childhood can cause the child to develop difficulties in emotion regulation (Faraji, 2020). In the meantime, however, it has been stated that authoritarian parenting style and parental attitudes dominated by verbal or physically aggressive attitudes may be effective in developing adjustment problems in children's emotions (Chang et al., 2003; Shaw & Starr, 2019). It can be considered that perceived parental attitudes not only cause adjustment problems in children, but also cause problems in the functions of expressing and defining emotions. Therefore, it is understood that perceived parental attitudes are important to affect people's thoughts about themselves and their environment. In this respect, it can be said that the perceived acceptance or rejection is at a level that can continue its effect from childhood to adolescence and adulthood.

In indifference and neglect, which is a type of parental rejection, parents may ignore the child by behaving indifferently. In this way, they have trouble getting the help and attention they need (Rohner, 2005). Neglect negatively affects the experience of many emotions, especially the feelings of love, fear and shame in individuals (Yıldırım, 2017, p. 107). Dereboy et al. (2018) found that negligence predicted identity confusion. They stated that this confusion would increase their difficulty in emotion regulation. If the relationship between the child and the parent is in a healthy dimension, the identity of the child will be as strong in the future (Pekdoğan, 2016).

In this study, when the indifference and neglect sub-dimension of parental rejection was examined, it was determined that the perception of individuals differed

significantly according to their working status. This makes us think that there may be a change in the perception of rejection with their own parents when working women cannot give their children the attention and help they need due to limited time and too much responsibility. Parental acceptance-rejection perception is affected by cultural and symbolic variables (Rohner, Khaleque ve Cournoyer, 2005).

In the early period of life, the relationship between the child and the parent is internalized by the child (Bowlby, 1980). Bowlby (1973) states that a secure attachment-based relationship with a reliable, sensitive, empathetic and emotionally flexible parent enables the child to develop the belief that he or she is worthy of love and that the outside world is a safe place, while an insecure attachment-based relationship may lead to the development of the child's belief that he or she is not worthy of love and that the outside world is dangerous and unmanageable. Positive self and outer world design, which develops as a result of secure attachment, provides the development of belief that the stresses that the person faces in the outside world are manageable and copeable, and that she/he also has the capacity to cope with these stressful events while negative inner and outer world designs may cause the person to perceive stressful events as insurmountable threats, and to develop a belief that he or she does not have the strength and skill to manage these threats (Cooper et al., 1998). Designs regarding the self and the outer world, which are shaped in the context of the relationship with the parent in the early period, have an impact on the person's lifelong emotion regulation processes (Cassidy, 1994; Shaver & Mikulincer, 2007; 2019; Çalışır, 2009; Frederickson et al., 2018). As a result of this research, it was found that the difficulties in emotion regulation increased as the perceived parental rejection increased in line with the literature. It is seen that Pektaş (2015) and Karasu (2020) similarly found that as the perceived level of parental rejection increases, difficulties in emotion regulation also increase. A recent study by Di Giunta and colleagues (2022), found that maternal rejection was significantly correlated with higher dysregulation of anger, sadness, lower self-esteem. In the same study, it was also found that maternal control was found as significantly correlated with higher depression symptoms. However, paternal control was found to be correlated with lower depressive symptoms. These findings indicate the connection between parental acceptance-rejection and emotion regulation as well as adjustment skills.

In the study, it was seen that the perceived parental rejection of individuals at bachelor's degree or postgraduate education level was lower than those with primary or secondary education. It is estimated that the result obtained may be related to the changing roles of women in society that affect their perspective and attitude towards children. In a review by Çaha, Aydın, and Çaha (2014), a study supporting this view, it was seen that the conditions of women differed and improved with variables such as education level and occupation, and in this way, they provided better opportunities for their children. This situation is predicted that

even if mothers' own parental perceptions are negative, their emotional regulation skills will be strengthened and the psychosocial consequences of their behaviors may be positive. Consistent with this study, Starkey (1980), Uddin (2011), Diacanu-Gherasim and Măirean (2016), Moed et al. (2017) found that there is a negative relationship between parental rejection and academic achievement. Perceived parental rejection has a negative effect on the child's self-efficacy, self-confidence, and self-perception (Rohner, 1975; Robertson & Simons, 1989; Khaleque & Rohner, 2002). It is known that these components are closely related to academic achievement (Ross & Broh, 2000; Alves-Martins et al., 2002; Joshi & Srivastava, 2009). Additionally, a recent study by Lorijn and colleagues (2022) also found out unique and long-term links of parental acceptance and peer rejection with early adults' educational achievement indicating the importance of not only peers but also parents in adolescence. Considering the relationship in question, it is thought that it is expected that academic success will decrease as perceived parental rejection increases.

Within the framework of the relevant literature, it is suggested that the findings of examining the perceived parental acceptance-rejection of mothers with difficulties in emotion regulation may have a prospective effect on their child-rearing attitudes. For example, it was stated that emotional socialization of mothers plays an important role in children's psychosocial skills, and mothers' emotion regulation skills and their own childhood experiences may be effective in this sense. Emotion socialization is identified as a process in which children's emotional development is shaped by their emotional reactions and how their parents react to their behaviors (Crandall et al., 2015; Rogers et al., 2016). If the mother has a rejecting attitude towards her child, she may not be sufficient in terms of emotional socialization for her children. It is estimated that the lack of emotional socialization of the parents may lead to the child not being able to fully describe his/her emotions and not being able to learn which emotion he/she should experience in which situation. Therefore, it is understood that emotion socialization and emotion regulation are interrelated and important early-life developmental processes.

Individual differences in emotion regulation affect the parenting function of mothers. For example, it has been suggested that difficulties in controlling emotions are associated with dysfunctional parental attitudes, and that a high ability to regulate emotions is related with sensitive and engaged parenting (Crandall et al., 2015). Similarly, studies on the concept of emotional socialization have reported a link between parental emotion regulation difficulties and emotion socialization for their children. For illustration, investigators reported positive connections between adaptive emotion regulation strategy (retrospection) and probative emotion socialization actions (Shenaar-Golan et al., 2017), and damaging connections among maladaptive emotion regulation strategy (repression) as well as unsupportive emotion socialization actions (Rogers et al., 2016). In parallel with the results,

the observed maternal emotion dysregulation appears to be positively associated with unsupportive emotion socialization behaviors (Li et al., 2019).

The concept of mother's emotional socialization is defined as the parents' reactions to the child's emotional behavior. For example, the mother's more supportive and sensitive reactions to the child's negative feelings are important for the child's emotional self-efficacy and prosocial behavior (Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair, 1997; Warren & Stifter, 2008). Otherwise, children of mothers who respond to the child's feelings with harsh or unsupportive attitudes may experience social inadequacy (Fabes et al., 2001; Jones, Eisenberg, Fabes, & MacKinnon, 2002). Since the mother's perception of parental acceptance-rejection is associated with emotional regulation difficulties, it is thought that the findings obtained in this study are predictive for both the mother's own emotional development and the emotional socialization of her child.

## CONCLUSION

The findings obtained from the study showed the negative effect of rejecting parental attitudes on the child's emotion regulation processes. Findings, which once again reveal the effect of the quality of the early parent-child relationship on the emotional processes of the child, show the importance of intervention and education studies to be carried out with the parents in terms of raising emotionally healthy individuals. For example, when considered in the context of the relevant literature, emotional socialization, which is important and necessary for the emotional development of children and which is associated with mother's emotion regulation and parenting attitudes, has significant effects on children's emotional competence and emotion regulation skills and the previous experiences of the mother and the acceptance-rejection that she perceived from her parents may also be the determining factors at this point.

In the study, the relationship between the acceptance-rejection states of adult women who are mothers towards their own parents and their emotion regulation difficulties was examined. As one of the limitations of the study, how mothers' perception of acceptance-rejection and emotion regulation skills affect their interactions with their children and their parenting skills has not been examined, but it will lead other researchers for this goal. Another limitation of the study is that almost all of the women participating in the study are married. Due to the low number of divorced or single people, the effect of these demographic characteristics according to the scales could not be examined. Therefore, it can be said that the variable of marital status creates a limitation. In later studies, the differences in marital status of mothers can be examined in detail while discussing the difficulties of emotion regulation

In future studies, the concept of emotional literacy might be included while investigating the emotion regulation skills of mothers. Because, when individuals have emotional literacy; they become equipped in terms of emotional skills, empathy, social skills, communication skills and emotion regulation. Accordingly, they can be role models for their children by showing these skills in their interaction with their children.

Therefore, it is thought that studies on parenting and mother attitudes that support the emotional development of the child, such as psycho-education and parent education programs to be carried out with parents, can help mothers to be more functional by making a difference in their existing attitudes can improve their skills such as emotion control, empathy, coping with stress, etc. and strengthen their children's emotional well-being.

### **Yazar Katkı Oranları:**

Çalışmanın Tasarlanması (Design of Study) : AET (% 50), BNL (% 50)

Veri Toplanması (Data Acquisition) : BNL (% 100)

Veri Analizi (Data Analysis) : BNL (% 50), HF (% 50)

Makalenin Yazımı (Writing up) : BNL (% 60), HF (% 40)

Makale Gönderimi ve Revizyonu (Submission and Revision) : HF (% 60), BNL (% 40)

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## ANNELERİN EBEVEYN KABUL RED DURUMLARI VE DUYGU DÜZENLEMELERİ ARASINDAKİ İLİŞKİ

### GENİŞLETİLMİŞ ÖZET

Ebeveyn kabul-reddi kuramı, kanıta dayalı ve yaşam boyu gelişim ile sosyalleşmeye dair bir kuramdır. Ebeveyn kabul-reddi kuramı, ilk olarak ABD’de ve daha sonra dünya çapında, ebeveynlerle ilişkiler ve genel olarak kişilerarası ilişkiler hakkında önemli bilgiler vermektedir. Ebeveyn Kabul-Reddi Kuramı Ronald Rohner tarafından ilk olarak 1980 yılında literatüre kazandırılmıştır. Ebeveyn kabul-reddinin kişilik alt kuramı, başa çıkma alt kuramı ve sosyokültürel alt kuramı incelenmiştir (Rohner, 1986; Rohner ve Rohner, 1981; Rohner ve Khaleque, 2002). Ebeveyn kabul-reddi kuramı ebeveyn sıcaklığı ve ebeveynin soğukluğu olarak iki uçta kavramsallaştırılmıştır. Ebeveyn sıcaklığı, ebeveyn kabulü boyutu olarak değerlendirilmektedir ve bakımverenle kurulan duygusal bağın kalitesi hakkında bilgi vermektedir.

Ebeveyn tutumları, bireylerin duygusal gelişimini etkileyen ve şekillendiren etmenlerden biri olarak kabul edilmektedir (Bariola ve ark., 2012). Bu doğrultuda, anne başta olmak üzere, ebeveynlerin çocuklara yansıttığı pozitif duygular, yaşamın ilerleyen dönemlerine kadar etkisini sürdürmektedir. Örneğin, ebeveynin çocuğa gönderdiği olumlu mesajlar ve pozitif tutumlar, ilerleyen dönemlerde iyi oluş düzeylerine önemli ölçüde katkı sağlamaktadır (Fredrickson, 2001). Bu durumla paralel bir biçimde başa çıkma becerileri arasında değerlendirilen bir kavram olan duygu düzenleme, bireylerin duygularını ifade etmesi ve deneyimlemesi anlamında kasıtlı veya otomatik süreçlerin erken dönemle bağlantılı olarak geliştiği tahmin edilebilir (Calkins ve Hill, 2007). Duygu düzenleme süreçleri davranışsal, biyolojik ve çevresel düzeylerde kendisini gösterir ve bu düzeyler birbirleriyle etkileşim halindedir (Calkins, 2011; Sameroff, 2010). Duygu düzenlemenin bu çok boyutlu yapısına ek olarak, gelişimsel açıdan ele alındığında çocukluk döneminden itibaren duygu düzenleme becerilerinde değişimlerin olabileceği belirtilmektedir. Örneğin, gelişimsel süreçte, çocukların deneyimlerine ve olgunlaşma düzeylerine bağlı olarak, bazı çocukların duygu düzenleme amacıyla içselleştirmeye eğilim gösterebildiği ve bazı çocukların ise dışavurumcu olmaya daha yatkın olabildiği anlaşılmaktadır (Eisenberg & Morris, 2002).

Rutherford ve meslektaşları (2015) tarafından belirtildiği üzere, ebeveynin kabul ve reddi, çocukların işlevsel ya da işlevsel olmayan duygu düzenleme becerileri üzerinde önemli bir etkiye sahiptir. Ebeveynin çocuğun duygu ve davranışlarına karşı sıcaklık ve sempati göstermesi, çocuğun kendisini yeterli hissetmesine ve günlük yaşamda stresle veya olumsuz duygularla daha iyi biçimde başa çıkabilmesine katkı sağlayabilmektedir. Diğer yandan, ilgisiz ve soğuk davranışları olan ebeveynlerin çocuklarında ise yansıtılan duygular ve sergilenen tutumların genellikle

olumsuz olması sebebiyle çocuğun yetersiz hissetmesine ve duygularla etkin bir biçimde başa çıkamamasına sebep olabilir (Thompson ve Meyer, 2007). Bu doğrultuda, kişilerin erken yaşam deneyimi olarak ebeveynlerinden algıladıkları kabullenici veya reddedici tutumlar, kendilerinin pozitif ve negatif duygu düzenleme becerilerini etkilediği tahmin edilmektedir. Diğer bir araştırmada hem kızlar hem de erkekler arasında algılanan ebeveyn reddi ve kontrolü ile psikolojik belirtiler arasında ilişki olduğu ve bu ilişkide olumsuz duyguları düzenleme güçlüğü'nün aracı etkisi olduğu sonucu elde edilmiştir (Cui ve ark., 2014).

Yukarıda belirtildiği gibi, ebeveynlerin çocuğa karşı kabul edici ve reddedici tutumlarının, kendileri ve dünya hakkındaki düşüncelerini ve zihinsel temsillerini etkileyen bir sosyalleşme süreci olduğu görülmektedir. Bu çalışmada, yaş ortalaması  $44.69 \pm 8.5$  olan 490 yetişkin kadında algılanan ebeveyn reddi ile duygu düzenleme güçlüğü arasındaki ilişki araştırıldı. Araştırmada ayrıca katılımcıların algıladıkları ebeveyn reddi ve duygu düzenleme güçlüklerinin sosyo-demografik değişkenlere göre farklılaşp farklılaşmadığı da incelenmiştir.

Araştırma sonucunda, algılanan ebeveyn reddi arttıkça duygu düzenleme güçlüğü'nün arttığı ve duygu düzenleme güçlüklerinin ebeveyn reddi tarafından pozitif ve anlamlı olarak yordandığı belirlenmiştir. Ayrıca sosyodemografik değişkenlere göre yapılan analizler sonucunda lisans veya lisansüstü eğitim düzeyindeki bireylerin algıladıkları anne baba reddinin ilk ve ortaöğretim mezunu bireylere göre daha düşük olduğu tespit edilmiştir. Ayrıca sosyodemografik değişkenlere göre yapılan analizler sonucunda lisans veya lisansüstü eğitim düzeyindeki bireylerin algıladıkları anne baba reddinin ilk ve ortaöğretim eğitim düzeyindeki bireylere göre daha düşük olduğu tespit edilmiştir.

Yaşamın erken döneminde çocuk ve ebeveyn arasındaki ilişki çocuk tarafından içselleştirilir (Bowlby, 1980). Erken dönemde ebeveynle olan ilişki bağlamında şekillenen benliğe ve dış dünyaya ilişkin tasarımlar, kişinin yaşam boyu duygu düzenleme süreçlerinde etkilidir (Cassidy, 1994; Shaver ve Mikulincer, 2007; 2019; Çalışır, 2009; Frederickson ve diğerleri, 2018). Bu araştırma sonucunda alan yazınla uyumlu olarak algılanan ebeveyn reddi arttıkça duygu düzenleme güçlüklerinin arttığı belirlenmiştir. Pektaş'ın (2015) ve Karasu'nun (2020) benzer şekilde algılanan ebeveyn reddi düzeyi arttıkça duygu düzenleme güçlüklerinin de arttığını buldukları görülmektedir.

İlgili alan yazın çerçevesinde duygu düzenleme güçlüğü olan annelerin algıladıkları ebeveyn kabul-reddinin incelenmesi bulgularının, onların çocuk yetiştirme tutumları üzerinde ileriye dönük bir etkisi olabileceği ileri sürülmektedir. Örneğin annelerin duygusal sosyalleşmelerinin çocukların psikososyal becerilerinde önemli rol oynadığı, annelerin duygu düzenleme becerilerinin ve kendi çocukluk deneyimlerinin bu anlamda etkili olabileceği belirtilmiştir. Duygu sosyalizasyonu,

çocukların duygusal gelişimlerinin, onların duygusal tepkileri ve ebeveynlerinin onların davranışlarına nasıl tepki verdiği göre şekillendiği bir süreç olarak tanımlanmaktadır (Crandall vd., 2015; Rogers vd., 2016). Duygu düzenlemedeki bireysel farklılıklar annelerin ebeveynlik işlevini etkiler. Örneğin, duyguları kontrol etmedeki zorluklar, işlevsiz ebeveyn tutumlarına yol açar; yüksek duygu düzenleme kapasitesinin duyarlı ve ilgili ebeveynlik ile ilişkili olduğu öne sürülmüştür (Crandall vd, 2015).

Erken dönem anne-baba-çocuk ilişkisinin niteliğinin çocuğun duygusal süreçlerine etkisini bir kez daha ortaya koyan bulgular, anne-babalara yapılacak müdahale ve eğitim çalışmalarının duygusal açıdan sağlıklı bireyler yetiştirme açısından önemini göstermektedir. Ebeveynlerle yapılacak psiko-eğitim ve ebeveyn eğitimi programları gibi ebeveynlik becerilerini güçlendirecek çalışmaların, ebeveynlerin mevcut tutumlarında fark yaratarak çocuklarının duygusal iyi oluşlarını güçlendireceği düşünülmektedir.

**Anahtar Kelimeler:** *Ebeveyn Kabul Reddi, Duygu Düzenleme, Duygu Sosyalleştirilmesi.*

