

Can the Support Networks Help Mothers with High Levels of Depressive
Symptoms?

by

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STATEMENT OF AUTHORSHIP

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ABSTRACT

This thesis aims to investigate the association between support that a mother is receiving from her husband, family, friends, neighbors and her parenting practices. However, the presence or absence of social support may predict other important maternal attributes such as maternal psychological well being. Therefore, psychological well being might appear as an important factor on the relation between social support and parenting practices. The proposed conceptual model suggests the role of psychological well-being as a moderator in the causal relation between support coming from the husband and parenting practices and in the causal relation between support coming from other sources and parenting practices. The conceptual model is tested by using questionnaire data provided by ECDET (Early Childhood Developmental Ecologies in Turkey) project from a national sample of 1,052 mothers living in Turkey, who have 3 year-old children. Findings revealed that regardless of the type of support that is present or absent, total number of sources from which the mothers receive high level of support is related to punishment and obedience demanding behaviors of the mother and the level of warmth that she shows to her child. In case of a highly depressed mother, the positive effect of the number of sources of support on parenting practices disappears. However, punishment and obedience demanding behaviors of the mothers with low levels of depressive symptoms decrease as number of sources from which they receive support increases. Therefore, number of sources of support does not operate as a protective factor for highly depressed mothers, but it operates as a protective factor for mothers who show sub-clinical levels of depressive symptoms.

Keywords: Social support, support coming from the husband, psychological well-being, parenting practices

ÖZET

Bu tez, annenin eşinden, ailesinden, arkadaşlarından ve komşularından aldığı destek ile annenin ebeveynlik davranışları arasındaki ilişkiyi incelemektedir.

Annenin bu kaynaklardan aldığı destek, annenin psikolojik sağlığı gibi vasıflarla ilintili olabilir. Bu sebeple, annenin psikolojik sağlığı, sosyal destek ve ebeveynlik davranışları arasındaki ilişkide önemli bir faktör olarak ortaya çıkabilir. Önerilen kavramsal model, annenin psikolojik sağlığının annenin eşinden aldığı destek ve ebeveynlik davranışları arasındaki nedensel ilişkide ve annenin diğer kaynaklardan aldığı destek ile ebeveynlik davranışları arasındaki nedensel ilişkide aracı değişken olduğunu öne sürmektedir. Kavramsal model, TEÇGE (Türkiye’de Erken Çocukluk Gelişim Ekolojileri) projesinin Türkiye’de yaşayan ve 3 yaşında çocuğu olan 1052 anneden oluşan bir örneklem ile Türkiye’yi temsil eden anket verisi kullanılarak test edilmiştir. Bulgular, desteğin cinsinden ziyade annenin yüksek seviyede destek aldığı kaynak sayısının annenin cezalandırıcı ebeveynlik davranışı, itaat bekleme davranışı ve annenin çocuğuna gösterdiği sıcaklık seviyesi ile ilintili olduğunu göstermiştir. Yüksek seviyede depresif belirtiler gösteren anneler için toplam destek sayısının ebeveynlik davranışları üzerindeki pozitif etkisi ortadan kalkmaktadır. Fakat düşük seviyede depresif belirtiler gösteren anneler için cezalandırıcı ve itaat bekleme davranışları destek alınan kaynak sayısı arttıkça azalmaktadır. Bu nedenle, yüksek seviyede depresif belirtiler gösteren anneler için destek sayısı koruyucu etken değilken, yüksek seviyede depresif belirtilen göstermeyen anneler için koruyucu bir etken olarak ortaya çıkmaktadır.

Anahtar Kelimeler: Sosyal destek, annenin eşinden aldığı destek, psikolojik sağlık, ebeveynlik davranışları

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Chapter 1

INTRODUCTION

This Master's thesis aims to investigate the association between support that mother is receiving from her husband, family, friends, and neighbors and her parenting practices. Since social support does not operate in isolation, it may be interacting with maternal attributes such as psychological well being. Rutter (2005) suggested that causal processes can operate through many alternative paths. For example, an association may be explained through some third variables which are associated with the risk factor. In other words, the causal relation between a risk factor and some outcome can be due to another factor that is associated with the risk factor. In addition, it is important to specify confounding, mediating, and moderating variables in order to clarify the causal relation between a risk factor and an outcome. Previous research on family processes helped explain the causal relation between social support and parenting practices by taking into account possible confounding, mediating, and moderating variables, other than the risk factor. Psychological well-being of parenting partners is an important factor which is purported to partly account for the relation between quality of the interparental relationship, amount of support that is coming from other sources (i.e. relatives, friends and neighbors) and parenting practices (Feldman & Masalha, 2007; Kanoy, Ulku-Steiner, Cox & Burchinal, 2003).

In this thesis, a conceptual framework is introduced in order to explain the link between social support and parenting practices (See Figure 1.1). The causal

process in the conceptual model includes four concepts including support coming from the husband, other sources of social support (i.e. relatives, friends and neighbors), maternal psychological well-being and parenting practices where lack of support is the risk factor and parenting practices is the outcome.

Proposed causal processes are; the effect of support coming from the husband on parenting practices (labeled as Path A), the effect of sources of support other than the husband on parenting practices (Path B), and the effect of maternal psychological well-being on parenting practices (Path C). Proposed moderations are; the moderating effect of psychological well-being of the mother on the causal relation between support coming from the husband and parenting practices (Path D), and the moderating effect of maternal psychological well-being on the causal relation between social support and parenting practices (Path E). The last three components of the proposed causal process are the correlations between support coming from the husband, psychological well-being and social support. The correlation between support coming from the husband and psychological well-being is labeled as Path F, the correlation between sources of support other than the husband and psychological well-being is labeled as Path G, and the correlation between sources of support other than the husband and support coming from the husband is labeled as Path H.

There are three correlated exogenous factors in the proposed model (namely; support coming from the husband, maternal psychological well-being and sources of support other than the husband). These associations may be due to causality, and even some bidirectional causal processes. For instance, maternal psychological well-being may influence the quality and the quantity of the social support received by the

mother. Mothers with low psychological well-being will tend to seek and maintain supportive social relationships less effectively than psychologically healthy mothers. This causality can also operate in reverse, where social support influences maternal psychological well-being. This thesis does not focus on the potential causal processes between exogenous factors but rather assumes that the associations between exogenous factors are correlational.

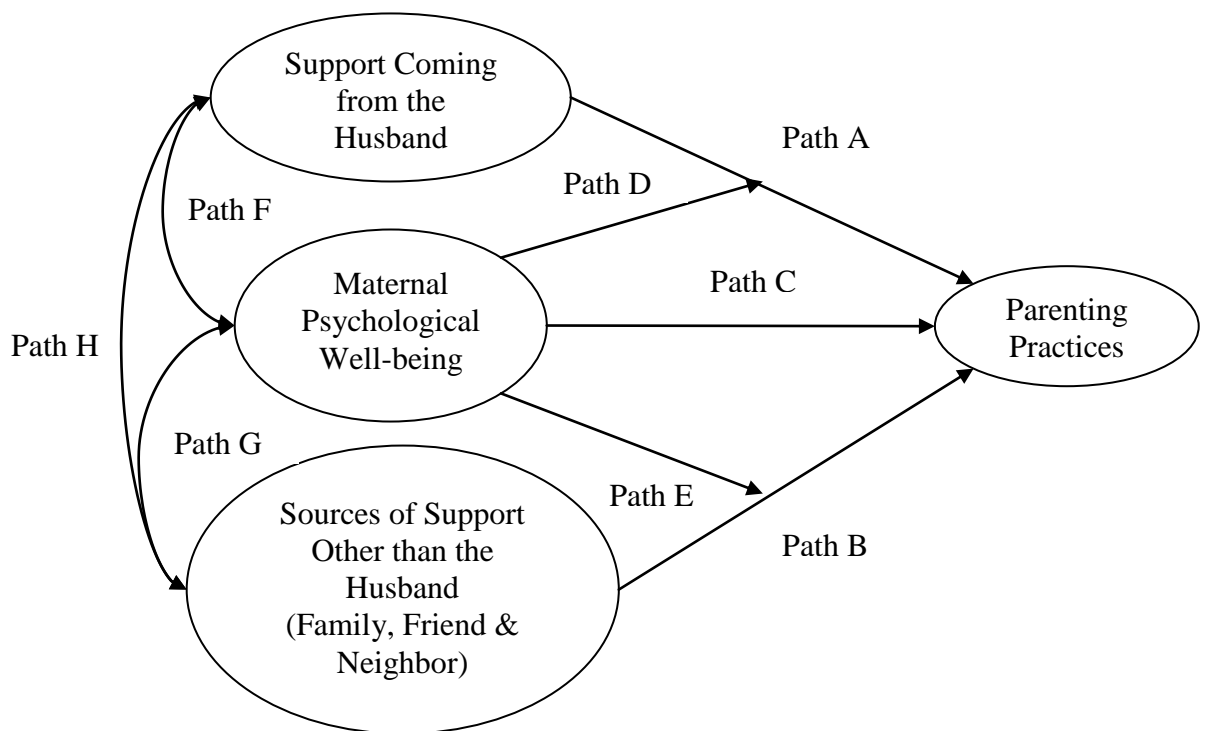


Figure 1.1 The Proposed Conceptual Model

Chapter 2

LITERATURE REVIEW

2.1 Theoretical Perspectives and Empirical Findings Supporting the Conceptual Framework

This thesis focuses on parenting outcome because quality of parenting has been revealed to influence children's social and cognitive development (e.g., Baumrind, 1967; Bornstein & Tamis-LeMonda, 1989; Bradley, Caldwell, & Rock, 1988; Grusec & Goodnow, 1994; Maccoby & Martin, 1983). The effect of parenting practices on development is especially vital in early childhood years (Landry, Smith Swank, 2003).

Each link in the proposed conceptual model is explained in the paragraphs below, referring to relevant frameworks that provide theoretical support for the conceptual model with empirical support for each of the proposed links. Next, conceptual definitions of the constructs in the model and proposed hypotheses are presented.

2.1.1 Support Coming from the Husband and Parenting Practices (Path A)

In families that have problems in the interparental relationship, parents show more harsh discipline and less parental acceptance to their children than families that experience no or low levels of such problems (Krishnakumar & Buehler, 2000).

Parenting effectiveness is found to be low for parents experiencing clinical levels of relationship problems such as domestic violence (Levendosky & Graham-Bermann, 2001). Several frameworks, including family systems theory, ecological perspective, and spillover process, explain the mechanisms underlying the association between the quality of the interparental relationship and parenting practices. Next three paragraphs summarize each one of these approaches.

Family systems theory (Cox & Paley, 1997) posits that interdependent multiple relationships are contained within families, such as parent-parent, parent-child, and sibling relationships. Interparental relationship is considered an executive subsystem through which relationships in other subsystems are regulated and influenced. For instance, the degree of support provided by the interparental relationship may influence the quality of parent-child or sibling relationships. Hence, the quality of the relationship between parents tends to be an important factor influencing parent-child relationship quality.

A variant of the same perspective, “Spillover” process also underscores the association between the quality of marital relationship and parenting practices. Spillover suggests that parent-child relationship is influenced by the emotions, affect, and mood of the marital relationship (Erel & Burman, 1995). Spillover process posits that conflict and stress in marital relationship may be transmitted to the other family subsystem, namely; parent-child relationship (Almeida, Wethington & Chandler, 1999).

Ecological perspective of Bronfenbrenner (1979) adopts a broader point of view than the family systems theory by taking into account multiple subsystems both within and outside the family system. Ecological perspective argues that, events occurring both inside and outside the family are interrelated. Therefore they have an effect on the individuals and how they interact in the family environment. In other words, different ecologies are interrelated and occurrences in one (e.g. parent-parent, parent-relative, parent-friends) will impact others (e.g. parent-child).

Family systems, spillover, and ecological frameworks are similar in that they emphasize the interaction between different ecological subsystems and point out how quality of marital relationship may influence the quality of parenting practices.

Various findings provide empirical support for the association between support coming from the husband and parenting practices where quality of marital relationship variants like marital satisfaction and the frequency of marital conflict are negatively correlated (Mueller, 2006). Problems in marital relationship and individual hostility predict usage of physical harsh punishment towards the child. Both conflict and hostility appear as equally detrimental to parenting practices (Kanoy, Ulku-Steiner, Cox & Burchinal, 2003). Negative behaviors of the parenting partners during situations of conflict are related to children's negative behaviors towards parents and peers because of the mediating effects of harsh and negative parenting and emotional unresponsiveness of the parents (Webster-Stratton & Hammond, 1999). Problems in marital relationship is also associated with parenting behaviors like warmth where less interparental conflict predicts more maternal

warmth and supportive parenting and less hostile and intrusive parenting. (Pauli-Pott & Beckmann, 2007; Webster-Stratton & Hammond, 1999).

2.1.2 Sources of Support Other than the Husband and Parenting Practices (Path B)

Process model of determinants of parenting proposed by Belsky (1984) suggests that social support is a factor that is positively associated with adaptive and supportive parenting practices. According to the model, social support has three main functions: providing emotional support, instrumental assistance and setting social expectations. Those functions of social support may affect parenting behaviors directly and indirectly. Emotional support function of social support is described as the love and positive emotional input the parent receives from others. Instrumental assistance contains any kind of input regarding an advice for an action or help on daily work such as taking care of the child. Lastly, social expectations function is the set of cues from the social environment showing which behaviors are appropriate and which are not.

Three functions of support (i.e. Emotional support, instrumental assistance and social expectations) can influence parenting behaviors either directly or indirectly (Belsky, Robins & Gamble, 1984). Direct influences of support can be seen when the parent is receiving support for her parenting behavior. For instance, when a mother is praised by her friends for appropriately rewarding the good behavior of her child, then the mother is receiving a direct social support for her parenting behavior. On the other hand, the kind of support that is not directly related to parenting behavior may indirectly affect parenting. For example, emotional

support and caring the mother receives from her relatives may positively and indirectly influence her parenting behavior.

Various studies find empirical evidence for association between satisfactory social support that is perceived and received, and positive parenting skills (Abidin, 1992; Kotchick et al., 2005). A meta-analysis of 66 studies reveal that perceived amount of emotional and material support that is available to the mother is associated with adaptive parenting practices like responsiveness to children's needs, frequency and quality of mother-child play and quality of verbal interactions (Andersen & Telleen, 1992). Social support is also related to maternal sensitivity towards the child (Pauli-Pott, Mertesacker, & Beckmann, 2004).

For collectivistic cultures social support may be especially important for maternal functioning. Beliefs, attitudes, practices, and behaviors are shaped in accordance with a culture's expectations that may significantly affect children's rearing environments (Super & Harkness, 2002; Kagan, 2001; Keller, 2003). For instance, social support has a greater impact on maternal functioning in collectivistic cultures than individualistic cultures (Cutrona et al., 2000; Feldman & Masalha, 2007)

2.1.3 Maternal Psychological Well-being and Parenting Practices (Path C)

Psychological well-being of the mother is another factor considered in the present research that is related to parenting practices. Maternal depression and mother's characteristics that are influenced by the psychological well-being of the

mother may alter how mothers behave towards their children. As an indicator of psychological well-being, depression of the mother is negatively associated with positive parenting behaviors of the mother (Baydar, Reid, Webster-Stratton, 2003; Levendosky et al., 2003). For instance, the quality of mother-child interaction during play is associated with maternal depression. Depressive symptoms of the mother reduce the quality of mother-child interaction during play (Easterbrooks, Biesecker, Lyons-Ruth, 2000). Negative psychological characteristics of the mother, like the degree of hostility, are related to aggression and punitive behavior towards the child (Baydar et al., 2003; Morris et al., 2001).

Process model of determinants of parenting (Belsky, 1984) suggests a framework which consists of three main subsystems where each subsystem provides either stress or support to the parent. Personal psychological resources, child characteristics, and contextual sources of stress or support are three proposed domains that influence parenting. This framework emphasizes that psychological well-being of the parents can be both directly and indirectly related to parental functioning. Direct influences are the effects of psychological well-being that directly influence parenting practices since there are some aspects of well-being targeted at individual behavior and therefore; parenting behavior. Indirect influences are proposed to operate through the mediation of other factors like marital relations, work and social network of parents.

Maternal compromised level of psychological well-being may be an important risk factor affecting parenting practices negatively. Empirical findings provide support for the relation between psychological well-being and parenting

practices. Mothers with psychological problems such as depression display more maladaptive parenting practices (i.e. harsh/negative, inconsistent/ineffective parenting) than the mothers with no risk factors (Baydar, Reid, & Webster-Stratton, 2003). Relation between depression in parents and parent child relationship is significant where parent child relationship quality decreases as maternal depression increase (Brennan, Hammen, Katz, & Le Brocque, 2002). Parental depression is associated with low levels of skilled parenting behavior (Goodman & Gotlib, 1999). In addition, some psychological characteristics like hostility is found to be directly associated with parenting practices (Patterson et al., 1992). Hostility of the mother is related to verbal and physical aggression toward the child (Morris et al., 2001).

2.1.4 Interaction between Maternal Psychological Well-being and Social support (Path D and Path E)

This thesis proposes that maternal psychological well-being may influence parenting practices directly and may also be a moderator in two causal links. The first is the moderating effects of maternal psychological well-being on the causal link between support coming from the husband and parenting practices. The second is the moderating effects of maternal psychological well-being on the causal link between social support and parenting practices. Both moderating effects propose that individual characteristics interact with ecological characteristics in influencing parenting practices. In other words, it is suggested that person-context interaction may shape parenting practices.

The interaction between psychological well-being and social support can be interpreted in two ways. First, negative effects of low psychological well-being may be attenuated if social support is present. Second, positive effects of social support may be especially strong if psychological well-being is compromised. In the literature, mostly the first interpretation has been discussed. Various frameworks emphasize the interaction between support that the mother receives and her psychological well-being in determining parenting practices. Many of these frameworks posit that social support has a moderator role in the causal relation between psychological well-being of the mother and parenting practices. However, this thesis focuses on the moderating effect of psychological well-being on the causal relation between social support and parenting practices.

Considering the conceptual model offered in this proposal, support coming from the husband is suggested to be a factor that counterbalances the negative impacts of low maternal psychological well-being on parenting practices. Positive effects of social support on parenting practices may be hindered in the presence of psychological problems. The conceptual model also suggests that social support coming from other sources like family, friends and neighbors buffers against the negative effects of low maternal psychological well-being. In other words, the conceptual model explains the interaction between social support and psychological well-being in a way that psychological well-being moderates the causal relation between social support and parenting practices as well as the causal relation between support coming from the husband and parenting practices.

Previous research revealed that, parenting stress has a significant negative correlation with social support and parent's perception of social support is suggested to be more important than actual amount of social support in buffering the effects of stress (Feldman et al., 2002). Social support from the family members appear as an important factor in collectivistic cultures where amount of social support to both the mother and the child is relatively high and raising the child collaboratively with several women of kin relationship is more common than in individualistic cultures (Feldman & Masalha, 2007).

2.1.5 Maternal Psychological Well-being and Support Coming from the Husband (Path F)

Problem in the interparental relationship is a factor that is related to the psychological well-being of the mother (Dawson et al., 2003; Levendosky & Graham-Bermann, 2001). The stress generation model (Davila, Bradbury, Cohan & Tochluk, 1997) explains the association between psychological well-being and marital relationship quality as a bidirectional relation. According to the model, marital problems can both lead to and be an outcome of depressive symptoms. Stress generation model is expressed as a process by which people with low psychological well-being contribute to the occurrence of stressful circumstances in their lives and thereby contribute to their experience of depression (Hammen, 1991). In line with the stress generation model, it is likely for a mother with low psychological well-being to get into stressful interactions with her spouse. Discontent generated from that interaction in turn reduces psychological well-being of the mother even more. The stress generation model suggests that low psychological well-being of one of the

partners is responsible for distress in the marriage and therefore gives rise to interparental relationship problems and unsupportive behaviors. In other words, distress in one partner and marital conflict appear as factors that are influencing each other.

Alternatively, marital discord model of depression (Beach, Sandeen & O'Leary, 1990) suggests that marital dissatisfaction precedes depressive symptoms of spouses. Since spouses appear as a source of social support to their partners, when this support is lacking the probability of showing depressive symptoms increases. This approach is different from the stress generation model in a way that it does not suggest a bidirectional relation, where whether marital conflict or depressive symptoms appear first is unspecified.

There is a positive correlation between marital quality and psychological well-being (Proulx, Helms & Buehler, 2007). People who score high in psychological well-being have also high levels of marital happiness (Hawkins & Booth, 2005). Low marital satisfaction is associated with major depression (Whisman, 2001). It is common to have marital conflict in the presence of a depressed caregiver (Dawson et al, 2003). Some research also reveals that there is a bidirectional relationship between quality of marital relationship and depressive symptoms (Jones, Beach, & Forehand, 2001). Overall, findings provide evidence for the bidirectional relation of marital quality and psychological well-being of the spouses.

2.1.6 Maternal Psychological Well-being and Sources of Support Other than the Husband (Path G)

Proposed conceptual model suggests an association between maternal psychological well-being and social support where social support coming from friends, family and neighbors appear as an important factor determining psychological well-being of the mother.

Cognitive appraisal model of coping with stress (Lazarus & Folkman, 1984) argues that psychological well-being is related to the appraisals of individuals in stressful situations. If a person appraises a situation as threatening and stressful, it affects well-being negatively. Social support, especially perceived emotional support, is an important factor associated with well-being (Heller, Swindle & Dusenbury, 1986; Wethington, Kessler, 1986). Additionally, social networks that the parent belongs to, provide support that may increase the self-esteem of the parent and consequently, improve the parenting behaviors of the mother (Belle, 1990; Cochran & Brassard, 1979; Vaux 1988).

Findings of various studies show that psychological well-being is closely related to social support (Park, 1996; Rodgers, 1998) and a high level of life stress is significantly associated with low social support (Noh, 2000). Studies on effects of social support indicate that social support can serve as a factor that prevents psychological distress (Lepore, 1992). Social support can also boost psychological well-being by lowering depressive symptoms, stress and by decreasing feelings of

loneliness (Reis & Franks, 1994). In early infancy an intimate partner helps reducing parenting stress however, social support appears to be a more important factor than intimate partner support when the child is 36 months old (Mulsow et al., 2002).

2.1.7 Support Coming from the Husband and Sources Support Other than the Husband (Path H)

Sources of support other than the husband may improve interparental relationship quality. Those who are in close social networks are usually parents, relatives, friends and neighbors. Support model is proposed by Milardo and Lewis (1985) which provides an explanation for the association between the quality of marital relationship and social support. According to the support model, in order to contribute to the maintenance of the marriage, social network provides support to the couple when relationship difficulties arise.

Additionally, collectivistic orientation emphasizes family unity (Kagitcibasi, 2005) highlighting strong connections between members of the family. It is expected from the members of a collectivistic society to give a high priority the unity of the group. That is why, as problems arise in a marital relationship, other members of the family (e.g. close relatives) tend to interfere by trying to change partners' negative perceptions about the relationship in order to maintain the family unity. On the other hand, family members provide limited social support for dissolution of the relationship since it threatens the family unity. Thus, perceived support from the husband and from other sources of support are expected to be positively correlated with each other.

Marital satisfaction is related to the amount of social support that is received (Julien & Markman, 1991). Lee (1999) points out that if kinship relations are strong in one family, than social support would be high predicting high levels of marital satisfaction. Another study (Bryant & Conger, 1999) shows the positive influence of social support on marital success. This finding is true especially for the couples who have problems in their relationship, and who are encouraged by their social network to solve those problems. Moreover, the study points out the importance of social support received from different domains and underscored that both social support help predict marital success and marital success help predict social support.

2.2 Specification of the Proposed Model and Hypotheses

In this section, the constructs that are considered in the model are conceptually defined and the proposed hypotheses are presented. This thesis conceptualizes support coming from husband as a wife's subjective evaluation of support in the marriage that is measured by the support subscale of spouse support scale.

Social support can be emotional or instrumental support that is offered by people in one's social network which has positive influences on the recipient (Gottlieb, 1983) and it serves as a coping resource in the presence of stressors (Thotis, 1995). Psychological well-being is conceptualized as the intensity of depressive symptoms in the mother where low levels of depression indicate high psychological well-being.

Parenting practices can include many dimensions like inductive reasoning, control, warmth, positive/supportive and negative/coercive parenting. Different dimensions can be differentially associated with support coming from the husband, psychological well-being of the mother and maternal social support. This thesis considers only three dimensions of parenting: the amount of warmth, positive/supportive parenting, and negative/coercive parenting.

There is an association and a causal relation between low levels of support coming from the husband and low levels of maternal warmth and high levels of hostile parenting (Pauli-Pott & Beckmann, 2007). Therefore, it is hypothesized that mother's perception of support in marital relationship will be associated with low levels of negative/coercive parenting, high levels of warmth, and positive/supportive parenting.

It is hypothesized that depression level of the mother, which is correlated with support from the husband, is related to high levels of negative/coercive parenting, low levels of warmth, and positive/supportive parenting because factors of psychological well-being, especially depression is associated with negative/coercive parenting strategies (Morris et al., 2001).

The relation between social support and maternal sensitivity is established (Pauli-Pott, Mertesacker, & Beckmann, 2004; Kotchick et al., 2005). This association is especially prominent in collectivistic cultures (Cutrona et al., 2000). High neighborhood support, social structure and resources of the neighborhood,

support from the family, and support from the friends are hypothesized to be associated with low levels of negative/coercive, high levels positive/supportive parenting and high levels of warmth in parenting practices.

Social support appears to be a protective factor against sources of stress such as depression (Feldman, & Masalha, 2007). Thus, support from neighbors, support from the family, and support from friends are hypothesized to have a buffering effect for negative influences of high levels of depression.

Last, it is hypothesized that all exogenous factors, i.e. support coming from the husband, social support, and maternal psychological well-being will be correlated with each other.

Chapter 3

METHOD

This chapter consists of five sections. These sections provide detailed information about the participants, procedure, measures used in the study, new variables that were created by transforming the original variables and the methods of data analyses.

3.1 Participants

Participants of this thesis were drawn from The Study of Early Childhood Developmental Ecologies in Turkey (ECDET) which is a 5-year longitudinal study. Data are being collected from a nationally representative sample of 1,052, 36-47 months old children and their mothers. Sample size is determined by power analysis. Participants are identified and recruited from a stratified cluster sample of 24 communities/districts coming from different cities around Turkey.

In order to identify eligible participants in chosen districts, neighborhoods were screened by the interviewers either with the help of local officials, public health clinics or by door-to-door screening. Before entering the house, interviewers would stay outside and quickly explain the study to the mother trying to gain their trust simultaneously. Interviewers carried a signed letter explaining the aim and scope of the study in addition to an identity card showing that they are the official field interviewers for the project. If the verbal consent of the mother was obtained, a

participant consent protocol was followed and the home was visited immediately.

Otherwise, interviewers made an appointment with the mother for another day and/or time that she would be available. Except for some rare cases (N=7), mothers were the biological mothers of children. However, participant mothers could be a non-biological mother if she was the resident primary caregiver of the child. In cases where the participant mother was the non-biological mother, the participant was usually the grandmother who was the primary caregiver. Both biological mothers and caregivers other than the biological mother are included in the analyses.

3.2 Measures

In this section, information is presented about each measure used in this thesis and their psychometric properties.

3.2.1 Parenting Practices

The original Child Rearing Questionnaire (Peterson & Sanson, 1994) is a self-report measure for parenting practices. The original questionnaire consisted of 49 items that parents rate their own parenting behaviors with respect to frequency. The Turkish version of the Child Rearing Questionnaire was adapted by Yagmurlu and Sanson (2009). Child Rearing Questionnaire-TR includes 30 items and maintains the original structure that the frequencies of behaviors are rated on 5 point Likert scales. The items allow the estimation of 4 subscales: obedience demanding behavior (e.g., “I expect unquestioning obedience from my child.”), punishment (e.g., “When my child misbehaves, I use physical punishment.”), parental warmth (e.g., “There are moments in which my child and I are so close.”), and inductive reasoning (e.g., “I

discuss reasons for rules with my child.”). The internal reliability of these scales are .67 (6 items), .82 (8 items), .88 (9 items), and .82 (7 items) for obedience demanding behavior scale, punishment scale, parental warmth scale, and inductive reasoning scale respectively (Baydar et al., 2008). This thesis uses obedience demanding, punishment and warmth subscales of Child Rearing Questionnaire. (See Table A.1).

3.2.2 Social Support Coming from the Husband

In order to measure the quality of parent-parent interaction Spouse Support Scale (Baydar & Yumbul, 2004) was used in this thesis. Spouse Support Scale consists of 20 items that are first rated by the mother with respect to how true or false a specific behavior is on a 3 point Likert scale, and next regarding whether the target behavior of the spouse is perceived as upsetting on a 4 point Likert scale. The items allow the estimation of supportive behavior (e.g. my husband does not appreciate the tasks that I manage to do) and aggression and harassment (e.g. sometimes my husband insults me) scale. The internal reliability of supportive behavior scale is .85 (Baydar et al., 2008). Only supportive behavior scale is used in this thesis.

The Spouse Support Scale items were also used to generate “upsetting” scales. In order to create upsetting scales, each item score representing how true or false a specific behavior was weighted by the corresponding problem score rated on a 5 point Likert scale. The resulting “upsetting” scale has the following reliability: .89 for supportive behavior scale (Baydar et al., 2008). (See Table A.2)

3.2.3 Social Support Coming from the Family

The original Multidimensional Scale of Perceived Social Support (MSPSS; Zimet et al., 1988) was developed as a brief self-report measure of subjectively assessed social support in which 12-item ratings were made on a 7-point Likert-type scale (ranging from very strongly disagree to very strongly agree). The 12-item MSPSS was designed to measure the perceived adequacy of support from the following three sources: family, friends, and significant other.

The Turkish version of MSPSS was adapted by Baydar et al. (2007) and it includes 9 items only considering support from the family members other than the children and the husband. Items are rated by the mothers with respect to the degree of how much the statement is true or false for the participant (e.g. There is a special person in my life who cares about my feelings). Differently from the original scale, the items in the Turkish version are rated on a 5-point Likert-type scale. Higher scores indicate higher perceived social support by the mother from her family. Internal reliability of the scale is 0.97 (Baydar et al., 2008). (See Table A.3)

3.2.4 Social Support Coming from Friends

Index of Perceived Social Support (Henderson et al., 1978) was adapted to Turkish (Yagmurlu & Sanson, 2009) as a part of a TUBITAK (The Scientific and Technological Research Council of Turkey) granted research. The original Index of Perceived Social Support consists of 15 items that are rated by the participants with respect to the degree of how much the participant agrees with a statement. Index of

Perceived Social Support (from Friends) used in ECDET includes 10 items that are rated by the mothers with respect to the degree of how much the statement is true or false for the participant. The items are rated on a 5-point scale which is the same with the original index. The items allow the estimation of the perception of the mother about rate of support that she receives from her friends (e.g. “My friends don’t come to visit me as often as I would like.”). The internal reliability for Index of Perceived Social Support is 0.90 (Baydar et al., 2008). (See Table A.4)

3.2.5 Social Support Coming from Neighbors

Neighborhood ecologies survey (Baydar et al., 2007) was developed in order to measure support received from the neighbors, social and physical structure of the neighborhood and physical resources available in the neighborhood. Scales included in the neighborhood ecologies survey are; Neighborhood support scale (e.g. “If I am sick, someone from the neighborhood would help me”) which has 9 items with 5-point Likert-type scale, physical and social structure and resources of the neighborhood (e.g. “Our neighborhood is safe”) which has 7 items with 5-point Likert-type scale. Internal reliability of these scales are .79 and .90, respectively. This thesis uses only neighborhood support scale of Neighborhood Ecologies Survey. (See Table A.5)

3.2.6 Home Observation for Measurement of the Environment (HOME) –TR

The original Home Observation for Measurement of the Environment (*HOME*; Bradley & Caldwell, 1984) aims to measure the factors that affect the child

development in home environment by systematic observation (Bradley, 1981; Bradley & Caldwell, 1979). Although the original inventory includes observation and unstructured interview, almost in all implementations for large samples, observation and structured interview is used. The original HOME consists of 55 items for 3 years old children. The Turkish version of HOME was adapted by Baydar and Bekar (2007). It includes 52 items and due to easiness of interview items' administration, interviewer training easiness, and coding easiness, it was changed into structured and closed- ended interview. Also, the content of the items was adapted according to living conditions of Turkish children.

The items allow the estimation of 7 subscales: learning materials ($\alpha=.91$; e.g., "Child has toys which teach colors, sizes, and shapes"); language stimulation ($\alpha=.84$; e.g., "Parent teaches child simple verbal manners: please, thank you, I'm sorry"), physical environment ($\alpha=.72$; e.g., "Building appears safe"); responsivity ($\alpha=.82$; e.g., "Mother holds child close at least 5 minutes during the visit."); academic stimulation ($\alpha=.82$; e.g., "Do you help your child to learn the name of colors?"); experience variety ($\alpha=.55$; e.g., "Did you go to a trip to somewhere else (to a prairie, village, town or city) with your child during last year?"); and use of harsh discipline to the child ($\alpha=.61$; e.g., "Mother conversed with the child in a harsh manner, scolded at or derogated him more than once during visit") (Baydar et al., 2008). This thesis uses two subscales of Home Observation for Measurement of the Environment: responsivity and use of harsh discipline. The observer observes the mother and her interaction with the child throughout the home visit in ECDET which lasts about 2-3 hours. (See Table A.6)

3.2.7 Psychological Well Being of the Mother

The original Brief Symptom Inventory (BSI; Derogatis, 1992) is a self-report symptom inventory used to reflect the symptom patterns of psychiatric and medical patients and non-patients. The measure was adapted and validated for Turkish population by Sahin and Durak (1995). The version used in the ECDET project has 53 items and maintains the original structure including the same subscales and same rating on 5 point Likert scales with the original version. This inventory reports profiles of nine primary symptom dimensions : somatization ($\alpha=.77$; e.g., “Faintness and dizziness”), obsessive-compulsive ($\alpha=.76$; e.g., “Having to check and double check what you did), interpersonal sensitivity ($\alpha=.71$; e.g., “Feeling that people are unfriendly or dislike you”), depression ($\alpha=.82$; e.g., “Feeling lonely, 5 items), anxiety ($\alpha=.81$; e.g., “suddenly scared for no reason”), hostility ($\alpha=.66$; e.g., “Feeling easily annoyed or irritated”), phobic anxiety ($\alpha=.60$; e.g., “Having to avoid certain things, places, or activities because they frighten you”), paranoid ideation ($\alpha=.77$; e.g., “Feeling that most people cannot be trusted”), and psychoticism ($\alpha=.63$; e.g., “The idea that someone else can control your thoughts”) (Baydar, et. al., 2008). This thesis uses the depression subscale of the Brief Symptom Inventory. (See Table A.7)

3.3 Procedure

The ECDET aims to determine the environmental factors that affect children’s developmental trajectories until elementary school. To reach this aim, both qualitative and quantitative data collection methods are used. This section provides

information about the pilot study and first wave of the main study of the ECDET from which the data for this thesis are coming.

3.3.1 Pilot Study

Before the first phase of data collection, a pilot study was conducted in Istanbul. Before the pilot study was implemented, field protocols and manuals for correct administration of the protocol were prepared. Interviewers were trained either by the research team or by the supervisors who were trained by research team. The pilot study aimed to reveal information about feasibility of the study and the protocol that was proposed. Five low and middle-low SES districts were chosen and 50 participants were included in the pilot study.

Prior to the pilot study, standardized field protocols and manuals were prepared in order to minimize interviewer errors. A training session was held for the interviewers by the research team. The study protocol was modified and finalized in accordance with the feedback that came from the pilot study and in the light of the psychometric analysis of the data from the pilot study.

3.3.2 The Main Study

A nationally representative stratified clustered sample from 24 communities was identified in order to reach potential participant mothers and their children. Home visits that lasted for about 2-3 hours were implemented by the interviewers and field assistants. Interviewers administered the entire protocol. Field assistants

and interns were assisting the interviewers throughout the procedure and were providing interviewers feedback whenever needed. Also, field assistants would help keep the interview environment relatively quiet and free of distractions such as visiting family and neighbors.

Before the main study, training was given to interviewers all of whom were female and their supervisors. Approximately 40 interviewers and supervisors attended the training in addition to the ECDET research team. The training program included information about the ECDET study, specific instructions for various sections of the questionnaire, how to conduct home visits, how to administer questionnaires, how to conduct observations, how to respond to mothers' inquiries, and how to apply psychological testing to the children. At the end of the training, role play sessions were held with the help of the research team. Lastly, a training evaluation questionnaire was filled in by the interviewers. Training lasted for about 7 hours.

In order to give more detailed information and on-site support to the interviewers, a manual was developed where each item was explained in detail and examples were provided. Interviewers had a chance to consult the manual whenever they needed to give more information about an item. Additionally, the manual included tips and directions about how to obtain consent from the participant, how to show her participation was appreciated and how to maintain interviewer's own security during the field study. Manual also indicated tips for a successful home visit, developmental characteristics of 3 year old children and how reorder the segments of

the protocol in special circumstances (e.g. when there are significant others around like husband, relatives, friends etc.).

Graduate assistants accompanied interviewers during some parts of the field study in order to observe the visits and intervene to the process when necessary. Support of graduate assistants provided interviewers a continuous supervision and aimed to diminish the measurement errors. In addition to on-site assistance, video recordings for some procedures were obtained from the interviewers who couldn't get any on-site support. ECDET research assistants evaluated those videos and provided the supervisors and interviewers some feedback.

In order to eliminate the risk of an item not being understood by mothers with a low level of education mothers, cards that graphically represented responses to 4 and 5 point Likert scaled items were provided to the mothers. These visual aids were available for all Likert scaled items. Symbols and pictures in the cards helped the mothers chose the most appropriate options.

The ECDET protocol included several child assessments. However, a 3 year old would need to get familiar with the interviewer before interacting with her. In order to overcome children's shyness and gain their trust, protocol started with the mother questionnaire. Later on, when the child seemed ready to cooperate with the interview, child assessments were implemented. Keeping in mind that three year old children might not be able to attend to one task for a very long time, mother assessments were implemented in between different child assessments. In ECDET,

qualitative methods were also used in order to observe mother-child interaction however the qualitative data were not used in this thesis.

3.4 Variable Transformations

Various variables were transformed into categorical variables in order to allow comparisons between categories/levels of independent, dependent and control variables. Also, several variables were created by using support and parenting variables with the aim of getting a detailed understanding of the association between support that the mother receives and parenting practices. Upcoming paragraphs explain how variables are transformed and new variables are generated.

For all variables in this thesis, scale scores were computed by transforming the minimum score to be 0 and maximum possible score to be 100 in order to provide an easy interpretation of the total scores. All support variables (scores ranging between 0-100) and parenting variables (scores ranging between 0-100), were transformed into categories as; low, medium and high levels. Cutoff points for each category were determined depending on the distribution, mean and standard deviation of each continuous variable. Table 3.1 presents distribution of each transformed variable into categories. Measure for support coming from the husband was missing for 8 participants where mothers either refused to answer the questionnaire or they did not have a husband. SES is a standardized z-score with a mean of zero representing mother's socioeconomic status calculated by taking into account mothers' education level, total monthly income, expenses and assets or material goods owned by the family.

Table 3.1 Distribution of Variables into Categories of Low, Medium and High

Categorical Variables	Low	Medium	High
Support coming from friends	28.9% (0-49) N=304	31.7% (50-69) N=334	39.4% (70-100) N=414
Support coming from family	20.1% (0-69) N=211	49.0% (70-89) N=516	30.9% (90-100) N=325
Support coming from neighbors	18.9% (0-49) N=199	40.4% (50-74) N=425	40.7% (75-100) N=428
Support coming from the husband	16.4% (0-59) N=171	28.2% (60-84) N=294	55.5% (85-100) N=579
Mother Reported Punishment	34.8% (0-19) N=366	51.7% (20-49) N=544	13.5% (50-100) N=142
Mother Reported Obedience	30.8% (0-45) N=269	39.5% (46-66) N=345	29.7% (67-100) N=259
Mother Reported Warmth	17.1% (0-69) N=180	44.6% (70-89) N=469	38.3% (90-100) N=403
Observer Rated Punishment	50.9% (0-1) N=535	29.3% (2-16) N=308	19.9% (17-100) N=209
Observer Rated Responsivity	22.6% (0-49) N=238	27.2% (50-74) N=286	50.2% (75-100) N=528
Depression	56.3% (0-9) N=592	27.6% (10-29) N=290	16.2% (30-100) N=170

Note: Cutoff values are reported in parentheses

Another variable is created which counts the number of sources of support available to the mother. For instance if a mother received high levels of support from all types of resources (i.e. husband, family, friends and neighbors) she would get a score of 4 for the count variable. If she received high levels of support only from one source she would get a score of 1 for the count variable.

Similar to the variable that counts the number of high levels of support available to the mother, another variable is created which counts the number of missing sources of support (number of low levels of support). If a mother received low levels of support from all four types of support sources then she would get a score of 4 for the number of missing supports variable. If she received low levels of support from only one source then she would get a score of 1.

Variable which counted the number of children that the mother has was transformed into a categorical variable where mothers were grouped into two as the ones who have more than one child and mothers with one child or no children. This new categorical variable was controlled for in the analyses.

A variable was created which indicates the kind of place that the mother lived in for the longest time. Urban places were defined as the ones being metropolises, big city centers and cities. Rural or small towns were defined as the ones being towns or villages.

Five parenting variables (self reported punishment, warmth, obedience and observed punishment and responsivity) were extracted to 1 factor and saved on a single summary parenting skill variable by using factor analysis. New summary measure of parenting skill had a mean of 0 and standard deviation of 1. This variable was used only during preliminary analyses in order to decide which operationalization of the social support would be the one with the most powerful operationalization for accounting for the variability in parenting skills.

Table 3.2 provides descriptive information about the characteristics of the sample.

Table 3.2. Characteristics of the Sample

Characteristics	Sample
	N=1052
Age of children (in months)	41.43 (4.26)
Female children (%)	44.6 %
Age of mothers (in years)	30.08 (5.73) (17-48)
Mothers' level of education	
No education	11.3 %
Primary school	53.2 %
Middle school	8.4 %
High school	14.4 %
University	4.4 %
Mothers' SES level	
Low SES (%)	37 %
Middle SES (%)	36.5 %
High SES (%)	26.5 %
Urban originated mother (%)	54.0 %
Number of children	
One child or no children (%)	28.2 %
More than 1 child (%)	71.8 %

Note: Values in parentheses indicate standard deviation values.

3.5 Methods of Data Analyses

This section includes information about how descriptive analyses are conducted and the proposed conceptual model is tested. In order to reveal the strength of the relation between different types of support variables (i.e. support coming from the husband, family, friends and neighbors) correlation analyses were conducted. Contingency tables were generated and chi-square analyses were conducted so that distribution of high levels of sources of support from husband, friends and neighbors for the mothers with differing levels of support from the family can be examined. Relation between different types of parenting practices (i.e. mother report punishment, warmth, obedience demanding and observed punishment, responsivity) were examined by correlation analyses.

In order to reveal patterns of support, cluster analysis was conducted using measures of support from all four sources. Cluster analysis is the assignment of a set of observations into subsets so that observations in the same cluster are similar. After examining several methods of cluster analysis, solution derived from hierarchical clustering was used. Hierarchical cluster analysis is a method in cluster analysis among other methods like Two-step cluster and K-means cluster. In hierarchical cluster analysis distance measures between the members of the sample (i.e. records of data that to be grouped into subsets) are calculated and when sample members are grouped into clusters distance measures between clusters are also calculated. Correlation and Chi-Square analyses were conducted in order to reveal the relation between levels of SES and support variables.

Relation between parenting practices and social support were analyzed using two different methods. One method includes comparison of parenting practices across different clusters of support, and second way is the comparison of parenting practices across total number of support sources available to the mother. Association between clusters of mothers defined by the levels and types of support they received and parenting practices were estimated by comparing the means of parenting scale scores across all possible pairs of clusters. Parenting practices among the mothers grouped by the total number of support sources available to the mother were also compared across all possible pairs.

Finally, proposed conceptual model was tested by regression analyses. Analyses were conducted for five types of parenting practices as dependent variables: mother reported punishment, mother reported obedience demanding, mother reported warmth, observer rated punishment and observer rated responsivity. Independent variables included in the model were: total number of sources of support that the mother receives as support variable and depression as psychological well-being variable. Also, several variables were included in the analyses as control variables since they might be associated with social support and parenting outcomes. Control variables were: SES, number of children (one or less kid/more than one kid), and the place of origin (rural/urban, defined as the place where the mother spent most of her life).

Chapter 4

RESULTS

The results chapter of the present study includes seven sections: descriptive analyses of the levels of support received by the mothers from different sources, alternative operational definitions of support networks of the mothers, descriptive analyses of parenting behaviors of the mothers, relation between support networks and parenting practices, relation between socioeconomic status and support networks, conclusions regarding the operational definition of support networks and the results of the conceptual model quantifying the effects of social support on parenting behaviors.

4.1 Levels of Support Received by the Mothers from Different Sources

The measure of the degree of support that a mother receives reflects mothers' subjective perception of support coming from their husbands, families, friends and neighbors. The means and standard deviations of the levels of these four types of support (support coming from husband, family, friends and neighbors) are presented in Table 4.1.

Table 4.1. Levels of Support Received by the Mothers from Different Sources

Sources of Support	Mean Levels of Sources of Support (N=1052)
Support coming from the husband	78.2 (23.7) 0-100
Support coming from the family	78.1 (20.4) 0-100
Support coming from friends	59.1 (20.8) 0-100
Support coming from the neighbors	63.6 (20.4) 0-100

Note: Standard Deviations are reported in parentheses

The correlations between the levels of support from different sources are provided in Table 4.2. Each correlation in the table is statistically significant ($p < 0.01$) and all of the correlations are positive but modest to moderate in size. The correlations suggest that in the presence of one source of support it is probable that support from other types of sources are also present. Especially important to note is the role of the perceived support from the family. This source of support is strongly linked to the support coming from the husband and support coming from friends. There is a significant correlation between family support and neighbor support however, this correlation is significantly lower than the correlation between family support and husband support ($p < .01$). Therefore, if family support is available to the mother, it is likely that the mother will be supported by other members of her social networks (i.e. husband, friends and neighbors).

Table 4.2. Correlations between Support from Different Sources

		2	3	4
		Support coming from family	Support coming from neighbors	Support coming from the husband
1	Support coming from friends	.300** N=1052	.142** N=1052	.218** N=1044
2	Support coming from family		.225** N=1052	.321** N=1044
3	Support coming from neighbors			.153** N=1044
4	Support coming from the husband			

Note: ** p<0.01

In order to reveal possibly non-linear association of support from different sources, each continuous support variable is transformed into an ordinal variable. Cutoff points for ordinal variables are defined empirically using the distribution of each continuous variable. Each interval level support variable is transformed into low, medium and high levels of support. Ordinal variables allowed chi-square analyses.

Chi-square analyses of the ordinal measures of perceived support reveal that if one type of support is present it is likely that other types of support are also present. Analyses show that among the mothers who receive low levels of support from their family, only 31% receive high support from their husbands whereas among the mothers who perceive high support from their family 65% also receive high support from their husbands ($\chi^2(4, N = 1044) = 90.4, p < .05$) (see Table 4.3.). Therefore; it is likely that if a mother has high levels of support from her family she receives high levels of support from her husband. Similarly, if a mother receives high levels of support from her family, it is likely that she receives high levels of support

from her friends, and it is highly probable that if a mother has high levels of support from her family she also receives high levels of support from her neighbors.

Table 4.3. Distribution of High Levels of Support from Husband, Friends and Neighbors for the Mothers with Differing Levels of Support from the Family

	Support coming from family			χ^2	<i>df</i>
	Low support (N=211)	Medium support (N=516)	High support (N=325)		
% High support from husband	30.9%	59.3%	65.0%	90.4*	4
% High support from friends	19.0%	42.6%	47.4%	63.1*	4
% High support from neighbors	24.6%	43.0%	47.4%	41.7*	4

Note: * $p < 0.05$

4.2 Alternative Operational Definitions of Support Networks of the Mothers

In this section three alternative operational definitions of support networks are introduced. For each of the alternative definitions, explanations are provided about why such a definition is introduced.

4.2.1 Patterns of Sources of Support

This section aims to reveal patterns of support that exists in the study sample. Identifying the patterns of support would help delineate combinations of sources of support available to the mothers and understand how mothers in each cluster (defined by a combination of available sources of support) differ across parental behaviors like punishment, self-report warmth, and observer rated responsiveness.

Cluster analysis aims to assemble cases into groups so that there is a strong similarity between members who are in the same cluster and dissimilarity between individuals who are in different clusters. In order to reveal patterns of support, cluster analysis was conducted using the measures of support from all four sources. Thus, the present cluster analysis will identify patterns of support where cases with similar support networks are grouped in the same cluster.

Analyses show that there are five distinct combinations of types of support. Each combination is given a name representing that cluster's distinctive characteristic (See Table 4.4. and Figure 4.1.). Information about the distinctive characteristics and the size of each cluster is presented next.

The first cluster consists of mothers with high levels of support from their neighbors and friends and normative levels of support from their families and husbands and includes 44% of the sample ($n=456$). The second cluster includes 19% of the sample ($n=194$). These mothers are characterized with high levels of support from all sources except from friends and this cluster is referred to as mothers with low levels of support from friends. Mothers in this cluster perceive the highest level of support from their husbands among all other clusters ($F(4, 1044) = 362.44, p < .01$). The third cluster contains 22% of the sample ($n=227$). This cluster consists of mothers with low levels of support from neighbors. Fourth cluster consists of mothers receiving low levels of support from their families. This cluster contains 6% ($n=67$) of the sample and it shows a pattern of support in which mothers receive normative levels of support from their neighbors, husbands, and friends. The fifth

and the last cluster consists of mothers with low levels of support from all sources, especially husbands (among all clusters, mothers in this cluster received the highest level of support from their husbands) and it includes 10% of the sample (n= 100). Mothers in this cluster have low levels of support from neighbors, friends, and families but very low levels of support from their husbands.

4.2.2 Total Number of Sources of Support Available to the Mother

As a research strategy to test possible causal mechanisms, Rutter (2005) emphasizes that it is vital to design studies which can “pull apart” and “put together” risk and protective factors. Many psychological outcomes can be explained by investigating the summative effects of risk and protective factors (Rutter, 2006).

Rutter’s approach may be valid for this research where protective support factors from different sources (i.e. support coming from the husband, family, friends and neighbors) can be put together in order to investigate their summative effects. In other words, the specific source of support may not be as important as the fact that an individual who has support from multiple sources will be better off than an individual who has a few sources of support. Putting the protective factors together would allow a simple representation of a network consisting of different sources of support in one variable and see the summative effects of sources of support on parenting behaviors.

Table 4.4. Means and Standard Deviations of Clusters among Different Types of Support

Clusters		Types of Support			
		Support from Husband	Support from Family	Support from Friends	Support from Neighbors
Mothers with moderate or normative levels of support from all sources (N=456)	Raw Score	82.4	83.5	72.5	75.1
	Z-score	.175	.268	.643	.564
	SD	.69	.59	.59	.58
Mothers with low levels of support from friends (N=194)	Raw Score	88.7	86.3	39.0	73.6
	Z-score	.441	.404	-.960	.490
	SD	.53	.61	.67	.54
Mothers with low levels of support from neighbors (N=227)	Raw Score	87.4	82.7	61.3	39.2
	Z-score	.273	.229	.107	-1.198
	SD	.65	.64	.87	.62
Mothers with low levels of support from family (N=67)	Raw Score	79.8	34.0	46.4	55.3
	Z-score	.068	-2.158	-.605	-.406
	SD	.59	.68	.91	.90
Mothers with low levels of support from all sources, especially husbands (N=100)	Raw Score	23.2	57.7	42.0	52.5
	Z-score	-2.32	-.997	-.817	-.543
	SD	.67	1.35	.99	1.15

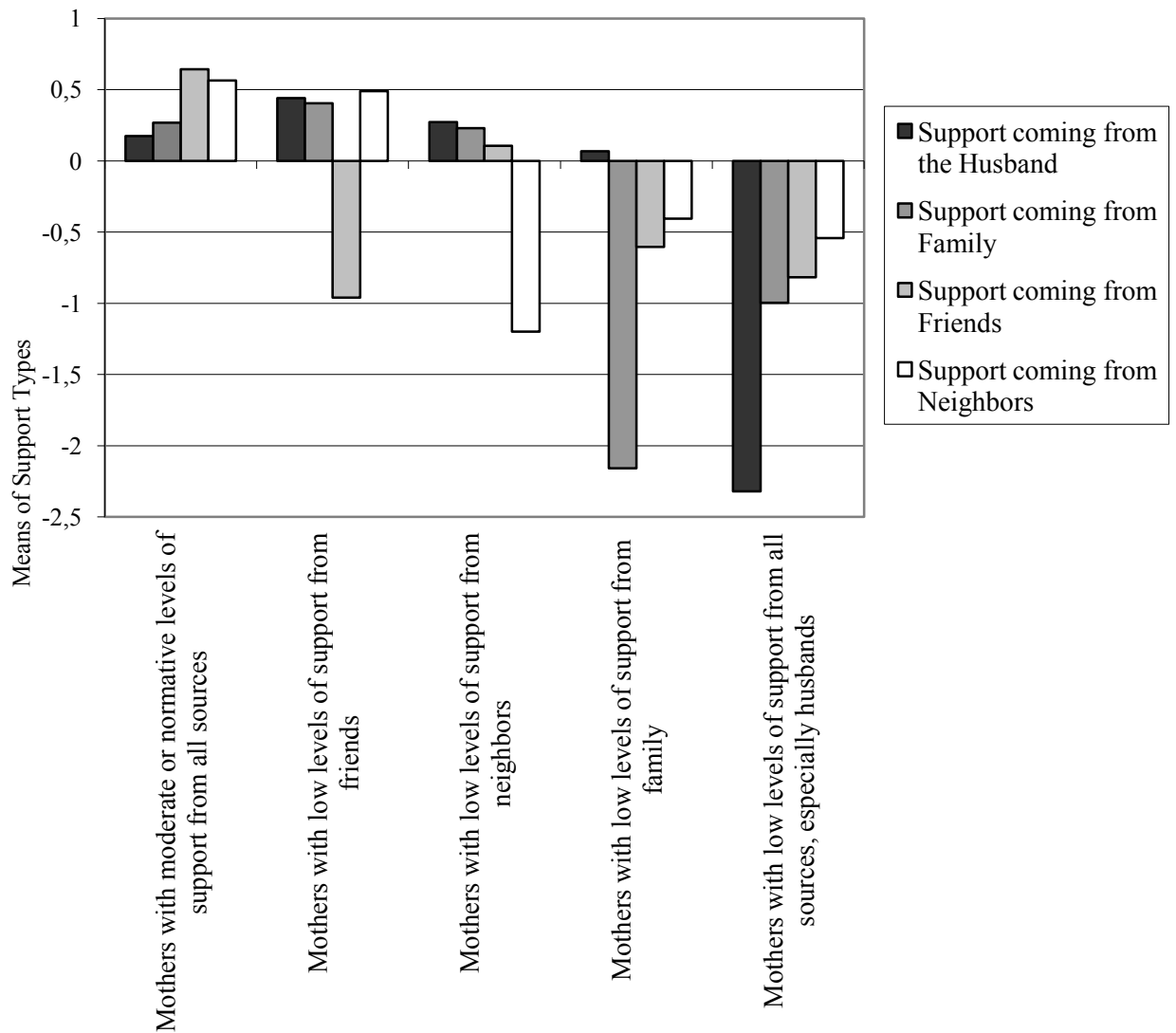


Figure 4.1. Mean Z-scores of Clusters among Different Types of Support

This strategy would allow investigating the association between number of sources of support and types of sources of support by looking at the variations in sources of support as available number of support sources decrease or increase. Parenting behaviors may be associated with the hierarchy between counts of sources of support. For instance, positive parenting behaviors (e.g. responsivity, warmth) would be observed frequently in the presence of high levels of support from many sources of support and negative parenting practices (e.g. punishment, obedience

demanding) would be usual in the presence of high levels of support from few sources of support.

Mothers who don't receive high levels of support from any of the sources constitute 13% of the sample. Mothers who receive high levels of support from all four types of support sources are 7.5% of the sample. Table 4.5 presents percentages for the counts of high levels of support perceived by the mothers.

Table 4.5. Percentages of Number of High Levels of Support Available to the Mother

Number of High Levels of Support Available to the Mother	Percentage
High level of support from no sources	13.1 % N=138
High level of support from one of the four sources	25.2 % N=265
High levels of support from two of the four sources	30.2 % N=318
High levels of support from three of the four sources	24.0 % N=252
High levels of support from all four sources	7.5 % N=79
Total	100 %

Table 4.6 presents means and standard deviations for each type of support across levels of sources of support. Table 4.6 presents a hierarchical distribution of number of sources of support starting from zero sources of high levels of support and going up to four sources of high levels of support available to the mothers. This kind of representation of number of sources of support allows comparison between number of sources of support and parenting outcomes which is elaborated in Chapter 4.3 in detail.

Table 4.6. Means and Standard Deviations of Number of Sources of Support among Different Types of Support

Number of Sources of Support		Types of Support			
		Support from Husband	Support from Family	Support from Friends	Support from Neighbors
0 Source of Support	N	136	138	138	138
	Raw Score	48.0	57.7	41.6	50.8
	Z-score	-1.27	-1.0	-.84	-.62
	SD	1.12	1.18	.79	.86
1 Source of Support	N	261	265	265	265
	Raw Score	69.0	69.6	52.6	61.3
	Z-score	-.39	-.41	-.31	-.11
	SD	.93	1.01	.87	.90
2 Sources of Support	N	317	318	318	318
	Raw Score	84.1	80.6	58.3	65.7
	Z-score	.25	.12	-.03	.10
	SD	.77	.69	.93	.92
3 Sources of Support	N	251	252	252	252
	Raw Score	91.6	88.4	69.2	68.5
	Z-score	.57	.50	.49	.24
	SD	.26	.13	.47	1.15
4 Sources of Support	N	79	79	79	79
	Raw Score	94.4	98.7	81.7	69.3
	Z-score	.68	1.01	1.08	.28
	SD	.26	.13	.47	1.15

4.2.3 Total Number of Sources of Support that are Missing

Previous section examines total number of sources of support available to the mother. Total number of protective factors may give information about variety of outcomes. As well, number of risk factors might be important in understanding certain developmental outcomes. Number of risk factors and number of protective factors are not necessarily perfectly correlated but they are distinct from each other. Analyzing number of risk factors (i.e. number of sources of support that are missing) might give additive insight about outcomes that are being studied in this thesis. This section gives descriptive information about number of sources of support that are not available to the mother.

One support source is defined as missing if a mother receives low levels of support from that source. Mothers who receive low levels of support from all of the sources constitute only 1.8% of the sample. Mothers who don't receive low levels of support from any of the four sources are 46.7%. Table 4.7 presents percentages for all counts of low levels of support available to the mothers.

Table 4.8 presents means and standard deviations for each type of support across levels of missing sources of support. Similar to the hierarchy between counts of available number of supports, Table 4.8 shows a hierarchy between counts of missing sources of support. Parenting behaviors may vary across counts of missing sources of support as missing sources of support increase from zero up to four which is discussed in Section 4.4.3.

Table 4.7. Percentages of Missing Number of Sources of Support

Number of Missing Sources of Support	Percentage
0 support missing	46.7 % N=491
1 support missing	31.1 % N=328
2 support missing	14.1 % N=149
3 support missing	5.4 % N=57
No perceived support from any of the sources	1.8 % N=19
Total	100 %

4.2.4 Correlations between Different Operational Definitions of Support

All types of support coming from different sources are positively correlated with total number of sources of support (See Table 4.9). Similarly, all types of support from different sources are negatively correlated with total number of missing sources of support. This finding provides evidence that if one type of support is available to the mother than it is highly probable that other support sources are also available.

Table 4.8. Means and Standard Deviations of Number of Sources of Support among Different Types of Support

		Types of Support			
		Support from Husband	Support from Family	Support from Friends	Support from Neighbors
Number of Missing Sources of Support					
0 Missing Source of Support	N	491	491	491	491
	Raw Score	71.6	86.3	87.8	72.5
	Z-score	.40	.40	.60	.44
	SD	.49	.52	.59	.66
1 Missing Source of Support	N	328	328	328	328
	Raw Score	53.5	80.3	79.4	60.9
	Z-score	.05	.11	-.27	-.13
	SD	.90	.86	.97	1.02
2 Missing Sources of Support	N	149	149	149	149
	Raw Score	44.1	64.4	63.5	53.7
	Z-score	-.62	-.67	-.72	-.48
	SD	1.20	1.13	.88	.96
3 Missing Sources of Support	N	57	57	57	57
	Raw Score	36.8	48.7	45.8	39.6
	Z-score	-1.37	-1.44	-1.06	-1.18
	SD	1.19	1.15	.75	1.09
4 Missing Sources of Support	N	19	19	19	19
	Raw Score	25.0	31.4	23.4	28.8
	Z-score	-2.31	-2.29	-1.63	-1.71
	SD	.84	.97	.73	.55

Number of sources of support and missing number of sources of support are examined separately because both operational definitions might provide distinct information about support sources and their relation to developmental outcomes. Mothers who do not receive high levels of support from a source do not necessarily receive low levels of support from that source. That's why number of sources of high levels of support (protective factors) and number of missing sources of support (risk factors) are not perfectly correlated (See Table 4.9).

Table 4.9. Correlations between Support from Different Sources, Number of Sources of Support and Number of Missing Sources of Support

	Support coming from family	Support coming from neighbors	Support coming from the husband	Number of Sources of Support	Number of Missing Sources of Support
Support coming from friends	.30**	.14**	.22**	.26**	-.51**
Support coming from family		.22**	.32**	.56**	-.58**
Support coming from neighbors			.15**	.26**	-.51**
Support coming from the husband				.59**	-.56**
Number of sources of Support					-.53**
Number of Missing Supports					

Note: ** p<0.01

4.3 Parenting Practices

This section provides descriptive information about mother reported and observer rated parenting practices, the relation between self report and observer rated parenting behaviors and between different types of parenting practices (i.e. Self reported punishment, warmth, obedience demanding and observer rated punishment, responsivity).

4.3.1 Characteristics of Parenting Practices

Degree of punishment, warmth and obedience demanding behaviors of the mother towards her child reflects subjective reports of mothers' parenting practices. The means and standard deviations of self report ratings of the mother for punishment, obedience and warmth are presented in Table 4.10.

In addition to the mothers' subjective perception, parenting practices were also rated by observers. Observed parenting practices considered here are punishment behaviors and responsivity of the mother towards her child. Means and standard deviations of observed characteristics are presented in Table 4.10.

Table 4.10. Levels of Mother Reported Punishment, Obedience Demanding, Warmth and Observer Rated Punishment and Responsivity of the Mothers towards Their Child

Parenting Practices	M (N=1052)
Mother Reported Punishment	29.5 (17.2)
Mother Reported Obedience Demanding	56.6 (17.7)
Mother Reported Warmth	83.5 (13.5)
Observer Rated Punishment	11.3 (16.7)
Observer Rated Responsivity	62.9 (28.0)

Note: Standard Deviations are reported in parentheses

4.3.2 Relation between Types of Parenting Practices

Table 4.11 presents correlations between mother reported and observer rated parenting practices. There is a significant positive correlation between observer rated punishment behaviors and mother reported punishment behaviors ($r(1050) = .47$, $p < .01$). Similarly, there is a significant positive correlation between observer rated responsivity and self-report warmth of the mother towards her child ($r(1050) = .36$, $p < .01$). Observer reported punishment behaviors of the mothers are positively correlated with obedience demanding behaviors ($r(1050) = .18$, $p < .01$) and negatively correlated with self-report warmth ($r(1050) = -.16$, $p < .01$). Although there is a positive correlation between observer reported and mother reported punishment, the mean values for both parenting outcomes are distinct from each other where observer reported punishment levels are lower than mother reported punishment. (See Chapter 5 for discussion).

Correlations between parenting variables reveal that self-report punishment and obedience demanding behaviors are positively correlated ($r(1050) = .35, p < .01$) whereas, self-report punishment and warmth are negatively correlated ($r(1050) = -.37, p < .01$). Responsivity is negatively correlated with all other negative parenting behaviors (i.e. self-report punishment, observer rated punishment and obedience demanding). The correlations are modest to moderate in size (See Table 4.11).

Table 4.11. Correlations of Self-Report Parenting Practices and Observer Rated Parenting Practices

Parenting Practices	Mother Report Parenting Practices			
	2	3	4	5
	Mother Reported Obedience Demanding	Mother Reported Warmth	Observer Rated Punishment	Observer Rated Responsivity
1 Mother Reported Punishment	.35(**)	-.37(**)	.47(**)	-.17(**)
2 Mother Reported Obedience Demanding		-.03	.18(**)	-.09(**)
3 Mother Reported Warmth			-.16(**)	.36(**)
4 Observer Rated Punishment				-.10(**)
5 Observer Rated Responsivity				

Note: ** p<0.01

4.4 Sources of Support and Parenting Practices

This section provides information about the relation between three different operational definitions of support networks (i.e. patterns of support, number of sources of support, number of missing sources of support) and parenting practices.

4.4.1 Patterns of Support and Parenting Practices

Different patterns of support are associated with different parenting practices across clusters. In order to see how mothers in different clusters vary in their parenting practices, a number of analyses were conducted for the five different measures of parenting behaviors. Three of the measures are mothers' self-reports: punishment, warmth and obedience demanding scores of Parenting Questionnaire. The remaining two parenting measures are punishment and responsivity subscales of HOME scales which were rated by observers. Means and standard deviations of all parenting behaviors in each cluster are presented in Table 4.12.

Paragraphs below compare pairs of clusters in terms of parenting differences. For each comparison first, support characteristics of each cluster are provided then differences in their parenting practices are presented. In order to compare parenting practices each pair of cluster is compared for all parenting variables. There are significant differences in parenting practices of the following pairs of clusters:

Differences between Cluster I and Cluster IV

Mothers belonging to Cluster I and mothers belonging to Cluster IV differ mainly in family support. Mothers in Cluster I receive more support from their families than mothers in Cluster IV. In terms of parenting practices, self-report warmth and responsivity levels are higher in Cluster I than Cluster IV.

Table 4.12. Parenting Behaviors of Groups of Mothers with Similar Patterns of Support

	Patterns (Clusters) of Support					F	P
	Cluster I	Cluster II	Cluster III	Cluster IV	Cluster V		
	Mothers with moderate or normative levels of support from all sources (N=456)	Mothers with low levels of support from friends (N=194)	Mothers with low levels of support from neighbors (N=227)	Mothers with low levels of support from family (N=67)	Mothers with low levels of support from all sources, especially husbands (N=100)		
Observer-rated Punishment	10.2 (15.7)	11.1 (17.1)	10.7 (16.4)	12.9 (18.9)	16.8 (18.3)	3.44	0.00
Observer Rated Responsivity	63.5 (28.8)	59.7 (27.7)	69.6 (25.2)	51.9 (29.4)	57.9 (27.1)	7.51	0.00
Mother Reported Punishment	28.3 (16.4)	32.2 (16.2)	26.8 (17.4)	27.2 (16.9)	37.7 (18.6)	9.49	0.00
Mother Reported Warmth	84.7 (12.7)	82.1 (13.2)	85.0 (12.3)	79.2 (15.3)	80.0 (16.8)	5.60	0.00
Mother Reported Obedience Demanding	56.1 (17.9)	60.1 (15.4)	53.0 (20.0)	55.6 (16.5)	60.5 (14.9)	5.69	0.00

Differences between Cluster I and Cluster V

Mothers belonging to Cluster I and mothers belonging to Cluster V differ mainly in husband support. Mothers in Cluster I receive more support from their husbands than mothers in Cluster V. Both mother reported and observed punishment levels of mothers are higher and self-report warmth levels are lower in Cluster V than Cluster I.

Differences between Cluster III and Cluster IV

Mothers in Cluster III mainly receive lower neighborhood support, higher family support as compared to mothers belonging to Cluster IV. Mothers in Cluster III show higher levels of self-report warmth and observer rated responsivity to their children than mothers in Cluster IV.

Differences between Cluster IV and Cluster V

Mothers in Clusters IV mainly receive lower family support and higher husband support as compared to mothers belonging to Cluster V. Pairwise comparisons reveal that punishment behaviors of the mothers in Cluster V have higher means in self reported punishment scores than mothers in Cluster IV.

4.4.2 Number of Sources of Support and Parenting Practices

It can be suggested that regardless of which type of support is present or absent, total number of sources from which the mothers receive a high level of support may be important for parenting practices. This section focuses on the

association between total number of sources of support available to the mother and her parenting practices.

It may be speculated that mothers who receive high levels of support from limited number of sources may have different parenting practices from the mothers who receive high levels of support from many sources. Table 4.13 presents information about how parenting behaviors vary across levels of support. A decline is observed in punishment behaviors of the mother as number of sources of support that mothers receive increases. Self-report warmth of the mother towards her child increases as number of sources of support increases. There is a decline in obedience demanding behaviors of the mother as number of sources of support increases. HOME observations revealed that punishment behaviors of the mother declines as number of sources of support that the mother perceives increase and there is an increase in responsivity levels of the mothers as number of sources of support increases.

4.4.3 Number of Missing Sources of Support and Parenting Practices

Table 4.14 presents information about how parenting behaviors vary across levels of missing sources of support. An increase is reported in punishment behaviors of the mothers as number of missing sources of support increase. Self report warmth of the mother towards her child declines as number of missing sources of support increases. There is an increase in observer rated punishment behavior of the mother as number of missing sources of support increases. Observer rated responsivity declines as number of missing sources of support increases.

Table 4.13. Comparison of Parenting Behaviors of Mothers across Groups Defined by Number of Sources of High Support

	High level of support from none of the sources (N=138)	High level of support from one of the four sources (N=256)	High level of support from two of the four sources (N=318)	High level of support from three of the four sources (N=252)	High level of support from all four sources (N=79)	F	P
Mother Reported Punishment	35.5 ^a (18.6)	30.8 ^a (16.5)	30.8 ^a (17.4)	25.7 ^b (16.4)	22.0 ^b (13.9)	12.5	0.00
Mother Reported Warmth	80.0 ^a (15.6)	83.1 ^{ab} (13.5)	83.4 ^{abc} (13.5)	85.3 ^{bc} (12.2)	86.3 ^{bc} (12.2)	4.4	0.00
Mother Reported Obedience Demanding	59.5 ^a (15.8)	58.6 ^a (17.0)	58.3 ^a (17.2)	53.6 ^b (17.9)	47.6 ^{cb} (20.4)	9.7	0.00
Observer Rated Punishment	16.2 ^a (19.1)	14.5 ^{ab} (18.6)	10.7 ^{bc} (16.0)	7.9 ^c (13.4)	5.8 ^c (12.6)	10.8	0.00
Observer Rated Responsivity	58.5 ^a (28.7)	59.8 ^a (29.4)	64.5 ^{ab} (28.0)	63.9 ^{ab} (26.4)	70.4 ^b (24.4)	3.5	0.01

Note: Standard Deviations are reported in parentheses.

Superscripts indicate differences between parenting behaviors of mothers across groups defined by number of sources of high support. If there are no shared superscripts for any two groups then the post hoc comparisons of the means for those two groups indicated a significant difference.

4.5 Socioeconomic Status and Sources of Support

SES is associated with support networks of the mothers and included in the statistical analyses as a control variable. This association is supported by the results showing significant correlations between the level of support from all sources and SES (see Table 4.15). SES is positively associated with levels of support from all sources except support coming from neighbors.

Table 4.14. Comparison of Parenting Behaviors of Mothers across Groups Defined by Number of Missing Sources of Support

	0	1	2	3	4	F	P
	Missing Support (N=491)	Missing Support (N=328)	Missing Supports (N=149)	Missing Supports (N=59)	Missing Supports (N=19)		
Mother Reported Punishment	28.0 ^a (16.4)	29.4 ^{ab} (17.4)	30.8 ^{ac} (16.8)	35.5 ^{bcd} (19.4)	42.6 ^d (16.2)	5.8	0.00
Mother Reported Warmth	84.5 ^a (12.7)	84.1 ^a (12.7)	82.9 ^a (13.2)	75.3 ^b (18.5)	77.0 ^{ab} (20.0)	7.5	0.00
Mother Reported Obedience Demanding	56.1 ^a (18.5)	56.6 ^a (17.1)	56.3 ^a (16.7)	58.2 ^a (16.8)	65.1 ^a (17.2)	1.3	0.26
Observer Rated Punishment	9.41 ^a (14.5)	12.2 ^{ab} (18.9)	12.9 ^{ab} (17.6)	16.7 ^b (16.3)	16.2 ^{ab} (14.9)	4.1	0.00
Observer Rated Responsivity	64.0 ^a (28.2)	63.7 ^{ab} (27.6)	61.3 ^{ab} (27.2)	57.7 ^{ab} (28.2)	45.4 ^b (31.5)	2.7	0.03

Note: Standard Deviations are reported in parentheses.

Superscripts indicate differences between parenting behaviors of mothers across groups defined by number of sources of high support. If there are no shared superscripts for any two groups then the post hoc comparisons of the means for those two groups indicated a significant difference.

Table 4.15. Correlations of SES with Support from Different Sources

	SES
Support coming from friends	0.30 ^{**}
Support coming from family	0.22 ^{**}
Support coming from neighbors	-0.1 ^{**}
Support coming from the husband	0.15 ^{**}

Note: ** p<0.01

To allow categorical comparisons, SES variable is transformed into three categories of low, medium and high levels of SES. Chi-square analyses of different types of support across levels of SES reveal that among mothers who are in low SES,

51% receive high support from their husbands whereas among the mothers who are in high SES 62% receive high support from their husbands ($\chi^2(4, N = 1030) = 15.90, p < .01$) (see Table 4.16). Therefore, it is likely that if a mother is in high SES group she receives high levels of support from her husband. Percentage of the mothers who receive high support from their friends among the mothers who are in low SES is only 29%. This percentage is 56% for the mothers who are in high SES group ($\chi^2(4, N = 1035) = 56.25, p < .01$) (see Table 4.16). Among mothers who are from families with high SES, 38% receive high support from their families whereas among mothers who are from families with low SES only 26% perceive high support from their families ($\chi^2(4, N = 1035) = 36, p < .01$) (see Table 4.16). Among the mothers who are from families with low SES 47% receive high support from their neighbors whereas only 29% of the mothers who are in high SES receive high support from their neighbors ($\chi^2(4, N = 1035) = 21.89, p < .01$) Thus, high SES is associated with high levels of support from all sources except neighbor support (see Table 4.16).

Table 4.16. Distribution of High Levels of Support from Husband, Friends, Neighbors and Families for the Mothers with Differing Levels of SES

	Socioeconomic Status			χ^2	<i>df</i>
	Low SES (N=383)	Medium SES (N=378)	High SES (N=274)		
% High support from husband	50.8%	56.0%	61.5%	15.9*	4
% High support from friends	28.7%	38.1%	56.2%	56.2*	4
% High support from neighbors	46.7%	43.1%	29.2%	36*	4
% High support from family	25.6%	31.5%	38.0%	21.9*	4

4.6 Conclusions Regarding the Operational Definition of Support Networks

Different operational definitions of support networks have advantages for different perspectives. Investigating level of husband, family, friend and family support separately allows seeing the association between each type of support and parenting practices one by one. Categorizing the patterns of support would assist explaining combinations of sources of support available to the mothers and their association with parenting behaviors. Number of sources of support gives a simple explanation for the association between hierarchy between counts of sources of support and parenting behaviors. Numbers of missing sources of support represents a network consisting of different sources of support in one variable and see the summative effects of missing sources of support on parenting behaviors.

An empirically guided decision is made about which operational definition of support networks should be adopted for testing the theoretical model. Four different regression analyses are conducted with four different operational definitions of support networks:

1. The level of each type of support (husband, family, friend, and neighbor) as a separate variable
2. Patterns of support (i.e. clusters) that was estimated in cluster analyses
3. Number of sources of support that are available to the mothers
4. Total number of sources support that are missing.

Using factor analysis, a summary parenting variable is created which combined mother reported punishment, warmth, obedience and observer rated punishment and responsivity scores in one factor. This combined parenting variable that represents the overall level of adaptive parenting behaviors is used as dependent variable in these preliminary analyses. Control variables are chosen to be: psychological well-being of the mother, SES, number of children that the mother has and whether the family lives in an urban or in a rural place.

Results reveal that, with highest R squared ($R^2=.203$) value, number of sources from which high level of support is available gives the highest prediction for parenting practices when compared to other types of support variables. Thus, the measurement approach that quantifies support networks as a protective factor has the highest explanatory power. That's why, number of sources of support is chosen as an independent variable in testing the proposed theoretical model (See Figure 1.1). Therefore the proposed theoretical model evaluates support sources as protective factors as opposed to risk factors (i.e. missing sources of support).

4.7 Results of the Models of Parenting Behaviors Investigating the Role of Number of Sources of Support

This section presents results of analyses with number of sources of support included in the theoretical model as an independent variable. In order to examine the bivariate association of support and maternal psychological well-being with parenting, a set of regression analyses are done. Analyses examine the interaction of number of sources of support that the mothers receive and maternal depression in determining five measures (self-reported punishment, warmth, obedience and

observer reported punishment, responsivity) of parenting practices. Variables that are controlled for in the analyses are: SES, total number of children that the mother has and whether the family is living in a rural or urban place. Tested model is depicted in Figure 4.2.

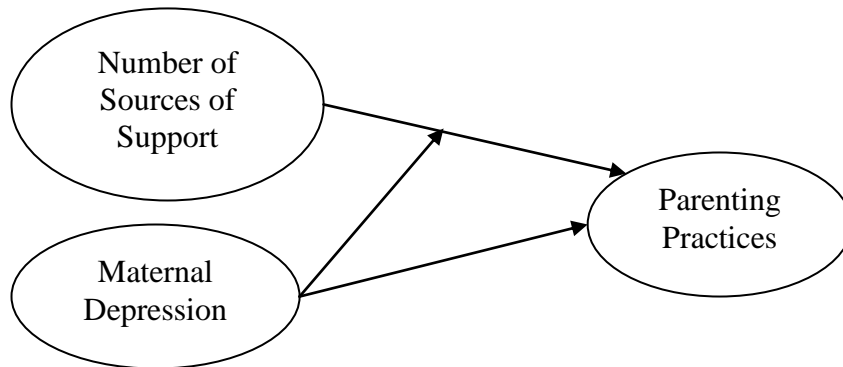


Figure 4.2. Tested Model with Total Number of Sources of Support and Maternal Depression as Independent Variables

In the analyses, the interval level depression variable is transformed into a categorical variable where levels of low, middle and high depressive symptoms are defined. High depression is defined as the mothers who get 30 points or more out of 100 in the depression subscale of short symptom inventory. Mothers who show high depressive symptoms span 16.2% of the total sample.

Results reveal that there is an interaction of maternal depression and number of sources of support that the mother receives in predicting mother reported punishment behavior towards the child. This finding shows that in case of a highly depressed mother, the positive effect of the number of sources of support disappears where punishment behaviors of the mothers with low levels of depressive symptoms decrease as number of sources of support they receive increase (See Figure 4.3).

Regression coefficients are provided in Table 4.17. Therefore, number of sources of support does not operate as a protective factor for highly depressed mothers, but it operates as a protective factor for mothers who show non clinical level of depressive symptoms.

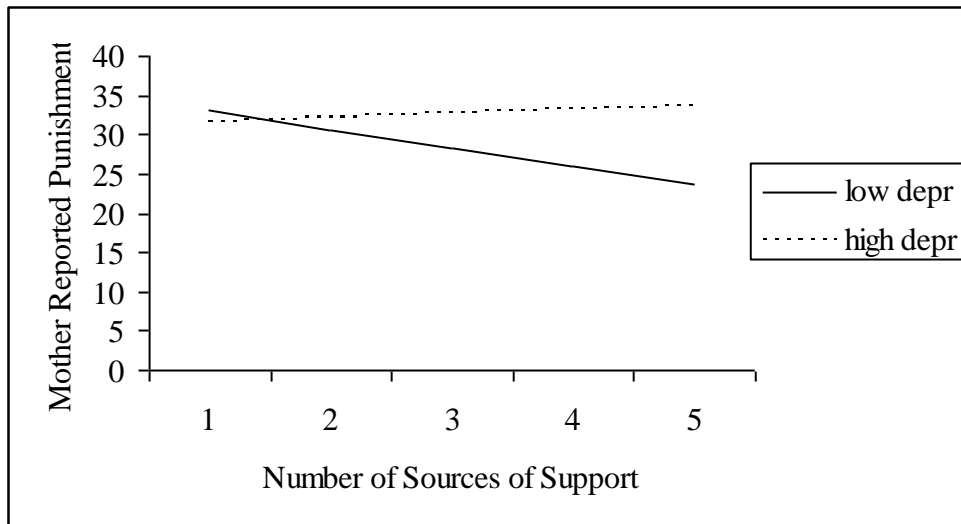


Figure 4.3 Interaction of Punishment and Number of Sources of Support

Table 4.17. Regression Analyses for Estimating the Effects of Support and Maternal Depression on Punishment Outcome¹

Predictors	B (Unstandardized Coefficients) ^a
Intercept	31.60**
<i>Socioeconomic Status of the Mother</i>	
SES	-3.57**
<i>Urban or Rural Living</i>	
Urban	1.54
Rural	Comparison Category
<i>Number of Children</i>	
1 or No Child	-1.43
2 or More Children	Comparison Category
<i>Depression Level of the Mother</i>	
Low Depression	1.33
Medium Depression	4.41+
High Depression	Comparison Category
<i>Number of Sources of Support that the Mother Receive</i>	
Number of Sources of Support	.47
<i>Interaction of Depression and Number of sources of support</i>	
Low Depression*Number of Sources of Support	-2.82*
Medium Depression*Number of Sources of Support	-3.88*
High Depression*Number of Sources of Support	Comparison Category

Note: ^a + p < .10 *p < 0.05 **p < 0.001.
 $R^2 = .095$ and Adjusted $R^2 = .088$

¹ To check for a potential multicollinearity problem between support variables, collinearity statistics are examined. VIF statistics, all VIF values being less than 2, reveal that there is no multicollinearity problem between independent variables in the tested model.

Analyses reveal that there is no interaction between maternal depression and number of sources of support in predicting degree of self-report warmth that the mother shows to her child. However, there is a main effect of number of sources of support on self-report warmth (See Figure 4.4). Mothers who receive support from many sources show significantly more self-report warmth to their children as compared to mothers who receive support from limited number of sources (See Table 4.18 for regression coefficients).

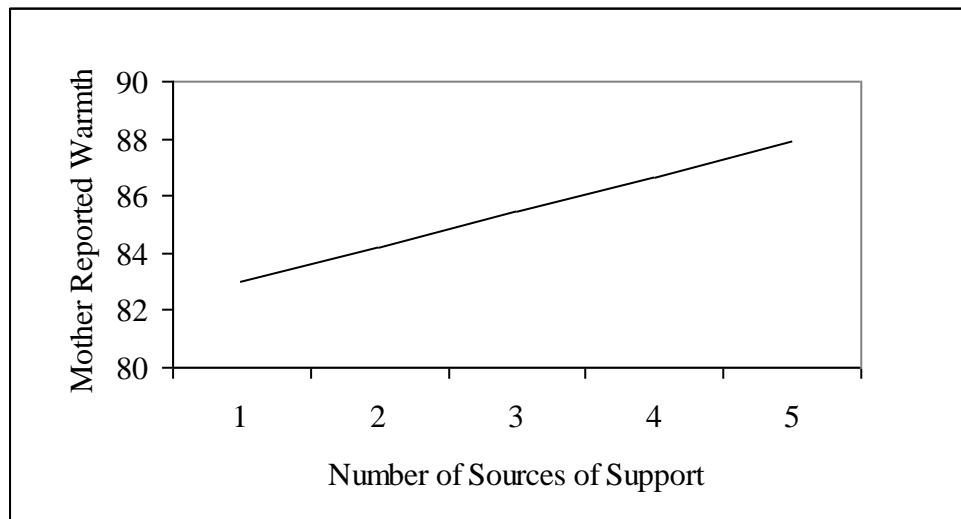


Figure 4.4 Main Effect of Number of Sources of Support on Warmth

Table 4.18. Regression Analyses for Estimating the Effects of Support and Maternal Depression on Self-Report Warmth Outcome

Predictors	B (Unstandardized Coefficients) ^a
Intercept	83.00**
<i>Socioeconomic Status of the Mother</i>	
SES	4.31**
<i>Urban or Rural Living</i>	
Urban	.18
Rural	Comparison Category
<i>Number of Children</i>	
1 or No Child	-.18
2 or More Children	Comparison Category
<i>Depression Level of the Mother</i>	
Low Depression	-3.36*
Medium Depression	.37
High Depression	Comparison Category
<i>Number of Sources of Support that the Mother Receive</i>	
Number of Sources of Support	1.22**

Note: ^a + p < .10 *p < 0.05 **p < 0.001.
 $R^2 = .130$ and Adjusted $R^2 = 0.125$

Results for the obedience demanding outcome show that the way number of sources of support influence obedience demanding behaviors of the mother is dependent on mother's depression level. Interaction shows that mothers who are highly depressed do not benefit from the positive effect of increasing number of sources of support. Mothers who have low levels of depressive symptoms and support from many sources demand less obedience from their children than the mothers who have high levels of depressive symptoms and support from many sources (See Figure 4.5). See Table 4.19 for regression coefficients.

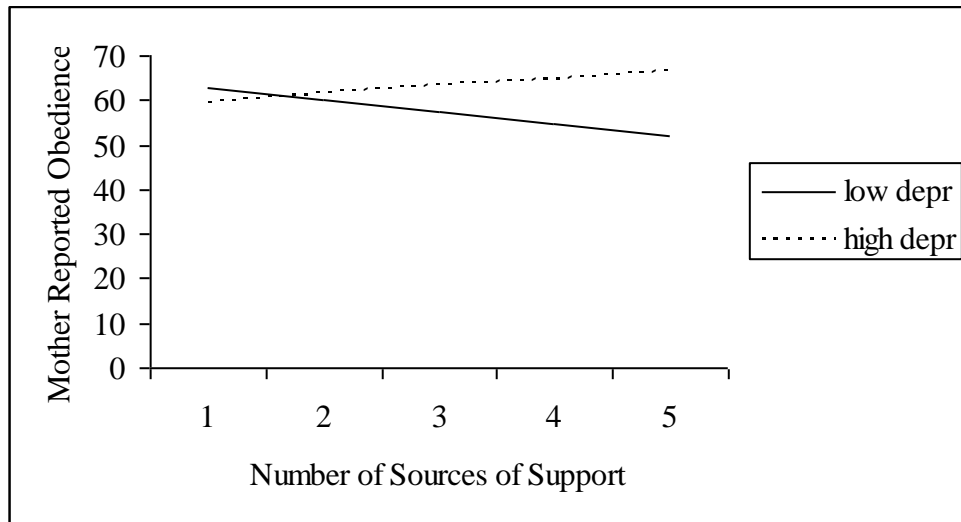


Figure 4.5 Interaction of Obedience Demanding and Number of Sources of Support

Table 4.19. Regression Analyses for Estimating the Effects of Support and Maternal Depression on Obedience Outcome

Predictors	B (Unstandardized Coefficients) ^a
Intercept	57.18**
<i>Socioeconomic Status of the Mother</i>	
SES	-3.97**
<i>Urban or Rural Living</i>	
Urban	2.70*
Rural	Comparison Category
<i>Number of Children</i>	
1 or No Child	-.09
2 or More Children	Comparison Category
<i>Depression Level of the Mother</i>	
Low Depression	2.96
Medium Depression	1.18
High Depression	Comparison Category
<i>Number of Sources of Support that the Mother Receive</i>	
Number of Sources of Support	1.63
<i>Interaction of Depression and Number of Sources of Support</i>	
Low Depression*Number of Sources of Support	-4.26*
Medium Depression*Number of Sources of Support	-3.63*
High Depression*Number of Sources of Support	Comparison Category

Note: ^a + p < .10 *p < 0.05 **p < 0.001.
 $R^2 = .085$ and Adjusted $R^2 = .078$

Proposed model is also tested for observer reported (punishment and responsivity) parenting outcomes. Findings show that there is no meaningful difference between level of responsivity of highly depressed mothers with no support and highly depressed mothers with high level of support ($F(2, 1049) = 4.47, p > .05$). The responsivity of the mothers with medium levels of depression is higher than both mothers with low levels of depression and with high levels of depression ($F(2, 1049)$

= 7.84, $p < .05$). The reason for this result may be the kind of support (rather than the level of support) that mothers may receive. Findings from other studies indicate that the mothers who receive a high level of child care support show lower levels of responsiveness than mothers who do not receive high levels of child care support (Baydar et. al., 2010). Thus, for some parenting behaviors, a high level of parenting support may be detrimental, although it may help improve maternal well-being. It might also be speculated that this finding may be a measurement problem where observational measure is differentially valid for those who have different levels of depressive symptoms however; similar to responsiveness, self reported warmth of mother is the highest for those who have medium level of depression.

Observer reported punishment behaviors of the mothers significantly decrease as number of sources of support increase. This decrease is independent from mothers' depression level (See Table 4.20).

Table 4.20. Regression Analyses for Estimating the Effects of Support and Maternal Depression on Punishment Outcome (Observer Reported)

Predictors	B (Unstandardized Coefficients) ^a
Intercept	17.51**
<i>Socioeconomic Status of the Mother</i>	
SES	-1.68*
<i>Urban or Rural Living</i>	
Urban	.82
Rural	Comparison Category
<i>Number of Children</i>	
1 or No Child	-.95
2 or More Children	Comparison Category
<i>Depression Level of the Mother</i>	
Low Depression	-3.24*
Medium Depression	-1.79
High Depression	Comparison Category
<i>Number of Sources of Support that the Mother Receive</i>	
Number of Sources of Support	-2.18**

Note: ^a + p < .10 *p < 0.05 **p < 0.001.
 $R^2 = .056$ and Adjusted $R^2 = .050$

Chapter 5

DISCUSSION

The present chapter of this thesis consists of four sections. The first section reviews the purpose of this thesis and summarizes the main findings. The remaining sections of the discussion present contributions of the study, limitations and suggestions for future studies, respectively.

5.1 Purpose of the Thesis and Summary of the Findings

The main purpose of this thesis was to investigate the association of the support that the mother receives from her husband, family, friends, and neighbors with her parenting practices. Factors like psychological well-being of the mother could partially account for the link between and support coming from the husband, other sources (i.e. support coming from family, friends, neighbors) and parenting practices (Feldman & Masalha, 2007; Kanoy, Ulku-Steiner, Cox & Burchinal, 2003). The aim of this thesis was achieved by investigating many different sources of support simultaneously, and by using several operational definitions for characterizing support networks. In addition, moderating effects of psychological well-being of the mother on the association between sources of support and parenting practices are studied.

Adopting a Process-Person-Context model (Bronfenbrenner, 2005), factors affecting parenting practices were studied, taking into account the dynamic relation of the person (i.e. the mother) with the context (i.e. sources of support), the role of the individual characteristics (i.e. psychological well-being) in this relation, and the nested levels or systems of the ecology (i.e. the interaction between sources of support within and outside of the microsystem and psychological well-being). Ecological perspective basically suggests a continuous interaction of the person with various ecological systems. Adopting an ecological perspective allows a systematic study of causal mechanisms underlying parenting practices, whether those mechanisms operate in the nuclear family, extended family, neighborhood, or other social ecologies.

Nuclear family living arrangements are common in individualistic societies while collectivistic societies have extended family living arrangements where other family members are geographically (as well as emotionally) close to each other (Feldman & Masalha, 2007). Thus, social support has a greater effect on parenting in cultures guided by a collectivistic orientation rather than in individualistic cultures (Cutrona, Russell, Hessling, Brown, & Murry, 2000). In individualistic cultures, while studying how support and parenting practices are associated, the relation between marital relationship and parenting has been the focus because of the relative prominence of nuclear family settings (e.g. Dorsey, Forehand, & Brody, 2007; Patras & Eap, 2008; Green, Furrer, McAllister, 2007). This study focuses on both nuclear and extended family and non-family sources of support in order to fully understand the effect of support networks on parenting practices of the mother.

Several findings of this thesis stand out because of their contributions to the literature. The most important findings are summarized in this section. Some findings may support previous research while others might be unique to this study, Turkish culture and Turkish mothers' parenting practices.

5.1.1 Important Findings on Relations between Parenting Behaviors

All correlations between positive parenting and negative parenting practices are found to be negative except that no correlation was observed between obedience demanding and warmth. In other words, demanding obedience is not related to the level of warmth that mothers show to their children. This finding may be interpreted in line with the predictions of the Family Model of Emotional Interdependence which suggests a combination of emotional interdependence and material independence (Kagitcibasi & Ataca, 2005). According to the model, autonomy of the child does not appear as a threat to the no longer needed material contribution. This decline in material interdependency creates room for the support of autonomy in childrearing. However, model suggests that emotional connectedness is still desired by the parents. Parenting implications of the family model of emotional interdependence suggest that, although the value given to autonomy may eliminate the parenting goal of total obedience, a high level of parental control is still desired since separation is not the goal of parenting. Thus, both control and warmth may be present in parenting where one way to inhibit separation is by control and another way is to provide a deep emotional connection. Emotional intimacy with the family is desired and parents exert control over their children to this end. Empirical findings

also maintain the possibility of co-occurrence of authoritarian control and warmth (Dekovic, Pels & Model; 2006). Both parenting behaviors may be strategies used independently to avoid separation. In another study on Turkish parenting behaviors, Nacak, Yagmurlu, Durgel, and Van deVijver (2010) found that economically interdependent low SES urban and rural mothers have higher levels of obedience demanding and punishment behaviors than economically independent high SES urban mothers. Thus, in the present research, no negative correlation is observed between obedience demanding and warmth. Similarly, although significant, very low levels of correlations are found between responsivity and obedience demanding. This finding is in line with the discussion above suggesting that positive and negative parenting strategies may be used separately where one mother who demands obedience from her child does not necessarily show low levels of responsiveness to her child (Nacak, Yagmurlu, Durgel & Van deVijver, 2010).

When difference between average mother reported punishment level and observer rated punishment level is examined, observers rate the punishment levels of mothers lower than the mothers' self reports. This finding may be due to the possibility that for a mother to show a punishment behavior to her child while the observer is around, her punishment behaviors are inclined to be high ended. Thus, it is not as usual as mother reported punishment to observe punishment behaviors of a mother during 2-3 hours of observation.

5.1.2 Important Findings on Social Support

Investigation of different operational definitions of sources of support allows different conceptualizations of social networks and different perspectives on the causal mechanisms that may link them to parenting behaviors. For Turkish mothers, levels of support from most sources were positively associated. This link was especially evident for the association between support from the family members other than the husband and support from extra familial sources. Extended family may be serving as a link to non family social networks for Turkish mothers. Most mothers in Turkey do not work and most did not go to school in late adolescence and young adulthood (69%). Therefore the only link to social networks may be through the extended family. Previous research supported that in both collectivistic and individualistic cultures there is a positive correlation between sources of social support (Feldman & Masalha, 2007; Norbeck & Tilden, 1983). Thus, support from different sources does not substitute but rather complement one another.

Association between sources of support and socioeconomic status revealed that high SES implies high levels of support from the family, friends and the husband. However, neighborhood support was negatively associated with SES. Empirical findings in other studies are in line with these findings. Campbell and Lee (1992) found negative links between SES and duration/frequency of contact, and closeness between neighbors. It has been suggested that individuals with high SES do not seek much support from their neighbors since they are residentially and socially mobile limiting intense ties with their neighbors (Campbell & Lee, 1992).

On the contrary, low mobility in low SES may imply remaining geographically close to the extended family, who may also be neighbors or may provide links to neighborhood social networks. Individuals with low SES build strong and long standing ties with their neighbors since integration with local networks may provide instrumental and emotional support at minimal cost which also appears to be an informal safety net when needed (Campbell & Lee, 1992; Fischer et al., 1977).

5.1.3 Important Findings on Support Networks

There were five distinct types of support networks for mothers of young children in Turkey. The most common support network included mothers who receive moderate or normative levels of support from all sources. This finding may imply that mothers in Turkey receive a fair amount of support. However, the proportion of participants who have high levels of support from all of the sources considered in this research were quite low.

Parenting practices of mothers with distinct support networks differed substantially. Comparisons revealed that a network including high levels of family support helps maintain warmth and responsiveness of the mother towards her child. Lack of support coming from the husband was associated with both mother reported and observer rated punishment. This link is supported by theoretical and empirical findings suggesting that problems in marital relationship, which consequently lead to lowered support, cause problems in parenting like harsh punishment (Pauli-Pott & Beckmann, 2007, Cox & Paley, 1997). Overall, findings regarding the comparison of clusters in terms of parenting practices are supported by process model of factors

influencing parenting which suggest social support as a factor positively influencing adaptive and supportive parenting practices (Belsky, 1984).

5.1.4 Important Findings on Support Conceptualized as a Risk or Protective Factor

Conceptualizing sources of support as risk factors (missing sources of support) and protective factors (available sources of support) allows the delineation of risk and protective factors on parenting practices. Having the highest explanatory power, support networks were operationalized as protective factors where number of sources of high level of support is interpreted as the level of protective factors. Results of association between number of sources of high level of support and parenting practices revealed that all positive parenting practices were positively associated with protective factors and all negative parenting practices were negatively associated with protective factors.

In this study, the proposed theoretical model was tested for five different parenting outcomes with effects of support as a protective factor and the extent to which the positive effects of support as a protective factor depend on personal characteristics (Bronfenbrenner, 1979) such as depressive symptoms. Parenting variables were mother reported punishment, warmth, obedience demanding, and observer rated responsiveness and punishment behaviors of the mother towards her child. The protective effects of support did not operate equally for mothers with varying levels of psychological well-being in influencing their parenting behaviors. Highly depressed mothers did not benefit from the protective effects of high levels of support from a variety of sources. Similarly, mother reported punishment and

obedience demanding levels were not lower for mothers with high levels of depressive symptoms as this protective factor increased. Independent from mothers' level of depressive symptoms, number of sources of high levels of support was positively associated with mother reported warmth and negatively associated with observer rated punishment. Previous research did not study total number of sources of support in order to understand the interaction between social support and psychological well-being but they studied the effects of each source of support separately (Simons & Johnson, 1996; Izzo et al. 2000; Thompson et al., 2002). Interaction between social support and psychological well-being can be interpreted in two ways. One is the varying effects of psychological well-being for mothers who receive differential levels of social support and the other one is the varying (positive) effects of social support for mothers who have differential levels of depressive symptoms. In this study the latter interpretation is adopted.

When lack of support is conceptualized as a potential risk factor, it can be operationalized as the number of types of sources of support that are missing. Findings of descriptive analyses revealed that, regardless of depression level, both observer rated and mother reported punishment levels were positively associated with the level of risk due to a lack of social support. Similarly, positive parenting behaviors (i.e. mother reported warmth and observer rated responsivity) were negatively associated with the lack of social support. Previous research studied the association between number of risk factors and child development. Results showed that number of developmental risk factors (e.g. risks in family structural, maternal mental health, behavioral factors) is positively associated with behavior problems of children at preschool age (Sameroff, Seifer, Baldwin, & Baldwin, 1993; Liaw &

Brooks-Gunn, 1994). Thus, there is a positive association between maladaptive parenting practices and behavior problems of preschool aged children. Similarly, there is a positive relation between maladaptive parenting practices and number of developmental risk factors. This result implies that there is a positive association between negative parenting practices and behavior problems of preschool aged children.

5.2 Contributions

This thesis contributes to our understanding of parenting behaviors and the social context that influence them. Most importantly, it emphasizes the relevance of not only the attributes of the nuclear family, but greater social networks as well, in influencing how children are socialized. Other recent research demonstrated the relevance of macro level characteristics of the community (e.g., rural/urban; NACA ET AL) and culture (Yagmurlu & Sanson, 2009) in predicting parenting behaviors.

The major contribution of this study is that it focuses on the total number of sources of support that are available to the mothers who have a preschool aged child. Regardless of which source of support is available and which is not, simply counting the available number of sources of support allows a simple working representation of complex networks of support sources. Therefore, while studying the causal relation between social support and parenting practices, rather than investigating the relation between all different sources of support and parenting separately, only one integrated variable can be used. This contribution is evaluated as a valuable input since it

provides information that social support in Turkey can be studied by counting number of sources of support available.

As another contribution, this thesis reveals the clusters of sources of support for mothers in Turkey. Revealing how support sources are clustered gives a broad understanding of how characteristics of context interact with the personal characteristics in determining parenting practices. There are many studies focusing on one or two sources of support like support received from the husband or from friends. However; this thesis reveals that, in this cultural context, parenting practices are understood best by taking into account the variety of sources of support.

By studying the relation between sources of support from different aspects of the social ecology and their interaction with personal characteristics, this study provided a comprehensive understanding of the effects of different layers of ecology on parenting. It was revealed that social support as a protective factor does not have a positive effect on parenting when level of depression is high. This finding raises the question that, other than social support, highly depressed mothers may be provided some other source of support as a protective factor like professional psychological counseling. Professional support may remove the negative effect of depression that inhibits the positive effect of social support by declining level of depression.

Mothers in Turkey generally perceive high levels of support from their husbands who provide an important source of support according to Family Systems Theory (Cox & Paley, 1997). This theory suggests that interparental relationship is regarded as an executive subsystem through which relationships in other subsystems

are regulated and influenced. Additionally, family support was found to operate as a gateway to other types of support for Turkish mothers where the major connection to social networks may be through the extended family. This contribution reveals the importance of the mesosystem (especially family support) in shaping a child's microsystem.

Family systems theory (Cox & Paley, 1997) and Spillover process (Erel & Burman, 1995) posit that husband support is an executive subsystem through which problems in husband wife relationship influences parenting negatively. Although husband support appears as an important source of support, in this collectivistic society, husbands' support is not uniquely beneficial for parenting practices. It can be speculated that negative effects of lack of husband support on parenting practices might be compensated if other sources of support are available to the mother.

5.3 Limitations

Despite considerable contributions, this thesis has some limitations. A Process-Person-Context- model (Bronfenbrenner, 2005) was adopted but the time dimension was not considered. The time dimension would have added valuable insight to the study of the causal processes that link social support and parenting practices by revealing information about trajectories of support, psychological well-being and parenting practices. This limitation is discussed in detail in Section 5.4.

In developmental research, while studying causal processes that influence parenting practices, the ultimate question would be how parenting affects child

development. Although relation between parenting practices and child development is well known, this research did not study how and with what interactions parenting behaviors would influence child development in the context of the Turkish culture. Instead, the focus of the current study was limited with parenting behaviors. Further links of parenting behaviors to developmental outcomes are widely studied and therefore, well known.

Proposed theoretical model (See Figure 1.1) does not consider potential causal processes or bidirectional causal links between the exogenous factors. Support coming from the husband, support coming from other sources and psychological well-being may be constructs which are causally related to each other. However, this thesis presumes a correlational association between these factors and focuses on their effects on parenting behaviors.

In this study parenting practices are evaluated either by mother reported parenting behaviors or by addressing open ended questions to the parents where the answers were rated by the observers on a basis of a limited number of response options. Self-report measures are found to be valid since there are moderate and significant correlations between observed and self-reported measures of comparable parenting practices (Arslan, 2010). Another alternative could be directly observing parenting practices while the mother is naturally interacting with her child. However, personality and mood characteristics of mothers may lead to bias in the ratings of parenting behaviors by observers (Forman, Larsen, Coy & Stuart, 2003; Leerkes & Crockenberg, 2003). An interaction between a mother and her child is a dynamic situation in which personal variations as well as contextual conditions, like reactions

of people who are around, may influence the interaction (Gardner, 2000). Therefore, direct observation of parent-child interaction may allow an understanding of parenting behaviors unfolding over time and the kinds of interactions that influence specific child behaviors (Arslan, 2010).

5.4 Future Studies

This study was a step towards adapting a holistic understanding of parenting practices where various ecological systems were simultaneously studied as suggested by Bronfenbrenner (1979). Cross sectional studies give insight about the concurrent associations between ecologies and behaviors of the individuals in those ecologies, however; developmental research is especially interested in trajectories of change in behaviors. In other words, how ecologies and behaviors change over time is a key question for understanding development. Further expanding the subject matter of this thesis may be achieved by understanding the associations between trajectories of support, trajectories of psychological well-being and, trajectories of parenting practices. A longitudinal study would reveal how parenting practices evolve, whether the trajectories of support influence later trajectories of parenting and whether interventions targeting expansion of support networks may support the development of positive parenting practices. Limited research suggests that this kind of support would have a positive influence on parenting (Kagitcibasi et al., 2009; Coskun, 2008) by investigating support and psychological well-being changes over time.

Future studies can also search for moderators that can be integrated into the conceptual model introduced in this thesis. Psychological well-being was the only

individual characteristic that was analyzed in interaction with ecological characteristics (i.e. sources of support). Other individual characteristics like physical health (e.g. possible chronic or acute health problems) may influence parenting behaviors (Armistead et al., 1995; Evans et al., 2005). The big five factors in personality (neuroticism, extraversion, agreeableness, conscientiousness and openness) were found to be associated with warmth and behavioral control. For example, a low level of neuroticism was related to autonomy support of the mother (Prinz et al, 2009). Also, a mother`s non maternal roles such as employment, and her social and economic circumstances may change how she interacts with her environment. Thus, the way these support networks operate for employed mothers and for mothers of low SES may be relevant questions for further research.

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APPENDIX

Table A.1. Child Rearing Questionnaire

BÖLÜM 15- ÇOCUK YETİŞTİRME ANKETİ						
4 6	<i>Şimdi okuyacağım cümleler çocuk yetiştirmeye ait bazı durumları anlatmaktadır. Lütfen ben her cümleyi okuduğumda bu ifadelerin size ne kadar uyduğunu bana söyleyiniz. Bunun için "hiçbir zaman" "çok seyrek" "bazen" "çoğu zaman" veya "her zaman" seçeneklerinden birisini seçiniz. Doğru veya yanlış cevap yoktur. Amacımız, yalnızca annelerin çocuk yetiştirme konusundaki davranışlarını öğrenmektir. Bu cümleler için seçebileceğiniz şıkları şu kartta da görebilirsiniz. (Anketör: Anneye KART H'yı veriniz)</i>					
		Hiçbir Zaman	Çok seyrek	Bazen	Çoğu zaman	Her Zaman
	***1. Çocuğumun kendisine söyleneni açıklamaz yapmasını beklerim.	1	2	3	4	5
	*2. Çocuğumun daha iyi davranmasını sağlamak için ona tokat atarım.	1	2	3	4	5
	**3. Çocuğum korkmuş ya da üzüntülü olduğu zaman, onu rahatlatır ve ona anlayışlı davranırım.	1	2	3	4	5
	***4. Ondan istediğim bir şeyi, çocuğumun oyalanmadan hemen yapmasını beklerim.	1	2	3	4	5
	***5. Çocuğumdan bir şey istediğimde, onun isteklerine ya da itirazlarına aldırım.	1	2	3	4	5
	**6. Çocuğuma sevgimi, onu kucaklayarak, öperek ve sarılarak ifade ederim.	1	2	3	4	5
	***7. Çocuğumun, anne ve babasına sorgusuz itaat etmesini beklerim.	1	2	3	4	5
	*8. Çocuğumun davranışını kontrol etmek için ona tokat atar veya vururum.	1	2	3	4	5
	**9. Belirli bir neden olmaksızın, çocuğumu kucaklar veya sarılırım.	1	2	3	4	5
	10. Çocuğuma, davranışlarının sonuçlarını açıklarım (örneğin; birisine vurursa onun canı acır veya sıcak tencereye dokunursa eli yanar gibi).	1	2	3	4	5
	*11. Çocuğum, yanlış davrandığında ona bağırırım.	1	2	3	4	5
	12. Çocuğuma bazı şeylerin neden gerekli olduğunu açıklamaya çalışırım.	1	2	3	4	5
	**13. Çocuğuma, onun beni ne kadar mutlu ettiğini söylerim.	1	2	3	4	5
	14. Çocuğum yanlış davrandığında fazla açıklama yapmadan, onu yanımdan uzaklaştırırım.	1	2	3	4	5
	***15. Çocuğumun, kendisine söyleneni tartışmaz yapmasını isterim.	1	2	3	4	5

	Hiçbir Zaman	Çok Seyrek	Bazen	Çoğu zaman	Her Zaman
**16. Çocuğumla benim, sıcak ve çok yakın olduğumuz anlar vardır.	1	2	3	4	5
*17. Yanlış davrandığı zaman çocuğuma, sevdiği bir şeyi yasaklarım (Televizyon seyretmek ya da arkadaşlarıyla oynamak gibi).	1	2	3	4	5
**18. Çocuğumu dinlemek ve onunla bir şeyler yapmaktan zevk alırım.	1	2	3	4	5
19. Çocuğuma, kurallara neden uyması gerektiğini açıklarım.	1	2	3	4	5
*20. Canımı sıktığı zaman, kendimi çocuğumdan uzaklaştırırım.	1	2	3	4	5
*21. Çok kötü davrandığında, çocuğuma fiziksel ceza veririm; örneğin, tokat atarım.	1	2	3	4	5
22. Çocuğuma, neden cezalandırıldığını veya kısıtlandığını açıklarım.	1	2	3	4	5
**23. Çocuğumu kucaklamayı ve öpmeyi severim.	1	2	3	4	5
*24. Çocuğumun davranışını düzeltmek için ona fiziksel ceza veririm (örneğin: sarsarım, vururum, çimdik atarım).	1	2	3	4	5
25. Çocuğuma, kuralların nedenini açıklarım.	1	2	3	4	5
**26. Çocuğum mutlu olduğunda da, endişeli olduğunda da kendimi ona yakın hissederim.	1	2	3	4	5
*27. Çocuğum itaatkar davranmadığı zaman, ona tokat atarım.	1	2	3	4	5
28. Çocuğum yanlış davrandığı zaman, onunla mantıklı bir şekilde konuşur ve olayın üzerinden geçerim.	1	2	3	4	5
**29. Çocuğumla şakalaşır ve oyun oynarım.	1	2	3	4	5
***30. Çocuğum itiraz etse bile, önüne koyduğum yemeği sonuna kadar yemesini sağlarım.	1	2	3	4	5

* Indicates items belonging to punishment subscale

** Indicates items belonging to warmth subscale

*** Indicates items belonging to obedience demanding subscale

Table A.2. Spouse Support Scale

BÖLÜM 07- EVLİLİKTE DOYUM ÖLÇEĞİ								
ANKETÖR DİKKAT: Bu bölümde annenin yalnız olması özellikle önemlidir								
Annelerin evliliklerinin olumlu ve olumsuz yönleri olabilir. Şimdi size okuyacağım cümleler evlilikte olabilecek olumsuzlukları ifade etmektedir. Lütfen ben her cümleyi okuduğumda, o cümlenin sizin evliliğiniz için doğru olup olmadığını söyleyin. Eğer doğruysa daha sonra bu durumun sizi ne kadar üzdüğünü belirtin. Bu durum sizi hiç üzmeyebilir, az üzebilir, üzebilir ya da çok üzebilir. Bu şıkları şu kartta görebilirsiniz. (Anketör: Anneye KART E'yi veriniz)								
Bu cümle sizin için doğru mudur?					Bu durum sizi ne kadar üzüyor?			
	Evet	Nadiren	Hayır		Hiç Üzmüyor	Az üzüyor	Üzüyor	Çok Üzüyor
1. Eşim beni sevdiğini yeterli derecede belli etmez.	1	2	3→Sonraki maddeye		1	2	3	4
2. Eşim evde küfürlü konuşur.	1	2	3→Sonraki maddeye		1	2	3	4
3. Eşim başardığım işleri takdir etmez.	1	2	3→Sonraki maddeye		1	2	3	4
4. Eşimin zorlayıcı tavırları vardır.	1	2	3→Sonraki maddeye		1	2	3	4
5. Bana düşen sorumlulukları yapamadığımda eşim anlayış göstermez.	1	2	3→Sonraki maddeye		1	2	3	4
6. Evle ilgili büyük kararları (boya badana, eşya alımı, eşyaların düzeni gibi) ortaklaşa almayız.	1	2	3→Sonraki maddeye		1	2	3	4
7. Eşim bazen baskıcı bir kişilik ortaya koyar.	1	2	3→Sonraki maddeye		1	2	3	4

8. Eşim ev işlerine (yemek ve temizlik gibi) katkıda bulunmaz.	1	2	3→Sonraki maddeye	1	2	3	4
9. Ev eşyası almak için verilen kararlarda eşim yeterli katkıda bulunmaz.	1	2	3→Sonraki maddeye	1	2	3	4
10. Eşim başkalarının yanında fikirlerimi savunmamı desteklemez.	1	2	3→Sonraki maddeye	1	2	3	4
11. Konuşurken eşim olumsuz bir ses tonu kullanır.	1	2	3→Sonraki maddeye	1	2	3	4
12. Eşim benim uyku, yemek gibi ihtiyaçlarıma özen göstermez.	1	2	3→Sonraki maddeye	1	2	3	4
13. Eşim başkalarının yanında beni takdir etmez.	1	2	3→Sonraki maddeye	1	2	3	4
14. İhtiyacım olduğunda eşim benim eve ait sorumluluklarımı paylaşmaz.	1	2	3→Sonraki maddeye	1	2	3	4
15. Tartışmalarımız sırasında eşim bazen bana hakaret eder.	1	2	3→Sonraki maddeye	1	2	3	4
16. Problemlerimizi tartışırken eşim bazen sert bir ses tonu kullanır.	1	2	3→Sonraki maddeye	1	2	3	4
17. Eşim kendim hakkında verdiğim kararları desteklemez.	1	2	3→Sonraki maddeye	1	2	3	4
18. Evin günlük ihtiyaçları için verilen kararlarda eşim yeterli katkıda bulunmaz.	1	2	3→Sonraki maddeye	1	2	3	4

	19. Eşim bazen bana hakaret eder.	1	2	3→Sonraki maddeye	1	2	3	4
	20. Eşim bazen beni cinsel ilişkiye zorlar.	1	2	3→Sonraki maddeye	1	2	3	4

Table A.3. Social Support from Coming the Family

BÖLÜM 05- AİLEDEN ANNEYE GELEN DESTEK						
<i>Bazı anneler ailelerinden çok destek alırlar ama bazı anneler pek destek almazlar. Size şimdi okuyacağım cümleler bu tür destek konusunda. Bu cümlelerde “aileden birisi” dediğimiz zaman eşiniz ve çocuklarınız dışında sizin ya da eşinizin ailesinden herhangi bir kişiden söz ediyoruz. Bu cümlelerin her birisi için “Çok doğru”, “Doğru”, “Emin değilim”, “Yanlış” veya “Tamamen yanlış” şıklarından birini lütfen seçin. Bu şıkları şu kartta da görebilirsiniz. (Anketör: Anneye KART C’yi veriniz)</i>						
1 8		Çok doğru	Doğru	Emin Değilim	Yanlış	Tamamen yanlış
	1. İhtiyacım olduğunda aileden birisi yanımda olur.	5	4	3	2	1
	2. Canım sıkkın olduğunda aileden birisinden destek alabilirim.	5	4	3	2	1
	3. Aileden birisi benim duygularımı önemser.	5	4	3	2	1
	4. Aileden birisiyle sevinçlerimi ve üzüntülerimi paylaşabilirim.	5	4	3	2	1
	5. Bir karar verirken aileden birisi bana yardımcı olur	5	4	3	2	1
	6. Dertlerim olduğunda aileden birisi beni teselli eder.	5	4	3	2	1
	7. Başım dertte olduğunda aileden birisine güvenebilirim.	5	4	3	2	1
	8. Sorunlarım hakkında aileden birisiyle konuşabilirim.	5	4	3	2	1
	9. Aileden birisi gerçekten bana yardımcı olmaya çalışır.	5	4	3	2	1

Table A.4. Social Support Coming from Friends

BÖLÜM 04- ANNE DESTEK İNDEKSİ						
Size şimdi okuyacağım cümleler, insanların başkalarından ne kadar destek gördüklerini anlatıyor. Sizin bu duyguları ne ölçüde hissettiğinizi öğrenmek istiyoruz. Bunun için “Çok doğru”, “Doğru”, “Emin değilim”, “Yanlış” veya “Tamamen yanlış” şıklarından birini lütfen seçin. Bu şıkları şu kartta da görebilirsiniz. (Anketör: Anneye KART C’yi veriniz)						
1 7		Çok Doğru	Doğru	Emin Değilim	Yanlış	Tamamen Yanlış
	*1. Arkadaşlarım ziyaretime arzu ettiğim kadar sık gelmiyor.	5	4	3	2	1
	*2. En yakın arkadaşım sorunlarıma yeterince ilgi göstermiyor.	5	4	3	2	1
	3. İyi haberleri paylaşabileceğim bir arkadaşım var.	5	4	3	2	1
	4. Ne kadar canım sıkkın olursa olsun, moralimi düzeltebilecek bir arkadaşım var.	5	4	3	2	1
	*5. Sırlarımı açacak kadar güvенеbileceğim hiç arkadaşım yok.	5	4	3	2	1
	*6. Sık sık arkadaşlarımla yardımına ihtiyaç duyarım ama yardım alamam.	5	4	3	2	1
	7. Canım çok sıkıldığında, konuşmak için telefonla bile olsa, ulaşabileceğim bir arkadaşım var.	5	4	3	2	1
	*8. Sıkıntılı zamanlarda desteğine güvенеbileceğim bir arkadaşım yok.	5	4	3	2	1
	*9. Çoğu zaman kendimi çok yalnız hissedirim.	5	4	3	2	1
	*10. Çok yakın bir arkadaşım yok.	5	4	3	2	1

* Indicates reverse scored items

Table A.5. Neighborhood Ecologies Survey

BÖLÜM 06- MAHALLE ÖLÇEKLERİ						
Şimdi size mahalleniz ve mahallenizin sakinleri hakkında birkaç soru soracağım. Biz mahalle derken, sizin mahalleniz olarak düşündüğünüz yer ile ilgileniyoruz. Sizin "mahalle" olarak düşündüğünüz yer 1-2 sokak gibi küçük bir alan da olabilir veya 5-10 sokaklık bir alan da olabilir, hatta yürüyerek bir başından diğer başına gitmenin uzun zaman alacağı kadar büyük bir yer de olabilir.						
19.	Evlendiğinizden beri kaç defa taşındınız?	_____ defa				
		99> Hiç taşınmadım → Soru 21e geçiniz				
20.	Daha önceki eviniz bu mahalleye ne kadar uzaklıktaydı?	0> Aynı mahalle 1> Başka yakın bir mahallede 2> Başka uzak bir mahallede 3> Başka bir köyde/şehirde				
21.	Ne kadar süredir bu mahallede oturuyorsunuz?	_____ yıldır				
		99> 1 yıldan az				
22.	Mahallenizde sizin ve eşinizin akrabalarından kimler yaşıyor? (Her şık için işaretleyiniz)	Anne	1> Var	2> Yok		
		Baba	1> Var	2> Yok		
		Kardeş	1> Var	2> Yok		
		Kayınvalide	1> Var	2> Yok		
		Kayınpeder	1> Var	2> Yok		
		Görümce	1> Var	2> Yok		
		Elti	1> Var	2> Yok		
		Kayınbirader	1> Var	2> Yok		
		Büyükanne	1> Var	2> Yok		
		Büyükbaba	1> Var	2> Yok		
		Diğer	_____			
		Yazınız				
İnsanların yaşadıkları mahalleler bazı açılardan iyi, bazı açılardan da kötü olabilir. Sizin mahallenizin hangi açılardan iyi, hangi açılardan kötü olduğunu düşündüğünüzü öğrenmek istiyoruz. Size okuyacağım bir dizi mahalle özelliğinin, sizin mahalleniz için sizce ne kadar doğru ne kadar yanlış olduğunu söyler misiniz? Bu cümlelerin her birisi için "Çok doğru", "Doğru", "Emin değilim", "Yanlış" veya "Tamamen yanlış" şıklarından birini lütfen seçin. Bu şıkları şu kartta da görebilirsiniz. (Anketör: Anneye KART C'yi veriniz)						
23.		Çok Doğru	Doğru	Emin Değilim	Yanlış	Tamamen Yanlış
*1. Mahallemizde evler düzgün		5	4	3	2	1
*2. Mahallemiz güvenli		5	4	3	2	1
*3. Mahallemiz çocukların dışarıda oynaması için güvenli		5	4	3	2	1
*4. Mahallemizde çocuğumun arkadaş çevresi var		5	4	3	2	1

	*5. Mahallemiz akrabaların/tanıdıkların oturduğu yerlere yakın	5	4	3	2	1
	*6. Mahallemizde herkes aynı köyden/bölgeden	5	4	3	2	1
	*7. Mahallemizde çocukların örnek alabileceği yetişkinler var	5	4	3	2	1
	*8. Mahallemiz temiz, bakımlı	5	4	3	2	1
	*9. Mahallemiz sessiz / sakin	5	4	3	2	1
	*10. Mahallemizde çocukların örnek alabileceği yetişkinler var	5	4	3	2	1
	*11. Mahallemizde oturan insanlardan memnun değilim	5	4	3	2	1
	*12. Mahallemiz pahalı	5	4	3	2	1
	*13. Mahallemizde yaşayanlar birbirlerinden çok farklı	5	4	3	2	1
	<i>Bazı mahallelerde kişiler birbirlerine yakındır ve yardımlaşma çok olur. Ama bazı mahallelerde kişiler birbirlerinden uzaktır ve pek yardımlaşma olmaz. Size şimdi okuyacağım cümleler mahalledeki kişiler hakkında. Bu cümlelerin sizin mahalleniz için ne kadar doğru olduğunu söyler misiniz? Bu cümlelerin her birisi için "Çok doğru", "Doğru", "Emin değilim", "Yanlış" veya "Tamamen yanlış" şıklarından birini lütfen seçin. Bu şıkları şu kartta da görebilirsiniz. (Anketör: Anneye KART C'yi veriniz)</i>					
24.		Çok Doğru	Doğru	Emin Değilim	Yanlış	Tamamen Yanlış
	**1. Mahalledeki sorunlar için mahalleli bir araya gelir	5	4	3	2	1
	**2. Bir sorunum olduğunda mahalleli yardımcı olur.	5	4	3	2	1
	**3. Acil olarak bir miktar paraya ihtiyacım olsa, mahallede yaşayan birilerinden borç isteyebilirim	5	4	3	2	1
	**4. Bir yere gitmem gerekse, mahallede birisinden çocuğuma bakmasını isteyebilirim.	5	4	3	2	1
	**5. Çocuğumun bir sorunu olduğunda, mahallede birisiyle paylaşıp dertleşebilirim.	5	4	3	2	1
	**6. Eşimle bir sorunum olduğunda, mahallede birisiyle paylaşıp dertleşebilirim.	5	4	3	2	1
	**7. Hasta olsam, mahalleden birileri bana yardım eder.	5	4	3	2	1
	**8. Banka, hastane ya da devlet dairesi gibi yerlere gitmem gerekse mahalleden birisi yardımcı olabilir.	5	4	3	2	1
25.		Yok	Var Ama Yetersiz	Emin Değilim	Var Ve Yeterli	
	1. Oyun parkları	1	2	3	4	
	2. Spor alanları	1	2	3	4	

	3. Alışveriş merkezi/market	1	2	3	4
	4. Polis merkezi/Karakol	1	2	3	4
	5. Sağlık merkezi/Klinik/Hastane	1	2	3	4
	6. İlköğretim okulu	1	2	3	4
	7. Kreş/kuva	1	2	3	4
	8. Kurslar	1	2	3	4
	9. Halk eğitim merkezi	1	2	3	4
	10. Kültür Merkezi	1	2	3	4
26.	<i>Mahallenizde en yakın görüştüğünüz üç kişiyi düşünün. [ANKETÖR: Lütfen isimleri aşağıdaki tabloya yazın, sadece ilk adı ya da adının baş harfi yeterlidir.] Bu kişilerin maddi durumu size göre nasıl?</i>				
		İsim	Daha iyi	Aynı	Daha kötü
	1. kişi	_____	1	2	3
	2. kişi	_____	1	2	3
	3. kişi	_____	1	2	3

* Indicates items belonging social structure and resources of the neighborhood subscale

** Indicates items belonging to neighborhood support inventory

Table A.6. HOME Observation

BÖLÜM 23- HOME GÖZLEME DAYANAN MADDELER			
1	Çocuğa yönelik materyaller	Evet	Hayır
	Çocuğun değişik renkleri (renk kontrastları) olan, farklı büyüklükleri ve şekilleri ayarıştıran oyuncakları var.	1	2
	Çocuğun en az bir tane yap bozu var.	1	2
	Evde çocuğun yaşına uygun müzik çalabilmek için en az iki tane kaset ya da CD si (SİDİ si) var.	1	2
	Çocuğun yaratıcılığını destekleyecek (bloklar, legolar, oyun hamuru gibi) oyuncakları var.	1	2
	Çocuğun el becerilerini destekleyen oyunları veya oyuncakları var (ipe dizmek için boncuk, küçük bloklar, oyuncak bebeğe giydirmek için giysiler, vb.).	1	2
	Çocuğun, sayıları öğrenmesine yardımcı olan oyuncakları veya oyunları var.	1	2
	Çocuğun en az üç tane çocuk kitabı var.	1	2
	Çocuk dışında ailenin diğer üyelerinin okuyabileceği en az 10 kitap var.	1	2
	Çocuğun kullanabileceği boya, tebeşir veya kalem gibi malzemeleri var.	1	2
	Çocuğun kullanabileceği gerçek ya da oyuncak müzik aleti var.	1	2
2	Dil için uyarma	Evet	Hayır
	Anne çocuğa lütfen, teşekkür ederim, özür dilerim gibi basit nezaket cümlelerini öğretiyor/öğretmiş.	1	2
	Anne, çocuğun anlattıklarını dinliyor ve onu konuşması için teşvik ediyor.	1	2
	Kahvaltıda ya da öğle yemeğinde çocuğun kendi isteklerini dile getirmesine izin veriliyor (Örneğin; kahvaltıda reçel-ekmek yemek istiyorum gibi).	1	2
	Anne doğru bir dilbilgisi ve telaffuz kullanıyor.	1	2
	Annenin ses tonu, çocuğa olumlu duygular (sıcaklık, şefkat, sevgi vb) taşıyor.	1	2
	Anne çocukla olgun bir cümle yapısı ve olgun kelimeler kullanarak konuştu.	1	2
	Anne, çocuğun tam ifade edilmemiş cümlelerini olumlu bir tavırla (kızmadan ve alay etmeden) kendi tamamlayarak düzeltiyor	1	2
3	Fiziksel Çevre	Evet	Hayır
	Bina güvenli görünüyor.	1	2
	Dışarıdaki oyun alanı güvenli görünüyor.	1	2
	Apartmanın içi karanlık ya da boğucu (sıkıcı).	1	2
	Çevre estetik olarak güzel gözüküyor.	1	2
	Evde, kişi başına en az 10 m ² alan düşüyor. (3 metre*3 metre veya daha fazla)	1	2
	Ev, makul düzeyde temiz ve rutubet, koku, böcek, aşırı sıcak ya da soğuk gibi çocuğun sağlığını tehlikeye atabilecek bir ortam yok.	1	2
	Ev, asgari düzeyde dağınık (bulaşık, kalmış yiyecek, kaldırılmamış kıyafet yığınları yok).	1	2
4	Sıcaklık ve kabul	Evet	Hayır
	Anne, çocuğu ziyaret sırasında en az 5 dakika kadar kendine yakın olacak şekilde tuttu.	1	2
	Anne, çocukla ziyaret sırasında en az iki kere sohbet etti.	1	2

	Anne, çocuğun sorularını ve isteklerini sözel olarak cevaplandırdı.	1	2
	Anne, genellikle çocuğun konuşmalarına sözel olarak cevap verdi.	1	2
	Anne, ziyaret sırasında çocuğu en az bir kere okşadı, öptü, sevdi veya kucakladı.	1	2
	Anne ziyaret sırasında çocuğun bir becerisini (örneğin; yemeğini kendi yiyebilmesi, bir eşyasını gidip getirebilmesi) ya da sevdiği bir şeyi gösterebilmesi için çocuğa destek oldu.	1	2
	Anne, ziyaretçiyi çocuğa tanıttı.	1	2
	Çocuğun yaptığı resim, boyama, yapıştırma ya da proje gibi faaliyetler evde bir yerde sergilenmiş.	1	2
5	Çocuğa katı disiplin	Evet	Hayır
	Anne, ziyaret sırasında çocuğa karşı bir kereden daha fazla sert konuştu, onu azarladı, veya aşağıladı.	1	2
	Anne, ziyaret sırasında çocuğu fiziksel olarak kısıtladı (kollarını tutarak hareketini engellemek, istemediği halde kucağa alarak uzaklaştırmak, kolundan çekmek, vb.)	1	2
	Anne, ziyaret sırasında çocuğu fiziksel olarak cezalandırdı (vurmak, kulak çekmek, çimdiklemek, vb.).	1	2
6	Akademik uyarma	Evet	Hayır
	Kendi ismini yazılı gördüğünde tanır	1	2
ANKETÖR: Yanıtlayamadığınız gözlem maddelerini “anne - kurbağa hikayesi prosedürü” bittiğinde, annenin yardımını alarak yanıtlayınız			

Table A.7. Short Symptom Inventory

BÖLÜM 03- Kısa Semptom Envanteri						
Size şimdi insanların bazen yaşadıkları belirtilerin ve yakınmaların bir listesini okuyacağım. Daha sonra o belirtilerin SİZDE BUGÜN DAHİL, SON BİR HAFTADIR NE KADAR VAR OLDUĞUNU bana söyleyin. Her belirti sizde hiç olmayabilir, biraz olabilir, orta derecede olabilir, epey olabilir veya çok fazla olabilir. Bu belirtiler son bir haftadır sizde ne kadar var? Lütfen sizin için geçerli olan şıkkı bu karttan seçin. (Anketör: Anneye KART B'yi veriniz)						
16		Hiç	Biraz	Orta Derecede	Epey	Çok Fazla
	1. İçinizdeki sinirlilik ve titreme hali	1	2	3	4	5
	2. Baygınlık, baş dönmesi	1	2	3	4	5
	3. Bir başka kişinin sizin düşüncelerinizi kontrol edeceği fikri	1	2	3	4	5
	4. Başınıza gelen sıkıntılardan dolayı başkalarının suçlu olduğu duygusu	1	2	3	4	5
	5. Olayları hatırlamada güçlük	1	2	3	4	5
	6. Çok kolayca kızıp öfkelenme	1	2	3	4	5
	7. Göğüs (kalp) bölgesinde ağrılar	1	2	3	4	5
	8. Meydanlık (açık) yerlerden korkma duygusu	1	2	3	4	5
	***9. Yaşamınıza son verme düşünceleri	1	2	3	4	5
	10. İnsanların çoğunun güvenilmeyeceği hissi	1	2	3	4	5
	11. İştahta bozukluklar	1	2	3	4	5
	12. Hiçbir nedeni olmayan ani korkular	1	2	3	4	5
	13. Kontrol edemediğiniz duygu patlamaları	1	2	3	4	5
	14. Başka insanlarla beraberken bile yalnızlık hissetmek	1	2	3	4	5
	15. İşleri bitirme konusunda engellenmiş hissetmek	1	2	3	4	5
	***16. Yalnızlık hissetmek	1	2	3	4	5
	***17. Hüzünlü, kederli hissetmek	1	2	3	4	5
	***18. Hiçbir şeye ilgi duymamak	1	2	3	4	5
	19. Ağlamaklı hissetmek	1	2	3	4	5
	20. Kolayca incinebilme, kırılmak	1	2	3	4	5
	21. İnsanların sizi sevmediğine, kötü davrandığına inanmak	1	2	3	4	5

22. Kendini diğerlerinden daha aşağı görme	1	2	3	4	5
23. Mide bozukluğu, bulantı	1	2	3	4	5
24. Diğerlerinin sizi gözlediği ya da hakkınızda konuştuğu duygusu	1	2	3	4	5
25. Uykuya dalmada güçlük	1	2	3	4	5
26. Yaptığınız şeyleri tekrar tekrar doğru mu diye kontrol etmek	1	2	3	4	5
27. Karar vermede güçlükler	1	2	3	4	5
28. Otobüs, tren, metro gibi toplu taşıma araçları ile seyahatlerden korkmak	1	2	3	4	5
29. Nefes darlığı, nefessiz kalmak	1	2	3	4	5
30. Sıcak-soğuk basmaları	1	2	3	4	5
31. Sizi korkuttuğu için bazı eşya, yer ya da etkinliklerden uzak kalmaya çalışmak	1	2	3	4	5
32. Kafanızın "bomboş" kalması	1	2	3	4	5
33. Bedeninizin bazı bölgelerinde uyuşmalar, karıncalanmalar	1	2	3	4	5
34. Günahlarınız için cezalandırılmanız gerektiği fikri	1	2	3	4	5
***35. Gelecekle ilgili umutsuzluk duyguları	1	2	3	4	5
36. Konsantrasyonda (dikkati bir şey üzerinde toplama) güçlük/zorluk	1	2	3	4	5
37. Bedenin bazı bölgelerinde zayıflık, güçsüzlük hissi	1	2	3	4	5
38. Kendini gergin ve tedirgin hissetme	1	2	3	4	5
39. Ölme ve ölüm üzerine düşünceler	1	2	3	4	5
40. Birini dövme, ona zarar verme, yaralama isteği	1	2	3	4	5
41. Bir şeyleri kırma, dökme isteği	1	2	3	4	5
42. Diğerlerinin yanındayken sürekli kendini gözleyip, yanlış bir şeyler yapmamaya çalışmak.	1	2	3	4	5
43. Kalabalıklarda rahatsızlık duymak	1	2	3	4	5
44. Bir başka insana hiç yakınlık duymamak	1	2	3	4	5
45. Dehşet ve panik nöbetleri	1	2	3	4	5
46. Sık sık tartışmaya girmek	1	2	3	4	5
47. Yalnız bırakıldığında/kalındığında sinirlilik hissetmek	1	2	3	4	5
48. Başarılarınız için diğerlerinden yeterince takdir alamamak	1	2	3	4	5
49. Yerinde duramayacak kadar huzursuz hissetmek	1	2	3	4	5
50. Kendini değersiz görmek/değersizlik duyguları	1	2	3	4	5

51. Eğer izin verirsiniz insanların sizi sömüreceği duygusu	1	2	3	4	5
52. Suçluluk duyguları	1	2	3	4	5
53. Aklınızda bir bozukluk olduğu düşüncesi	1	2	3	4	5

^{1***} Indicates items belonging to depression subscale

Table A.8. Demographic Items

ANKETİN BAŞLANGIÇ SAATİNİ KAYDEDİNİZ:						
BÖLÜM 01-DEMOGRAFİK SORULAR						
1	Doğum tarihinizi öğrenebilir miyim? (Yazınız ve soru 3 e geçiniz)/...../..... Gün / Ay / Yıl					
2	(ANKETÖR: Doğum tarihini bilmiyor ise) Kaç yaşındasınız? (Yazınız)					
3	Nasıl bir yerde doğdunuz? 1> Metropol, büyük şehir merkezi (İstanbul, Ankara, İzmir, Bursa, Adana) 2> Şehir 3> Kasaba 4> Köy 5> Yurtdışı (yazınız).....					
4	Doğduğunuz yer hangi il'e bağlı? :.....					
5	Bugüne kadar en uzun yaşadığınız yer, nasıl bir yerd? 1> Metropol, büyük şehir merkezi (İstanbul, Ankara, İzmir, Bursa, Adana) 2> Şehir 3> Kasaba 4> Köy 5> Yurtdışı (yazınız).....					
6	Beş yıl önce nerede yaşıyordunuz? 1> Metropol, büyük şehir merkezi (İstanbul, Ankara, İzmir, Bursa, Adana) 2> Şehir 3> Kasaba 4> Köy 5> Yurtdışı (yazınız).....					
7	Medeni halinizi öğrenebilir miyim? 1> Evli → Soru 7a'ya geçiniz 2> Dul → Soru 8'e geçiniz 3> Boşanmış → Soru 8'e geçiniz 4> Evli ama eşinden ayrı yaşıyor → Soru 7a'ya geçiniz					
7a	Kaç yıldır evlisiniz? Yazınız :.....YIL					
8	Şimdi size çocuklarınız hakkında birkaç soru soracağım. Toplam kaç tane çocuğunuz var? Yazınız					
8a	(ANKETÖR: Lütfen en büyük çocuktan başlayarak aşağıdaki tabloyu doldurun)					
	İsim	Doğum tarihi /bilmiyorsa yaş) Gün/Ay/Yıl veya Yaş	Cinsiyet 1> Kız 2>Erkek	Okula gidiyor mu? 1>Evet 2> Hayır	Kaçıncı sınıfa devam ediyor?	Şu an sizinle mi yaşıyor? 1>Evet 2> Hayır
9	Eğitim durumunuz, yani en son bitirdiğiniz sınıf nedir? (Yazınız)					
9a	Eşinizin eğitim durumu, yani en son bitirdiği sınıf nedir? (Yazınız)					
10	Evinizde tüm çocuklar dahil kaç kişi yaşıyor? (Yazınız)					

11	Evinizde siz, eşiniz ve çocuklarınız dışında aile bireyleri var mı?	1>Evet 2>Hayır → Bölüm 2, soru 12ye geçiniz		
11a	Bu kişiler hakkında şimdi size bazı sorular soracağım.			
	İsim	Akrabalık İlişkisi (anneye göre)	Yaş	Cinsiyet 1> Erkek 2> Kadın

Table A.9. Income Questionnaire

BÖLÜM 25- HANE GELİR-GİDER ANKETİ		
<i>Son olarak size evinizin geçimi ile ilgili birkaç sorum olacak.</i>		
Şu anda para kazanmak amacıyla herhangi bir şey yapıyor musunuz?	1>Evet 2>Hayır → soru 111'e geçiniz	
Ne yapıyorsunuz? (ANKETÖR: Kişinin verdiği cevabı dikkatle dinleyip not edin)	(Yazınız)	
(ÇALIŞMIYORSA) Şimdi sayacaklarımdan hangisi size en uygun olandır?	1>Emekli 2>Ev kadını 3>Öğrenci veya kursa gidiyor 4>İş arıyor, bulsa çalışmak istiyor 5>Gönüllü çalışıyor	
(ÇALIŞMIYORSA) Size ait herhangi bir geliriniz var mı?	1>Evet 2>Hayır	
(EVLİ İSE): Şu anda eşiniz para kazanmak amacıyla herhangi bir şey yapıyor mu?	1>Evet 2>Hayır → soru 115'e geçiniz	
Ne yapıyor? (ANKETÖR: Kişinin verdiği cevabı dikkatle dinleyip not edin.)	(Yazınız)	
Siz dahil evinizde para kazanmak için çalışan kişi sayısı nedir?	(Yazınız) _____	
Oturduğunuz ev size mi ait, kiracı mısınız, yoksa lojman mı?	1> Yaşadığımız ev bize ait 2> Kiracıyız 3> Akrabalarımızın evi, ama kira ödemiyoruz 4> Lojman	
Kira ödüyorsa: Aylık ne kadar kira veriyorsunuz? Ev sahibi/kira ödemeyen/lojmanda yaşayan ise: Bu eve kira veriyor olsaydınız, aylık kirası yaklaşık ne kadar olurdu? YTL	
<i>Şimdi size bazı şeyler sayacağım. Bunlara evde sizinle yaşayan herhangi birinin sahip olup olmadığını soracağım. Her biri için "sahibiz", "sahip değiliz" seçeneklerinden birini söyleyiniz.</i>		
	Sahibiz	Sahip Değiliz
1. Televizyon	1	2
2. Video/VCD Oynatıcı	1	2
3. Kredi Kartı	1	2
4. Bilgisayar	1	2
5. İnternet bağlantısı	1	2
6. Araba	1	2
7. Buzdolabı	1	2
8. Çamaşır makinesi	1	2
9. Bulaşık makinesi	1	2
10. Plazma televizyon (düz-arkası olmayan TV)	1	2
11. Mikro dalga fırın	1	2
12. Yurt içinde tatil imkanı	1	2
13. Yurtdışında tatil imkanı	1	2
14. Yazlık ev	1	2
<i>Evinizde yaşayan tüm kişilerin, yiyecek-içecek, kira, gaz, elektrik, ulaşım, okul, taksitler, doktor veya ilaç gibi pek çok masrafları olabilir. Bunların hepsini toplayacak olursak, evinizde yaşayan kişilerin aylık toplam masrafları ne kadardır?</i>	ANKETÖR DİKKAT! Hane halkı giderini YTL olarak yazınız. YTL	

