

**The Role of Physical / Emotional Abuse and Neglect,
Perceived Parental Style and Self-esteem on
Emotional Intelligence among 4th and 5th Grade
Primary School Children**

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ABSTRACT

Intelligence has several mental functions such as perceiving, memorizing, learning, thinking, abstracting and adapting to new conditions (Aydin, Leblebici, Arslan, Kilic & Oktem, 2005). Emotional intelligence was described as the attend to, ability to, understand and regulate emotions to lead thought and behavior (Salovey & Mayer, 1990 as cited in Alegre, 2011). In the current study, we examined the associations of physical / emotional abuse and neglect, perceived parental style and self-esteem with emotional intelligence. A total of 250 4th and 5th grade primary school children were recruited for the study from twelve public primary school in Northern Cyprus and at home based by using personal contacts. Participants filled four questionnaires; Bar-On Emotional Intelligence Scale – Child and Adolescent Form, Child Abuse Scale, Parental Attitude Scale and Coopersmith Self-Esteem Inventory. It was found that self-esteem and perceived authoritative attitude of parents significantly predicted emotional intelligence of 4th and 5th grade primary school children. Emotional abuse and perceived authoritarian attitude of parents were significant negatively correlated with emotional intelligence. However, emotional neglect and also, age, gender, mother education level and father education level were found to have absence of prediction role on emotional intelligence. In addition, physical abuse and neglect were not assessed in this current study because of their reliability analysis' results. Based on these findings, further recommendations were presented.

Keywords: Emotional intelligence, physical / emotional abuse, physical / emotional neglect, authoritative / authoritarian parental style, self-esteem.

ÖZ

Zekânın algılamak, ezberlemek, öğrenmek, düşünmek, soyutlamak ve yeni koşullara adapte olmak gibi çeşitli zihinsel işlevleri vardır (Aydın, Leblebici, Arslan, Kılıç ve Öktem, 2005). Duygusal zekâ, düşünce ve davranışlara öncülük eden duyguları anlama ve düzenleme yeteneğidir (Salovey ve Mayer, 1990, Alegre, 2011'de belirtilmiştir). Bu çalışma, fiziksel / duygusal istismar ve ihmal, algılanan ebeveyn tutumu ve benlik saygısı ile duygusal zekâ arasındaki ilişki incelemiştir. Bu çalışmaya, Kuzey Kıbrıs'taki on iki devlet ilköğretim okulundan ve kişisel temaslar kullanılarak ev ortamından toplam 250 4. ve 5. sınıf ilkokul çocuğu dahil olmuştur. Katılımcılara dört adet anket uygulanmıştır; Bar-On duygusal zekâ ölçeği - çocuk ve ergen formu, çocuk istismarı ölçeği, ebeveyn tutum ölçeği, Coopersmith benlik saygısı envanteri. Benlik saygısı ve algılanan demokratik ebeveyn tutumunun 4. ve 5. sınıf ilkokul çocuklarının duygusal zekâsını önemli derecede yordadığı tespit edilmiştir. Duygusal istismar ve ebeveynlerin algılanan otoriter tutumu, duygusal zekâ ile negatif yönde ilişkilidir. Bununla birlikte, duygusal ihmal ve ayrıca yaş, cinsiyet, anne eğitimi düzeyi ve baba eğitimi düzeyinin duygusal zekâ üzerinde tahmin rolü bulunmadığı tespit edilmiştir. Ek olarak, bu araştırmada güvenilirlik analizinin sonuçları nedeniyle fiziksel istismar ve ihmal değerlendirilmemiştir. Bu bulgulara dayanarak ileriki araştırmalar için öneriler sunulmuştur.

Anahtar Sözcükler: Duygusal zekâ, fiziksel / duygusal istismar, fiziksel / duygusal ihmal, demokratik / otoriter ebeveyn tarzı, benlik saygısı.

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Chapter 1

INTRODUCTION

Salovey and Mayer (1990) described emotional intelligence as the ability to attend to, understand and regulate emotions to lead thought and behavior (as cited in Alegre, 2011). In other words, they described emotional intelligence as a kind of social intelligence which includes the skill to monitor one's own and others' emotions, to distinguish among them and to use the knowledge to lead one's consideration and actions (as cited in Mayer & Salovey, 1993).

Intelligence has several mental functions such as perceiving, memorizing, learning, thinking, abstracting and adapting to new conditions (Aydin, Leblebici, Arslan, Kilic & Oktem, 2005). Since 1910, the level of intelligence could be assessed by IQ tests which mainly measure mathematical and logical skills, and verbal capabilities (Aydin et al., 2005). In other words, cognitive ability is an implicit feature which is assessed by psychometric tests and these tests evaluate the skill to solve problems in several cognitive domains (Brody, 2004). Therefore, emotional intelligence and cognitive intelligence are different specialized types of general intelligence (Schaie, 2001; Brody, 2004 as cited in Cote & Miners, 2006). While emotional intelligence reflects emotions in that experience and learning about emotions, cognitive intelligence reflects cognition in that experience and learning about cognitive processes like memory (Schaie, 2001; Brody, 2004 as cited in Cote & Miners, 2006).

Multiple intelligence (which includes emotional intelligence with others) was arised in the early 1980s through a book of Howard Gardner which is ‘Frames of mind’ (Gardner, 1983 as cited in Barrington, 2004). Gardner’s theory assumed that the human organism has eight different intelligences such as visual/spatial, verbal/linguistic, musical/rhythmic, logical/mathematical, bodily/kinesthetic, interpersonal, intrapersonal and naturalistic (Barrington, 2004). Moreover, Gardner (1983,1993) stated that interpersonal (ex:capacity for empathy, emotional intimacy, altruism etc.) and intrapersonal abilities (ex: awareness of own feelings, psychological insight, ability to manage emotions etc.) are the most important parts of emotional intelligence (as cited in Vandervoort, 2006). As understood from this information, Gardners’ Multiple Intelligence Theory has structures that similar to emotional intelligence. Additively, Elias (1993), Goleman (1995) and Jensen (1998) asserted that emotional intelligence is an important variable in predicting achievement and the capacity to solve problems (as cited in Irvin & Richardson, 2002). Accordingly, Tsaousis and Nikolaou (2005) remarked that different subfields of psychology such as developmental, educational, clinical, counselling, industrial and organizational psychology handles emotional intelligence as a predictor of life success, healthy interpersonal relationships, academic achievement, work success, performance and leadership.

As mentioned above, Gardner (1983) studied Emotional Intelligence Theory and then during early 1990s, these theories of emotional intelligence were tested upon by Mayer and Salovey in their researches (Chrusciel, 2006). Mayer and Salovey’s (1997) Model of Emotional Intelligence describes four different mental skills; perception of emotion, use of emotion to simplify thought, understanding of emotion

and management of emotion (as cited in Brackett, Rivers & Salovey, 2011). These four skills are inter-related and arranged hierarchically. Perception of emotion is one of the more basic psychological processes at the base of the model while management of emotion is one of the more advanced psychological processes at the top of the model (Brackett et al., 2011). In depth, perception of emotion includes the capacity to recognize emotions in the face and postural expressions (Mayer, Salovey & Caruso, 2004). Using of emotion to simplify thought contains the capacity of emotion to help thinking (Mayer, Salovey & Caruso, 2004). In other words, emotions are used to give priority to thinking by giving attention to significant knowledge about the environment or other persons (Brackett et al., 2011). Understanding of emotion includes the capacity to analyze emotions and find out their results (Frijda, 1988; Lane, Quinlan, Schwartz, Walker & Zeitlin, 1990; Ortony, Clore & Collins, 1988; Roseman, 1984 as cited in Mayer et al., 2004). Lastly, management or regulation of emotion contains the capacity to prevent, decrease, increase or change an emotional response in oneself and others (Brackett, et al., 2011).

Emotional intelligence came into the limelight when Goleman published his books in the late 1990s (Chrusciel, 2006). These books were mainly focusing on workplace applications of emotional intelligence (Goleman, 1998 as cited in Brackett et al., 2011). Moreover, Goleman (1995) improved a framework of five basic principles which represent emotional intelligence; self-awareness, self-regulation, motivation, empathy and social skills (Clancy, 2014). Self-awareness was defined as knowing one's emotions or knowing a feeling; self-regulation was described as managing feelings which build on self-awareness; motivation was explained as separating emotions for giving attention to goals; empathy was stated as recognizing emotions

of others and lastly, social skills was named as handling relationships which support popularity, leadership and interpersonal effectiveness (Goleman, 1995 as cited in Cliffe, 2011).

1.1 Measurement of Emotional Intelligence

Emotional quotient (EQ) is a term that was originated by Bar-On (1995) to assess emotional intelligence (Cliffe, 2011). Bar-On (1997) developed an instrument named as Emotional Quotient Inventory (EQ-i) to evaluate psychosocial functioning of emotional intelligence widely (as cited in Reiff, Hatzes, Bramel & Gibbon, 2001). EQ-i measures emotional intelligence in terms of five compounds which contains interpersonal skills, intrapersonal skills, stress management, adaptability and general mood (Bar-On, 1997 as cited in Reiff, Hatzes, Bramel & Gibbon, 2001). Bar-On (1997) suggested that people with higher emotional intelligence have some traits such as being optimistic, flexible, realistic, successful at problem solving and coping with stress without losing control which can be measured by EQ-i (as cited in Reiff et al., 2001). Bar-On Emotional Intelligence Scale - Child and Adolescent Form was developed by Bar-On and Parker (2000) and it can be applied to 7-18 years old children / adolescents. It includes 60 items with a four point likert scale (Odabaşı, 2013).

The Multifactor Emotional Intelligence Scale (MEIS) evaluates the relationship between emotional intelligence and individual performance (Mayer, Salovey & Caruso, 1997 as cited in Thi Lam & Kirby, 2002). The MEIS includes eight tasks which are split into components referring three levels of emotional reasoning ability such as perceiving, understanding and regulating emotions (Mayer et al., 1997 as cited in Thi Lam & Kirby, 2002). The short version of this scale contains 258 items

and it can be completed in 40 minutes (Thi Lam & Kirby, 2002). Lastly, total score of these three components represent overall score of emotional intelligence (Thi Lam & Kirby, 2002).

For this present study, Bar-On Emotional Intelligence Scale – Child and Adolescent Form was used because of the characteristics of the sample (i.e. participants were selected among 4th and 5th grade primary school children and also compared to MEIS this scale was more suitable for children because of its smaller number of items).

1.2 Middle Childhood and Emotional Intelligence

One of the important stages of human development is middle childhood (Kerns, 2008). Approximately the ages between 6 to 10 represent middle childhood which are known as a base of establishment for the sense of identity of children (Eccles, 1999). Moreover, middle childhood was defined as a time of ‘industry’ when the attention of children is oriented to be competent in a range of important abilities (Erikson, 1959 as cited in McHale, Crouter & Tucker, 2001). In other words, fourth stage of Erik Erikson’s Psychosocial Development Theory is ‘industry (competence) vs. inferiority’ so, specific skills and peer groups are becoming important for the child’s life in this stage because they become a major source of self-esteem in the child (McLeod, 2008). When children are encouraged for their attempt, they start to feel industrious and they believe to succeed in their goals due to their abilities but, when children or their attempt is restricted by parents or teacher instead of encouragement, children start to feel inferior and suspect their abilities and therefore, they might not achieve their potential (McLeod, 2008). Peer acceptance has an important role in competence period of childhood and adolescence (Masten & Coatsworth, 1995 as cited in Mavroveli, Petrides, Sangareau & Furnham, 2009).

Particularly in middle childhood, peer acceptance is related to well-being, academic performance and self-concept (Vandell & Hembree, 1994 as cited in Mavroveli, Petrides, Sangareau & Furnham, 2009). Moreover, Hubbard and Coie (1994) stated that a few dimensions of emotional functioning such as the skills to perceive, express and regulate emotions and to sympathize and empathize influence children's competence in social settings such as peer popularity (as cited in Mavroveli, Petrides, Sangareau & Furnham, 2009).

1.3 Child Abuse/Neglect and Emotional Intelligence

Abuse occurs when someone hurts or mistreats another person i.e, abuse is behaviour used to threaten, isolate and control another person (The Minister of Justice and Attorney General of Canada, 2009). In addition, abuse can be physical, emotional, sexual and financial (The Minister of Justice and Attorney General of Canada, 2009). Child abuse is done by someone to harm a child and it has critical physical and psychological consequences that impact the health and well-being of a child (Gupta, 2012). In addition, child abuse might be physical, sexual or emotional (Gupta, 2012). Neglect is defined as not ensuring physical and psychological needs of the child (Gupta, 2012). Physical abuse is a non-accidental use of force which causes in bodily injury, pain or impairment (The New York State Office of Children and Family Services as cited in Croft, 2016). Physical neglect is described as a failure to ensure adequate food, clothing, shelter, hygiene or required medical care (Wegmann, Lancaster, Bruhn & Fuentes, 1981). Emotional abuse frequently includes psychological maltreatment and non-physical aggression (Spertus, Yehuda, Wong, Halligan & Seremetis, 2003). Lastly, emotional neglect is described as the deprivation of emotional contact or the absence of a nurturing emotional environment (Spertus et al., 2003).

A lot of empirical evidence showed that family setting and caregivers play an important role in the socialisation of emotional skills through explicit observation and modelling (Denham, Zoller & Couchoud, 1994; Field, 1994; and Zeidner, Matthews, Roberts, & MacCann, 2003 as cited in Gardner, Qualter & Whiteley, 2011). Maughan and Cicchetti (2002), Pollak, Cicchetti, Hornung and Reed (2000) and also Shipman and Zeman (1999) assumed that abusive environments were especially harmful to the development of emotion perception, understanding and regulation of emotions (as cited in Gardner et al., 2011). Ban and Oh (2016) investigated the role of teacher and peer relationships between parental abuse/neglect and child's emotional/behavioral problems and they found that parental physical and emotional abuse and neglect significantly increased the children's problems. Moreover, they found that the direct impact of parental physical/emotional abuse was higher than the direct impact of parental physical/emotional neglect on children's emotional/behavioral problems. On the other hand, Burns, Jackson and Harding (2010) stated that emotional abuse is a serious predictor of emotional dysregulation. Therefore, they investigated the relationship of emotion regulation to sorts of child abuse and ensuing posttraumatic stress; they found that female college students who had a history of sexual, physical, or emotional abuse in their childhood showed serious emotion regulation difficulties compared to females without experiences of abuse. Moreover, Waller, Corstorphine and Mountford (2007) stated that emotional abuse was related to inadequate emotional skills, alexithymia, weak distress tolerance and emotional inhibition.

Straker and Jacobson (1981) examined the link between aggression, emotional maladjustment and empathy among 19 abused children who were between 5 and 10

years old and 19 nonabused children. They found that the abused children were significantly lower than the nonabused children on the measure of empathy and higher on measures of emotional maladjustment. In addition, Frodi and Smetana (1984) investigated 60 children who were between the ages of 3 to 5 in terms of their ability to distinguish the emotions in others. They found that neglected and abused children were significantly worse in terms of being able to describe and distinguish other people's emotions. Similarly, Rogosch, Cicchetti and Aber (1995) found that maltreated children showed lower levels of emotional understanding when compared to non-maltreated children (as cited in Shipman & Zeman, 1999). Moreover, Pollak, Cicchetti, Hornung and Reed (2000) and Pollak, Cicchetti, Klorman and Brumaghim (1997) obtained that physically abused children were more correct in identifying anger expressions than non-maltreated children, but were less likely to determine sad and happy expressions than others (as cited in Sullivan, Bennett, Carpenter & Lewis, 2008). In addition, Pollak, Cicchetti, Hornung and Reed (2000) investigated the recognition of emotion among physically abused and neglected preschoolers to identify the effect of atypical experience (physical abuse and neglect) on emotional development. In experiment one, children paired a facial expression to an emotional circumstance and Pollak et al. (2000) found that neglected children had more difficulty in distinguishing emotional expressions than children in control group and physically abused children. Also, they found that physically abused children showed a response bias for angry facial expressions. In experiment two, children rated the resemblance of facial expressions so, Pollak et al. (2000) found that control group revealed distinct emotions as dissimilar while neglected children could find fewer dissimilarity among emotions. They also found that physically abused children revealed the most variability across emotions. In another study, Shipman, Edwards,

Brown, Swisher and Jennings (2005) investigated emotion management skills such as emotional understanding and emotion regulation in children who experienced neglect and in children who were control group to specify the ways of neglect that intervene with children's emotional development. Thus, they found that neglected children showed lower understanding of negative emotions such as anger and sadness and fewer adaptive emotion regulation skills than control group. Lastly, findings of their study indicated that neglect might intervene with normal acquisition of emotional understanding and emotional regulation skills. As understood from above, child abuse and neglect influence emotional intelligence level of children negatively.

In the literature mentioned above, some studies attained participants from a child protection service and applied the emotional intelligence scales required for research. Some studies did not explain how they attained participants who are abused or neglect and these studies applied the emotional intelligence scales required for research. On the other hand, some studies distributed child abuse scales and emotional intelligence scales required for research to participants. In this current study, child abuse scale will be distributed to participants, so this study will measure perceived abuse and neglect. Therefore, after this part of the thesis, physical / emotional abuse and neglect will be implied as perceived physical / emotional abuse and neglect.

1.4 Parenting Styles and Emotional Intelligence

Efficient parenting is important for intellectual, physical, social and emotional development of children (Phillips, Connors & Curtner-Smith, 2017). There are four kinds of parenting styles such as authoritative, authoritarian, permissive and

neglectful which are based on demandingness and responsiveness (Baumrind, 1989 as cited in Pong, Hao & Gardner, 2005). Authoritative parenting style includes equal balance of discipline and nurturing behaviours (Lagace-Seguin & d'Entremont, 2006). Baumrind (1971) stated that authoritative parents are flexible and sensitive to their children's needs, make convenient requests in their children's behaviour and explain the idea behind their request in a supportive and nurturing attitude (as cited in Lagace-Seguin & d'Entremont, 2006). On the other hand, authoritarian parenting style is based on power assertion to force requests (Lagace-Seguin & d'Entremont, 2006). Negative demandingness in authoritarian parenting is associated with children's lower emotional intelligence whereas parental responsiveness, emotion-related coaching and positive demandingness in authoritative parenting is associated with children's higher emotional intelligence (Alegre, 2011). Accordingly, Shalini and Balakrishna Acharya (2013) found that emotionally intelligent adolescents had more authoritative fathers. While Asghari and Besharat (2011) found that all dimensions of authoritative parenting such as involvement, autonomy support and warmth were related with emotional intelligence positively, they found also that perceived parenting warmth was one of the most efficient factors in developing the emotional intelligence. On the other hand, Lagace-Seguin and d'Entremont (2006) stated that children who have authoritarian parents are more likely to show negative affect than children who have authoritative parents. These findings conform with the research results of Baumrind (1971, 1987) who found that children who have authoritarian parents tend to be less socially and emotionally inclined compared to children of authoritative parents (as cited in Lagace-Seguin & d'Entremont, 2006). Punitive discipline causes children's lower level of emotional understanding (Pears & Moses, 2003 as cited in Alegre, 2011) and lower emotional regulation (Morris,

Silk, Steinberg, Myers & Robinson, 2007 as cited in Alegre, 2011). On the other hand, emotionally intelligent children generally are raised by parents who are sensitive to emotional needs of their children (Salovey, Bedell, Detweiler & Mayer, 2000 as cited in Lekaviciene & Antiniene, 2016). Therefore, Lekaviciene and Antiniene (2016) asserted that social and psychological family factors play an important role for the development of emotional intelligence. Lastly, only two parenting styles such as authoritarian and authoritative parenting styles will be evaluated in this current study to not create a complex research.

1.5 Self-Esteem and Emotional Intelligence

Self-esteem is defined as a person's general sense of (his or her) value or worth (Makikangas & Kinnunen, 2003 as cited in Kong, Zhao & You, 2012). In other words, self-esteem can be described as one's positive or negative attitude against himself/herself (Onen & Ulusoy, 2015). Jenaabadi (2014) asserted that self-esteem was one of the psychological dimensions which effects emotional skills. In addition, low self-esteem is related with desperation, inferiority, sadness, depression and high suicidal tendencies (Maslow, 1987; Roberts, Gotlib & Kassel, 1996 & Nunley, 1996 as cited in Nnabuife, Chukwuemeka, Chinwendu, Ephraim I. & Ikechukwu, 2018). Moreover, self-esteem has been frequently found to be positively correlated to emotional intelligence (Ciarrochi et al., 2001; Schutte, Malouff, Simunek, McKenley, & Hollander, 2002; Sillick & Schutte, 2006 as cited in Ferrando, Prieto, Almedia, Ferrandiz, Bermejo, Lopez-Pina, Hernandez, Sainz & Fernandez, 2011). For instance, Onen and Ulusoy (2015) investigated the relationship between self-esteem levels of pre-service teachers and their emotional intelligence levels. They found that pre-service teachers with low level of self-esteem had low level of emotional intelligence and those with high level of self-esteem had high level of

emotional intelligence. According to Hasanvand and Khaledian (2012), self-esteem is a pivotal factor for social and emotional compatibility. For example, Brown and Dutton (1995) found that people who have low self-esteem have more strong emotional reactions to failure than people who have high self-esteem and so, they obtained that people who have low self-esteem overgeneralize the negative implications of failure. Moreover, it was proved that an individual who has high self-esteem has a better level of mental health and self-harmony (Peng, Cheng, Chen & Hu, 2013 as cited in Nnabuife et al., 2018), perceives more confident and competent and indicates optimistic attitudes (Maslow, 1987 & Rutter, 1997 as cited in Nnabuife et al., 2018), and also he/she has powerful personal strength and skill to solve problems and control emotions (Eremie & Chikweru, 2015 as cited in Nnabuife et al., 2018). Lastly, Nnabuife et al. (2018) found that self-esteem correlated with global emotional intelligence, perception of emotion, management of own and others emotion positively and significantly among medical students and they specified that when medical students grow in self-esteem, they become more emotionally intelligent. As understood from above, self-esteem influences emotional intelligence level positively.

On the other hand, Mullen, Martin, Anderson, Romans and Herbison (1996) stated that any types of abuse is related with decreased self-esteem. In addition, Claussen and Crittenden (1991) stated that psychological aggression virtually always accompanies physical abuse (as cited in Solomon & Serres, 1999) and this combination effects a child negatively (Solomon & Serres, 1999) e.g, this combination causes low self-esteem of a child (Briere & Runtz, 1988; Gross & Keller, 1992; Wodarsky, Kurtz, Gaudin, Jr. & Howing, 1990 as cited in Solomon &

Serres, 1999). Also, Carl Rogers emphasized three important points of parent-child relationship which develop self-esteem (Ümmet, 2015). For example, the first is to show acceptance, attention, compassion and warmth against the child, the second is permission and punishment and the third or critical point is democratic attitudes of parents (Ümmet, 2015). Thus, the child who was raised with these three important points of parent-child relationship will have higher self-esteem (Hall & Linzey, 1957; Morgan, 1990 as cited in Ümmet, 2015). As understood from these, self-esteem variable is related to other independent variables of this current research so, it was added as an independent variable to this current research.

1.6 The Present Study

The aim of this study is to investigate the role of physical / emotional abuse and neglect, perceived parental style and self-esteem on emotional intelligence among 4th and 5th grade primary school children. Hence following hypotheses were generated:

Hypothesis 1: Higher scores in perceived physical abuse will predict lower emotional intelligence.

Hypothesis 2: Higher scores in perceived emotional abuse will predict lower emotional intelligence.

Hypothesis 3: Higher scores in perceived physical neglect will predict lower emotional intelligence.

Hypothesis 4: Higher scores in perceived emotional neglect will predict lower emotional intelligence.

Hypothesis 5: Higher scores in perceived authoritarian parental style will predict lower emotional intelligence.

Hypothesis 6: Higher scores in perceived authoritative parental style will predict higher emotional intelligence.

Hypothesis 7: Lower scores in self-esteem will predict lower emotional intelligence.

Chapter 2

METHOD

2.1 Participants

A total of 250 participants were recruited among 4th and 5th grade primary school children by convenient sampling ($M= 10.2$, $SD= 0.65$). Data was collected from twelve public primary schools in Northern Cyprus. Seven of them were in Nicosia region and five of them were in Famagusta region. Also, the data of ninety participants were collected at home based on personal contacts. The parental consent form was distributed to nine hundred three parents. 27.7 % of parents allowed their children to participate in this research. One hundred thirty participants (52 %) were girls ($M= 10.2$, $SD= 0.72$) and one hundred twenty participants were (48 %) boys ($M=10.13$, $SD= 0.56$).

2.2 Measurement Tools

2.2.1 Demographic Information Sheet

General information form (see in Appendix D) was given to participants to obtain their demographic information such as date of birth, age, gender, residence, class, educational status of mother and educational status of father.

2.2.2 Bar-On Emotional Intelligence Scale – Child and Adolescent Form

Bar-On Emotional Intelligence Scale – Child and Adolescent Form (see in Appendix E) was developed by Bar-On and Parker in 2000 (Bar-On, 2000 as cited in Karabulut, 2012). This scale was translated into Turkish by Köksal in 2007 (Odabaşı, 2013). It can be applied to 7-18 years old children / adolescents. It includes 60 items

with a four point likert scale (Odabaşı, 2013). There are six subdimensions of this scale such as intrapersonal emotional intelligence (ex: 'I can identify my feelings easily'), interpersonal emotional intelligence (ex: 'I usually understand what other people feel'), adaptability (ex: 'it is easy to understand new things for me'), stress management (ex: 'I know how to keep my calmness'), general mood (ex: 'I am happy') and positive impression (ex: 'I hope the best') (Odabaşı, 2013). Cronbach alpha of this scale was found as .91 in the original study (Odabaşı, 2013). Cronbach alphas for subdimensions were .80 for interpersonal emotional intelligence, .62 for intrapersonal emotional intelligence, .68 for stress management, .85 for adaptability, .85 for general mood and lastly, .63 for positive impression (Odabaşı, 2013). In the current study, an overall emotional intelligence score was used. Cronbach Alpha of Bar-On Emotional Intelligence Scale – Child and Adolescent Form was found as .92.

2.2.3 Child Abuse Scale

Child Abuse Scale (see in Appendix F) was developed by Malik and Shah (2007) to measure physical abuse, emotional abuse, physical neglect and emotional neglect among 8 – 12 years old children. It was translated to Turkish by Berkmen and Okray (2015). It is a four point likert scale and it has 34 items with an internal consistency coefficient of 0.92 (Berkmen & Okray, 2015). There are four subdimensions of this scale such as physical abuse (4 items; ex: 'My parents slap me. '), emotional abuse (14 items; ex: 'My parents ridicule me for my features. '), physical neglect (4 items; ex: 'I have to look after siblings. ') and emotional neglect (12 items; ex: 'My parents spend a lot of time with me. '). The sum of subdimensions of this scale gives an overall abuse and neglect score (Berkmen & Okray, 2015). Malik and Shah (2007) stated that scores which are below 54 indicates "mild abuse", scores which are between 55-65 indicates "moderate abuse" and scores which are above 66 indicates

‘severe abuse’ (as cited in Berkmen & Okray, 2015). Cronbach’s alpha was found as .92 (Malik & Shah, 2007). Reliability coefficient alpha were found for four subscales of this scale as .63 (physical abuse) and .51 (physical neglect) while emotional abuse was found as .90 and emotional neglect was found as .86 (Malik & Shah, 2007). Also, Berkmen and Okray (2015) used internal consistency coefficient, test-retest and two half reliability coefficient for reliability study of this scale and cronbach alpha internal consistency coefficient, test-retest and two half reliability coefficient were found as .67, .84 and .64 respectively. For this scale, instead of total score, all subdimensions were assessed separately. In the current study, Cronbach alphas for physical abuse subscale was found as .02, emotional abuse subscale was found as .76, physical neglect subscale was found as .11 and emotional neglect subscale was found as .94 respectively. Therefore, only emotional abuse and emotional neglect subscales were used.

2.2.4 Parental Attitude Scale

Parental Attitude Scale (see in Appendix G) was developed by Polat (1986) to measure perceived authoritarian and authoritative attitudes of mothers and fathers (Alpoğuz, 2014). A total of 26 items of the scale were filled by children and adolescents (Çetin & Güngör Aytar, 2012). Twelve items represent authoritative parental style (ex: ‘My parents encourage me to take small decisions about myself.’) and 14 items represent authoritarian parental style (ex: ‘My parents punish me if I do not act like they want.’) (Alpoğuz, 2014). Çetin and Güngör Aytar (2012) stated that items which represent authoritative parental style are given 1 point, while items which represent authoritarian parental style are given 0 point. Thus, if total score of this scale is high, it shows that mother and/or father is perceived as authoritative (Çetin & Güngör Aytar, 2012). Moreover, test-retest reliability was found for mother

as .83 and for father as .88 (Alpoğuz, 2014). For this current study, authoritarian attitude of father, authoritative attitude of father, authoritarian attitude of mother and authoritative attitude of mother was assessed and combined as authoritarian parental style and authoritative parental style because of high correlations between mother and father related measures. In the current study, cronbach alphas for authoritarian parental style and authoritative parental style subscales were found as .90 and .82 respectively.

2.2.5 Coopersmith Self-Esteem Inventory

Coopersmith Self-Esteem Inventory (see in Appendix H) was developed by Coopersmith (1967) and translated into Turkish by Pişkin in 1996 (Piji Küçük, 2011). There are 58 items in this scale and it can be answered in 10-15 minutes approximately (Piji Küçük, 2011). This scale can be used for high school students (Pişkin, 1996 as cited in Kapcı, 2004) and 3rd, 4th and 5th grade primary school students (Güçray, 1989 as cited in Kapcı, 2004). There are five subdimensions of this scale such as general self-esteem (ex: 'I don't usually feel uncomfortable about what happened in my life), social self-esteem (ex: 'People spend an enjoyable time with me'), self-esteem which is relating to family and home (ex: 'When I am at home, I am bored and upset easily'), school-academic self-esteem (ex: "'Talking in front of the class is hard for me') and falsehood (Piji Küçük, 2011). Falsehood subdimension includes 8 items and represents defender attitude, so these items are not assessed during calculation of this scale (Piji Küçük, 2011). While answers are given two points which show higher self-esteem, incorrect answers are not scored (Korkmaz, 2007). To illustrate, if a participant answers an item that "'Talking in front of the class is hard for me"' as no, two points are given, but if a participant answers as yes to the same item, zero point was given (Korkmaz, 2007). The range of possible

scores of this scale is between 0-50 and higher scores represent higher self-esteem (Kapçı, 2004). Coopersmith (1967) found the test-retest reliability coefficient of this scale as .88 (with 5 weeks interval) and as .70 (with 3 years interval) (Coopersmith, 1967). Lastly, Pişkin (1996) found the internal consistency coefficient of this scale as .76 (as cited in Piji Küçük, 2011). For this current study, an overall self-esteem score was used. Cronbach Alpha of Coopersmith Self-Esteem Inventory was found as .88.

2.3 Procedure

This research was a cross-sectional study. At the beginning of the research, after getting ethical research approval by EMU Department of Psychology and Ministry of Education of Turkish Republic of Northern Cyprus, consent form (see in Appendix A) was given to the institution which data collection took place to inform them about research and to get their approval. Then, informed consent form (see in Appendix B) was given to the parents of participants to inform them about research and to get their approval. Later, consent form (see in Appendix C) was given to the children as participants of the study. Next, general information form was given to participants to obtain their demographic informations. Three separate sessions were ensured for children to fill the scales. Child Abuse Scale and Parental Attitude Scale were distributed to children at first and then, after first break (15 minutes), Coopersmith Self-Esteem Inventory was given to children, and later, after second break (15 minutes), Bar-On Emotional Intelligence Scale – Child and Adolescent form was distributed to children. During application of scales, classroom teacher and the researcher of this study were in the classrooms to answer the questions and to observe whether the participants want to withdraw. Also, during application of scales at homes, the researcher of this study were beside participants to answer the questions and to observe whether the participants want to withdraw. Data collection

took approximately 60 minutes. Lastly, debrief form (see in Appendix I & J) was given to participants and their parents to thank their participation and to help them to understand research better.

Chapter 3

RESULTS

3.1 Data Analysis

In the current study, SPSS 22 software program was used for analysis. First Pearson Correlation Coefficient was used to see the relationship among the variables. Then, hierarchical multiple regression analysis was conducted to see the predictor roles of independent variables on emotional intelligence.

3.2 Correlations Among Continuous Variables

As seen in Table 1, self-esteem and authoritative attitude of parents were positively correlated with emotional intelligence. Emotional abuse, authoritarian attitude of parents were negatively correlated with emotional intelligence. Self-esteem had the strongest correlation coefficient with emotional intelligence.

Table 1: Correlations Among Emotional Intelligence, Emotional Abuse, Emotional Neglect, Authoritarian Attitude, Authoritative Attitude and Self Esteem

Variables	1	2	3	4	5	6
1. Emotional Intelligence	-					
2. Emotional Abuse	-.373**	-				
3. Emotional Neglect	.029	.155*	-			
4. Authoritarian Attitude	-.384**	.466**	-.219**	-		
5. Authoritative Attitude	.468**	-.513**	.068	-.544**	-	
6. Self-Esteem	.581**	-.555**	.139*	-.551*	.506**	-

*p<.05, **p<.01

3.3 Regression Analysis

3.3.1 Hierarchical Multiple Regression Analysis Findings for Variables Predicting Emotional Intelligence

In the present study, Hierarchical Multiple Regression was conducted to examine the predictor role of age, gender, emotional abuse and neglect, self-esteem and parents' attitude types on emotional intelligence (See Table 2). Preliminary analyses were conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity and homoscedasticity.

In the first step of regression analysis; age, gender, mother education and father education were assessed, model was insignificant ($F=1.792$, $\Delta R=.028$, $p=.131$), and explained 2.8% of the variation in emotional intelligence. These variables were assessed in the first model because they were control variables.

Self-esteem, authoritarian and authoritative attitude variables as a validation measures for emotional intelligence were entered at the second model and model was significant. New model ($F=21.281$, $\Delta R=.381$, $p<.001$) explained 38.1% of the variation in emotional intelligence. As mentioned in the introduction part, emotional intelligence model of Mayer and Salovey describes four different mental skills such as perception of emotion, use of emotion, understanding of emotion and management of emotion. On the other hand, self-esteem was one of the psychological dimensions which effects emotional skills (Jenaabadi, 2014). In addition, negative demandingness in authoritarian parenting is related with lower emotional intelligence of children whereas parental responsiveness, emotion-related coaching and positive demandingness in authoritative parenting is related with higher emotional

intelligence of children (Alegre, 2011). Therefore, these variables were assessed in the second model.

Emotional abuse and emotional neglect were entered in the third step and the model was significant ($F=16.719$, $\Delta R= .385$, $p<.001$). Third model was explained 38.5% of the variation in emotional intelligence with self-esteem ($\beta=.475$, $p<.001$) and authoritative attitude ($\beta=.230$, $p<.001$). Other variables were not significant predictors in the third step. Emotional abuse and emotional neglect were assessed in the third model because emotional abuse is one of the critical predictors of emotional dysregulation (Burns et al., 2010) and also, neglect might intervene with normal acquisition of emotional understanding and emotional regulation skills (Shipman et al., 2005). Therefore, emotional regulation skill is one of the more advanced psychological processes at the top of the model in the emotional intelligence model of Mayer and Salovey (Brackett et al., 2011) whereas emotional abuse and emotional neglect are harmful for this important skill and so, they were assessed in the last model.

Table 2: Hierarchical Multiple Regression Analysis Findings for Variables Predicting Emotional Intelligence

Predictors	Emotional Intelligence		
	<i>B</i>	<i>SEb</i>	β
	Model 1		
Age	.068	.043	.101
Gender	-.066	.056	-.074
Mother Education	.048	.028	.127
Father Education	-.008	.028	-.023
	$R^2 = .028$		

	Model 2		
Age	.008	.036	.012
Gender	-.025	.046	-.028
Mother Education	.017	.023	.046
Father Education	.001	.023	.002
Self-Esteem	.013	.001	.461**
Authoritarian Attitude	.011	.135	.006
Authoritative Attitude	.580	.160	.229**
	$R^2 = .381$		
	Model 3		
Age	.020	.038	.030
Gender	-.030	.047	-.034
Mother Education	.015	.023	.040
Father Education	.006	.023	.015
Self-Esteem	.013	.002	.475**
Authoritarian Attitude	-.016	.139	-.008
Authoritative Attitude	.582	.166	.230**
Emotional Abuse	.035	.098	.025
Emotional Neglect	-.035	.027	-.075
	$R^2 = .385$		

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

Chapter 4

DISCUSSION

The present study explored the role of physical / emotional abuse and neglect, perceived parental style and self-esteem on emotional intelligence among 4th and 5th grade primary school children. It was found that self-esteem and perceived authoritative attitude of parents significantly predicted emotional intelligence of 4th and 5th grade primary school children. Furthermore, emotional abuse and perceived authoritarian attitude of parents were negatively correlated with emotional intelligence while emotional abuse and perceived authoritarian parental style did not have significant prediction role when accompanied with other variables of the study. Emotional neglect and also, age, gender, mother education level and father education level did not predict emotional intelligence significantly. In addition, physical abuse and neglect were not assessed in this current study because of their low reliabilities.

Correlational analysis has shown that there was a negative significant relationship between emotional abuse and emotional intelligence of 4th and 5th grade primary school children. This means that as the strength of the emotional abuse increased, emotional intelligence decreased. Most of the literature has asserted that abusive environments are harmful to the development of emotion perception, emotion understanding and emotion regulation (Maughan & Cicchetti, 2002; Pollak et al., 2000 & Shipman & Zeman, 1999 as cited in Gardner et al., 2011). Challenges in the development of emotional skills are associated with emotional abuse (Waller et al., 2007) and Burns et al. (2010) have stated that emotional dysregulation is

predicted by emotional abuse seriously. On the other hand, Emotional Intelligence Model of Mayer and Salovey (1997) defines four distinct mental abilities such as perception of emotion, use of emotion to simplify thought, understanding of emotion and management of emotion (as cited in Brackett et al., 2011). As understanding the literature, abuse affects emotional intelligence negatively. In the light of this finding and informations that were mentioned above, it was revealed that some children who are 4th and 5th grade of primary school in North Cyprus experience emotional abuse in their home setting and this condition effect their emotional intelligence level negatively, so they experience difficulties to perceive, use, understand and regulate their emotions and also, understand others' emotions.

Correlational analysis has shown that there was a negative significant relationship between perceived authoritarian parental style and emotional intelligence of 4th and 5th grade primary school children. Lagace-Seguin and d'Entremont (2006) stated that children who have authoritarian parents are more likely to indicate negative affect than authoritative parents' children. Furthermore, Alegre (2011) stated that negative demandingness in authoritarian parenting is related with children's lower emotional intelligence. On the other hand, perceived parenting warmth is one of the most efficient factors in developing the emotional intelligence, but authoritarian parenting style means low warmth and high control (Asghari & Besharat, 2011). Therefore, as understood from above, emotional intelligence requires equal balance of discipline, to be sensitive to children's needs or emotions, convenient requests whereas authoritarian parenting style does not allow decision-making to children, it has punitive discipline and insensitivity to children's needs or low parenting warmth.

Thus, it can be suggested that this style of parenting might have negatively affected emotional intelligence of some participants of the current study.

Findings of the correlational analysis showed that perceived authoritative parental style correlated with emotional intelligence positively. This result was supported by the literature. For example, Asghari and Besharat (2011) found that emotional intelligence is related with all dimensions of authoritative parenting positively. To illustrate, emotionally intelligent children are raised by sensitive parents who supply emotional needs of their children (Salovey et al., 2000 as cited in Lekaviciene & Antiniene, 2016). Also, Shalini and Balakrishna Acharya (2013) stated that emotionally intelligent adolescents are grown by more authoritative fathers. In addition, Alegre (2011) stated that parental responsiveness, emotion-related coaching and positive demandingness in authoritative parenting are associated with children's high level of emotional intelligence. Therefore, if parents always apply the contents of authoritative parenting style i.e, if they are always flexible and sensitive to needs of their children, make convenient requests and explain the reason of their request in supportive attitude, children can define and understand their and others emotions better and regulate their emotions. Support can be defined as parental attitude which ensures the child feel comfortable relationship with his / her parents and this condition develops an insight in the child that he / she is accepted by his / her parents (Rollins & Thomas, 1979 as cited in Paulussen-Hoogeboom, Stams, Hermanns, Peetsma & van den Wittenboer, 2008). In other words, children who are raised by authoritative parents feel comfortable themselves or perceive low level of stress in their home setting because they think that they are accepted and understood by their

parents, so they can develop their skill to define, understand, regulate etc. their emotions due to these conditions.

Correlational analysis of current study also showed that self-esteem correlated with emotional intelligence positively. This result also was supported by the literature. To illustrate, Ciarrochi et al., (2001); Schutte et al., (2002) and Sillick and Schutte (2006) found that self-esteem was positively correlated with emotional intelligence (as cited in Ferrando et al., 2011). Onen and Ulusoy (2015) found that pre-service teachers who have low level of self-esteem have low level of emotional intelligence. Moreover, it was proved that an individual who has high level of self-esteem has a better level of mental health and self-harmony (Peng et al., 2013 as cited in Nnabuife et al., 2018), perceives more confident and competent and indicates optimistic attitudes (Maslow, 1987 & Rutter, 1997 as cited in Nnabuife et al., 2018), and also he/she has powerful personal strength and skill to solve problems and control emotions (Eremie & Chikweru, 2015 as cited in Nnabuife et al., 2018). Also, Nnabuife et al. (2018) found that self-esteem was correlated with global emotional intelligence, perception of emotion, management of own and others emotion positively and significantly among medical students and they specified that when medical students grow in self-esteem, they become more emotionally intelligent. Therefore, as understood from literature, when an individual has higher self-esteem, he/she can find useful solutions for his/her problems and can dominate himself/herself due to control emotions because an individual can perceive and regulate own and others emotions, so he/she can develop useful thoughts and actions. Therefore, these are all contents of emotional intelligence and when someone has

higher level of self-esteem, he/she has higher level of emotional intelligence most probably.

Correlational analysis has shown that emotional neglect were not correlated with emotional intelligence neither positively nor negatively. In other words, Emotional neglect occurs away from the public eye and often is unnoticed (Iwaniec, 2003). Emotional neglect does not have physical signs, so it is difficult to verify (Iwaniec, 2003). Also, children usually can not speak about their unhappiness and do not know what forms nurturing care and attention (Iwaniec, 2003). As understood from this, emotional neglect is hard to be determined among types of abuse and neglect, so children can not be aware of emotional neglect when they are exposed in their home settings. Therefore, this finding of correlational analysis could be occurred because of these conditions.

Five hypotheses such as hypothesis 1, 2, 3, 4 & 5 were not supported whereas hypothesis 6 & 7 were supported by the regression analysis of this current study. In other words, beyond correlational analysis, emotional intelligence of children in the sample was analyzed by taking a series of variables in the account. Age, gender, mother education level and father education level variables were entered at the first model of regression analysis of the current study. First model of regression analysis of the current study showed that there was no prediction roles of age, gender, mother and father education level on emotional intelligence. Self-esteem, perceived authoritative attitude of parents and perceived authoritarian attitude of parents variables were entered at the second model with age, gender, mother education level and father education level variables. Only self-esteem and perceived authoritative

parental style variables predicted emotional intelligence significantly at the second model.

Emotional abuse and emotional neglect were entered at the third model. Like second model, self-esteem and perceived authoritative attitude of parents predicted emotional intelligence significantly. Thus, last model showed that emotional abuse did not predict emotional intelligence significantly with emotional neglect and perceived authoritarian attitude of parents in regression analysis while there is a significantly negative relationship between emotional abuse, perceived authoritarian attitude of parents and emotional intelligence. Self-esteem and perceived authoritative parental style variables might carry a negative suppression effect over emotional abuse and perceived authoritarian parental style variables in this current study's multiple regression analysis. Negative suppression effect occurs when a variable obtains a negative weight over inclusion in a regression equation when all variables have positive inter-correlations (Lancaster, 1999).

Child maltreatment includes physical abuse, emotional abuse and neglect and also, child maltreatment is related with impairment containing multiple domains of competence and health, involving physical, behavioral, emotional, cognitive and social functioning (Afifi & MacMillan, 2011). However, not all children who are exposed to maltreatment experience negative impairment related to this childhood distress, on the contrary, some children become more resilient in the result of this distress (Afifi & MacMillan, 2011). Briefly, maltreated children who are also resilient indicate a normal range of competence across several domains of functioning (Afifi & MacMillan, 2011). Also, parenting styles such as authoritarian, permissive or democratic-authoritative encourage being resilient (Theron & Theron,

2010). Therefore, emotional abuse and perceived authoritarian parental style variables might have encouraged resiliency of some children who participated to this current study and this condition might not affect their emotional intelligence negatively, so maybe this condition is responsible for insignificant finding of the current study's multiple regression analysis. Further specific researches can investigate the effect of being resilient that is occurred as a result of child maltreatment and parenting styles on emotional intelligence.

4.1 Limitations

Current study had particular methodological limitations. Data collection procedure was conducted inside a social environment; classroom settings. Participants can influence each other when they fill scales, so this condition might have lead to confounding effect during data collection. Home settings were also used during data collection. Although participants filled scales in a separate room without their parents, presence of their parents at a home can influence their answers, so this condition may have lead to response bias effect during data collection. There were four questionnaires during data collection, so there were too many questions. Although two breaks were given to participants, they could be tired and it could influence their answers and might lead to confounding effect. All data were collected via self-report questionnaires. Self-reports are prone to all sorts of response bias (Campbell & Fiske, 1959; Donaldson, Thomas & Graham, 2002; Graham, Collins, Donaldson & Hansen, 1993; Schwarts, 1999; Stone, Turkkan, Bachrach, Jobe, Kurtzman & Cain, 2000 as cited in Donaldson & Grant-Vallone, 2002). Thus, self-reports could influence the reliability of current research and so, a qualitative methodology could expand our understanding of emotional intelligence. On the other hand, Foa, Cashman, Jaycox and Perry (1997) studied on the validation of a self-

report measure of posttraumatic stress disorder (PTSD), the posttraumatic diagnostic scale (PTDS) and also, they used the PTSD module of the Structured Clinical Interview (SCID) and scales measuring trauma-related psychopathology. They found that PTDS has high diagnostic agreement with SCID and it has high correlations with scales measuring trauma-related psychopathology. Therefore, although self-report measures create a risk for the reliability of research, self-report measures have reliable sides as well. Moreover, physical abuse and neglect were not assessed in this current study because of their low reliabilities. The reason of this result could be response bias effect. In other words, participants could not want to reflect their experiences which include physical abuse or neglect during data collection. Lastly, while physical and emotional neglect variables were measured, neglectful parenting style was not measured in this current study. In other words, neglectful parenting means a non-controlling attitude and overall noninvolvement (Maccoby & Martin, 1983; Baumrind, 1991 as cited in Aunola, Stattin & Nurmi, 2000). Also, neglectful parenting style includes neglectful behaviours such as not giving a child necessary medical care, not showing that child love etc. (Polansky, Gaudin, Ammons & Davis, 1985; Straus & Kaufman Kantor, 2005 as cited in Hines, Kaufman Kantor & Holt, 2006). Therefore, neglectful parenting and child physical and emotional neglect are overlap to each other and because of this reason, neglectful parenting style was not assessed in this current study to not create a complex research.

4.2 Implications

Results of the current study can be implied to parents. In other words, awareness of parents can be increased due to these findings. When parents learn that emotional abuse and authoritarian attitude correlated negatively with children's emotional intelligence, they can pay attention to their behaviours toward their children. Also,

when they learn high level of self-esteem affect emotional intelligence positively, they can try to learn how they can develop their children's self-esteem. Also, results of the current study can be implied to guidance services of primary schools. Guidance services can use these findings to inform and increase awareness of parents of children. Also, guidance services of primary schools can apply any school-based interventions to increase or develop emotional intelligence level and self-esteem level of children. For instance, social and emotional learning programs develop five interrelated sets of cognitive, affective and behavioral competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision making (Collaborative for Academic, Social and Emotional Learning, 2005 as cited in Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Through systematic instruction, SEL abilities might be taught, modeled, practiced and applied to various situations thus and so, students use them as part of their daily repertoire of behaviors (Ladd & Mize, 1983; Weissberg, Caplan & Sivo, 1989 as cited in Durlak et al., 2011). Also, there is another programme which is the Social and Emotional Aspects of Learning (SEAL) (Humphrey, Lendrum & Wigelsworth, 2013). This programme includes Goleman's five basic principles of EI such as self-awareness, self-regulation, motivation, empathy and social skills (Humphrey et al., 2013). In detail, schools start the new academic year in primary SEAL with a theme which is the New Beginnings i.e, children discover feelings of happiness and excitement, sadness, anxiety and fearfulness while they learn and put into practice shared models for calming down and problem-solving (Department for Education and Skills, 2005 as cited in Humphrey et al., 2013). On the other hand, Axline (1949) asserted based on her research in schools that child-centered play therapy permitted the child to overcome emotional limitations which prevented expression of intelligence and

release the child to indicate full potential (as cited in Ray, Armstrong, Balkin & Jayne, 2015). In addition to this, there is a friends programme i.e, it is an universal ten sessions cognitive behaviour therapy (CBT) programme and it is designed to enhance children's emotional resilience (Stallard, Simpson, Anderson, Carter, Osborn & Bush, 2005). It is ensured in schools to all children in a class and it teaches practical skills to children to identify their anxious feelings, to identify unhelpful thoughts which increase anxiety and to replace these with helpful thoughts and to learn how to face and overcome their problems and difficulties (Stallard et al., 2005). Lastly, one of the general goals of art therapy is to develop self-esteem by providing the opportunity to learn skills and to change cognitions and also, art therapy is used to work with emotionally disorder children (Alavinezhad, Mousavi & Sohrabi, 2014). Therefore, several school-based programs and several types of therapies which increase emotional intelligence level and self-esteem level of children were mentioned above and if teachers of guidance services of primary schools participate any trainings of these interventions to apply, they can apply these interventions and emotional intelligence level and self-esteem level of primary school children can be increased.

4.3 Future Directions

For future, specific researches can be done. To illustrate, emotional abuse and emotional intelligence can be investigated in future to increase understanding the relationship between them. In other words, there was a significantly negative relationship between them in correlational analysis whereas there was not significant prediction role of emotional abuse on emotional intelligence in regression analysis. Likewise, perceived authoritarian parental attitude, emotional neglect and emotional intelligence can be investigated separately in future to increase understanding the

relationship between them. Also, physical abuse and physical neglect can be investigated separately with emotional intelligence to see relationship and prediction between them. Similar studies can be done with a qualitative methodology to prevent confounding effect and response bias and to obtain more reliable data. Also, similar studies can be conducted in other countries to see if there is a difference depending on socio-geographic factors related with emotional intelligence. In addition, the data of this study might be collected from all 4th and 5th grade primary school children of all regions of North Cyprus. Also, the data of this current research can be collected from older participants such as secondary school children or high school children and this result could be different i.e, maybe emotional abuse, emotional neglect and perceived authoritarian attitude of parents could predict emotional intelligence in regression analysis significantly.

Permissive and neglectful parenting styles have not been analyzed in this research. Therefore, they can be investigated with emotional intelligence in future. Self-efficacy can also be examined to see it's relationship with and prediction role on emotional intelligence. In addition, emotional intelligence level of parents might be investigated with emotional intelligence of children to see the relationship between them and the prediction role of emotional intelligence level of parents on children's emotional intelligence. Also, resilience variable can be added to this study. In other words, as mentioned above, being resilient that is occurred as a result of child maltreatment and parenting styles can be investigated to see it's effect on emotional intelligence.

Developmental stage of current study's sample was worth to indicate the importance of emotional intelligence on competence of children among middle childhood. In

other words, as mentioned in introduction part, middle childhood is fourth stage of Erik Erikson's Psychosocial Development Theory which is "industry (competence) vs. inferiority" and specific skills and peer groups are important for the child's life in this stage (McLeod, 2008). Moreover, peer acceptance has an important role in competence of childhood (Masten & Coastworth, 1995 as cited in Mavroveli et al., 2009). At the same time, in the past thirty years, researches were done about a number of factors which predict peer acceptance in early and middle childhood, involving cognitive and social problem-solving ability, prosocial behavior, emotion regulation and emotion knowledge (Denham, McKinley, Couchoud & Holt, 1990; Eisenberg et al., 1997; Hubbard & Coie, 1994; Parke et al., 1997; Rubin & Daniels-Beirness, 1983; Rubin, Daniels-Beirness & Hayvren, 1982 as cited in Mostow, Izard, Fine & Trentacosta, 2002). – emotion knowledge includes several skills such as perceiving and understanding emotion signals in oneself, others and diverse conditions (Izard, 2001 as cited in Mostow et al., 2002). – As understood from above, emotion regulation and emotion knowledge are contents of emotional intelligence and they are important factors which predict peer acceptance in middle childhood. As mentioned above, peer acceptance has important role in terms of competence among children who are in middle childhood. Therefore, emotional intelligence is important in terms of developmental psychology because emotional intelligence influences competence of children indirectly during middle childhood in a positive way. For future, the relationship between emotional intelligence and peer acceptance among middle childhood can be investigated to see competence of children.

4.4 Conclusion

The aim of this research was to explore the role of physical / emotional abuse and neglect, perceived parental style and self-esteem on emotional intelligence among 4th and 5th grade primary school children. Results indicated that emotional intelligence was significantly predicted by self-esteem and perceived authoritative parental style. Negative correlations were found between emotional abuse, perceived authoritarian parental style and emotional intelligence while emotional abuse and perceived authoritarian parental style did not have significant prediction role when accompanied with other variables of the study.

Overall, it is hoped that this study will be useful for parents to ensure healthy home setting for their children without abusive, neglectful and authoritarian behaviours to develop emotional intelligence of their children and also, for guidance services of primary schools to get essential trainings to improve emotional intelligence and self-esteem levels of primary school children.

Children may have difficulty in defining, understanding and regulating their feelings. This is natural. We must always help, support and protect them. As author unknown once said, “every child deserves to grow up feeling safe and loved”.

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APPENDICES

Appendix A: Institution Consent Form

Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475
Web: <http://brahms.emu.edu.tr/psychology>

İlköğretim 4. ve 5. Sınıf Öğrencileri Arasında Fiziksel ve Duygusal İstismarın ve İhmalin, Algılanan Ebeveynlik Stilinin ve Özsaygının Duygusal Zeka Üzerindeki Rolü.

Sayın.....İlkokulu Müdürü,

İlkokul 4. ve 5. Sınıf öğrencilerinizin araştırmaya katılmasını kabul etmeden önce, lütfen birkaç dakikanızı ayırarak, aşağıda bulunan araştırma hakkındaki bilgileri dikkatlice okuyunuz. **Çalışma hakkında herhangi bir sorunuz olursa, size daha fazla bilgi verebilecek olan araştırmacıya sormaktan çekinmeyiniz.**

Araştırma Doğu Akdeniz Üniversitesi Gelişim Psikolojisi Yüksek Lisans programı öğrencisi Meryem Beyoğlu tarafından, Psikoloji Bölümü Öğretim Üyesi Doç. Dr. Fatih Bayraktar'ın gözetiminde yürütülmektedir. Araştırma, ilköğretim 4. ve 5. sınıf öğrencileri arasında fiziksel ve duygusal istismarın ve ihmalin, algılanan ebeveynlik stilinin ve özsaygının duygusal zeka üzerindeki rolünü araştırmayı amaçlamaktadır. Araştırma ilköğretim 4. ve 5. Sınıf öğrencilerine verilecek olan dört ölçeği içermektedir. Araştırmada verilecek olan ölçeklerin cevaplandırılması 60 dakikadan fazla sürmeyecektir.

Öğrencileriniz araştırmaya katılmak zorunda değildir ve araştırmaya katılmayı reddetme hakkına sahiptir. Ayrıca araştırmadan, neden vermeksizin, istedikleri bir anda çekilme hakkına sahiptirler. Böyle bir durumda, öğrencilerinizin tüm yanıtları yok edilecek ve çalışmada yer almayacaktır. Eğer öğrencilerinizin araştırmaya katılmasını kabul ederseniz ve öğrencileriniz araştırmayı tamamlarsa, tüm yanıtlar ve anketler **gizlilikle** muhafaza edilecektir. Öğrencilerin tanımlayıcı bilgileri, anketin geri kalan kısmında ayrı olarak tutulacaktır. Bilgiler, araştırmadan sonra en fazla 6 yıl muhafaza edilecektir. Bilgiler analiz edildikten sonra, sonuçları içeren bir rapor yayınlanmak için sunulabilir. Ayrıca araştırma sonuçlarına dair genel bir sunum tarafınızdan talep edildiği takdirde araştırma danışmanı eşliğinde yapılabilir.

Gönüllü katılımınızı belirtmek için lütfen aşağıda bulunan katılımcı onay formunu doldurunuz.

ONAY FORMU

Araştırma Başlığı: İlköğretim 4. ve 5. Sınıf Öğrencileri Arasında Fiziksel ve Duygusal İstismarın ve İhmalin, Algılanan Ebeveynlik Stilinin ve Özsaygının Duygusal Zeka Üzerindeki Rolü

Araştırmacıların Adı: Doç. Dr. Fatih Bayraktar & Meryem Beyoğlu
Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: 90 392 630 1324 Email: fatih.bayraktar@emu.edu.tr

Lütfen onayladığınız maddelerin kutularınızı işaretleyiniz.

1. Araştırmanın bilgilendirme sayfasını okuduğumu, anladığımı ve soru sorma hakkımın olduğunu onaylıyorum.
2. Öğrencilerimizin istediği bir anda, açıklama yapmadan, araştırmadan çekilebileceklerini anlıyorum.
3. Öğrencilerimizin araştırmaya katılmasını kabul ediyorum.

Tarih

İmza

Araştırmanın etiği ile ilgili herhangi bir endişeniz var ise, endişeye neden olanları detaylı bir biçimde yazılı olarak, Doğu Akdeniz Üniversitesi Psikoloji Bölümü Araştırma ve Etik Komitesi Başkanı Doç. Dr. Şenel Hüsnü Raman'a (shenelhusnu.raman@emu.edu.tr) gönderebilirsiniz.

Appendix B: Parental Consent Form

Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475
Web: <http://brahms.emu.edu.tr/psychology>

Değerli Ebeveyn,

Çocuğunuzun araştırmaya katılmasını kabul etmeden önce, lütfen birkaç dakikanızı ayırarak, aşağıda bulunan araştırma hakkındaki bilgileri dikkatlice okuyunuz. **Çalışma hakkında herhangi bir sorunuz olursa, size daha fazla bilgi verebilecek olan araştırmacıya sormaktan çekinmeyiniz.**

Araştırma, çocuğunuz yaşlarındaki öğrencilerin, yaşayabildiği fiziksel ve duygusal zorluklarla, anne babalarının davranışları, kendilerine ve başkalarına duydukları saygı arasındaki ilişkiyi incelemeyi amaçlamaktadır. Araştırma dört anketi içermektedir. Bu dört anketi cevaplamak 60 dakikadan fazla sürmeyecektir.

Çocuğunuz araştırmaya katılmak zorunda değildir ve araştırmaya katılmayı reddetme hakkına sahiptir. Ayrıca araştırmadan, neden vermeksizin, istediği bir anda çekilme hakkına sahiptir. Böyle bir durumda, çocuğunuzun tüm yanıtları yok edilecek ve çalışmada yer almayacaktır. Eğer çocuğunuzun araştırmaya katılmasını kabul ederseniz ve çocuğunuz araştırmayı tamamlarsa, tüm yanıtlar ve anketler **gizlilikle** muhafaza edilecektir. Tanımlayıcı bilgileriniz, anketin geri kalan kısmında ayrı olarak tutulacaktır. Bilgiler, araştırmadan sonra en fazla 6 yıl muhafaza edilecektir. Bilgiler analiz edildikten sonra, sonuçları içeren bir rapor yayınlanmak için sunulabilir.

Gönüllü katılımınızı belirtmek için lütfen aşağıda bulunan katılımcı onay formunu doldurunuz.

ONAY FORMU

Araştırmacıların Adı: Doç. Dr. Fatih Bayraktar & Meryem Beyoğlu
Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: 90 392 630 1324 Email: fatih.bayraktar@emu.edu.tr

Lütfen onayladığınız maddelerin kutularınızı işaretleyiniz.

4. Araştırmanın bilgilendirme sayfasını okuduğumu, anladığımı ve soru sorma hakkımın olduğunu onaylıyorum.
5. Çocuğumun istediği bir anda, açıklama yapmadan, araştırmadan çekilebileceğini anlıyorum.
6. Çocuğumun araştırmaya katılmasını kabul ediyorum.

Tarih

İmza

Araştırmanın etiği ile ilgili herhangi bir endişeniz var ise, endişeye neden olanları detaylı bir biçimde yazılı olarak, Doğu Akdeniz Üniversitesi Psikoloji Bölümü Araştırma ve Etik Komitesi Başkanı Doç. Dr. Şenel Hüsnü Raman'a (shenelhusnu.raman@emu.edu.tr) gönderebilirsiniz.

Appendix C: Participant Consent Form

Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: +(90) 392 630 1389 Fax: +(90) 392 630 2475
Web: <http://brahms.emu.edu.tr/psychology>

Değerli Katılımcı,

Araştırmaya katılmayı kabul etmeden önce, lütfen birkaç dakikanızı ayırarak, aşağıda bulunan araştırma hakkındaki bilgileri dikkatlice okuyunuz.

Çalışma hakkında herhangi bir sorunuz olursa, size daha fazla bilgi verebilecek olan araştırmacıya sormaktan çekinmeyiniz.

Araştırma, sizin yaşlarımızdaki öğrencilerin, yaşayabildiği fiziksel ve duygusal zorluklarla, anne babalarının davranışları, kendilerine ve başkalarına duydukları saygı arasındaki ilişkiyi incelemeyi amaçlamaktadır. Araştırma dört anketi içermektedir. Bu dört anketi cevaplamak 60 dakikadan fazla sürmeyecektir.

Araştırmaya katılmak zorunda değilsiniz ve araştırmaya katılmak istemiyorsanız bunu rahatlıkla söyleme hakkına sahipsiniz. Ayrıca, herhangi bir açıklama yapmadan, istediğiniz bir zamanda araştırmayı bırakma hakkına sahipsiniz. Böyle bir durumda, tüm yanıtlarınız yok edilecek ve çalışmada yer almayacaktır. Eğer araştırmayı kabul eder ve tamamlarsanız, tüm yanıtlar ve anketler **gizlilikle** muhafaza edilecektir. Yaşınız, cinsiyetiniz, kaçınıcı sınıf olduğunuz vs. gibi bilgileriniz, anketin geri kalan kısmında ayrı olarak tutulacaktır. Bilgiler, araştırmadan sonra en fazla 6 yıl saklı tutulacaktır.

Gönüllü katılımınızı belirtmek için lütfen aşağıda bulunan katılımcı onay formunu doldurunuz.

ONAY FORMU

Araştırmacıların Adı: Doç. Dr. Fatih Bayraktar & Meryem Beyoğlu
Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: 90 392 630 1324 Email: fatih.bayraktar@emu.edu.tr

Lütfen onayladığınız maddelerin kutularınızı işaretleyiniz.

7. Araştırmanın bilgilendirme sayfasını okuduğumu, anladığımı ve soru sorma hakkımın olduğunu onaylıyorum.
8. Katılımımın gönüllü olduğunu ve istediğim bir anda, açıklama yapmadan, araştırmadan çekilebileceğimi anlıyorum.
9. Araştırmaya katılmayı kabul ediyorum.

Tarih

İmza

Araştırmanın etiği ile ilgili herhangi bir endişeniz var ise, endişeye neden olanları detaylı bir biçimde yazılı olarak, Doğu Akdeniz Üniversitesi Psikoloji Bölümü Araştırma ve Etik Komitesi Başkanı Doç. Dr. Şenel Hüsnü Raman'a (shenelhusnu.raman@emu.edu.tr) gönderebilirsiniz.

Appendix D: General Information Form

GENEL BİLGİ FORMU

Lütfen aşağıdaki seçenekli sorularda sizin için uygun olan tek bir seçeneğin içini (X) şeklinde işaretleyiniz ve lütfen aşağıdaki boşluklara doğum tarihinizi, yaşınızı ve nerede yaşadığınızı sırasıyla yazınız.

Cinsiyet: Kız () Erkek ()

Doğum Tarihi:

.....

Yaş:.....**Nerede yaşıyorsunuz?:**

Annenizin eğitim durumu nedir? İlkokul () Ortaokul () Lise () Üniversite ()

Master () Doktora ()

Babanızın eğitim durumu nedir? İlkokul () Ortaokul () Lise () Üniversite ()

Master () Doktora ()

Kaçıncı sınıfa gidiyorsunuz? 4. Sınıf () 5. Sınıf ()

Doldurduğunuz için Teşekkürler.

Appendix E: Bar-On Emotional Intelligence Scale – Child and Adolescent Form

BAR-ON DUYGUSAL ZEKA ÖLÇEĞİ ÇOCUK VE ERGEN FORMU

Yönerge: Lütfen her cümleyi okuyun ve sizi en iyi tanımlayan cevabı (X) şeklinde işaretleyin. Burada 4 olası cevap vardır. 1=Beni çok az tanımlıyor, 2=Beni biraz tanımlıyor, 3=Beni genellikle tanımlıyor ve 4=Beni çok tanımlıyor. Lütfen her cümle için sadece ve sadece bir tane cevap seçin ve sizin cevabınıza uyan numaranın cevaplama kutusunu (X) şeklinde işaretleyin. Örneğin, eğer cevabınız ‘Beni çok tanımlıyor’ ise o cümle ile aynı kutucukta olan 4 numarayı (X) şeklinde işaretleyiniz.

	1 BENİ ÇOK AZ TANIMLIYOR	2 BENİ BİRAZ TANIMLIYOR	3 BENİ GENELLİKLE TANIMLIYOR	4 BENİ ÇOK TANIMLIYOR
1. Eğlenmekten hoşlanırım.	1	2	3	4
2. Diğer insanların nasıl hissettiklerini anlamada başarılıyım.	1	2	3	4
3. Üzüntülü olduğumda soğuk kanlılığımı koruyabilirim.	1	2	3	4
4. Mutluyum.	1	2	3	4
5. Diğer insanların başına gelenleri önemserim.	1	2	3	4
6. Öfkemi kontrol etmek benim için zor.	1	2	3	4
7. İnsanlara nasıl hissettiğimi söylemek kolaydır.	1	2	3	4
8. Tanıştığım herkesten hoşlanırım.	1	2	3	4
9. Kendimden emin olduğumu hissedirim.	1	2	3	4
10. Genellikle diğer insanların ne hissettiğini anlarım.	1	2	3	4
11. Soğukkanlılığımı nasıl koruyacağımı bilirim.	1	2	3	4
12. Zor soruları cevaplarken farklı yollar kullanmayı denerim.	1	2	3	4

	1 BENİ ÇOK AZ TANIMLIYOR	2 BENİ BİRAZ TANIMLIYOR	3 BENİ GENELLİKLE TANIMLIYOR	4 BENİ ÇOK TANIMLIYOR
13. Yaptığım birçok şeyin iyi sonuçlanacağını düşünürüm.	1	2	3	4
14. Başkalarına saygı gösterebilirim.	1	2	3	4
15. Her şeye gereğinden çok üzülürüm.	1	2	3	4
16. Benim için yeni şeyleri anlamak kolaydır.	1	2	3	4
17. Duygularımı rahatlıkla ifade edebilirim.	1	2	3	4
18. Herkes hakkında iyi düşünürüm.	1	2	3	4
19. En iyisini umut ederim.	1	2	3	4
20. Arkadaş sahibi olmak önemlidir.	1	2	3	4
21. İnsanlarla kavga ederim.	1	2	3	4
22. Zor soruları anlayabilirim.	1	2	3	4
23. Gülümsemekten hoşlanırım.	1	2	3	4
24. Başka insanların duygularını incitmemeye çalışırım.	1	2	3	4
25. Bir problemi çözene kadar uğraşırım.	1	2	3	4
26. Sinirli bir yapıya sahibim.	1	2	3	4
27. Hiçbir şey canımı sıkmaz.	1	2	3	4
28. Benim için duygularım hakkında konuşmak zordur.	1	2	3	4
29. Her şeyin iyi olacağını bilirim.	1	2	3	4
30. Zor sorulara iyi cevaplar bulabilirim.	1	2	3	4
31. Duygularımı kolaylıkla tanımlayabilirim.	1	2	3	4
32. Nasıl iyi zaman geçireceğimi bilirim.	1	2	3	4
33. Gerçeği söylemeliyim.	1	2	3	4
34. İstedimde zor bir soruyu birçok şekilde cevaplayabilirim.	1	2	3	4

	1 BENİ ÇOK AZ TANIMLIYOR	2 BENİ BİRAZ TANIMLIYOR	3 BENİ GENELLİKLE TANIMLIYOR	4 BENİ ÇOK TANIMLIYOR
35. Kolaylıkla kızarırım.	1	2	3	4
36. Başkaları için birşeyler yapmaktan hoşlanırım.	1	2	3	4
37. Çok mutlu değilim.	1	2	3	4
38. Problemleri çözerken farklı yolları kolaylıkla kullanabilirim.	1	2	3	4
39. Kolay kolay üzülmem.	1	2	3	4
40. Kendimle barışığım.	1	2	3	4
41. Kolay arkadaş edinirim.	1	2	3	4
42. Yaptığım her şeyde en iyi olduğumu düşünüyorum.	1	2	3	4
43. İnsanlara ne hissettiğimi söylemek benim için kolaydır.	1	2	3	4
44. Zor bir soruyu cevaplarken birçok çözüm üretmeye çalışırım.	1	2	3	4
45. Başkalarının duyguları incindiğinde kendimi kötü hissederim.	1	2	3	4
46. Birisine sınırlendiğim zaman, kızgınlığım uzun süre devam eder.	1	2	3	4
47. Kişiliğimden memnunum.	1	2	3	4
48. Problem çözmeye iyiyimdir.	1	2	3	4
49. Sıramı beklemek benim için zordur.	1	2	3	4
50. Yaptığım şeylerden zevk alırım.	1	2	3	4
51. Arkadaşlarımı severim.	1	2	3	4
52. Kötü günlerim olmaz.	1	2	3	4
53. Başkalarına duygularımı anlatmakta zorluk çekerim.	1	2	3	4
54. Kolaylıkla üzülürüm.	1	2	3	4

	1 BENİ ÇOK AZ TANIMLIYOR	2 BENİ BİRAZ TANIMLIYOR	3 BENİ GENELLİKLE TANIMLIYOR	4 BENİ ÇOK TANIMLIYOR
55. En yakın arkadaşlarımdan biri üzgün olduğunda anlayabilirim.	1	2	3	4
56. Vücudumu beğenirim.	1	2	3	4
57. Bazı şeyler zorlaşsa bile vazgeçmem.	1	2	3	4
58. Öfkelendiğimde düşünmeden hareket ederim.	1	2	3	4
59. İnsanlar bir şey söylemeseler bile üzgün olduklarımı anlarım.	1	2	3	4
60. Görünüşümü beğenirim.	1	2	3	4

Appendix F: Child Abuse Scale

ÇOCUK İSTİSMARI ÖLÇEĞİ

Yönerge:Aşağıdaki cümleleranne-babaların çocuklarına olan davranışlarıyla ilgili bazı cümlelerden oluşmaktadır. Bu cümleler anne ve babaların çocuklarına karşı hem istenilen hem de istenilmeyen davranışlarını içermektedir. Burada 4 olası cevap vardır. Lütfen her cümleyi dikkatlice okuyunuz ve anne-babanızın size olan davranışını en iyi tanımlayan kategorinin önüne (X) işareti koyunuz. Örneğin, eğer anne-babanız ‘her zaman’ size belirtilen şekilde davranıyorsa o zaman her zaman seçeneği önüne (X) işaretini koyunuz. Eğer anne-babanız size ‘hiçbir zaman’ size belirtilen şekilde davranmıyorsa o zaman hiçbir zaman seçeneği önüne (X) işareti koyunuz. Lütfen hiçbir cümleyi boş bırakmayınız. Bu bilgi tamamen gizli tutulacak ve anne-babanız da dahil kimse ile paylaşılmayacaktır. Eğer bir sorunuz olursa lütfen görevli kişiye sorunuz.

	Hiçbirzaman	Arasıra	Sıklıkla	Herzaman
1. Annem ve babam bana tokat atar.				
2. Ne zaman yaralansam/incinsem annem-babam benimle ilgilenir.				
3. Evde ailemle birlikte yapmam gereken bir çok iş vardır.				
4. Annem ve babam beni arkadaşlarımın önünde döver.				
5. Annem ve babam benden şüphelenir.				
6. Hastalandığım zaman annem ve babam bunu kötü bir mazaret olarak görür.				
7. Annem ve babam bana karşı aşağılayıcı şekilde konuşur.				
8. Annem ve babam görünüşümle alay eder.				
9. Annem ve babam beni başkalarının/misafirlerin önünde azarlar.				

	Hiçbirzaman	Arasıra	Sıklıkla	Herzaman
10. Annem ve babam yaptığım şeyleri eleştirir.				
11. Evde küçük kız/erkek kardeşlerime bakmam gerekir.				
12. Annem ve babam düzenli olarak beslenmemi sağlar.				
13. Annem ve babam beni ağır iş yapmaya zorlar.				
14. Annem ve babam kendim ve ev ile ilgili düşüncelerime önem verir.				
15. Annem ve babamın bana yaklaşımı arkadaşçadır.				
16. Annem ve babam benimle bolca vakit geçirir.				
17. Annem ve babam sevdiğim ve sevmediğim şeyleri dikkate alır.				
18. Annem ve babam bana eğitimimle ilgili problemlerde yardım ederler.				
19. Annem ve babam sinirini/öfkelerini benden çıkarır.				
20. Annem ve babam benim zayıf yönlerimi başka insanlarla konuşur.				
21. Annem ve babam beni aşağılar.				
22. Annem ve babam benden nefret ettiklerini bana gösterirler.				
23. Annem ve babam okulumdaki veli toplantıları gibi etkinliklere katılırlar.				
24. Annem ve babam okula zamanında gidebilmem için bana				

	Hiçbirzaman	Arasıra	Sıklıkla	Herzaman
yardımcı olur.				
25. Annem ve babam eğitimimle ilgili sorunlarımı dikkatlice dinlerler.				
26. Annem ve babam vücudumun değişik bölgelerini yakarlar.				
27. Annem-babam benim için çok uğraştıklarını bana gösterirler.				
28. Hata yaptığım zaman annem ve babam bunu başkaları ile paylaşıp benimle alay eder.				
29. Bir şeyi yanlışlıkla kırdığımda annem-babam bana fiziksel işkence uygular.				
30. Annem ve babamla gezmeye giderim.				
31. Annem ve babam okuldaki ve okul dışındaki aktivitelerimle ilgilenir.				
32. Annem ve babam bana fiziksel olarak zarar verir.				
33. Değişik gezilerde annemle babama eşlik ederim.				
34. Annem-babam günümün nasıl geçtiği ile ilgilenir.				

Appendix G: Parental Attitude Scale

ANA-BABA TUTUMUNU DEĞERLENDİRME ÖLÇEĞİ

Yönerge: Sizlere bazı cümleler ve hemen karşılarında babanızı ve annenizi düşünerek dolduracağınız kutucuklar bulunan bir ölçek verilmiştir. Öncelikle, ölçekteki cümleleri dikkatlice okuyunuz. Okuduğunuz cümle babanızın yaptığı davranışa benziyorsa kutucuktaki “Babamın Davranışına benziyor.” seçeneğine çarpı (X) koyarak işaretleyiniz. Okuduğunuz cümle babanızın yaptığı davranışa benzemiyorsa “Babamın Davranışına Benzemiyor.” seçeneğine çarpı (X) koyarak işaretleyin. Aynı cümleleri annenizi düşünerek de doldurunuz. Okuduğunuz cümle annenizin yaptığı davranışa benziyorsa, kutucuktaki “Annemin Davranışına Benziyor.” seçeneğine çarpı (X) koyarak işaretleyin. Okuduğunuz cümle annenizin davranışına benzemiyorsa “Annemin Davranışına Benzemiyor.” seçeneğine çarpı (X) koyarak işaretleyin. Bu şekilde, bütün cümleleri sırasıyla hiçbirini atlamadan işaretleyiniz.

	BABAMIN DAVRANIŞINA	BABAMIN DAVRANIŞINA	ANNEMİN DAVRANIŞINA	ANNEMİN DAVRANIŞINA
	BENZİYOR	BENZEMİYOR	BENZİYOR	BENZEMİYOR
1. Beni her zaman anlamaya çalışır.				
2. Beni ilgilendiren konulardaki kararları her zaman kendisi verir.				
3. Kendime ilişkin ufak tefek kararları almaya beni özendirir.				
4. Kendi koyduğu kurallara uymamı ister.				
5. Ben bir şey anlatırken sözümü kesmez.				
6. Onun istediği gibi davranmazsam, beni cezalandırır.				
7. Kendimi önemli ve değerli bir kişi olarak görmeme yardımcı olur.				

	BABAMIN DAVRANIŞINA	BABAMIN DAVRANIŞINA	ANNEMİN DAVRANIŞINA	ANNEMİN DAVRANIŞINA
	BENZİYOR	BENZEMİYOR	BENZİYOR	BENZEMİYOR
8. Kendi fikirlerini kabul etmem için beni zorlar.				
9. Evde fikirlerimi rahatça anlatmamı doğal karşılar.				
10. Beni cezalandırmak yerine, sorunları benimle konuşarak çözümlenmeye çalışır.				
11. Okulda çok başarılı olmam için beni öylesine zorlar ki zayıf not almaktan çok korkarım.				
12. Bir güçlükle karşılaştığımda, istediğim yardımı sağlar.				
13. Küçük hatalarımı bile şiddetle cezalandırır.				
14. Hiçbir konuda kişisel görüşümü sormaz.				
15. En ufak eşyayı kaybetsem bile, beni cezalandırır.				
16. Bana bir şey alınırken, birlikte karar veririz.				
17. Bir şeyi yapmamı istediğinde hiçbir bahane kabul etmez.				
18. Merak ettiğim konularda sorduğum soruları cevaplandırma ya çalışır.				

	BABAMIN DAVRANIŞINA	BABAMIN DAVRANIŞINA	ANNEMİN DAVRANIŞINA	ANNEMİN DAVRANIŞINA
	BENZİYOR	BENZEMİYOR	BENZİYOR	BENZEMİYOR
19. Gelecekle ilgili planlarımı dikkatle dinler, fakat hiçbir zaman, amaçlarımı belirlemeye çalışmaz.				
20. Haklı olduğum zaman, bunu bana açıkça söyler.				
21. Beni o kadar çok kontrol eder ki, bazen çok bunalırım.				
22. Beni sık sık döverek cezalandırır.				
23. Ancak istediği gibi davrandığım zaman, bana sevgi gösterir.				
24. Ailemizle ilgili bir karar alınırken, benim fikirlerimi de dikkate alır.				
25. Yapabileceği mden fazlasını yapmam için beni zorlar.				
26. Neyi, nasıl yapacağıma her zaman o karar verir.				

Appendix H: Coopersmith Self-Esteem Inventory

COOPERSMITH BENLİK SAYGISI ÖLÇEĞİ

Yönerge: Lütfen aşağıdaki cümleleri dikkatlice okuyunuz. Sizi en iyi tanımlayan cevaba (X) işareti koyunuz. Burada 2 olası cevap vardır ve bunlar ‘‘Evet’’ ve ‘‘Hayır’’ dır. Eğer okuduğunuz cümle sizi temsil ediyorsa ‘Evet’ cevabının kutusuna (X); eğer okuduğunuz cümle sizi temsil etmiyorsa ‘Hayır’ cevabının kutusuna (X) işaretini yerleştiriniz.

	EVET	HAYIR
1. Hayatımda olanlardan genellikle rahatsızlık duymam.		
2. Sınıfın önünde konuşma yapmak bana oldukça güç gelir.		
3. Eğer gücüm yetse kendimle ilgili değiştirmek istediğim pek çok özelliğim var.		
4. Herhangi bir konuda fazla zorlanmadan karar verebilirim.		
5. İnsanlar benimle birlikteyken hoş ve neşeli vakit geçirirler.		
6. Evdeyken kolayca canım sıkılır, moralim bozulur.		
7. Yeni şeylere alışmam uzun zaman alır.		
8. Yaşıtlarımın arasında seviliyorum.		
9. Anne ve babam duygularımı genellikle dikkate alır.		
10. Güçlükler karşısında kolayca pes ederim.		
11. Anne ve babamın benden beklentisi çok fazla (aşırı derecede).		
12. Kendim olabilmek oldukça zor.		
13. Hayatımdaki her şey karmakarışık.		
14. Arkadaşlarım genellikle düşüncelerimi izlerler.		
15. Kendimi değersiz görüyorum.		
16. Pek çok kere evden ayrılmayı, kaçmayı istemişimdir.		

	EVET	HAYIR
17. Okulda sıkça moralimin bozulduğunu, canımın sıkıldığını hissediyorum.		
18. Çoğu insan kadar güzel görünümlü biri değilim.		
19. Söyleyecek bir şeyim olduğunda, genellikle çekinmeden söylerim.		
20. Anne ve babam beni anlıyor.		
21. İnsanların çoğu benden daha çok seviyor.		
22. Anne ve babamın çoğu zaman beni sanki zorladıklarını hissediyorum.		
23. Okulda çoğu zaman cesaretim kırılıyor.		
24. Sık sık keşke başka birisi olsam diye arzularım.		
25. Kendimi güvenilir biri olarak görmüyorum. (Bana bel bağlanmaz).		
26. Hiçbir şey için kaygı duymam.		
27. Kendimden oldukça eminim.		
28. Sevecen birisiyim, başkaları tarafından kolayca sevilirim.		
29. Anne ve babamla birlikte oldukça hoş ve neşeli vakit geçirmekteyiz.		
30. Hayal kurmaya çok zaman harcıyorum.		
31. Keşke daha küçük olsaydım.		
32. Her zaman yapılması gerekeni, doğru olanı yaparım.		
33. Okulda başarılarımla gurur duymaktayım.		
34. Birileri her zaman ne yapmam gerektiğini bana söylemeli.		
35. Yaptığım şeylerden dolayı sık sık pişmanlık duyarım.		
36. Hiçbir zaman mutlu olmam.		
37. Derslerimle ilgili olarak yapabileceğim en iyisini yapıyorum.		
38. Genellikle kendimi koruyabilir, kendime dikkat edebilirim.		
39. Oldukça mutluyum.		

	EVET	HAYIR
40. Oyunu kendimden daha küçüklerle oynamayı tercih ederim.		
41. Tanıdığım herkesi seviyorum.		
42. Sınıfta söz almaktan hoşlanırım.		
43. Kendimi anlayabiliyorum.		
44. Evde hiç kimse bana fazla ilgi göstermiyor.		
45. Hiç bir zaman azar işitmem.		
46. Okulda olmak istediğim kadar başarılı değilim.		
47. Kendi başıma karar verebilir ve bu kararımda ısrar edebilirim.		
48. Cinsiyetimden (erkek ya da kız olmaktan) memnun değilim.		
49. Başka insanlarla birlikte olmaktan hoşlanmıyorum.		
50. Hiç bir zaman utanmam.		
51. Sık sık kendimden utandığımı hissediyorum.		
52. Arkadaşlarım sık sık beni kızdırır, dalga geçerler.		
53. Her zaman doğruyu söylerim.		
54. Öğretmenlerim bana yeterince başarılı olamadığımı hissettiriyor.		
55. Bana ne olacağı hiç umurumda değil.		
56. Başarısız bir insanım.		
57. Azarlandığımda kolayca bozulurum.		
58. Kime ne söyleyeceğimi her zaman bilirim.		

Appendix I: Participant Debrief Form

Psikoloji Bölümü
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KATILIMCI BİLGİLENDİRME FORMU

‘İlköğretim 4. ve 5. sınıf öğrencileri arasında fiziksel ve duygusal istismarın ve ihmalin, algılanan ebeveynlik stilinin ve özsaygının duygusal zeka üzerindeki rolü’ başlıklı araştırmamıza katıldığınız için teşekkür ederiz. Birkaç dakikanızı alacak olan araştırmanın amaçlarını açıklayan aşağıdaki bilgileri, lütfen okuyunuz. Eğer bir soru sormak isterseniz, aşağıda iletişim bilgileri bulunan araştırmacıyla iletişim kurmaktan çekinmeyiniz.

Bu araştırmanın amacı, sizin yaşlarınızdaki öğrencilerin, yaşayabildiği fiziksel ve duygusal zorluklarla, anne babalarının davranışları, kendilerine ve başkalarına duydukları saygı arasındaki ilişkiyi incelemeyi amaçlamıştır.

Bu çalışma bittikten sonra, herhangi bir sıkıntı veya rahatsızlık hissederseniz ve bir profesyonel ile hissettiğiniz sıkıntı veya rahatsızlık hakkında konuşarak yardım almayı düşünürseniz bunu öğretmeninize söyleyerek ve ailenizden isteyerek, Dr. Burhan Nalbantoğlu Devlet Hastanesi – Barış Ruh ve Sinir Hastalıkları Hastanesi / Çocuk ve Ergen Psikiyatri Polikliniği (Tel:+90 392 2285441) ile iletişime geçebilirsiniz. Ayrıca, herhangi bir soru sormak isterseniz, araştırmacı Meryem Beyoğlu (meryembeyoglu6@gmail.com, 05338457944) veya araştırma süpervizörü Doç. Dr. Fatih Bayraktar (fatih.bayraktar@emu.edu.tr, 0392 630 1324) ile iletişime geçebilirsiniz.

Araştırmaya olan değerli katkınız için tekrardan teşekkür ederiz.

Saygılarımla,

Meryem Beyoğlu

Appendix J: Parental Debrief Form

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EBEVEYN BİLGİLENDİRME FORMU

‘İlköğretim 4. ve 5. sınıf öğrencileri arasında fiziksel ve duygusal istismarın ve ihmalin, algılanan ebeveynlik stiline ve özsaygının duygusal zeka üzerindeki rolü’ başlıklı araştırmamıza çocuğunuzun katılmasına izin verdiğiniz için teşekkür ederiz. Birkaç dakikanızı alacak olan araştırmanın amaçlarını açıklayan aşağıdaki bilgileri, lütfen okuyunuz. Eğer bir soru sormak isterseniz, aşağıda iletişim bilgileri bulunan araştırmacıyla iletişim kurmaktan çekinmeyiniz.

Bu araştırmanın amacı, çocuğunuz yaşlarındaki öğrencilerin, yaşayabildiği fiziksel ve duygusal zorluklarla, anne babalarının davranışları, kendilerine ve başkalarına duydukları saygı arasındaki ilişkiyi incelemeyi amaçlamıştır.

Bu çalışma bittikten sonra, herhangi bir sıkıntı veya rahatsızlık hissederseniz ve bir profesyonel ile hissettiğiniz sıkıntı veya rahatsızlık hakkında konuşarak yardım almayı düşünürseniz, Dr. Burhan Nalbantoğlu Devlet Hastanesi – Barış Ruh ve Sinir Hastalıkları Hastanesi / Çocuk ve Ergen Psikiyatri Polikliniği (Tel:+90 392 2285441) ile iletişime geçebilirsiniz. Ayrıca, herhangi bir soru sormak isterseniz, araştırmacı Meryem Beyoğlu (meryembeyoglu6@gmail.com, 05338457944) veya araştırma süpervizörü Doç. Dr. Fatih Bayraktar (fatih.bayraktar@emu.edu.tr, 0392 630 1324) ile iletişime geçebilirsiniz.

Araştırmaya olan değerli katkınız için tekrardan teşekkür ederiz.

Saygılarımla,

Meryem Beyoğlu.