

The Impact of Parenting Practices on the Link between
Child Educational Television and Preschooler's Cognitive Outcomes

by

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STATEMENT OF AUTHORSHIP

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ABSTRACT

This study examined the effectiveness of the child educational program “Will You Play with me?” (“Benimle Oynar mısın?”, BOM hereafter) that is designed for enhancing preschoolers’ cognitive development and their mothers’ parenting practices. The sample consisted of unemployed mothers who had low levels of income, and their children who did not have any formal preschool experience ($N=258$). Two groups were considered in this study: randomized intervention and control groups. Intervention group was asked to watch the BOM every weekday, and control group was asked to watch an unrelated non-educational entertainment program for 13 weeks. Parenting behaviors and children’s cognitive skills were assessed with pre and post screening tests. The results indicated that: (1) the mother’s ability to mediate the program content did not have an effect on child’s arithmetic and syllabification skills. However, presence of any active mediation enhanced the vocabulary gains from the BOM, if the children had a low level of vocabulary skill at pre-test; (2) the mothers of children who watched the BOM more than once a week significantly increased their frequency of active mediation. The exposure to BOM did not significantly increase the number of cognitively stimulating activities provided to child and did not reduce the mothers’ harsh parenting practices; (3) the change in mother’s active mediation due to the exposure to BOM resulted in gains for child’s vocabulary knowledge, basic arithmetic readiness, and syllabification skills. The major contribution of this study is the demonstration of the enhancement of the effectiveness of a children’s educational television program for children’s cognitive skills by maternal active mediation of the program content.

Keywords: educational television, early childhood intervention, mediation, parenting skills, parent training, school readiness.

ÖZET

Bu çalışma “Benimle Oynar mısınız?” (BOM) eğitici çocuk programının okul öncesi çocukların bilişsel gelişimi ve annelerin ebeveynlik becerileri üzerindeki etkisini ölçmeyi hedeflemiştir. Çalışmanın örneklemini düşük gelirli, çalışmayan anneler ve onların bir sonraki eğitim döneminde okula başlayacak olan çocukları ($N = 258$) oluşturur. Tesadüfi yöntem ile deney veya kontrol gruplarından birine yerleştirilen katılımcılar değerlendirilmiştir. Deney grubu katılımcıları 13 hafta boyunca BOM’u izlerken, kontrol grubu katılımcılarından BOM ile aynı saatte yayın yapan başka bir eğlence programı izlemeleri istenmiştir. Çalışma öncesi ve sonrasında yapılan bireysel değerlendirmelerle annelerin ebeveynlik becerileri ve çocukların bilişsel becerileri ölçülmüştür. Çalışmanın bulgularına göre: (1) annenin aktif aracı rolünün çocuğun temel aritmetiğe hazırlık ve heceleme becerisi üzerinde direkt bir etkisi bulunmamıştır. Fakat çocuğun sözcük dağarcığı seviyesi düşük ise annenin aktif aracı rolü çocuğun BOM’dan faydalanmasını kolaylaştırmıştır; (2) BOM’un annelerin aktif aracı rollerini daha çok güçlendirdikleri gözlenmiştir. Fakat BOM’un ebeveynin sağladığı bilişsel destek ve cezalandırıcı disiplin yöntemleri uygulamaları üzerinde bir etkisi bulunmamıştır; (3) annelerin aktif aracı rolündeki olumlu değişikliğin, BOM’un çocuğun sözcük dağarcığı, temel aritmetiğe hazırlık ve heceleme becerileri üzerine olan olumlu etkisini artırdığı gözlenmiştir. Bu çalışmanın en önemli katkısı annenin aktif aracı rolü ile çocukların eğitici televizyon programlarından daha fazla faydalanabileceğinin gösterilmesidir.

Anahtar kelimeler: eğitici televizyon programı, erken çocuklukta müdahale, ebeveynin aracı rolü, ebeveynlik becerileri, ebeveyn eğitimi, okula hazır bulunuşluk

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Chapter 1

INTRODUCTION

In this Master's thesis, the effectiveness of the child educational program "Will You Play with me?" ("Benimle Oynar mısın?", BOM hereafter) that is designed for enhancing preschoolers' cognitive development and their mothers' parenting practices in Turkey was examined. The primary goal of this Master's thesis was to determine whether watching a child educational television program featuring parenting behaviors can enhance mothers' positive parenting behaviors. In addition, if there was a change in mothers' parenting behaviors, then the impact of parenting behaviors on furthering the effectiveness of the child educational program on children's school readiness was studied.

1.1. Significance of the Current Study

BOM is an educational television program that addresses both parents and their children in order to improve parent's parenting skills and children's school readiness skills at the same time. BOM is supposed to be watched by mothers and children together. Direct beneficial effects of the BOM on children's cognitive outcomes were shown by Baydar and her colleagues (Baydar, Kağıtçıbaşı, Küntay & Gökşen 2008). In addition to these direct beneficial effects, the current study suggests that there may be further beneficial effects on children because of two reasons: (1) improved parenting skills, (2) joint viewing of the

program. Most of the studies focused on the direct effects of educational programs on children (Fisch, Truglio & Cole, 1999; Linebarger, Kosanic, Greenwood & Doku, 2004; Linebarger & Walker, 2005; Wright et al., 2001). However, only some of them investigated the effectiveness of child educational programs within ecological framework (Atkin, 2001; Warren, 2005). The current study is important, since it suggests that the impacts of joint viewing on children should be conceptualized in the context of all other influences. That is to say, different from the previous research on the effectiveness of child educational TV programs that focus on only the child, the current study possesses an ecological perspective by focusing on enduring interactions of the child and his/her parent.

Chapter 2

LITERATURE REVIEW

2.1. Current State of the Art in the Field

Studies on the effect of television on children have been conducted since 1949 (Hutchinson, 1949). Early studies mostly focused on media preference, social concerns and health related issues. However, the impact of television on young children's cognitive outcomes has become a focus of research from the beginning of the 1990s (Pecora, Murray & Wartella, 2007). The positive association between viewing certain types of educational programs that target only children with enhanced cognitive outcomes was shown by developmental research in several countries (Fisch, Truglio & Cole, 1999; Linebarger et al., 2004; Linebarger & Walker, 2005; Wright et al., 2001). The effectiveness of BOM in improving some basic cognitive skills in children in Turkey was shown by Baydar et al. (2008). Only two studies examined the effect of television programs that were designed to promote parenting skills in order to reduce child behavior problems (Sanders, Montgomery & Brechman-Toussaint, 2000; Sanders, Calam, Durand, Liversidge & Carmont, 2008). However, previous research did not address the impact of a television program on parenting behaviors that could promote basic cognitive skills of children.

2.2. The Impact of Child Educational Television on Child's Cognitive Outcomes

The impact of television viewing in preschool years on cognitive development of preschoolers depends on the type of program. The study conducted among children who were either 2 or 4-years old showed that early educational TV viewing predicted higher performance in academic skills whereas viewing cartoons and general audience programs predicted lower performance after three years (Wright et al, 2001). Another study conducted with children who were 6 or 8-years old showed that educational program viewing was positively correlated with reading achievement, whereas early consumption of child entertainment programs had a negative effect on reading ability assessed three years later (Ennemoser & Schneider, 2007).

Positive effects of educational content on children's cognitive development have not been a universal finding for all programs that were evaluated. Compared to broader content categories, individual program effects were found more evident while evaluating the effects of educational programs on cognitive development (Linebarger & Walker, 2005). This finding suggests that exposure to a program that uses scaffolding to develop specific skills over time may be more beneficial than exposure to educational content that is disorganized.

Sesame Street is the first program that aims to make preschool children become ready for school (Fisch, Truglio & Cole, 1999). Fisch, Truglio and Cole (1999) reviewed 30 years' research on the impact of Sesame Street among preschoolers' cognitive development. The review showed that Sesame Street had an effect on a wide range of cognitive skills related to school readiness such as literacy, vocabulary size, number concepts, symbolic representation (letter recognition, numeric skills) and geometric shapes. Besides, the cognitive gains were

found to be long lasting. Even after 12 years, the difference between viewers and non-viewers could be detected (Anderson, Huston, Schmitt, Linebarger & Wright, 2001). In line with the US studies, cognitive gains of children have also been shown in different countries such as Turkey, Mexico, Portugal, and Russia where the international coproductions of Sesame Street were shown. Linebarger and Walker (2005) examined the effect of individual programs on American children who were 30 months of age. Results showed that watching Dora the Explorer, Blue's Clues, Arthur, Clifford, Dragon Tales resulted in greater vocabularies and higher expressive language scores. These programs include (1) characters that directly speak to the child, (2) provide opportunities to respond, (3) actively elicit participation like learning in live situations (Dora the Explorer & Blue's Clues), (4) include visual representation of the vocabulary words, (5) have a strong narrative, (6) are visually appealing, and (7) give definitions of the words (Arthur, Clifford & Dragon Tales). Another study conducted in the US showed that the emergent literacy skills of kindergarten and first-grade children who viewed "Between the Lions" were improved (Linebarger et al., 2004). This program was designed to foster emergent literacy of preschool children by teaching concepts of print, the alphabetic principle, phonemic awareness, and letter-sound correspondence. Baydar et al. (2008) evaluated the effectiveness of an educational television program in Turkey named as "Will You Play with me?". This program focused on supporting the school readiness skills of children who do not have center-based preschool experience. Different from the other educational programs, it targeted school readiness skills by addressing both children and their mothers. Results showed significant benefits for school readiness related cognitive skills of children.

Contrary to the findings above, watching some programs were found to be related to poor cognitive outcomes especially for language development. Linebarger and Walker (2005)

conducted a study with 30 month-old American children and found that children who watched Teletubbies and Barney & Friends had smaller expressive language scores compared to non-viewing counterparts. Although no content analysis was done for these programs, the researchers suggested that the cause of the adverse effects can be loose narrative structure and poor language models such as baby talk usage in these programs.

In order to quantify the effects of specific programs' effectiveness, effect size of the programs should be considered. However, effect sizes were not provided for the most of the programs except Sesame Street and its international co-productions. A meta-analysis examined the effects of Sesame Street international co-productions on children's key learning outcomes. 23 studies conducted in 13 countries formed the sample of this analysis. Effect sizes (measured in d) are estimated by both fixed-effect and random-effect models. The overall whole-sample effect size was estimated at .27 by the fixed-effect model and .26 by the random-effect model. The effect sizes were found consistently positive for learning outcomes. The fixed- and random-effect size estimates were .19 and .20 for literacy and .21 and .24 for numeracy (Mares & Pan, 2011).

To sum up, viewing educational programs enhances the cognitive skills of preschoolers whereas viewing entertaining child programs and general audience programs negatively affects later cognitive performance. The educational program's effectiveness depends on the content of the program. The educational programs that are designed for enhancing school readiness skills are effective on children's cognitive outcomes. Specifically the programs that include characters, which actively elicit participation, have strong narrative, visual representation and definitions of the vocabulary words, teach phonemic awareness and target both children and their mothers, result in better cognitive outcomes for children who

watch those programs. On the other hand some programs resulted in poor outcomes for early viewers' language development; the reason may be their loose narrative structure and poor language models. The effect sizes of the effective educational TV programs on child cognitive outcomes are ranged between .19-.35 estimated via the fixed effect models; .20-.41 via random effect models.

2.3. Parent Behaviors that Mediate the Effect of Television on Children

What and how a child learns from television in early years is mostly influenced by parent behaviors. Parent behaviors that specify the viewing context of children are important while conceptualizing the effect of television on children's cognitive outcomes. Studies addressed two types of parent behaviors, which mediate the television's effect on children's cognitive outcomes, namely covieving, and active (or instructive) mediation (Austin, 1993; Austin, 2001; Nathanson, 1999; Warren, 2003). Covieving is defined as simply viewing television with the child. It refers mostly coincidental shared viewing with the child, rather than viewing with the aim of providing commentary or discussion about the content. Active (or instructive) mediation is defined as talking with the child about the TV content and reasoning about that content (Austin, 2001; Nathanson, 1999; Warren, 2003).

Parent's mediation styles may influence cognitive outcomes of children in two ways: by being role models, and by serving as an alternative source of information (Evra, 2004). Through covieving, children can learn appropriate television viewing behaviors by modeling their parents. Through active mediation, parents not only model how to process the television content but they can also serve to support the content, by explaining, simplifying, or by adding to it.

Children make sense of the television content using the help of parents, especially if parental mediation is in the form of active mediation or discussing the content (Evra, 2004). By using active mediation, parents affect children through three different processing tasks namely categorization, validation, and supplementation (Messaris, 1982 cited in Austin, 1993). Through categorization, parents help children to assess 'what is' the content on TV, whether and how the TV content reflect the real world, that is to say parents give pre-arranged phenomena for children while viewing. Through validation, parents support children to decide how representative the things on TV. Parents validated the TV content whether they are important, right, wrong etc, depending on their own experiences and help children to understand accuracy and representativeness of the content accordingly. Through supplementation, parents show children how to use the information received from television in the real world by supplying additional information and help them to understand 'what is related to what'.

2.4. Empirical Findings on Parent Behaviors that Mediate the Effect of Television on Children

Studies have shown that parental mediation such as covieing and active mediation influenced the effect of educational TV on children's cognitive outcomes. Findings suggested that the information structured by an adult supported the children to elaborate and encode meaningful program material better than children who viewed alone (Watkins, Calvert, Huston-Stein & Wright, 1980). Furthermore, it was found that parental motivation and parental commentary during viewing reduced the demand of processing the educational content (Fish, 2000). Huston and Wright's Traveling Lens Model (1989 cited in Linebarger, 2004) also suggests that parents can bring the stimulus, which is educational content, to the

focal lens of child's interest by repetition, by decreasing the complexity and increasing the comprehensibility, therefore child can benefit from the content.

In sum, the effect of educational TV programs on children's cognitive outcomes can be mediated by parent behaviors if these behaviors help children to categorize the new information that is learned from the program, validate whether it is important, and learn how it is related to the information learned before. Through these parental mediation skills, the processing of the educational content is facilitated by adjusting the content to the level of the child's cognitive level. Thus, in the present study parents' behaviors such as asking questions about the program, explaining the parts that are not understood, and discussing the program are expected to increase the benefit of the children from the BOM.

2.5. The Impact of Child Educational Television on Mother's Parenting Skills and Behaviors

BOM, as a child educational television program featuring parenting practices, may have a positive effect on parent's ability to provide cognitive stimulation to his/her child, a positive effect on supportive parenting practices, and a negative effect on harsh/power assertive parenting practices. Previous research has not addressed the impact of a child educational television program on enhancing parenting behaviors that could potentially promote basic cognitive skills of children. The impact of television programs on parenting skills and behaviors is understudied. Few studies evaluated the Triple-P parenting program as a media based intervention strategy. These studies targeted improving positive parenting skills in order to reduce children's behavior problems. On the other hand, there is no evidence on

using television programs in order to promote positive parenting behaviors including parental mediation of the content with the purpose of promoting child's cognitive skills.

One of the few studies that targeted parenting skills to reduce child behavior problems was conducted by Sanders, Montgomery and Brechman-Toussaint (2000). Researchers assessed the effectiveness of a television series named "Families" on Australian parents of children who were between 2 to 8 years old. The television series addressed parenting strategies that prevent common behavioral problems of children in the format of brief discussions on various family issues. 30-minute program included five to seven minutes of the Triple-P parenting program content. The program was not broadcasted. Parents were given 12 videotapes and 12 written self-help info sheets, and were instructed to watch two episodes every week. Parent reports were used to assess the child and parent outcomes. Parents in the viewing condition reported significantly lower levels of disruptive child behavior and higher levels of perceived parenting competence, compared to the control group. Post-intervention effects were observed at six-month follow-up.

Sanders et al. (2008) examined the effects of Triple-P parenting program as a reality series on British TV, named "Driving Mum and Dad Mad". The program was broadcasted on a highly accessible UK TV channel. Its format was entertaining observational documentary, in which five families with disruptive children undergoing group Triple-P were documented. Parents were randomized either to a standard condition (simply viewing the series) or an enhanced condition where, in addition to viewing, parents received a self-directed workbook and had access to web-based materials and e-mail support. Parent-report measures were used as outcomes. Findings showed that parents in both conditions observed significant improvements in their child's disruptive behaviors and their dysfunctional parenting practices,

and parental affect (anger, depression, and stress). Parents in the enhanced condition reported decreased partner conflict over parenting and higher overall levels of program satisfaction. The more the number episodes were watched, the higher the level of improvement was observed. Post-intervention effects were maintained at six-month follow-up.

The BOM's program content is adapted from the Mother Child Education Program (MOCEP), which is an early intervention program with discussion based and in-person instructional format. Kagitcibasi, Sunar and Bekman (2001) evaluated the effects of MOCEP on parenting practices. They showed that in the interaction with children, mothers were: (1) more cognitively stimulating, (2) more supportive (i.e. verbalize their satisfaction), (3) less punitive (i.e. decreased physical and verbal punishment) than mothers who did not participate in the program. In the current study, the effect of BOM on parents' ability to provide cognitive stimulation and their use of harsh/punitive parenting practices are investigated. Moreover, a positive effect of exposure to BOM on active mediation is expected, because the original intervention program, MOCEP, offers a content that could initiate an interaction between mother and child (i.e. direct interaction with child, reading/telling stories, and cognitively oriented teaching) (Kagitcibasi, Sunar & Bekman, 2001).

Although there are few studies on the impact of television on mother's parenting skills, the extant evidence may not be generalizable for the current study for several reasons: (1) previous studies evaluated the program with different formats such as discussion-based and entertaining observational documentary format, (2) they aimed to improve children's disruptive behaviors rather than children's cognitive outcomes, (3) they targeted only parents, (4) they used additional resources to reinforce learning (Sanders, Montgomery & Brechman-Toussaint, 2000; Sanders et al. 2008).

2.6. The Association of the Change in Parent Behaviors with the Change in Child

Outcomes

Parent behaviors, which are targeted in the current study are associated with a change in children's cognitive skills, can be grouped in two categories: (1) behaviors that directly support children's input of the content, (2) behaviors that affect children's cognitive development via increased joint attention, increased emotional support, and decreased harsh parenting. Parent behaviors that directly enhanced children's input of the educational content are described in the sections 2.3 and 2.4. The effects of parent behaviors that enhance joint attention, parental warmth and responsiveness and decrease harsh parenting practices in order support child's basic cognitive skills are presented in this section.

Research has shown that increased joint attention, parental warmth and responsiveness are positively related to later cognitive skills. Joint attention was found to be correlated with acquisition of words. Children's acquisition of words was found to be positively related to the number of references used by the mothers' to the objects in the focus of attention of the children (Tomasello & Farrar, 1986). Maternal responsiveness is also associated with child's cognitive development. A study conducted with low SES families showed that the rate of a composite measure of cognitive skills increased among children at the age of 5 when mothers were consistently responsive, in order to meet children's needs, more than the other children whose mothers' responsiveness was inconsistent (Landry, Smith, Swank, Assel & Vellet 2001). Another study recruited low SES families, measured parent-child interactions, with videotapes, when the children were 14, 24 and 36 months. In this study, joint attention, emotional tone (positive and negative) parental responsivity, and parental guidance (informative vs. directive statements) were found as strong predictors of early literacy skills at 36 months of age (Dodici et al., 2003).

Positive parenting skills, under certain conditions could compensate for a lack of cognitive stimulation. A study conducted with low-income African American single mothers with preschool age children analyzed patterns of parenting. Four different parenting patterns were observed: (1) cognitively stimulating, (2) patient and nurturing, (3) aggravated but nurturing, (4) low nurturance. Children, whose mothers were in either “cognitively stimulating”, or “patient and nurturing” group, reported greater cognitive school readiness than the other two groups. Moreover “cognitive stimulation” group did not score better than “patient and nurturing” group. This result implied that positive parenting practices can compensate for a low level of cognitive stimulation (McGroder, 2000).

On the other hand, parents’ harsh parenting practices had negative effects on child’s cognitive outcomes. Boak, Griffin, Ripple, and Peay (1999) conducted a study with Head Start children and their mothers with low income and low education levels. They measured the impact of parental attitudes towards child rearing on child’s school readiness skills. Results indicated that mothers’ increased parental aggravation and strictness had a negative impact on children’s associative vocabulary skills. Another study conducted among single mothers with low income level and their preschool-age children (age of 3-6 years) examined proximal factors related to cognitive outcomes of children. Observational measures were used to test the impact of parent-child interactions in different contexts (puzzle, puppet, and cleanup) on child’s cognitive competence. It is found that harsh discipline practices negatively affects child’s cognitive competence through decreased cognitive stimulation (Park, 2004). Another finding on the relation between harsh parenting and child outcomes was shown by Dodge et al. (2008). The study was conducted with African American children, and children were followed annually from ages of 5 to 8 years. Analyses revealed that, exposure to harsh

and inconsistent discipline methods caused children to have decreased vocabulary skills, and poor social problem solving skills.

In sum, in addition to facilitating the input of the content; increased joint attention, parental responsiveness, warmth and the level of harsh parenting are important determinants of the child and mother interaction patterns that affect child's cognitive skills. Moreover, they might operate together and compensate for the lack of one another.

2.7. The Proposed Conceptual Models and Hypotheses

Given the previous research findings, the three proposed conceptual models of the current study are presented in Figure 1, Figure 2 and Figure 3. The first conceptual model, Figure 1, outlines direct and indirect effects of mother's active mediation on child outcomes, in addition to the effects of exposure to BOM. The effects of parental active mediation can be due to either direct cognitive input provided, or joint attention; or both. This first model will reveal whether any of the effects is operating. However, it will not help to decide which effect of parental mediation is operating. The second conceptual model is presented in Figure 2. This model will reveal the parents' direct benefit from BOM. The third conceptual model, Figure 3, will show if there is any benefit on parent outcomes due to exposure to BOM, will they augment child benefits or not. Children may benefit independently, children may benefit only because of parents' benefits or both factors may lead further child benefits.

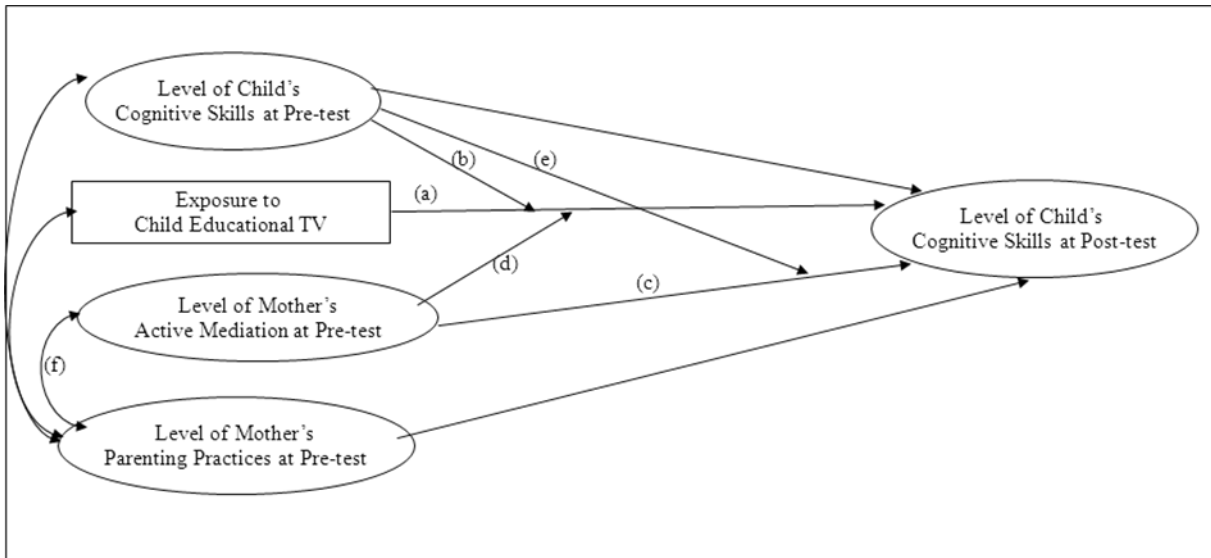


Figure 1: The proposed conceptual model 1

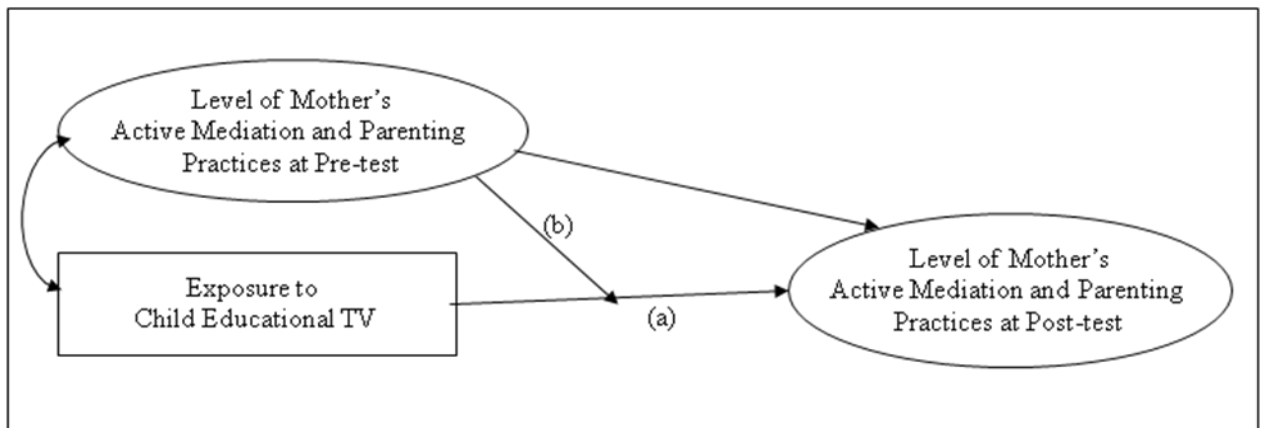


Figure 2: The proposed conceptual model 2

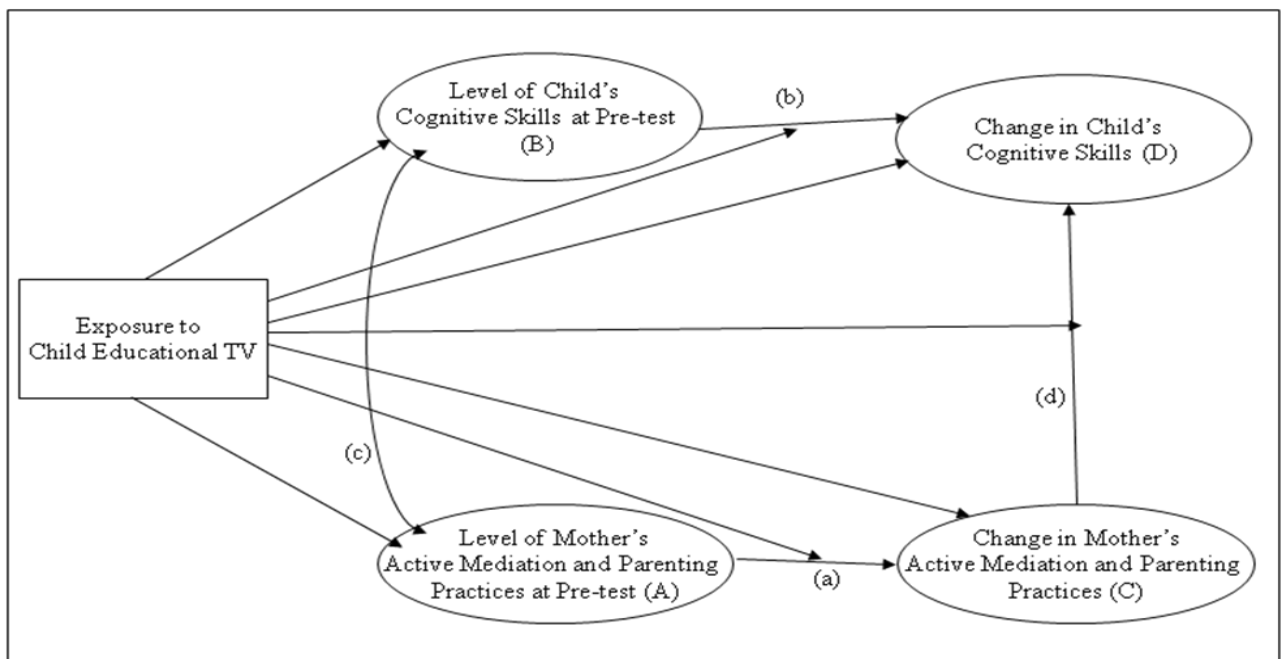


Figure 3: The proposed conceptual model 3

Guided by previous research the following specific hypotheses focusing on the effectiveness of BOM on parent behaviors and child cognitive outcomes were examined:

Hypothesis 1: BOM will have significant benefits for school readiness of children. The findings of Baydar et al.'s (2008) study are expected to be replicated with slightly redefined variables. It is expected that exposure to BOM would significantly enhance children's vocabulary, basic arithmetic readiness and syllabification scores. In Figure 1, it is expected that the effect of exposure to BOM on child's cognitive skills at post-test will be significant. Thus, "a" will be significant. The effect of exposure to BOM on child outcomes will vary depending on the level of the child's cognitive skill at pre-test. That is to say, "b" will be significant.

Hypothesis 2: The children of mothers who engage in active mediation will perform in cognitive tasks better than the children whose mothers do not use active mediation strategies. In Figure 1, it is expected that the effect of active mediation on child's cognitive skills at post-test will be positive and significant. Thus, in Figure 1 "c" will be significant. Parent's active mediation will moderate the effect of exposure to BOM on child outcomes either: (1) by directly providing input through categorizing, and validating the educational content and supplementing the content with additional information, or (2) by joint attention and emotional support that is provided to the child, or both 1 and 2 will be operating together. That means, "d" will be significant. There will also be differential effects of mother's active mediation on child outcomes depending on the skill levels prior to the exposure to the program. Because, the TV content will be customized according to the developmental level of the child by parent's repetition and parent's commentary will decrease the complexity of the content; while emotional support and warmth will facilitate learning. Therefore, "e" will be significant,

rendering active mediation more beneficial for children who have a low level of skills at pre-test. The level of mother's parenting practices at pre-test will be associated with the level of mother's active mediation at pre-test. Therefore, "f" will be significant. Mother's active mediation skill will be positively related to cognitive stimulation, and negatively with mother's harsh parenting practices.

Hypothesis 3: Although the evidence on the impact of television programs on parenting practices cannot be generalized, as a child educational program featuring parenting practices, BOM is expected to promote mothers' ability to provide cognitive stimulation and increase frequency of active mediation, enhance supportive parenting practices, while reducing harsh/negative parenting practices. In Figure 2, it is expected that the effect of exposure to BOM on mothers' parenting skill levels at post-test will be significant. Therefore, "a" will be significant. The effect of BOM on mothers' parenting skills will vary depending on the parenting skill level at pre-test, rendering the program more beneficial to those who have the lowest level of skill at pretest. Thus, "b" will be significant.

Hypothesis 4: The children of mothers who benefited from BOM will have increased school readiness compared to children of mothers whose parenting practices did not change. Increased cognitive stimulation, enhanced active mediation, and decreased harsh parenting practices of parents will increase the benefits of children gained from the educational program, because the mothers will increase the comprehensibility of the educational content for the children and provide emotional support (Path d in Figure 3). In Figure 3, it is expected that the effect of BOM on improving mothers' parenting practices and active mediation will be significant. This increase in parent outcomes will enhance the cognitive gains of their children from the BOM. In Figure 3, mothers' and children's skill level at pre-test will be comparable in all groups. That means "A" and "B" will be comparable across intervention

groups. The magnitude of change in parent and child outcomes will be higher in the groups who exposed to BOM than the control group. Thus, “C” and “D” will be higher in the experimental group than the control group. If the mother’s and child’s skill level are high at pre-test, their level of change will be lower than the others. Therefore, the effect of level of mother’s parenting practices on its magnitude of change (“a”), and the effect of level of child’s cognitive outcome on its magnitude of change (“b”) will be negative. The effect of mother’s level of active mediation and parenting practices, on the level of child outcomes (“c”) will be positive. In other words, parents with a high level of skill will have children who have better cognitive task performance. The effect of the magnitude of change in mother’s active mediation and parenting practices on the magnitude of change in child outcome of interest (“d”) will be different across intervention groups, where mothers who experience rapid change in their skills will also contribute to changes in their children’s cognitive performance more strongly than others.

Chapter 3

METHOD

3.1. Design and Procedure

In this section, the content of the child educational program, the experimental evaluation design and procedures employed in the study are described respectively.

3.1. 1. Content of the Child Educational Program

“Benimle Oynar mısın?” (BOM) is an educational program that is broadcasted in Turkey. The program content was adapted from the Mother–Child Education Program (MOCEP) which is a home-based early enrichment program that aims supporting early child development through the mediation of the mother. It is shown that this parent-focused intervention program resulted in better family adjustment and better child cognitive outcomes especially for those who have socioeconomic disadvantages (Kagıtcıbaşı, Sunar & Bekman, 2001).

The expert team adapted the MOCEP content and designed the children’s television program BOM in order to reach a larger number of mother-child dyads than MOCEP. The BOM program has six main target areas, namely, family relations, social development,

emotional development, physical development (health), environmental awareness, and cognitive development; the latter being the most strongly emphasized area. Since the access to preschool education is limited in Turkey, the BOM was designed to support and enhance school readiness skills of preschoolers. The BOM program is a 65-part series of half hour television segments that include a mix of short segments. It is repeated twice a day during weekdays. In short segments lively and entertaining studio drama shows and games, puppets, animation, live shots, and music are presented. Therefore, it is similar to other child educational programs like Sesame Street in terms of its segmented format. However, different from other child educational programs it targets both children's cognitive development and their mothers' parenting behaviors. The BOM covers topics such as nutrition, child health, children's developmental needs (physical, cognitive, social, and emotional), play activities for preschool children, discipline, parent-child communication, reproductive health and family planning.

3.1. 2. Experimental Design

The data were collected during the fall of 2002, when the second, 65-segment cycle of the BOM was broadcasted 5 days per week. 399 mother-child dyads were recruited. Subjects were randomly assigned to one of the three conditions: intervention, control, and natural observation group. Intervention group, namely the group who were exposed to the BOM, was asked to watch the BOM every weekday for 13 weeks. Control group was asked to watch an unrelated non-educational entertainment program for 13 weeks. The suggested entertainment program was broadcasted at the same time as the BOM on a different channel minimizing the risk of contamination of the control condition. Participants in the natural observation group were only informed about the BOM and about its potential benefits for children but were not

asked to watch it. During the study (13 weeks) they were not contacted again and this information was not repeated. In the present study the natural experiment group is not included in the analyses because the mothers who watched the BOM were likely self-selected. Thus, 258 mother-child dyads are considered in the current study.

3.1.3. Procedure

All participants in the intervention and the control groups received pre and post assessments individually at home. First the parent, then the child was assessed. The interviews took approximately half an hour in total. All participants received food supplies packs in between the pre and post tests; and incentive gifts after post-test. In addition, six telephone follow-up interviews were conducted with these participants approximately every other week. During these interviews, mothers in the experimental group were asked whether they watched the BOM. Mothers in the control group were asked whether they watched the suggested entertainment program. Data on exposure to the program were also collected during these interviews. Rates of attrition from the pre-assessment to the post-assessments in the intervention and the control group were 5%, and 9% respectively.

3.2. Sample

The television program targeted 4- to 6-year-old low SES children, who could not receive center-based preschool education, and their mothers. Therefore, in the present study unemployed mothers who had low income levels and their children who ranged in age between 4.6 and 6.3 years old, and who did not have any formal preschool education were

recruited. 258 mother-child dyads, living in Istanbul, the largest metropolitan city in Turkey, were selected. Of the 258 children, 48.8% (n=126) were girls.

3.3. Measures

In this section pre and post-screening measures of children's cognitive skills, parenting practices, parental mediation of the program content, the exposure to BOM, and socio-demographic characteristics are described (see Appendix A for pre-screening questionnaire, Appendix B for post-screening questionnaire, and Appendix C for telephone interview questionnaire).

3.3.1. Pre-screening and Post-screening Measures of Children's Cognitive Skills

Since there was no standardized cognitive test available for the population in question that could be administered in a home visit, the cognitive outcomes of the children were assessed with a test battery developed by Baydar et al. (2008). The test battery included specific cognitive outcomes that the BOM targeted. Pilot tests were conducted with 4- to 5-year-old children. The tests were given to children before the study began and after the screening of the BOM ended for the experimental group. The test battery included five cognitive skills tests, namely, basic arithmetic readiness, categorization, spatial analogies, syllabification, and vocabulary. In the present study, three cognitive skills were considered: basic arithmetic readiness, syllabification and vocabulary. The basic arithmetic readiness test assessed children's ability in counting and simple addition and subtraction; and its internal reliability (α) at pre-screening assessments was .92. The syllabification test assessed children's ability to break down words into syllables and its internal reliability (α) at pre-

screening assessment was .90. The vocabulary test assessed receptive vocabulary knowledge by asking children to name 12 drawings, and its internal reliability (α) at pre-screening assessment was .69.

3.3.2 Pre-screening and Post-screening Measures of Parenting Behaviors

In order to measure parenting behaviors three different scales were used: Parenting Practices Interview, selected items from the Home Observation for Measurement of Environment (HOME) Inventory and measure of parental mediation.

3.3.2.1 Measure of Mothers' Parenting Skills

To assess parenting skills Parenting Practices Interview (PPI) was used. The PPI is a self report measure that is composed of 19 items and with a 5-point Likert-type scale (1: strongly agree to 5: strongly disagree). The instrument was adapted from the Oregon Social Learning Center's (OSLC) Discipline Questionnaire and was revised for preschoolers by Webster-Stratton (1998). Based on the psychometric analyses, these items were classified into three subscales such as: The Harsh/Negative Parenting Scale, the Supportive Parenting Scale, the Ineffective Parenting Scale (Baydar, Reid & Webster-Stratton, 2003). In the present study Harsh/Negative Parenting Scale and the Supportive Parenting Scale were planned to be used for analyses. The Harsh/Negative Parenting Scale consists of five items such as spanking or slapping the child and showing anger when punishing the child. The Supportive Parenting Scale assesses parenting competence in response to positive/prosocial as well as negative behaviors of the child. The Supportive Parenting Scale includes four items such as praising

the child when child behaved well, as well as using positive disciplinary strategies. The internal reliability coefficient (Cronbach's α) of the scale constructed from these items were .73 for the harsh/negative and .57 for the supportive parenting scale (Baydar, Reid & Webster-Stratton, 2003). The cronbach's alpha of the harsh/negative parenting scale was acceptable. However, the reliability of the supportive parenting scale was poor. Therefore, the supportive parenting scale could not be used in the analyses. The instrument was adapted to Turkish by Baydar et al. (2008), and its subscales' internal reliability coefficient (Cronbach's α) for the harsh/negative parenting scale was .81. The correlation between parents' harsh negative parenting skills and supportive parenting skills was .31, ($p < .01$).

In order to control the variance due to the age differences of children, parents' harsh parenting test scores were age-standardized. The parents' pre screening test scores first scaled to range between 0-100. Every score was regressed on the age of the children in months. Residualized test scores were computed that represented the test performance with linear effect of age removed. Parents' standardized harsh parenting test scores ranged from -39.5 to 45.1; and the mean score was -.07 ($SD=15.6$).

3.3.2.2. Measures of Cognitively Stimulating Activities Available to the Child

Baydar et al. (2008) constructed a scale that was based on Home Observation for Measurement of Environment (HOME) Inventory (Caldwell & Bradley, 1984) in order to assess cognitively stimulating activities available to the child in the home environment. The scale had six items concerning the child's learning activities at home. Mothers reported their or other family members' frequency of reading to the child, the number of books that the child

had, and whether anyone made an effort to teach the child numbers, the alphabet, and shapes or sizes. Internal reliability (α) of the constructed scale was .62.

In order to control the variance due to the age differences of children, parents' cognitive stimulation scores were age-standardized. The parents' pre screening test scores first scaled to range between 0-100. Each score was regressed on the age of the children in months. Residualized test scores were computed that represented the test performance with linear effect of age removed. Parents' standardized cognitive stimulation test scores ranged from -43.9 to 58.5; and the mean score was 1.06 ($SD=25.0$).

3.3.2.3. Measure of Parental Mediation of Program Content

In order to assess parental mediation the mothers were asked to state the frequency of some behaviors while they were watching the child educational television program with their children. Those activities were: doing own work while watching, watching with the child without talking, asking questions about the program, explaining the segments that the child did not understand, and discussing the program after watching together. The three activities: asking questions about the program, explaining the segments that the child did not understand, and discussing the program after watching together, were considered as active mediation scale items. Internal reliability (α) of the constructed active mediation scale was .65.

In order to compute the active mediation scores of mothers, the answers for the three activities stated above were added up. The activities that mothers stated as "always" were coded as "2"; activities reported as "sometimes" coded as "1"; and activities reported as "never" coded as "0". The total active mediation scores ranged from 0 to 6. Analyses were

conducted both for the active mediation variable with 3 levels (no active mediation, medium active mediation and high active mediation) and with 2 levels (no active mediation, any active mediation). There were no significant differences in the results that were obtained from variable with 3 levels and 2 levels, in terms of the impact of active mediation. Therefore, analyses for the active mediation with 2 levels were reported in the present study.

3.3.3 Measures of Exposure to BOM

Six structured telephone interviews were conducted with mothers in order to assess the exposure to BOM during the 13-week screening of the program. Mothers in the experimental group were asked how many times during the past week they watched the BOM. Answers were first averaged over 6 data points and then grouped into two categories: intervention group with low exposure and intervention group with high exposure¹. Those considered not having had meaningful exposure, “low exposure” watched the BOM less than once a week; those considered to have had “high exposure” watched an average of 1–2 times a week or more. The children’s exposure to BOM with mothers was also assessed with these interviews. Almost all children were reported as watching the program with their mothers.

¹ Analyses were conducted both for the exposure to BOM variable with 4 levels (control group, intervention group with low exposure, intervention group with medium exposure, and intervention group with high exposure) and with 3 levels (control group, intervention group with low exposure, and intervention group with high exposure). There were no substantial differences in the results that were obtained from variable with 3 levels and 4 levels, in terms of the impact of exposure to BOM. The analyses for the exposure to BOM variable with 4 levels can be provided, upon request.

3.3.4 Measures of Socio-demographic Characteristics

The demographic information such as the age and sex of the child, the total number of children in the family, and the place of birth of the mother (whether born in the metropolitan area or not) were reported by the mothers. The socioeconomic characteristics available for analyses here were the mother's number of years of education, the mother's estimate of the total monthly expenditures of the household, and the ownership of the family residence were asked to the mothers.

Chapter 4

RESULTS

This chapter is presented in five sections. The first section includes descriptive analyses of the sample by randomized study groups. The second section presents analyses that explore the effects of exposure to BOM and mother's active mediation on child outcomes. In the third section, the association of parenting skills with mother's active mediation at pre-test is analyzed. Analyses to test the effects of exposure to BOM on parenting behaviors are covered in the fourth section. In the final section, the analyses to test the association of the change in parenting behaviors with the change in child outcomes are presented.

4.1. Descriptive Analyses of the Sample by Randomized Study Groups

In this section, first a comparison of the characteristics of the sample by randomized study groups is presented. Second, mean test scores of children in the control and intervention group by levels of exposure to BOM are provided. F tests for means and chi-square tests for percentages were conducted in order to compare groups.

4.1.1. Characteristics of the Sample by Randomized Study Groups

The characteristics of the sample considered in the present study were: age of the child, gender of the child, number of children in the household, whether household is shared with extended family, whether mothers were born outside of Istanbul metropolitan area, maternal education in years, monthly per person expenditures of the household, whether participants are home owners, whether children had any books, whether children watched more than 5 hours of television on weekdays, whether mothers had ever heard of the BOM, mean test scores of children and parents. Results are presented in Table 4.1.

The comparisons of sample characteristics in intervention and control groups showed that there were no significant differences between the two groups except for two characteristics (proportion of home owners and children who had no books). The experimental group had a higher proportion of families who owned their homes, $\chi^2(1, N = 258) = 3.9, p = .05$ and had a lower proportion of children who had no books, $\chi^2(4, N = 258) = 12.8, p < .05$ than the control group. For all other characteristics considered, the randomization process provided comparability of the intervention and the control groups.

Table 4.1

Characteristics of the sample by randomized study groups (N=258)^a

Characteristics	Randomized study groups	
	Experimental (N=133)	Control (N=135)
Mean age of the child (in months)	63.1 (4.2)	63.7 (3.5)
Percent of female children	49.6%	48.0%
Mean number of children in the household	2.6 (1.2)	2.7 (1.2)
Percent of extended family households	14.3%	16.0%
Percent of mothers who were born outside Istanbul Metropolitan Area	70.7%	72.0%
Mean maternal education (in years)	5.5 (2.8)	5.1 (2.9)
Estimated mean monthly per person expenditures of the household	82.80 TL/ 49.9\$	84.40 TL/ 50.8\$
Percent who owned their home	58.6%*	46.4%
Percent of children who had no books	48.9%*	61.6%
Percent of children who watched more than 5 h of television on weekdays	24.8%	21.6%
Percent of mothers who had never heard of BOM	46.6%	58.4%
Mother's active mediation	1.98 (1.4)	1.91 (1.4)
Cognitive stimulation provided	46.1 (24.7)	41.5 (25.2)
Cognitive stimulation provided, age-standardized test scores	3.3 (24.6)	-1.4 (25.2)
Mother's harsh parenting	43.5 (16.2)	44.6 (15.0)
Mother's harsh parenting, age-standardized test scores	-0.7 (16.2)	0.6 (15.1)
Child's vocabulary	78.9 (13.5)	80.1 (11.7)
Child's vocabulary, age-standardized test scores	0.8 (13.4)	2.0 (11.7)
Child's basic arithmetic readiness	13.1 (6.1)	14.4 (7.0)
Child's basic arithmetic readiness, age-standardized test scores	-1.1(6.1)	0.0 (7.0)
Child's syllabification	74.6 (34.9)	79.5 (29.7)
Child's syllabification, age-standardized test scores	-3.8 (34.9)	1.2 (29.7)

Note: * $p \leq 0.05$.^a Standard deviations are in parentheses for all means.

4.1.2. Mean Test Scores of Children in the Control Group and the Experimental Group by Levels of Exposure to BOM

Pre-screening age standardized test scores of children were compared across two levels of exposure to BOM in the experimental group (low and high), and the control group. ANOVA analyses were conducted to test whether there was a significant difference by the exposure to BOM at pre-test. Results are presented in Table 4.2.

Table 4.2

Age standardized mean test scores of children in the control group and the experimental group by levels of exposure to BOM (standard deviations are in parentheses).

Outcomes (N)	Control group	Low exposure experimental group (Watched less than once a week)	High exposure experimental group (Watched 1+ times a week)
Child's vocabulary (N=246)	2.23 (11.8)	-1.77 (13.9)	1.29 (13.5)
Child's basic arithmetic readiness (N=246)	0.25 ^b (6.9)	-3.00 ^a (5.8)	-0.71 (6.1)
Child's syllabification (N=246)	2.78 ^b (29.1)	-19.05 ^a (39.2)	-0.56 ^b (33.4)

Notes: Superscripts that differ indicate that the differences between the groups that are significant ($p < .05$) based on post hoc tests.

There were no significant differences in pre-screening vocabulary scores of children among the three groups [$F(2,243) = 1.2, ns$]. However, the low exposure experimental group differed significantly from the control group in their basic arithmetic readiness scores [$F(2,243) = 3.3, p < .05$], and their syllabification scores were lower than the high exposure experimental group, and the control group [$F(2,243) = 5.1, p < .01$]. In other words, in terms of syllabification skills (lower than the other two groups) and basic arithmetic skills (lower than the control group), there was a relative disadvantage of the group of children in the low exposure experimental group. The participants who were assigned to program viewing

condition were encouraged to watch the BOM, were informed about the benefits of the program, and were reminded every two weeks. Therefore, the participants who were randomly assigned to program viewing condition but watched the program less than once a week, were anticipated to be self-selected in terms of their lack of motivation to watch the BOM. It implies that the mothers of these children probably did not have a high level of concern about benefiting from early educational experiences. In the present study, all analyses that estimated the effects of exposure to educational television on post-screening test scores included pre-screening scores as controls in order to control for these differences.

4.2. The Effects of Exposure to BOM and Mother's Active Mediation on Child Outcomes

The effects of viewing the BOM and mother's active mediation on three child outcomes (vocabulary, basic arithmetic readiness, and syllabification) were tested using between subjects ANOVA analyses. Separate analyses were conducted for each of the children's school readiness indicators (vocabulary, basic arithmetic readiness and syllabification) as the dependent variables. Independent variables included were: children's skill level at pre-test (low, high), the exposure to BOM (control group, intervention group with low exposure, and intervention group with high exposure), mother's active mediation (no active mediation, any active mediation), cognitive stimulation provided to the child (low, high), and mother's harsh parenting practices (low, high).

For each outcome, the analyses were carried out in seven steps. All steps included a control for skill level at pre-test. First, at Steps I and II the findings reported in Baydar et al., (2008) study were reestablished with slightly redefined variables. These results were shown to

be robust. At the first step, the effect of exposure to BOM on child outcomes was tested. At Step II, the interaction of exposure to BOM with child's skill level at pre-test was assessed.

The effects of mother's active mediation on child outcomes and the hypothesized moderation of these effects were tested in Steps III to VII. At Step III, the main effect of active mediation on the child outcome of interest was tested. The possibility that the effects of mother's active mediation of the program may differ at varying levels of skill at pre-test was assessed at Step IV. At Step V, the differential effects of mother's active mediation at varying levels of exposure to BOM were tested. The proposed conceptual model had represented the hypothesis that the specific effect of active mediation on child outcome would be distinct from the effects of other parenting behaviors. Empirical support for this hypothesis was sought by testing the effect of active mediation in the presence of controls for cognitive stimulation and mother's harsh parenting, at Steps VI and VII respectively.

The results of the seven steps of analyses for each of the child outcomes are presented in the following three sections.

4.2.1. The Effects of Exposure to BOM and Mother's Active Mediation on Child's Vocabulary

The analyses that were conducted to investigate the effects of exposure to BOM and mother's active mediation on child's vocabulary scores are presented in Table 4.3. In line with the findings of Baydar et al. (2008), it was expected that the exposure to BOM would significantly enhance children's vocabulary scores and this effect would not vary depending on the vocabulary level of the child at pre-test. These hypotheses were supported at Steps I

and II respectively. Analyses showed that controlling for the children's initial vocabulary scores, the exposure to BOM significantly improved children's vocabulary scores [$F(2,225) = 6.8, p < .01$], and the effect size for vocabulary scores was 0.23 ($\eta^2 = 0.051$). The interaction of exposure to BOM with vocabulary level at pre-test was not significant [$F(2,223) = 0.7, ns$].

It was expected that the mother's active mediation would have an effect on her child's vocabulary scores. At the third step, this hypothesis was tested but was not supported. Controlling for the effect of exposure to BOM and vocabulary scores of the children at pre-test, the main effect of mothers' active mediation on the children's vocabulary scores, was not significant [$F(1,217) = 2.4, ns$]. Thus, children benefited from the exposure to BOM regardless of maternal mediation of the program.

At the fourth step, it was hypothesized that the effect of mother's active mediation on child's vocabulary scores would vary depending on the vocabulary level of the child at pre-test. Children with low levels of vocabulary scores at pre-test were expected to benefit from mother's active mediation more than the children with high levels of vocabulary scores at pre-test. Results supported this hypothesis. The interaction of mother's active mediation with child's vocabulary skills at pre-test was significant [$F(1,216) = 3.8, p = .05$]. However, since the homogeneity of variance assumption was violated in this model [$F(11, 210) = 2.1, p < .05$], this result was interpreted as indicative of a trend. The predicted means indicated that when the children's initial vocabulary skill level was high, no difference was found between the vocabulary scores of the children whose mothers used active mediation ($M = 11.3, SD = 1.2$) and vocabulary scores of the children whose mothers did not use any active mediation ($M = 11.7, SD = 2.4$; see Figure 4.1). However, when the children's initial vocabulary level was

low, the children of the mothers who used active mediation had higher vocabulary scores ($M=4.6$, $SD=1.5$), than the children of mothers who did not use any active mediation ($M=-2.4$, $SD=2.5$).

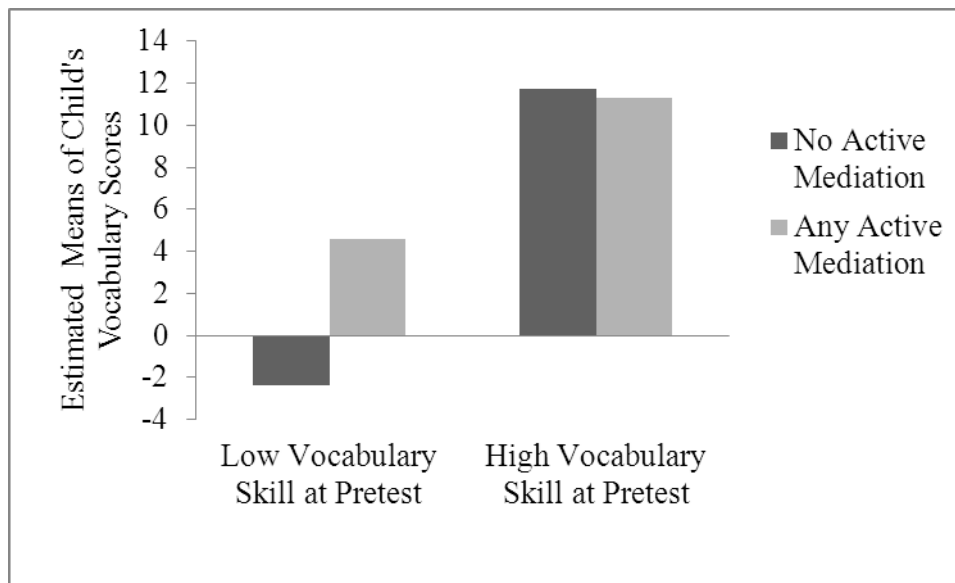


Figure 4.1. *Estimated means of child's age standardized vocabulary scores for the interaction of mother's active mediation and child's initial vocabulary level*

The effect of mother's active mediation on child's vocabulary was expected to vary depending on the levels of exposure to BOM. It was hypothesized that the children in the high exposure experimental group would benefit from mother's active mediation more than the children in the low exposure experimental group and the control group. This hypothesis was tested at Step V, but was not supported. The interaction of mother's active mediation with the exposure to BOM was not significant, [$F(2,215) = 2.4$, $p = 0.1$].

It was hypothesized that the results of the effects of active mediation on children's vocabulary scores would be specific and distinct from the effect of parenting skills on child's vocabulary scores. Therefore, the effect of mothers' active mediation on children with low levels of vocabulary scores at pre-test was expected to remain significant when it was tested

in the presence of controls for maternal cognitive stimulation and harsh parenting. At Step VI, controlling for cognitive stimulation, the interaction effect of mother's active mediation with child's vocabulary scores at pre-test was significant, [$F(1,215)=3.9, p=.05$], as before (see Step IV). Although the direct effect of cognitive stimulation on child's vocabulary score was indicative of a trend, [$F(1,215)=3.3, p<.10$], because of the significant homogeneity of variance test result, it was interpreted as non-significant. At Step VII, controlling for the level of mother's harsh parenting, again, the interaction effect remained significant [$F(1,210)=4.9, p=.03$]. The direct effect of mother's harsh parenting on child's vocabulary score was not significant, [$F(1,210)=0.4, ns$]. Thus, the expectation that the effect of active mediation would be specific and not due to the confounding effects of general parenting skills, was supported.

To sum up, the results showed that the exposure to BOM enhanced children's vocabulary scores and regardless of their initial vocabulary skills. The mother's active mediation made a difference on the changes in a child's vocabulary scores, if the level of the child's initial vocabulary skills was low. Furthermore, this beneficial effect of maternal active mediation for children with limited vocabulary skills did not arise because of better general parenting skills of those mothers but because of specific active mediation of the viewing of television during the broadcast of BOM.

Table 4.3

ANOVA analyses for estimating the effects of exposure to BOM and mother's active mediation on child's vocabulary development (N=229).^a

	Step 1 ^b	Step 2 ^b	Step 3 ^b	Step 4 ^b	Step 5	Step 6	Step 7 ^c
Exposure to BOM	F(2,225)=6.8**	F(2,223)=7.1**	F(2,217)=6.0**	F(2,216)=6.4**	F(2,215)=4.6*	F(2,215)=6.1**	F(2,210)=6.1**
Exposure to BOM*		F(2,223)=0.7	--	--	--	--	--
Skill level at pre-test							
Active mediation			F(1,217)=2.4	F(1,216)=3.1+	F(1,215)=0.1	F(1,215)=2.4	F(1,210)=2.3
Active mediation*				F(1,216)=3.8*	--	F(1,215)=3.9*	F(1,210)=4.9*
Skill level at pre-test							
Active mediation*					F(2,215)=2.4	--	--
Exposure to BOM							
Cognitive stimulation						F(1,215)=3.3+	--
Harsh parenting							F(1, 210)=0.4

Notes: + p<0.1, * p≤0.05, **p≤0.01

^a All models include a control for skill level at pre-test.

^b Levene test is significant therefore a conservative interpretation was made. Instead of p < .05, p < .01 accepted for significance

^c The model at Step VII tested with 3 covariates: maternal education in years, monthly expenditures of the household, hours of TV watched by children. The results remained same. Thus, it is concluded that the findings cannot be attributed to these confounding factors.

4.2.2. The Effects of Exposure to BOM and Mother's Active Mediation on Child's Basic Arithmetic Readiness

The effects of exposure to BOM and mother's active mediation on child's basic arithmetic readiness scores were analyzed. Results of ANOVA analyses are presented in Table 4.4. In line with the findings of Baydar et al. (2008) it was hypothesized that the exposure to BOM would significantly enhance children's basic arithmetic readiness scores and this effect would vary depending on the arithmetic readiness level of the child at pre-test. These hypotheses were tested and supported at Steps I and II, respectively. At Step I, it was shown that controlling for children's initial basic arithmetic readiness scores, the exposure to BOM significantly improved their basic arithmetic readiness scores [$F(2,225) = 4.6, p < .05$], and the effect size for arithmetic readiness scores was 0.17 ($\eta^2 = 0.028$). At Step II, the interaction of exposure to BOM with arithmetic readiness level at pre-test was not significant [$F(2,223) = 2.2, ns$]. However, predicted means indicated that when the children's initial skill levels were high, no difference was found between arithmetic scores of the children who watched the BOM more than once a week, the high exposure experimental group, ($M=6.2, SD=0.9$) and the children in control group ($M=5.3, SD=0.8$). On the other hand, when the children's initial arithmetic readiness level was low, the children who watched the BOM more than once a week had higher arithmetic readiness scores ($M=0.4, SD=0.9$), than the children in control group ($M=-3.7, SD=1.6$). Thus, the findings of Baydar et al. (2008) were replicated.

It was expected that the mother's active mediation would have an effect on her child's basic arithmetic readiness scores. This hypothesis was tested in the third step, but was not supported. Controlling for the effect of exposure to BOM and basic arithmetic readiness scores of the children at pre-test, the main effect of mothers' active mediation on the

children's basic arithmetic readiness scores was not significant [$F(1,217)=0.6, ns$]. Results indicated that children benefited from the exposure to BOM regardless of the active mediation provided by their mother.

It was expected that children with low levels of basic arithmetic readiness scores at pre-test would benefit from maternal active mediation more than the children with high levels of basic arithmetic readiness scores at pre-test. This hypothesis was tested at Step IV, but was not supported. The interaction of mother's active mediation with child's basic arithmetic readiness level at pre-test was not significant, [$F(1,216)=0.7, ns$].

The effect of mother's active mediation on child's basic arithmetic readiness was expected to vary depending on the levels of exposure to BOM. It was anticipated that the children in the high exposure experimental group would benefit from mother's active mediation more than the children in the low exposure experimental group and the control group. This hypothesis was tested in the fifth step, but was not supported. The interaction of mother's active mediation with the exposure to BOM was not significant, [$F(2,215)=0.9, ns$].

The effects of active mediation on child's basic arithmetic skills were anticipated to be distinct from the effect of parenting skills on child's arithmetic skills. However, since there was no effect of mother's active mediation on children's arithmetic scores; no further analyses were conducted.

In sum, analyses showed that the children who had below average arithmetic readiness scores prior to screening had higher benefits from the exposure to BOM. There was no impact

of mother's active mediation on the child's basic arithmetic readiness scores. Regardless of active mediation provided by their mother, the exposure to BOM enhanced children's arithmetic readiness skills, and this effect was the same for all children regardless of their initial arithmetic readiness skills.

Table 4.4

ANOVA Analyses for estimating the effects of exposure to BOM and mother's active mediation on child's basic arithmetic readiness scores (N=229).^a

	Step 1 ^b	Step 2 ^b	Step 3 ^b	Step 4 ^b	Step 5 ^{b,c}
Exposure to BOM	F(2,225)=4.6*	F(2,223)=4.7*	F(2,217)=4.5*	F(2,216)=4.6*	F(2,215)=4.9**
Exposure to BOM* Skill level at pre-test		F(2,223)=2.2	--	--	--
Active mediation			F(1,217)=0.6	F(1,216)=0.9	F(1,215)=0.5
Active mediation* Skill level at pre-test				F(1,216)=0.7	--
Active mediation* Exposure to BOM					F(2,215)=0.9

+ $p < 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$

^a All models include a control for skill level at pre-test.

^b Levene test is significant therefore a conservative interpretation was made. Instead of $p < .05$, $p < .01$ accepted for significance.

^c The model at Step V tested with 3 covariates: maternal education in years, monthly expenditures of the household, hours of TV watched by children. The results remained same. Thus, it is concluded that the findings cannot be attributed to these confounding factors.

4.2.3. The Effects of Exposure to BOM and Mother's Active Mediation on Child's Syllabification Skills

The results of the analyses of the effects of exposure to BOM and mother's active mediation on child's syllabification scores are presented in Table 4.5. In line with the findings of Baydar et al. (2008), it was expected that the exposure to BOM would significantly enhance the children's syllabification scores and this effect would vary depending on the child's syllabification skill level at pre-test. These hypotheses were tested at Steps I and II respectively. In the first step it was shown that controlling for the children's initial syllabification scores, the exposure to BOM significantly improved the children's syllabification scores [$F(2,225)=3.0, p<.05$], and the effect size for syllabification scores was 0.16 ($\eta^2 = 0.026$). At Step II, the interaction of exposure to BOM with syllabification level at pre-test was found to be an indicative of a trend [$F(2,223)=2.6, p<0.1$]. However, since the homogeneity of variance assumption was violated in this model [$F(5, 223) = 2.9, p<.05$], the result was interpreted as non-significant. Thus, the hypothesis tested at Step I was supported, but the hypothesis tested at Step II was not supported.

It was expected that the mother's active mediation would have an effect on her child's basic syllabification scores. This hypothesis was tested at Step III, but was not supported. Controlling for the effect of exposure to BOM and children's initial syllabification scores, the main effect of mothers' active mediation on the children's syllabification scores, was not significant [$F(1,217)=0.1, ns$]. This finding indicated that, children benefited from the exposure to BOM regardless of mothers' active mediation of the program.

It was expected that the effect of mother's active mediation on child's syllabification scores would vary depending on the children's initial syllabification skills. Children with low levels of syllabification scores at pre-test were expected to benefit from mother's active mediation more than the children with high levels of syllabification scores at pre-test. This hypothesis was tested at Step IV, but was not supported. The interaction of mother's active mediation with child's syllabification skills at pre-test was not significant [$F(1,216) = 1.4, ns$].

The effect of mother's active mediation on child's syllabification score was expected to vary depending on the levels of exposure to BOM. The children in the high exposure experimental group would benefit from mother's active mediation more than the children in the low exposure experimental group and the control group. This hypothesis was tested at Step V, but was not supported. The interaction of mother's active mediation with the exposure to BOM was not significant, [$F(2,215) = 1.8, ns$].

The effects of active mediation on child's syllabification scores were anticipated to be distinct from the effect of parenting skills on child's syllabification scores. However, since there was no effect of mother's active mediation on children's syllabification scores; analyses for Step VI and Step VII were not conducted.

To sum up, the exposure to BOM significantly improved the children's syllabification scores. Contrary to Baydar et al. (2008)'s findings, the effect of exposure to BOM on children's syllabification scores did not vary depending on the children's initial syllabification skill levels. Children benefited from the exposure to BOM regardless of their mothers' active mediation of the program. This effect did not vary depending on the children's syllabification level at pre-test, and the levels of exposure to BOM.

Table 4.5

ANOVA Analyses for estimating the effects of exposure to BOM and mother's active mediation on child's syllabification skills (N=229).^a

	Step 1 ^b	Step 2 ^b	Step 3	Step 4 ^b	Step 5 ^c
Exposure to BOM	F(2,225)=3.0*	F(2,223)=3.8*	F(2,217)=2.3+	F(2,216)=2.4+	F(2,215)=3.7*
Exposure to BOM* Skill level at pre-test		F(2,223)=2.6+	--	--	--
Active mediation			F(1,217)=0.1	F(1,216)=0.5	F(1,215)=2.3
Active mediation* Skill level at pre-test				F(1,216)=1.4	--
Active mediation* Exposure to BOM					F(2,215)=1.8

+ $p < 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$

^a All models include a control for skill level at pre-test.

^b Levene test is significant therefore a conservative interpretation was made. Instead of $p < .05$, $p < .01$ accepted for significance.

^c The model at Step V tested with 3 covariates: maternal education in years, monthly expenditures of the household, hours of TV watched by children. The results remained same. Thus, it is concluded that the findings cannot be attributed to these confounding factors.

4.3. The Association of Parenting Skills with Mother's Active Mediation at Pre-test

In this section, mean test scores of mothers in the control and intervention group by levels of exposure to BOM are provided. Second, analyses for the association of parenting skills with mother's active mediation at pre-test are presented.

4.3.1. Mean Test Scores of Mothers in the Control Group and the Experimental Group by Levels of Exposure to BOM

Pre-screening mean test scores of mothers were compared across two levels of exposure to BOM in the experimental group (low and high), and the control group. ANOVA analyses were conducted to test whether there was a significant difference by the exposure to BOM at pre-test. Results are presented in Table 4.6.

Table 4.6

Mean test scores of mothers in the control group and the experimental group by levels of exposure to BOM (standard deviations are in parentheses).

Outcomes (N)	Control group	Low exposure experimental group (Watched less than once a week)	High exposure experimental group (Watched 1+ times a week)
Mother's active mediation (N=238)	1.91 (1.4)	2.19 (1.5)	1.93 (1.3)
Cognitive stimulation provided (N=246)	-0.90 (25.6)	2.05 (27.6)	4.39 (24.3)
Mother's harsh parenting (N=241)	0.39 (15.3)	0.15 (16.0)	-1.20 (16.2)

Results showed that there was no significant differences between the groups in terms of pre-screening active mediation behaviors [$F(2,235)=0.5, ns$], cognitive stimulation provided to the child [$F(2,243)=1.1, ns$] and harsh parenting [$F(2,238)=0.3, ns$].

4.3.2. The Association of Parenting Skills with Mother's Active Mediation at Pre-test

In this section the associations of parenting skills with mother's active mediation at pre-test were investigated. It was anticipated that mother's active mediation would be positively associated with cognitive stimulation provided to child and negatively associated with maternal harsh parenting at pre-test. Chi-square tests were conducted to analyze the association of parenting skills with mother's active mediation at pre-test.

Results showed that mother's active mediation and cognitive stimulation were associated [$\chi^2(1, N=367) = 14.8, p=.00$]. However, mother's active mediation and harsh parenting were independent from each other [$\chi^2(1, N=362) = 1.2, ns$]. Thus, the hypothesis that mother's active mediation would be positively associated with cognitive stimulation was supported. However, the hypothesis that the mother's active mediation would be negatively associated with mother's harsh parenting was not supported.

4.4. The Effects of Exposure to BOM on Parenting Behaviors

In this section the results of the analyses of the effects of viewing BOM on three parenting behaviors were presented: active mediation, cognitive stimulation provided to child, and harsh parenting practices. It was hypothesized that the BOM, a child educational program

that also featured segments on adaptive parenting practices, could promote positive parenting practices, and reduce negative parenting practices. ANOVA analyses were conducted using between subjects ANOVA analyses. Separate analyses were conducted for each of the parenting behaviors of interest (active mediation, cognitive stimulation and harsh parenting) as dependent variables. Independent variables were: the level of mother's corresponding parenting behaviors at pre-test (low, high) and the exposure to BOM (control group, intervention group with low exposure, and intervention group with high exposure).

For each parenting behavior of interest, the analyses were carried out in two steps. Both steps included a control for parenting behaviors at pre-test. At the first step, the effect of exposure to BOM on parenting behavior of interest was tested. At Step II, the possible differential effects of exposure to BOM on parenting behaviors with differing levels of parent skills prior to the exposure to the program were assessed. These analyses were presented in the following three sections for mother's active mediation, cognitive stimulation, and harsh parenting, respectively.

4.4.1. The Effects of Exposure to BOM on Mother's Active Mediation of TV Viewing

The results of the effects of exposure to BOM on mother's active mediation of TV viewing are presented in Table 4.7. It was expected that the mothers who watched the BOM would have higher scores of active mediation than the mothers who did not. This hypothesis was tested at Step I, and was supported. The main effect of exposure to BOM on mother's active mediation was significant [$F(2,216)=3.8, p<.05$]. Although there was no significant difference between the low exposure experimental group ($M=2.9, SD=0.4$), and the control group ($M=2.4, SD=0.2$); the mothers in the high exposure experimental group ($M=2.9,$

$SD=0.2$) had higher active mediation scores than the mothers in the control group ($M=2.4$, $SD=0.2$).

It was expected that mothers who had lower active mediation scores than average would have higher benefits from the program compared to others. At Step II, this hypothesis was tested, but was not supported. The interaction between the exposure to BOM and mother's level of active mediation at pre-test was not significant, [$F(2,214)=1.0$, *ns*].

Table 4.7
ANOVA Analyses for estimating the effects of exposure to BOM on mother's active mediation ($N=220$)^a

	Step 1	Step 2
Exposure to BOM	$F(2,216)=3.8^*$	$F(2,214)=4.4^*$
Exposure to BOM*Parent's level of active mediation at pre-test		$F(2,214)=1.0$

Notes: * $p \leq 0.05$

^a All models include a control for the level of active mediation at pre-test.

4.4.2. The Effects of Exposure to BOM on Cognitive Stimulation Provided to Child

The results of the effects of exposure to BOM on cognitive stimulation scores are presented in Table 4.8. It was hypothesized that as a child educational program featuring parenting practices the BOM could promote positive parenting practices. Therefore, mothers who watched the BOM were expected to have higher cognitive stimulation scores than the mothers in control group. This hypothesis was tested at Step I, but was not supported. The main effect of exposure to BOM on cognitive stimulation was not significant [$F(2,217)=0.4$, *ns*].

Table 4.8

ANOVA Analyses for estimating the effects of exposure to BOM on cognitive stimulation provided to child (N=221)^a

	Step 1 ^b	Step 2 ^b
Exposure to BOM	F(2,217)=0.4	F(2,215)=0.4
Exposure to BOM*Parent's level of cognitive stimulation at pre-test		F(2,215)=0.1

Notes: * $p \leq 0.05$

^a All models include a control for the level of cognitive stimulation at pre-test.

^b Levene test is significant therefore a conservative interpretation was made. Instead of $p < .05$, $p < .01$ accepted for significance.

At Step II, the hypothesis, the effect of exposure to BOM on cognitive stimulation would vary depending on the levels of cognitive stimulation prior to the exposure to the program was tested, but was not supported. The interaction of exposure to BOM with parent's level of cognitive stimulation at pre-test was not significant [$F(2,215)=0.1, ns$].

4.4.3. The Effects of Exposure to BOM on Mother's Harsh Parenting

The analyses that include the effects of exposure to BOM on mother's harsh parenting scores are presented in Table 4.9. It was hypothesized that as a child educational program featuring parenting practices the BOM would reduce negative parenting practices. Therefore, it was expected that the mothers who watched the BOM would have lower harsh parenting scores than the mothers who did not. This hypothesis was tested at the first step, but was not supported. The main effect of exposure to BOM on mother's harsh parenting was significant [$F(2,217)=3.0, p < .05$], but since the homogeneity of variance assumption was violated in this model [$F(5, 215) = 2.4, p < .05$], the result was interpreted as indicative of a trend. However, post hoc tests revealed that there was no intervention effect on the mothers' harsh parenting

scores. Neither the low exposure experimental group ($M=3.8$, $SE=3.1$), nor the high exposure experimental group ($M=-4.5$, $SE=1.4$) was significantly different from the control group ($M=-2.9$, $SE=1.4$).

It was hypothesized that the effect of exposure to BOM on harsh parenting would vary depending on the levels of harsh parenting prior to the exposure to the program. This hypothesis was tested at Step II, but was not supported. The interaction of exposure to BOM with mother's level of harsh parenting at pre-test was not significant, [$F(2,215)=1.3$, *ns*].

Table 4.9
ANOVA Analyses for estimating the effects of exposure to BOM on mother's harsh parenting (N=221)^a

	Step 1 ^b	Step 2 ^b
Exposure to BOM	F(2,217)=3.0*	F(2,215)=3.8*
Exposure to BOM*Parent's level of harsh parenting at pre-test		F(2,215)=1.3

Notes: * $p \leq 0.05$

^a All models include a control for the level of harsh parenting at pre-test.

^b Levene test is significant therefore a conservative interpretation was made. Instead of $p < .05$, $p < .01$ accepted for significance.

To sum up, the mothers who watched the BOM more than once a week experienced a significant increase in their active mediation behavior compared to the mothers who watched the BOM less than once a week and the mothers in the control group. Besides, this effect of BOM did not vary depending on the active mediation level of mothers at pre-test. There was no significant effect of exposure to BOM on cognitive stimulation provided to children by their parents for the entire sample or any identifiable subgroup of mothers. There was no effect of exposure to BOM on mothers' harsh parenting practices, and this did not change depending on the level of harsh parenting behaviors prior to the exposure to BOM.

4.5. The Association of the Change in Parent Behaviors with the Change in Child

Outcomes

Analyses regarding the effect of exposure to BOM on parent behaviors showed that there was no intervention effect on mother's harsh parenting and parents' cognitive stimulation level due to the exposure to BOM. However, it was established that there was an effect of exposure to BOM on mother's active mediation of TV viewing. Analyses regarding the effect of exposure to BOM on child outcomes of interest confirmed the findings reported in Baydar et al., (2008) study. It was established that the exposure to BOM had an effect on the three child outcomes of interest: vocabulary, arithmetic readiness and syllabification scores. The focal question investigated in this section is whether the change in mother's active mediation due to the exposure to BOM also resulted in (further amplified) gains in terms of the three child outcomes of interest.

In order to address the focal question, a set of null hypotheses were tested regarding the association of the change in mother's active mediation with the change in child outcomes of interest. The structure of the model for estimating the association of the change in mother's active mediation with the change in child outcomes of interest is depicted in Figure 4.2.

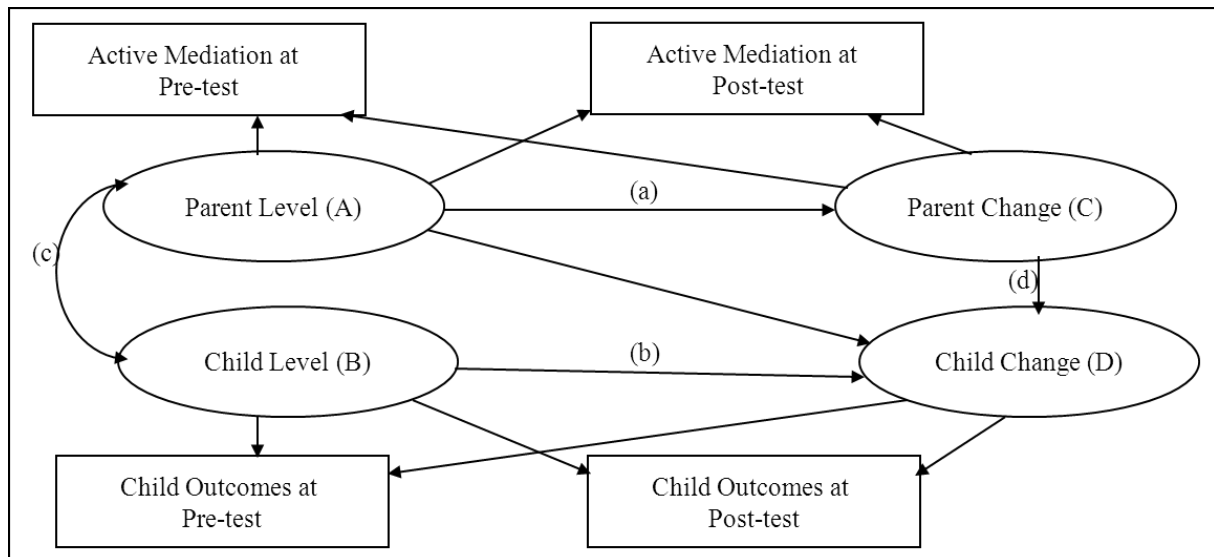


Figure 4.2 Model structure for estimating the association of the change in mother's active mediation of TV viewing with the change in child outcomes of interest.

Notes: Capital letters in parentheses represent means and intercepts. Small case letters in parentheses represent regression coefficients.

Hypotheses were tested in nine steps, each step representing a nested model. In each step, one parameter in the model structure was tested to see whether there was a difference between the intervention and control groups due to the exposure to BOM. For each parameter first the null hypothesis of no difference across three study hypothesis test was not significant (indicating failure to reject the null hypothesis), the parameter was accepted as being equal across the three groups and retained in the model, and hypothesis testing continued with the next parameter in the sequence. If the result of the first testing was significant, however, then the hypothesis of equality across all groups was rejected and a secondary hypothesis was tested. This latter hypothesis tested whether there was a difference between the two experimental groups (Low Exposure=High Exposure) that differed only in the degree of exposure. If the second test was not significant, the parameter was accepted as equal across the two intervention groups (but not for the control group) and this structure was retained in the model. The parameter that was accepted as equal across two experimental groups but was not equal for the control group indicated that there was an intervention effect for that specific

parameter. If the second test was significant, the specific parameter was not constrained in the model, and the model testing continued with the next parameter in the sequence. The process of model testing started with testing the model where all parameters varied across all three groups. The process continued with the sequence of parameters that were tested as described above.

The nine steps of null hypotheses testing process are listed below²:

- i) Independent model: All parameters varied across all three groups
- ii) The level of mother's active mediation of TV content at pre-test (A)
- iii) The level of child outcome of interest at pre-test (B)
- iv) The magnitude of change in mother's active mediation of TV content (C)
- v) The magnitude of change in child outcome of interest (D)
- vi) The effect of level of mother's active mediation on its magnitude of change (a)
- vii) The effect of level of child outcome of interest on its magnitude of change (b)
- viii) The effect of mother's level of active mediation on the level of child outcome of interest (c)
- ix) The effect of the magnitude of change in mother's active mediation on the magnitude of change in child outcome of interest (d)

At the end of the ninth step, the model that had the values of parameters that fit the data best was accepted as the most parsimonious model that adequately fit the data and was interpreted as such.

² Capital letters represent means and intercepts. Small case letters represent regression coefficients.

Model testing was conducted for each of the child outcomes separately. Results are presented in the following three sections for the children's vocabulary knowledge, basic arithmetic readiness and syllabification scores, respectively.

4.5.1. The Association of the Change in Mothers' Active Mediation with the Change in Children's Vocabulary Scores

Analyses that explore if there are increased gains in child's vocabulary knowledge because of the change in mother's active mediation are presented in this section. Results of the nested model comparisons and goodness of fit statistics of the nine steps described in Section 4.5 are listed in Table 4.10³. The best fitting parsimonious model was the model tested in Step IX, $\chi^2(18) = 20.58$, $p = .30$, CFI = .96, RMSEA = .02.

³ In Step I, the significant goodness of fit statistics of the independent model indicated that the multivariate normality assumption was violated. The Kolmogorov-Smirnov statistic with a Lilliefors significance level was conducted in order to test normality, and was found significant $D(331) = 0.11$, $p < .01$. Result indicated that children's vocabulary scores were skewed, with a skewness value of -0.87 and standard error of 0.13.

Table 4.10

Fit indices and model comparisons for the model with mother's active mediation and child's vocabulary knowledge

	Goodness-of-fit statistics					Nested model comparison results
	χ^2	df	p	CFI	RMSEA	
Step 1: All groups independent estimates	7.64	3	.05	.92	.08	
Step 2: Level of maternal active mediation at pre-test (A) ^a Control=Low exposure=High exposure	8.11	5	.15	.95	.05	$\chi^2(2) = .47, p = .79$
Step 3: Level of child's vocabulary knowledge at pre-test (B) ^a Control=Low exposure=High exposure	11.32	7	.13	.93	.05	$\chi^2(2) = 3.21, p = .20$
Step 4: Rate of change in maternal active mediation (C) ^a Control=Low exposure=High exposure Low exposure=High exposure	19.13	9	.02	.83	.07	$\chi^2(2) = 7.81, p = .02$
	11.41	8	.18	.94	.04	$\chi^2(1) = .08, p = .77$
Step 5: Rate of change in child's vocabulary knowledge (D) ^a Control=Low exposure=High exposure	12.14	10	.28	.96	.03	$\chi^2(2) = .73, p = .69$
Step 6: Effect of level of maternal active mediation on its rate of change (a) ^a Control=Low exposure=High exposure	13.79	12	.31	.97	.03	$\chi^2(2) = 1.65, p = .44$
Step 7: Effect of level of child's vocabulary knowledge on its rate of change (b) ^a Control=Low exposure=High exposure	19.25	14	.16	.91	.04	$\chi^2(2) = 5.46, p = .07$
Step 8: Effect of parental level of active mediation on child's level of vocabulary knowledge (c) ^a Control=Low exposure=High exposure	20.15	16	.21	.93	.03	$\chi^2(2) = .90, p = .64$
Step 9: Effect of rate of change in parental active mediation on child's rate of change in vocabulary knowledge (d) ^a Control=Low exposure=High exposure	20.58	18	.30	.96	.02	$\chi^2(2) = .42, p = .81$

Note: CFI = comparative fit index; RMSEA = root mean squared error of approximation.

^aThe letters in parentheses represent the parameter that was constrained for this model.

The parameter estimates of the best fitting model are listed in Table 4.11. The estimates of this model indicated that mothers from all three experimental groups were actively mediating the content they were watching at pre-test equally, $\chi^2(2) = .47$, $p = .79$. Similarly, children from all three groups had comparable vocabulary knowledge at pre-test. After a 13 week period, all mothers had increased their level of active mediation. However, mothers who watched the BOM, regardless of their level of exposure to BOM, had a higher magnitude of change than mothers who did not watch the BOM, (1.97 versus 2.58), $\chi^2(2) = 7.81$, $p = .02$. All children's vocabulary knowledge significantly increased regardless of their intervention status (3.09, $p < .05$). The mothers whose initial levels of active mediation were low, increased their levels more than the mothers whose initial levels of active mediation were high by the end of the 13 week period (the associated standardized beta weight was -0.74, $p < .01$). In the same way, the children who had low levels of vocabulary knowledge increased their vocabulary knowledge more than the children whose initial levels were high after 13 weeks (the associated standardized beta weight was -0.72, $p < .01$). The mother's level of active mediation was positively related to the child's vocabulary level at pre-test in all intervention groups. The effect of the change in mother's active mediation on the change in child's vocabulary knowledge was significant and positive; and this effect did not vary across intervention groups (1.39, $p < .01$). Considering the finding that the changes in mother's active mediation in the two experimental groups were higher than the change in mother's active mediation in the control group (2.58 versus 1.97, the difference was significant at $p = .02$) it was concluded that the changes in child's vocabulary scores were higher in the two experimental groups than the control group because of the benefit they received from the active mediation of mothers in the two experimental groups (see Figure 4.3). Thus, the results indicated that the change in mother's active mediation due to the exposure to BOM would result in further gains in the child's vocabulary knowledge. In other words, the exposure to

BOM not only had a direct beneficial effect on children's vocabulary, but it also indirectly contributed to their vocabulary through promoting increased interaction with their mothers.

This can be clearly seen in Figure 4.3

Table 4.11

Effects of mother's active mediation on child's vocabulary development

	Intervention groups		
	Control	Low exp.	High exp.
Level of mother's active mediation at pre-test	1.94** (.09)	1.94** (.09)	1.94** (.09)
Level of child's vocabulary knowledge at pre-test	1.53+ (.81)	1.53+ (.81)	1.53+ (.81)
Rate of change in mother's active mediation	1.97** (.20)	2.58** (.20)	2.58** (.20)
Rate of change in child's vocabulary knowledge	3.09* (1.58)	3.09* (1.58)	3.09* (1.58)
Effect of level of mother's active mediation on its rate of change	-0.74** (.07)	-0.74** (.07)	-0.74** (.07)
Effect of level of child's vocabulary knowledge on its rate of change	-0.72** (.05)	-0.72** (.05)	-0.72** (.05)
Effect of mother's level of active mediation on child's level of vocabulary knowledge	4.44** (1.16)	4.44** (1.16)	4.44** (1.16)
Effect of rate of change in mother's active mediation on child's rate of change in vocabulary knowledge	1.39** (.44)	1.39** (.44)	1.39** (.44)

Notes: Low Exp.= low exposure experimental group; High Exp.= high exposure experimental group, + $p < 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, The standard errors are in parentheses.

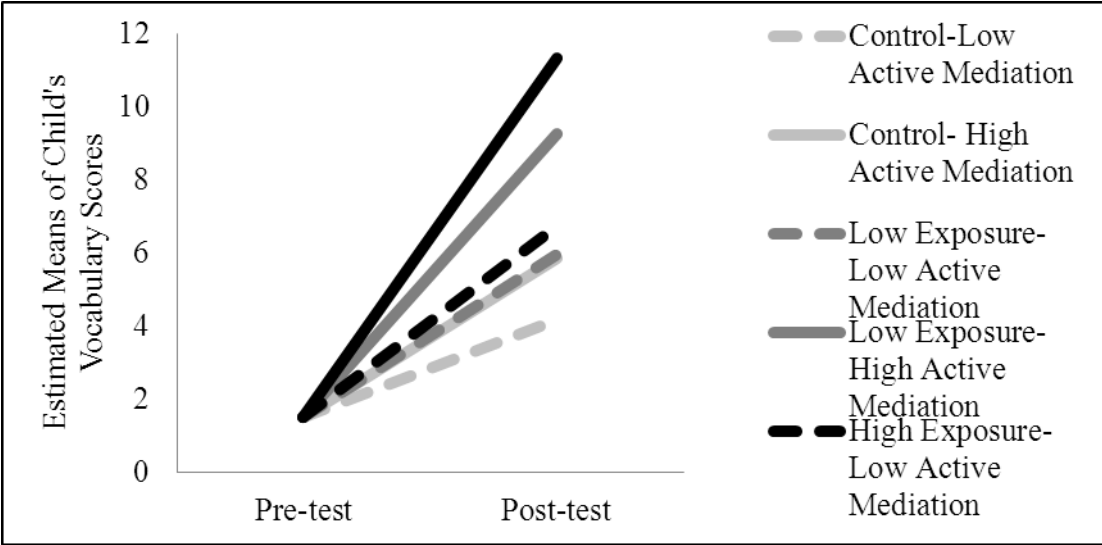


Figure 4.3 Predicted change in child's vocabulary scores due to changes in mother's active mediation

4.5.2. The Association of the Change in Mother's Active Mediation with the Change in Children's Basic Arithmetic Readiness Scores

In this section, analyses that explore whether the change in mother's active mediation because of the exposure to BOM resulted in further benefits in child's basic arithmetic skills were conducted. Results of the nested model comparisons and goodness of fit statistics of the nine steps described in Section 4.5 are listed in Table 4.12. The best fitting parsimonious model was the model tested in Step IX, $\chi^2(17) = 19.05, p = .33, CFI = .98, RMSEA = .02$.

Table 4.12

Fit indices and model comparisons for the model with mother's active mediation and child's basic arithmetic skills

	Goodness-of-fit statistics					Nested model comparison results
	χ^2	df	p	CFI	RMSEA	
Step 1: All groups independent estimates	.89	3	.83	1.00	.00	
Step 2: Level of maternal active mediation at pre-test (A) ^a						
Control=Low exposure=High exposure	1.72	5	.89	1.00	.00	$\chi^2(2) = .82, p = .66$
Step 3: Level of child's basic arithmetic skills at pre-test (B) ^a						
Control=Low exposure=High exposure	8.37	7	.30	.99	.03	$\chi^2(2) = 6.65, p = .04$
Low exposure=High exposure	5.04	6	.54	1.00	.00	$\chi^2(1) = 3.33, p = .07$
Step 4: Rate of change in maternal active mediation (C) ^a						
Control=Low exposure=High exposure	12.93	8	.11	.95	.05	$\chi^2(2) = 7.89, p = .02$
Low exposure=High exposure	5.18	7	.64	1.00	.00	$\chi^2(1) = .14, p = .71$
Step 5: Rate of change in child's basic arithmetic skills (D) ^a						
Control=Low exposure=High exposure	10.71	9	.30	.98	.03	$\chi^2(2) = 5.53, p = .06$
Step 6: Effect of level of maternal active mediation on its rate of change (a) ^a						
Control=Low exposure=High exposure	12.43	11	.33	.99	.02	$\chi^2(2) = 1.72, p = .42$
Step 7: Effect of level of child's basic arithmetic skills on its rate of change (b) ^a						
Control=Low exposure=High exposure	15.15	13	.30	.98	.03	$\chi^2(2) = 2.72, p = .26$
Step 8: Effect of parental level of active mediation on child's level of basic arithmetic skills (c) ^a						
Control=Low exposure=High exposure	17.68	15	.28	.97	.03	$\chi^2(2) = 2.53, p = .28$
Step 9: Effect of rate of change in parental active mediation on child's rate of change in basic arithmetic skills (d) ^a						
Control=Low exposure=High exposure	19.05	17	.33	.98	.02	$\chi^2(2) = 1.37, p = .50$

Note: CFI = comparative fit index; RMSEA = root mean squared error of approximation.

^a The letters in parentheses represent the parameter that was constrained for this model.

The parameter estimates of the best fitting model are listed in Table 4.13. The best fitting model, similar to the model of vocabulary growth, showed that all mothers were actively mediating the content they were watching at pre-test equally, $\chi^2(2) = .82$, $p = .66$. On the other hand, children's basic arithmetic skills at pre-test were not comparable across intervention groups. The initial mean standardized arithmetic skill scores of children in control group were not significantly different from zero. However, the initial arithmetic skill levels of children in the two experimental groups (low and high exposure) were significantly lower than this mean (-1.21 , $p < .05$). All mothers had increased their level of active mediation by the end of the 13 week period. However, the mothers who watched the BOM, regardless of their level of exposure to BOM, had higher rates of change (2.58 , $p < .01$) than mothers who did not watch the BOM (1.98 , $p < .01$), as shown in Table 4.13. Children's basic arithmetic skills did not change significantly after 13 weeks, and this effect did not change across three intervention groups, $\chi^2(2) = 5.53$, $p = .06$. After the 13 week period the mothers whose initial levels of active mediation were low, increased their levels more than the mothers whose initial levels of active mediation were high (the associated standardized beta weight was -0.74 , $p < .01$). Likewise, the children who had low levels of basic arithmetic readiness scores increased their levels more than the children whose initial levels were high, by the end of the 13 week period (the associated standardized beta weight was -0.38 , $p < .01$), $\chi^2(2) = 2.72$, $p = .26$. The mother's level of active mediation was positively related to the child's basic arithmetic skill level at pre-test in all intervention groups (2.38 , $p < .01$), $\chi^2(2) = 2.53$, $p = .28$. The effect of the change in mother's active mediation on the change in child's basic arithmetic skills was significant and positive; and this effect did not vary across intervention groups (0.59 , $p < .05$), $\chi^2(2) = 1.37$, $p = .50$. Since it was shown that mothers in the two experimental groups increased their level of active mediation more than the mothers in the control group, the changes in child's basic arithmetic skills were higher in the two

experimental groups than the control group (2.58 versus 1.98, the difference was significant at $p=.02$). The difference in children's basic arithmetic skills between the experimental and the control group was due to the level of benefit of children from their mothers' active mediation (see Figure 4.4). Therefore, the findings indicated that the change in mother's active mediation due to the exposure to BOM augmented the gains in child's basic arithmetic skills. That is to say, the BOM indirectly contributed to children's arithmetic skills via enhancing discussion based interaction with the mothers.

Table 4.13

Effects of mother's active mediation on child's basic arithmetic skills

	Intervention groups		
	Control	Low exp.	High exp.
Level of mother's active mediation at pre-test	1.94** (.09)	1.94** (.09)	1.94** (.09)
Level of child's basic arithmetic skills at pre-test	0.29 (.61)	-1.21* (.54)	-1.21* (.54)
Rate of change in mother's active mediation	1.98** (.20)	2.58** (.20)	2.58** (.20)
Rate of change in child's basic arithmetic skills	0.74 (.90)	0.74 (.90)	0.74 (.90)
Effect of level of mother's active mediation on its rate of change	-0.74** (.07)	-0.74** (.07)	-0.74** (.07)
Effect of level of child's basic arithmetic skills on its rate of change	-0.38** (.06)	-0.38** (.06)	-0.38** (.06)
Effect of mother's level of active mediation on child's level of basic arithmetic skills	2.38** (.59)	2.38** (.59)	2.38** (.59)
Effect of rate of change in mother's active mediation on child's rate of change in basic arithmetic skills	0.59* (.25)	0.59* (.25)	0.59* (.25)

Notes: Low exp.= low exposure experimental group; High exp.= high exposure experimental group

+ $p<0.1$, * $p\leq 0.05$, ** $p\leq 0.01$

The standard errors in parentheses.

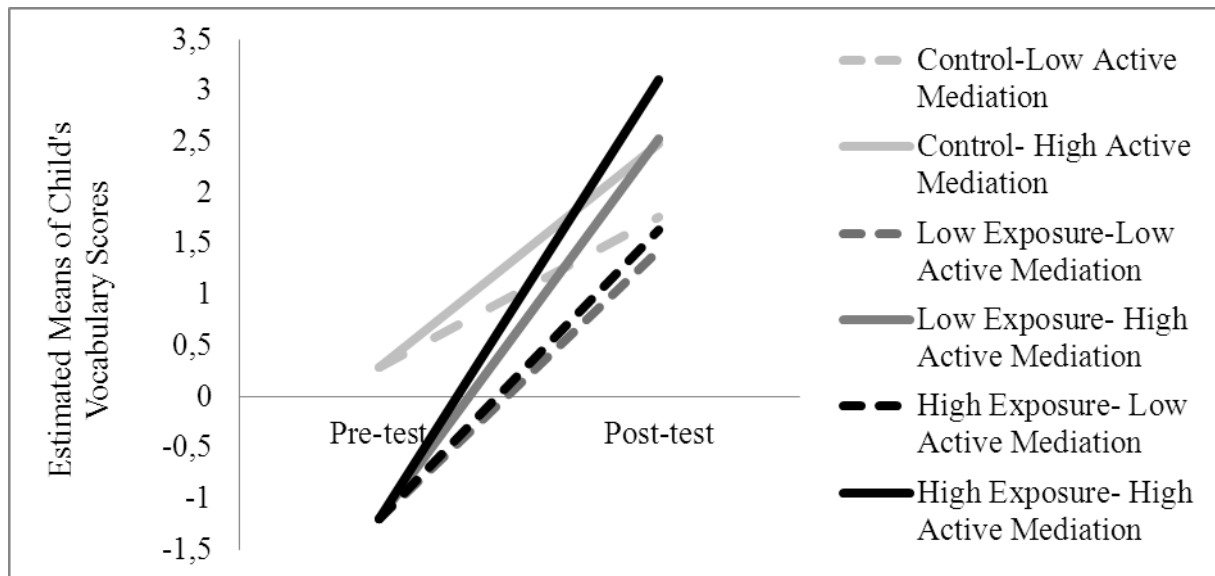


Figure 4.4 *Predicted change in child's basic arithmetic scores due to changes in mother's active mediation.*

4.5.3. The Association of the Change in Mother's Active Mediation with the Change in Children's Syllabification Skills

This section presents the results of the investigation of whether the change in mother's active mediation due to the exposure to BOM resulted in gains in terms of child's syllabification skills. Results of the nested model comparisons and goodness of fit statistics of the nine steps are listed in Table 4.14. The best fitting parsimonious model was the model tested in Step VIII, $\chi^2(14) = 14.79$, $p = .39$, CFI = .77, RMSEA = .02.

Table 4.14

Model comparison and fit indices for the model with mother's active mediation and child's syllabification skills

	Goodness-of-fit statistics					Nested model comparison results
	χ^2	df	p	CFI	RMSEA	
Step 1: All groups Independent Estimates	3.75	3	.29	.78	.03	
Step 2: Level of maternal active mediation at pre-test (A) ^a						
Control=Low exposure=High exposure	4.39	5	.49	1.00	.00	$\chi^2(2) = .64, p = .73$
Step 3: Level of child's syllabification skills at pre-test (B) ^a						
Control=Low exposure=High exposure	12.75	7	.08	.00	.06	$\chi^2(2) = 8.35, p = .02$
Low exposure=High exposure	10.43	6	.11	.00	.06	$\chi^2(1) = 6.04, p = .01$
Step 4: Rate of change in maternal active mediation (C) ^a						
Control=Low exposure=High exposure	12.36	7	.09	.00	.06	$\chi^2(2) = 7.97, p = .02$
Low exposure=High exposure	4.51	6	.61	1.00	.00	$\chi^2(1) = .12, p = .73$
Step 5: Rate of change in child's syllabification skills (D) ^a						
Control=Low exposure=High exposure	6.29	8	.62	1.00	.00	$\chi^2(2) = 1.78, p = .41$
Step 6: Effect of level of maternal active mediation on its rate of change (a) ^a						
Control=Low exposure=High exposure	8.00	10	.63	1.00	.00	$\chi^2(2) = 1.72, p = .42$
Step 7: Effect of level of child's syllabification skills on its rate of change (b) ^a						
Control=Low exposure=High exposure	11.70	12	.47	1.00	.00	$\chi^2(2) = 3.70, p = .16$
Step 8: Effect of parental level of active mediation on child's level of vocabulary knowledge (c) ^a						
Control=Low exposure=High exposure	14.79	14	.39	.77	.02	$\chi^2(2) = 3.10, p = .21$
Step 9: Effect of rate of change in parental active mediation on child's rate of change in syllabification skills (d) ^a						
Control=Low exposure=High exposure	22.98	16	.11	.00	.04	$\chi^2(2) = 8.19, p = .02$
Low exposure=High exposure	22.98	15	.09	.00	.05	$\chi^2(1) = 8.19, p = .00$

Note: CFI = comparative fit index; RMSEA = root mean squared error of approximation.

^a The letters in parentheses represent the parameter that was constrained for this model.

The parameter estimates of the best fitting model are listed in Table 4.15. Parallel to the model of vocabulary growth and arithmetic skill growth, all mothers were actively mediating the content they were watching at pre-test equally, $\chi^2(2) = .64, p = .73$. However, children's syllabification skills at pre-test were not comparable across groups. In the low exposure experimental group, there were children who had lower syllabification scores than mean scores ($-19.19, p < .01$). The findings on the changes in maternal active mediation replicated the previous models. All mothers had increased their level of active mediation by the end of the 13 week period. On the other hand, the mothers who watched the BOM, regardless of their level of exposure to BOM, had higher rates of change than mothers who did not watch the BOM (1.98 versus 2.59), $\chi^2(2) = 7.97, p = .02$. Similar to the previous models, the mothers, whose initial levels of active mediation were low, increased their levels more than the mothers whose initial levels of active mediation were high (the associated standardized beta weight was $-0.74, p < .01$). By the end of 13 week period children's syllabification skills did not significantly change in any of the three intervention groups. This change however, was constrained to those children who had low levels of syllabification scores. Their score increased more than the children whose initial levels were high, by the end of the 13 week period (the associated standardized beta weight was $-0.92, p < .01$). The mother's level of active mediation was not related to the child's syllabification skill level at pre-test in all intervention groups. The effect of the change in mother's active mediation on the change in child's syllabification skills varied across the intervention groups. In the control group, the associated standardized beta weight was not significant (2.48, $p < 0.1$); in the low exposure experimental group, it was significant but negative ($-8.19, p < .05$); whereas in the high exposure experimental group it was significant and positive (3.88, $p < .05$). Figure 4.5 shows the predicted change in child's syllabification scores due to changes in the mother's active mediation. As seen in the figure, in the control group the level of active mediation did

not change the level of change in child syllabification scores significantly. In the low exposure experimental group, which was predicted to be self-selected in terms of mothers' lack of motivation to watch the BOM, the children of mothers who did not actively mediate the content, increased their syllabification scores more than the other children. However, in the high exposure group the mother's level of active mediation made an important difference in the magnitude of the change in children's syllabification scores. Thus, it is concluded that there is an experimental effect observed in the high exposure group. In this group, children's benefit from the BOM increased due to the positive change in mother's active mediation.

Table 4.15

Effects of mother's active mediation on child's syllabification skills

	Intervention Groups		
	Control	Low exp.	High exp.
Level of mother's active mediation at pre-test	1.94** (.09)	1.94** (.09)	1.94** (.09)
Level of child's syllabification skills at pre-test	2.80 (2.68)	-19.19** (7.39)	-0.55 (3.34)
Rate of change in mother's active mediation	1.98** (.20)	2.59** (.20)	2.59** (.20)
Rate of change in child's syllabification skills	-7.72 (5.17)	-7.72 (5.17)	-7.72 (5.17)
Effect of level of mother's active mediation on its rate of change	-0.74** (.07)	-0.74** (.07)	-0.74** (.07)
Effect of level of child's syllabification skills on its rate of change	-0.92** (.07)	-0.92** (.07)	-0.92** (.07)
Effect of mother's level of active mediation on child's level of syllabification skills	1.37 (2.78)	1.37 (2.78)	1.37 (2.78)
Effect of rate of change in mother's active mediation on child's rate of change in syllabification skills	2.48 (2.10)	-8.19* (3.64)	3.88* (1.78)

Notes: Low Exp.= low exposure experimental group; High Exp.= high exposure experimental group

+ $p < 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$

The standard errors in parentheses.

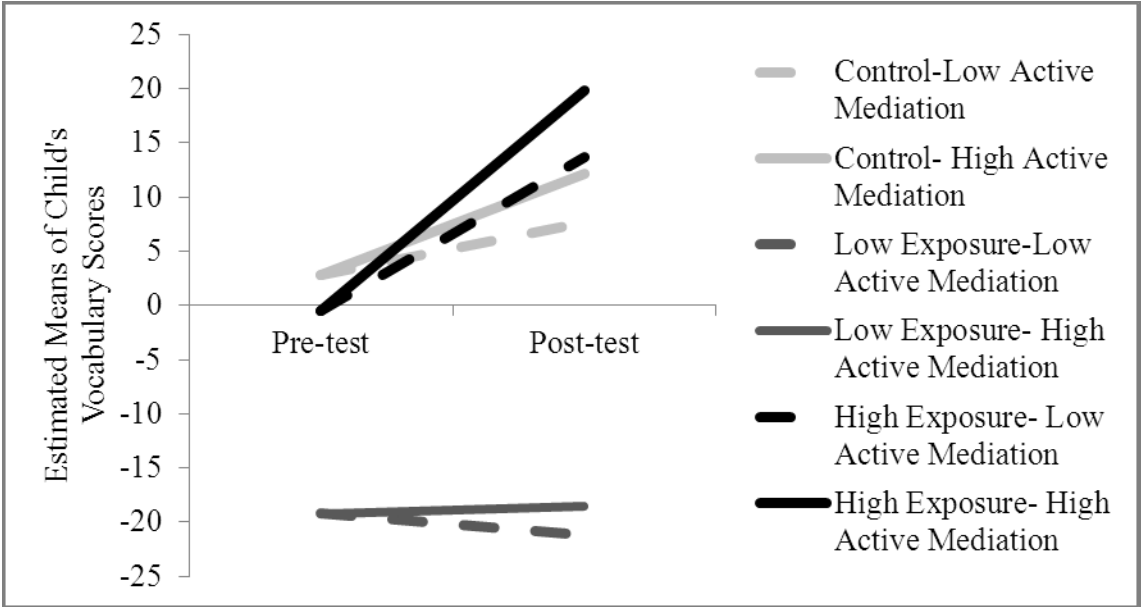


Figure 4.5 Predicted change in child's syllabification scores due to changes in mother's active mediation

Chapter 5

DISCUSSION

5.1 Purpose of the Thesis and the Summary of the Findings

The purpose of the thesis was to investigate the effectiveness of a child educational television program (BOM) that was designed to enhance preschoolers' cognitive development and their mothers' parenting behaviors in Turkey. The evaluation study had a sample of 258 mother-child dyads. The participants were unemployed mothers who had low levels of income, and their children who did not have any formal preschool experience. Parenting behaviors were assessed by the mothers' self-reports, children's cognitive development was assessed with a test battery developed for this evaluation by Baydar et al. (2008), and the exposure to BOM was assessed by structured telephone interviews during the 13-week screening of the program.

The goals of the current study were threefold: i) to investigate the role of active mediation of the program by the mothers in moderating the effect of the educational program on child outcomes, ii) to determine whether watching a child educational television program featuring parenting behaviors increased mothers' positive parenting practices and reduced negative practices, iii) to investigate whether the change in mothers' parenting behaviors due to the exposure to BOM further promoted the effectiveness of the child educational program

on children's school readiness scores (i.e., whether changes in maternal behaviors predicted changes in child outcomes).

5.1.1. Important Findings on the Effects of Exposure to BOM and Mother's Active Mediation on Child Outcomes and Their Policy Implications

Findings indicated that the exposure to BOM improved children's vocabulary, arithmetic and syllabification scores. Moreover, the children who had low arithmetic skill levels at pre-test benefited from the BOM more than the children who had higher levels of arithmetic skills. Thus, Baydar et al. (2008)'s results were replicated. Consistent with previous research, the present findings indicated that viewing child educational programs enhanced some specific cognitive skills of preschoolers (Ennemoser & Schneider, 2007, Wright et al., 2001). Although effectiveness of child educational television programs are not universal (Linebarger & Walker, 2005), the BOM was shown to increase some cognitive skills of children in Turkey who did not have any center-based preschool experience (effect sizes for vocabulary knowledge, 0.23; for arithmetic readiness scores, 0.17; for syllabification scores, 0.16). This finding supported the possibility of using an educational TV program as a media-based intervention in the Turkish context where access to center-based preschool education was limited especially for those who were socioeconomically disadvantaged.

Findings regarding the impact of active mediation on the link between the exposure to BOM and child's cognitive outcomes revealed that children enhanced their arithmetic and syllabification skills regardless of their mothers' ability to mediate the program content. It could be speculated that the BOM was designed at the appropriate level of complexity for children with a variety of arithmetic readiness and syllabification skill levels. Another

explanation might be that maternal mediation was ineffective for skills that were not regularly practiced with the mothers. Arithmetic and syllabification skills might be such skills, given the very low level of education, 5.5 years on average, of the mothers in this sample. Due to the low level of education, parents might be less engaged in active mediation when the content for arithmetic and syllabification skills in the program was broadcasted. According to Messaris, (1982 cited in Austin, 1993), parents supplement the television content by providing background information when the child confronted with unfamiliar content. Thus, it might be the case that parents had less comments and explanations during the arithmetic and syllabification skills related content, due to not being capable enough to provide alternative information.

On the other hand, presence of any active mediation enhanced the vocabulary gains from the BOM, if the children had a low level of vocabulary skill at pre-test. It could be speculated that children with low levels of vocabulary skill at pre-test could interpret and learn from the BOM with the help of their mothers' active mediation. This finding was supported by previous studies that suggested that active mediation brings the content to the focus of the child's interest (Huston and Wright, 1989 cited in Linebarger, 2004) and reduce the demand for processing difficult content (Fish, 2000). Thus, by decreasing the complexity and increasing the likelihood of attentive active processing, mothers probably facilitated the learning of the content for their children. It might be the case that children with low levels of vocabulary could gain more because of the facilitated content. However, it is not known what the mothers were doing at the time of the broadcast. They might be mediating; reinforcing, teaching, refocusing, or it might be the beneficial effects of joint attention. It could be speculated that the BOM is a child educational program that does not address the needs of children with low levels of vocabulary skills, because the gains of children with low levels of

arithmetic and syllabification skills were not influenced by their mothers' active mediation. It could be suggested that for children without any preschool experience in Turkey, unless the child's vocabulary skill is below the normative level⁴, children would benefit from the BOM regardless of their parents' active mediation.

Previous studies revealed that SES has an important effect on child's vocabulary development, since it affects not only the availability of language input but also opportunities for communicative interaction (Hoff, 2006). Thus, the findings could be evaluated by considering the disadvantaged backgrounds of the families in the present study. The families had low socioeconomic status (estimated monthly expenditures of a family member on average were 49.9\$). Majority of the parents (%70) migrated to Istanbul metropolitan area, 14% of them living with their extended families, and on average approximately 3 children are living in each household. Almost half of the children had never had any books (48.9%). Researchers have shown that high SES parents talk to their children more often, use different words, and they read to their children more frequently than low SES parents do (Hart, Risley, 1995 cited in Hoff, 2006; Hoff, Laursen & Tardif, 2002 cited in Hoff, 2006). Therefore the children in low SES families expose to less cognitive input and less variation in vocabulary. Moreover, due to the activities parents engage in with their children the effects of SES related differences on child vocabulary development are increased (Fletcher, Reese, 2005). However, when low SES parents read books to their children, the SES related differences are decreased because parents' speech became more structurally complex and enriched with new vocabulary (Hoff, 2003 cited in Hoff, 2006). Thus, similar to the effect of book reading on vocabulary

⁴ Low level of vocabulary skill was defined as any score that is below the age standardized mean score, which is "0".

development, active mediation might attenuate the disadvantages of SES on children's vocabulary development and help children with low vocabulary skills to benefit from the BOM.

The major findings regarding the effects of exposure to BOM and mother's active mediation on child outcomes were found to be robust because additional variables such as maternal education level, income level, and hours of TV watched by children did not alter the results.

5.1.2 Important Findings on the Effects of Exposure to BOM on Parent Behaviors and Their Policy Implications

The mothers of children who watched the BOM more than once a week significantly increased their frequency of active mediation compared to the mothers of children who watched the BOM less than once a week and the mothers of children in the control group. Although mothers were not specifically instructed to mediate or how to mediate the content, after watching the BOM, they reported that they asked questions about the program, explained the segments that the child did not understand, and discussed the program afterwards, more frequently than other mothers. The content of the BOM was adapted from the Mother-Child Education Program (MOCEP) which was a home-based early enrichment program designed to support early child development through the mediation of mother. Therefore, these findings suggested that the BOM as a child educational TV program featuring parenting behaviors served the purpose of creating a situation that promoted maternal behaviors that supported the development of children's cognitive skills. However, these interactions did not generalize to the support of cognitive development in other contexts.

The effects of BOM on mothers' parenting practices other than mediation of the program content were not significant. The exposure to BOM did not significantly increase the number of cognitively stimulating activities provided to child and did not reduce the mothers' harsh parenting practices. Although the exposure to BOM increased the frequency of active mediation of mothers, no spillover effect was observed in terms of general parenting practices. Absence of the spillover benefits might be due to mothers' low level of education. It might be the case that, asking questions about the program, talking about the program, and discussing the content were facilitated because the program provided the cues for the mothers to initiate such interaction. However, generalizing this skill and extending it by undertaking different learning activities for their children, i.e. reading to the child, teaching child things that are different from the BOM content, could be difficult without a supportive context or role models. It might be even more challenging for mothers to make significant reductions in negative parenting practices, because a behavioral intervention was not targeted by the BOM.

Some previous studies found significant effects of TV programs on parenting practices. Those programs targeted only parents. Thus, the entire program was allocated to parenting issues (Sanders, Montgomery & Brechman-Toussaint, 2000; Sanders et al. 2008). On the other hand, the current study aimed to cover both parenting and child development issues in the program. Therefore, one could speculate that there was not enough emphasis on parenting issues in the program content to facilitate change.

Another explanation could be that media-based interventions should be supported with other methods to reinforce the messages of the program. MOCEP with discussion based and in-person instructional format was found to be effective on improving mother-child communication. Furthermore, the mother training program led to a positive change in the

mother herself, and this change resulted in change of the mother's relationship with her child and the general climate of the home (Kagitcibasi, Sunar & Bekman, 2001). This format allowed parents to ask questions, talk about newly acquired skills and discuss them with a supportive peer. It is possible that a discussion-based in-person instructional format was needed for the mothers to benefit from the content in BOM in order to improve their parenting practices. Thus, additional interventions that could reinforce the content for mothers could be employed in order to increase the benefits of mothers from the BOM. Some such additional interventions were suggested in previous studies. For example, in addition to parenting videos, parents were given written self-help information sheets for each episode (Sanders, Montgomery & Brechman-Toussaint, 2000), a self-directed workbook, access to web-based materials, and e-mail support (Sanders et al., 2008). In other words, in line with the findings on the effect of active mediation on child outcomes, alternative supportive resources might be needed to mediate the effectiveness of BOM on mother's parenting practices especially with mothers of low SES who may not be highly skilled in supporting the cognitive and social development of their children. Some resources that were used by previous studies may not be effective in the context of the present sample (e.g., email support). However, neighborhood or extended family peer networks may be effective.

5.1.3 Important Findings on the Association of the Change in Parent Behaviors with the Change in Child Outcomes and Their Policy Implications

The change in mother's active mediation due to the exposure to BOM resulted in gains for child's vocabulary knowledge, basic arithmetic readiness, and syllabification skills. This finding indicated that there was an added beneficial effect of the change in mother's active mediation for the child's vocabulary, arithmetic, and syllabification skills. Hence, the increase

in mother's active mediation functioned to augment the effectiveness of the intervention that aimed to improve child's cognitive outcomes. A number of previous studies suggested that parents were alternative sources of information. They not only facilitated children's processing (Messaris, 1982 cited in Austin, 1993) but also modeled the way to process the information and make sense of the content by actively mediating the content (Evra, 2004).

The effect of a mother's active mediation on the child's cognitive outcomes might also be the result of positive interactions between the mother and the child. Watching the educational program together may have allowed the mothers and the children to mutually engage in an activity. Previous studies demonstrated that conversational experiences are important for a child's cognitive development not only because they provide vocabulary that enhances cognitive function but they also indicate emotional engagement and support (Hoff & Naigles, 2002). Moreover, joint attention, parental responsiveness and emotional tone of the relationship were shown to be important factors that support child's cognitive development (Dodici et al., 2003; Landry et al., 2001; Tomasello & Farrar, 1986). One could suggest that since learning is a social process, in the presence of mother's supportive approach and discussion-based interaction, social learning occurred and children benefited from the BOM more than their peers who did not have this interaction.

5.2. Contributions

This thesis has several unique contributions to the literature. The major contribution of this study is the demonstration of the enhancement of the effectiveness of a child educational television program for children's cognitive skills by maternal active mediation of the program content. Maternal active mediation had both direct and indirect effects (i.e. furthering the benefits of the program for children) on children's cognitive skills. This study illustrated that

by encouraging the parents be with their children at the time of viewing, and providing them with programming that supplied appropriate cues to interact, the benefits of educational children's television could be enhanced. The content of BOM probably encouraged the mothers to have discussion-based interactions with their children. Moreover, the mother's active mediation has compensatory function for those children with low level of vocabulary skill and could not benefit from the BOM in the absence of active mediation. Another contribution of this study is, no previous research was conducted to study the effectiveness of a television program on parents' mediation behavior. This contribution is important because it provides an understanding that child educational TV programs not only have direct benefits for the child, but they could also improve parent-child interaction in this domain.

Another contribution of this study was the investigation of the effect of BOM on parenting practices. This contribution was important for two reasons. First, by targeting parenting behaviors, this study evaluated the impact of educational television programs on children in the context other influences. Second, the findings of the current study added to the existing literature by evaluating a media-based strategy to improve parenting behaviors. The few studies that evaluated media-based interventions focused on media that targeted only parents and the outcome of interest was the reduction of behavior problems of children. Besides, existing media-based interventions that targeted parenting practices were placed in a different program context. For instance one study used the format of brief discussions on different parenting strategies, while another made parents watch videos of actual families who attended the Triple P program. Adapting the content of MOCEP, an evidence-based early intervention program, to a television program in studio drama format has a unique contribution to existing literature because of its target audience, target outcome and program format.

The current study also demonstrated that TV has a potential for media-based interventions. Although such interventions would be less intensive than in-person instructional model, media interventions have a wider reach compared to in-person instructional curriculum. Furthermore, media-based interventions are affordable (Baydar et al., 2008; Calam et al.2008). It is especially important to assess the effectiveness of media-based early childhood intervention models in Turkey because in Turkish society children have limited opportunity for formal preschool education. In this context, the advantages of media-based intervention model are unmatched. This study contributed to developmental psychology literature by showing that media-based interventions adapted from evidence-based early intervention programs may be a useful means of reaching a wider population at a modest cost.

In this study the effects of the change in mothers' active mediation and the change in children's cognitive outcomes were modeled together in a dynamic model. Analyzing the effects in a dynamic model allowed delineating the predictors of change in children's cognitive outcomes. By considering the effect of exposure to BOM and variability of the skill level at pre-test in the same model, the change in child's cognitive outcomes that were predicted by the change in mother's active mediation could be uniquely estimated.

5.3 Limitations and Suggestions for Future Studies

Despite important contributions, this thesis has some limitations because of the program content, and the nature of the evaluation study. The limitation of the program was its limited scope on parenting skills for parents who watched the TV program with their children. The program targeted both children and parents; however the scope for parents was limited compared to the scope for children. Since making a significant change in parenting behaviors

via media-based interventions would not be as easy as in-person instructional interventions, future studies might target enhancing either child outcomes or parent outcomes, or the length of the content that is allocated to parenting skills might be increased.

One of the limitations of this evaluation study is using self-report measures for parenting behaviors. Observational measures could provide information on the causal process. Mother's speech during active mediation could be recorded and analyzed. Thus, not only the frequency of mediation behaviors but also their content could be observed. Future studies might use observational measures so that besides the content of the child educational TV program, the interaction between mother and child could be observed.

Another limitation of the current study was the absence of specific instructions for parents' active mediation. One could suggest that the mothers who did not actively mediate the content were those who did not know how to do it and needed guidance. Thus, the content of the program could be modified to teach mothers how to actively and effectively mediate the developmental content for their children. Future studies could have spots that provide parental guidance in structuring and reinforcing the educational content in each episode. For instance, a new concept introduced in the program could be reinforced with ordinary objects and situations at home after viewing the program. It would also be helpful to spend airtime with specific instructions for effective active mediation, rather than allocating that limited airtime to support general parenting practices.

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APPENDIX A

DENEYSEL GURUP FORMU

ANKET NO-->K.1[]

GRUP-->K.2[DENEYSEL]

Merhaba,

Biz Koç Üniversitesinin bir araştırması için sizi rahatsız ediyoruz.

- F.1 Sene (bu sene değil, 2003 yılında) ilkokula başlayacak çocuğunuz var mı?** K.3[]
- | | | |
|---|-------|--------------------|
| 1 | Evet | Görüşmeye devam et |
| 2 | Hayır | Görüşmeyi bitir |
- F.2 Çocuğunuz bu sene yuvaya gidecek mi?** K.4[]
- | | | |
|---|-------|--------------------|
| 1 | Evet | Görüşmeyi bitir |
| 2 | Hayır | Görüşmeye devam et |
- F.3 Para kazanmak için ev dışında düzenli olarak çalışıyor musunuz?** K.5[]
- | | | |
|---|-------|--------------------|
| 1 | Evet | Görüşmeyi bitir |
| 2 | Hayır | Görüşmeye devam et |
- F.4 Evinizde televizyon var mı?** K.6[]
- | | | |
|---|-------|--------------------|
| 1 | Evet | Görüşmeye devam et |
| 2 | Hayır | Görüşmeyi bitir |
- F.5 Evinizdeki televizyon TRT1 ve ATV'yi çekiyor mu?** K.7[]
- | | | |
|---|-------------------------|---|
| 1 | Evet, ikisi de çekiyor | Görüşmeye devam et, bu kişi her üç gruba da girebilir |
| 2 | Sadece TRT'i çekiyor | Görüşmeye devam et, fakat bu kişi ile sadece deneysel grup veya doğal gözlem grubu soru formu yapılabilir. Doğru soruformunu uyguladığınızdan emin olun |
| 3 | Sadece ATV'yi çekiyor | Görüşmeye devam et, fakat bu kişi ile sadece kontrol grubu soru formu yapılabilir. Doğru soruformunu uyguladığınızdan emin olun |
| 4 | Her ikisini de çekmiyor | Görüşmeyi bitir |
- F.6 Evinizde ev telefonunuz var mı ve çalışıyor mu?** K.8[]
- | | | |
|---|-------|--------------------|
| 1 | Evet | Görüşmeye devam et |
| 2 | Hayır | Görüşmeyi bitir |
- F.7 Çocuğunuzun herhangi bir sağlık ve gelişim problemi var mı?** K.9[]
- | | | |
|---|-------|----------------------------------|
| 1 | Evet | Nedenini sorarak görüşmeyi bitir |
| 2 | Hayır | Görüşmeye devam et |
- F8. Nasıl bir problemi var? (Çocuğun görme, konuşma, duyma bozuklukları, zeka engeli, ellerini kullanmama sorunları varsa görüşmeye son ver, bunun dışındaki engel gruplarında görüşme yapılabilir)** K.10[]
-

Araştırmamız genel olarak çocuğunuzun eğitimi hakkında. Size annelik uğraşlarınız ile ilgili bir kaç soru soracağız. Bu sorulara içinizden geldiği gibi cevap vermenizi istiyoruz. Sorular annelerin çocuklarıyla nasıl zaman geçirdiği ile ilgili. Yani her annenin cevabı farklı olabilir. Daha sonra çocuğunuza da eğlenceli bir kaç soru soracağız. Yardımlarınız için şimdiden teşekkürler.

1. Sizin adınızı öğrenebilir miyim? _____ K.11[]

2. Önümüzdeki yıl (2003'te) ilkokul birinci sınıfa başlayacak çocuğunuzun adı ne? _____ K.12[]

3. Çocuğunuzun tam doğum tarihi neydi? _____

K.13[]

Araştırmamız için TRT 1 de yayınlanan “Benimle Oynar mısınız?” adlı çocuk programı çok önemli. O nedenle sizin ve çocuğunuzun 16 Eylül’de başlayacak programı hafta içi her gün seyretmenizi istiyoruz. “Benimle Oynar mısınız?” _____ (ÇOCUĞUN ADI) nin yaşındaki çocuklar için özel olarak hazırlanmış çok eğlenceli bir eğitim programı. Çocuğunuza çok faydalı olacağından eminiz.

Sizden isteğimiz, 16 Eylül’den itibaren hafta içi her gün saat sabah 9:30 ve öğleden sonra 3:30 da olmak üzere günde 2 kere TRT1 de yayınlanacak programı _____ ile birlikte **günde yalnızca bir kere** seyretmeniz. **Günde yalnızca bir tanesini seyretmeniz yeterli.** Bu program 13 hafta sürecek.

Programı seyretmeyi hatırlamanız daha kolay olsun diye size bir liste vereceğiz. **(TV İzleme günlük formlarını anneye gösterin)** Gördüğümüz gibi her hafta için ayrı bir sayfa var. Her sayfa da Pazartesi’den Cuma’ya kadar günlere bölünmüş. Her gün için de çok basit 5 soru var. Her gün programı seyrettikten sonra bu sorulara cevap verirsiniz çok seviniriz. **(Günlük izleme formunun üzerinden anneyle birlikte bir kere gidin).**

Bunun dışında sizi arkadaşlarımız 2-3 hafta da bir sizi telefonla arayıp programla ilgili bir kaç soru soracaklar. 13 hafta sonra biz tekrar sizi evinizde ziyaret edip size ve _____ye bugünküne benzer sorular soracağız. 13 hafta içinde doldurduğunuz formları bu ikinci ziyaretimizde arkadaşlarımız sizden toplayacaklar. Ve bize bu kadar yardımcı olduğunuz için ve bu kadar zaman ayırdığınız için o zaman evinize güzel bir hediyemiz olacak. Umarım beğenirsiniz.

Görüşme tarihi ___/___/_____

K.14[/ /]

Anket başlangıç saati ___:___

K.15[:]

Anket bitiş saati ___:___

K.16[:]

4. Şimdi size çocuklarınız ve varsa bu evde yaşayan diğer çocuklar ile ilgili sorular sorarak başlamak istiyorum.

TÜM ÇOCUKLARI AŞAĞIDAKİ TABLOYA KAYDEDİNİZ. KENDİSİYLE ANKET YAPILACAK ÇOCUĞU BİRİNCİ SIRAYA YAZINIZ. EVDE YAŞAYAN DİĞER ÇOCUKLARI EN BÜYÜKTEN BAŞLAYARAK 2. SIRADAN İTİBAREN YAZINIZ

Çocuğun ismi	Cinsiyeti		Yaşı	Bu evde mi yaşıyor		Statü
	1> Kız	2> Erkek		1>Evet	2> Başka yerde	
1. K.17[.....]	K.18a[]		K.19b[]	K.20c[]		K.21d[]
2. K.22[.....]	K.23a[]		K.24b[]	K.25c[]		K.26d[]
3. K.27[.....]	K.28a[]		K.29b[]	K.30c[]		K.31d[]
4. K.32[.....]	K.33a[]		K.34b[]	K.35c[]		K.36d[]
5. K.37[.....]	K.38a[]		K.39b[]	K.40c[]		K.41d[]
6. K.42[.....]	K.43a[]		K.44b[]	K.45c[]		K.46d[]
7. K.47[.....]	K.48a[]		K.49b[]	K.50c[]		K.51d[]

Evinizde evlat edinmiş olduğunuz ya da evlat gibi baktığımız başka çocuk var mı? Mesela bir akraba çocuğu var mı? Veya önceki bir evlilikten doğma olan var mı?

[SÖYLEDİKLERİNDEN BAŞKA BÖYLE ÇOCUK VARSA, TABLOYA EKLEYİN]

5. Şimdi evinizde sizinle birlikte yaşayan diğer kişilere dönelim. Bunlar kimler? [KODLAMA LİSTESİNİ KULLANIP HERBİRİNİ KODLAYIN]

1	Eşi	6	<i>Kendi kardeşi (ağabeyi/ablası)</i>
2	Kendi annesi	7	<i>Eşinin kardeşi (ağabeyi/ablası)</i>
3	Kendi babası	8	<i>Kendi diğer akrabası</i>
4	Eşinin annesi	9	<i>Eşinin diğer akrabası</i>
5	<i>Eşinin babası</i>		

1. kişi	K.52[]
2. kişi	K.53[]
3. kişi	K.54[]
4. kişi	K.55[]
5. kişi	K.56[]
6. kişi	K.57[]

[KENDİSİNİ VE ÇOCUKLARI DA EKLEYEREK SORUN]

6. Öyleyse bu evde toplam kişi yaşıyor, değil mi? Toplam Sayı _____ K.58[]

7. [YUKARIDAKİ TABLODA EŞİNİ BELİRTMEDİYSE] Eşinizi belirtmediniz. O burada oturmuyor mu? [OTURMUYORSA] Neden? K.59[]

1	<i>ölmüş</i>
2	<i>ayrı yaşıyor veya boşanmış</i>
3	<i>başka yerde çalışıyor</i>
4	<i>yurt dışında çalışıyor</i>
5	<i>bazen evdedir bazen uzakta (işte vs.)</i>

8. Kaç yaşındasınız? _____ K.60[]

9. Eşiniz kaç yaşında? _____ K.61[]

[EĞİTİM: BU SORULARDA EN SON OKUNAN YIL YAZILACAK. ÖRNEĞİN ‘7.SINIFTAN TERK’ DERSE: 7. OKUL BİLDİRİRSE, İLKOKUL MEZUNU: 5, ORTAOKUL MEZUNU: 8, LİSE MEZUNU: 11, ÜNİVERSİTE MEZUNU: 15]

10. Kaçınıcı sınıfa kadar okudunuz? _____ K.62[]

11. Eşiniz kaçınıcı sınıfa kadar okumuş? _____ K.63[]

12. Eşiniz çalışıyor mu? K.64[]

1	<i>Çalışıyor</i>
2	<i>Çalışmıyor</i>

13. Ne iş yapıyor? [NE TİP BİR İŞTE ÇALIŞIR, NE YAPAR GİBİ SORULARLA AYRINTILI BİLGİ ALIN VE NOT EDİN. ÖRNEĞİN, KENDİ İÇİN Mİ, BAŞKASI İÇİN Mİ ÇALIŞTIĞI, İŞİNİN SEVİYESİ—İŞÇİ, USTA GİBİ—İŞYERİNİN BÜYÜKLÜĞÜ—KÜÇÜK İMALATHANE, FABRİKA GİBİ—BELLİ OLSUN. İŞÇİ - İŞ SAHİBİ GİBİ FARKLILAŞMALARINI ORTAYA ÇIKARIN.]

..... K.65[]

14. [NE İŞ YAPTIĞI AÇIK DEĞİLSE] Biraz daha anlatır mısınız / açıklar mısınız?

..... K.66[]

15. Çocuklarınız içinde eve yardım için çalışan veya para kazanan var mı? K.67[]

1	Evet	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>17'ye geçiniz</i>

16. Ne iş yapıyorlar? [AYNI ŞEKİLDE BİLGİ ALIN, AÇIK OLARAK ÇOCUKLARIN YAPTIKLARI İŞLERİ-DÜZENLİ VEYA DÜZENSİZ ÇALIŞIYOR OLSALAR DA- YAZINIZ]

.....
 K.68[]

17. Para kazanmak için bir iş yapıyor musunuz?

1	Evet	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>21'e geçiniz</i>

K.69[]

18. Ne yapıyorsunuz / yapıyordunuz? [NE TİP BİR İŞTE ÇALIŞIYORSUNUZ, NE YAPIYORSUNUZ GİBİ SORULARLA DETAYLI BİLGİ ALIN VE NOT EDİN. ÖRNEĞİN, KENDİ İÇİN Mİ, BAŞKASI İÇİN Mİ ÇALIŞTIĞI, İŞİNİN SEVİYESİ—İŞÇİ, USTA GİBİ—İŞYERİNİN BÜYÜKLÜĞÜ—KÜÇÜK İMALATHANE, FABRİKA GİBİ—BELLİ OLSUN.]

.....
 K.70[]

19. Devamlı mı çalışıyorsunuz, zaman zaman mı?

1	<i>Zaman zaman ev dışında çalışıyorum</i>
2	<i>Zaman zaman evde çalışıyorum</i>
3	<i>Devamlı olarak ev dışında çalışıyorum</i>
4	<i>Devamlı olarak evde çalışıyorum</i>

K.71[]

20. Siz isteyken/çalışırken çocuğunuza / çocuklarınıza kim bakıyor? _____

K.72[]

21. Nerede doğdunuz? Yer in adı _____

K.73[]

[ADINDAN BELLİ DEĞİLSE, SORUN VE BELİRTİN:]

22. Bu köy mü? Kasaba mı? Şehir mi?

K.74[]

1	<i>Köy</i>
2	<i>Kasaba</i>
3	<i>Şehir</i>

23. Hangi ile bağlı? Nerenin köyü / kasabası? _____

K.75[]

24 [İSTANBUL DIŞINDA DOĞMUŞSA:] Ne kadar zamandır İstanbul'da yaşıyorsunuz? (Yıl) _____

K.76[]

25. Eşiniz nerde doğmuş? Yer in adı _____

K.77[]

[ADINDAN BELLİ DEĞİLSE, SORUN VE BELİRTİN:]

26. Bu köy mü? Kasaba mı? Şehir mi? K.78[]

1	<i>Köy</i>
2	<i>Kasaba</i>
3	<i>Şehir</i>

27. Hangi ile bağlı? Nerenin köyü / kasabası? _____

K.79[]

28. [İSTANBUL DIŞINDA DOĞMUŞSA:] Ne kadar zamandır İstanbul'da yaşıyor? (Yıl) _____

K.80[]

29. Oturduğunuz ev kime ait?

K.81[]

1	<i>Kira</i>
2	<i>Kendi mülkü</i>
3	<i>Lojman</i>
4	<i>Kira vermiyor</i>

30. Evinizde mutfak, tuvalet, balkon, koridor dışında kaç oda var? _____ K.82[]

31. Bu evin geçimi için ayda ne kadar para gidiyor? Elektrik, gaz, vs. ödemelerini ve taksitleri de dahil ederek: _____ (Milyon TL) K.83[]

32. Maddi durumunuz sizce nasıldır? (seçenekleri okuyunuz) K.84[]

- | | |
|---|--------------------------------|
| 1 | <i>Çok fakiriz</i> |
| 2 | <i>Fakirce sayılırız</i> |
| 3 | <i>Orta halliyiz</i> |
| 4 | <i>İyice durumda sayılırız</i> |
| 5 | <i>İyi halli, varlıklıyız</i> |
| 9 | <i>Bilmiyor/cevap yok</i> |

Şimdi size sizin ve _____ nin hakkında birkaç soru soracağız.

33. Çocuklar yaramazlık yaptıkları zaman anneler değişik tepkiler gösterebilirler. Annelerin yaramazlığa karşı gösterdiği tepkilerin bir listesini yaptık. Çocuğunuz [İSİM] yaramazlık yapıp sizi kızdırdığı zaman, hangilerini gösterirsiniz. Bunları ne sıklıkta yaparsınız? [KART A'YI GÖSTERİN]

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.85[]	
Yaptığı yanlış ya da kabahatini düzelttiririm.(mesela dağıttıklarımı kendisine toplatırım)	1	2	3	4	5	K.86[]	
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.87[]	
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım	1	2	3	4	5	K.88[]	
Ceza veririm, mesela arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum, harçlığını keserim.	1	2	3	4	5	K.89[]	
Döverim ya da kulağını çekerim.	1	2	3	4	5	K.90[]	
Yaptığının neden yanlış olduğunu ona anlatırım ya da niçin böyle davrandığını anlamaya çalışırım.	1	2	3	4	5	K.91[]	
Nasihat ederim, "Bir daha yapma," derim.	1	2	3	4	5	K.92[]	
Babasına şikayet ederim.	1	2	3	4	5	K.93[]	
Küserim ya da onu artık sevmediğimi söylerim.	1	2	3	4	5	K.94[]	
Özür diletiririm.	1	2	3	4	5	K.95[]	

34. Eğer çocuğunuz [İSİM] başka bir çocuğa vurur ya da döverse aşağıdakilerden hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.96[]	
Yaptığı yanlış ya da kabahatini düzelttiririm	1	2	3	4	5	K.97[]	
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.98[]	
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım.	1	2	3	4	5	K.99[]	
Ceza olarak onun arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum.	1	2	3	4	5	K.100[]	
Döver ya da tokatlarım.	1	2	3	4	5	K.101[]	
Yaptığı yanlış hakkında konuşurum ya da bu konuda sorular sorarım.	1	2	3	4	5	K.102[]	

35. Eğer çocuğunuz [İSİM] yapmasını istediğiniz bir şeyi reddederse aşağıdakilerden hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.103[]
Yaptığı yanlış ya da kabahatini düzelttiririm	1	2	3	4	5	K.104[]
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.105[]
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım.	1	2	3	4	5	K.106[]
Ceza olarak onun arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum.	1	2	3	4	5	K.107[]
Döver ya da tokatlarım.	1	2	3	4	5	K.108[]
Yaptığını yanlış hakkında konuşurum ya da bu konuda sorular sorarım.	1	2	3	4	5	K.109[]

36. Çocuğunuz [İSİM] ile beraberken aşağıdaki olaylar ne sıklıkta olur?

	Hiç	Nadir en	Arada sırada	Sık sık	Her zaman		
Bir şey yapmasını söylerseniz ve eğer yapmazsa, isteğinizden vazgeçersiniz.	1	2	3	4	5	K.110[]
Yaramazlık yaparsa ceza vereceğinizi söylersiniz, ve eğer devam ederse gerçekten cezalandırırsınız	1	2	3	4	5	K.111[]
Cezalandırılması gereken yaramazlıklar yaptığı halde ceza görmediği olur.	1	2	3	4	5	K.112[]
Cezalandırmaya karar verdiğiniz halde açıklamaları, özürleri, ya da bahaneleri yüzünden cezalandırmazsınız.	1	2	3	4	5	K.113[]
Ceza verirken kızgın ya da sinirli olduğunuz belli olur.	1	2	3	4	5	K.114[]
Çocuğunuzla olan tartışmalarınızda kızıp istemeden bir şeyler söylersiniz ya da yaparsınız.	1	2	3	4	5	K.115[]
Çocuğunuz sizin koymuş olduğunuz kuralların dışına kolayca çıkabilir.	1	2	3	4	5	K.116[]
Verdiğiniz ceza sizin o anki ruh halinize bağlıdır.	1	2	3	4	5	K.117[]

37. Çocuklar doğru veya güzel bir şey yaptıkları zaman anneler değişik tepkiler gösterebilirler. Çocuğunuz [İSİM] güzel bir şey yapıp sizi memnun ederse aşağıdaki hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadir en yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Onu överim, aferin derim.	1	2	3	4	5	K.118[]
Onu öperim, severim, ona sarılırım.	1	2	3	4	5	K.119[]
Seveceği küçük bir hediye alırım ya da para veririm.	1	2	3	4	5	K.120[]
Seveceği eğlenceli bir şey yapmasına izin veririm (Örneğin sinemaya gitmek, gezmeye çıkmak, film seyretmek gibi)	1	2	3	4	5	K.121[]
Pek bir şey yapmam, şımarmanın diye memnun olduğumu belli etmem.	1	2	3	4	5	K.122[]
Onun yanında başkalarına anlatırım (babasına, kardeşine vs.)	1	2	3	4	5	K.123[]
O yokken başkalarına anlatırım	1	2	3	4	5	K.124[]

38. Son iki günde çocuğunuza [İSİM] aşağıdaki tepkileri kaç kere gösterdiniz?

	1 ker e	2 ker e	3 ker e	4-5 ker e	6-7 ker e	7 kered en fazla	Hiç		
İyi yaptığı bir şey için onu methetmek, aferin demek.	1	2	3	4	5	6	9	K.125[]
İyi yaptığı bir şey için ona küçük bir ödül vermek, birlikte eğlenceli bir şey yapmak, ya da istediği bir şeyi yapmasına izin vermek	1	2	3	4	5	6	9	K.126[]

39. Anneler çocuk yetiştirme konusunda değişik fikirlere sahip olabilirler. Aşağıdaki fikirlere ne kadar katılıyorsunuz? [KART B'Yİ GÖSTERİN]

	Tama men yanlış buluru m	Oldukç a yanlış buluru m	Ne yanlış ne doğru buluru m	Oldukç a doğru buluru m	Tama men doğru buluru m		
Çocukları iyi hareketleri için ödüllendirmek rüşvet vermeye benzer.	1	2	3	4	5	K.127[]
Çocuğumu yapması gereken şeyleri yaptığı için ödüllendirmem gerekmez..	1	2	3	4	5	K.128[]
Ödüllendirme ile çocuğuma doğru davranışları öğretebilirim.	1	2	3	4	5	K.129[]
Çocukları iyi davranışları için övmek çok önemlidir.	1	2	3	4	5	K.130[]
Çocuğumu eleştirmek yerine övmeyi isterim fakat onun övülecek davranışları çok azdır.	1	2	3	4	5	K.131[]
Eğer çocuğumu övgü ve ödül vererek iyi davranışlara teşvik etmeye çalışırsam o zaman sürekli ödül ister.	1	2	3	4	5	K.132[]
Eğer bir çocuk yapması gereken bir şeyi yapmakta zorlanıyorsa (örneğin, oyuncaklarını toplamak, yatağa gitmek), o işi bir ödülle yaptırmak iyi fikirdir.	1	2	3	4	5	K.133[]

Anneler çocuklarıyla birçok aktivite yaparak vakit geçirirler. Şimdi soracağım sorular birlikte yaptığınız aktiviteler hakkındadır.

40. Çocuğunuza [İSİM] siz kitap ya da hikaye okur musunuz? Okursanız ne sıklıkta okursunuz?	K.134[]
1	<i>Hayır, hiç okumuyorum</i>	
2	<i>Yılda birkaç kez</i>	
3	<i>Ayda birkaç kez</i>	
4	<i>Haftada bir</i>	
5	<i>Haftada birkaç kez</i>	
9	<i>Bilmiyor/cevap yok</i>	

41. Çocuğunuza [İSİM] sizden başka kitap ya da hikaye okuyan oluyor mu? Ne sıklıkta okunuyor?	K.135[]
1	<i>Hayır, kimse okumuyor</i>	
2	<i>Yılda birkaç kez</i>	
3	<i>Ayda birkaç kez</i>	
4	<i>Haftada bir</i>	
5	<i>Haftada birkaç kez</i>	
9	<i>Bilmiyor/cevap yok</i>	

42. Çocuğunuzun [İSİM] kaç tane kitabı var?K.136[]

1	<i>Hiç yok, daha çok küçük</i>
2	<i>1-2 tane</i>
3	<i>3-9 tane</i>
4	<i>10 veya daha fazla</i>
9	<i>Bilmiyor/cevap yok</i>

Soru 43:

	EVET	HAYIR		
Çocuğunuza [İSİM] sayıları öğretmeye çalışıyor musunuz?	1	2	K.137[]
Çocuğunuza alfabeyi öğretmeye çalışıyor musunuz?	1	2	K.138[]
Çocuğunuza [İSİM] şekilleri ya da büyüklükleri öğretmeye çalışıyor musunuz?	1	2	K.139[]
Çocuğunuzun [İSİM] evde bir radyo, teyp ya da müzik aletini kullanmaya izni var mı?	1	2	K.140[]

Şimdi size biraz da sizin ve (çocuğun adı)_____’nin nasıl ve ne kadar televizyon izlediğiniz hakkında sorular soracağız.

44. _____ (çocuğun adı) günde ortalama kaç saat televizyon seyrediyor? Lütfen hafta içi ve hafta sonu olarak ayrı ayrı söyler misiniz?

1	Hiç
2	1-2 saat
3	3-4 saat
4	5-6 saat
5	6 saatten fazla
9	Bilmiyor/cevap yok

Hafta içi K.141[]
Hafta sonu K.142[]

45. Mesela dün _____ kaç saat televizyon seyretti?

1	Hiç
2	1-2 saat
3	3-4 saat
4	5-6 saat
5	6 saatten fazla
9	Bilmiyor/cevap yok

K.143[]

46. Şimdi size sayacağım programları _____ ne sıklıkta seyrediyor?

	Her zaman	Bazen	Hiç	Bilmiyor		
Çizgi film	1	2	98	99	K.144[]
Çocuk programları	1	2	98	99	K.145[]
Filmler	1	2	98	99	K.146[]
Yerli diziler	1	2	98	99	K.147[]
Yabancı diziler.	1	2	98	99	K.148[]
Yarışma programları	1	2	98	99	K.149[]
Spor	1	2	98	99	K.150[]
Televole	1	2	98	99	K.151[]

47. _____ en çok hangi çocuk programlarını seyrediyor? (Program ismi hatırlamıyorsa programı tarif edebilir)

..... **K.152[]**

..... **K.153[]**

48. _____ hangi programları seyredeceğine kim karar veriyor?

1	Kendi
2	Anne
3	Baba
4	Hep beraber
9	Bilmiyor/cevap yok

K.154[]

49. _____ televizyonu genelde yalnız mı seyrediyor yoksa yanında birileri oluyor mu?

	Her zaman	Bazen	Hiç	Bilmiyor		
Yalnız	1	2	98	99	K.155[]
Anne	1	2	98	99	K.156[]
Baba	1	2	98	99	K.157[]
Kardeşler	1	2	98	99	K.158[]
Arkadaşlar	1	2	98	99	K.159[]
Bütün aile	1	2	98	99	K.160[]

49. soruda anne ile “her zaman” ya da “bazen” izliyorsa 50. soruyu sorun, .”hiç” izlemiyorsa 51. soruya geçin

50. _____ sizinle bir çocuk programı seyrederken neler yapıyorsunuz?

	Her zaman	Bazen	Hiç	Bilmiyor		
beraber sessizce seyrediyoruz	1	2	98	99	K.161[]
ben kendi işimi yapıyorum	1	2	98	99	K.162[]
ona programla ilgili sorular soruyorum	1	2	98	99	K.163[]
anlamadığı yerleri anlatıyorum	1	2	98	99	K.164[]
program bittikten sonra tartışıyoruz	1	2	98	99	K.165[]
Diğer: (yazınız).....	1	2	98	99	K.166[]

51. _____ genelde televizyon seyredirken başka şeyler de yapıyor mu?

1	Evet	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>53'e geçiniz</i>

K.167[]

52. Neler yapıyor?.....

K.168[]

.....

K.169[]

53. _____ gün içinde nasıl zaman geçiriyor, en çok neler yapıyor mesela? (ANNENİN ÖNÜNE KARTLARI KOYUN. ÇOCUĞUN GÜN İÇİNDE EN FAZLA NE YAPTIĞINI EN FAZLADAN EN AZA SIRALAMASINI İSTEYİN. EN FAZLA YAPTIĞININ YANINA “6” YAZIP AŞAĞIYA DOĞRU SIRALAYIN.)

Evde kendi başına oynuyor	_____	K.170[]
Sokakta arkadaşları ile oynuyor	_____	K.171[]
Bana ev işlerinde yardım ediyor	_____	K.172[]
Televizyon seyrediyor	_____	K.173[]
Bilgisayar oynuyor	_____	K.174[]
Resim yapıyor	_____	K.175[]
Diğer (AÇIKLAYIN)	_____	K.176[]

54. _____ nin yanında oturmasanız bile televizyonda ne seyrettiğini kontrol eder misiniz?

1	Evet
2	<i>Hayır</i>

K.177[]

55. Evinizde televizyon seyretme kuralları var mı? K.178[]
- 1 Evet
- 2 Hayır
56. ____ye yasakladığınız programlar var mı? K.179[]
- 1 Evet *Devam ediniz*
- 2 Hayır *S59'a geçiniz*
57. Hangi programları yasaklıyorsunuz? K.180[]
-
- K.181[]
-
-
58. Neden? K.182[]
-
-
-
-
59. _____nin seyretmesini teşvik ettiğiniz programlar var mı? Hangileri? K.183[]
-
- K.184[]
-
-
60. Neden? _____ K.185[]
-
-
-
-
61. ____ye televizyon seyrederken bir zaman sınırı koyuyor musunuz? K.186[]
- 1 Evet
- 2 Hayır
62. Sizce televizyonda seyrettiğiniz programlar çocuklar için ne kadar faydalı? K.187[]
- 1 Çok zararlı
- 2 Pek bir faydası yok
- 3 Bazen faydalı
- 4 Çok faydalı
- 9 Bilmiyor/cevap yok
63. Sizce televizyondaki çocuk programları çocuklar için ne kadar faydalı? K.188[]
- 1 Çok zararlı
- 2 Pek bir faydası yok
- 3 Bazen faydalı
- 4 Çok faydalı
- 9 Bilmiyor/cevap yok

64. Sizce televizyonda çocuk programları nasıl olmalı?

	Çok önemli	Biraz Önemli	Hiç önemli değil	Bilmiyor		
Ahlaki değerleri öğretmesi	1	2	3	9	K.189[]
Ailenin beraber seyredebilmesi	1	2	3	9	K.190[]
Sosyal kuralları öğretmesi	1	2	3	9	K.191[]
Hayal gücü ve yaratıcılığı artırması	1	2	3	9	K.192[]
Eğitim vermesi	1	2	3	9	K.193[]
Okul derslerine yardım etmesi	1	2	3	9	K.194[]
Aileyi eğitmesi	1	2	3	9	K.195[]
Eğlenceli, hoşça vakit geçirme	1	2	3	9	K.196[]
Günlük hayat hakkında bilgi	1	2	3	9	K.197[]
Şiddet içermemesi	1	2	3	9	K.198[]
Reklam olmaması	1	2	3	9	K.199[]

65.Daha önce TRT’de yayınlanan “Benimle Oynar mısınız?” adlı çocuk programını duydunuz mu?

K.200[]

1	<i>Evet</i>	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>S71’e geçiniz</i>

66.Daha önce TRT’de yayınlanan “Benimle Oynar mısınız?” adlı çocuk programını seyrettiniz mi?

K.201[]

1	<i>Evet</i>	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>S71’e geçiniz</i>

67.____ sizinle veya yalnız bu programı seyretti mi?

K.202[]

1	<i>Evet</i>	<i>Devam ediniz</i>
2	<i>Hayır</i>	<i>S71’e geçiniz</i>
9	<i>Bilmiyor</i>	<i>S71’e geçiniz</i>

68.Ne sıklıkta?

K.203[]

1	<i>Haftada 1 defa</i>
2	<i>Haftada 2-3 defa</i>
3	<i>Haftada 4 defa</i>
4	<i>Haftada 5 defa</i>
9	<i>Bilmiyor/cevap yok</i>

69.“Benimle Oynar mısınız?” programını en son ne zaman seyrettiniz?
Şıkları okumayın. Cevaba en yakın olanı işaretleyin.

K.204[]

1	<i>Son birkaç gün içinde (dün-bugün)</i>
2	<i>Geçen hafta</i>
3	<i>Geçen ay</i>
4	<i>2-3 ay önce</i>
5	<i>Geçen ilkbahar</i>
6	<i>Diğer.....</i>
9	<i>Bilmiyor/cevap yok</i>

70. Programı hatırlıyor musunuz? Neler hatırlıyorsunuz bu programdan? Program ne hakkındaydı?

K.205[]

.....

K.206[]

71. Burada bazı fikirler var. Kimi anneler bu görüşlere katılıyor, kimileri katılmıyor. Şimdi bunları size okuyacağım. Her bir görüşe katılıp katılmadığınızı, ve ne kadar katılıp ne kadar katılmadığınızı söyler misiniz? (KART C'Yİ GÖSTERİN)

	Çok Katılıyor	Katılıyor	Kararsızım	Katılmıyorum	Hiç Katılmıyorum	
Çocuğun benimle tartışması susmasından iyidir.	1	2	3	4	5	K.207[]
Problemler çocuğu dinleyerek çözülür.	1	2	3	4	5	K.208[]
Kızdığım zaman bunu belli etmem.	1	2	3	4	5	K.209[]
Çocuklar büyükler kadar ciddiye alınmalıdır.	1	2	3	4	5	K.210[]
Bir çocuğun iyi yetişmesi için sıkı disiplin gerekir.	1	2	3	4	5	K.211[]
Karşılaşılan zorluklar çocukla paylaşılabilir.	1	2	3	4	5	K.212[]
Annelik öğrenilecek bir iş değildir.	1	2	3	4	5	K.213[]
Çocuğum cinsel konularda benimle konuşabilir.	1	2	3	4	5	K.214[]
Ben çocuğumu dinlemezsem o da beni dinlemez.	1	2	3	4	5	K.215[]
Çocuğumun hata yapmasından korkmam.	1	2	3	4	5	K.216[]
Annelik keyifli bir şeydir.	1	2	3	4	5	K.217[]
Başaramayacak çocuk yoktur.	1	2	3	4	5	K.218[]

68. Burada çocuk terbiyesiyle ilgili bazı farklı görüşler var. Bazı anneler bir türlü düşünür, bazıları tersini düşünür. Aşağıdaki her bir çift görüşten hangisi sizce daha doğru, söyler misiniz?(Önce 1. ifadeyi, sonra 2. ifadeyi okuyun. Anne hangisini doğru buluyorsa numarasını kolona yazın)

1	2	Sizce hangisi doğru?
Ailede kararlar ana-baba tarafından alınır	Aile kararlarına çocuk da katılmalıdır	K.219[]
Çocuğun yanlış davranışına tepki vermeden önce sebebini anlamak gerekir	Çocuğun yanlış davranışı hemen cezalandırılmalıdır	K.220[]
Çocuk, korku gibi olumsuz duygularını kontrol edebilmelidir	Çocuk, korku gibi olumsuz duygularını ifade edebilmelidir	K.221[]
Çocuktan ne istediğimizi ona açık, net bir şekilde söylemeliyiz.	Çocuk ana-babanın dediğini yapmalıdır; açıklama yapmak gerekmez	K.222[]
Çocuğun her dediğini yapmaya çalışmalıyız	Çocuğun her dediğini yapmamalıyız	K.223[]
Çocuk terbiyesi için ceza şarttır	Ceza çocuğa doğru davranışı öğretmez	K.224[]

Araştırmamıza katıldığınız için teşekkür ederiz. Şimdi sizden, araştırmanın bundan sonraki aşamalarına katılabilmeniz için gerekli iletişim bilgilerini almak istiyorum.

**GÖRÜŞÜLEN KİŞİNİN
ADI SOYADI**

MAHALLE

CADDE

SOKAK

KAPI NO

İLÇE

TELEFON NO

Ev:

Cep:

ANKETÖR ADI

Anketör Soruları

ANKET YAPILDIKTAN HEMEN SONRA ANKETÖR TARAFINDAN DOLDURULACAK:

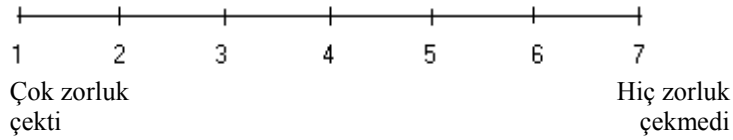
(1) Oturulan konutun niteliği nedir?

K.225[]

- 1 *Müstakil ev*
2 *Apartman dairesi*

(2) Anne, soruları anlamakta güçlük çekti mi?

K.226[]



Annenin Türkçe'yi kullanımı

(3) Dili kullanım yeteneği:

K.227[]

Çok basit düzeyde konuşuyor (Yanlışlar yapabilir) 1 2 3 4 5 6 7 Kendini iyi ifade ediyor

(4) Dili kullanım miktarı:

K.228[]

Minimum düzeyde (çok az konuşkan) 1 2 3 4 5 6 7 Çok konuşkan

(5) Annenin konuşmasını anladınız mı?

K.229[]

Zorlukla anladım 1 2 3 4 5 6 7 Zorluk çekmeden anladım

(6) O, sizin konuşmanızı anladı mı?

K.230[]

Zorlukla anladı 1 2 3 4 5 6 7 Zorluk çekmeden anladı

(7) Şive:

K.231[]

Belirgin İstanbul dışı şivesi 1 2 3 4 5 6 7 İstanbul Türkçesi

AŞAĞIDAKİ SORULARI GENEL OLARAK YÖRENİN ÖZELLİKLERİNİ GÖZ ÖNÜNDE TUTARAK İŞARETLEYİN:

(8) Hanenin durumu(mekan, görünüş, badana-boya, vs.):

K.232[]

- | | |
|---|---------------------|
| 1 | Çok kötü durumda |
| 2 | İyi değil, bakımsız |
| 3 | Orta karar |
| 4 | İyi, düzgün |
| 5 | Çok iyi, bakımlı |

(9) Apartmansa, binanın durumu (mekan, görünüş, badana-boya, vs.):

K.233[]

- | | |
|---|---------------------|
| 1 | Çok kötü durumda |
| 2 | İyi değil, bakımsız |
| 3 | Orta karar |
| 4 | İyi, düzgün |
| 5 | Çok iyi, bakımlı |

(9) Evdeki eşyaların genel durumu(sayısı, yeniliği; koltuk takımı, masa; yatak odası ayrı; halı, TV, vs.):

K.234[]

- | | |
|---|---------------------------------|
| 1 | Çok kötü /eski/çok az |
| 2 | İyi değil, az, bakımsız |
| 3 | Orta karar |
| 4 | İyi, düzgün |
| 5 | Çok iyi, bakımlı , bol miktarda |

(10) Hanenin bulunduğu sokak, çevre (parke, asfalt yol, ağaç, yeşillik):

K.235[]

- | | |
|---|---|
| 1 | Çok bakımsız, kötü, tozlu, çamurlu, yollar kötü |
| 2 | Bakımsızca |
| 3 | Orta karar |
| 4 | İyi, düzgün |
| 5 | Çok bakımlı , temiz |

(12) Mülakat yaptığımız ev temiz, tertipli miydi? (hemen temizlenebilecek gibi miydi?)

K.236[]

- | | | | |
|---|------|---|-------|
| 1 | Evet | 2 | Hayır |
|---|------|---|-------|

(13) Aydınlatma yeterli miydi?

K.237[]

- | | | | |
|---|------|---|-------|
| 1 | Evet | 2 | Hayır |
|---|------|---|-------|

(14) Çocuk(lar) sağlıklı görünüyor muydu?

K.238[]

- | | | | |
|---|------|---|-------|
| 1 | Evet | 2 | Hayır |
|---|------|---|-------|

(15) Çocuk(lar) temiz görünüyor muydu?

K.239[]

	1	Evet	2	Hayır		
(16) Etrafta kitap, dergi var mıydı?	1	Evet	2	Hayır	K.240[]
'Evet' ise: Yaklaşık kaç tane?	1	1-5			K.241[]
	2	6-10				
	3	11-15				
	4	16-20				
	5	Daha çok				
(17) Etrafta gazete var mıydı?	1	Evet	2	Hayır	K.242[]
(18) Anneyi siz oradayken çocuğu disiplin ederken gördünüz mü?	1	Evet	2	Hayır	K.243[]
'Evet' ise ne yaptı, belirtin					K.244[]
(19) Anne çocuğunu size ismiyle tanıştırdı mı?	1	Evet	2	Hayır	K.245[]
(20) Anne çocuğunu konuşmaya teşvik etti mi?	1	Evet	2	Hayır	K.246[]
(21) Anne çocuğunun sorularına bütün cümleler kullanarak yanıt verdi mi?	1	Evet	2	Hayır	K.247[]
(22) Anne çocukla sohbet etti mi?	1	Evet	2	Hayır	K.248[]
(23) Annenin sesi çocuğuna sevgi ve şefkat gösteriyor muydu?	1	Evet	2	Hayır	K.249[]
(24) Anne mülakat süresince gergin, rahatsız, heyecanlı bir halde miydi, yoksa rahat mıydı?					K.250[]
	1	Çok gergin				
	2	Biraz gergin				
	3	Rahatça				
	4	Çok rahat				
(25) Anne ile ilgili izlenimleriniz nasıl?					K.251[]
	1	Çok ilgisiz, içine kapanık, hiç meraklı ve uyanık değil				
	2	İlgisizce; pek uyanık gözüküyor				
	3	Orta düzeyde ilgili				
	4	Uyanık, meraklı, ilgili				

APPENDIX B

DENEYSEL GRUP SON GÖRÜŞME FORMU

ANKET NO-->K.252[]
GRUP-->K.253[DENEYSEL]

Görüşme tarihi ___/___/___
Anket başlangıç saati ___:___
Anket bitiş saati ___:___

K.254[/ /]
K.255[:]
K.256[:]

Merhaba,

Biz Koç Üniversitesinin bir araştırması için sizi rahatsız ediyoruz. Biliyorsunuz sizi Eylül ayında ziyaret ettik ve ondan sonra da birkaç kere telefonda görüştük. Su anda araştırmamız için sizi son bir defa ziyaret ediyoruz. Size ve _____(ÇOCUĞUN ADI)'a (e) bazı sorularımız olacak.

1. Şimdi size çocuklarınız ve varsa bu evde yaşayan diğer çocuklar ile ilgili sorular sorarak başlamak istiyorum.

TÜM ÇOCUKLARI AŞAĞIDAKİ TABLOYA KAYDEDİNİZ. KENDİSİYLE ANKET YAPILACAK ÇOCUĞU BİRİNCİ SIRAYA YAZINIZ. EVDE YAŞAYAN DİĞER ÇOCUKLARI EN BÜYÜKTEN BAŞLAYARAK 2. SIRADAN İTİBAREN YAZINIZ

Çocuğun ismi	Cinsiyeti 1> Kız 2> Erkek	Yaşı	Bu evde mi yaşıyor 1>Evet 2> Başka yerde	Statü
				1>Öz 2> Evlat edinilmiş 3>Önceki evlilikten 4>Evde yaşıyor fakat annenin çocuğu değil
1. K.257[.....]	K.257a []	K.257b []	K.257c []	K.257d []
2. K.258[.....]	K.258a []	K.258b []	K.258c []	K.258d []
3. K.259[.....]	K.259a[]	K. 259 b[]	K. 259c[]	K. 259d[]
4. K.260[.....]	K. 260a[]	K. 260b[]	K. 260c[]	K. 260d[]
5. K.261[.....]	K. 261a[]	K. 261b[]	K. 261c[]	K. 261d[]
6. K.262[.....]	K. 262a[]	K. 262b[]	K. 262c[]	K. 262d[]
7. K.263[.....]	K. 263a[]	K. 263b[]	K. 263c[]	K. 263d[]

Evinizde evlat edinmiş olduğunuz ya da evlat gibi baktığımız başka çocuk var mı? Mesela bir akraba çocuğu var mı? Veya önceki bir evlilikten doğma olan var mı?
[SÖYLEDİKLERİNDEN BAŞKA BÖYLE ÇOCUK VARSA, TABLOYA EKLEYİN]

2. Şimdi evinizde sizinle birlikte yaşayan diğer kişilere dönelim. Bunlar kimler? [KODLAMA LİSTESİNİ KULLANIP HERBİRİNİ KODLAYIN]

1	Eşi	6	<i>Kendi kardeşi (ağabeyi/ablası)</i>
2	Kendi annesi	7	<i>Eşinin kardeşi (ağabeyi/ablası)</i>
3	Kendi babası	8	<i>Kendi diğer akrabası</i>
4	Eşinin annesi	9	<i>Eşinin diğer akrabası</i>
5	<i>Eşinin babası</i>		

1. kişi	K.264[]
2. kişi	K.265[]
3. kişi	K.266[]
4. kişi	K.267[]
5. kişi	K.268[]
6. kişi	K.269[]
7. kişi	K.270[]
8. kişi	K.271[]
9. kişi	K.272[]
10. kişi	K.273[]
11. kişi	K.274[]
12. kişi	K.275[]
13. kişi	K.276[]
14. kişi	K.277[]
15. kişi	K.278[]
16. kişi	K.279[]

[KENDİSİNİ VE ÇOCUKLARI DA EKLEYEREK SORUN]

3. Öyleyse bu evde toplam kişi yaşıyor, değil mi? (Eğer anne farklı bir rakam söylerse bunu önceki verilerle karşılaştırın ve yanlış olan verileri düzeltin) Toplam Sayı _____

K.280[]

4. Eşiniz çalışıyor mu?

K.281[]

- | | |
|---|------------|
| 1 | Çalışıyor |
| 2 | Çalışmıyor |

5. Ne iş yapıyor? [NE TİP BİR İŞTE ÇALIŞIR, NE YAPAR GİBİ SORULARLA AYRINTILI BİLGİ ALIN VE NOT EDİN. ÖRNEĞİN, KENDİ İÇİN Mİ, BAŞKASI İÇİN Mİ ÇALIŞTIĞI, İŞİNİN SEVİYESİ—İŞÇİ, USTA GİBİ—İŞYERİNİN BÜYÜKLÜĞÜ—KÜÇÜK İMALATHANE, FABRİKA GİBİ—BELLİ OLSUN. İŞÇİ - İŞ SAHİBİ GİBİ FARKLILAŞMALARINI ORTAYA ÇIKARIN.]

.....

.....

K.282[]

6. [NE İŞ YAPTIĞI AÇIK DEĞİLSE] Biraz daha anlatır mısınız / açıklar mısınız?

.....

.....

K.283[]

7. Çocuklarınız içinde eve yardım için çalışan veya para kazanan var mı? K.284[]
- | | | |
|---|-------|--------------|
| 1 | Evet | Devam ediniz |
| 2 | Hayır | 9'a geçiniz |

8. Ne iş yapıyorlar? [AYNI ŞEKİLDE BİLGİ ALIN, AÇIK OLARAK ÇOCUKLARIN YAPTIKLARI İŞLERİ-DÜZENLİ VEYA DÜZENSİZ ÇALIŞIYOR OLSALAR DA- YAZINIZ] K.285[]
-
-

9. Para kazanmak için bir iş yapıyor musunuz? K.286[]
- | | | |
|---|-------|--------------|
| 1 | Evet | Devam ediniz |
| 2 | Hayır | 13'e geçiniz |

10. Ne yapıyorsunuz / yapıyordunuz? [NE TİP BİR İŞTE ÇALIŞIYORSUNUZ, NE YAPIYORSUNUZ GİBİ SORULARLA DETAYLI BİLGİ ALIN VE NOT EDİN. ÖRNEĞİN, KENDİ İÇİN Mİ, BAŞKASI İÇİN Mİ ÇALIŞTIĞI, İŞİNİN SEVİYESİ—İŞÇİ, USTA GİBİ—İŞYERİNİN BÜYÜKLÜĞÜ—KÜÇÜK İMALATHANE, FABRİKA GİBİ—BELLİ OLSUN.] K.287[]
-
-

11. Devamlı mı çalışıyorsunuz, zaman zaman mı? K.288[]
- | | |
|---|---------------------------------------|
| 1 | Zaman zaman ev dışında çalışıyorum |
| 2 | Zaman zaman evde çalışıyorum |
| 3 | Devamlı olarak ev dışında çalışıyorum |
| 4 | Devamlı olarak evde çalışıyorum |

12. Siz isteyken/çalışırken çocuğunuza / çocuklarınıza kim bakıyor? _____ K.289[]

13. Bu evin geçimi için ayda ne kadar para gidiyor? Elektrik, gaz, vs. ödemelerini ve taksitleri de dahil ederek: _____ (Milyon TL) K.290[]

14. Bu evi istediğiniz gibi geçindirmek için sizce ne kadar para gerekli? Elektrik, gaz, vs. ödemelerini ve taksitleri de dahil ederek: _____ (Milyon TL) K.291[]

15. Maddi durumunuz sizce nasıldır? (seçenekleri okuyunuz) K.292[]
- | | |
|---|-------------------------|
| 1 | Çok fakiriz |
| 2 | Fakirce sayılırız |
| 3 | Orta halliyiz |
| 4 | İyice durumda sayılırız |
| 5 | İyi halli, varlıklıyız |
| 9 | Bilmiyor/cevap yok |

Şimdi size sizin ve _____ (COCUGUN ADI) nin hakkında birkaç soru soracağız.

16. Çocuklar yaramazlık yaptıkları zaman anneler değişik tepkiler gösterebilirler. Annelerin yaramazlığa karşı gösterdiği tepkilerin bir listesini yaptık. Çocuğunuz [İSİM] yaramazlık yapıp sizi kızdırdığı zaman, hangilerini gösterirsiniz. Bunları ne sıklıkta yaparsınız? [KART A'YI GÖSTERİN]

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.293[]
Yaptığı yanlış ya da kabahatini düzelttiririm.(mesela dağıttıklarını kendisine toplatırım)	1	2	3	4	5	K.294[]
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.295[]
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım	1	2	3	4	5	K.296[]
Ceza veririm, mesela arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum, harçlığını keserim.	1	2	3	4	5	K.297[]
Döverim ya da kulağımı çekerim.	1	2	3	4	5	K.298[]
Yaptığının neden yanlış olduğunu ona anlatırım ya da niçin böyle davrandığını anlamaya çalışırım.	1	2	3	4	5	K.299[]
Nasihat ederim, “Bir daha yapma,” derim.	1	2	3	4	5	K.300[]
Babasına şikayet ederim.	1	2	3	4	5	K.301[]
Küserim ya da onu artık sevmediğimi söylerim.	1	2	3	4	5	K.302[]
Özür dilettiririm.	1	2	3	4	5	K.303[]

17. Eğer çocuğunuz [İSİM] başka bir çocuğa vurur ya da döverse aşağıdakilerden hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.304[]
Yaptığı yanlış ya da kabahatini düzelttiririm	1	2	3	4	5	K.305[]
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.306[]
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım.	1	2	3	4	5	K.307[]
Ceza olarak onun arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum.	1	2	3	4	5	K.308[]
Döver ya da tokatlarım.	1	2	3	4	5	K.309[]
Yaptığı yanlış hakkında konuşurum ya da bu konuda sorular sorarım.	1	2	3	4	5	K.310[]

18. Eğer çocuğunuz [İSİM] yapmasını istediğiniz bir şeyi reddederse aşağıdakilerden hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Sesimi yükseltirim, azarlarım, bağırırım.	1	2	3	4	5	K.311[]
Yaptığı yanlış ya da kabahatini düzelttiririm	1	2	3	4	5	K.312[]
Ceza vermekle tehdit ederim fakat sonra cezalandırmam.	1	2	3	4	5	K.313[]
Ayrı bir odaya ya da bir köşeye gönderir, bir süre kendi haline bırakırım.	1	2	3	4	5	K.314[]
Ceza olarak onun arkadaşlarıyla oynamak, televizyon seyretmek gibi eğlencelerine mani olurum.	1	2	3	4	5	K.315[]
Döver ya da tokatlarım.	1	2	3	4	5	K.316[]
Yaptığını yanlış hakkında konuşurum ya da bu konuda sorular sorarım.	1	2	3	4	5	K.317[]

19. Çocuğunuz [İSİM] ile beraberken aşağıdaki olaylar ne sıklıkta olur?

	Hiç	Nadiren	Arada sırada	Sık sık	Her zaman		
Çocuğunuz söylediğiniz bir şeyi yapmazsa, isteğinizden kolayca vazgeçersiniz.	1	2	3	4	5	K.318[]
Bir yaramazlığı yüzünden ceza vereceğinizi söylersiniz, ama bazen cezalandırmadığınız olur.	1	2	3	4	5	K.319[]
Cezalandırılması gereken yaramazlıklar yaptığı halde ceza görmediği olur.	1	2	3	4	5	K.320[]
Cezalandırmaya karar verdiğiniz halde açıklamaları, özürleri, ya da bahaneleri yüzünden cezalandırmazsınız.	1	2	3	4	5	K.321[]
Ceza verirken kızgın ya da sinirli olduğunuz belli olur.	1	2	3	4	5	K.322[]
Çocuğunuzla olan tartışmalarınızda kızıp istemeden bir şeyler söylersiniz ya da yaparsınız.	1	2	3	4	5	K.323[]
Çocuğunuz sizin koymuş olduğunuz kuralların dışına kolayca çıkabilir.	1	2	3	4	5	K.324[]
Verdiğiniz ceza sizin o anki ruh halinize bağlıdır.	1	2	3	4	5	K.325[]

20. Çocuklar doğru veya güzel bir şey yaptıkları zaman anneler değişik tepkiler gösterebilirler. Çocuğunuz [İSİM] güzel bir şey yapıp sizi memnun ederse aşağıdaki hangi tepkileri gösterirsiniz?

	Hiç yapmam	Nadiren yaparım	Arada sırada yaparım	Sık sık yaparım	Her zaman yaparım		
Onu överim, aferin derim.	1	2	3	4	5	K.326[]
Onu öperim, severim, ona sarılırım.	1	2	3	4	5	K.327[]
Seveceği küçük bir hediye alırım ya da para veririm.	1	2	3	4	5	K.328[]
Seveceği eğlenceli bir şey yapmasına izin veririm (Örneğin sinemaya gitmek, gezmeye çıkmak, film seyretmek gibi)	1	2	3	4	5	K.329[]
İyi davranışlarını onun yanında başkalarına anlatırım (babasına, kardeşine vs.)	1	2	3	4	5	K.330[]

21. Anneler çocuklarına iyi ya da kötü tepkileri değişik sıklıkta gösterirler. Son iki günde çocuğunuza [İSİM] aşağıdaki tepkileri kaç kere gösterdiniz?

	1 kere	2 kere	3 kere	4-5 kere	6-7 kere	7 kereden fazla	Hiç		
İyi yaptığı bir şey için onu methetmek, aferin demek.	1	2	3	4	5	6	9	K.331[]
İyi yaptığı bir şey için ona küçük bir ödül vermek, birlikte eğlenceli bir şey yapmak, ya da istediği bir şeyi yapmasına izin vermek	1	2	3	4	5	6	9	K.332[]

22. Anneler çocuk yetiştirme konusunda değişik fikirlere sahip olabilirler. Aşağıdaki fikirlere ne kadar katılıyorsunuz? [KART B'Yİ GÖSTERİN]

	Tamamen yanlış bulurum	Oldukça yanlış bulurum	Ne yanlış ne doğru bulurum	Oldukça doğru bulurum	Tamamen doğru bulurum		
Çocukları iyi hareketleri için ödüllendirmek rüşvet vermeye benzer.	1	2	3	4	5	K.333[]
Çocuğumu yapması gereken şeyleri yaptığı için ödüllendirmem gerekmez..	1	2	3	4	5	K.334[]
Ödüllendirme ile çocuğuma doğru davranışları öğretebilirim.	1	2	3	4	5	K.335[]
Çocukları iyi davranışları için övmek çok önemlidir.	1	2	3	4	5	K.336[]
Eğer çocuğuma iyi davranışları için ödül vermeye baslarsam, o zaman sürekli ödül ister.	1	2	3	4	5	K.337[]
Eğer bir çocuk yapması gereken bir şeyi yapmakta zorlanıyorsa (örneğin, oyuncaklarını toplamak, yatağa gitmek), o işi bir ödülle yaptırmak iyi fikirdir.	1	2	3	4	5	K.338[]

Anneler çocuklarıyla birçok aktivite yaparak vakit geçirirler. Şimdi soracağım sorular birlikte yaptığınız aktiviteler hakkındadır.

23. Çocuğunuza [İSİM] siz kitap ya da hikaye okur musunuz? Okursanız ne sıklıkta okursunuz? K.339[]

- 1 Hayır, hiç okumuyorum
- 2 Yılda birkaç kez
- 3 Ayda birkaç kez
- 4 Haftada bir
- 5 Haftada birkaç kez
- 9 Bilmiyor/cevap yok

24. Çocuğunuza [İSİM] sizden başka kitap ya da hikaye okuyan oluyor mu? Ne sıklıkta okunuyor? K.340[]

- 1 Hayır, kimse okumuyor
- 2 Yılda birkaç kez
- 3 Ayda birkaç kez
- 4 Haftada bir
- 5 Haftada birkaç kez
- 9 Bilmiyor/cevap yok

25. Çocuğunuzun [İSİM] kaç tane kitabı var? K.341[]

- 1 Hiç yok, daha çok küçük
- 2 1-2 tane

- 3 3-9 tane
4 10 veya daha fazla
9 Bilmiyor/cevap yok

Soru 26:

	EVET	HAYIR		
Çocuğunuza [İSİM] sayıları öğretmeye çalışıyor musunuz?	1	2	K.342[]
Çocuğunuza alfabeyi öğretmeye çalışıyor musunuz?	1	2	K.343[]
Çocuğunuza [İSİM] şekilleri ya da büyüklükleri öğretmeye çalışıyor musunuz?	1	2	K.344[]
Çocuğunuzun [İSİM] evde bir radyo, teyp ya da müzik aletini kullanmaya izni var mı?	1	2	K.345[]

Şimdi size biraz da sizin ve (çocuğun adı) _____'nin nasıl ve ne kadar televizyon izlediğiniz hakkında sorular soracağız.

27. _____ (çocuğun adı) günde ortalama kaç saat televizyon seyrediyor? Lütfen hafta içi ve hafta sonu olarak ayrı ayrı söyley misiniz?

	Hafta içi	K.346[]
	Hafta sonu	K.347[]
1 Hiç			
2 1-2 saat			
3 3-4 saat			
4 5-6 saat			
5 6 saatten fazla			
9 Bilmiyor/cevap yok			

28. Mesela dün _____ kaç saat televizyon seyretti? K.348[]

- 1 Hiç
2 1-2 saat
3 3-4 saat
4 5-6 saat
5 6 saatten fazla
9 Bilmiyor/cevap yok

29. Şimdi size sayacağım programları _____ ne sıklıkta seyrediyor?

	Her zaman	Bazen	Hiç	Bilmiyor		
Çizgi film	1	2	98	99	K.349[]
Çocuk programları	1	2	98	99	K.350[]
Filmler	1	2	98	99	K.351[]
Yerli diziler	1	2	98	99	K.352[]
Yabancı diziler	1	2	98	99	K.353[]
Yarışma programları	1	2	98	99	K.354[]
Spor	1	2	98	99	K.355[]
Televole	1	2	98	99	K.356[]

30. . _____ en çok hangi çocuk programlarını seyrediyor? (Program ismi hatırlamıyorsa programı tarif edebilir)

.....	K.357[]
.....	K.358[]

31. _____ hangi programları seyredeceğine kim karar veriyor? **K.359[]**

- 1 Kendi
- 2 Anne
- 3 Baba
- 4 Hep beraber
- 9 Bilmiyor/cevap yok

32. _____ televizyonu genelde yalnız mı seyrediyor yoksa yanında birileri oluyor mu?

	Her zaman	Bazen	Hiç	Bilmiyor		
Yalnız	1	2	98	99	K.360[]	
Anne	1	2	98	99	K.361[]	
Baba	1	2	98	99	K.362[]	
Kardeşler	1	2	98	99	K.363[]	
Arkadaşlar	1	2	98	99	K.364[]	
Bütün aile	1	2	98	99	K.365[]	

32. soruda anne ile “her zaman” ya da “bazen” izliyorsa 33. soruyu sorun, .”hiç” izlemiyorsa 34. soruya geçin

33. _____ sizinle bir çocuk programı seyredirken neler yapıyorsunuz?

	Her zaman	Bazen	Hiç	Bilmiyor		
beraber sessizce seyrediyoruz	1	2	98	99	K.366[]	
ben kendi işimi yapıyorum	1	2	98	99	K.367[]	
ona programla ilgili sorular soruyorum	1	2	98	99	K.368[]	
anlamadığı yerleri anlatıyorum	1	2	98	99	K.369[]	
program bittikten sonra tartışıyoruz	1	2	98	99	K.370[]	
Diğer: (yazınız).....	1	2	98	99	K.371[]	

34. _____ genelde televizyon seyredirken başka şeyler de yapıyor mu? **K.372[]**

- 1 Evet Devam ediniz
- 2 Hayır 36'ya geçiniz

35. Neler yapıyor?..... **K.373[]**

..... **K.374[]**

36. _____ gün içinde nasıl zaman geçiriyor, en çok neler yapıyor mesela? (ANNENİN ÖNÜNE KARTLARI KOYUN. ÇOCUĞUN GÜN İÇİNDE EN FAZLA NE YAPTIĞINI EN FAZLADAN EN AZA SIRALAMASINI İSTEYİN. EN FAZLA YAPTIĞININ YANINA “7” YAZIP AŞAĞIYA DOĞRU SIRALAYIN.)

Evde kendi başına oynuyor	_____	K.375[]
Sokakta arkadaşları ile oynuyor	_____	K.376[]
Bana ev işlerinde yardım ediyor	_____	K.377[]
Televizyon seyrediyor	_____	K.378[]
Bilgisayar oynuyor	_____	K.379[]
Resim yapıyor	_____	K.380[]
Okula / ana okuluna gidiyor	_____	K.381[]
Diğer (AÇIKLAYIN)	_____	K.382[]

37. _____nin yanında oturmasanız bile televizyonda ne seyrettiğini kontrol eder misiniz? **K.383[]**

1 Evet
2 Hayır

38. Evinizde televizyon seyretme kuralları var mı? **K.384[]**

1 Evet
2 Hayır

39. _____ye yasakladığınız programlar var mı? **K.385[]**

1 Evet Devam ediniz
2 Hayır S59'a geçiniz

40. Hangi programları yasaklıyorsunuz? (Verilen tüm yanıtları işaretleyin)

Açık, cinsel, ahlaksız programlar	1	K.386[]
Korkutucu programlar	2	K.387[]
Şiddet içeren programlar	3	K.388[]
Televole – paparazzi programları	4	K.389[]
Kemal Sunal filmleri	5	K.390[]
Yabancı filmler	6	K.391[]
Diğer _____ K.392 []	7	K.393[]

41. Neden? (Verilen tüm yanıtları işaretleyin)

Ahlakini bozuyor	1	K.394[]
Psikolojisini bozuyor, olumsuz etkiliyor, huzursuz yapıyor	2	K.395[]
Korkuyor	3	K.396[]
Taklit ediyor, etkisi altında kalıyor	4	K.397[]
Yaşı uygun değil	5	K.398[]
Diğer _____ k.399[]	6	K.400[]

42. _____nin seyretmesini teşvik ettiğiniz programlar var mı? Hangileri? **K.401[]**

..... **K.402[]**

43. Neden? **K.403[]**

.....

44. _____ye televizyon seyrederken bir zaman sınırı koyuyor musunuz? **K.404[]**

1 Evet
2 Hayır

45. Sizce televizyonda seyrettiğiniz programlar çocuklar için ne kadar faydalı?**K.405[]**

- 1 Çok zararlı
- 2 Pek bir faydası yok
- 3 Bazen faydalı
- 4 Çok faydalı
- 9 Bilmiyor/cevap yok

46. Sizce televizyondaki çocuk programları çocuklar için ne kadar faydalı?**K.406[]**

- 1 Çok zararlı
- 2 Pek bir faydası yok
- 3 Bazen faydalı
- 4 Çok faydalı
- 9 Bilmiyor/cevap yok

47. Sizce televizyonda çocuk programları nasıl olmalı?

	Çok önemli	Biraz Önemli	Hiç önemli değil	Bilmiyor		
Ahlaki değerleri öğretmesi	1	2	3	9	K.407[]	
Ailenin beraber seyredebilmesi	1	2	3	9	K.408[]	
Sosyal kuralları öğretmesi	1	2	3	9	K.409[]	
Hayal gücü ve yaratıcılığı arttırması	1	2	3	9	K.410[]	
Eğitim vermesi	1	2	3	9	K.411[]	
Okul derslerine yardım etmesi	1	2	3	9	K.412[]	
Aileyi eğitmesi	1	2	3	9	K.413[]	
Eğlenceli, hoşça vakit geçirme	1	2	3	9	K.414[]	
Günlük hayat hakkında bilgi vermesi	1	2	3	9	K.415[]	
Şiddet içermemesi	1	2	3	9	K.416[]	
Reklam olmaması	1	2	3	9	K.417[]	

**E1.“Benimle Oynar mısın?” programını en son ne zaman seyrettiniz?
Şıkları okumayın. Cevaba en yakın olanı işaretleyin.****E.1[]**

- 1 Son birkaç gün içinde (dün-bugün)
- 2 Geçen hafta
- 3 2-3 hafta önce
- 4 Geçen ay
- 5 2-3 ay önce
- 6 Geçen ilkbahar
- 7 **Diğer.....** **E.2[]**
- 9 Bilmiyor/cevap yok

48. Burada bazı fikirler var. Kimi anneler bu görüşlere katılıyor, kimileri katılmıyor. Şimdi bunları size okuyacağım. Her bir görüşe katılıp katılmadığınızı, ve ne kadar katılıp ne kadar katılmadığınızı söyler misiniz? (KART C'Yİ GÖSTERİN)

	Çok Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum	
Çocuğun benimle tartışması susmasından iyidir.	1	2	3	4	5	K.418[]
Problemler çocuğu dinleyerek çözülür.	1	2	3	4	5	K.419[]
Kızdığım zaman bunu belli etmem.	1	2	3	4	5	K.420[]
Çocuklar büyükler kadar ciddiye alınmalıdır.	1	2	3	4	5	K.421[]
Sıkı disiplin bir çocuğun iyi yetişmesi için en önemli unsurdur.	1	2	3	4	5	K.422[]
Çocukların gelişimi hakkında yeni şeyler öğrenmek annelik yapmayı kolaylaştırır.	1	2	3	4	5	K.423[]
Ben çocuğumu dinlemezsem o da beni dinlemez.	1	2	3	4	5	K.424[]
Çocukların yeni şeyler öğrenirken hata yapması doğaldır.	1	2	3	4	5	K.425[]
Annelik keyifli bir şeydir.	1	2	3	4	5	K.426[]
Başaramayacak çocuk yoktur.	1	2	3	4	5	K.427[]

49. Burada çocuk terbiyesiyle ilgili bazı farklı görüşler var. Bazı anneler bir türlü düşünür, bazıları tersini düşünür. Aşağıdaki her bir çift görüşten hangisi sizce daha doğru, söyler misiniz?(Önce 1. ifadeyi, sonra 2. ifadeyi okuyun. Anne hangisini doğru buluyorsa numarasını kolona yazın)

1	2	Sizce hangisi doğru?
Ailede kararlar büyükler tarafından alınır	Aile kararlarına çocuk da katılmalıdır	K.428[]
Çocuğun yanlış davranışına tepki vermeden önce sebebini anlamak gerekir	Çocuğun yanlış davranışı hemen cezalandırılmalıdır	K.429[]
Çocuk, kırgınlık gibi olumsuz duygularını kontrol edebilmelidir	Çocuk, kırgınlık gibi olumsuz duygularını ifade edebilmelidir	K.430[]
Çocuktan ne istediğimizi ona açık, net bir şekilde söylemeliyiz.	Çocuk ana-babanın dediğini yapmalıdır; açıklama yapmak gerekmez	K.431[]
Çocuğun her dediğini yapmaya çalışmalıyız	Çocuğun her dediğini yapmamalıyız	K.432[]
Çocuk terbiyesi için ceza şarttır	Ceza çocuğa doğru davranışı öğretmez	K.433[]

Araştırmamıza katıldığınız için teşekkür ederiz. Size teşekkürlerimizi ifade etmek için bir hediye sunmak istiyoruz. Simdi izin verirseniz, üç ay önce olduğu gibi _____ COCUGUN ISMI' e bazı sorularımız olacak.

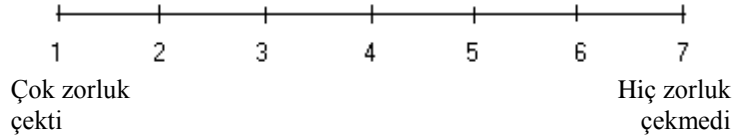
Anketör Soruları

ANKET YAPILDIKTAN HEMEN SONRA ANKETÖR TARAFINDAN DOLDURULACAK:

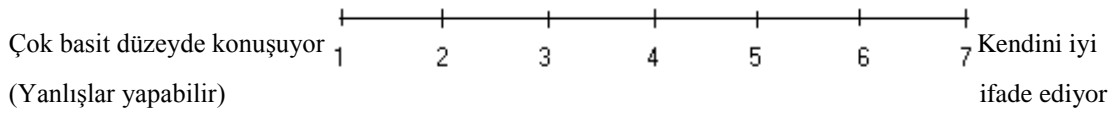
(1) Oturulan konutun niteliği nedir? K.434[]

- 1 Müstakil ev
- 2 Apartman dairesi

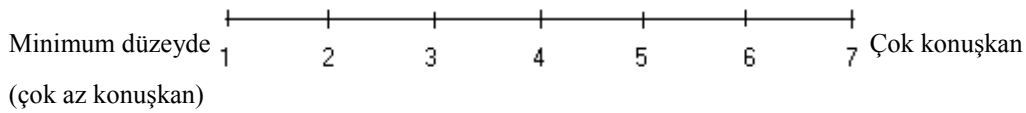
(2) Anne, soruları anlamakta güçlük çekti mi? K.435[]

Annenin Türkçe'yi kullanımı

(3) Dili kullanım yeteneği: K.436[]



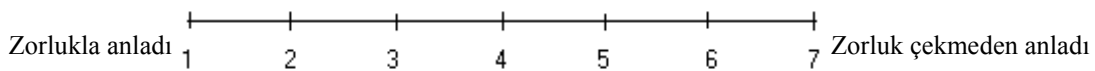
(4) Dili kullanım miktarı: K.437[]



(5) Annenin konuşmasını anladınız mı? K.438[]



(6) O, sizin konuşmanızı anladı mı? K.439[]



(7) Şive: K.440[]



AŞAĞIDAKİ SORULARI GENEL OLARAK YÖRENİN ÖZELLİKLERİNİ GÖZ ÖNÜNDE TUTARAK İŞARETLEYİN:

(8) Hanenin durumu(mekan, görünüş, badana-boya, vs.): K.441[]

- 1 Çok kötü durumda
- 2 İyi değil, bakımsız
- 3 Orta karar
- 4 İyi, düzgün
- 5 Çok iyi, bakımlı

(9) Apartmansa, binanın durumu (mekan, görünüş, badana-boya, vs.): K.442[]

- 1 Çok kötü durumda

- 2 İyi değil, bakımsız
 3 Orta karar
 4 İyi, düzgün
 5 Çok iyi, bakımlı

(9) Evdeki eşyaların genel durumu(sayısı, yeniliği; koltuk takımı, masa; yatak odası ayrı; halı, TV, vs.):

K.443[]

- 1 Çok kötü /eski/çok az
 2 İyi değil, az, bakımsız
 3 Orta karar
 4 İyi, düzgün
 5 Çok iyi, bakımlı , bol miktarda

(10) Hanenin bulunduğu sokak, çevre (parke, asfalt yol, ağaç, yeşillik):

K.444[]

- 1 Çok bakımsız, kötü, tozlu, çamurlu, yollar kötü
 2 Bakımsızca
 3 Orta karar
 4 İyi, düzgün
 5 Çok bakımlı , temiz

(12) Mülakat yaptığımız ev temiz, tertipli miydi? (hemen temizlenebilecek gibi miydi?)

K.445[]

- 1
 2

(13) Aydınlatma yeterli miydi?

K.446[]

- 1
 2

(14) Çocuk(lar) sağlıklı görünüyor muydu?

K.447[]

- 1
 2

(15) Çocuk(lar) temiz görünüyor muydu?

K.448[]

- 1
 2

(16) Etrafta kitap, dergi var mıydı?

K.449[]

- 1
 2

'Evet' ise: Yaklaşık kaç tane?

K.450[]

- 1 1-5
 2 6-10
 3 11-15
 4 16-20
 5 Daha çok

(17) Etrafta gazete var mıydı?

K.451[]

- 1
 2

(18) Anneyi siz oradayken çocuğu disiplin ederken gördünüz mü?

K.452[]

- 1
 2

'Evet' ise ne yaptı, belirtin _____

K.453[]

(19) Anne çocuğunu size ismiyle tanıştırdı mı?

K.454[]

- 1
 2

(20) Anne çocuđunu konuřmaya teřvik etti mi?

K.455[]

1	Evet
2	Hayır

(21) Anne çocuđunun sorularına bütün cümleler kullanarak yanıt verdi mi?

K.456[]

1	Evet
2	Hayır

(22) Anne çocukla sohbet etti mi?

K.457[]

1	Evet
2	Hayır

(23) Annenin sesi çocuđuna sevgi ve şefkat gösteriyor muydu?

K.458[]

1	Evet
2	Hayır

(24) Anne mülakat süresince gergin, rahatsız, heyecanlı bir halde miydi, yoksa rahat mıydı?

K.459[]

1	Çok gergin
2	Biraz gergin
3	Rahatça
4	Çok rahat

(25) Anne ile ilgili izlenimleriniz nasıl?

K.460[]

1	Çok ilgisiz, içine kapanık, hiç meraklı ve uyanık değil
2	İlgisizce; pek uyanık gözüküyor
3	Orta düzeyde ilgili
4	Uyanık, meraklı, ilgili

APPENDIX C

TELEFON GORUSMESI
DENEY GRUBU
6.TUR

Merhaba:

Sizi Koç Üniversitesi'nin anne ve çocukların günlük uğraşları konusunda yaptığımız bir araştırma konusunda rahatsız ediyorum. Sizinle bu konuda Eylül ayının başında evinizde görüştük. Bugün, bunu takip etmek için size çok kısa birkaç soru soracağım. Biliyorsunuz sizden hafta icinde hergun saat üçü çeyrek geçe TRT 1 de "Benimle Oynar misin" programini cocugunuz ile birlikte izlemenizi istemistik. Eger o saatte "Benimle Oynar misin"i izleyemezseniz, ertesi sabah saat 9:30 da TRT-GAP da kacirdiginiz programi izleyebilirsiniz.

DENEK NO-->K.1.[]
Görüşme Tarihi:/...../.....

1. Geçtiğimiz 9 Aralık Pazartesi gününden beri "Benimle Oynar mısın?" programını kaç kere izleyebildiniz? Pazartesi günü dahil olmak üzere, seyredemediğiniz günlerin sayısını rica ediyoruz.K.2.[]

..... kere Devam edin
98 Hiç izlemedi Lütfen 3.soruya geçiniz

2. Dün öğleden sonra saat üçü çeyrek geçe "Benimle Oynar mısın" i izleyebildiniz mi? K.3.[]

1 Evet Lütfen 9. soruya geçiniz
2 Hayır Devam edin

3. Dün öğleden sonra saat üçü çeyrek geçe TRT 1 den başka bir kanal izlediniz mi? K.4.[]

1 Evet Devam ediniz
2 Hayır Görüşmeyi bitirin

4. Hangi kanalı izlediniz?..... (98: Hatırlamıyor) K.5.[]

5. İzlediğiniz kanalda nasıl bir program vardı? K.6.[]

1	Çizgi film
2	Çocuk programı
3	Film
4	Yerli dizi
5	Yabancı dizi
6	Yarışma programı
7	Spor
8	Eğlence programı (sunucu, konuk, sohbet, röportaj)
9	Televole
Diğer

6. Dün gösterilen bu programın tümünü izlediniz mi? K.7.[]

1 Evet
2 Hayır
3 Hatırlamıyor

7. O saatte siz televizyon izlerken çocuğunuz sizinle aynı odada mıydı? K.8.[]

1 Evet
2 Hayır
3 Hatırlamıyor

8. Siz televizyon izlerken çocuğunuz neler yapıyordu? (bütün yaptıklarını işaretleyin)

	1> Yaptı 2> Yapmadı
Birlikte TV izledi	K.9.[]
Kendi kendine oyun oynuyordu	K.10.[]
Yemek yiyordu	K.11.[]
Arkadaşıyla ya da kardeşiyle oynuyordu	K.12.[]
Uyuyordu	K.13.[]
Diğer:.....	K.14.[]

Görüşmeyi bitirin

9. O saatte “Benimle Oynar mısın” da gösterilen aile arasında olan olaylardan birini bize 1-2 cümle ile anlatabilir misiniz?

EGER DENEK GUCLUK CEKIYOR VEYA ACIKCA ANLATAMIYORSA: Ailedeki kisiler arasında ne oldu? Olan olaylardan bir tanesini bize anlatabilir misiniz?

Lütfen yanıtı 9. soru için hazırlanmış olan özel forma aynen kaydedin.

9a. Bana anlattığınız bu programı dün mü izlediniz yoksa bugün mü? K.15.[]

- 1 *Dün*
- 2 *Bugün*
- 3 *Emin değilim*

10. Bu “Benimle Oynar mısın” programının tümünü izlediniz mi? K.16.[]

- 1 *Evet*
- 2 *Hayır*
- 3 *Hatırlamıyor*

11. O saatte siz televizyon izlerken çocuğunuz sizinle aynı odada mıydı? K.17.[]

- 1 *Evet*
- 2 *Hayır*
- 3 *Hatırlamıyor*

12. Siz televizyon izlerken çocuğunuz neler yapıyordu? (bütün yaptıklarını işaretleyin)

	1> Yaptı 2> Yapmadı
Birlikte TV izledi	K.18.[]
Kendi kendine oyun oynuyordu	K.19.[]
Yemek yiyordu	K.20.[]
Arkadaşıyla ya da kardeşiyle oynuyordu	K.21.[]
Uyuyordu	K.22.[]
Diğer:.....	K.23.[]

Araştırmamız kapsamında bugün sizi son kez telefonla aradım. Bugünden itibaren istediğiniz programları izlemeye dönebilirsiniz. Araştırmamızın bundan sonraki aşamasında sizi evinizde ziyaret edeceğiz. Bu ziyaretimizde sizinle ve çocuğunuzla bir görüşme yapacağız, sizden evde doldurmuş olduğunuz listeleri isteyeceğiz ve bir de hediyemiz olacak.

15 gün içinde sizi evinizde ziyaret etmemiz için genellikle hangi günlerde müsait olduğunuzu öğrenebilir miyim?

Peki hangi saatlerde müsait oluyorsunuz?

Ev adresinizi tam olarak öğrenebilir miyim?

Peki kısaca adresinizi tarif edebilir misiniz?

Bize yardımcı olduğunuz için çok teşekkür ederiz. İyi günler.