

INVESTIGATING THE ROLE OF MOTHER'S PARTNER ATTACHMENT,
PARENTING STRESS, EMOTIONAL AVAILABILITY
IN THE TODDLER'S ATTACHMENT SECURITY

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İLKNUR ZEYNEP
TAŞEL-GÜNAL

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Approved by:

Assist. Prof. Gizem ARIKAN, Advisor
Department of Psychology

Özyeğin University

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ABSTRACT

The present study aims to investigate the associations between the mother's attachment with partner, parenting stress, parenting behaviours on the emotional availability, and the toddler's attachment security in low SES in Turkish sample. This study also examines the mediator role of mother's parenting stress in the relationship between the mother's attachment with partner and toddler's attachment security. Sixty-three mothers ($M_{age}= 30.17$ years, $SD= 4.87$) and their children between the ages of 12 to 35 months ($M_{age}= 22.96$ months, $SD= 7.09$) participated from the underdeveloped regions of İstanbul, representing a low SES group. The participants were visited at their home and the 2-hour mother-child dyads were video-recorded. In the last hour of the home visit, mothers filled a pack of questionnaires including a demographic form, Parenting Stress Index-Short Form (PSI-SF) and Experiences in Close Relationships-Revised (ECR-R). The toddler's attachment security in 2-hour video-recorded home visit was coded by two independent trained coders using Attachment Q-Sort (AQS), and mother's parenting behaviours in 10-min free play sessions were coded using Emotional Availability Scales (EAS). The results demonstrated that the mother's attachment avoidance with a partner and parenting stress were negatively associated to the toddler's attachment security, while the mother's sensitive and structuring behaviours were positively related to the toddler's attachment security. However, the mother's attachment anxiety with partner, mother's non-intrusiveness and non-hostility behaviours did not significantly associate with the toddler's attachment security. Contrary to my expectations, the mother's parenting stress did not significantly mediate the association between mother's attachment avoidance and toddler's attachment security. The current study expanded existing literature on low SES mothers of toddlers by showing the important role parenting stress in comparison to mothers' partner attachment. Furthermore, to my knowledge, this is the first study focusing on EAS in Turkish culture and in a disadvantaged

sample. Based on findings of the present study, person tailored early interventions could be developed in regard to relevant maternal factors for toddler's attachment security.

Keywords: Low SES, mother's attachment with partner, parenting stress, emotional availability, attachment security, toddlerhood.



ÖZET

Bu araştırma öncelikle annenin partneriyle olan bağlanma boyutunu, ebeveynlik stresinin, duygusal ulaşılabilirlik davranışlarını ve çocuklarıyla olan bağlanma güvenliği arasındaki ilişkileri Türkiye örnekleminde düşük gelir seviyesindeki anneler incelemeyi amaçlamaktadır. Bu çalışma ayrıca anne ebeveynlik stresinin, annenin partneriyle olan bağlanma boyutu ve çocuğun bağlanma güvenliği arasındaki ilişkide aracılık rolü oynayıp oynamadığını araştırmaktadır. Araştırmaya 63 anne (*Ort. yaş*= 30.17, *SS*= 4.87) ve 12-35 ay arasında olan çocukları, düşük sosyo-ekonomik grubu temsilen İstanbul'un gelişmemiş bölgelerinden katıldı. Araştırmaya katılan anne ve çocuklar evlerinde ziyaret edildi ve daha sonra kodlanmak üzere video kamera ile 2 saatlik kayıt alındı. Ev ziyaretinin son saatinde anneler demografik form, Ebeveynlik Stres İndeksi-Kısa Formu ve Yakın İlişkilerde Yaşantılar Envanteri-II gibi bazı ölçekleri doldurdu. Çocukların bağlanma güvenliği 2 saatlik ev gözlemi doğrultusunda Bağlanma Davranışları Sınıflandırma Seti (BDSS) ile bağımsız kodlayıcılar tarafından kodlanılırken, annelerin duygusal ulaşılabilirlik davranışları ise ev ziyaretindeki 10 dakikalık serbest oyun süresinde Duygusal Ulaşılabilirlik Ölçekleri ile kodlandı. Araştırma sonuçlarına göre, annenin partneriyle olan kaçınma bağlanma boyutu ve ebeveynlik stresi çocuğun bağlanma güvenliği ile negatif ilişkiliyken anne duyarlılığı ve yönlendirici desteği çocuğun bağlanma güvenliği ile pozitif ilişkili olduğu bulunmuştur. Fakat, annenin partneriyle olan kaygı bağlanma boyutu, annenin müdahaleci ve düşmanca olmayan davranışları çocuğun bağlanma güvenliği ile arasında anlamlı bir ilişki bulunmamıştır. Beklentilerimin aksine, anneni ebeveynlik stresi, annenin partneriyle olan bağlanma boyutu ve çocuğun bağlanma güvenliği arasındaki ilişkide aracılık etmemiştir. Bu tez çalışması, düşük gelir grubunda bulunan annelerin, partneriyle olan bağlanma boyutuna kıyasla ebeveynlik streslerinin önemli rolünü göstererek literatüre katkı sağlamayı amaçlamıştır. Ayrıca bu çalışma, Türk kültüründe ve dezavantajlı örnekleme annenin

duygusal ulařılabilirlik ölçeklerine odaklanan bildiđim kadarıyla ilk alıřma olacaktır.

alıřmamın sonuçlarına göre, ocuđun bađlanma gveliđi iin annelikle ilgili bu faktrlere odaklanarak kiřiye zel erken mdahale programları geliřtirmek ocuđun bađlanma gvenliđi iin nemli olacaktır.

Anahtar kelimeler: Dřk gelir dzeyi, anne bađlanma boyutu, annenin partneriyle olan bađlanma boyutu, ebeveynlik stresi, duygusal ulařılabilirlik, bađlanma gvenliđi, erken ocukluk dnemi.



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Chapter 1

INTRODUCTION

Attachment is defined as a specific tie between a child and a caregiver, which forms in the early years of development (Bowlby, 1969). It is predominantly shaped by the caregiver's responses to the child's needs, especially, when the attachment system is 'activated' by the child's distress (Ainsworth, Blehar, Waters, & Wall, 1978; van IJzendoorn, Schuengel, & Bakersman-Kranenburg, 1999). The primary caregiver, usually the mother, functions as the main attachment figure in early childhood. If the mother provides a '*secure base*' for the infant's exploration and a '*safe haven*' to comfort the infant in need (Ainsworth, 1967; Schaffer & Emerson, 1964), a secure relationship develops. Also, mother's supportive and sensitive behaviours do contribute to the reciprocal relationship between child and the mother, namely, *secure attachment* (Slade, 1987; Maccoby, 1984). Conversely, *insecure attachment* involves mother's careless, insensitive, unhelpful and rejecting behaviours toward child (Bowlby, 1988; Ainsworth, 1963; 1967). This may affect not only mother-child relationship but also various domains of child's development.

A secure attachment has a crucial impact throughout the life of an individual, including social and cognitive development in early years (Belsky & Fearon, 2002a), emotion regulation during childhood (Thompson & Meyer, 2007; Thompson, 2008), relationship with friends in preschool (Schneider, Atkinson, & Tardif, 2001), adaptation to the school environment, collaboration with peers at school, self-image during adolescence (Thompson, 2008; Weinfield, Sroufe, Egeland, & Carlson, 1999), and later romantic relationships (Ainsworth, 1973; Feeney, Noller & Roberts, 2000). In Turkey, studies examined the attachment both in childhood (İlhan-İldiz & Ahmetoğlu, 2016; Sümer & Kağıtçıbaşı, 2010, Selçuk et al. 2010; Sümer & Anafarta-Şendağ, 2009; Güner-Algan & Şendil, 2013, Yerlioğlu,

2010), and adulthood (Arikan & Karanci, 2012; Sümer & Güngör, 1999; Sümer & Harma, 2015; Kuşçu et al., 2009; Şen & Kavlak, 2012).

In Turkey, however, attachment research focusing on toddlerhood and risk groups is limited compared to Western culture. According to the reviews (Burger, 2010; Reiss, 2013), economically disadvantaged families may experience more problems in the early years of child development due to family stress, and lack of critical parenting skills in caregiving (Strelitz & Lister, 2008). As a result, their children are likely to show characteristics of attachment insecurity (Morisset et al., 1990; Rutter, 1987; Lyons-Ruth, Zoll, Connell, & Grunebaum, 1989). Furthermore, low maternal education may increase the likelihood of insecure attachment. The level of mother's education was positively correlated with the child's attachment security and their relationship (Diener, Nievar, & Wright, 2003; Belsky & Fearon, 2002b; Spieker & Booth, 1988). Similarly, in Turkey, maternal education significantly predicted the toddler's attachment security (Sümer, Kazak-Berument & Sayıl, 2009). The mechanism behind could be that the mother's accessibility of education and information about child development might be easier as their levels of education level higher. Thus, the mother's caregiving behaviours were the stronger predictors for the child's attachment security.

Low income and education level were not the sole predictors of toddler's attachment security. Mother's own representations of attachment (IJzendoorn, 1995; Cassibba, IJzendoorn, & Coppola, 2011), parenting stress (Hadadian & Merbler, 1996) and sensitive, structuring, non-intrusive and non-hostile parenting behaviours within their interaction with their toddlers (De Wolff & Van IJzendoorn, 1997; Ziv, Aviezer, Gini, Sagi & Koren-Karie, 2000; Easterbrooks, Biesecker & Lyons-Ruth, 2000) can play role in child's attachment security. Therefore, in the present thesis, I aim to investigate the role of the mother's partner attachment insecurity (attachment avoidance and attachment anxiety), parenting stress,

behaviours of emotional availability on the child's attachment security in a sample of low socio-economic status (SES) mothers of toddlers. In the next chapter, I will examine the literature on the child's attachment security, partner attachment, parenting stress, and the mother's emotional availability.



Chapter 2

LITERATURE REVIEW

2.1 Child's Attachment Security

Attachment is infant's specific and biologically shaped bond to primary caregiver, mother, in the early years (Bowlby, 1958, 1969). Due to infant's incapacity to survive on his/her own, attachment figure carries a great importance (Bowlby, 1969, 1982). Bowlby (1982) claimed that the infant needs to be close to an attachment figure, which is stressing the *proximity maintenance* function of attachment. An attachment figure should also serve the *safe haven* function. In other words, child's need for protection and support at the stressful times (Bowlby, 1969). Furthermore, children do not only need care in difficult moments but they also ask for provision in order to explore the environment as they grow up. Thus, *secure base* function of attachment provides the infant with necessary safe ground to explore and learn (Bowlby, 1969, 1982). However, not all attachment figures effectively demonstrate these functions and insecure attachment characteristics can become more evident in children.

Ainsworth and colleagues' (1978) observations in Strange Situation paradigm, an 8-step lab procedure concentrating on the reactions of toddler at the time of departure and union with the mother, demonstrated individual differences in attachment styles (Ainsworth et al., 1978; Bretherton, 1978). Toddlers with secure attachment showed separation distress when the mother leaves the room. Upon arrival of the mothers, these the toddlers could establish proximity easily in which they found comfort (Ainsworth et al., 1978; Bretherton, 1978; Sroufe & Waters, 1977). As a result, they could turn to the exploration quickly. On the other hand, toddlers, who experienced prolonged absence or inconsistent behaviours from their attachment figures earlier, engaged in alternative strategies (Bowlby, 1969; Ainsworth & Bell, 1970; Kerns & Brumariu, 2014), namely, anxious-resistant or anxious-ambivalent and avoidant attachment (Hazan & Shaver, 1987; Main, Kaplan, & Cassidy, 1985).

Anxious-ambivalent children showed intense anxiety and anger at the time of separation and this persisted upon reunion (Ainsworth et al., 1978), indicating greater difficulty in emotion regulation. Further, at the time of exploration, they rather stayed close to the attachment figure (Ainsworth & Bell, 1970). Avoidant children, on the other hand, seemed to be stress-free at the time of separation. When the mother came back, they did not seek the contact and remained more focused on the play and exploration (Ainsworth et al., 1978). Thus, these behaviours were viewed as a reflection of their defensive strategy in response to mother's possible rejection (Ainsworth, 1984; Main, 1981). Nonetheless, in the study of Sroufe and Waters (1977), it was shown that avoidant children can undergo similar levels of physiological stress despite lack of behavioural indicators of distress. In addition to organized attachment strategies, researchers identified hard-to-categorize complex child behaviours such as hostility and unresponsive towards mother (Lyons-Ruth, Bronfman, & Parsons, 1999) and proposed disorganized attachment (Main & Solomon, 1990), which is linked with early traumatic experiences, abuse and neglect (Carlson, Cicchetti, Barnett, & Braunwald, 1989). Research showed that mother's own adult attachment (Cassibba, IJzendoorn, & Coppola, 2011), parenting stress (Hadadian & Merbler, 1996), mother's behaviours such as being sensitive or intrusive (Easterbrooks, Biesecker, & Lyons-Ruth, 2000; Aviezer, Sagi, Joels, & Ziv, 1999), can impact the child-mother relationship and have long-term effects on children's development (De Wolff & Van IJzendoorn, 1997; Van IJzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004) as well as child's attachment organisations.

During toddlerhood, insecure attachment is associated with more emotion dysregulation and suppression of negative emotions, especially anger and sadness (Brenning, Soenens, Braet & Bosmans, 2012; Brenning & Braet, 2013), and more internalizing and externalizing behavioural problems (Groh, Roisman, van IJzendoorn, Bakermans-

Kranenburg, & Fearon, 2012; Fearon, Bakermans-Kranenburg, van IJzendoorn, Lapsley, & Roisman, 2010). Moreover, compared to secure children, insecurely attached children scored lower in empathic perspective taking tasks (Ştefan & Avram, 2019), and in understanding of emotions during preschool period (Psychogiou et al., 2018). In relation to these findings, they can experience more social problems with peers (Sroufe, Carlson, & Shulman, 1993). In addition, research indicated the link between the child's attachment disorganization, ineffective coping strategies (i.e., inadequate problem solving, issues in positive restructuring and chaotic thoughts in emotionally arousal situations; Brumariu, Kerns, & Seibert, 2012) and child's psychopathology (i.e., somatic symptoms, internalizing and externalizing problems; Bizzi, Ensink, Borelli, Mora, & Cavanna, 2018). In the long run, a strong association between anxiety symptoms and anxious attachment could be formed starting from early childhood to adolescence (See meta-analysis of Colonnese et al., 2011). Further, insecure attachment could be a predictor for development of depression at the transition phase of adolescence (Spruit et al., 2019) that could be result in suppression of negative emotions, anxiety symptoms and internalizing problems during childhood for developing the depression in adolescence.

In Turkey, Sümer, Kazak-Berument and Sayıl (2009) examined the attachment of children aged between 10-50 months during early childhood. They showed that children's attachment insecurity was associated with internalizing problems (i.e., anxiety and somatic difficulties) during early years (Sümer, Kazak-Berument, & Sayıl, 2009). In another study, adolescents with insecure attachment reported more emotional and attentional problems, and less prosocial behaviours compared to the adolescents with secure attachment (Keskin & Çam, 2010). Due to detrimental effects of attachment relationship, it is critical to disentangle the factors that lead to development of insecure relationship in the early phases of development, especially in risk groups such as, low SES.

2.1.1 Low SES and Attachment Security

Low socioeconomic status (SES) is defined in social sciences as a measure of a person's low economic and social status considering in person's low level of education, income and occupation (Baker, 2014; APA, 2020). Children of lower SES parents are more likely to have detrimental effects on their development during childhood as less emotion regulation skills (Appleton et al., 2012; Repetti, Taylor, & Seeman, 2002), less reading, literacy and academic skills (Buckingham, Wheldall, & Beaman-Wheldall, 2013; Morgan, Farkas, Hillemeier, & Maczuga, 2009), and more behavioural problems during childhood (Hosokawa & Katsura, 2018). Maternal education level is the one of the major component of SES that seems to play the most fundamental role in child development (Ensminger & Fotherill, 2003). For example, in the study of Harding (2015), maternal education had a greater impact as protective factor on child's cognitive and behavioural development. Similarly, Carneiro, Meghir and Parey (2013) demonstrated that children of mothers with lower level of education showed more behavioural problems and experienced more academic problem at school. In Turkey, the studies examined the various characteristics for children and found the link the low SES and more depressive symptoms in children and adolescents (Demir, Karaçetin, Eralp, & Uysal, 2011), less children's vocabulary and prosocial behaviours in toddlerhood (Baydar & Akçınar, 2015), and less social support and behavioural problems of children in low SES group during 1-3 years old (Arikan, Kumru, Korkut, & İlhan, 2019).

Low SES of parents is one of the primary risk factors of attachment insecurity of children (Easterbrooks & Graham, 1999; Wambua, Obondo, Bifulco, & Kumar, 2018). Mothers in low SES can struggle with more daily hassles and parenting difficulties due to limited resources (Strelitz & Lister, 2008). As a result, they may experience parenting stress more severely and can engage in punitive and hostile practices towards their children, which

in return can lead to attachment insecurity (Easterbrooks & Graham, 1999; Hadadian & Merbler, 1996). Research indicated that developing emotional and behavioural problems are common in the insecure and disorganized children coming from low-income families (Shaw & Vondra, 1995; Lyons-Ruth, Alpern, & Repacholi, 1993; Bosquet & Egeland, 2006). Studies also provide support for the strong association between low level of maternal education and child's insecurity (Spieker & Booth, 1988) as well as more negative parenting behaviours (Harding, Morris & Hughes, 2015; Waber et al., 1981). In Turkey, Sümer and colleagues' (2009) study also showed that low SES (low level of income and maternal education) are crucial in the development of attachment security during early years. Also in low SES, mothers' attachment in their romantic relationships could be influential for their behaviours towards children (Selçuk et al., 2010). Moreover, the mother's sensitivity and psychological well-being were important in the child's attachment security in low SES sample (Karabulut, 2019).

One of the key support figure in the life of a mother is the father of child and her partner. Their attachment characteristics and attributions in that specific relationship can reflect on their interaction with their toddlers (Behrens, Haltigan, & Bahm, 2016) and the way they read signs of their children (Ainsworth et al., 1978). In order to understand the sources of mothers' difficulties to adopt relevant behaviours and strategies while interacting with their children, exploring their attachment patterns to romantic partners can be critical (Pederson, Gleason, Moran, & Bento, 1998).

2.2 Mother's Partner Attachment

During adulthood, individual's attachment to his/her partner starts to play a more prominent role by impacting the way a person relates and interacts with another, and the relationship-specific strategies s/he adopts (Hazan & Shaver, 1987; Shaver & Mikulincer, 2002). As, absence of mother (i.e. not reaching to the mother physically and emotionally) can

activate attachment system in early years, in adulthood the absence of partner can trigger activation of attachment system (Shaver & Mikulincer, 2002). Following the activation of attachment system individuals engage in different emotion regulation strategies (Shaver and Mikulincer, 2002; See Figure 1).

Secure individuals can find comfort when their relationship-specific demands fulfilled by their partners, unlike insecure ones. Anxiously attached individuals keep attention-seeking and engage in hyperactivating strategy due to their negative perception of self and positive perception of other (Bartholomew & Horowitz 1991; Brennan, Clark, & Shaver, 1998). On the other hand, avoidantly attached individuals, with a positive view of self and negative view other (Bartholomew & Horowitz 1991), distance themselves from the relationship by deactivating the attachment system (Brennan, Clark, & Shaver, 1998). Following Brennan, Clark and Shaver (1998) examination of attachment in adulthood, literature on adult attachment mostly refer to two dimensions, namely, attachment anxiety and attachment avoidance. Low attachment anxiety and avoidance indicate attachment security and if an individual score higher on one dimension they are likely to depict characteristics of anxiously or avoidantly attached individuals (Brennan et al., 1998). The relationship specific attachment strategies and the insecure dimensions of attachment in adulthood can affect parents' way of relating with their children as well.

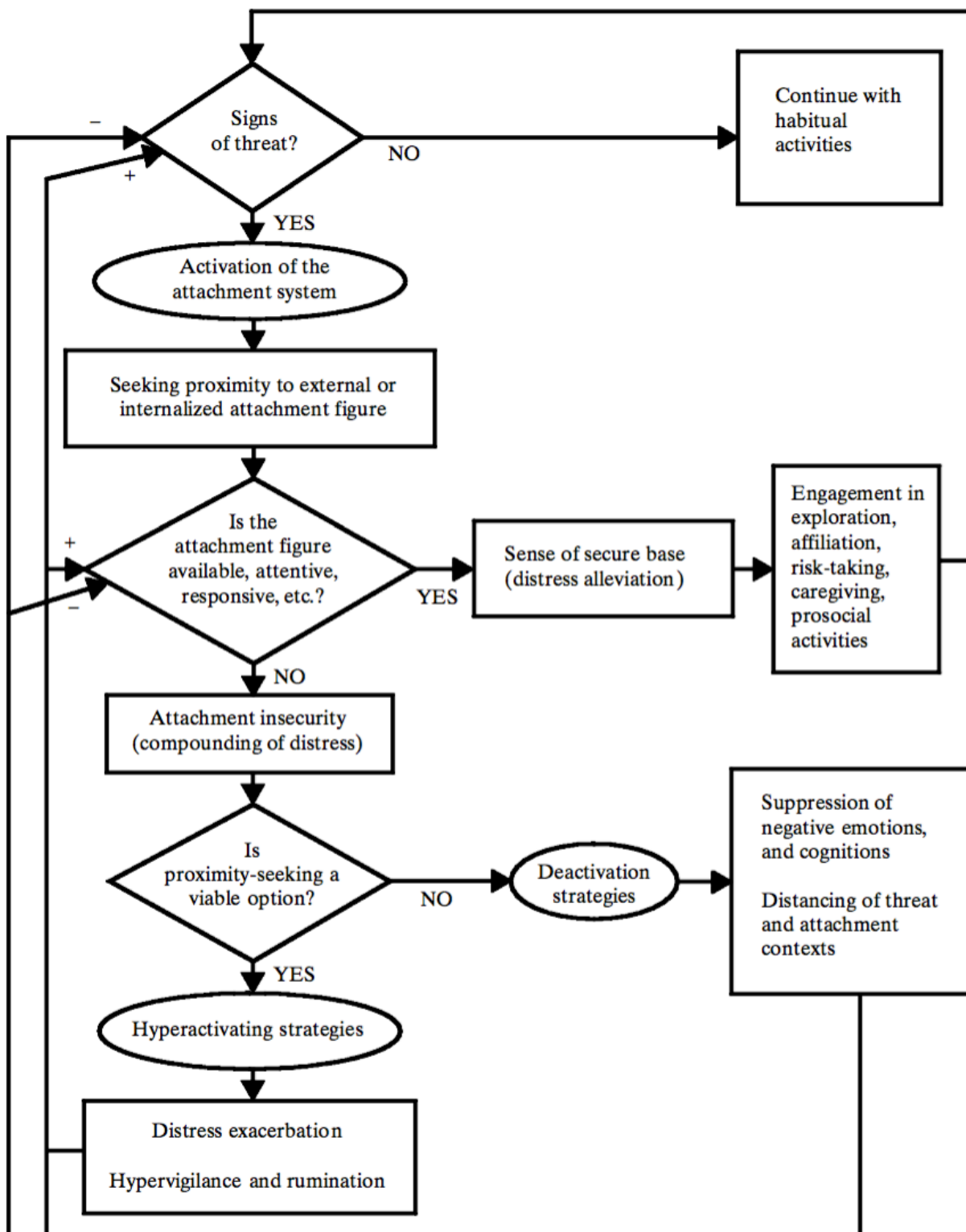


Figure 1. The Model of Activation and Dynamics of Attachment System (Shaver & Mikulincer, 2002, pp. 152).

In the transmission model of IJzendoorn and Bakermans-Kranenburg (1997), adulthood mental representation may influence person's relationship with the spouse or partner as well as their parenting behaviours (See Figure 2). For instance, having a secure partner can be a corrective experience for a mother with high attachment anxiety and alter her hyperactivating strategies. Thus, she can make less negative attributions to child's negative emotions and in return may remain more sensitive while interacting with him/her. While social context, can contribute to parenting, child's characteristics such as temperament and physical problems can contribute to infant's attachment experiences (IJzendoorn & Bakermans-Kranenburg, 1997; IJzendoorn, Goldberg, Kroonenberg, & Frenkel, 1992). However, challenging social factors such as low SES can increase parenting stress (Dunn et al., 1999; Erkan & Toran, 2010; Seo & Moon, 2012; Cooper, McLanahan, Meadows, & Brooks-Gunn, 2009) hinder this process. In line with their model, the studies demonstrated that the mother's secure attachment representations were also directly and positively related to the child's attachment security in various cultures (Howes, Vu, & Hamilton, 2011; Cassibba, IJzendoorn, & Coppola, 2011). There are several studies to denote the evident link between the attachment avoidance of mothers and their negative parenting behaviours (Rholes, Simpson, & Blakely, 1995; Edelstein et al., 2004).

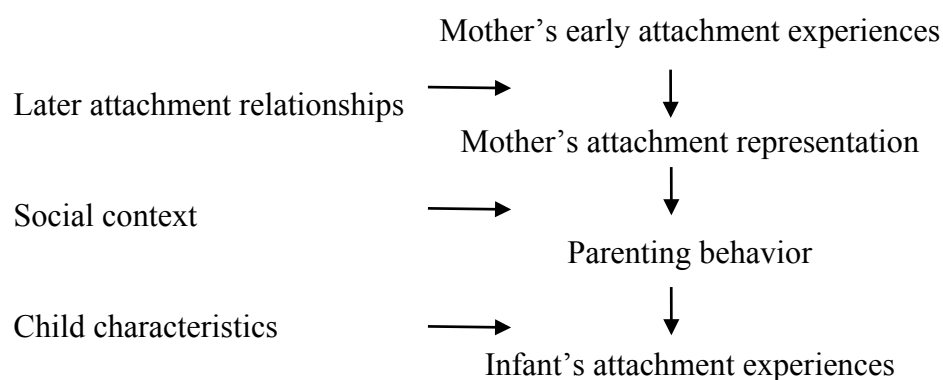


Figure 2. Transmission Model of Attachment (IJzendoorn & Bakermans-Kranenburg, 1997, pp. 139).

Mothers with attachment avoidance were less likely to have positive interaction and emotional support with their children (Rholes, Simpson, & Blakely, 1995) and showed less responsive and sensitive caregiving in stressful tasks (Edelstein et al., 2004). However, the research could not find any significant link between less caregiving parenting patterns and attachment anxiety of mothers (Rholes, Simpson, & Blakely, 1995; Edelstein et al., 2004). In line with these findings, in Turkey, Selçuk and colleagues (2010) showed that mothers' attachment avoidance with their partners were negatively related to the mother's sensitivity toward their children in the caregiving, even if the children's characteristics (i.e. temperament) were controlled. However, mothers' attachment anxiety did not significantly predict the mother's sensitivity after controlling the child's temperament (Selçuk et al., 2010). The reason could be that mothers with attachment avoidance distance themselves from the relationship with the partner and child, and they could not respond accurately to the needs of children due to missing the cues and mutual relationship.

Consistent with this study, Sümer and Kağıtçıbaşı (2010)'s study denoted that mothers' attachment avoidance predicted the child-reported attachment insecurity during middle childhood, while mothers' attachment anxiety did not predict the child's attachment. They explained their findings based on inter-dependent nature of Turkish culture (values meaningful in connectedness with other people, Markus & Kitayama, 1991), suggesting over-involvement depicted in Turkish culture may not be maladaptive (Sümer & Kağıtçıbaşı, 2010). Supporting that, research showed that mother's attachment anxiety was related to the interdependency including extreme closeness in the relationship with her child (IJzendoorn & Sagi-Schwartz, 2008; Schmitt et al., 2004). This is normative in Japan (Rothbaum, Rosen, Ujiie, & Uchida, 2002), which is a relatively more interdependent culture similar to Turkey. Furthermore, Rothbaum and colleagues (2000) showed that mother's caregiving behaviours and the way they show their behaviours were different between interdependent (i.e. Japan)

and independent (i.e. U.S.) cultures (Rothbaum, Pott, Azuma, Miyake, & Weisz, 2000). Therefore, the different attachment patterns of children could be shaped by mothers' attachment anxiety and preoccupied relationship dynamics in the interdependent and independent cultures.

The researchers, on the other hand, examined which attachment pattern was the strongest predictor for parenting stress for mothers. Rholes, Simpson and Friedman (2006) showed that strongest predictor for mother's parenting stress was her attachment avoidance towards her partner compared to the attachment anxiety. However, in the study of Nygren and colleagues (2012), attachment anxiety with a partner was the strongest factor in parenting stress compared to the attachment avoidance. On the other hand, positive partner relationship can act as a protective factor for insecure child attachment by lowering the parenting stress (Mills-Koonce et al., 2011; Keenan, Newman, Gray, & Rinehart, 2016). Taken together, both attachment avoidance and anxiety can affect the parenting stress.

2.3 Parenting Stress and Child Attachment Security

Parenting stress involves negative feelings and beliefs about role as a parent, which entails challenges in meeting the demands of caregiving, understanding child's signals, showing affection (Pisula, 2011; Deater-Deckard, 2004) and managing the distress in the interaction with a child (Deater-Deckard, 1998; Anthony, Anthony, Glanville, Naiman, Waanders, & Shaffer, 2005). When a parent experiences high level of stress about parenting, this could lead to adverse child outcomes (Krahe, Bondü, Höse, & Esser, 2015; Gülseven et al., 2017).

High parenting stress is associated with children's lack of self-control and compliance (Beebe, Casey, & Pinto-Martin, 1993; Ostberg & Hagekull, 2000), coping competence (Moreland, Felton, Hanson, Jackson, & Dumas, 2016), emotion regulation (Chan & Neece, 2018), and more aggressive behaviours (de Cock et al., 2017). Furthermore, the parenting

stress is linked with behaviour problems and aggression in middle school and adolescence period (Krahe, Bondü, Höse, & Esser, 2015; Henninger & Luze, 2014). In Turkey, the research indicated a link between mother's parenting stress and children's aggressive and prosocial behaviours (Gülseven et al., 2017), and children's behavioural problems (Yavuz, Selçuk, Çorapçı, & Aksan, 2017; Korkut, 2018).

Parenting stress can be an important risk factor especially for families coming from low SES. Strelitz and Lister (2008) demonstrated that low SES mothers deal with more challenges and duties in parenting, which can result in experiencing more distress in parenting. Thus, they engage in harsh and hostile practices towards their children (Easterbrooks & Graham, 1999) which are associated with lower scores in infant's attachment security (Hadadian & Merbler, 1996). Moreover, the studies focusing on preschool years, also supported the negative link between mother's parenting stress and attachment security of children (Teti, Nakagawa, Das, & Wirth, 1991; Hadadian & Merbler, 1996). However, there is limited research examining the relationship between child's attachment and parenting stress during toddlerhood (Tharner et al., 2012). Several studies denoted that low SES mothers with high parenting stress experiences problems and conflicts in their interaction with their children (Conger, Wallace, Sun, Simons, McLoyd, & Brody, 2002; Garcia, Estraich, Ren, & Raikes, 2017; Crnic & Greenberg, 1990). Also, these conflicts are likely to be associated with attachment insecurity (Cicchetti, Cummings, Greenberg, & Marvin, 1990). Furthermore, similarly pattern of associations can be detected in Turkish sample and parenting stress can mediate the association between mother's attachment and child attachment.

2.3.1 Mediation of Mother's Parenting Stress between the Partner Attachment and Child Attachment

The study of Moreira and colleagues (2015) examined mothers' attachment insecurity of mother-like figure, their parenting stress from a community sample in Portugal. They also

investigated children, who aged between 8-18 years, and their reports on general health and well-being in the scale of life quality (Moreira, Gouveia, Carona, Silva, & Canavarro, 2015). The results of study denoted that the mother's attachment avoidance and anxiety were strongly predicted the parenting stress, which also predicted the children's quality of life. This showed high levels of parenting stress also is linked with children's attachment insecurity and predicted lower level of children's well-being or quality of life. However, to my knowledge, there is no specific examining the role of maternal factors such as parenting stress and maternal attachment on the children's attachment. The patterns of associations between the mother's attachment and parenting stress (Rholes, Simpson, & Friedman, 2006; Keenan, Newman, Gray, & Rinehart, 2016) and parenting stress and the child's attachment security (Hadadian & Merbler, 1996; Teti et al., 1991) could indicate a possible mediational role of parenting stress as in the research of Moreira and colleagues (2015).

In addition, Abidin (1992) proposed that the mother's characteristics such as emotion regulation strategies could affect the level of mother's parenting stress that could predict the child's outcomes. Hence, mothers with insecure attachment representations can engage in hyperactivating (attachment anxiety) or deactivating (attachment avoidance) at the time of stress or stress due to parent-child problems. Therefore, mothers' representations could determine their emotional reactions and emotion regulation strategy in relation to parenting stress. The findings of correlational studies (Rholes et al., 2006; Keenan et al., 2016; Hadadian & Merbler, 1996; Teti et al., 1991) could suggest a mediation of parenting stress between the partner attachment and child attachment, parallel to the transmission model (IJzendoorn & Bakermans-Kranenburg, 1997). Moreover, experiencing the parenting stress could be the one of the important factor on the maternal behaviours toward the child (Abidin, 1992), which could relate to the child's attachment.

2.4 Emotional Availability

The concept of ‘emotional availability’ is theorized by Mahler, Pine and Bergman (1975) entailing mother’s sensitive behaviours and presence during child’s exploration. An emotionally available mother allows child to explore and gives space for child’s autonomy (Mahler, Pine & Bergman, 1975). Based on the attachment theory (Ainsworth, Blehar, Waters, & Wall, 1978), Biringen and Robinson (1991) made the contribution to the concept of emotional availability and considered sensitivity in the mutual emotional exchange between a parent and a child. Reflecting that notion, Biringen (2008) has developed a coding scheme, Emotional Availability Scales (EAS) involving both parent and child behaviours.

In the EAS (Biringen, 2008), the parent’s sensitivity is defined as the ability to read and respond to the child’s emotional cues while being warm, sincere, and positive. It also encompasses using coherent verbal and nonverbal expressions (i.e., awareness of cues correctly and responding to child promptly). The second dimension of the EAS is parent’s structuring which involves limit setting, mentoring the child and scaffolding the child to an upper-level when needed (i.e., using proactive guidance and creating a ‘holding environment’ for child). The third dimension is parent’s non-intrusiveness, indicating mother’s behaviours that facilitate autonomy of the child and not disrupting child’s independence (i.e., waiting for optimal breaks to join the interaction and following child’s lead). Finally, parent’s non-hostility refers to not being disrespectful, impatient and using negative expressions both verbally and non-verbally in the interaction with a child (i.e., not using negative words or manner and able to regulate the emotions during stressful times).

2.4.1 Mother’s Sensitivity and Child Attachment Security

Mother’s sensitivity is consisted of the ability of mother in reading and responding to the child’s cues promptly (Ainsworth et al., 1978) and availability of mother in the interaction (Ainsworth, 1973; Biringen, 2008). In different meta-analyses, maternal sensitivity,

effectively responding child's cues on time, was the primary predictor of child attachment security with a strong effect size (De Wolff & Van IJzendoorn, 1997; Van IJzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004). Furthermore, in cross-cultural studies (Pederson, Gleason, Moran, & Bento, 1998; Behrens, Haltigan, & Bahm, 2016), maternal sensitivity also came out as the most critical factor for child's attachment security. The studies using the EAS, also showed a positive correlation between mother's sensitivity and child's attachment security (Altenhofen, Clyman, Little, Baker, & Biringen, 2013; Ziv, Aviezer, Gini, Sagi & Koren-Karie, 2000). These studies' findings replicated in low SES mothers. Easterbrooks, Biesecker, and Lyons-Ruth (2000) showed that mothers' more sensitive behaviours were positively correlated with the children's attachment security.

In line with Western literature, Sümer, Kazak-Berument & Sayıl (2009) study using Maternal Behaviour Q-Sort (MBQS, Pederson & Moran, 1995), depicted a positive association between toddler's attachment and maternal sensitivity. Also, the study of Karabulut (2019) supported this link that mother's sensitive behaviours in MBQS was positively related to the child's attachment security in low SES. Furthermore, not only maternal sensitivity but other positive behaviours such as providing autonomy and independence while interacting with child contribute to child's attachment security.

2.4.2 Mother's Non-Intrusiveness and Child Attachment Security

Mother's intrusive behaviours defined as interfering and controlling the child's behaviours physically and autonomy (Smaling, Huijbregts, van der Heijden, van Goozen, & Swaab, 2017) and linked with insensitivity. This may stem from mother's difficulty in reading child's signals while interfering as intrusively to the child (Ainsworth et al., 1978; Carlson & Harwood, 2003) and such behaviours of mothers are negatively correlated with maternal sensitivity (Smaling, Huijbregts, van der Heijden, van Goozen, & Swaab, 2017; Riva Crugnola, Ierardi, & Canevini, 2018). Parallel to findings on maternal intrusiveness and

sensitivity, in the research using EAS, there was a negative relationship between mother's intrusiveness and child attachment security (Ziv, Sagi, Gini, Karie-Koren, & Joels, 1996; Aviezer, Sagi, Joels, & Ziv, 1999; Easterbrooks, Biesecker, & Lyons-Ruth, 2000). However, the research also pointed there might be cross-cultural difference in the level of intrusiveness among various cultures. Carlson and Harwood (2003) demonstrated that Anglo-American mothers' physical intrusiveness was linked to the infant's attachment avoidance unlike Puerto Rican mothers. Further, Puerto Rican mothers showed more physical intrusiveness to the infants and their intrusive behaviours were positively associated to the child's attachment security. Similarly, in the study of Ispa and colleagues (2004), which focused on low income African American and European American families, mother's intrusiveness predicted an increase in the child's negativity to mothers in both cultures. However, only in African American families, the mother's intrusive behaviours did not predict a decrease in the child's involvement with mothers and mutual relationship between child and mother (Ispa et al., 2004). The study suggested the cultural differences can be observed in mother's intrusive behaviours and this may differentially impact child's attachment as in African American culture (Ispa et al., 2004). In the Western cultures, intrusive behaviours of parents might be seemed as insensitive (Ainsworth, Bell, & Stayton, 1974) and parent's sensitivity was the strongest predictor for the child's attachment security (De Wolff & Van IJzendoorn, 1997). However, in cross cultural studies, the mother's intrusiveness may not play a critical role in child security (Carlson & Harwood, 2003; Ispa et al., 2004) and its role might be different in cross cultures for different age and SES groups.

In Turkey, to our knowledge, several studies examined the link between mother's intrusive behaviours and the child outcomes. In a pilot study of Alsancak and colleagues (2016) denoted that the video-feedback intervention (VIPP) program decreased the frequencies of mother's intrusive behaviours (Metin Orta, 2015). Furthermore, Yağmur and

colleagues (2014) investigated the effectiveness of video-feedback (VIPP) intervention program on the mother's intrusive behaviours on the Turkish minorities living in Netherlands and found the decreasing effect of program on the intrusiveness.

2.4.3 Mother's Structuring and Child Attachment Security

Structuring behaviours of mothers include consistent guidance, suggestions and scaffolding while creating a holding environment for the child (Biringen, 2008). Mother's structuring was crucial in developing of children's executive function during toddlerhood that was indirectly affected the toddler's verbal ability (Hammond, Müller, Carpendale, Bibok, & Liebermann-Finestone, 2012). Also, the study of Neitzel and Stright (2003) denoted that the mother's manner of structuring and metacognitive content predicted the cognitive awareness and regulation in preschool children (i.e., monitoring and asking for help). In line with the literature on parent's structuring, among parenting styles specifically authoritative parenting, involving setting the firm limits and boundaries, being aware of the child's interest's and appropriate for the child's age when scaffolding (Baumrind, 1966), can support the findings on structuring behaviours. There was a positive link between this authoritative parenting style and adaptive behaviours in toddlers (Rinaldi & Howe, 2012), and academic achievement at the time of high school (Nyarko, 2011). In the study of Karavasilis, Doyle and Markiewicz (2003) there was a positive relation between the mother's authoritative parenting and the child's attachment during middle childhood and adolescence.

In Turkey, the study of Güner-Algan and Şendil (2013) contradicts with literature that the mother's authoritative parenting style in did not correlate with the child's attachment in the preschool period. The reason of contrary result might base on use of different assessment methods in studies. Despite there was little research to compare the findings, the studies found that the predictor role of parenting style on the child's weight status such as obesity during

preschool (Yavuz & Selçuk, 2018), and the parent's education level and child's gender predicted the parenting style (Azkeskin, Güven, Güral, & Sezer, 2013).

The studies using EAS also showed that the mother's structuring behaviours were positively correlated the child's attachment in West (Ziv, Aviezer, Gini, Sagi & Koren-Karie, 2000; Aviezer, Sagi, Joels, & Ziv, 1999). However, in Turkey, the only study that uses EAS (Gül et al., 2016), does not look into any specific child outcomes and did not reveal the impact of maternal behaviours on child's attachment.

2.4.4 Mother's Non-Hostility and Child Attachment Security

Mother's non-hostility involves lack of negativity and mocking behaviours toward child during the interaction (Biringen, 2008). In the literature, prolonged exposure to maternal hostility can be categorized under abuse. Therefore, research on maternal hostility and abuse can explain impact on child outcomes as well as on child attachment. The hostility of mothers was associated with children's cognitive and emotional development (Hoffman-Plotkin & Twentyman, 1984, Maughan & Cicchetti (2002). The study of Hoffman-Plotkin and Twentyman (1984) demonstrated that maltreated and abused children showed lower scores in cognitive functioning at preschool reported by both parents and teachers compared to non-maltreated children. Also, abused children showed more aggression in classroom (Hoffman-Plotkin & Twentyman, 1984) and were related to the conduct problems and poor executive function (Deater-Deckard, Wang, Chen, & Bell, 2012). In addition, mothers' harsh and abusive parenting behaviours predicted the child's emotion dysregulation both in Western culture (Shipman, Schneider, Fitzgerald, Sims, Swisher, & Edwards, 2007) and in Eastern culture (Chang, Schwartz, Dodge, & McBride-Chang, 2004). In line with the studies, the research of Maughan and Cicchetti (2002) denoted that maltreated children showed more emotion dysregulation such as under-controlled (elevated and prolonged emotional reactivity) and over-controlled (low level of emotional reactivity) of their emotions during anger

stimulation. They also found that the children who are under controlling their emotions showed more anxious or depressed behaviours. These emotional strategies (Cummings, 1987) could be related to the of hyperactivating and deactivating strategies and linked with attachment system (Shaver & Mikulincer, 2002). The studies on attachment security showed that mothers with hostile and abusive behaviours toward the child during the play and feeding were negatively related to the children's attachment security in both in low and high SES groups (Baer & Martinez, 2006; Egeland & Sroufe, 1981; Avizier et al., 1999).

In Turkey, although there is limited number of research examining this association, Erkan and Toran (2010) demonstrated that mothers from low SES showed more hostile behaviours toward their children. Moreover, the low level of maternal education predicted the mother's physical abuse to the children, and 93% of this sample also reported that they are emotionally abused by their mother (Güler, Uzun, Boztaş, & Aydoğan, 2002).

Specifically, in the low SES mothers, the hostile and abusive behaviours were not limited to mother-child relationship but also seen in the relationship with partner (Dunn et al., 1999). When mother behaves more hostile and aggressive with their partner, these behaviours also seen toward their child (Lesnik-Oberstein, Koers, & Cohen, 1995). The studies supported that partnership hostility is positively associated to the parental negativity toward the child (Dunn et al., 1999). As a reflection of difficulties in romantic relationship, Adam and colleagues (2004) denoted that parent's insecure attachment representations were related to more hostile and aggressive behaviours during the interaction with the toddler, whereas, the secure attachment representations positively correlated with maternal sensitivity (Pederson, Gleason, Moran, & Bento, 1998; Cohn, Cowan, Cowan, & Pearson, 1992; Selçuk et al., 2010), non-intrusiveness (Haltigan, Leerkes, Supple, & Calkins, 2014), and structuring (Cohn et al., 1992; Güner-Algan & Şendil, 2013). Therefore, when considering the transmission model (IJzendoorn & Bakermans-Kranenburg, 1997), mother's behaviours on EAS could

possibly mediate the relationship between the mother's partner attachment and child's attachment security.

2.4.5 Mediation of Mother's Behaviours in EAS between the Partner Attachment and Child Attachment

Referring to transmission model of attachment (IJzendoorn & Bakermans-Kranenburg, 1997), Cassibba and colleagues (2011) investigated the mediator role of mother's behaviours in EAS in the relationship between the adult attachment and the infant's attachment security in a sample of typically developing infants in Italy. The results showed not only the mediating role of mother's sensitive behaviours (IJzendoorn & Bakermans-Kranenburg, 1997; van IJzendoorn, 1995; Behrens, Haltigan, & Bahm, 2016), but also the role of mother's structuring, non-intrusiveness, and non-hostility between adult attachment and child's attachment security (Cassibba, IJzendoorn, & Coppola, 2011). The findings suggested that the mother's sensitive, structuring, non-intrusive, and non-hostile behaviours toward child mediated the relationship between mother's adult attachment security and child attachment security. Also, mothers with secure/autonomous adult attachment representations, showed more sensitive and more optimal structuring (Aviezer, Sagi, Joels, & Ziv, 1999), less intrusive and hostile behaviours (Biringen, Brown, Donaldson, Green, Krcmarik, & Lovas, 2000) in the interaction with the infant, which was related to the attachment security. In other words, mothers of securely attached infants, who were more sensitive to the cues of infant, scaffolding the infant, allowing space for the autonomy and having good emotion regulation, had secure attachment representations with their own attachment figure.

Moreover, as mentioned before, the mother's sensitivity, structuring, non-intrusiveness and non-hostility behaviours were significantly and positively associated to the child's attachment security (Ziv, Aviezer, Gini, Sagi & Koren-Karie, 2000; Aviezer, Sagi, Joels, & Ziv, 1999). Similarly, patterns of associations could be detected between the mother's parenting

behaviours and parenting stress. Studies denoted the negative link between mother's parenting stress and the mother's sensitivity in early (Feldman, Eidelman, & Rotenberg, 2004; Pereira, Negrao, Soares, & Mesman, 2015) and late childhood (McMahon & Meins, 2012). Furthermore, mother's structuring in adolescents (Ponnet et al., 2013), and mother's non-hostility in pre-schoolers (Hopkins, Gouze, & Lavigne, 2013) could might show the mediator role of mother's parenting behaviours in the relationship between parenting stress and child attachment.

2.4.6 Mediation of Mother's Behaviours in EAS between the Parenting Stress and Child Attachment

The study of Conger and colleagues (2002) suggested a theoretically based family stress model and indicated how low-income families can undergo economic restraints and experience financial pressure which may result in parenting stress. Based on their challenges, the parents can show negative parenting characterized with lack of nurturing and involving behaviours (Conger et al., 2002). According to the model (Conger et al., 2002), all these could lead to the child's maladjustment and can result in problem behaviours of children. The model depicts the connection between the mother's stress and parenting behaviours, and their influence on child's outcome. One of the child outcomes in the model could be child's attachment.

Hopkins and colleagues (2013) demonstrated a structural equation model (SEM) for the children's attachment in preschool period in US and demonstrated that mother's life stress predicted the parenting behaviours such as hostility and coercion. Further, the mother's hostile behaviours predicted negatively the child's attachment security in the SEM model. The mother's hostile behaviours played the mediator role in the relationship between the mother's life stress and child's attachment security (Hopkins et al., 2013). In other words, mothers of insecurely attached children showed hostile behaviours toward their child, and

they also suffered from the life stress. However, the mother's behaviours in support and sensitivity did not mediate the relationship in mother's life stress and child's attachment (Hopkins et al., 2013).



Chapter 3

PRESENT STUDY

3.1 The Aim of Study and Hypotheses

Although existing literature showed the contribution of the mother's attachment representations (Van IJzendoorn, 1995; Howes, Vu, & Hamilton, 2011), parenting stress (Hopkins, Gouze, & Lavigne, 2013; Hadadian & Merbler, 1996), maternal behavioural patterns of sensitivity (De Wolff & Van IJzendoorn, 1997; Van IJzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004), non-intrusiveness (Aviezer, Sagi, Joels, & Ziv, 1999; Carlson & Harwood, 2003), structuring (Ziv, Aviezer, Gini, Sagi & Koren-Karie, 2000; Easterbrooks, Biesecker, & Lyons-Ruth, 2000), non-hostility (Baer & Martinez, 2006; Egeland & Sroufe, 1981; Lamb, Gaensbauer, Malkin, & Schultz, 1985) to child's attachment, the research focusing on these determinants for attachment during toddlerhood and in high risk groups in Turkey is very limited (Sümer, Kazak-Berument & Sayıl, 2009; Karabulut, 2019). In the present study, based on transformational model of IJzendoorn and Bakermans-Kranenburg (1997), I aim to examine the following hypothesised relationships in a sample of low SES mothers with toddlers (See Figure 3):

Hypothesis 1. Mother's attachment avoidance with partner would be negatively associated with the toddler's attachment security.

Hypothesis 2. Mother's attachment anxiety with partner would not be significantly associated with the toddler's attachment security.

Hypothesis 3. Mother's attachment anxiety with partner would be positively associated with parenting stress.

Hypothesis 4. Mother's attachment avoidance with partner would be positively associated with parentings stress.

Hypothesis 5. Mother's attachment insecurity (anxiety and avoidance) with partner would be negatively associated with mother's behaviours in emotional availability (sensitivity, structuring, non-intrusiveness, and non-hostility).

Hypothesis 6. Mother's parenting stress would be negatively associated with the toddler's attachment security.

Hypothesis 7. Mother's parenting stress would be negatively associated with mother's behaviours in emotional availability (sensitivity, structuring, non-intrusiveness, and non-hostility).

Hypothesis 8. Mother's behaviours in emotional availability (sensitivity, structuring, non-intrusiveness, and non-hostility) would be positively associated with the toddler's attachment security.

Hypothesis 9. Mother's parenting stress would play a mediator role in the relationship between mother's attachment insecurity (anxiety and avoidance) with partner and toddler's attachment security.

Hypothesis 10. Mother's behaviours in emotional availability (sensitivity, structuring, non-intrusiveness, and non-hostility) would play the mediator role in the relationship between mother's attachment insecurity (anxiety and avoidance) with partner and toddler's attachment security.

Hypothesis 11. Mother's behaviours in emotional availability (sensitivity, structuring, non-intrusiveness, and non-hostility) would play the mediator role in the relationship between mother's parenting stress and toddler's attachment security.

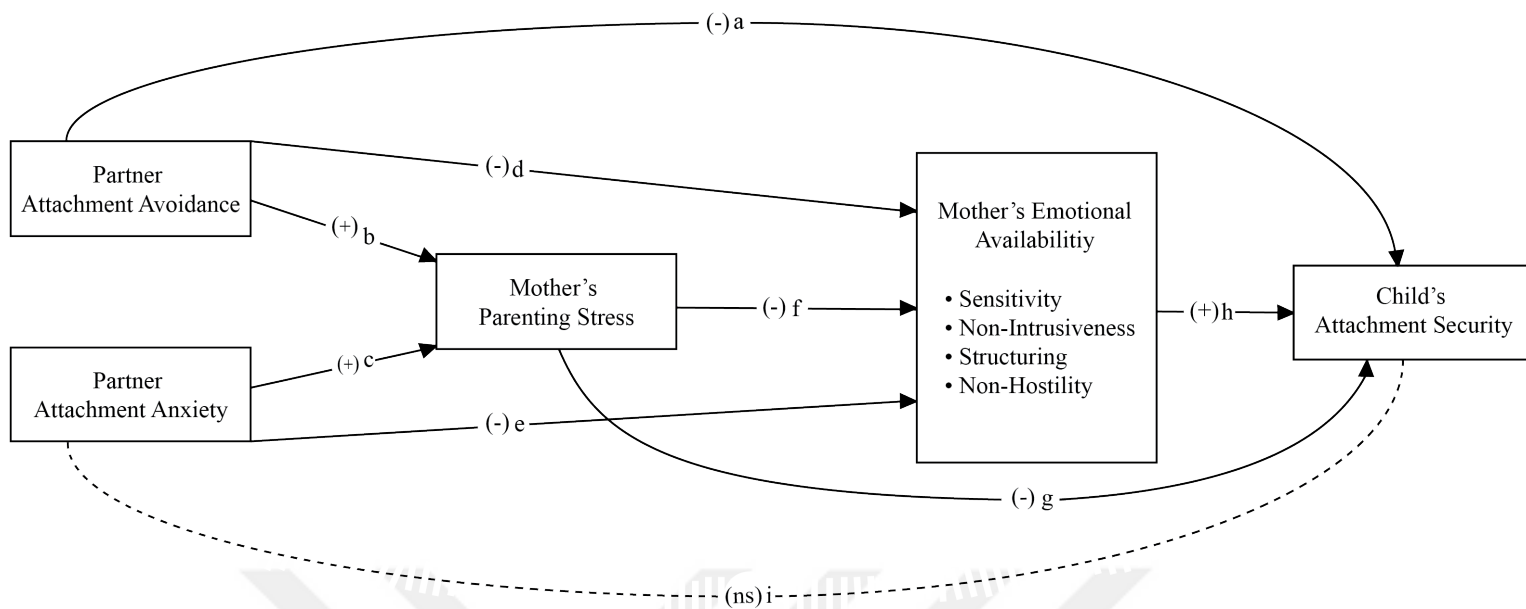


Figure 3. The suggested model regarding associations between the factors.

Note: Abbreviations in the figure denote: (a) proposed negative association between partner attachment avoidance and child attachment security; (b) proposed positive association between partner attachment avoidance and parenting stress; (c) proposed positive association between partner attachment anxiety and parenting stress; (d) proposed negative association between partner attachment avoidance and mother's emotional availability (sensitivity, non-intrusiveness, structuring, and non-hostility); (e) proposed negative association between partner attachment anxiety and mother's emotional availability (sensitivity, non-intrusiveness, structuring, and non-hostility); (f) proposed negative association between mother's parenting stress and mother's emotional availability (sensitivity, non-intrusiveness, structuring, and non-hostility); (g) proposed negative association between parenting stress and child attachment security; (h) proposed positive association between mother's emotional availability (sensitivity, non-intrusiveness, structuring, and non-hostility) and child attachment security; (i) proposed no association between partner attachment anxiety and child attachment security.

Chapter 4

METHOD

4.1 Participants

Sixty-three mothers ($M_{age}= 30.17$ years, $SD= 4.87$) and their toddlers between the ages of 12 to 35 months (66% Male, $M_{age}= 22.96$ months, $SD= 7.09$) participated the present study. The participants recruited via advertising at pharmacies, family health centres, municipalities, public schools, and acquaintance of research assistants in İstanbul, Turkey. Also, the Sancaktepe City Council supported the home visits of mothers. The details of recruitment of the present study was shown in the diagram (see Figure 4).

The inclusion criteria for the participants were as follows: (1) being the primary caregiver of the toddler as a mother, (2) not having any serious health issues for toddler and mother, (3) studying less than bachelor degree at university, and (4) earning monthly money less than 5000 Turkish Liras.¹

¹ Threshold of poverty for a family with 4 people was the 4.997 Turkish Liras when the larger project began in 2015.

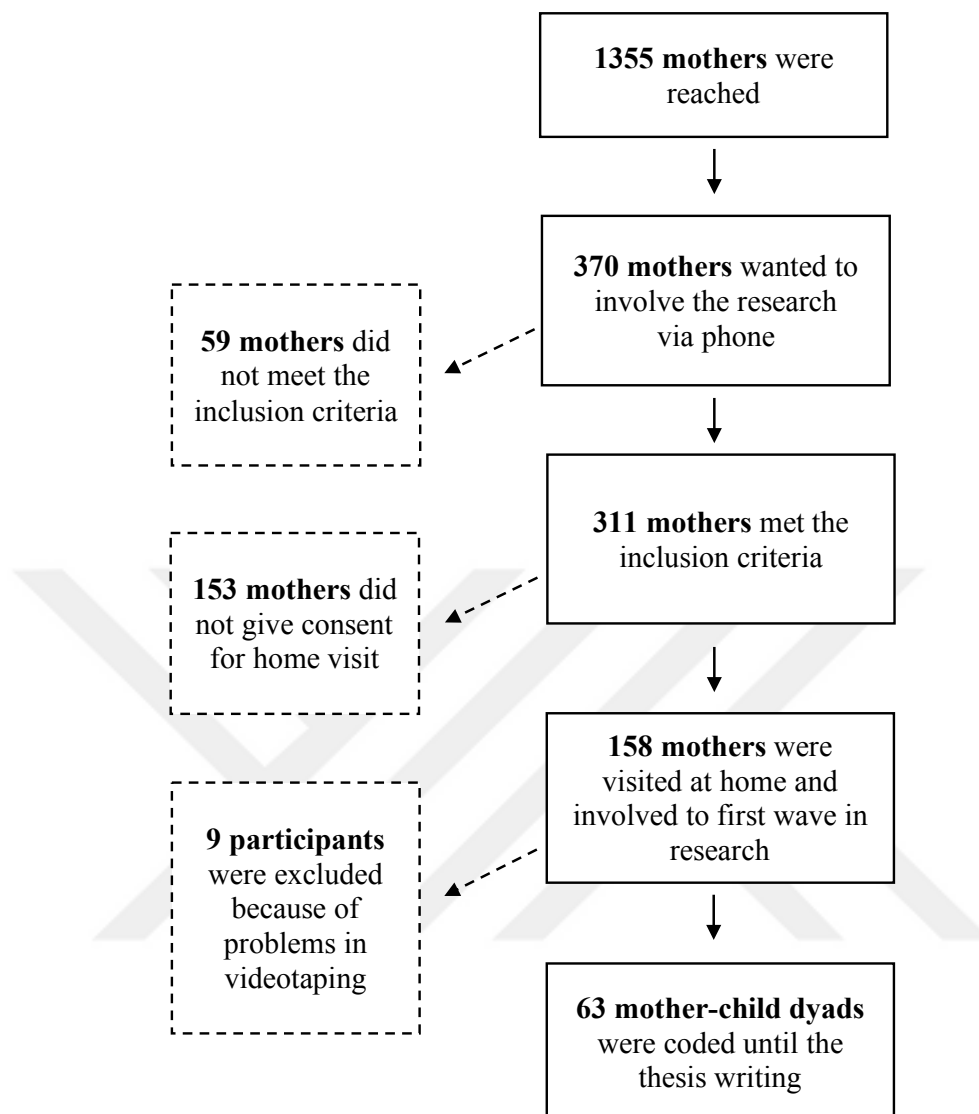


Figure 4. Recruitment process of the study.

4.2 Measures

4.2.1 Demographic form

Mothers reported the several demographic questions such as the education level, marital status, the monthly household income and number of children in the house (see Appendix B). The demographic characteristics of mothers and children were given below (See Table 1).

Table 1. Demographic data of mothers and children.

	<i>N</i>	Percentage
Mother's Educational Level		
Illiterate	1	1.6
Literate	1	1.6
Primary School	20	31.7
Secondary School	15	23.8
High School	19	30.2
College (2 years)	7	11.1
Mother's Marital Status		
Married	62	98.4
Single	1	1.6
The Monthly Total Income Household		
850 TL and below	1	1.6
From 851 TL to 1500 TL	12	19.0
From 1501 TL to 3000 TL	33	52.4
From 3001 TL to 5000 TL	17	27.0
Father's Job Status		
Working	61	96.8
Missing	2	3.2
Number of Siblings of Children		
1 Sibling	31	48.4
2 Siblings	7	10.9
3 and 4 Siblings	6	9.4
No Sibling	19	29.7

4.2.2 Attachment Q-Sort (AQS)

Attachment Q-Sort (AQS - Waters, 1995) measures the child's secure behaviours toward the mother with a 90-item list of behaviours (e.g., 'The child returns to mother as warm and with positive affect after and between the plays' or 'The child is pleased to comfort at mother's arms'). The measurement was conducted by viewing 2-hour long recorded home observations of mother-child dyads. Two trained and independent AQS coders rated each videotape. According to the observations, coders distributed the toddler's behaviours into three groups (30 items in each group) in terms of 'most descriptive behaviours of toddler', 'neither representative nor not representative for the toddler', and 'least descriptive behaviours of toddler'. Then, coders distributed the 30 items in groups of nine piles (10 item in each group). The most descriptive behaviours of toddlers were placed in first pile (7-9), least descriptive behaviours of toddlers were placed in second pile (1-3), and neither representative nor not representative for the toddlers were placed in third pile (4-6). The translation and validation of AQS was conducted in Turkish sample in another TUBITAK Project (No: 105K102) and the mean score of toddler's secure attachment was .22 for 12-18 months, .19 for 19-24 months, and .26 for older than 24 months in the Turkish sample (Sümer, Berument-Kazak & Sayıl, 2009, 2016).

The scores of coders entered into METU-Q Soft, a software developed for Maternal Behaviour Q-Sort and AQS (Sümer, Berument-Kazak & Sayıl, 2009). After checking inter-class correlation coefficients of reliability of coders (Total reliability coefficient varies between .80 to .94), the mean score of two coders were computed. Then, this mean score's correlation with the secure child criterion score obtained on METU-Q Soft (Sümer et al., 2009). This final score ranged between -1.00 and +1.00 for each participant. The high correlation indicated higher attachment security. In the present study, the mean score of secure attachment was .34 for the toddlers aged between 12 and 35 months old.

4.2.3 Parenting Stress Index-Short Form (PSI-SF)

The form was developed by Abidin (1995) which is used for scanning the distress related to the parenting role and difficulties due to parenting. The PSI consists of 36 items with a 5-point Likert scale (5= Strongly Agree, 1= Strongly Disagree) and three subscales, namely parental distress, parent-child dysfunctional interaction, and difficult child. The 33th item, which was in the subscale of difficult child, was removed from the scale because of mistake in typing/translation of the item. The total score can be obtained by taking the mean score of these three subscales, and higher scores indicate higher parenting stress. The scale first psychometric study in Turkey was conducted in children with heart disease by Mert, Hallıoğlu and Ankaralı-Çamdeviren (2008), and Cronbach Alpha of total score was .71 and test-retest reliability was .88. Also, the PSI-SF was adapted to Turkish examining in typically developing children by Çekiç and Hamamcı (2018), both of Cronbach Alpha of total stress score and test-retest reliability were .91. In the present study, Cronbach Alpha of the scale was .93.

4.2.4 Emotional Availability Scales (EAS)

The 4th edition of Infancy/Early Childhood Version of EAS (Biringen, 2008) consists of four dimensions and a set of behavioural characteristics that can be observed in dyadic interaction with the child: Sensitivity (i.e., awareness of signals of child and enjoyment with child), structuring (i.e., using proactive guidance and scaffolding), non-intrusiveness (i.e., non-interruptive ports of entry into interaction) and non-hostility (i.e., lacks negativity and mocking in face or voice). All of four dimensions consist of 7 items to assess the specific maternal behaviours representing that dimension. The behavioural characteristics are rated from low to high by the observer and received a score (1 to 7). Each dimension yields a direct score, where the high score shows the optimal level of maternal behaviour in this dimension. Eighty-six percent of the dyads were double-coded by trained and reliable coders. Inter-rater

reliability was taken including all dimensions direct scores and scores of subscales within dimensions. The inter-class correlation coefficient varied between .80 and .98.

4.2.5 Experiences in Close Relationships-Revised (ECR-R)

The ECR-R (Fraley, Waller, & Brennan, 2000) is used commonly to assess the dimension of adult attachment in the context of romantic relationship with partner or spouse. It consists of 36 items with 7-point Likert scale (7= Strongly Agree, 1= Strongly Disagree) and provides two-dimensional attachment scores of anxiety and avoidance scores. In the Turkish adaptation, Cronbach's Alpha was .86 for anxiety and .90 for avoidance domains, and test-retest reliability was .82 and .81 respectively (Selçuk, Günaydın, Sümer, & Uysal, 2005). In the current study, Cronbach Alphas for attachment anxiety was .83 and for attachment avoidance was .87.

4.3 Procedure

The present study is part of a larger project on adaptation and effectiveness of 8-week DVD based Circle of Security Parenting (COS-P) intervention program in low SES mothers with toddlers. The study was funded by Scientific and Technological Research Council of Turkey (Carrier Development Grant 3501, Project no: 114K813), following ethical approval of Özyeğin University Ethics Board (see Appendix A).

Among 1355 mothers, only the ones who fulfilled the inclusion criteria and confirmed to take part in the study were contacted by phone to arrange a home visit and informed about the process. The present study involves the mothers from both experimental and control group in the first and second waves data collection of the larger project (Arikan, 2019). In first wave, the characteristics of mothers were similar between the experimental and control groups. Two trained observers received written consents and conducted the home visits for observation and filling of the scales in which mother and toddler were alone. After the first 30 minutes, a fluffy toy and a cube-puzzle with geometric shapes were given and mother

received the instruction to play as usual. At the end of 10-minutes, researcher leaved the preference to continue or terminate the play to the mother. In the final hour, mothers filled the pack of questionnaires by themselves. For the illiterate mother, one of the research assistants read the questions. Then, mothers in experimental group (57% of present study) were participated to the 8-week COS-P training, while the control group (43% of present study) did not take any training. After 8-week of first home visit, mothers in the control group were visited again at their home and completed a questionnaire pack which includes majority of the questionnaires and ECR-R. The experiment group mothers filled out the same questionnaire at the last session of the training. Although attachment dimensions that a person report towards someone does rarely changes (Fraley, 2000) and representations with partner (ECR-R) is stable construct (Fraley, Waller, & Brennan, 2000), a possible difference or prime between two groups were checked and reported in the result section. There was no difference in the attachment avoidance and anxiety between mothers from experimental and control groups.

In the coding procedure, the coders of child's attachment security were trained by the primary investigator of TUBITAK project for coding AQS (Waters, 1995). Two independent reliable coders rated all recorded 2-hour footages for AQS. Also, 10-minute free-play sessions were coded by trained and certified coders for Emotional Availability Scales (Biringen, 2008). Forty-one videos were double coded for reliability purpose and the remaining videos (18%) coded by me. Four participants (6%) were coded by the same coders of AQS and EAS, where the coding process could be spilled over on these four participants.

Chapter 5

RESULTS

5.1 Analytic Strategy

In this section, I will report the data screening, descriptive statistics, bivariate correlations, hierarchical and multiple regression of the variables. Then, I will cover the final model of present study.

5.2 Preliminary Analyses

In the study, the program of Statistical Package for Social Sciences (SPSS) version of 22.0 was used for the data screening and further analysis. The data was screened for the missing values and outliers in order to fulfil normality assumption (Tabachnick & Fidel, 2001). Z-scores of the all variables were computed and there were no univariate outliers ($Z > 3.29$) (Tabachnick & Fidel, 2001). Mahalanobis distance (MD) also indicated no were no multivariate outliers. Skewness and kurtosis values were in normal ranges and presented in Table 2.

Before the main analyses, I computed the Z-scorer for categorical variables, which were the household income (1= 850TL and below, 2= 851-1500TL, 3= 1501-3000TL, 4= 3001-5000TL), the mother's education level (1= Illiterate, 2= Literate, 3= Elementary school graduated, 4= Secondary school graduated, 5= High school graduated, 6= College (2 years) graduated). Then, the Z-scores of these 2 variables were used in the analysis of study.

In order check the possible priming effect in training group, a one-way ANOVA was comparing the experimental or control groups on the mother's attachment anxiety and avoidance after the parenting training. There were no significant difference for attachment anxiety $F(1, 59) = 2.38, p = .13$, and attachment avoidance, $F(1, 59) = .07, p = .78$.

5.3 Descriptive Statistics and Bivariate Correlations

The descriptive statistics of the study variables were shown in Table 2. Since hypothesised relationships between variables were in one direction (either positive or negative) and to detect the differences in a relatively small sample one-tailed test² (Gravetter & Wallnau, 2011) results of Pearson's correlations reported in Table 3.

Table 2. Descriptive statistics of variables of present study

Variables	<i>M</i>	<i>SD</i>	Min	Max	Skew.	SE	Kurt.	SE
1. Toddler's Attachment Security	.34	.17	-.17	.65	-.72	.30	.46	.59
2. Mother's Partner Attachment Avoidance	2.63	1.05	1.06	5.78	.74	.30	.25	.60
3. Mother's Partner Attachment Anxiety	3.17	1.10	1.28	6.00	.39	.30	-.20	.60
4. Mother's Parenting Stress Total	79.0	22.3	35.0	130.0	.32	.30	-.34	.59
5. Mother's Sensitivity	4.52	1.32	1.00	6.50	-.61	.30	-.23	.59
6. Mother's Structuring	4.58	1.28	1.50	6.50	-.61	.30	-.45	.59
7. Mother's Non-Intrusiveness	4.23	1.18	1.50	6.50	.02	.30	-1.12	.59
8. Mother's Non-Hostility	4.91	1.12	2.00	6.75	-.79	.30	.64	.59

² In two-tailed Pearson correlations results, the relationship between sensitivity and toddler's attachment security ($p = .08$); structuring and toddler's attachment security ($p = .08$); education level and toddler's attachment security ($p = .05$); education level and parenting stress ($p = .08$); toddler's age and structuring ($p = .09$); partner attachment avoidance and parenting stress ($p = .09$); and partner attachment avoidance and anxiety ($p = .05$) were marginally significant.

Table 3. The Pearson Correlation Coefficients of the present study variables in one tailed test. $N= 63$

Variables	2	3	4	5	6	7	8	9	10	11	12
1. Toddler's Attachment Security	-.26*	-.09	-.32**	.22*	.22*	.15	.06	.25*	.09	-.18	.09
2. Mother's Partner Attachment Avoidance	-	.25*	.22*	<.01	.01	.09	.01	-.19	-.03	-.09	.07
3. Mother's Partner Attachment Anxiety	-	-	.40**	-.01	.08	.01	-.02	-.28*	.02	-.15	.01
4. Mother's Parenting Stress Total	-	-	-	-.07	-.01	.08	.05	-.22*	-.03	-.08	.11
5. Mother's Sensitivity	-	-	-	-	.93***	.73***	.84***	.04	-.03	.09	.15
6. Mother's Structuring	-	-	-	-	-	.67***	.78***	.03	-.05	.08	.21*
7. Mother's Non-Intrusiveness	-	-	-	-	-	-	.64***	.01	-.01	.15	.08
8. Mother's Non-Hostility	-	-	-	-	-	-	-	-.05	<.01	.11	.04
9. Mother's Education Level	-	-	-	-	-	-	-	-	.46***	.17	-.32**
10. Household Income Level	-	-	-	-	-	-	-	-	-	.00	.03
11. Toddler's Gender	-	-	-	-	-	-	-	-	-	-	-.05
12. Toddler's Age	-	-	-	-	-	-	-	-	-	-	-

Note: Toddler's gender was rated as dichotomy in terms of female and male. * $p < .05$, ** $p < .01$, *** $p < .001$.

As Table 3 depicted, toddler's attachment security was negatively associated with mother's attachment avoidance and parenting stress, as well as toddler's attachment security positively related to the mother's sensitivity, structuring, and education level. However, the toddler's attachment security did not significantly relate to the mother's attachment anxiety, non-intrusiveness, non-hostility, the household income level, toddler's age and gender. Also, the mother's attachment avoidance was positively related to the parenting stress and attachment anxiety. In addition, attachment anxiety was positively related to the parenting stress and negatively related to the mother's education level. The mother's parenting stress was negatively related to the mother's education level. Also, mother's sensitivity, structuring, non-intrusiveness and non-hostility were positively and highly correlated with each other. Moreover, the toddler's age was positively correlated with the mother's structuring and negatively correlated with the mother's education level. Finally, mother's education level was positively correlated with the household income level.

5.4 Hierarchical and Multiple Linear Regression

The analysis of hierarchical regression was conducted in order to examine the predictors and possible mediators for toddler's attachment security as shown in Table 4. Firstly, for the assumption of linearity in regression, the independent and dependent variables should be linear in the regression (Berry & Feldman, 1985). For checking this assumption, a scatter plot of residuals versus predicted values was conducted as a part of regression and nonlinearity of variables was shown in the scatterplot. Therefore, partner attachment anxiety, non-intrusiveness, non-hostility, and income level were excluded in further analysis because of nonlinearity assumption. Mother's attachment avoidance, parenting stress, sensitivity, structuring, education level, and toddler's attachment security were included in regression analysis for being appropriate for the linearity assumption of regression. Since EAS scales were moderately to highly correlated with each other, the multicollinearity was checked

(Allen, 1997; Hair, Anderson, Tatham, & Black, 1995). For tolerance level .10 and lower scores, and for variance inflation factors (VIF) 2.71 and higher scores were indicators of multicollinearity problem (Tabachnick & Fidel, 2001). The result showed the multicollinearity issue in the variables of mother's sensitivity and structuring (*Sensitivity, Tolerance= .13, VIF= 7.71; Structuring, Tolerance= .13, VIF= 7.67*), the remaining tolerance level (Min= .89, Max= .93) and VIF (Min = 1.07 Max= 1.12) were in expected ranges for mother's partner attachment avoidance, parenting stress and education level.

Firstly, a hierarchical analysis was conducted to address hypothesis 12 (See Table 4). In the first step, mother's partner attachment avoidance was entered, and explained 6.6% of the variance in toddler's attachment security ($F(1, 59) = 4.20, p = .04$). In the next step, mother's parenting stress was included and in total 13% of the variance was explained ($F(2, 58) = 4.36, p = .02, R^2 = .131$). Since attachment avoidance is not significant when parenting stress included, a possible mediator effect of parenting stress needs to be considered. The bootstrapping procedure with PROCESS in SPSS (Hayes, 2018) was conducted in order to identify the possible mediation model.

Table 4. The Hierarchical regression analysis for predicting the child's attachment security

<i>Step</i>	<i>B</i>	β	<i>Step Sig.</i>	R^2	<i>Adjusted R²</i>	ΔR^2 (<i>Change</i>)
1			$p < .05$.06	.05	
	M Partner Attachment Avoidance	-.04				-.26*
2			$p < .05$.13	.10	.07
	M Partner Attachment Avoidance	-.03				
	M Total Parenting Stress	-.00				-.26*

M= Mother, * $p < .05$.

In order to run the mediational analysis, a series of regression models were fitted to show the significance of the indirect effect using bootstrapping procedures in 5,000 samples (Hayes, 2018). As Figure 5 depicted the mediation model of study. Firstly, the unstandardized direct effect from mother's attachment insecurity to parenting stress was not statistically significant ($B= 4.67$, $SE= 2.71$, $p= .09$), indicating that mothers' attachment insecurity did not predict the parenting stress level. Then, the direct effect from mother's attachment insecurity to the toddler's attachment security was not significant ($B= -.03$, $SE= .02$, $p= .11$), while the path from mother's parenting stress to toddler's attachment security was significant ($B= -.00$, $SE= .00$, $p= .04$). Lastly, unstandardized indirect effect of parenting stress was $-.01$, and the 95% confidence interval $[-.02, .00]$, that indicates the zero at $p= .05$. Thus, the indirect effect of parenting stress was not significant in the relationship between mother's partner attachment and toddler's attachment security. As result, the multiple regression was conducted to put the predictors together on the same block when predicting on criterion variable (See Table 5).

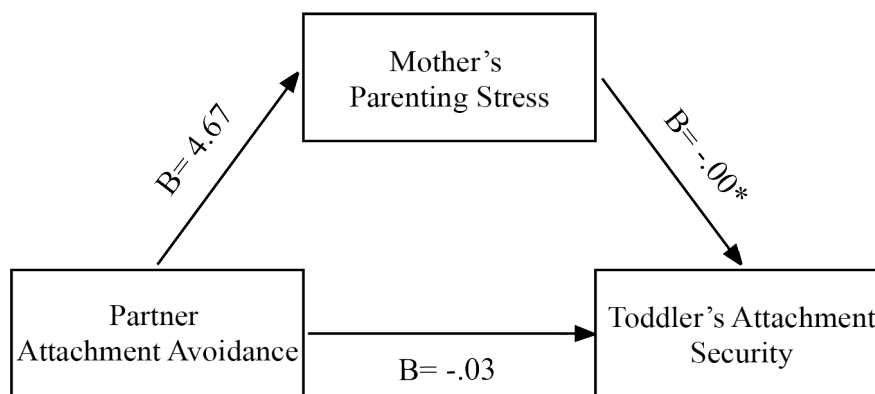


Figure 5. Mediation Model for the Toddler's Attachment Security

Note: The mediation model showed that there was no indirect effect of mother's parenting stress in mother's partner attachment avoidance and toddler's attachment security.

* $p < .05$.

Table 5. The Multiple regression analysis for predicting the child's attachment security

Model	<i>B</i>	β	<i>p</i>	R^2	Adjusted R^2
1			$p < .05$.13	.10
M Partner Attachment Avoidance	-.03	-.20			
M Total Parenting Stress	-.00	-.26*			

M= Mother, * $p < .05$.

The multiple regression model explained 13% of the variance ($F(2, 58) = 4.36, p = .02, R^2 = .13$), as similar to the hierarchical regression model. The final model of present study illustrated the prediction of partner attachment avoidance and parenting stress on the toddler's attachment security (See Figure 6).

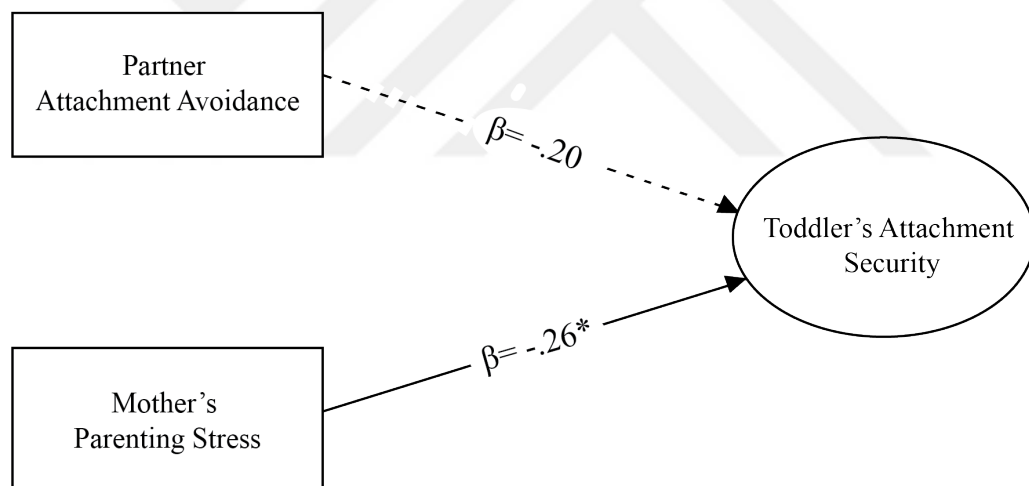


Figure 6. The Final Model of Regression with Standardized Coefficients

Note: Dashed line referred to the non-significant path.

Based on the correlations, on the other hand, only sensitivity and structuring possibly predict toddler's security. However, due to multicollinearity problem, I did not proceed with regression analysis, in which both sensitivity and structuring could be assigned as independent variables to predict toddler's security.

Chapter 6

DISCUSSION

6.1 General Discussion

In the present study, my first hypothesis was on negative association between mother's attachment avoidance and toddler's attachment security (Hypothesis 1). The results confirmed the negative link. In the study of Howes, Vu and Hamilton (2011), similar to my findings, mother's attachment representations were related to the attachment security of infants. More specifically, the results of Cassibba, IJzendoorn, & Coppola (2011) also showed that mothers' attachment insecurity can predict child's attachment style/insecurity. However, in the present study only attachment avoidance was significantly associated with child's attachment security. In other words, in line with Shaver and Mikulincer (2002)'s model, mothers with attachment avoidance are more likely to use the insecure strategies in emotion regulation as deactivating strategy and similarly their children also use the insecure regulation strategies. Also, the present study supported the direct link from the mother's attachment avoidance to the child's attachment instead of indirectly effect of parenting behaviours in transmission model (IJzendoorn and Bakermans-Kranenburg, 1997).

I also hypothesized that there would be no association between mother's attachment anxiety and toddler's attachment security (Hypothesis 2). The results supported that there was no association between attachment anxiety and child's attachment security. Compared to the negative association of attachment avoidance, the lack of association between attachment anxiety of mothers and child's attachment security can be explained by emotion regulation strategies of these mothers. Mothers with high attachment anxiety, may engage in more hyperactivating strategies to regulate their emotions regulation during stressful times (Mikulincer & Shaver, 2008). Thus, these strategies can be represented by excessive closeness to child, inconsistency in interactions or creating a dependency fostering

environment. Nonetheless, these mothers do stay in the relationship, whereas, mothers with high avoidance show emotional distance in the relationship with partner or husband (Mills-Koonce et al., 2011; Cohn, Cowan, Cowan, & Pearson, 1992) and this may reflect on their other relationships (Mills-Koonce et al., 2011) including their parenting practices. In other words, avoidantly attached mothers' relationship with their toddler can be colder and less involved due to their deactivating strategies.

In line with the explanation, in Turkey, Sümer and Kağıtçıbaşı (2010)'s study demonstrated that mothers' attachment avoidance rather than attachment anxiety with partner predicted the child-reported attachment insecurity during middle childhood. The explanation behind could be based on interdependent nature of Turkish culture, suggesting over-involvement depicted by Turkish may not be maladaptive (Sümer & Kağıtçıbaşı, 2010). Supporting that research showed that mother's attachment anxiety was related to the collectivism including extreme closeness in the relationship with the child (IJzendoorn & Sagi-Schwartz, 2008; Schmitt et al., 2004), which predominantly characterises Turkish culture as well. Although mothers' attachment anxiety and preoccupied relationship dynamics in the West can be associated with internalizing symptoms and low levels of the autonomy (Holmbeck, Jandasek, Sparks, Zukerman, & Zurenda, 2008) and developing helplessness in children (DeGandi, 2012), the psychological interdependence of Turkish culture can be linked with different child outcomes. The result of study with earlier childhood period and from low SES mothers, has provided support for Sümer and Kağıtçıbaşı (2010) findings from middle class families. Thus, for Turkish mothers, attachment avoidance could be also risk factor for developing toddler's attachment insecurity, which needs to be examined further in terms of their general emotion regulation strategies such as emotional suppression.

My next hypotheses (Hypothesis 3 & 4) were on the positive relationship between mother's attachment insecurity and mother's parenting stress. The results confirmed

hypothesis 3 and 4 that both attachment anxiety and avoidance with partner significantly and positively related to parenting stress. Consistent with my study finding, Keenan and colleagues (2016) used same measures, namely ECR-R and PSI-SF, and demonstrated a positive link between the dimensions of insecure attachment and level of parenting stress. Furthermore, the studies supported that mothers with attachment anxiety and avoidance reported more distress about their parenting role compared to secure mothers in Portuguese (Moreira et al., 2015) and US samples (Mills-Koonce et al., 2011; Rholes, Simpson, & Friedman, 2006). In Turkey, there is limited number of research on the role of parenting stress during early childhood (Yavuz, Selçuk, Çorapçı, & Aksan, 2017; Gülseven, Carlo, Streit, Kumru, Selçuk, & Sayıl, 2017). The study of Yavuz and colleagues (2017) denoted that the role of mother's parenting stress indirectly and directly linked with internalizing symptoms of preschool children. Also, Gülseven and colleagues (2017) demonstrated that mother's daily hassles were associated to the later prosocial and aggressive behaviours in preschool children. However, none of these studies addressed toddlerhood period and attachment. My study contributes to the literature by showing importance of mother's attachment insecurity in their parenting stress which may jeopardize development of secure attachment in early toddlerhood years, especially in low SES of Turkey. Hence, future studies can explore impact of social support, partner's contribution to caregiving and relationship satisfaction on parenting stress and child's attachment security.

I also hypothesized that mother's parenting stress would be negatively associated with toddler's attachment security and the results confirmed the association (Hypothesis 6). In other words, the level of parenting stress of mothers was increased, the child's attachment security was decreased. Previously, the studies demonstrated that a high level of parenting stress of a mother increases the risk of developing attachment insecurity in the preschool children in high risk samples such as mental or physical disabled children (Hadadian &

Merbler, 1996) as well as middle-class families (Teti, Nakagawa, Das, & Wirth, 1991). Consistent with the findings, a longitudinal study of Tharner and colleagues (2012) showed that the parenting stress of mothers was correlated with more aggression and withdrawal problems in insecure infants, but not secure attachment. Moreover, in low SES, mother's parenting was not only related to child's attachment security (Hopkins, Gouze, & Lavigne, 2013), but also mother's psychopathology (Gelfand, Teti, & Fox, 1992; DeKlyen & Greenberg, 2008) which might cause further problems for children (Neece, Green, & Baker, 2012) due to mothers' hostility (Hopkins, Gouze, & Lavigne, 2013) and insensitivity (Feldman, Eidelman, & Rotenberg, 2004). These related maternal factors could lead to the increase in parenting stress that could be related to the child's attachment security. In Turkey, although there is no study to address the link between the mother's parenting stress and child's attachment security, the studies examine the parenting stress on the mothers of children with aggressive and prosocial behaviours (Gülseven, Carlo, Streit, Kumru, Selçuk, & Sayıl, 2017), children with behavioural problems (Yavuz, Selçuk, Çorapçı, & Aksan, 2017; Korkut, 2018), children with disabilities (Yağmurlu, Yavuz, & Sen, 2015). This study has demonstrated the contribution of parenting stress to child attachment security in low SES and suggested that the lowering parenting stress of mothers could play a protective role for attachment security, which could be stressed out in future interventions.

I also hypothesized that mother's parenting stress would play a mediator role in the link between mother's attachment insecurity and toddler's attachment security (Hypothesis 9). The results showed that the mother's parenting stress did not significantly mediate the relationship between mother's attachment insecurity and toddler's attachment security. Although there was limited number of study examining this link (Teti et al., 1991; Hopkins, Gouze, & Lavigne, 2013; Keenan, Newman, Gray, & Rinehart, 2016; Moreira et al., 2015), to our knowledge, only mediating role of parenting stress between mother's attachment

representations and child's well-being (Moreira et al., 2015). In my study, however, parenting stress did not play the mediator role. The link between mother's attachment avoidance and parenting stress was marginally significant in the two-tailed correlation matrix, which indicates the relationship has not reached an adequate level to test the mediational link. This might be due to small sample size and the mediation may become significant when the sample size increase. Hence, in the multiple regression between mother's parenting stress and attachment avoidance, the parenting stress was the sole predictor for toddler's attachment security. In other words, rather than mothers' attachment insecurity with their partners, their parentings stress can be more critical for toddlers' attachment security in low SES Turkish families.

In the present study, I hypothesised EAS dimensions of mothers (sensitivity, structuring, non-intrusiveness and non-hostility) would be associated with toddler's attachment security as stated in hypothesis 8. This hypothesis was partially confirmed in EAS dimensions of mother's sensitivity and structuring. Similar to the results of the different meta-analyses (De Wolff & Van IJzendoorn, 1997; Van IJzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004) and various cross-cultural studies (Pederson, Gleason, Moran, & Bento, 1998; Behrens, Haltigan, & Bahm, 2016), in my sample there was a positive relationship between maternal sensitivity and child attachment security. Specifically, the studies using EAS demonstrated that mother's sensitive behaviours are more likely to increase the observed attachment security in toddler's (Altenhofen, Clyman, Little, Baker, & Biringen, 2013) and infants (Ziv et al., 2000). The mother's sensitive behaviours, such as reading cues from infant and responding promptly (Ainsworth et al., 1978) had crucial impact on developing of attachment security in early childhood starting from infancy to toddlerhood (Thompson, 1997). In line with Western literature listed above, in Turkey, studies also demonstrated a positive relationship between mother's sensitivity and observed

attachment security (Sümer, Kazak-Berument & Sayıl, 2009; Yerlioğlu, 2010; Karabulut, 2019). Yerlioğlu (2010) showed that mother's responsive behaviours moderately and positively related to the child's attachment security in AQS, during preschool years. Although Sümer and colleagues (2009) did not specifically focus on low SES mother, their sample was predominantly coming from low SES and similar to my findings, they showed the impact of sensitivity on child attachment security during toddlerhood. Parallel to their finding, in the present study, the role of maternal sensitivity was also crucial for child's attachment security during toddlerhood period in high risk of low SES families which needs to be targeted by interventions for early childhood.

Furthermore, in Turkey, EAS has only been used which focuses on children diagnosed of autism spectrum disorder, development delay and other psychiatric disorders (Gül et al., 2016). In that study, the clinical sample of children ranging from 14-54 months examined in terms of maternal dimensions of EAS scores and demographic factors among different diagnosis groups of children. However, they did not look into any other variables and child outcomes. In the current research, EAS dimensions of mothers were examined for a specific child outcome, attachment security, and with respect to maternal factors of partner attachment and parenting stress for the first time in Turkish literature. The results of this study contribute to the Turkish literature that mother's sensitive and structuring behaviours during interaction with the child are important for developing the child's attachment security during early development period.

In the findings of the study, mother's structuring would be positively associated with toddler's attachment security. In the studies using EAS, mother's structuring was positively related to infant attachment security in Strange Situation Procedure (Ainsworth, Blehar, Waters, & Wall, 1978) in the samples of Israel (Ziv et al., 2000; Aviezer et al., 1999). These studies denoted that mothers of secure infants structured the play more optimally relationship

compared to the mothers with insecure children (Ziv et al., 2000; Aviezer et al., 1999). Structuring seems to be critical in low SES samples as well (Easterbrooks, Biesecker, & Lyons-Ruth, 2000). The mechanism behind this link could be explained by the mother's use of limit setting and remaining firm while providing the child with relevant guidance in order to scaffold the child's exploration (Biringen, 2008). Thus, such an environment can sustain the need for secure base of the child and enable toddler to explore (Bowlby, 1969, 1982). By means of secure base, child becomes more open to emotional communication when exploring and feel at ease to establish proximity with mother in stressful times, which can contribute to the attachment security (Ainsworth et al., 1978).

In Turkey, there is no study that specifically focuses on mother's structuring and attachment security. Nonetheless from the literature on parenting, we know that authoritative style described as setting firm limits, expressing the reason behind the rules and recognizing the child's interests as well as what is appropriate for the child's age while scaffolding (Baumrind, 1966) could be relevant. The study of Güner-Algan and Şendil (2013) showed that the mother's authoritative parenting style in did not correlate with the child's attachment in story completion task, in preschool period. Their study both used a different assessment method and recruited age-group of children. Therefore, their findings may not be parallel with my study. Remaining studies in Turkey also examined the link between the authoritative parenting style of mother and child outcomes of obesity (Yavuz & Selçuk, 2018), and its relationship with demographic factors of preschool children (Azkeskin et al., 2013). Thus, to my knowledge, my study was the first to demonstrate the association between mother's structuring and toddler's attachment security in low SES Turkish sample mothers with toddlers.

In my study, I also expected that the mother's non-intrusiveness would positively associated with toddler's attachment security. But there was no relationship between these

variables. Contrary to this finding, previous studies using the EAS denoted the significant link between the mother's non-intrusiveness and toddler's attachment security in Israel (Aviezer et al., 1999; Ziv et al., 2000). However, these studies used different assessment for the child's attachment security, was Strange Situation (Ainsworth et al., 1978). In the Strange Situation, the child's behaviour during the reunion with the mother after several separations was observed and the child's attachment style was classified into three categories (Ainsworth et al., 1978). However, in the present study, the child's attachment behaviours were not classified into categories. Therefore, they could compare the mother's non-intrusive behaviours among groups. It is also noteworthy that investigating the positive link between mother's dimensions on EAS (sensitivity and structuring) and child's attachment security with AQS is novel in the literature. Secondly, contrary to findings from Western cultures, the research of Carlson and Harwood (2003) demonstrated that Puerto Rican mothers' physical intrusive behaviour were positively related the infant's attachment security, while the Anglo-American mother's intrusiveness was correlated to the attachment insecurity of infant. Consistent with these results, another cross-cultural study examining mothers from low income showed that African American mothers' intrusive behaviours did not predict the decrease in child's involvement and their mutual relationship compared to European American mothers (Ispa et al., 2004).

In Western cultures, intrusive behaviours of mothers could be rated as insensitive behaviour (Ainsworth et al. 1974), but in other cultures intrusiveness may not play a critical role in child security (Carlson & Harwood, 2003; Ispa et al., 2004). In Turkey, Sümer and Kağıtçıbaşı (2010) found that the mother's intrusive behaviours negatively related to the attachment security of child-reported attachment in a sample of middle class children in middle childhood. Thus, their sample characteristics were different than the present study or its role might be different for different age of children and SES groups (Sümer & Kağıtçıbaşı, 2010). Therefore, intrusiveness may not play a role in earlier years of childhood but can have

an effect in later years as children strive for more independence and autonomy. These findings indicate disentangling both culturally relevant meaning of intrusiveness and measurement strategies. Unlike Western cultures, the effects of mother's intrusion might be different or its impact on child's attachment security may vary in various cultural contexts as shown in studies with African American, Anglo-American, and Turkish children (Carlson & Harwood, 2003; Ispa et al., 2004; Sümer & Kağıtçıbaşı, 2010) and in different age groups as in my study.

I also predicted that the mother's non-hostility would be positively associated with toddler's attachment security. The results showed that the mother's non-hostility was not related to the toddler's attachment security. Contrary to the present result, the meta-analysis of Baer and Martinez (2006) more hostile and abusive mothers had children with lower attachment security both in low and high SES groups (Egeland & Sroufe, 1981; Avizier et al., 1999; Ziv et al., 2000; Easterbrooks et al., 2000). Moreover, Stievenart and colleagues (2012) used the maternal-derived of AQS and examined the link between the mother's hostile and controlling behaviours such as harsh punishment, ignoring and inconsistent discipline and the attachment security of children aged between 3-5 years old. In the line with present research, they showed no relationship between mother's hostile and controlling behaviours and child's attachment security. In Turkey, on the other hand, there is little research on this association. But the study of Erkan and Toran (2010) demonstrated that mothers from low SES showed more hostile behaviours toward their children. In addition, the lower level of mother's education predicted the mother's physical abusive behaviours to children in Turkish sample (Güler, Uzun, Boztaş, & Aydoğan, 2002). Although the mother's hostile and abusive behaviours toward the child is well known for its detrimental effects of child's emotional development and attachment security (Shipman, Schneider, Fitzgerald, Sims, Swisher, & Edwards, 2007; Chang, Schwartz, Dodge, & McBride-Chang, 2004; Baer & Martinez, 2006;

Mullen Martin, Anderson, Romans, & Herbison, 1996), the present study failed to find any significant relationship between the mother's hostility and the attachment security. In this study, the mother's hostile behaviours were observed on the EAS (Biringen, 2008) for 10-minute free play and the toddler's attachment security was observed in AQS (Waters, 1995) for a duration of 2 hours. Mothers may not depict hostile behaviours in 10-minute free play. However, during 2 hours there could be more opportunities to see wide array of behaviours and reports. One of the mothers talked about child's continuous accidents and injuries, which may indicate neglect and insensitivity, was very warm and kind in 10-min free play session. According to Biringen and colleagues (2014), longer duration of free play sessions in EAS would yield better evaluations of behaviours. For example, the final hour of the observation in which mothers filled out a questionnaire without assistance of the observers induced stress. They showed more distress and slightly more hostility. Therefore, looking into EAS categories for the remaining segments of the video may produce different results.

I also hypothesized that mother's sensitivity, structuring, non-intrusiveness and non-hostility would be negatively related to the mother's attachment insecurity (avoidance and anxiety) (Hypothesis 5). However, the results showed no significant relationship between the mother's sensitivity and mother's attachment insecurity. Contrary with the present finding, mothers' insecure attachment representations with their own mother and romantic partner were significantly related to the mother's sensitive behaviours in Western cultures (Pederson, Gleason, Moran, & Bento, 1998; Cohn, Cowan, Cowan, & Pearson, 1992; Behrens, Haltigan, & Bahm, 2016). Also, the mother's attachment avoidance with partner was related to being less sensitive with babies (Mills-Koonce et al., 2011). In Turkey parallel to the research in Western cultures, avoidantly attached mothers showed significantly less sensitive behaviours in the interaction with their child (Selçuk et al., 2010). However, the result of present study did not support these findings. Similar to sensitivity, there was no relationship between the

mother's structuring and maternal attachment insecurity. In Western cultures, contradictory to the result of present study, insecure mothers showed less structuring in the play sessions with the preschool children compared to the mothers classified as secure (Cohn et al., 1992). In Turkey, the study of Güner-Algan and Şendil (2013) examined the link between mothers' attachment representations in close relationships, and their parenting. They demonstrated that mothers with high attachment avoidance in close relationships showed less authoritative parenting including which may indicate less structuring.

Furthermore, mother's non-intrusive behaviours were not significantly related to the mother's partner attachment insecurity as I hypothesised. In the literature, this finding contradicts with the study of Haltigan and colleagues (2014) showing mothers with preoccupied attachment (high attachment anxiety) behaved more intrusively, while that the mothers with dismissing attachment (avoidance) showed less intrusive behaviours. However, there was no study to address this link in Turkey. In addition, I also hypothesized that mother's non-hostility would be negatively related to the mother's partner attachment insecurity. Similar to other EAS dimensions, there was no significant association between the mother non-hostility and partner attachment insecurity in both avoidance and anxiety with partner. However, mothers with preoccupied attachment showed more hostile and aggressive behaviours in the interaction with their toddler aged 2 years old (Adam, Gunnar, & Tanaka, 2004). In Turkey, there was no study looking into that link.

The main explanation could be that different measurements and settings were used among the studies examining on the link between the mother's attachment with own mother via Adult Attachment Interview (AAI) and the mother's sensitivity (Cassibba et al., 2011; Pederson et al., 1998) and structuring (Cohn et al., 1992), non-intrusiveness (Haltigan et al., 2014), and non-hostility (Adam et al., 2004). However, the mother's attachment with husband or partner were the concern in my study via the scale of Experiences Close Relationships-

Revised (ECR-R). Also, the studies used to assess the mother's behaviour's in various settings in term of mother's sensitivity in the MBQS (Behrens, Haltigan, & Bahm, 2016), mother's structuring behaviour's in the scale of parenting style (Güner-Algan et al., 2013) and in the still-face procedure (Adam et al., 2004), as well as mother's hostility on the tasks of prohibition, clean-up, problem-solving and free play. For instance, in the study of Behrens and colleagues (2016), the mother's sensitivity was coded during Strange Situation Procedure via shorter version of MBQS (Behrens, Parker, & Haltigan, 2011), whereas the 10-min free play session was used in the present study. Also, the study of Adam and colleagues (2004), the mother's attachment representations in AAI was taken into consideration, where the categorisation of attachment representations were possible to show the distinction among groups as secure, insecure-preoccupied, insecure-dismissing and unresolved (George, Kaplan & Main, 1996). However, in my study, the ECR-R did show the higher or lower on the two dimensions of insecurity, unlike the categorical result of mother's attachment representation. That could be a main limitation to compare the mother's behaviours and attachment insecurity among the research due to using different assessments and settings for the variables.

I also hypothesized that mother's parenting stress would be negatively related to the mother's sensitivity, structuring, non-intrusiveness and non-hostility (Hypothesis 7). The result showed that mother's parenting stress was unrelated to the mother's sensitivity, structuring, non-intrusiveness and non-hostility. These results contrast with the study of McMahon & Meins (2012), as only study to examine this link used the similar measures of PSI-SF and EAS, demonstrated that there was a negative link between the parenting stress and mother's behaviours on four dimensions of EAS. Firstly, in line with my result, the studies did not find the association between the parenting stress and maternal sensitivity in Western (Pederson, Gleason, Moran, & Bento, 1998) and Turkish culture (Metin Orta, 2015). These results contradict with several studies that found the negative link between the mother's

parenting stress and maternal sensitivity (McMahon & Meins, 2012; Feldman, Eidelman, & Rotenberg, 2004; Pereira, Negrao, Soares, & Mesman, 2015). Thus, there are contradictory results in the link between the mother's parenting stress and maternal sensitivity.

Secondly, contrary with the result of present study, the study of Ponnet and colleagues (2013) denoted that mothers with high childrearing stress were positively related to their behaviours in setting limits and supervision. Thirdly, previous study supported my result that the mother's parenting stress was not significantly related to the mother's intrusive behaviours by rated during the mother and child interaction (Mantymaa, Puura, Luoma, Salmelin, & Tamminen, 2004). Lastly, contrary to the present study, Hopkins and colleagues (2013) showed that mothers with high parenting stress showed more hostile behaviours. There could be various reasons to have no significant link between these variables and to show contradictory results of different studies.

First reason could be the duration of free play session. Although the study of McMahon & Meins (2012) used the similar measures, they observed the mother's behaviours during 20-min free play sessions. They could have better evaluations for the behaviours compared to 10-min that could a limitation of my study (Z. Biringen, personal communication, 11 June, 2019). Second reason could be the examining the various age groups of children. The significant link between the mothers' parenting stress and their behaviours on EAS was found on the mothers of preschool children (McMahon & Meins, 2012; Hopkins et al., 2013) and adolescents (Ponnet et al., 2013), whereas there was no significant link on the mothers of new-born infants (Mantymaa et al., 2004). Thus, the age of children after 4 years old might be more likely to show the association between the mother's parenting stress and sensitivity, structuring, non-intrusiveness, and non-hostility behaviours due to children's need for autonomy and becoming more mobile. Lastly, as a common limitation in this present study, it is difficult to compare the findings of present study and the

literature because of using different measures and ways to obtain the data. For instance, the mother's behaviours were observed during free play session in my study, but the study used the report of mothers on their caregiving behaviours in hostility, the mother's general life stress for parenting stress (Hopkins et al., 2013), and the adolescents rated their mother's structuring behaviours on the scale (Ponnet et al., 2013).

I also hypothesized that mother's parenting behaviours in EAS (sensitivity, structuring, non-intrusiveness, non-hostility) would play mediator role in the relationship between mother's attachment insecurity (anxiety and avoidance) and toddler's attachment security (Hypothesis 10). Also, I hypothesized that mother's parenting behaviours in EAS (sensitivity, structuring, non-intrusiveness, non-hostility) would play mediator role in the relationship between mother's parenting stress and toddler's attachment security (Hypothesis 11). But this study did not find any significant association between mother's parenting behaviours and other factors in the study. Therefore, mediation analyses were not performed.

6.2 Strengths of Study

The first strength of present study was the examining the toddlerhood in a sample of low SES mothers. The majority of studies preferred to collect data from the preschool children and adolescence due to difficulty in reaching children who do not go to school (Güner-Algan & Şendil, 2013). The second strength of study the use of two important coding schemes for toddler's attachment security and maternal behaviours. While studies from Turkey obtained the data of attachment security derived from the mother reports or on the story completion tasks (Güner-Algan & Şendil, 2013; Sümer & Kağıtçıbaşı, 2010), the use of observational methods for rating of toddler's behaviours in the naturalistic environment is more likely to increase the validity of assessments. Since in these questionnaires, mothers could rate their child as more positively or negatively, independent and reliable coders would have eliminated that problem. Also, using of observational measure of mother's behaviours

with also a standardized observational measure of EAS is better for reliability and validity. Further, there is little research on influence of actual maternal behaviours on child outcomes (Ziv et al., 2000; Aviezer et al. 1999). The observation method is more likely to detect real behaviours toward a child compared to the self-reported questionnaires which may reflect mothers' social desirability. The last but not least, to my knowledge, this is the first study to examine the patterns of associations between maternal attachment, parenting stress, behaviours in the interaction with child, and child's attachment security during toddlerhood in a low SES sample for the first time in literature.

6.3 Limitations and Future Directions

The present study had several limitations. First of all, the main limitation was the small sample size of study. This sample consisted of 63 mother-child dyad that was not large enough to detect certain associations which were depicted as trends. The larger sample size would increase the reliability and validity of the results (Gay, 1987). Also, the small sample size could lead to the issue in generalizability of study into the population. The variables of mother's behaviours on EAS were more likely to be affected most in the study. It could be one of the reasons of the insignificant results of EAS with other variables. Therefore, future studies should obtain a larger sample size for EAS coding. Secondly, due to cross-sectional design the interpretations on causality was not appropriate for this study. The future research might examine the longitudinal research design for mother's characteristics and toddler's attachment security. Thirdly, the toddler's attachment security in AQS was observed in 2-hour in naturalistic home observation, while the mother's behaviours in EAS were assessed in the home observation of 10-min free play session. Even though I could not examine the mother's behaviours on 2-hour observation, I realised mothers were much more natural when they were not instructed to do something in home observation. Therefore, the possibility to behave more positive in the short duration of a free play than 2-hour home observation is high. Also,

Biringen and colleagues (2014) reported that longer durations of free play would yield more reliable evaluations. She also suggested in our training of EAS (Z. Biringen, personal communication, 11 June, 2019) that ratings for 2-hour could be better to capture the child-parent dynamics than 10-min free play sessions. The future studies can also consider the longer duration of free play session to evaluate the behaviours better.

6.4 Implications and Conclusion

The present study showed that the mother's attachment avoidance, the parenting stress were negatively, and mother's sensitive and structuring behaviours were positively related to the toddler's attachment security in Turkish sample. Mother's attachment avoidance, parenting stress and lack of sensitivity, and structuring behaviours can potentially act as risk factors in low SES groups. As in previous intervention programs focusing on reducing the parenting stress in first years after childbirth (Kaaresen, Ronning, Ulvund, & Dahl, 2006), promoting secure maternal representations and reflective functioning (Hoffman, Marvin, Cooper, & Powell, 2006) can be helpful for Turkish mothers with toddlers. Therefore, intervention programs targeting mother's deactivating strategies, mental representations in relation to their close relationships and parenting stress could result in improvements in child's attachment security in low SES group. Moreover, change in their interactions in the direction of demonstrating higher sensitivity and structuring behaviours may facilitate development of secure attachment during toddlerhood especially in low SES households.

Starting from 'Anne-Çocuk Eğitim Programı' (AÇEP) which aims to promote child development in the risk groups as low SES (Kağıtçıbaşı, Sunar, & Bekman, 2001), there were different intervention programs in Turkey (Çorapçı & Arikan, 2017). Currently, there is an increasing interest in attachment-theory-based interventions such as Video-Feedback Intervention Program (VIPP - Metin Orta, 2015) and 8-week Circle of Security Parenting (Arikan, 2019). In such programs, it is critical to concentrate on the factors of mothers in

terms of their attachment avoidance with the husband, parenting stress, sensitivity, structuring and education level since they might contribute to child's attachment security in Turkey.



APPENDICIES

Appendix A. The Approval of Research Ethic Committee

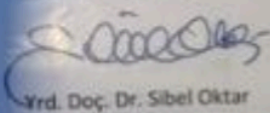
**ÖZYEGİN
ÜNİVERSİTESİ**

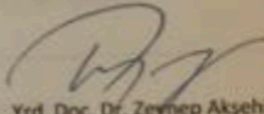
**İNSAN ARAŞTIRMALARI ETİK KURULU
TOPLANTI TUTANAĞI**

TOPLANTI SAYISI : 2014 / 6
TOPLANTI TARİHİ : 25 Ağustos 2014
TOPLANTI YERİ : Özyeğin Üniversitesi, Nişantepe Mah., Orman Sk., No: 13
 Alemdağ, Çekmeköy, İstanbul
KATILANLAR : Yrd. Doç. Dr. Sibel Oktar (Etik Kurul Üyesi)
 Yrd. Doç. Dr. Zeynep Akşehirli (Etik Kurul Üyesi)

KARAR

Özyeğin Üniversitesi Psikoloji Bölümü öğretim üyesi Dr. Gizem Arıkan'ın yürütücüsü olduğu, "Güvenli Çember Ebeveynlik Eğitim Programı İle Anne-Çocuk Arasındaki Bağlanma İlişkisinin Güçlendirilmesi" adlı projenin etik olarak uygulanabilirliği Özyeğin Üniversitesi Etik Kurulu tarafından oy birliği ile onaylanmıştır.


 Yrd. Doç. Dr. Sibel Oktar
 Etik Kurul Üyesi


 Yrd. Doç. Dr. Zeynep Akşehirli
 Etik Kurul Üyesi

Yrd. Doç. Dr. Nilüfer Kafescioğlu*
 Etik Kurul Üyesi

*Etik Kurul 3 üyeden oluşmaktadır. Üçüncü üye olan Yrd. Doç. Dr. Nilüfer Kafescioğlu, bu çalışmada araştırmacı olduğu için etik kurul görüşmesine ve oylamasına katılmamıştır.

Appendix B. Demographic Form

DEMOGRAFİK BİLGİ FORMU

Çalışmaya Katılan Çocuğunuzla İlgili Sorular:

1. Çocuğunuzun Adı ve Soyadı: _____
2. Çocuğun Doğum Tarihi: Gün _____ Ay _____ Yıl _____.
3. Çocuğun Cinsiyeti: Erkek ___ Kız ___
4. Evde anne ve baba dışında birlikte yaşadığınız *başka yetişkinler* var mı? Evet ___ Hayır ___
Varsa yakınlık derecesiyle birlikte kimler olduğunu lütfen yazınız _____
5. Evdeki *diğer çocukları* (kardeşler, evde sürekli sizinle kalan akraba çocukları vb. gibi) lütfen yazınız.

Çocukla olan yakınlığı	Çocuğun cinsiyeti	Çocuğun doğum tarihi	Aynı evde yaşıyorsanız işaretleyiniz.

Aşağıdaki tabloda çocuğunuza hangi aylarda, kimlerin baktığı sorulmaktadır. Bakan kişi ve/veya kişilerin altına X işareti koyunuz. Birden çok kişi bakmış veya bakıyorsa ilgili tüm kişilerin altına X işareti koyunuz.

Aylar	Çocuğun Bakımı						
	Çocuğun Annesi	Çocuğun Babası	Çocuğun Anneannesi	Çocuğun Babaannesi	Yuva-Kreş/ Anaokulu	Yakınınız/ arkadaşınız	Diğer: (lütfen aşağıya yazınız)
6. 0-3 ay							
7. 4-6 ay							
8. 7-12 ay							
9. 13-24 ay							
10. 24 ay ve yukarısı							

11. Genel olarak yaşamınızdan ne kadar memnunsunuz?

(1)Hiç Memnun Değilim-(2)Memnun Değilim-(3)Biraz Memnun Değilim-(4)Biraz Memnunum-(5)Memnunum-(6)Çok Memnunum

12. Medeni haliniz (uygun olan seçeneğin altındaki rakamı daire içine alınız).

Evli	Ayrılmış veya Boşanmış	Dul	Yeniden evlenmiş
1	2	3	4

Aşağıdaki bilgileri kendiniz ve eşiniz için doldurunuz.(Eşiniz hayatta değilse o sütunu boş bırakınız.)

	Sizin:	Eşinizin:
13. Yaşınız:		
14. Mesleğiniz:		
15. Şu anda yaptığınız iş:		
16. Toplam kaç yıl okudunuz:		

17. En son bitirdiğiniz okulu aşağıdaki kutucuklardan birini işaretleyerek gösteriniz.

	Siz	Eşiniz		Siz	Eşiniz		Siz	Eşiniz
1.Okur – yazar değil			4.Ortaokul Mezunu			7.Üniversite Mezunu (4 yıllık)		
2.Okur-yazar			5.Lise Mezunu			8.Yüksek Lisans Mezunu		
3. İlkokul Mezunu			6.Yüksek Okul Mezunu (2 yıllık)			9. Doktora Mezunu		

18. Aylık olarak eve giren toplam para miktarı (maaşlar, kira gelirleri ve diğer tüm yan gelirlerin toplamı) nedir? (lütfen birini işaretleyiniz.)

1	Ayda 850 YTL ve altı	3	Ayda 1501 – 3000 YTL	5	Ayda 5001 – 7500 YTL
2	Ayda 851 – 1500 YTL	4	Ayda 3001 – 5000 YTL	6	Ayda 7501 YTL ve üzeri

Appendix C. Parenting Stress Index – Short Form

ASI: Aşağıdaki ifadelerin yanındaki sayıları belirtilen ölçek doğrultusunda işaretleyin. 1 Hiç Katılmıyorum, 2 Katılmıyorum, 3 Kararsızım, 4 Katılıyorum, 5 Tamamen Katılıyorum.		Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1.	Sık sık işlerle iyi baş edemediğim duygusuna kapılıyorum.	1	2	3	4	5
2.	Çocuğumun ihtiyaçlarını karşılamak için kendi hayatımdan çok ödün verdiğimi düşünüyorum.	1	2	3	4	5
3.	Anne olarak sorumluluklarımdan dolayı kendimi köşeye sıkışmış hissediyorum.	1	2	3	4	5
4.	Çocuğum olduğundan beri yeni ve farklı şeyler yapamaz oldum.	1	2	3	4	5
5.	Çocuk sahibi olduğumdan beri, yapmaktan hoşlandığım şeyleri neredeyse hiç yapamayacakmışım gibi geliyor.	1	2	3	4	5
6.	Aldığım son kıyafetimden memnun değilim.	1	2	3	4	5
7.	Hayatımla ilgili canımı sıkan birçok şey var.	1	2	3	4	5
8.	Çocuğum, ilişkimde beklediğimden çok daha fazla probleme neden oldu.	1	2	3	4	5
9.	Kendimi yalnız ve arkadaşım yokmuş gibi hissediyorum.	1	2	3	4	5
10.	Bir eğlenceye gittiğimde, genellikle hoş vakit geçirmeyeceğimi düşünürüm.	1	2	3	4	5
11.	İnsanlara eskiden olduğu gibi ilgi duymuyorum.	1	2	3	4	5
12.	Daha önceden zevk aldığım şeylerden artık zevk almıyorum.	1	2	3	4	5
13.	Çocuğum nadiren beni iyi hissettirecek şeyler yapar.	1	2	3	4	5
14.	Bazen çocuğumun benden hoşlanmadığını ve bana yakın olmak istemediğini hissediyorum.	1	2	3	4	5
15.	Çocuğum bana tahmin ettiğimden çok daha az gülümsüyor.	1	2	3	4	5
16.	Çabalarımın çok fazla takdir edilmediği hissine kapılıyorum.	1	2	3	4	5
17.	Oyun oynarken çocuğum pek fazla kıkırdamaz ya da gülmez.	1	2	3	4	5
18.	Sanki çocuğum diğer çocukların öğrenebildiği kadar kısa sürede öğrenemiyor.	1	2	3	4	5
19.	Çocuğum sanki diğer çocuklar kadar çok gülümsemiyor.	1	2	3	4	5
20.	Çocuğum ondan beklediğim kadarını yapamıyor.	1	2	3	4	5
21.	Çocuğumun yeni şeylere alışması çok zordur ve uzun zaman alır.	1	2	3	4	5
22.	Anne olarak kendimi çok başarılı görmüyorum.	1	2	3	4	5
23.	Çocuğuma karşı şu anda hissettiğimden daha yakın ve sıcak duygular besleyeceğimi tahmin ederdim.	1	2	3	4	5
24.	Çocuğum bazen sırf kötülük olsun diye beni rahatsız edecek şeyler yapar.	1	2	3	4	5
25.	Çocuğum diğer çocuklardan çok daha sık ağlıyor veya mızızlanıyor gibi geliyor.	1	2	3	4	5
26.	Çocuğum genellikle keyifsiz uyanır.	1	2	3	4	5

27.	Çocuğum çok huysuzdur ve kolayca keyfi kaçabilir.	1	2	3	4	5
28.	Çocuğum beni çok rahatsız edecek bazı şeyler yapar.	1	2	3	4	5
29.	Çocuğum, hoşuna gitmeyen bir şey olduğunda buna sert tepki gösterir.	1	2	3	4	5
30.	Çocuğum en ufak şeylere bile hemencecik üzülür.	1	2	3	4	5
31.	Çocuğumun uyku veya yeme düzenini oturtmak tahminimden çok daha zor oldu.	1	2	3	4	5
32.	Çocuğuma bir şey yaptırmak zannettiğimden daha zormuş.	1	2	3	4	5
33.	Çocuğunuzun yaptığı sizi rahatsız eden şeyleri hesaba katarsanız:	1	2	3	4	5
34.	Çocuğumun yaptığı bazı şeyler sinirimi gerçekten çok bozar.	1	2	3	4	5
35.	Çocuğum beklediğimden daha büyük bir probleme dönüştü.	1	2	3	4	5
36.	Çocuğum diğer çocuklara göre daha talepkar (çok şey istiyor).	1	2	3	4	5



Appendix D. Experiences in Close Relationships-Revised

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(YIYE-II)

Aşağıdaki maddeler romantik ilişkilerinizde hissettiğiniz duygularla ilgilidir. Bu araştırmada sizin ilişkinizde yalnızca şu anda değil, genel olarak neler olduğuyla ya da neler yaşadığınızla ilgilenmekteyiz. Maddelerde sözü geçen "birlikte olduğum kişi" ifadesi ile romantik ilişkide bulunduğunuz kişi kastedilmektedir. Eğer halihazırda bir romantik ilişki içerisinde değilseniz, aşağıdaki maddeleri bir ilişki içinde olduğunuzu varsayarak cevaplandırınız. Her bir maddenin ilişkilerinizdeki duygu ve düşüncelerinizi ne oranda yansıttığını karşılardaki 7 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı (X) koyarak gösteriniz.

	1-----2-----3-----4-----5-----6-----7						
	Hiç	Kararsızım/ fikrim yok					Tamamen
	katılmıyorum						katılıyorum
1. Birlikte olduğum kişinin sevgisini kaybetmekten korkarım.	1	2	3	4	5	6	7
2. Gerçekte ne hissettiğimi birlikte olduğum kişiye göstermemeyi tercih ederim.	1	2	3	4	5	6	7
3. Sıklıkla, birlikte olduğum kişinin artık benimle olmak istemeyeceği korkusuna kapılırım.	1	2	3	4	5	6	7
4. Özel duygu ve düşüncelerimi birlikte olduğum kişiyle paylaşmak konusunda kendimi rahat hissedirim.	1	2	3	4	5	6	7
5. Sıklıkla, birlikte olduğum kişinin beni gerçekten sevmediği kaygısına kapılırım.	1	2	3	4	5	6	7
6. Romantik ilişkide olduğum kişilere güvenip inanmak konusunda kendimi rahat bırakmakta zorlanırım.	1	2	3	4	5	6	7
7. Romantik ilişkide olduğum kişilerin beni, benim onları önemseydiğim kadar önemsemeyeceklerinden endişe duyarım.	1	2	3	4	5	6	7
8. Romantik ilişkide olduğum kişilere yakın olma konusunda çok rahatımdır.	1	2	3	4	5	6	7
9. Sıklıkla, birlikte olduğum kişinin bana duyduğu hislerin benim ona duyduğum hisler kadar güçlü olmasını isterim.	1	2	3	4	5	6	7
10. Romantik ilişkide olduğum kişilere açılma konusunda kendimi rahat hissetmem.	1	2	3	4	5	6	7
11. İlişkilerimi kafama çok takarım.	1	2	3	4	5	6	7
12. Romantik ilişkide olduğum kişilere fazla yakın olmamayı tercih ederim.	1	2	3	4	5	6	7
13. Benden uzakta olduğunda, birlikte olduğum kişinin başka birine ilgi duyabileceği korkusuna kapılırım.	1	2	3	4	5	6	7

14. Romantik ilişkide olduğum kişi benimle çok yakın olmak istediğinde rahatsızlık duyarım.	1	2	3	4	5	6	7
15. Romantik ilişkide olduğum kişilere duygularımı gösterdiğimde, onların benim için aynı şeyleri hissetmeyeceğinden korkarım.	1	2	3	4	5	6	7
16. Birlikte olduğum kişiyle kolayca yakınlaşabilirim.	1	2	3	4	5	6	7
17. Birlikte olduğum kişinin beni terk edeceğinden pek endişe duymam.	1	2	3	4	5	6	7
18. Birlikte olduğum kişiyle yakınlaşmak bana zor gelmez.	1	2	3	4	5	6	7
19. Romantik ilişkide olduğum kişi kendimden şüphe etmeme neden olur.	1	2	3	4	5	6	7
20. Genellikle, birlikte olduğum kişiyle sorunlarımı ve kaygılarımı tartışırım.	1	2	3	4	5	6	7
21. Terk edilmekten pek korkmam.	1	2	3	4	5	6	7
22. Zor zamanlarımda, romantik ilişkide olduğum kişiden yardım istemek bana iyi gelir.	1	2	3	4	5	6	7
23. Birlikte olduğum kişinin, bana benim istediğim kadar yakınlaşmak istemediğini düşünürüm.	1	2	3	4	5	6	7
24. Birlikte olduğum kişiye hemen hemen her şeyi anlatırım.	1	2	3	4	5	6	7
25. Romantik ilişkide olduğum kişiler bazen bana olan duygularını sebepsiz yere değiştirirler.	1	2	3	4	5	6	7
26. Başımdan geçenleri birlikte olduğum kişiyle konuşurum.	1	2	3	4	5	6	7
27. Çok yakın olma arzumu bazen insanları korkutup uzaklaştırır.	1	2	3	4	5	6	7
28. Birlikte olduğum kişiler benimle çok yakınlaştığında gergin hissederim.	1	2	3	4	5	6	7
29. Romantik ilişkide olduğum bir kişi beni yakından tanıdıktan sonra, "gerçek ben"den hoşlanmayacağından korkarım.	1	2	3	4	5	6	7
30. Romantik ilişkide olduğum kişilere güvenip inanma konusunda rahatımdır.	1	2	3	4	5	6	7
31. Birlikte olduğum kişiden ihtiyaç duyduğum şefkat ve desteği görememek beni öfkelenendirir.	1	2	3	4	5	6	7
32. Romantik ilişkide olduğum kişiye güvenip inanmak benim için kolaydır.	1	2	3	4	5	6	7

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33. Başka insanlara denk olamamaktan endişe duyarım	1	2	3	4	5	6	7
34. Birlikte olduğum kişiye şefkat göstermek benim için kolaydır.	1	2	3	4	5	6	7
35. Birlikte olduğum kişi beni sadece kızgın olduğumda önemser.	1	2	3	4	5	6	7
36. Birlikte olduğum kişi beni ve ihtiyaçlarımı gerçekten anlar.	1	2	3	4	5	6	7



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