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MEDIATIONAL ROLE OF CO-PARENTING IN THE RELATION
BETWEEN EMOTIONAL INTELLIGENCE OF PARENTS AND SOCIAL
SKILL LEVELS OF THEIR CHILDREN

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Mediational Role of Co-Parenting in the Relationship between Emotional Intelligence
of Parents and Social Skill Levels of Their Children

Ebeveynlerin Duygusal Zekaları ile Çocuklarının Sosyal Beceri Seviyeleri Arasındaki
İlişkide Ortak Ebeveynliğin Aracı Rolü

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LIST OF ABBREVIATIONS

EI:	Emotional Intelligence
PAI:	Parenting Alliance Inventory
SS:	Social Skill
SEIS:	Schutte Emotional Intelligence Scale
SSAS:	Social Skill Assessment Scale

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ABSTRACT

The present study was designed to examine the relationship between emotional intelligence (EI) of both parents, and their children's social skill levels through the mediation of co-parenting alliance perceptions of each parent. The starting point of the current study was based on "parental meta-emotion philosophy", which indicated that there is a relation between parents' emotional abilities and various aspects of family and child functioning (Gottman, Katz, & Hooven, 1996). Participants of this study were the teachers and parents (except the divorced parents) of the 2nd to 4th grade children in Avcılar and Beylikdüzü Campuses of Mektebim Elementary School. Total of 99 children's parents and teachers participated in this study. Each parent of each child completed the Parenting Alliance Inventory (PAI). Furthermore, they each filled the Schutte Emotional Intelligence Scale (SEIS) and Social Skill Assessment Scale (SSAS). Additionally only one parent of each child completed the demographic form. The classroom teachers of each child completed only the Social Skill Assessment Scale (SSAS). Results revealed that, the indirect effect of mother's EI and father's EI on SS-Total Score, via co-parenting was not significant, indicating that the association between mother's EI scores and father's EI scores and child's total score for social skills was not mediated by mother's and father's perception of co-parenting. On the other hand the results of the multiple regression analysis done for exploratory reasons showed that mothers' EI and mother's perceptions of co-parenting positively predict child's total score in social skills. However, father's EI and perception of co-parenting were not significantly associated with child's total score in SS. The results on how the mothers' EI and mothers' co-parenting alliance perceptions predict social skill levels of children pointed out the importance of parental effect on child's social skill levels. Limitations of the study and recommendations for future research were discussed.

Keywords: social skills, emotional intelligence, co-parenting

ÖZET

Bu çalışmanın temel amacı anne ve babaların duygusal zekaları ve ilk okul seviyesindeki çocuklarının sosyal beceri düzeyleri arasındaki ilişkide, anne ve babalarının ortak ebeveynlik algılarının aracı rolünü incelemektir. Çalışmanın başlangıç noktası, ebeveynlerin duygusal becerileri ile aile işleyişinin çeşitli yönleri arasında bir ilişki olduğunu belirten “ebeveyn meta-duygu felsefesi” üzerine kurulmuştur (Gottman, Katz ve Hooven, 1996). Çalışmaya, Avcılar ve Beylikdüzü Mektebim İlköğretim Okulu’nda okuyan toplam 99, 2.sınıf, 3.sınıf ve 4.sınıf öğrencisinin ebeveynleri (yalnızca evli olanlar) ve öğretmenleri katılmıştır. Her bir ebeveyn, ortak ebeveynlik tutumlarına yönelik Ortak Ebeveynlik Envanteri (PAI)’ni , kendi duygusal zekalarını değerlendirmek adına Schutte Duygusal Zeka Ölçeği (SEIS)’ni ve çocuklarının sosyal beceri düzeylerini değerlendirmek adına Sosyal Beceri Değerlendirme Ölçeği (SBDÖ)’ni tamamlamıştır. Son olarak ebeveynlerden yalnızca bir tanesinin demografik formu tamamlanması istenmiştir. Ayrıca her bir öğrencinin sınıf öğretmeni de öğrencinin sosyal beceri düzeyini değerlendirmek adına Sosyal Beceri Değerlendirme Ölçeği (SBDÖ)’ni doldurmuştur. Yapılan analizler sonucunda, annenin ve babanın duygusal zeka puanı ile çocuğun sosyal beceri toplam puanı arasındaki ilişkinin annenin ve babanın ortak ebeveynlik algısı aracılığıyla gerçekleşmediği ortaya konmuştur. Keşifsel nedenlerle yapılan çoklu regresyon analizinin sonuçları ise, annenin duygusal zekası ve annenin ortak ebeveynlik algısının çocuğun toplam sosyal beceri puanını olumlu yönde tahmin ettiğini göstermiştir ancak baba için benzer sonuçlar bulunamamıştır. Çalışmada, annelerin duygusal zekasının ve ortak ebeveynlik algılarının çocukların sosyal becerilerini nasıl öngördüğüne ilişkin sonuçlar, ebeveynlerin çocuğun sosyal beceri düzeyleri üzerindeki etkisinin önemine işaret etmiştir. Çalışmanın kısıtlılıkları ve gelecek araştırmalar için öneriler tartışılmıştır.

Anahtar Kelimeler: sosyal beceriler, duygusal zeka, ortak ebeveynlik

INTRODUCTION

Social skills are key factors of developing and maintaining relationships and childhood is the most important period of life, in which these skills are improved. Even though, there is no single definition of 'social skill,' it has been generally identified as behaviors which predict and/or correlate with important social outcomes such as peer acceptance, popularity, and the judgment of behavior by significant others (e.g., teachers, parents) (Elliot & Gresham, 1987). Jenson, Sloane and Yough et al. (1988 as cited in Bacanlı et al., 1999) underlined that social skills have been categorized as skills that allow starting and continuing positive social relationships with others such as, communicating, problem-solving, decision making, self-management, and peering relations. Spence (2003), divided social skills into two categories. According to Spence (2003), basic social skills include "eye contact, body posture, voice quality, facial expression, gesture, listening skills, verbal acknowledgments, and head movements." (p.90) Furthermore, in his analysis, complex social skills are about "starting conversations, asking to join in, offering invitations, asking for and offering help, giving negative feedback, responding to negative feedback, saying 'no', dealing with peer pressure, assertive responding, dealing with teasing and bullying, job interviews (adolescents), dating situations (adolescents), negotiation and conflict resolution" (Spence, 2003, p.90). The child has his/her first social experiences in the family. During the first interactions with his/her parents, the child learns how s/he should behave towards people around them and how to cope with unpleasant situations (Aslan & Cansever, 2007). It is stated that children who are deficient in social skills, are more likely to use alcohol during adolescent years (Scheier, Botvin, Diaz, & Griffin, 1999). Furthermore, the children with poor social skill development are exposed to rejection by their peers (Parker & Asher, 1987). Gaining adequate social skills during childhood years is crucial for the psychological wellbeing of the individuals in the long run. Thus, it is important to

understand the possible factors that affect the development of social skills in children. When the research that aimed to determine the factors that determine the social skills of children is reviewed, the social behaviors have been associated with several variables. Included among these variables are income levels of families, the quality of preschool teachers' interactions with young children, lower levels of family stress, individual child factors (e.g., language skills, inattention, hyperactivity...etc.), parents' relationship with their children, parents' EI levels and parents collaborative co-parenting dynamics (Griffith, Arnold, Voegler-Lee & Kupersmidt, 2016; Kirkland, Skuban, Adler-Baeder, Ketring, Bradford, Smith, & Lucier-Greer, 2011; Elias, Tobias, & Friedlander, 1999).

The main purpose of this study was to investigate the mediational role of co-parenting alliance in the relationship between EI of parents and the social skill levels of their children. Available in the literature are the research about the relationship between parenting attitudes and social skills of the children (Tulananda & Roopnarine, 2001; Ogelman, Önder, Seçer, & Erten, 2013; Rohner & Rohner, 1980; Paley, Conger & Harold, 2000; Wolchik, Wilcox, Tein, & Sandler, 2000; Guerrero & Jones, 2003; Raikes & Thompson, 2008; Cohn, 1990; Kandır & Alpan, 2008; Saltalı & Arslan, 2012); the relationship between co-parenting alliance and positive behavioral outcomes in children (McHale & Lindahl, 2011; McHale & Rasmussen, 1998; Schoppe, Mangelsdorf, & Frosch, 2001; Stright & Neitzel, 2003; Leary & Katz, 2004; Caldera & Lindsey, 2006; Karreman, Van Tuijl, Van Aken, & Dekovic, 2008); the relationship between EI of each parent and their parenting styles (Deuskar & Bostan, 2008; Elias, Tobias, & Friedlander, 1999; Gottman, Katz, & Hooven, 1996; Lagacé-Séguin et al., 2006; Cassidy, 1994; Gottman, Katz, & Hooven, 1997); and finally the relationship between emotionally intelligent parents and social skills of their children (Hops, Davis, Leve, & Sheerber, 2003; Katz & Hunter, 2007; Halberstadt, Denham, & Dunsmore, 2001; Katz, Hessler, & Annet, 2007; Saarni, 1999; Thompson, 1994; Kidwell, Young, Hinkle, Ratliff, Marcum, & Martin, 2010; Izard, Fine, Mostow, Trentacosta, & Campbell, 2002; Gottman, Katz, & Hooven,

1996; Katz & Windecker-Nelson, 2004; Stocker, Richmond, & Rhodes., 2007; Tennant, Martin, Rooney, Hassan, & Kane, 2017; Eisenberg et al., 1998; Dunn, Bretherton, & Munn, 1987; Morris et al., 2007; Cumberland-Li, Eisenberg, Champion, Gershoff, & Fabes, 2003; Eisenberg, Gershoff, et al., 2001; Eisenberg et al., 2003). However, there is no research available, especially in Turkey, which investigated the relationship between these three variables (EI of each parent, co-parenting dynamics and social skills of children) together. Examining the relationship between these three variables is useful for understanding the possible reasons behind social skill problems in children and also it is useful for modifying existing treatment plans in social skill problems of these children. Furthermore, in the current study, investigating the relationship between EI of parents, co-parenting dynamics and social skills of children is helpful for extending the scope of the meta-emotion theory (Gottman, Katz, & Hooven, 1996), which suggests a link between emotional abilities of parents, warmth between parents while interacting with the child and socially and emotionally positive child outcomes. Therefore, within the scope of the current study, the expected triadic relations between EI of parents, collaborative co-parenting dynamics and social skill levels of children are explained in detailed ways.

2. LITERATURE REVIEW

2.1. SOCIAL SKILLS

Humans are social beings and they have a need for interaction with the others. Even though there is no agreement on the definition of social skill, it has been generally identified as behaviors which predict and/or correlate with important social outcomes such as peer acceptance, popularity, and the judgment of behavior by significant others (e.g., teachers, parents) (Elliot & Gresham, 1987).

In the following sections, definition and importance of social skill development in children will be reviewed. Then, parental factors that affect social skill development

in children will be explained. Subsequently, the concept of EI will be reviewed and its relations with parenting and children's social skill development will be introduced. Finally, the concept of co-parenting will be defined and its relations with parenting, EI of parents and social skill development of children will be illustrated, followed by the predictions of the current study.

2.1.1. Definition and Classification of the Social Skill Concept

There exist many definitions related to social skills. It is therefore difficult to come up with a single definition. Various researchers describe this concept in different ways.

Goleman (2000) described social skills as the ability to manage the emotions of others and to conduct relations with others. How competent the person feels and how s/he starts and maintains his/her social roles are also within the scope of social skills. Social skills are also defined as learned behaviours, used in interpersonal relationships to get positive feedback from the environment (Kelly, 1982).

Matson and Ollendick (1988) described social skills as the ability that is necessary for interpersonal functions, and as the structure or system that is associated with the ability of the individual to stay with others, and also as the social behavior that determines the popularity of the individual among peers, teachers, parents and other adults.

Thorndlike (as cited in Bacanlı, 2002) is another pioneer in defining the concept of social skills. At the end of his intelligence analyzes, he came up with a concept called "social intelligence". Social intelligence is described as the ability to understand and manage people and to act wisely in human relations. According to this concept, it is possible for some people to easily establish relationships and to easily overcome difficulties in their social relationships on the basis of being socially intelligent.

In addition to a wide variety of social skill definitions, a wide variety of classification of social skills exists in the literature. Goldstein et al. (as cited in Palut, 2003), studied social skills in six categories. These are; preliminary social skills, advanced social skills, emotional coping skills, skills that are alternative to aggression, and skills related to planning.

Rin and Markler (as cited in Bacanlı, 1999) examined social skills in four categories that are, self-expression skills, skills related expanding his/her social environment, assertiveness skills, and communication skills.

Eiser and Fredericson (as cited in Palut, 2003) categorized social skills in three groups and these are; verbal, non-verbal and motor social skills. Verbal content elements are; providing appropriate requests, rejection of a request, and expressing compliments. Non-verbal elements are eye contact, smiling, the volume of the voice, fluency of speech and emotional tone. Finally, the motor and gesture elements are posture, gestures, head movements, and facial expressions.

Calderalla and Merrel (as cited in Avcioğlu, 2005) stated that, there are five dimensions in social skills of children and adolescent. These dimensions are;

1) Skills associated with peers: These are skills that affect friendship relationships positively and can be listed as asking help from friends when needed, helping friends, inviting friends to the game, making friends easily, engaging in conversations with friends, participating in discussions.

2) Self-control skills: These skills are related to self-acceptance and can be listed as controlling anger, obeying the rules, staying calm in the face of problems, negotiating with others and accepting criticism.

3) Academic skills: These are skills that enable the individual to be successful and can be listed as independent studying, fulfilling the instructions, using leisure time effectively, and asking for help when needed.

4) Adaptability skills: These skills are related to behaviors that individual exhibits according to the expectations of others and can be listed as obeying the rules, sharing, and fulfilling responsibilities.

5) Assertiveness skills: These skills can be listed as attempting to talk to others, inviting friends to play, introducing oneself to people and expressing emotions.

Akkök (1996) examined social skills in six categories:

1) First gained skills: These skills are about listening, starting and maintaining the conversations, asking questions, thanking, introducing oneself and introducing others, complimenting, asking for help, joining a group, giving instructions and following the given instructions, apologizing and persuading. In literature, these skills are seen as the necessities of meaningful communications with others (Payton et al., 2000).

2) Skills related to the execution of a task with a group: This dimension of social skills is about compliance with the division of labor within the group, fulfilling the responsibilities within the group, and trying to understand the views of others.

3) Emotional skills: These skills are about understanding one's own feelings, expressing emotions, understanding others' feelings, coping with the anger of the person in contact, expressing love and good feelings, dealing with fear and rewarding oneself.

4) Skills for dealing with aggressive behavior: These skills are about, asking for permission, sharing, helping others, negotiating, controlling one's anger, protecting one's rights, dealing with mockery and staying away from the fight.

5) Coping with stressful situations: These skills are about dealing with a failed situation, coping with group pressure, coping with an embarrassing situation and coping with being alone.

6) Plan making and problem-solving: These skills are related to deciding what to do, searching for the cause of the problem, creating a goal, gathering information, decision making and concentrating on a task.

Rogers and Ross (1986), gathered social skills specific to preschool and elementary school children in three groups and these are:

- 1) Ability to assess what is happening in a social situation,
- 2) Ability to interpret the actions and the needs of the children in the game group correctly and,
- 3) Ability to foresee possible actions and choose the appropriate one.

In sum, the social skill literature, in general, tends to point out that social skills are classified in many different ways. And it is understood that, in these classifications, multiple skills are gathered under the name of social skills (See Table 2.1).

Table 2.1 *Major Social Skill Classifications*

Studies	Social Skill Classifications
Goldstein et. al. (as cited in Palut, 2003)	<ul style="list-style-type: none">• Preliminary social skills,• Advanced social skills,• Emotion coping skills,• Skills that are alternative to aggression,• Skills related to planning.
Rin and Markler (as cited in Bacanlı, 1999)	<ul style="list-style-type: none">• Self-expression skills,• Skills related expanding his/her social environment,• Assertiveness skills,• Communication skills.
Eiser and Fredericson (as cited in Palut 2003)	<ul style="list-style-type: none">• Verbal, non-verbal and motor social skills,• Non-verbal elements,• Motor and gesture elements.
Calderalla and Merrel (as cited in Avcioğlu, 2005)	<ul style="list-style-type: none">• Skills associated with peers,• Self-control skills,• Academic skills,• Adaptability skills,• Assertiveness skills.
Akkök (1996)	<ul style="list-style-type: none">• First gained skills,• Skills related to execution of a task with a group,• Emotional skills,• Skills for dealing with aggressive behavior,• Coping with stressful situations,• Plan making and problem solving.
Rogers and Ross (1986)	<ul style="list-style-type: none">• Ability to assess what is happening in a social situation,• Ability to interpret the actions and the needs of the children in the game group correctly and,• Ability to foresee possible actions and choose the appropriate one.

2.1.2. Developmental Course of Social Skills in Children

Since children's relationships reflect their cognitive and emotional development as Mostow et al. (2002) claimed, the indirect effect of age on social skill development is inevitable. The nature of social skills, consequently the social interaction, varies with chronological age (Hartup, 1979).

When the child is born, s/he finds himself/herself in the family institution. Thus, his/her family formed the child's first social circle. The child enters the socialization process first in the family environment. The basis of social development is the communication and interaction process that the child establishes with the family members. (Kızılloluk, 1984). The foundations of a positive social development occur when there exists a warm and consistent relationship between the mother and her baby. Mother shows much of her love with her caress, speech, and smile. Mother's smiling face, caressing voice creates happiness and joy in the child. The baby's face is lit up and responds to the mother with incomprehensible sounds (Yörükoğlu, 2010).

In the first year of life, the baby's psycho-social task is to learn to trust. The feeling of trust arising from the relationship between the baby and his mother forms the basis of the interpersonal relations that person will establish in the future. The baby now begins to realize that s/he exists as an individual. S/he learns the patterns of behavior by imitating the behaviors of other family members and begins to realize the daily life. The one-year-old baby, can walk and with its ever-increasing mobility, s/he can explore everything that enters his/her capture area. S/he has unlimited curiosity and requires a rich and safe environment for learning and exploring experiences that will satisfy all senses. Furthermore the baby starts to leave the self-centered understanding and begins to show a development towards being a compatible adult (Yavuzer, 2010).

According to Yavuzer (2010), the ties of the two-year-olds with the social environment generally develop through the mother and the close family members. Especially, from the last half of the second year, objects are seen as an instrument of social relation. As a result of all these relationships, some social reactions such as imitation, embarrassment, physical and social dependence, acceptance of authority, competition, desire to attract attention, social cooperation, resistance etc. start to develop. The child turns out to be an active member, who is able to avoid being a passive member; s/he participates in family activities and establishes a social relationship. S/he starts to engage with individuals outside the family and to enjoy the cooperation with his/her peers. At the age of two, a child learns that they are expected to be an independent entity rather than a dependent person.

According to Kandir (2007), in a three-year-old child, the concept of “I” has evolved and as a result, s/he always asks others to comply with his/her wills and s/he wants others to listen to him/her. However, when three-year olds come together with their peers, due to the fact that all of them want to put their self-concepts forward, they will begin to have problems in a short period of time. Therefore, three-year-olds are not successful in group relationships. At this age, children want to be with their friends, but this doesn’t mean that they share the same game experiences; they prefer to engage in different games in the same environment with their peers. Three-year-olds don’t have a hard time contacting their peers. However, they fail to maintain the relationship. Thus, they may occasionally require adult intervention. Three-year-olds are more interested in getting from friends rather than giving to friends. This is one of the most important reasons why they experience problems with each other.

However, Kandir (2007) stated that the situation changed gradually in children aged four to five. The child begins to learn and follow rules. For example, as a result of his experiences, a five-year-old boy sees that when he doesn’t give a toy to his friend, his friend doesn’t give a toy to him as well. At this age, children’s interests shift towards their friends from their parents. Starting from six years old, they understand that, friendship relations are not only about taking but also giving. At the

age of five and six, they begin to engage more in canonical group plays. They can create games and rules themselves. They start to share their friends' feelings; they like to joke with their friends. They also can assume the leadership roles according to their performance in the group interactions.

Smith (1994), referring to the importance of the first five years of life, argues that these early years are the determinants of what a person will be in the future, and emphasizes the necessity for family and other institutions to cooperate with each other.

The pre-school period is the most appropriate and important time for learning appropriate social skills. Behavioral problems that may arise due to the unsuccessful development of peer relations, which are highly necessary and important in the development of social skills, can continue to exist in adolescence and adulthood. At this point, it is seen that social and cognitive development is one of the important criteria in gaining social skills. Children between the ages of two and six start to learn how to build social relations, and how to spend time together with people outside the home, especially with their peers. In this time period adaptation and cooperation begin to develop. In early childhood, the child's numerous and increasingly complex relationships with other people support his/her social development. In addition to sharing their toys, children learn to share adult interests such as food, conversations etc. as well. They also learn to resolve conflicts with their peers and the problems that arise in relationships, and how to protect themselves and when to respect other children's rights. All of this leads to an increasing problem-solving skill set that will help the child to solve all the problems that arise in the future (Gülay & Akman, 2009).

The child at age six is still dependent on the family in terms of social aspects, but the importance of the teacher and his/her friends also increases. S/he doesn't like to play alone and groups s/he plays with have expanded. The rules in the games are determinant by the children (Oktay, 2002). The six-year-old child, who is ready to enter a new school environment in many ways, has a wide spectrum of social skills.

This child has learned the collaborative games. S/he likes board games and s/he is aware of the rules of the game and follows these rules (Yavuzer, 2010). S/he begins to think like others (respecting the rights of others). The six-year-old children develop the ability to understand others' joys and sorrows. In this time period, behaviors that indicate self-criticism can be observed. They defend their rights and respect the rights of others (Ülgen & Fidan, 1997).

In the development of social skills in pre-school years, consistencies with social development are observed. Compared to the periods in which children experience negativism, there is a greater progress in social skills acquisition when they are harmonious and calm. At the same time, the development of social skills, as in social development, begins with the interaction between mother and baby, and over time it is learned in a social network that encompasses other members of the family and their peers. With the widening of social environment, social skills are learned in short-time. In this context, mother-child, family-child, child-child relationships, play skills, and pre-school education institutions have a special importance in acquiring social skills in the preschool period (Gülay & Akman, 2009).

In early elementary school, by the ages of seven and eight, communications during play become more systematized and rule-governed. Children generally play in bigger peer groups, and competitive games broaden in frequency and they become more complex (Bierman, 2017). Additionally, during this time period self-control skills such as the ability to regulate emotion and control impulses, become more important (Bierman, 2017). Peers increasingly criticize children who exhibit dysregulated behavior and violate rules. By second grade, aggressive and disruptive behaviors become the main determinants of peer rejection (Bierman, 2017). Around age eight, during third grade, children's social cognitions develop, and they start to make social comparisons such as comparing themselves with their peers. Children become more and more capable of reporting their social behavior and its consequences on others as well. They also become more skilled at planning and social problem solving, creating multiple solutions to social problems (Bierman,

2017). They are more competent in understanding and respecting diverse points of view and they are able to work together in a cooperative way to achieve group decision-making and conflict resolution collaboratively. Furthermore, children begin to discriminate best friends from good friends, they are able to realize that each type of relationship contains different degree of affection for each other (Bierman, Greenberg, Coie, Dodge, Lochman, & McMahon, 2017). By middle childhood, i.e. at the age of ten or eleven, children's social interactions with peers increase. From middle to late childhood, an improvement occurs in interpersonal communication since cliques become most salient. In this period, rather than being accepted by the larger group, closed dyadic relationships or taking part in a tightly knit clique gain significance. Their advanced social reasoning skills allow children to withstand disagreements and sustain friendships (Bierman, Greenberg, Coie, Dodge, Lochman, & McMahon, 2017)

2.1.3. Importance of Social Skill Development in Children

Individuals must have social skills to live independently in society. Social skills include the adaptation to others and the environment. Helping, asking for help or asking for information, speaking in a relationship, initiating a conversation, answering questions, obeying rules, waiting for his/her turn, job-related cooperation, social responsibility, all of them enable the integration of the individual into the society and also they enable other interactions and communications within the society (Çiftçi & Sucuoğlu, 2005).

Children with adequate social skills are successful in developing relationships with others; sharing, accepting the rules, being emphatic to others, and controlling their negative feelings when required. When these children become adults, they can establish healthy relationships with others, work in cooperation, be happy and successful in their lives, respect the rights and feelings of others, reject the unsuitable requests for themselves and ask for help from others when necessary (Ceylan, 2009).

Their friends reject children, who are deprived of social skills, and they fail academically as well. These children have a higher risk of social and emotional problems than their peers do in the upcoming years (Rubin, Coplan, & Bowker, 2009). It is stated that children who are deficient in social skills are more likely to use alcohol during their adolescent years (Scheier, Botvin, Diaz, & Griffin, 1999). Individuals, who are not accepted by their peers during their childhood and therefore became isolated, are faced with various problems in interpersonal relationships during adulthood (Heffernan, 2011). The crime rate is high in those individuals, who lacked sufficient social skills during childhood (Parker & Asher, 1987). These individuals have difficulties in maintaining their marriage and making friends (Heffernan, 2011).

According to La Greca and Mesibov (1979), it is required to intervene early on the social skills necessary for social interaction, and if there is no early intervention, it is stated that children who do not have enough social skills can fall far behind their peers in their social development and academic performances (as cited in Thorkildsen, 1985).

2.1.4. Parental Effects on Social Skill Development in Children

When the research that aimed to determine the factors that affect the social skills of children is reviewed, the social behaviors have been associated with several variables. Among these variables, income levels of families, the quality of preschool teachers' interactions with young children, lower levels of family stress, individual child factors (e.g., language skills, inattention, hyperactivity etc.) and parents' relationship with their children are included (Griffith, Arnold, Voegler-Lee, & Kupersmidt, 2016). Within the scope of the current study, among the above-mentioned variables, only the effects of parents' relationships with their children on the social skill levels of their children will be examined.

Parents' relationship styles with their children, is found to have a big impact on their children's social skills. In various studies it is indicated that, affectionate attitude

of both parents, authoritative parenting style (in which parents create limits and they are emotionally responsive), parental acceptance that involves the dimensions of warmth and love of parents, democratic and tolerant parenting are all found to be positively related to pro-socially skilled behaviors in children such as cooperation, interaction, expressing opinions, respecting own rights and others' rights, and forming efficient friendships (Tulananda & Roopnarine, 2001; Saltalı & Arslan, 2012; Ogelman, Önder, Seçer, & Erten, 2013; Rohner & Rohner, 1980; Paley, Conger, & Harold, 2000; Wolchik, Wilcox, Tein, & Sandler, 2000; Kandır & Alpan, 2008).

On the other hand, studies pointed out the fact that authoritarian (high levels of control and low levels of responsiveness) and permissive (no structure and no rules; parents are more like friends) parenting styles; parenting rejection in which there is no parental warmth and love, are all negatively related to social skill levels of children; these children were found to have poor communications skills and it is indicated that they can't form positive friendships (Ogelman, Önder, Seçer, & Erten, 2013; Paley, Conger, & Harold, 2000, Wolchik, Wilcox, Tein, & Sandler, 2000).

It is also determined that there is a relationship between social behavior and the attachment style. It has been noted that children who are securely attached are more socially skilled than children who are not securely attached (Guerrero & Jones, 2003). In another study, it is pointed out that attachment security at 24 and 36 months is related to improved problem -solving skill, which is one of the social skills, in early childhood (Raikes & Thompson, 2008). Furthermore, Cohn (1990) investigated the relationship between attachment styles and social skills of children who are six years old. Results show that, boys who are insecurely attached to their mothers, display more problematic and aggressive behaviors due to their deficits in social skills.

2.2. EMOTIONAL INTELLIGENCE

2.2.1. Definition of Emotional Intelligence

Emotional intelligence covers the abilities such as perceiving, evaluating and expressing emotions correctly; simplifying thoughts by benefiting from emotions and/or by generating emotions; understanding emotions and emotional information; and regulating emotions to positively affect emotional and mental development (Mayer & Salovey, 1990).

Emotional intelligence theory, first proposed by Salovey and Mayer (1990), is based on the concept of social intelligence and is often defined as cognitive ability, including cognitive processing of emotional information (Mayer, Salovey, & Cruso, 2000).

According to Salovey and Mayer (1990), who were the first ones to express this concept, emotional intelligence is about the ability of an individual to be aware of the emotions of oneself and emotions of others, to distinguish emotions of oneself and others and to use this knowledge in his/her actions. Mayer and Salovey (1997), in their essay on emotional intelligence, have dealt with emotional intelligence in four dimensions. According to them, the dimensions of emotional intelligence are expressed as;

1. realizing emotions,
2. giving a place to emotions while expressing thoughts,
3. understanding emotions, and
4. managing emotions.

According to BarOn (1997), who presented a model related to emotional intelligence, the concept can be defined as the ability to understand oneself and others effectively, to be successful in interpersonal relations and to adapt to the

environmental demands. Additionally, emotional intelligence is closely related to social-emotional competence and social skill development (BarOn, 1997).

The concept of emotional intelligence was then used by Goleman (1999) as the competency and skill to advance leadership performance. Goleman (1999) stated that emotional intelligence is composed of four main structures. These skills can be expressed as follows:

1. Self- awareness: Knowing yourself, understanding someone's feelings, recognizing the effect of emotions when making a decision.
2. To be able to manage emotions: To control emotions and to adapt to changes.
3. Self-regulation: Collecting emotions for a purpose, mobilizing one's emotions, self- control.
4. Empathy: Recognizing one's emotions; understanding the emotions of others.
5. Managing relationships: Expressing emotions effectively, leadership, conflict resolutions, and organization.

Similar to Goleman's (1999) statements, Gardner (1983 as cited in Friedman 1985) stated in his work called *Mind Frames* that, uniform intelligence is not essential for success in life, and that there is a wide range of capabilities. According to him, intelligence is a set of interrelated abilities.

Elksnin and Elksnin (2006) expressed emotional intelligence as the ability of the individual to understand and to adjust the emotions and as a way to provide social satisfaction. The life success of the individuals who have developed emotional intelligence is higher than the individuals, whose emotional intelligence is not developed enough. Therefore, the following five factors should be taken into consideration by adults in developing children's emotional intelligence:

1. Being aware of oneself and others; being empathic,
2. To understand the point of view of others,
3. Adjusting and managing emotions,
4. Being objective and plan-oriented,

5. Using positive social skills in one's relationship.

In sum, different researchers who were interested in the concept of emotional intelligence, emphasizing different aspects. Mayer and Salovey conceptualized EI as interrelated abilities (Mayer & Salovey, 1997) On the other hand for Bar-On (1997), EI is composed of mix traits such as self-esteem, optimism and self-regulation. Furthermore, for Goleman (1999), EI is the sum of many skills that help to develop leadership performance and for Elksnin and Elksnin (2006), EI is composed of social and emotional skills (see Table 2.2).

Table 2.2 *Major Emotional Intelligence Definitions*

Studies	Emotional Intelligence Definitions
Mayer and Salovey (1997)	<ol style="list-style-type: none"> 1) Realizing emotions, 2) Giving a place to emotions while expressing thoughts, 3) Understanding emotions and 4) Managing emotions.
Bar-On (1997)	<ol style="list-style-type: none"> 1) Ability to understand oneself and others effectively, 2) To be successful in interpersonal relations, 3) To adapt to the environmental demands.
Goleman (1999)	<ol style="list-style-type: none"> 1) Self- awareness, 2) To be able to manage emotions, 3) Self-regulation, 4) Empathy, 5) Managing relationships.
Elksnin and Elksnin (2006)	<ol style="list-style-type: none"> 1) Being aware of oneself and others; being empathic, 2) To understand the point of view of others, 3) Adjusting and managing emotions, 4) Being objective and plan-oriented, 5) Using positive social skills in one's relationship.

2.2.2. The Relationship between Emotional Intelligence and Parenting

Gianesini (2011) indicated that emotional intelligence (EI) provides a basis for parenting; it is expressed that the EI of each parent plays an essential role in the upbringing of a child, and children of emotionally intelligent parents are better equipped in controlling their negative emotions. It is stated that parents with high emotional intelligence use several techniques. Firstly, they “are aware of their own feelings and those of others”; secondly, “they show empathy and understand other’s point of view”; thirdly, “they regulate and cope positively with emotional and behavioral impulses”; fourth technique is that emotionally intelligent parents are able to improve their own goal setting by self-monitoring; finally, emotionally intelligent parents “use positive social skills such as communication, problem-solving, in handling relationships” (Elias, Tobias & Friedlander, 1999, p.39, 44, 52, 62, 68). In general Gottman, Katz, and Hooven, (1996) clustered these techniques under one name and called it emotion coaching (EC). Parents that are able to use emotion coaching are able to regulate and express their emotions; they react in an understanding manner to the emotions of their children and they are open to discussing emotions of their children (Gottman, Katz, & Hooven, 1996; Eisenberg et al.,1998).

Each parent takes specific paths to emotions. Additionally, parents who have a satisfactory knowledge of emotions exhibit different parenting practices from parents who lack adequate emotional awareness (Chen, Lin, & Li, 2012). This distinction occurs due to the difference between the features of “emotion coaching” and “emotion dismissal” (Lagacé-Séguin, & d' Entremont, 2006). Emotion coaching is more prevalent in parents who are aware of their own emotions and their children’s emotions and this emotional understanding allows the parents to speak more about their own and their children’s feelings with clear approaches (Gottman, Katz, & Hooven, 1996). Furthermore, it encourages parents to approve their children’s every

emotion and support their children in handling with the emotions. As a consequence, parents who operate as emotion coaches are more sensitive to their children's emotions (Gottman, Katz, & Hooven, 1996). Those parents reinforce their children to accommodate to emotional difficulties; also they inspire their children to evolve useful and socially tolerable coping methods about emotions (Gottman, Katz, & Hooven, 1996; Lagacé-Séguin et al., 2006).

On the other hand, parents that engage in emotional-dismissal attitudes, lack an understanding and validation of emotional expression (Gottman et al., 1997). This kind of mindset results in comments and behaviors that reinforce their children's elimination of emotions. Rather than helping their children to overcome the emotional challenges, these parents attempt to repress negative emotion (Gottman et al., 1997; Gottman, Katz, & Hooven, 1996)). Dismissing and disapproving emotion-related parenting styles have been proved have negative consequences. The main distinction between the two is that dismissing is more of a passive parenting practice, in which parents just want the children's emotions to evaporate (Gottman et al., 1997). However, disapproving emotion-related parenting style is about sincerely rejecting children's negative emotions. Furthermore, in *laissez-faire* style, similar to the emotion coaching style, parents are mindful of their own and their children's emotions; they welcome their children's negative emotions and try to soothe their children during the experience of negative emotions (Gottman et al., 1997). However, *laissez-faire* parents propose little to no instruction about managing emotions, and they do not earnestly coach their children to emotional problem-solving skills (Gottman et al. 1997).

2.2.3. The Relationship between Emotional Intelligence of Parents and Social Skill Levels of Their Children

Parents that foster to talk emotion-related subjects regularly and in a positive attitude are more likely to send the message to children that emotions are tolerated

and they are important. In this kind of an environment it is possible for a child, who grows up with parents who fully welcome and support conversations about emotional experiences, both positive and negative, to be able to talk about their own emotions as well as define and understand others' emotions (Brownell, Svetlova, Anderson, Nichols, & Drummond, 2013; Drummond, Paul, Waugh, Hammond, & Brownell, 2014).

Emotionally intelligent parents help to raise self-disciplined, responsible, and socially-skilled children (Elias, Tobias, & Friedlander, 1999; Hops, Davis, Leve, & Sheerber, 2003; Katz & Hunter, 2007). These children are emotionally competent, which means that they are aware of their emotions and they also can accurately control them in emotionally arousing situations (Halberstadt, Denham, & Dunsmore, 2001; Katz, Hessler, & Annet, 2007; Saarni, 1999; Thompson, 1994). In other words, they both understand emotions and regulate emotions (Kidwell, Young, Hinkle, Ratliff, Marcum, & Martin, 2010). These two abilities are closely linked to positive consequences in children such as positive peer relationships and positive socially skilled behaviors (Izard, Fine, Mostow, Trentacosta, & Campbell, 2002). Children who have emotionally intelligent parents are able to see things from different perspectives and they are more productive and adequate problem solvers; they use social skills appropriately in their relationships with others (Elias, Tobias, & Friedlander, 1999). Additionally, talking about emotions in everyday dialogues allow the development of an emotion-related vocabulary in children (Dunn, Bretherton, & Munn, 1987). Furthermore, conclusions in many research studies have demonstrated that parents' positive emotional expressivity, which is about expressing positive emotions and which is thought to be one element of emotional intelligence in the family environment, is related to children's own positive emotionality and expressiveness, prosocial behavior, emotional understanding, and social skill usage (Cumberland-Li, Eisenberg, Champion, Gershoff, & Fabes, 2003; Eisenberg, Gershoff, et al., 2001; Eisenberg et al., 2003). For instance, mothers who display

more positive and concerned feelings are likely to have children who exhibit more positive than negative emotions with their peers (Denham, Mitchell- Copeland, Strandberg, Auerbach, & Blair, 1997).

On the contrary, in families that none of the family members communicate and review emotions, especially negative emotions, in an open way, or in families in which parents dismiss their children's emotions, children can have difficulties in understanding how to properly declare and efficiently manage negative emotions (Katz & Hunter, 2007; Lunkenheimer et al., 2007; Stocker et al., 2007). In the family environment, if parents inhibit disclosure of emotions, this may inevitably show the child that emotions are not tolerable and should not be communicated and when these children experience emotional challenges, they would likely to have problems in regulating their own emotions and may not be able to strongly empathize with others' emotions (Eisenberg et al., 1998).

2.3. CO-PARENTING

2.3.1. Definition of Co-Parenting

Co-parenting is the cooperation between spouses with respect to parenting, and it affects the interaction between individual parent and his/her children (Margolin, Gordis, & John, 2001).

When the family system theory is investigated in detailed ways, co-parenting emerges as an important concept while understanding the family dynamics. Family system theory highlights the significance of the interaction between each family member. This theory suggests that for fully figuring out the behaviors within the family, it is not enough just to look at the child or to the parents alone; one must understand the relations between all family members (Holden, 2010). The family system is composed of subsystems that consist of the relationships between mother and father, mother and child, father and child, mother, father and child.

The progression to parenthood starts with the period from knowledge of pregnancy and it is defined as the important adult developmental fact. It requires the rearrangement of a couple's relationship into a triadic family structure (Michaels & Goldberg, 1988). It is necessary to recognize the arrangements that arise across the transition to parenthood because parenthood does not only indicate a milestone in the couple's relationship, but the extent to which parents adapt to new parenthood leads to important consequences for child's social-emotional development (Michaels & Goldberg, 1988). Co-parenting is a complex subsystem of the family that stands at the junction of mother-father-child triangle and catches how parents treat one another in their childrearing roles (Feinberg, 2003). Co-parenting generally takes place within the existence of the child and actively affects the nature of other subsystems within the family.

Gable, Crnic, and Belsky (1994) illustrated co-parenting as "the extent to which spouses function as partners or adversaries in the parenting role" (p. 380). In other words, co-parenting is about how parents support or undermine each other's parenting opinions, expectations, and styles and it is about the process in which parents cooperate with one another. Co-parenting is identified as a particular element of the family, and it is likely to influence the family members in a way, that is different from the marital relationship or a parent-child dyad (McHale, 1997). Co-parenting focuses on the amount of the supportive, hostile and competitive interactions of parents. Furthermore, co-parenting looks at the extent of each parent's participation in child-rearing practices (Schoppe, Mangelsdorf, & Frosch, 2001). It is indicated that co-parenting alliance occurs when there is a reciprocal support and commitment between parents while raising the child and when each partner's unique parenting ideas and expectations are respected by each other. (McHale, 1995, p. 985).

Contemporary researches of co-parenting commonly base their theoretical sources to Salvador Minuchin's structural family theory (1974). Thus, certain information can be gained by first investigating the theoretical groundwork from which the idea of co-parenting raised. Minuchin (1974) was interested in the components for a healthy

family. He pointed out one remarkable element, which enabled the families to deal with challenges easily. This element was the supportive partnership that existed between the adults who are in charge of the care of the family's children. This supportive partnership, also known as a co-parenting alliance, assures that each adult properly performs the adult responsibilities in the family system; Minuchin named this process as the hierarchy. Hierarchy is about the generational boundaries created by parents, which hinder the children to concern about the duties and decisions linked to their care (Minuchin, 1974; McHale & Lindahl, 2011). When these generational boundaries are kept functioning, it is possible for the children in the family to fulfill the developmental tasks that are essential for healthy development. Minuchin (1974) claimed that this certainty of roles and boundaries between adults and children guarantee the family functioning in positive ways by taking care of the child development.

Minuchin (1974) indicated that an apparent hierarchy is difficult to create in families with big disagreements. As a result, due to the lack of generational boundaries, many difficulties can occur both for parents and children. One of these difficulties can be the result of the scenario in which co-parents may completely withdraw from all parenting and co-parenting duties and roles (McHale, Kuersten-Hogan, & Rao, 2004). An additional frequent scenario is that one of the co-parents ruins the parenting exercises of the other. For instance, if the co-parents don't negotiate, one co-parent may decide that the children's mealtime is 6:00 pm and the other co-parent may impair that decision by approving a later mealtime. This destruction may be an obvious denial of the co-parent's parenting decisions and this kind of a denial possibly make co-parents engage in a confrontation in front of the children and they create stress for the child.

The co-parenting relationship includes four overlapping domains (Feinberg, 2003): childrearing agreement, co-parental support/undermining, division of labor, and joint management of family dynamics. The childrearing agreement is about whether parents' opinions of how to rear a child are similar. The disagreement

between parents about how to rear their children has been linked to child behavior problems in the preschool and kindergarten period (Deal, Halverson, & Wampler, 1989) and during adolescence (Feinberg, Kan, & Hetherington, 2007)

The domain of co-parental support is about accepting the other parent's capability as a parent. Furthermore, co-parental support includes recognizing and appreciating the other parent's contributions and confirming the other parent's parenting decisions (Belsky, Woodworth, & Crnic, 1996; McHale, 1995; Weissman & Cohen, 1985). The opposite of co-parental support is about hurting the other parent with criticism and blame. Co-parental support and/or undermining are linked to parental self-inadequacy, anxiety, and depression; parenting quality; and behavior problems from childhood through adolescence (Abidin & Brunner, 1995; Bronte-Tinkew, Horowitz, & Carrano, 2010; Jones, Forehand, Brody, & Armistead, 2003).

The third domain of co-parenting is the division of labor. It is about how childrearing labor is divided between men and women. This domain focuses on parents' satisfaction with the way childrearing responsibilities are divided and shared (Belsky & Hsieh, 1998).

The final domain of co-parenting is the parents' joint management of family relations. Parents are the leading forces of the family relations. They introduce norms about how family members treat each other. An important aspect of this joint management is the way parents expose children to their own conflicts. Research indicates that exposure of children to interparental conflict results in negative outcomes in children and parents (Grych & Fincham, 2001).

Given these diverse explanations of co-parenting, it can be to some extent difficult to clearly declare what forms positive co-parenting. In the literature, some researchers characterize the quality of the co-parenting relationship as being either positive or negative (Talbot & McHale, 2004; Feinberg & Sakuma, 2011). Others explain the intensity of the co-parenting alliance (Solmeyer, Killoren, McHale, & Updegraff, 2011; Gable, Crnic, & Belsky, 1994), with positive co-parenting also mentioned as supportive co-parenting (Gable et al., 1994; Schoppe-Sullivan, Mangelsdorf, Frosch,

& McHale, 2004) or cooperative co-parenting (Hohmann-Marriott, 2011). A positive co-parenting alliance is composed of a couple working together as a unit toward similar objectives, instead of fighting with each other or ruining one another's efforts (Feinberg & Sakuma, 2011).

2.3.2. The Relationship between Co-Parenting and Parenting

Research has confirmed that co-parenting is associated with parental adjustment, parenting, and child adjustment (Feinberg, 2003) The co-parenting relationship has shown to have more connections with parenting than other aspects of the couple relationship (Bearss & Eyberg, 1998; Feinberg et al., 2007), and it is demonstrated that co-parenting is more predictive of parenting and child outcomes than the overall couple relationship (Feinberg reviews in 2002, 2003).

Many studies have now indicated that co-parenting is related to parenting quality (Feinberg et al., 2007; Margolin et al., 2001; McHale et al., 2000; Schoppe, Mangelsdorf, & Frosch, 2001; Van Egeren, 2004; Feinberg, Brown, & Kan, 2012). The effect of the co-parenting relation on parenting and parent-child relationships have been shown to continue from infancy through adolescence (Feinberg et al., 2007; Schoppe et al., 2001). It has been exhibited that the quality of the co-parenting has a longitudinal importance in anticipating parenting, couple relationships, and child outcomes during infancy and toddlerhood (McHale & Rasmussen, 1998; Schoppe-Sullivan et al., 2004), as well as during middle childhood (Forehand & Jones, 2003). Furthermore, recent studies have demonstrated that co-parenting alliance influences the quality of mother's parenting and father's parenting also among unmarried parents (Dorsey, Forehand, & Brody, 2007; Feinberg et al., 2007; Waller & Swisher, 2006).

In another study, it is pointed out that, no matter what the couple's relationship status is (never married, separated, or divorced), the quality of the co-parenting

alliance was proven to be a powerful predictor of father-child relationship quality (Cowan et al., 2008). Moreover, in a study in which co-parenting-focused intervention for parents is examined, it is shown that positive father involvement can be encouraged through an increase in mother's support for the father's involvement (Feinberg & Sakuma, 2011).

In various studies, co-parenting is shown to partially mediate the connection between the couple's relationship quality and warmth, responsive and conscious parenting (Floyd et al., 1998; Gonzales et al., 2000; Belsky & Hsieh, 1998). It is also detected that co-parenting mediated the effects of couple's conflict and aggression on parenting quality (Floyd et al., 1998; Margolin et al., 2001; Sturge-Apple, Davies, & Cummings, 2006). Additionally, a study conducted about partner brutality established that the impairment of the co-parental alliance might be the fundamental structure linking intimate partner brutality to negative parenting and child maladaptation (Kan et al., 2012).

2.3.3. The Relationship between Co-Parenting and Emotional Intelligence

In order to understand the growth of the co-parenting relationship and hinder co-parenting problems, which may cause to negative child outcomes, research on the determinants of the co-parenting relationship is examined.

When the factors that affect co-parenting examined, it is indicated that parents' individual characteristics, such as being emotional or mental health, and gender role expectations are believed to be the possible factors that may influence co-parenting. Furthermore, adults' attachment built in the family-of-origin has also been found to anticipate early co-parenting. Insecure attachment built in the family of origin predicted high co-parenting conflict and low co-parenting coherence (Talbot, Baker, & McHale, 2009). In a study done by Salman-Engin (2014), which is the only study about co-parenting in Turkey, it is found out that, romantic attachment and perceived

co-parenting behaviors of each parent are associated variables. It is indicated that parents with high marital adjustment and low attachment anxiety tend to have more a cooperative co-parenting relationship (Salman-Engin, 2014).

As it is discussed in the emotional intelligence chapter of the current study, emotional intelligence includes abilities such as understanding, expressing and controlling one's own emotions and also it covers the abilities related to awareness of others' emotions. Research on the relation between parents' emotional intelligence and co-parenting quality has offered somewhat mixed results. However, it is clear that higher levels of self-control (Talbot & McHale, 2004) which is about controlling of negative emotions, and positive expressiveness are related to a better co-parenting alliance between parents.

Lindhal, Clements, and Markman (1997) indicate "the way in which husbands and wives manage negative affect early in their marriage estimates the affective tone of later problematic conversations that take place in triadic contexts" (p. 148). It is pointed out that husbands were more likely to continue patterns of negative tension; they had complexity in emotional regulation and they tend to triangulate their children into the conflict with their wives. It is also mentioned that children's awareness of marital conflict may endanger their emotional security or generate negativity in the parent-child relationship (Davies & Cummings, 1994,1998; Grych & Fincham, 1993). Therefore, parents' individual emotion regulation abilities and their emotional expressiveness may affect the parent-child relationship.

In another study it is pointed out that the capability to understand others' emotions and the ability to understand and regulate one's own emotions, are important factors for cooperation with others. Cooperation, in turn, is a necessary foundation in establishing and maintaining relationships. People, partners or parents who cooperate are likely to have more positive relationships with each other (Austin & Worchel, 1979; Deutsch, 1980). Characteristics that are believed to promote more successful relationships with partners (e.g., emphatic perspective taking, self-monitoring, adequate social skills, cooperation) are related to emotional intelligence

of each person. Thus, people with higher emotional intelligence cooperate more with each other and sustain successful relationships (Schutte et al., 2001).

In sum, even though self-reported emotional intelligence of parents has not been studied in the role of co-parenting, the relation between emotional expressiveness and co-parenting alliance and furthermore the effect of emotional intelligence on cooperation between partners are examined by researchers and it is found out that, expressing of positive emotions, managing negative affect early in marriage, and self-regulating abilities are all related to better co-parenting alliance between parents (Talbot & McHale, 2004; Davies & Cummings, 1994,1998; Grych & Fincham, 1993). Furthermore, higher emotional intelligence of parents was found to lead to higher cooperation between them (Schutte et al., 2001).

2.3.4. The Relationship between Co-Parenting Alliance and Social Skills of Children

Various studies have investigated the effect of co-parenting aspect on children's outcomes across childhood and adolescence (McHale & Rasmussen, 1998; Schoppe, Mangelsdorf, & Frosch,2001; Stright & Neitzel, 2003). According to parents' and teachers' statements, negative unsupportive co-parenting behaviors were linked to the expanded prevalence of both externalizing symptoms (e.g. aggressive and impulsive behaviors that lack self-control skills) and internalizing symptoms (e.g. anxiety) during preschool (McHale & Rasmussen, 1998). On the contrary, parents in agreeable relationships were found to exhibit positive co-parenting behaviors, such as warmth and cooperation (e.g. displaying greater affection toward one's spouse in child's presence, talking affirmatively about one's spouse even in the spouse's absence), and these behaviors were found to be related to high amount of family integrity and fewer child aggressive or internalizing problems during preschool (McHale & Rasmussen, 1998).

Schoppe, Mangelsdorf, and Frosch (2001) pointed out the fact that children who experience negative family interactions, such as parental undermining, at the age of three exhibited more externalizing behavior problems such as aggressive behaviors and outburst at the age of four years when compared to other three-year-olds who were exposed to more supportive interactions between their parents. Furthermore, it is found that supportive co-parenting behavior in the presence of children starting in third grade, anticipated fewer attention problems, less passivity, and more assertiveness during third grade (Stright & Neitzel, 2003).

Leary and Katz (2004) showed in their study that, when five years old children were exposed to hostile-withdrawn co-parenting behaviors, four years later they exhibit lower levels of positive peer interactions and higher levels of peer conflict.

In brief, starting from the early years of a child's life, parental undermining has been related to subsequent behavioral problems that lack adequate social skills in children, such as lower levels of positive peer interactions, more passivity, aggressive and impulsive behaviors (Stright & Neitzel, 2003; Leary & Katz 2004). On the other hand, supportive co-parenting behavior between parents generally improves feelings of security and positive social-emotional development in children (McHale & Lindahl, 2011).

2.4. CURRENT STUDY

2.4.1. The Purpose of the Study

The main purpose of this study is to investigate the mediational role of co-parenting in relation between emotional intelligence of parents individually and the social skill levels of their children. Taking into the conceptual characteristics of the mediation analysis into account it could be said that one could establish mediation when there exists relations between (a) the independent variable and the mediating variable and (b) the mediating variable and the dependent variable (Baron& Kenny,

1986). However, according to Hayes (2013) mediation could be established even when there is no relation between the independent variable and the dependent variable. Based on these facts, in the current study the mediations analysis was established after reviewing the literature that mentioned about the possible relations between emotional intelligence of parents and co-parenting perceptions of parents, and relations between co-parenting perceptions of parents and social skill levels of their children. Hayes's (2013) method of mediation was used in order to rationalize the possible 'no-relation situation' between the independent variable (EI of parents) and the dependent variable (SS-Total).

When literature was examined in detailed ways it is noteworthy that in recent years, co-parenting relations come into prominence and its connection with parenting is emphasized (Feinberg, 2003). It is indicated that parenting does not only consist of parent-child relation; there is a more complex system that includes mother-child, father-child and mother-father relations (Maršanić & Kušmić, 2013). Thus, although parenting has a big influence on social skill development of children, in order to understand the social skill development in children in depth, it is useful to examine co-parenting alliance between parents (McHale & Rasmussen, 1998; Schoppe, Mangelsdorf, & Frosch, 2001; Stright & Neitzel, 2003) Furthermore, for better understanding of co-parenting alliance, it is necessary to identify the factors that cause co-parenting.

The current study is based on the theory of "parental meta-emotion philosophy" (Gottman, Katz, & Hooven, 1996) that proposes to bind the three variables (EI of parents, warmth between parents while parenting the child and social skills of children) all together. Gottman, Katz, and Hooven, (1996), defined meta-emotion as, "an organized set of feelings and cognitions about one's own emotions and the emotions of others." Meta-emotion theory is the more general concept of parental emotion coaching and it indicates that children reflect the ways their parents think and feel about their own and others' emotions (Gottman, Katz, & Hooven, 1996). Parental meta-emotion philosophy points out the fact that when parents engage in

positive parenting as a result of their emotional coaching abilities, this will automatically lead to positive child outcomes such as self-soothing and organizing (Gottman, Katz, & Hooven, 1996) and furthermore the development of other competencies such as children's social skills (Parker & Asher, 1987). Positive parenting, in the work of Gottman, Katz, and Hooven (1996), was defined as showing warmth towards children but it includes also warmth between parents during interactions with their children. Event though, Gottman, Katz and Hooven (1996) mentioned about positive parenting, in their study they went one step further and studied scaffolding-praising parenting style as well. Based on the work of Gottman, Katz, and Hooven (1996), relations between three constructs, which are emotional intelligence of parents, co-parenting alliance of parents and social skill levels of their children were examined in the current study.

Furthermore, the detailed research conducted by Kolak and Volling (2007) also guided the investigation in the current study. Kolak and Volling (2007) found out that parental expressiveness, which is one component of emotional intelligence, predicts co-parenting. In other words, parental expressiveness, especially fathers' positive emotional expressions, was found to contribute to couples' abilities to handle the challenges and stress related to parenting young children.

Guided by parental meta-emotion philosophy (Gottman, Katz, & Hooven, 1996) and emotional determinants of co-parenting (Kolak &Volling, 2007) the current investigation examined the indirect effect of co-parenting alliance perceptions of parents in the expected relation between emotional intelligence of parents and social skill levels of their children.

In the current study steps of mediation analysis will be followed in order to examine the possible indirect effects of the independent variable (EI of each parent) on the dependent variable (social skill levels of children) via the mediator variable (co-parenting alliance). The goal is to detect the relation between emotional intelligence of parents and social skills of their children and then to point out the indirect effect of co-parenting on this relation.

A better understanding of the mediational role of co-parenting dynamics in the relationship between emotional intelligence of parents and social skill levels of their children will help practitioners to focus on the reasons of possible social skill problems in children. With evidence for such relationships, existing treatment plans can be modified. Furthermore, programs that can effectively increase the emotional intelligence level of parents can be planned for increasing their co-parenting level and their children's social skill levels respectively.

Due to the fact that there is no research available in Turkey which investigates the mediational role of co-parenting in the relationship between emotional intelligence of parents and their children's social skill levels, this study will contribute to the existing literature. With the help of exhibited relations between parental factors such as emotional intelligence of parents and co-parenting alliance of parents, and social skill levels of children, this study will contribute to the self-realization of parents. It is probable that parents will seek to find ways to increase their emotional intelligence and co-parenting alliance. Additionally, this study will propose creation of programs that will enhance emotional intelligence in adults. Such new programs can be merged with programs that help parents in their co-parenting alliance abilities. Furthermore, this study enhances the existing research that was done for examining the relationship between positive emotional expressiveness of parents and co-parenting alliance of parents. (Kolak & Volling, 2007). Moreover, the current study may contribute expanding the scope "parental meta-emotion philosophy" by adding the "co-parenting" component in the relation between emotional abilities of parents and social skill levels of their children (Gottman, Katz, & Hooven, 1996).

2.4.2. Hypothesis

The hypothesis of the present study is the following:

Parents' co-parenting alliance perceptions mediate the relation between emotional intelligence levels of each parent and social skill levels of their children.

a. Mothers' co-parenting alliance perceptions mediate the relation between emotional intelligence levels of mothers and social skill levels of their children.

b. Fathers' co-parenting alliance perceptions mediate the relation between emotional intelligence levels of fathers and social skill levels of their children

3. METHOD

3.1. PARTICIPANTS

A total of 99, 2nd to 4th grade students' teachers and parents (except the divorced parents) participated in the current study. Sample consisted of 38 females (38.40%) and 61 males (61.60%). Students were between the ages of 8-10 ($M = 8.74$, $SD = 0.80$). Mean age of the students' mothers was 38.46 ($SD = 4.55$) and fathers was 41.84 ($SD = 4.97$). The detailed demographic information of the participants is presented in the Table 3.1.

Table 3.1 *Demographic Characteristics of the Sample*

Variables	Categories	<i>N</i>	%
Age	8	48	48.5
	9	29	29.3
	10	22	22.2
Socioeconomic Status	Low	0	0
	Middle	81	81.8
	High	18	18.2
Number of Siblings	0	32	32.3
	1	56	56.6
	2	10	10.1
	3	1	1.0
Education Level of Mother	Primary School	7	7.1
	Middle School	6	6.1
	High School	18	18.2
	University (Licence)	57	57.5
	University (Postgraduate)	11	11.1
Education Level of Father	Primary School	7	7.1
	Middle School	7	7.1
	High School	24	24.2
	University (Licence)	39	39.4
	University (Postgraduate)	22	22.2

3.2. MEASURES

Demographic Information Form (Appendix C), Schutte Emotional Intelligence Scale (Appendix D), Parenting Alliance Inventory (PAI) (Appendix E), and Social Skill Assessment Scale (SSAS) (Appendix F) were used in this study.

3.2.1. Demographic Information Form

The demographic form includes questions about child's gender, age, number of siblings, school name and grade. Furthermore, demographic form will contain questions regarding the child's parents such as; each parent's, age, educational background, occupation, marital status and income level.

3.2.2. Schutte Emotional Intelligence Scale (SEIS)

Schutte Emotional Intelligence Scale was first developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998) (33 item) and revised by Austin, Saklofske, Huang, McKenney, (2004) (41 item). All branches of the Salovey and Mayer (1990) emotional intelligence model determined the theoretical basis for the scale. This 41-item scale consists of reversed wording for nine of the originally positively worded 30 items of the Assessing Emotions Scale and eight new reverse-keyed items. The internal consistency for the 41- item scale was .85. The scale is appropriate for people older than 17 years old and it takes approximately 10 minutes to complete the scale. It has a three-factor structure, and the factors are as follows; Optimism/Mood Regulation, Utilization of Emotions and Appraisal of Emotions. Internal consistency coefficients of the three factors are 0.78, 0.68, and 0.76 respectively. Tatar, Tok and Saltukoğlu (2011) adapted this Likert- type scale in Turkish context. This scale contains 41 items in the form of short sentences and employs a 5- point response options "strongly disagree" (1) to "strongly agree" (5).

Example items from the SEIS includes: “I motivate myself by imagining a good outcome to tasks I take on (Item 29).”; “I use good moods to help myself keep trying in the face of obstacles.” (Item 38) and “I don’t believe that my emotions give any help in coming up with new ideas” (Item 23). The Cronbach-Alfa internal consistency coefficient for the entire scale was 0.82 and for the subscales was 0.75, 0.39 and 0.76. Test- retest reliability for the entire scale within one week was found to be $r=0.49$ ($n=88$), and within two weeks it was $r=0.56$ ($n=85$).

In this study, the scale is used in order to determine the individual parents’ perception of their own emotional intelligence. Emotional intelligence was operationalized as the regulation of emotions, usage of emotions and interpretation of emotions in one self and in others. Total scores of Schutte Emotional Intelligence Scale were used and exhibited good internal consistencies both for mothers and fathers ($\alpha = 0.84$, $\alpha = 0.82$, respectively).

3.2.3. Parenting Alliance Inventory (PAI)

The 20-item Parenting Alliance Inventory (PAI) (Abidin & Brunner, 1995) is developed for measuring the strength of the perceived alliance between parents of 3-month – 19 year old children. It measures how unified, communicative, and reciprocally respectful parents are while raising their children (Weissman & Cohen, 1985). Sample items included, “My husband (in father form “husband” is reworded as “wife”) believes that I am a good parent” and “My husband (in father form “husband” is reworded as “wife”) and I have the same goals for our child.” Parents scored the inventory on a 5-point likert scale in which higher scores reflect stronger and more positive parenting alliance. The PAI was adapted into Turkish in the doctoral thesis of Salman- Engin (2014). First, 3 researchers translated PAI into Turkish. The PAI was administered to both mothers and fathers. Items were reworded from ‘my child’s other parent’ to ‘spouse’ considering that all participant mothers and fathers were married. Due to the fact that, PAI was administered to the parents of the

3 months old babies in the doctoral thesis of Salman-Engin (2014), the items were worded regarding the babies. In the current study, items were reworded from ‘baby’ to ‘child’ considering that all participant mothers and fathers have children between ages 8 to 10. Internal consistencies of the items were found satisfactory for the Turkish (Cronbach’s alpha for mothers = .93, for fathers = .80) sample.

In the current study the work of Floyd et al. (1998) was followed and co-parenting was operationalized as parenting alliance. PAI provided good internal consistency for the mother ($\alpha = 0.92$), and father ($\alpha = 0.93$) forms.

3.2.4. Social Skill Assessment Scale (SSAS)

SSAS was developed by Ataş, Efeçinar and Tatar (2016) in order to evaluate the social skill levels in 4-15 aged children and adolescent. In order to evaluate the child’s social skills, the parents, teachers, and another relative of the child filled the scale. Scale is composed of 76 items with Likert type response options, and seven subscales which are; Initiating and Sustaining Relationships Skills, Assertiveness Skills, Skills for Emotions, Coping with Impulsivity and Aggressive Behavior Skills, Problem Solving Skills, Plan Making Skills, Interaction with a Group and Execution of an Assignment Skills. With a single row of seven-factor structure, this scale with confirmatory factor analysis has been shown to give not strong but acceptable level of compliance index values. For the whole scale, test-retest reliability coefficient was 0.63. Items were rated on a five-point Likert scale ranging from never (= 1) to always (= 5). The internal consistency coefficient for the scale in general was 0.97, for the subscales it was between 0.84 and 0.92. In the current study principle component analysis (PCA) was conducted and subsequent analysis done accordingly. In SSAS, items in a given factor were averaged and entered as a single score into the model making those averaged factor scores indicators for the social skills (SSAS). In order to test a 7-factor model with items as their indicators, PCA was conducted in

the current study. Social skills were operationalized as, skills for peer relationships, assertiveness skills, self-control skills and plan making skills. When literature was reviewed all 4 social skill subtypes, were found to have connections with each other to a certain extent.

3.3. PROCEDURE

The ethics approval of the current study was collected from Istanbul Bilgi University Ethics Committee before the data collection. The target population was 2nd to 4th grade elementary school students in Istanbul. In order to collect data from Mektebim Elementary School; Avcılar and Beylikdüzü, İstanbul Campuses, consent from administration department was taken (Appendix A). Participants were the teachers and parents of the 2nd to 4th grade children, thus 2 separate consent forms were placed in the closed envelopes, and were distributed to teachers and parents separately. (Appendix B).

During the first visit to Avcılar and Beylikdüzü Mektebim Elementary School, the envelopes that have the ID numbers on them, were given to the psychological counselor. Each child's teacher rated scales and parents rated scales were put into two separate envelopes. The psychological counselor is asked to make a list of the children's names and their IDs. For instance, psychological counselor wrote that the child with the ID 24 is Ahmet, and then the counselor gave the list and envelopes to the classroom teachers. Each parent filled the questionnaire at home and then sent it back to the school counsellor within 1 week in the closed envelope. Each parent were asked to fill the Social Skill Assessment Scale (SSAS) (Appendix F) for evaluating the social skill levels of each child, Schutte Emotional Intelligence Scale (Appendix D) for evaluating their perception about their own emotional intelligence level and Parenting Alliance Inventory (PAI) (Appendix E) for evaluating their perception about co-parenting alliance. Furthermore, only one parent is asked to fill the demographic form (Appendix D). Additionally, the classroom teachers of each child

who are between 2nd and 4th grade completed the scale and brought the closed envelope to the school counsellor within 1 week. The teachers were only asked to fill the Social Skill Assessment Scale (SSAS) (Appendix C) for evaluating the social skill levels of each child. On each scale the information about who should fill the scale is written down (e.g. SSAS ID 14 mother). It takes approximately about 25 to 30 minutes for each parent to complete the given questionnaires and it takes approximately 10 to 15 minutes for the classroom teachers to complete the given questionnaire. After 1 week, second visit to Avcılar and Beylikdüzü Mektebim Elementary Schools were conducted and closed envelopes were taken from the psychological counselor

3.4. DESIGN

In this study, there was one primary independent variable and that is the emotional intelligence of individual parents. This variable was measured depend on the results of Schutte Emotional Intelligence Scale and included three dimensions, which are optimism/mood regulation, utilization of emotions and appraisal of emotions. The mediator variable of the current study was the co-parenting alliance perception of each parent and this variable was measured by using Parenting Alliance Inventory (PAI) Mother Form and Father Form. The dependent variable of the study was the social skill levels of 2nd to 4th grade elementary school students and this variable was measured by using Social Skill Assessment Scale (SSAS). The design of present study is correlational and each analysis was conducted separately for mother and fathers.

4. RESULTS

4.1. Principle Components Analysis (PCA)

In order to investigate the component structure of Social Skill Assessment Scale, a principle component analysis (PCA) with orthogonal (varimax) rotation conducted on the 76 items. The items were retained based on three criteria: (1) if the they had factor loadings greater than 0.40, (2) if the difference between their factor loadings when they were loaded in multiple components, was greater than 0.09, (3) items that have theoretical relevance to the component they were loaded to. The Kaiser–Meyer–Olkin measure of sampling adequacy was 0.73, which is “middling” according to Keiser (1974). Four component solution explaining the 58.68 % of the variance was reached. Table 4.1 presents the retained items under the components, excluded items, final factor loadings and statistical properties of the components.

Components were named based on the items clustering under them. First component is named as *skills for peer relations* (SS-Peer Relations) explained 18.66% of the variance and exhibited good internal reliability ($\alpha = 0.96$). Second component is named as *skills for assertiveness* (SS-Assertiveness) explained 18.53% of the variance and exhibited good internal consistency ($\alpha = 0.94$). Third component is named as *skills for self-control* (SS-Self- Control) explained 12.21% of the variance and exhibited good internal consistency ($\alpha = 0.92$). Fourth component is labeled as *skills for plan making* (SS-Plan Making) explained 9.28% of the variance and exhibited good internal consistency ($\alpha = 0.93$). These components were used in the following analyses. Component scores were calculated by taking the mean of the items retained under them. Also total scores of social skills were calculated by averaging all retained items. Total score showed good internal consistency ($\alpha = 0.97$). When compared with the original SSAS study, results revealed that there is an increase in the internal reliability levels of the newly created subscales. In SSAS original study the internal consistency coefficient for the subscales was between 0.84

and 0.92; and after PCA in the current study the internal consistency of new created 4-factor model, the internal consistency was between 0.92- 0.96.

Table 4.1 Summary of the principle component analysis with varimax rotation results for Social Skill Assessment Scale

Item	Factor Loadings			
	C1	C2	C3	C4
Component 1: Skills for Peer Relations (SS-Peer Relations)				
64. Grup içi kurallara uyar.	0.80	-	-	-
72. Başkalarının haklarına saygılı olur.	0.79	-	-	-
67. Sırasını bekler.	0.78	-	-	-
65. Grup içinde iş bölümüne uyar.	0.77	-	-	-
66. Grup içinde kendi üzerine düşeni yapar.	0.71	-	-	-
70. Başkalarının fikirlerini anlamaya çalışır.	0.68	-	-	-
71. Kazanmaya ve kaybetmeye uygun tepkiler verir.	0.68	-	-	-
76. Bilgi paylaşımında bulunur.	0.68	-	-	-
51. En uygun çözüme karar verir.	0.67	-	-	-
68. Başkaları ile yardımlaşır.	0.63	-	-	-
18. Paylaşma davranışı gösterir.	0.62	-	-	-
50. Bulduğu çözümlerin sonuçlarını değerlendirir.	0.62	-	-	-
49. Karşılaştığı sorunla ilgili çözümler üretir.	0.60	0.42	-	-
23. Başkalarını takdir eder.	0.59	-	-	-
3. Karşısında konuşan kişiyi dinler.	0.58	-	-	-
48. Sorunun ne olduğunu kavrar.	0.56	0.41	-	-
15. Gerektiğinde izin ister.	0.56	-	-	-
40. Kavgedan uzak durur.	0.56	-	0.45	-
73. Grupta reddedilmeye uygun tepkiler verir.	0.55	-	-	-
21. Gerektiğinde uzlaşma davranışı sergiler.	0.55	-	0.46	-
52. Karar verdiği çözümü uygular.	0.53	-	-	-
38. Empati kurar.	0.48	-	-	-
Component 2: Skills for Assertiveness (SS-Assertiveness)				
29. Gerektiğinde bir başkasını ikna eder.	-	0.80	-	-
27. Düşüncelerini ifade eder.	-	0.77	-	-
26. Gerektiğinde davet etme davranışını sergiler.	-	0.76	-	-
31. Hakkını korur ve savunur.	-	0.71	-	-
28. Gerektiğinde hayır der.	-	0.69	-	-
6. Konuşmayı başlatır.	-	0.69	-	-
24. Bir isteğini ifade eder.	-	0.68	-	-
69. Grup içinde bir etkinliği başlatır.	-	0.68	-	-
62. Kendisi bir grup oluşturur.	-	0.62	-	-
7. Konuşmayı sürdürür.	-	0.61	-	-
14. Tamıdığı kişileri başkalarına tanıtır.	-	0.61	-	-
25. Başkasının isteğini uygunluğuna göre kabul veya red eder.	-	0.59	-	-
35. Kendi duygularını ifade eder.	-	0.57	-	-
10. Gerektiğinde yardım ister.	-	0.57	-	-
61. Bir gruba katılır.	-	0.57	-	-
1. Biri ile konuşurken, karşısındakinin yüzüne bakar.	-	0.51	-	-
2. Göz kontağı kurar.	-	0.49	-	-
63. Oyuna katılır.	-	0.48	-	-

Table 4.1 (Continued)

Component 3: Skills for Self-Control (SS-Self Control)				
39. Kızgınlığımı kontrol eder.	-	-	0.76	-
43. Kendini sakinleştirir.	-	-	0.74	-
42. Kendi isteklerini durdurur.	-	-	0.69	-
47. Engellendiğinde anlayış gösterir ve isteklerini erteler.	.40		0.69	-
45. Hatasını kabul eder.	-	-	0.59	-
16. Nezaket ifadelerini uygun yerde kullanır.	-	-	0.58	-
9. Gerekğinde özür diler.	-	-	0.58	-
44. Alay edildiğinde bununla başa çıkar.	-	-	0.57	-
74. Kıskançlık duygusu ile uygun şekilde baş eder.	-	-	0.48	-
Component 4: Skills for Plan Making (SS-Plan Making)				
54. Yaptığı planları uygular.	-	-	-	0.78
59. Zamanın farkındadır.	-	-	-	0.75
53. Zamanını iyi planlar.	-	-	-	0.75
60. Yapacağı bir işin ne kadar süreceğini öngörür.	-	-	-	0.71
57. Bir günü veya haftayı planlar.	-	-	-	0.70
58. Durumlar değiştiğinde yeni plan yapar.	-	0.41	-	0.70
56. Organizasyon yapar.	-	0.46	-	0.64
55. Özgür (boş) zamanlarını değerlendirir.	-	-	-	0.64
Excluded Items				
4. Karşılaştığı kişilerle uygun şekilde selamlaşır.	-	0.52	0.62	-
5. Bir ortamdan ayrılırken uygun şekilde vedalaşır.	-	0.58	0.59	-
8. Gerekğinde teşekkür eder.	-	0.55	0.46	-
11. Gerekğinde soru sorar.	0.47	0.56	-	-
12. Ona verilen yönergelere uyar.	0.57	-	0.46	-
13. Girdiği bir ortamda uygun şekilde kendini tanıtır.	-	0.51	0.57	-
17. Yeni durumlara uyum sağlar.	-	0.47	0.41	-
19. Sıkıntılı görünen bir arkadaşına yardım eder.	0.46	0.57	-	-
20. Dargın arkadaşlarını barıştırır.	0.54	0.5	-	-
22. İhtiyaçları için sunulan yardımı kabul eder.	-	-	-	-
30. Gerçeği söylemekten kaçınmaz.	-	-	-	-
32. Farklı duyguları bilir.	0.46	0.43	-	-
33. Kendi duygularının farkındadır.	0.55	0.48	-	-
34. Diğerlerinin duygularını fark eder ve ayırt eder.	0.48	0.56	-	-
36. Diğerlerinin duygularını anladığını gösterir ve bu duygulara uygun tepki verir.	0.55	0.46	0.42	-
37. Kendini ödüllendirir ve takdir eder.	-	0.57	-	-
41. Kendini saldırgan davranışlardan korur.	0.42	-	0.47	-
46. Uygun olmayan dokunma ve davranışlardan kendini korur.	0.4	0.48	-	-
75. Beklenmedik durumlar ve krizlerle başa çıkar.	0.44	-	0.48	-
Statistical properties of the components				
Eigenvalue	14.18	14.08	9.28	7.05
% of variance explained	18.65	18.53	12.21	9.28
Internal consistency (Cronbach's α)	0.96	0.94	0.92	0.93

Note. C = component. Only the factor loadings greater than 0.40 are presented. Factor loadings below the components to which corresponding items are assigned, appear in bold.

4.2. Descriptive Statistics and Correlations

Means, standard deviations of variables are presented in Tables 4.2 and 4.3.

Table 4.2 Means, standard deviations and correlations of mother's EI, co-parenting reported by mother and child's SS.

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. EI (Mother)	3.92	0.37	—					
2. Co-parenting (Mother)	4.43	0.58	0.07	—				
3. SS - Peer Relations	3.84	0.60	0.19	0.37**	—			
4. SS - Assertiveness	3.96	0.56	0.27**	0.24*	0.56**	—		
5. SS - Self-Control	3.36	0.72	0.08	0.46**	0.75**	0.48**	—	
6. SS - Plan Making	3.37	0.75	0.28**	0.32**	0.60**	0.55**	0.58**	—
7. SS - Total Score	3.74	0.52	0.25*	0.41**	0.91**	0.80**	0.82**	0.77**

Note. *N* = 99. EI = emotional intelligence, SS = social skills, C = Component.

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

Table 4.3 Means, standard deviations and correlations of father's EI, co-parenting reported by father and child's SS.

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6
1. EI (Father)	3.80	0.37	—					
2. Co-parenting (Father)	4.51	0.54	-0.03	—				
3. SS - Peer Relations	3.84	0.60	0.13	0.15	—			
4. SS - Assertiveness	3.96	0.56	0.09	0.15	0.56**	—		
5. SS - Self-Control	3.36	0.72	-0.02	0.16	0.75**	0.48**	—	
6. SS - Plan Making	3.37	0.75	0.02	0.17	0.60**	0.55**	0.58**	—
7. SS - Total Score	3.74	0.52	0.09	0.19	0.91**	0.80**	0.82**	0.77**

Note. *N* = 99. EI = emotional intelligence, SS = social skills, C = Component.

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

Mother's EI was positively correlated with SS-Total Score, SS-Assertiveness, and SS-Plan Making. Co-parenting reported by mother had positive correlations with SS-Total Score, SS-Peer Relations, SS-Assertiveness, SS-Self-Control, and SS-Plan Making. In addition to correlation coefficients presented in Tables 4.2 and 4.3, mother's EI and father's EI showed a positive correlation ($r = 0.45, p < 0.001$), and co-parenting reported by mother and co-parenting reported by father was positively correlated ($r = 0.64, p < 0.001$).

4.3. Tests of Normality and Outlier Analyses

To assess whether the variables were distributed normally, Kolmogorov-Smirnov test was used. Mother's EI was normally distributed, $D(99) = 0.07, p > 0.20$, with skewness of -0.23 and kurtosis of -0.44. Father's EI was non-normally distributed, $D(99) = 0.10, p = 0.11$, with skewness of -0.25 and kurtosis of 0.18. Mother's perception of co-parenting was non-normally distributed, $D(99) = 0.16, p < 0.001$, with skewness of -1.53 and kurtosis of 2.45. Father's perception of co-parenting was non-normally distributed, $D(99) = 0.20, p < 0.001$, with skewness of -1.72 and kurtosis of -2.60. SS-Peer Relations was non-normally distributed, $D(99) = 0.10, p = 0.11$, with skewness of -0.84 and kurtosis of 0.57. SS-Assertiveness was non-normally distributed, $D(99) = 0.10, p = 0.26$, with skewness of -1.15 and kurtosis of 1.70. SS-Self Control was normally distributed, $D(99) = 0.08, p = 0.18$, with skewness of -0.07 and kurtosis of -0.83. SS-Plan Making was normally distributed, $D(99) = 0.08, p = 0.15$, with skewness of -0.15 and kurtosis of -0.52. SS-Total Score was normally distributed, $D(99) = 0.06, p > 0.20$, with skewness of -0.56 and kurtosis of -0.18.

Univariate outliers were assessed by transforming scores within each variable into z-scores. In the current study, a z-score greater than 3 or less than -3, in other words a value which is 3 standard deviations away from the mean is considered to be an outlier. Two participants had z-scores lower than -3 both mother's and father's

perception of co-parenting. Moreover, one participant had z score lower than -3 only in mother's perception of co-parenting, and one participant had a z-score lower than -3 in father's perception in co-parenting. Finally, two participants had z-scores lower than -3 in SS-Assertiveness. Furthermore, Mahalanobis' distances were calculated for each regression equation and there were no multivariate outliers. Normality test results did not change even if these outliers were removed; therefore they were retained in the main analyses.

4.4. Mediation Analyses

In order to test main hypotheses of the current study, mediation analyses were conducted with PROCESS macro (Hayes, 2013). Independent variables were mothers' and fathers' EI. Mediators were co-parenting scores reported by mother and father. Dependent variables were total score and subscales of SS, namely SS-Peer Relations, SS-Assertiveness, SS-Self-Control, and SS-Plan Making. Mediation pathways were constructed separately for mother and father, and for each parent five different pathways for dependent variables were tested. Bias-corrected 95% confidence intervals of total effects, direct effects and indirect effects were provided using bootstrap estimation with 5000 samples, an estimation method considered to provide reliable results despite of non-normal distribution and presence of outliers (Hayes, 2013). In this method, if bootstrapped confidence intervals don't include "0" between upper and lower limits, the effect is considered to be significant. In total, 10 different mediation tests were conducted and summary of the results are presented in the Tables 4.4 and 4.5.

Table 4.4 Effects of mother's EI on SS total score and subscales via co-parenting reported by mother.

Dependent Variable	Indirect		
	<i>B</i>	<i>SE</i>	<i>95% CI</i>
SS - Total Score	0.001	0.002	-0.002 to 0.005
SS - Peer Relations (C1)	0.001	0.002	-0.002 to 0.005
SS - Assertiveness (C2)	0.001	0.002	-0.001 to 0.003
SS - Self-Control (C3)	0.002	0.003	-0.003 to 0.007
SS - Plan Making (C4)	0.001	0.002	-0.002 to 0.005

Note. $N = 99$ *CI* = bias-corrected bootstrapped confidence intervals, *B* = unstandardized coefficient of the effect, *C* = component, *EI* = emotional intelligence, *SS* = social skills. Statistically significant effects are printed in bold type. "0.000" indicates a value less than "0.001".

Analyses showed that the indirect effects of mother's EI on SS-Total Score, SS-Peer Relations, SS-Assertiveness, SS-Self-Control, and SS-Plan Making via co-parenting reported by mother was not significant, indicating that the association between mother's EI scores and child's scores for social skills was not mediated by mother's perception of co-parenting. Furthermore, the indirect effects of father's EI on SS-Total Score, SS-Peer Relations, SS-Assertiveness, SS-Self-Control, and SS-Plan Making via co-parenting perceived by father was not significant.

Table 4.5 Effects of father’s EI on SS total score and subscales via co-parenting reported by father.

Dependent Variable	Indirect		
	<i>B</i>	<i>SE</i>	<i>95% CI</i>
SS - Total Score	-0.000	0.001	-0.002 to 0.001
SS - Peer Relations (C1)	-0.000	0.001	-0.002 to 0.007
SS - Assertiveness (C2)	-0.000	0.001	-0.002 to 0.001
SS - Self-Control (C3)	-0.000	0.001	-0.002 to 0.001
SS - Plan Making (C4)	-0.000	0.001	-0.002 to 0.001

Note. *N* = 99 *CI* = bias-corrected bootstrapped confidence intervals, *B* = unstandardized coefficient of the effect, *C* = component, *EI* = emotional intelligence, *SS* = social skills. Statistically significant effects are printed in bold type. "0.000" indicates a value less than "0.001".

4.5. Multiple Regression

To investigate whether the social skills of the children were predicted by parents’ EI and perceptions of co-parenting, multiple linear regression analyses were conducted using the ordinary least squares (OLS) to estimate the parameters. Similar to the mediation analyses reported above, regression equations were calculated separately for each parent across total score and subscales of SS. Predictors were mother’s and father’s EI; co-parenting perceived by mother and father. Dependent variables were SS-Total Score, SS-Peer Relations, SS-Assertiveness, SS-Self-Control, and SS-Plan Making. In total, 10 different regression analyses were conducted. Additionally, each multiple regression equation were double checked using robust regression estimator to eliminate the effects of non-normal distribution and outliers. Summary of the results are shown in the Tables 4.6 and 4.7.

Table 4.6 Linear and robust Regression results, mother's EI and Co-parenting reported by mother predicting SS total score and subscales .

	Linear Regression (OLS)				Robust Regression		
	<i>B</i>	β	<i>SE</i>	<i>t</i>	<i>B</i>	<i>SE</i>	<i>t</i>
DV: SS - Total Score ($R^2 = 0.21$)							
EI (Mother)	0.008	0.22	0.003	2.49	0.009	0.003	2.83
Co-parenting Mother	0.018	0.39	0.004	4.32	0.019	0.004	4.71
DV: SS - Peer Relations ($R^2 = 0.16$)							
EI (Mother)	0.007	0.17	0.004	1.83	0.009	0.004	2.63
Co-parenting Mother	0.019	0.36	0.005	3.79	0.011	0.005	2.35
DV: SS - Assertiveness ($R^2 = 0.12$)							
EI (Mother)	0.009	0.25	0.004	2.63	0.002	0.005	0.40
Co-parenting (Mother)	0.011	0.23	0.005	2.35	0.031	0.006	5.16
DV: SS - Self-Control ($R^2 = 0.21$)							
EI (Mother)	0.002	0.05	0.004	0.54	0.002	0.004	0.54
Co-parenting (Mother)	0.028	0.45	0.006	5.01	0.029	0.005	5.00
DV: SS - Plan Making ($R^2 = 0.17$)							
EI (Mother)	0.013	0.26	0.005	2.76	0.013	0.005	2.69
Co-parenting (Mother)	0.020	0.31	0.006	3.29	0.021	0.006	3.33

Note. $N = 99$. B = unstandardized coefficient of slope, β = standardized coefficient of slope, SE = standard error, t = t score, DV = dependent variable of the equation, OLS = ordinary least squares estimation, EI = emotional intelligence, SS = social skills. Statistically significant predictors are printed in bold type.

The OLS regression model predicting child's total score in SS was significant, $F(2, 96) = 13.05$, $p < 0.001$ with an R^2 of 0.21. Mother's EI ($\beta = 0.22$, $p = 0.016$) and mother's perception of co-parenting ($\beta = 0.39$, $p < 0.001$) positively predicted child's total score in SS. These results were confirmed by robust regression as the associations were in the similar direction with similar significance. This indicates that non-normal distribution and outliers did not distorted the results of multiple regression with these variables. However, father's EI and perception of co-parenting were not significantly associated with child's total score in SS neither in OLS, nor in robust regression.

Table 4.7 Linear and robust Regression results, father's EI and Co-parenting reported by father predicting SS total score and subscales .

	Linear Regression				Robust Regression		
	<i>B</i>	β	<i>SE</i>	<i>t</i>	<i>B</i>	<i>SE</i>	<i>t</i>
DV: SS - Total Score ($R^2 = 0.04$)							
EI (Father)	0.003	0.09	0.004	0.91	0.002	0.004	0.60
Co-parenting (Father)	0.009	0.19	0.005	1.91	0.008	0.005	1.60
DV: SS - Peer Relations ($R^2 = 0.04$)							
EI (Father)	0.005	0.13	0.004	1.29	0.005	0.004	1.23
Co-parenting (Father)	0.009	0.16	0.006	1.57	0.008	0.005	1.47
DV: SS - Assertiveness ($R^2 = 0.03$)							
EI (Father)	0.004	0.10	0.004	0.95	0.000	0.004	-0.01
Co-parenting (Father)	0.008	0.16	0.005	1.56	0.006	0.005	1.36
DV: SS - Self-Control ($R^2 = 0.03$)							
EI (Father)	-0.001	-0.02	0.005	-0.16	-0.001	0.005	-0.20
Co-parenting (Father)	0.010	0.16	0.007	1.56	0.010	0.007	1.39
DV: SS - Plan Making ($R^2 = 0.03$)							
EI (Father)	0.001	0.03	0.005	0.26	0.001	0.005	0.23
Co-parenting (Father)	0.012	0.17	0.007	1.73	0.012	0.007	1.55

Note. $N = 99$. B = unstandartized coefficient of slope, β = standartized coefficient of slope, SE = standard error, t = t score, DV = dependent variable of the equation, OLS = ordinary least squares estimation, EI = emotional intelligence, SS = social skills. Statistically significant predictors are printed in bold type.

5. DISCUSSION

The main purpose of the current study was to investigate mediator role of co-parenting alliance perceptions of each parent on the relationship between emotional intelligence of each parent and the social skill levels of their children. Afterwards, follow-up multiple regression analysis are conducted to investigate whether the social skills of the children were predicted by parents' EI and perceptions of co-parenting. There exist a number of researches that observed the relation between emotional intelligence of parents and social skill levels of their children's, however, none of them conceptualized co-parenting alliance as a possible mediator explaining the underlying mechanism of the relation (Hops, Davis, Leve, & Sheerber, 2003; Katz & Hunter, 2007; Halberstadt, Denham, & Dunsmore, 2001; Katz, Hessler, & Annett, 2007; Saarni, 1999; Thompson, 1994; Kidwell, Young, Hinkle, Ratliff, Marcum, & Martin, 2010; Izard, Fine, Mostow, Trentacosta, & Campbell, 2002; Gottman, Katz, & Hooven, 1996; Katz & Windecker-Nelson, 2004; Stocker et al., 2007; Tennant, Martin, Rooney, Hassan, & Kane, 2017; Eisenberg et al., 1998; Dunn, Bretherton, & Munn, 1987; Morris et al., 2007; Cumberland-Li, Eisenberg, Champion, Gershoff, & Fabes, 2003; Eisenberg, Gershoff, et al., 2001; Eisenberg et al., 2003). However, this study argues that it is necessary to understand how those relations would operate during earlier periods of life in order to promote healthy development and psychological wellbeing of children.

In this chapter a detailed discussion of the findings is provided in the light of existing literature. In conclusion, limitations, strengths and contributions of the study and suggestions for future research are presented.

5.1. Principle Component Analysis (PCA) of the Social Skill Assessment Scale (SSAS)

Social Skill Assessment Scale (SASS) (2016) is a scale created for clinical reasons and its psychometric properties seem to show inadequate results. In the original SSAS study, social skills were treated as a latent factor and specified as a first order latent factor (Ataş, Efeçinar, & Tatar ,2016) .The individual items in the SSAS seemed not to contribute to the structural validity of the scale as they were not entered into the confirmatory factor analysis (CFA) individually but they were entered as an average score. Even though the items of SSAS may have face validity as a measure of social skills, their contributions to social skills trait or underlying dimensions as specified in the paper was not clear (Ataş, Efeçinar, & Tatar ,2016). Furthermore no evidence for convergent validity of the scale was reported besides scale correlating with another scale one or more of the authors constructed before (Ataş, Efeçinar, & Tatar ,2016). Thus, in the current study, in order to investigate the component structure of Social Skill Assessment Scale, a principle component analysis (PCA) with orthogonal (varimax) rotation conducted on the 76 items. Components are named based on the items clustering under them. After PCA was conducted, SSAS's primary seven-factor structure was changed with four-factor structure in the current study. First component is named as *skills for peer relations* (SS-Peer Relations); second component named as *skills for assertiveness* (SS-Assertiveness); third component named as *skills for self-control* (SS-Self Control) and the fourth component labeled as *skills for plan making* (SS-Plan Making). In this section, these four components will be investigated in detailed ways.

5.1.1. Skills for Peer Relations (SS-Peer Relations):

When this dimension of social skill is examined in detailed ways, it is pointed out that, reciprocal peer interactions generally do not begin until a child is two or three years old, at which point the child is moving away from a strictly ego-centered concept of the self. Peers are a very important and significant source of socialization in children, as they tend to spend a more time within a peer group (or groups), than time spent around adults or other family member (Reitz, Zimmermann, Hutteman, Specht, & Neyer, 2014). In order to interact with peers, child should be able to engage in conversations, seek things in common with peers, show interest in peer group's experiences and thoughts; and create shared experiences with peers. Furthermore a child will not be able to progress in a peer group, if s/he does not understand gradations of emotions and how to respond appropriately in certain situations or how to manage their own emotions (Reitz, Zimmermann, Hutteman, Specht, & Neyer, 2014). Skills associated with peers are closely related to adequate assertiveness skills, communication skills and emotional skills (Rubin, Bukowski, & Parker, 1998).

5.1.2. Skills for Assertiveness (SS-Assertiveness):

When the literature is examined, it is seen that there exist many different definitions related to assertiveness skills. Bandura made the first assertiveness definition in 1963. Bandura defined assertiveness as "one's ability to express oneself" (Wolpe & Lazarus, 1966). For Lazarus (1973) assertiveness is the emotional freedom habit. Eisler, Hersen and Miller (1973), on the other hand defined assertiveness as situation specific learned behaviors; Rich and Schroeder (1976) described assertiveness as the cognitive, emotional and behavioral reactions that expand one's capability for achieving personal objectives and acquiring social support (as cited in Şahin, 1999). Alberti and Emmons (1982) explained assertive

behavior as the behavior that encourages fairness in human relations; according to them assertive behaviors allow people to act in their own best interests, to defend themselves without anxiety, to tell their honest feelings adequately and to operate personal rights without harming the rights of others (p.7). When all of these definitions related to assertiveness are reviewed, it can be summarized that, assertive individuals are aware of their rights and respect the rights of others, they can express their positive and negative thoughts clearly and honestly and take all the responsibilities for their own behaviors, feelings and thoughts (Galassi & Galassi, 1976; Öksüz, 2004); and as seen, assertiveness skills are related to many other social skills such as emotional skills, coping with aggressive behavior and maintaining relationship skills.

5.1.3. Skills for Self-Control:

Self –control skills are related to self-acceptance and can be listed as, controlling anger, obeying the rules, staying calm in the face of problems, negotiating with others and accepting criticism. (Calderalla & Merrel as cited in Avcıoğlu, 2005). The control of external behaviors and emotions (particularly negative emotions) gains significance, particularly in the school setting, since control over them leads to positive social activities whereas lack of self-control is likely to result in antisocial behaviors and rejection (Bronson, 2000). Eisenberg and Fabes (1992) claimed that children with difficulties in controlling emotionally driven behaviors tend to have externalizing problems such as aggression. Children who manage to stay calm and find solutions to the problems are the ones who are liked by peers (Eisenberg & Fabes, 1992). Gottfredson and Hirschi (1990) noted that lacking self -control is related to impulsive behaviors and indifference to the consequences of their actions on others. Due to a lack of concern for the consequences of their actions, some unacceptable behaviors (e.g. verbal abusiveness, rule violations, bullying) may emerge as well impulsive behaviors, which result in peer rejection (Crick & Dodge,

1996; Coie, Dodge, & Kupersmidt, 1990; Dodge & Feldman, 1990; Fabes & Eisenberg, 1992; Hatzichristou, & Hopf, 1996; Johnson, Ironsmith, Snow, & Poteat, 2000; Tomada & Schneider, 1997).

5.1.4. Skills for Plan Making (SS-Plan Making):

When plan making skills are examined, it is seen that they are the most basic skills enabling individuals to think about a situation that is encountered; developing appropriate strategies and using these strategies to manage their lives. It is seen that children who are able to use planning skills in daily life, are more successful in using these skills in their academic life as well (Veen, Roeleved, & Lesenman, 2000). Plan making skills play an important role in social problem solving; for instance, in order to use effective strategies to eliminate the offered solutions for the existing problems, children need to reflect their own feelings; produce alternative solutions, predict the results and evaluate the efficiency of their ideas (Evans, 2002).

As children plan and review their experiences, they develop their own prediction skills, analytic skills and own working systems; and they begin to feel responsible for their choices. Children's plan making skills consist of producing different solutions, thinking strategically and creatively, implementing the strategies that they produced, developing awareness about time management, thinking in flexible-original- fluent ways; and these skills are needed to be taught in early years by parents and teachers (Dağlıoğlu & Çakır, 2007).

5.2. Evaluation of the Results on the Mediator Role of Co-Parenting Alliance Levels of Parents in the Relation between Emotional Intelligence of Parents and Social Skill Levels of Their Children

In this study mediation analysis is run in order to determine the indirect effect of co-parenting alliance levels of mothers and fathers on the relation between emotional

intelligence of mothers and fathers separately and social skill levels of their children. Analyses showed that the indirect effect of mother's EI on SS-Total Score via co-parenting was not significant, indicating that the association between mother's EI scores and child's total score for social skills was not mediated by mother's perception of co-parenting. Furthermore, none of the effects were significant for the father, indicating that father's EI was not associated with child's total score for social skills neither with the mediation of father's perception of co-parenting, nor directly. This outcome did not support the main hypothesis put forward, which suggested that co-parenting perceptions of parents mediate the relationship between emotional intelligence of parents and social skill levels of their children.

When literature was examined it is seen that in a study that was conducted to measure the mediational role of co-parental communication in relation between inter-parental conflict and children's mental wellbeing (Shimkowski & Schrodt, 2012), it is found that mothers' aggressive conflict tactics such as, swearing, insults, and sarcastic looks, (Schrodt & Afifi, 2007) that are oppose to the emphatic nature of the emotional intelligence (Das & Tripathy, 2015) and that are oppose to positive expressiveness (Kolak & Volling, 2007), affect the co-parenting relation negatively. As a consequence of the aggressive tactics of mothers and negative co-parenting, children's mental wellbeing diminishes and behavioral problems that lack social skills emerges consequently (Shimkowski & Schrodt, 2012), Morey, and Papp (2003) pointed out that parents' exhibitions of threat, verbal and nonverbal hostility, and defensive attitudes towards each other were positively linked to children's anger, sadness, and fear; and following these emotional responses children started to display internalizing and externalizing behaviors that lack social skills. In this single study (Shimkowski & Schrodt, 2012) it became apparent that fathers' aggression didn't have an impact on co-parenting relation or on children's mental wellbeing. Similarly in the current study no relation was found between fathers' emotional intelligence, fathers' co-parenting perceptions, and children's social skill levels. Thus, these findings of the current study were coherent with the study conducted by Shimkowski

and Schrod, (2012) regarding fathers. One possible reason for the statistically non-significant result for the fathers, could be the fact that mothers and fathers may operate differently in the co-parenting relationship (Margolin et.al.,2001), as mothers mention more comprehensive involvement with their children than fathers do (Russell & Russell, 1994) and as mothers generally accomplish a bigger amount of parenting responsibilities than fathers (Floyd & Zmich, 1991). Smith (1996) showed that, it seems likely that wives would seek more change in their husbands' parenting and as a result wives have hard time managing their aggressiveness, leading to a negative influence on the co-parenting relationship. This is called the demand/withdraw patterns between co-parents; in demand/withdraw patterns, wives demand more from their husbands regarding child-rearing issues and husbands withdraw from the child-related issues (Eldridge & Christensen, 2002). As a result mothers have a hard time controlling their anger and they use aggressive tactics during co-parenting relations and these tactics affect children's mental wellbeing negatively (Stocker et al., 2003), When mother's aggressiveness spill over into the co-parenting relationship (Eldridge & Christensen, 2002), it is possible that they are more influential to their children's mental wellbeing than are father's aggressive and co-parental communication behaviors. As a result children became stressful and they felt responsible for their parents' conflicts (Schrod & Afifi, 2007). Furthermore, feelings of being responsible and blaming one-self, are likely to lead to feelings of low self-esteem and guilt (Stocker et al., 2003),

Although the statistically non-significant results could be partially explained for fathers with the demand/ withdraw patterns between co-parents, this kind of an explanation requires a significant result for the mothers' co-parenting perceptions mediating the relationship between emotional intelligence of mothers and social skills of their children. However, the current study did not cover such results. One possible explanation for the statistically non-significant results for the mothers could be the fact that fathers' involvement as parents and mother' involvement as parents is not universal but rather cultural (Kağıtçıbaşı, 2012; Lamb, Pleck, Charnov, & Levine,

1987; Marsiglio, 1995). Although Turkish urban middle-class families support modern values, and even though couples with higher SES may try to adopt each other's values that they determine to be important (Akyıl et al., 2012) they continue to keep traditional values (Aycan & Eskin, 2005). Turkey's cultural context still defined as being low in gender egalitarianism (Fikret-Pasa, Kabasakal, & Bodur, 2001), which means fewer women are in positions of authority and there exists a considerable gender inequality against women (House et al., 2004 p.30). In such cultural contexts, although today's Turkish women are employed more than in previous generations, their fundamental responsibilities are still confined to domestic sphere and children-rearing (Ergüder, Kalaycıoğlu, & Esmer, 1991) due to low egalitarian relationships in the nuclear family (Aycan & Eskin, 2005). Even though culture related attributions are not measured in the current study, so-called cultural effect can explain the reason that the relation between mothers' emotional intelligence and social skills of their children are not mediated by their co-parenting perceptions. Co-parenting alliance is effected from different cultural contexts (Bornstein et al., 2011) and in the current study it is likely that culture's role in women's perceptions of co-parenting alliance is dominant when considering the maintenance of its importance in the contemporary Turkish families (Aycan & Eskin, 2005).

Another possible reason for the results of the current study that indicates no mediational role of co-parenting in the link between both mothers' EI and fathers' EI, and children's social skills can be the fact that in literature, it was examined that not all but some specific components of emotional intelligence were linked to co-parenting alliance between parents. It is outstated that higher levels of self-control (Talbot & McHale, 2004) which is about controlling of negative emotions, and positive expressiveness (Kolak & Volling, 2007), are related to the better co-parenting alliance between parents, and better co-parenting alliance was found to have positive effects on social skills development in children (McHale & Lindahl, 2011; McHale & Rasmussen, 1998; Schoppe, Mangelsdorf, & Frosch, 2001; Stright

& Neitzel, 2003; Leary & Katz, 2004; Caldera & Lindsey, 2006; Karreman, Van Tuijl, Van Aken, & Dekovic, 2008). When these two studies were taken together, they probably increased the possibility of the mediational role of co-parenting alliance in link between emotional intelligence of parents and social skills of the children. When methodological details of the study was examined, it is observed that all the emotional intelligence self-report chosen to evaluate the emotional intelligence levels of parents, assesses three main components of emotional intelligence: Optimism/Mood Regulation, Utilization of Emotions and Appraisal of Emotions. However, in literature, it is pointed out that, the main component of emotional intelligence that was found to be related to co-parenting alliance between parents was the high positive expressiveness (Kollak & Volling, 2007). Even though Schutte Emotional Intelligence Scale has items related to expressing of emotions (Austin, Saklofske, Huang, & McKenney, 2004), these items don't specifically give clues about positive expressiveness and this could be one reason of the lack of correlation between emotional intelligence and co-parenting alliance in the current study. Positive expressiveness is better measured with parental expressiveness scale (Halberstadt et.al, 1995), which is composed of items that are just related to emotional expressiveness (e.g., "Expressing excitement over one's future plans" ; "Spontaneously hugging a family member" ; "Crying after an unpleasant disagreement") (Halberstadt et.al, 1995), and with this type of a measurement it could be possible to find some significant results regarding the mediational role of co-parenting in the relationship between emotional intelligence of parents and social skills of children.

5.3 Evaluation of the Results on Parents' Emotional Intelligence Levels and Co-Parenting Alliance Perceptions Predicting Child's Social Skill Levels

In the current study, one other purpose was to conduct multiple regression analysis as a follow-up analysis. Multiple regression analysis was done to examine

whether the social skills of the children were predicted by mothers' and fathers' EI, and mothers' and fathers' perceptions of co-parenting. Considering the facts such as mothers and fathers having different type of relationships with their children (Coleman et al., 1989); parents having different types of co-parenting in their family of origin (Belsky, 1984); parents having unique expectations and beliefs about gender roles (Allen & Hawkins, 1999); parents having different individual characteristics such as level of education (Stright & Bales, 2003) that affects their co-parenting perceptions and finally mothers and fathers having differences in their intelligence levels (Brackett & Mayer, 2003; Brackett et al., 2006; Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005; Zhang & Gong, cited in Petrides, Furnham, & Martin, 2004), similar to the mediation analyses multiple regression analyses were calculated separately for each parent. It is observed that, mothers' EI and mothers' perceptions of co-parenting positively predict child's total score in social skills. However, father's EI and perception of co-parenting were not significantly associated with child's total score in SS.

When existing literature about how EI of parents predicts social skill development is examined it is realized that, EI provides a basis for parenting (Gianesini, 2011). Emotionally intelligent parenting is found to help to raise self-disciplined, responsible, socially-skilled children (Elias, Tobias & Friedlander, 1999). However, these findings in literature contradict with the insignificant result of the current study that suggests, fathers' EI, do not predict social skill levels of their children. Although not many research finding was found for supporting this insignificant relation between fathers' EI and child's social skill levels, in one study conducted by Guastello and Guastello (2003) significant correlations on emotional intelligence for mothers and their children indicated a strong influence on this construct; no such relationship was found between children and fathers.

One possible reason for the statistically nonsignificant result of the current study that suggests, fathers' EI, does not predict social skill levels of their children is that fathers overestimate their EI. Studies carried out in Africa, East Asia (Singapore,

China, and Japan), Europe, and the United States have nearly all shown male overestimation and female underestimation of their EI (Brackett & Mayer, 2003; Brackett et al., 2006; Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005; Zhang & Gong, cited in Petrides, Furnham, & Martin, 2004). In a study conducted on police officers in Ibadan, Nigeria, males scored significantly higher than female police officers (Olugbemi & Bolaji, 2016) on a self-report measure. British participants also displayed that females underestimate their emotional skills, whereas males tend to overestimate them (Szymanowicz & Furnham, 2013).

Another possible reason for the fact that EI of fathers did not predict social skills of their children is that, mothers, compared with the fathers, generally found to use the components of their emotional intelligence more during their relations with their children; for instance, in a study conducted by Fivush, Brotman, Buckner, and Godman (2000) it is found out that, during conversations with their children mothers talked more about emotional aspects of the experience, and used more emotion words than did fathers. And furthermore, mothers express their emotions including affection more openly to their children (Sunar, 2002).

The gender of the parent also affects their child-rearing practices (Coleman et al., 1989). In a study that was conducted by Coleman et al.(1989) it is found that mothers and fathers concentrate on different aspects of child development during their parenting practices; while mothers focus on social and emotional development of children, fathers emphasize physical and intellectual development (Coleman et al., 1989). This difference between priorities of mothers and fathers during child rearing could be another reason of why there existed a link between mothers' EI and children's social skills while there was no relation found between fathers' EI and children's social skills in the current study.

When existing literature about how co-parenting alliance perceptions of parents predicts social skill development is examined it became clear that negative unsupportive co-parenting behaviors were linked to expanded prevalence of both externalizing symptoms (e.g. aggressive and impulsive behaviors that lack self-

control skills) and internalizing symptoms (e.g. anxiety) during preschool (McHale & Rasmussen, 1998), and high amount of peer conflict (Leary & Katz, 2004). On the contrary, parents in agreeable relationships were found to exhibit positive co-parenting behaviors, such as warmth and cooperation (e.g. displaying greater affection toward one's spouse in child's presence, talking affirmatively about one's spouse even in the spouse's absence) and these behaviors were found to be related to high amount of family integrity, fewer child aggressive or internalizing problems during preschool and more assertiveness skills during elementary school, (McHale & Rasmussen, 1998; Stright & Neitzel, 2003).

Despite the existing literature that supports the relations between co-parenting alliance of parents and social skill levels of children, in the current study link between fathers' co-parenting alliance perceptions and social skill levels of their children was found to be statistically nonsignificant. There could be several possible reasons behind this result. First of all, when literature regarding father involvement in childcare was investigated, it is found out that, not only the majority of the men but also the majority of the women don't question their traditional gender roles (AÇEV, 2017). It is seen that, in Turkey fathers leave the issues related to child-care and child's everyday problems to the mothers and they see their major roles in the family as the primary actors for making a living (AÇEV, 2018). On the other hand, women seemed more likely to prioritize their families over their work (Yıldız, 2012) and they have more concerns about childcare (Conlon, 2002; Yıldız, 2012).

Furthermore, in some cases, fathers' perceptions about being a father is just about being the provider of the family. In this kind of situations, fathers may think that, if they engage in breadwinning activities, this means they fulfill their responsibilities as a father; for instance, in a study conducted by Sancar (2009), providing for the family was documented as the most important aspect of fatherhood in Turkey. In the same study, they described their fatherhood as more involved, affectionate and egalitarian when compared to their own fathers (Sancar, 2009) and this could be the other possible biased understanding in father's co-parenting alliance perceptions in the

current study. These above mentioned factors could be probable reason of the possible biased understandings in not only father's but also mother's co-parenting alliance perceptions in the current study. Considering the above-mentioned factors, it is likely that mothers are satisfied with the fathers' co-parenting practices regarding childrearing and furthermore it is likely that fathers are also satisfied with themselves. However, the lack of link between fathers' co-parenting alliance perceptions and children's social skill levels, indicates that, actual co-parenting behaviors of fathers may not be enough for the children's social skill development.

Although fathers' co-parenting perceptions were not documented to be linked to children's social skills in the current study, the effect of the fathers' involvement in child-rearing practices should not be underestimated. Expectations for fathers' continuous involvement with their children increased over the past half-century (Pleck, 2010). Furthermore, fathering behavior is thought to influence family processes such as co-parenting as well (Cookston, Braver, Griffin, De Luse, & Miles, 2007). Research on involved fatherhood shows that children who have involved and sensitive fathers and children, whose fathers communicate with them in an adaptive and caring manner, demonstrate fewer behavioral problems, and engage in better communication with their peers. (Cabrera, Shannon, & Tamis-LeMonda, 2007).

6. CONCLUSION

6.1. Strengths and the Limitations of the Current Study

Before mentioning the limitations of the study, the strengths of the study should be noted. Firstly, this study was a first in terms of examining the mediational role of co-parenting perceptions of parents in the determining the relationship between emotional intelligence of mothers and fathers and social skill levels of their children. Secondly, it is the first study in Turkish literature, which assesses the effect of mothers' and fathers' EI and co-parenting perceptions on children's social skill

levels.

On the other hand, the homogeneity and the size of the sample can be listed as limitations in the current study. It could be possible to reveal significant results with a larger sample and with other ecological contexts (e.g., low-income families, different schools). In the current study, 99 students' parents and teachers participated and as it was pointed out in the literature larger sample sizes were needed to maintain appropriate power level in mediation analysis (Hoyle & Kenny, 1999). Furthermore, in the current study convenience sampling method, in which participants were selected non-randomly from one school, was used. In this type of sampling method rather than the views of the whole populations, specific group of people's views can be gathered and thus it is not possible to generalize the results that were revealed from a convenience sample (Jager, Putnick, & Bornstein, 2017). Additionally, due to the fact that in the current study correlational design was used, it is not possible to come up with causal inferences. It is also important to mention that, present study relied upon self-report measures to assess parents' EI, parents' co-parenting alliance perceptions and social skill levels of children. Even though each of these methods in themselves is valid, results could be significant if multiple reports and observations were used while assessing each variable (McBride, Schoppe, & Rane, 2002).

6.2. Implications and Contributions of the Study

Although the current study failed to find the proposed links between the variables, the findings of this study have important theoretical and practical implications which can be beneficial for parents and elementary school educators.

At the theoretical level, the results showed that co-parenting levels of mothers and emotional intelligence of mothers have important effects on social skill levels of their children, which is consistent with the claim of Russell and Russell (1994) and Floyd and Zmich (1991), stating mothers engage in more comprehensive involvement with their children than do fathers and mothers generally deal with a bigger amount

of parenting responsibilities than do fathers (Floyd & Zmich, 1991) and that's why compared with fathers, mothers' EI and mothers' co-parenting perceptions had an influence on children's wellbeing (Schrodt & Afifi, 2007)

At a practical level consistent with the claim of Mayer and Salovey (1997) and Goleman (1995), indicating that emotional intelligence components increases through training and consistent with the statement of Feinberg and Kan (2008), indicating that with programs such as Family Foundations that were delivered before and after birth to the mothers and fathers it is possible to increase the co-parental support between parents, it could be said that, if parents and teachers are aware that a child experiences a lack of adequate social skills and, engages in deviant behaviors, parents could start from themselves to solve the behavioral problems that their child is experiencing; they could enroll in emotional intelligence training courses, emotional coaching training courses or programs that offer effective-co-parenting services.

6.3. Suggestions for Future Research

The present findings have important implications for future research on emotional intelligence and co-parenting perceptions of mothers as well as on programs designed to promote emotional intelligence and effective co-parenting. Furthermore, the current study emphasized the fact that, future research must begin exploring a wide variety of different characteristics of mothers and fathers that may influence social skills of children. Additionally, while looking at the relation between emotional intelligence of parents and co-parenting alliance of parents and social skill levels of their children, future research might investigate the effect of gender differences in children in detailed ways.

It would also be beneficent for the future studies to investigate the emotional intelligence, co-parenting and social skill constructs further. More investigation needs to be done to determine whether there are measurement devices that better measure emotional intelligence and co-parenting perceptions of parents and social skill levels

of children.

As previously discussed, participants in the present study were not socioeconomically diverse. It may also be best in future evaluations to gather information from participants that have different socio-economic status.

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APPENDICES

APPENDIX A: School Administration Consent Form

Değerli Yönetici,

İstanbul Bilgi Üniversitesi Klinik Psikoloji bölümü yüksek lisans öğrencisi olarak mevcut tez konum olan "İlköğretim Öğrencisi Çocuklarda Sosyal Beceri Seviyesinin Ebeveynlerin Duygusal Zeka Düzeyleri ile İlişkisinde Ortak Ebeveynlik Dinamiklerinin Etkisi" başlıklı araştırmamda, sizin de onayınız olduğu takdirde, okulunuzda bazı anket uygulamaları yapmak istemekteyim. İlköğretim 2.sınıf,3.sınıf, 4.sınıf öğretmenlerine ve ilköğretim 2.sınıf,3.sınıf, 4.sınıf döneminde çocuğu olan ebeveynlere, kendilerinin de gönüllü olması dahilinde (Ek 1) uygulamayı planladığım anket ekleri ilişikte sunulmuştur. (Ek 2, Ek 3, Ek 4)

Makamınızca da uygun görüldüğü takdirde, tasviplerinize arz ederim.

Nazlı Büyükbayrak

Uygun Durum
Erdem GİPÇAK
Eğitim Koordinatörü
E. Büyükbayrak

APPENDIX B: Parent and Teacher Informed Consent Form

Değerli Katılımcı,

İstanbul Bilgi Üniversitesi Klinik Psikoloji bölümü yüksek lisans öğrencisi Nazlı Büyükbayrak'ın “İlköğretim Öğrencisi Çocuklarda Sosyal Beceri Seviyesinin Ebeveynlerin Duygusal Zeka Düzeyleri ile İlişkisinde Ortak Ebeveynlik Dinamiklerinin Etkisi” konulu tez çalışmasına katılımınızı rica ediyorum. Bu çalışmaya ilköğretim öğretmenleri (3.sınıf,4.sınıf, 5.sınıf) ve ilköğretim döneminde(3.sınıf,4.sınıf, 5.sınıf) çocuğu olan ebeveynler katılabilir. Takip eden sayfalarda çeşitli konularla ilgili tutumlarınız, deneyimleriniz ve düşünceleriniz sorulacaktır. Soruların doğru veya yanlış cevapları yoktur. Araştırmanın güvenilirliği açısından bütün soruları boş bırakmadan cevaplamanız beklenmektedir. Bu çalışmaya katılımınız tamamen isteğe bağlıdır; katılmayabilirsiniz veya herhangi bir noktada bırakabilirsiniz. İsmiğiniz istenmeyecektir. Anketin doldurulması yaklaşık 25-30 dakikanızı alacaktır. Ankete başlamanız, çalışmanın şartlarını okuduğunuzu ve kabul ettiğinizi göstermektedir. Çalışmayla ilgili sorularınız olursa araştırmacı Psk. Nazlı Büyükbayrak'a 536 205 61 40 numaralı telefondan ya da nbuyukbayrak@ku.edu.tr e-posta adresinden ya da çalışmanın danışmanı olan Yrd. Doç. Dr. Ümit Akırmak'a umit.akirmak@bilgi.edu.tr adresinden ulaşabilirsiniz. Araştırmaya katılarak yaptığınız değerli katkı ve ayırdığınız zaman için çok teşekkür ederim.

APPENDIX C: Demographic Information Form

Çocuk ID:

Cevaplama Tarihi:

1. Cinsiyeti: Kız / Erkek

Doğum tarihi :

2. Takvim yaşı:

3.Okulu:

4.Sınıfı :

ANNE

BABA

Anne Yaşı

Baba Yaşı

Öğrenim Durumu

Öğrenim Durumu

İşi-Mesleği

İşi-Mesleği

Anne ile baba: Evli/Ayrı/Boşanmış

Ailenin Ekonomik Düzeyi:

a) Düşük

b) Orta

c) Yüksek

Çocuk sayısı:

Kaçıncı çocuk:

Varsa, kardeşlerin:

1.

Yaşı:

Cinsiyeti:

Sınıfı / Mesleği:

2.

Yaşı:

Cinsiyeti:

Sınıfı / Mesleği:

3.

Yaşı:

Cinsiyeti:

Sınıfı / Mesleği:

4.

Yaşı:

Cinsiyeti:

Sınıfı / Mesleği:

APPENDIX D: Schutte Emotional Intelligence Scale (SEIS)

Aşağıda çeşitli durumlara ilişkin ifadeler bulunmaktadır. Lütfen ifadeyi okuduktan sonra size uyum derecesini sağ taraftaki kutucuklardan birini işaretleyerek belirtiniz.	Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum
1. Kişisel sorunlarımı başkaları ile ne zaman paylaşacağımı bilirim.					
2. Bir sorunla karşılaştığım zaman benzer durumları hatırlar ve üstesinden gelebilirim.					
3. Genellikle yeni bir şey denerken başarısız olacağımı düşünürüm.					
4. Bir sorunu çözmeye çalışırken ruh halimden etkilenmem.					
5. Diğer insanlar bana kolaylıkla güvenirler.					
6. Diğer insanların beden dili, yüz ifadesi gibi sözel olmayan mesajlarını anlamakta zorlanırım.					
7. Yaşamımdaki bazı önemli olaylar neyin önemli neyin önemsiz olduğunu yeniden değerlendirmeme yol açtı.					
8. Bazen konuştuğum kimsenin ciddi mi olduğunu yoksa şaka mı yaptığını anlayamam.					
9. Ruh halim değiştiğinde yeni olasılıkları görürüm.					
10. Duygularımın yaşam kalitem üzerinde etkisi yoktur.					
11. Hissettiğim duyguların farkında olurum.					
12. Genellikle iyi şeyler olmasını beklemem.					
13. Bir sorunu çözmeye çalışırken mümkün olduğunca duygusallıktan kaçınırım.					
14. Duygularımı gizli tutmayı tercih ederim.					
15. Güzel duyguları hissettiğimde bunu nasıl sonlandıracağımı bilirim.					
16. Başkalarının hoşlanabileceği etkinlikler düzenleyebilirim.					
17. Sosyal yaşamda neler olup bittiğini sıklıkla yanlış anlarım					
18. Beni mutlu edecek uğraşlar bulmaya çalışırım.					
19. Başkalarına gönderdiğim beden dili, yüz ifadesi gibi sözsüz mesajların farkındayım					
20. Başkaları üzerinde bıraktığım etkiyle pek ilgilenmem.					

21.Ruh halim iyiymken sorunların üstesinden gelmek benim için daha kolaydır.					
22.İnsanların yüz ifadelerini bazen doğru anlayamam.					
23.Yeni fikirler üretmem gerektiğinde duygularım işimi kolaylaştırmaz.					
24. Genellikle duygularımın niçin değiştiğini bilmem.					
25.Ruh halimin iyi olması yeni fikirler üretmeme yardımcı olmaz.					
26.Genellikle duygularımı kontrol etmekte zorlanırım.					
27.Hissettiğim duygularımın farkındayım.					
28.İnsanlar bana, benimle konuşmanın zor olduğunu söylerler.					
29.Üstlendiğim görevlerden iyi sonuçlar alacağımı hayal ederek kendimi güdülerim.					
30.İyi bir şeyler yaptıklarında insanlara iltifat ederim.					
31.Diğer insanların gönderdiği sözel olmayan mesajların farkına varırım.					
32.Bir kişi bana hayatındaki önemli bir olaydan bahsettiğinde ben de aynısını yaşamış gibi olurum.					
33.Duygularımda ne zaman değişiklik olsa aklıma yeni fikirler gelir.					
34. Sorunlarımı çözüm biçimim üzerinde duygularımın etkisi yoktur.					
35.Bir zorlukla karşılaştığım zaman umutsuzluğa kapılırım çünkü başarısız olacağıma inanırım.					
36.Diğer insanların kendilerini nasıl hissettiklerini sadece onlara bakarak anlayabilirim.					
37.İnsanlar üzgünken onlara yardım ederek daha iyi hissetmelerini sağlarım.					
38.İyimser olmak sorunlar ile baş etmeye devam edebilmem için bana yardımcı oluyor.					
39.Kişinin ses tonundan kendini nasıl hissettiğini anlamakta zorlanırım.					
40. İnsanların kendilerini neden iyi ya da kötü hissettiklerini anlamak benim için zordur.					
41. Yeni arkadaşlıklar kurmakta zorlanırım.					

APPENDIX E: Parenting Alliance Inventory (PAI)

Aşağıda çocuğunuzu büyütürken eşinizle olan işbirliğiniz hakkında cümleler verilmiştir. Lütfen eşinizle ilişkinizi göz önünde bulundurarak bu cümlelere ne ölçüde katıldığınızı belirtiniz. Her bir ifadenin duygu ve düşüncelerinizi ne oranda yansıttığını karşılardaki 5 aralıklı cetvel üzerindeki ilgili rakamı yuvarlak içine alarak belirtiniz.	Hiç katılmıyorum	Biraz katılmıyorum	Kararsızım/fikrim yok	Biraz katılıyorum	Tamamen katılıyorum
1-----2-----3-----4-----5 Hiç Biraz Kararsızım/ Biraz Tamamen katılmıyorum katılmıyorum fikrim yok katılıyorum katılıyorum	Hiç katılmıyorum	Biraz katılmıyorum	Kararsızım/fikrim yok	Biraz katılıyorum	Tamamen katılıyorum
1.Eşim çocuğumuzla yalnız kalmaktan hoşlanır.	1	2	3	4	5
2.Hamilelik döneminde eşim, benim iyi bir baba olabileceğime olan güvenini gösterdi.	1	2	3	4	5
3.Çocuğumuzla ilgili bir problem yaşadığımızda, eşimle birlikte iyi bir çözüm bulabiliyoruz.	1	2	3	4	5
4.Eşimle çocuğumuz hakkında oldukça iyi konuşabiliyoruz.	1	2	3	4	5
5.Eşim çocuğumuzun bakımı için gerekirse her zaman fedakarlık yapmaya hazırdır.	1	2	3	4	5
6.Eşimle çocuğumuz hakkında bir şey konuşmak beni sevindirir.	1	2	3	4	5
7.Eşim çocuğumuza karşı oldukça ilgilidir.	1	2	3	4	5
8.Eşimle ben çocuğumuzun neyi yapması/neyi yapmaması konusunda aynı fikre sahibiz.	1	2	3	4	5
9. Eşimi çocuğumuzla birlikte oynarken gördüğümde, kendimi eşime daha yakın hissedirim.	1	2	3	4	5
10.Eşim çocuklarla nasıl ilgilenilmesi gerektiğini iyi bilir.	1	2	3	4	5
11.Eşim ve ben iyi bir takımız.	1	2	3	4	5
12.Eşim benim iyi bir baba olduğuma inanır.	1	2	3	4	5
13.Eşimin iyi bir anne olduğuna inanırım.	1	2	3	4	5
14.Eşim benim babalık görevimi yapmamı kolaylaştırıyor.	1	2	3	4	5
15.Ben çocuğumuzun işaretlerinden ne anlarsam eşim de aynısını anlar.	1	2	3	4	5
16.Eşim ve ben çocuğumuzu temelde aynı şekilde tanımlar, anlatırız.	1	2	3	4	5
17.Çocuğumuzun cezalandırılması gerekiyorsa eşim ve ben nasıl ceza verileceği konusunda aynı fikirde oluruz.	1	2	3	4	5
18.Eşimin çocuğumuz için doğru olduğuna inandığı kararlardan memnunum.	1	2	3	4	5
19.Eşim benim iyi bir baba olduğumu söyler.	1	2	3	4	5
20.Eşimle ben çocuğumuz için aynı amaçlara sahibiz.	1	2	3	4	5

Aşağıda çocuğunuzu büyütürken eşinizle olan işbirliğiniz hakkında cümleler verilmiştir. Lütfen eşinizle ilişkinizi göz önünde bulundurarak bu cümlelere ne ölçüde katıldığınızı belirtiniz. Her bir ifadenin duygu ve düşüncelerinizi ne oranda yansıttığını karşısındaki 5 aralıklı cetvel üzerindeki ilgili rakamı yuvarlak içine alarak belirtiniz.					
1-----2-----3-----4-----5					
Hiç Biraz katılmıyorum katılıyorum	Biraz Tamamen katılmıyorum katılıyorum		Kararsızım/ fikrim yok	Hiç katılmıyorum	Biraz katılmıyorum
				Kararsızım/fikrim yok	Biraz katılıyorum
					Tamamen katılıyorum
1.Eşim çocuğumuzla yalnız kalmaktan hoşlanır.	1	2	3	4	5
2.Hamilelik döneminde eşim, benim iyi bir anne olabileceğime olan güvenini gösterdi.	1	2	3	4	5
3.Çocuğumuzla ilgili bir problem yaşadığımızda, eşimle birlikte iyi bir çözüm bulabiliyoruz.	1	2	3	4	5
4.Eşimle çocuğumuz hakkında oldukça iyi konuşabiliyoruz.	1	2	3	4	5
5.Eşim çocuğumuzun bakımı için gerekirse her zaman fedakarlık yapmaya hazırdır.	1	2	3	4	5
6.Eşimle çocuğumuz hakkında bir şey konuşmak beni sevindirir.	1	2	3	4	5
7.Eşim çocuğumuza karşı oldukça ilgilidir.	1	2	3	4	5
8.Eşimle ben çocuğumuzun neyi yapması/neyi yapmaması konusunda aynı fikre sahibiz.	1	2	3	4	5
9. Eşimi çocuğumuzla birlikte oynarken gördüğümde, kendimi eşime daha yakın hissederim.	1	2	3	4	5
10.Eşim çocuklarla nasıl ilgilenilmesi gerektiğini iyi bilir.	1	2	3	4	5
11.Eşim ve ben iyi bir takımız.	1	2	3	4	5
12.Eşim benim iyi bir anne olduğuma inanır.	1	2	3	4	5
13.Eşimin iyi bir baba olduğuna inanırım.	1	2	3	4	5
14.Eşim benim annelik görevimi yapmamı kolaylaştırıyor.	1	2	3	4	5
15.Ben çocuğumuzun işaretlerinden ne anlarsam eşim de aynıları anlar.	1	2	3	4	5
16.Eşim ve ben çocuğumuzu temelde aynı şekilde tanımlar, anlatırız.	1	2	3	4	5
17.Çocuğumuzun cezalandırılması gerekiyorsa eşim ve ben nasıl ceza verileceği konusunda aynı fikirde oluruz.	1	2	3	4	5
18.Eşimin çocuğumuz için doğru olduğuna inandığı kararlardan memnunum.	1	2	3	4	5
19.Eşim benim iyi bir anne olduğumu söyler.	1	2	3	4	5
20.Eşimle ben çocuğumuz için aynı amaçlara sahibiz.	1	2	3	4	5

APPENDIX F: SOCIAL SKILL ASSESSMENT SCALE (SSAS)

Her bir ifadeyi okuyarak değerlendirmeyi yaptığınız çocuğun, ilgili sosyal beceriye ne düzeyde sahip olduğunu gösteren kutucuğa çarpı (X) işareti koyunuz. Çocuğun o beceriye sahip olup olmadığını bilmiyorsanız kararsızım/bilmiyorum kutucuğunu işaretleyiniz.

İLİŞKİ BAŞLATMA VE SÜRDÜRME BECERİLERİ		Hiçbir Zaman	Bazen	Kararsızım / Bilmiyorum	Sıklıkla	Her Zaman
1.	Biri ile konuşurken, karşısındakinin yüzüne bakar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Göz kontağı kurar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Karşısında konuşan kişiyi dinler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Karşılaştığı kişilerle uygun şekilde selamlaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Bir ortamdan ayrılırken uygun şekilde vedalaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Konuşmayı başlatır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Konuşmayı sürdürür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Gerektiğinde teşekkür eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Gerektiğinde özür diler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Gerektiğinde yardım ister.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Gerektiğinde soru sorar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Ona verilen yönergelere uyar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Girdiği bir ortamda uygun şekilde kendini tanıtır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Tanıdığı kişileri başkalarına tanıtır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Gerektiğinde izin ister.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Nezaket ifadelerini uygun yerde kullanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Yeni durumlara uyum sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Paylaşma davranışı gösterir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Sıkıntılı görünen bir arkadaşına yardım eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Dargın arkadaşlarını barıştırır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Gerektiğinde uzlaşma davranışı sergiler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	İhtiyaçları için sunulan yardımı kabul eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Başkalarını takdir eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ATILGANLIK BECERİLERİ

24.	Bir isteğini ifade eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Başkasının isteğini uygunluğuna göre kabul veya red eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Gerektiğinde davet etme davranışını sergiler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Düşüncelerini ifade eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Gerektiğinde hayır der.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Gerektiğinde bir başkasını ikna eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Gerçeği söylemekten kaçınmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Hakkını korur ve savunur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DUYGULARA YÖNELİK BECERİLER

32. Farklı duyguları bilir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Kendi duygularının farkındadır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Diğerlerinin duygularını fark eder ve ayırt eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Kendi duygularını ifade eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Diğerlerinin duygularını anladığını gösterir ve bu duygulara uygun tepki verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Kendini ödüllendirir ve takdir eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Empati kurar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SALDIRGAN DAVRANIŞLAR VE DÜRTÜLERLE BAŞA ÇIKMA BECERİLERİ

39. Kızgınlığını kontrol eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Kavgadan uzak durur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Kendini saldırgan davranışlardan korur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Kendi isteklerini durdurur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Kendini sakinleştirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Alay edildiğinde bununla başa çıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Hatasını kabul eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Uygun olmayan dokunma ve davranışlardan kendini korur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Engellendiğinde anlayış gösterir ve isteklerini erteler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SORUN ÇÖZME BECERİLERİ

48. Sorunun ne olduğunu kavrar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Karşılaştığı sorunla ilgili çözümler üretir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Bulduğu çözümlerin sonuçlarını değerlendirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. En uygun çözüme karar verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Karar verdiği çözümü uygular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAN YAPMA

53. Zamanını iyi planlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Yaptığı planları uygular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Özgür (boş) zamanlarını değerlendirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Organizasyon yapar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Bir günü veya haftayı planlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Durumlar değiştiğinde yeni plan yapar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Zamanın farkındadır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Yapacağı bir işin ne kadar süreceğini öngörür.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRUPLA İLETİŞİM VE BİR İŞ YÜRÜTME BECERİLERİ

61. Bir gruba katılır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Kendisi bir grup oluşturur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Oyuna katılır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Grup içi kurallara uyar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65. Grup içinde iş bölümüne uyar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Grup içinde kendi üzerine düşeni yapar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Sırasını bekler.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Başkaları ile yardımlaşır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Grup içinde bir etkinliği başlatır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Başkalarının fikirlerini anlamaya çalışır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Kazanmaya ve kaybetmeye uygun tepkiler verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Başkalarının haklarına saygılı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Grupta reddedilmeye uygun tepkiler verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Kıskançlık duygusu ile uygun şekilde baş eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Beklenmedik durumlar ve krizlerle başa çıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. Bilgi paylaşımında bulunur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>