

PERCEIVED PARENTING AND INTERNALIZING PROBLEMS IN FIRST
AND SECOND GRADERS: MODERATING ROLE OF NEGATIVE AFFECT
AND GENDER

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

İLAYDA ÇALIŞKAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PSYCHOLOGY

OCTOBER 2021

Approval of the thesis:

**PERCEIVED PARENTING AND INTERNALIZING PROBLEMS IN FIRST
AND SECOND GRADERS: MODERATING ROLE OF NEGATIVE AFFECT
AND GENDER**

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ABSTRACT

PERCEIVED PARENTING AND INTERNALIZING PROBLEMS IN FIRST AND SECOND GRADERS: MODERATING ROLE OF NEGATIVE AFFECT AND GENDER

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October 2021, 72 pages

The aim of the present study is to examine the role of perceived parenting behaviors from mothers and fathers on 1st and 2nd grade children's internalizing problems, and to investigate whether their associations are moderated by temperament and gender. 150 children from 1st and 2nd grades and their mothers participated in the study. Perceived parenting from both mothers and fathers regarding their rejection, overprotection and warmth were assessed through child-report scales, child internalizing problems and temperament negative affect were measured through mother-reports. Results of hierarchical regression analyses revealed that child gender, negative affect, paternal rejection, and warmth significantly predicted internalizing problems. In addition, the interaction between paternal rejection and child gender was significant; suggesting that girls tend to have fewer internalizing problems when they perceive higher warmth from their fathers. Moreover, there are three-way interactions between perceived parenting, negative affect, and child gender. Accordingly, for boys who have lower negative affect, higher maternal warmth was associated with higher internalizing problems while higher maternal overprotection was related to lower

internalizing problems. For girls who are high on negative affect, higher paternal rejection was linked to lower internalizing problems. The findings are discussed in the light of relevant literature, together with contributions, limitations, and future directions.

Keywords: internalizing, parental rejection, parental overprotection, parental warmth, negative affect



ÖZ

ALGILANAN EBEVEYNLİK VE BİRİNCİ VE İKİNCİ SINIF ÖĞRENCİLERİNDE İÇE YÖNELİM PROBLEMLERİ: MİZAÇ VE CİNSİYETİN DÜZENLEYİCİ ROLÜ

ÇALIŞKAN, İlayda

Yüksek Lisans, Psikoloji Bölümü

Tez Yöneticisi: Prof. Dr. Sibel KAZAK BERUMENT

Ekim 2021, 72 sayfa

Bu çalışmanın amacı annelerden ve babalardan algılanan ebeveynlik davranışlarının 1. ve 2. sınıf öğrencilerinin içe yönelim problemleri üzerindeki rolünü ve bu ilişkide çocuğun mizacı ve cinsiyetinin düzenleyici rolünü incelemektir. Bu amaçla, 150 birinci ve ikinci sınıf öğrencisi ile onların anneleri çalışmaya katılmıştır. Anneden ve babadan algılanan ebeveynlik davranışları olan ret, aşırı korumacılık ve sıcaklık davranışları çocuk tarafından doldurulan ölçekler ile ölçülürken, çocuğun içe yönelim problemleri ve olumsuz duygulanım mizaç özelliği anneler tarafından doldurulan ölçekler ile belirlenmiştir. Yürütülen hiyerarşik regresyon analizlerinin sonuçlarına göre, çocuğun cinsiyeti, olumsuz duygulanımı, babadan algıladığı ret ve sıcaklık davranışları çocuğun içe yönelim problemlerini anlamlı olarak yordamaktadır. Buna ek olarak, babadan algılanan ret ve çocuğun cinsiyetinin etkileşiminin içe yönelim problemleri üzerinde anlamlı bir rolü olduğu bulunmuştur, buna göre, kızlar babalarından daha yüksek sıcaklık algıladıkları durumda daha düşük içe yönelim problem gösterme eğilimindedirler. Ayrıca, algılanan ebeveynlik, olumsuz duygulanım ve çocuğun cinsiyetinin bazı üç yönlü etkileşimleri de anlamlı

bulunmuştur. Buna göre, olumsuz duygulanımı düşük olan erkek çocuklar için annelerinden algıladıkları sıcaklığın yüksek olması daha yüksek içe yönelim problemleri ile ilişkiliyken, annelerinden algıladıkları aşırı korumacılığın yüksek olması daha düşük içe yönelim problemleriyle ilişkili bulunmuştur. Bu sonuçlar ilgili alanyazın ışığında, katkılar, kısıtlılıklar ve gelecek çalışmalar doğrultusunda tartışılmıştır.

Anahtar Kelimeler: içe yönelim problemleri, ebeveyn sıcaklığı, ebeveyn reddi, ebeveyn aşırı korumacılığı, olumsuz duygulanım





To My Parents

ACKNOWLEDGMENTS

First and foremost, I would like to express my deepest gratitude to my supervisor, Prof. Dr. Sibel Kazak Berument, for her endless support and patience. I always admire her not only for her passion and determination for research but also for being the most kind-hearted and understanding person I have ever known. I am sincerely glad to have the opportunity to work with her and to be her student.

I also would like to present my appreciation to my thesis committee members. Firstly, I would like to express my gratitude to Assoc. Prof. Başak Şahin Acar, not only for her valuable feedback and comments on my thesis but also for her sincere support throughout my education. It has always been a unique experience to learn from her. I also would like to express my gratitude to Assoc. Prof. Dilek Sarıtaş Atalar, her insightful feedback, and comments improved my thesis and enlarged my perspective.

I would like to express my gratitude to TÜBİTAK for funding the project, which I have a precious opportunity to conduct my thesis as a part of. Additionally, I would like to gratefully acknowledge all the efforts and priceless contributions of Prof. Dr. Sibel Kazak Berument, Assoc. Prof. Başak Şahin Acar, Assoc. Prof. Aysun Doğan, Assist. Prof. Deniz Tahiroğlu, all members of Child Development Lab and the research assistants from Boğaziçi University and Ege University. I also would like to thank all children and parents for their participation.

I would like to sincerely thank my dear friends, Beril Kıyak and Bilge Onursal Özer, for patiently responding to every question that I asked them. Their precious support made everything easier for me. Besides their kind help, it has always been a pleasure for me to work with them.

I would like to thank my friends, Hazal Arpacı and Atabey Atmacaoğlu, for making every moment enjoyable, memorable, and worthy of sharing. And I would like to thank Tevfik Ufuk Demirbaş wholeheartedly for always being there for me, believing in me even when I stopped believing in myself and encouraging me with his endless determination and motivation. I always feel profoundly grateful for having him in my life.

I would like to thank my lovely parents, my mother Nalan alıřkan, and my father Ahmet alıřkan, for their never-ending love and encouragement that I have always felt in my heart throughout my life, and for supporting me in my every decision. I am grateful for being their child.

Lastly, I would like to thank my angel, İrem Kütük, for her incomparable friendship and warm heart. I am grateful for every moment I had with her, which was unforgettable and priceless. She was always with me and will always be a part of me.



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CHAPTER 1

INTRODUCTION

1.1. Child Internalizing Problems

Internalizing problems are considered to be a prevalent psychopathology experienced during childhood and adolescence (Zahn-Waxler et al., 2000, Wood et al., 2003). They are typically marked by anxious and depressive states, somatic complaints, and social withdrawal behaviors, which indicate disturbances in children's emotional and psychological states (Liu et al., 2011; Zahn-Waxler et al., 2000). Internalizing problems are directed inwards rather than being socially damaging or disruptive to others (Liu et al., 2011). Therefore, they tend to be regarded as less problematic by caregivers (Tandon et al., 2009). However, due to their nature, internalizing problems in children can be difficult to detect (Muhtadie et al., 2013) thus, they tend to be maintained over time (Merrel, 2008) without being noticed until they become more severe (Rose et al., 2018). Research shows that internalizing problems experienced during childhood are highly likely to follow an increasing trajectory with age (Bongers et al., 2003; Wang et al., 2018), and they may also lead to other health problems and overeating in adolescence (Jamnik & DiLalla, 2019) as well as major depressive disorder (Dolcini-Catania et al., 2020).

Considering its characteristics, understanding the factors related to internalizing problems appears to be important. In the literature, various parenting practices, child temperament, child's cognitive, social, and emotional skills, and family variables has been consistently suggested to be associated with childhood internalizing problems. Parenting practices that are related with internalizing problems include overall parenting quality (Pitzer et al., 2017), parental warmth and control (Rothenberg et al., 2020a; Wood et al., 2003), parental rejection (Rohner & Britner, 2002), over-involved and protective parenting (Bayer et al., 2006), critical parenting (Mills et al.,

2012), angry parenting (Wang et al., 2018) and abusive parenting (Yap & Jorm, 2015). In terms of child temperament, negative affect (e.g., Uhl et al., 2019), sensory processing sensitivity (e.g., Liss et al., 2005), behavioral inhibition (Hastings et al., 2015), shyness (Findlay et al., 2009), and effortful control (Morris et al., 2002) are found to be linked to childhood internalizing problems. Moreover, child's difficulties in language (Helland et al., 2018), emotion recognition (Castro et al., 2018), peer relations (Wang et al., 2018), and social skills (Salavera et al., 2019); child's emotion regulation skills (Compas et al., 2017; Wang et al., 2018); family socioeconomic status (Ashford et al., 2008; Mills et al., 2011), family cohesion (Rabinowitz et al., 2016), and interparental conflict (Yap & Jorm, 2015); maternal mental health problems (Ashford et al., 2008; Lyons-Ruth et al., 1997; Wang et al., 2018) can be listed among the factors which are related to child internalizing problems.

In the scope of the present study, parental warmth, rejection, and overprotection, child temperamental negative affect, and their associations with childhood internalizing problems will be focused on. Therefore, in the following sections studies tapping on these factors will be reviewed.

1.2. Parenting Behaviors

Parents form the immediate environment for the child. According to Bronfenbrenner's ecological systems theory (1979), the microsystem, the immediate environment, has the greatest and strongest role on child's development. Thus, parents shape the development of child, through parenting behaviors. While positive parenting practices contribute to positive outcomes in child development, poor parenting practices may lead to negative consequences for children (e.g., Rose et al., 2018). In the same line, while negative parenting practices are associated with the high levels and increases in child internalizing, positive parenting might have a role in predicting lower internalizing problems (e.g., Pinquart, 2017). The associations between children's internalizing problems have long been studied with different parenting practices. In the present study, as negative parenting rejection and overprotection, and as positive, parental warmth will be included in relation to internalizing problems.

Parenting practices, in general, accounts for significant variance on both childhood anxiety and depression, which are the main indicators of internalizing

problems (McLeod et al, 2007a; 2007b). Specifically, unresponsive, rejecting, hostile, unavailable, controlling, neglectful, and authoritarian parenting practices are associated with higher internalizing problems and later increases in them; whereas warm, engaging, responsive, autonomy granting, and authoritative parenting are linked to lower levels of childhood internalizing problems (Pinquart, 2017; Rose et al., 2018).

Children generally experience parenting behaviors from both their mother and father; however, the literature on parenting and child development mainly focuses on maternal parenting (e.g., Pinquart, 2017). Although both have an impact on children's development, there are studies that show maternal and paternal parenting behaviors may have different roles on children's internalizing problems (Möller et al., 2016; Otto et al., 2015; Roelofs et al., 2006; Quach et al., 2015). As maternal and paternal parenting might have different effects on children's development, it is important that studies include both mothers and fathers simultaneously. For instance, in one meta-analysis the association between parenting behaviors and anxiety was stronger in studies that include both mother and fathers than in studies including only mothers (Van der Bruggen et al., 2008).

Therefore, the present study aimed to examine the role of perceived parenting practices namely, rejection, overprotection, and warmth of both mothers and fathers on children's internalizing problems in order to see the patterns in their contributions to internalizing problems.

1.2.1. Parental Rejection

Parental rejection refers to parents' indifferent behaviors that lack of warmth or love towards their children, and it may be expressed in the ways of cold and unaffectionate, hostile and aggressive, indifferent and neglecting, or in the form of undifferentiated rejection (Rohner & Khaleque, 2002). Experience of parental rejection is associated with increased vulnerability, lower self-esteem, adjustment problems, higher levels of hostility and aggression, lower autonomy, irresponsiveness, and pessimistic worldview (Gracia et al., 2005; Ramírez-Uclés et al., 2018; for reviews see Ali et al., 2015 and Khaleque, 2015). Those negative consequences of perceived rejection, in turn, may interfere with children's coping mechanisms with stress, resulting in lower emotional stability (Rohner, 2004). Concordantly, parental rejection

is consistently correlated with important outcomes such as depression, anxiety, externalizing problems, which was evidentially supported in cross-cultural studies and reviews (Dwairy, 2010; Rohner et al., 2005; Rohner & Britner, 2002). Moreover, meta-analytic studies indicated that parental rejection accounts for 8% of variance of child depression (McLeod et al., 2007a), and 4% of child anxiety (McLeod et al., 2007b).

Parental rejection has been shown to be related to internalizing problems through different ages. For school-age children, perceived rejection from parents is associated with anxiety (Markus et al., 2003). Moreover, higher levels of perceived maternal and paternal rejection appeared to be a significant predictor of the increases in school-aged children's internalizing problems consistently across various countries (Putnick et al., 2015). Similarly, parental rejection is positively related to anxiety of elementary school children (Verhoeven et al., 2011). Pre-adolescents' and adolescents' perceptions of parental rejection are also significantly linked to anxiety, depression (Akse et al., 2004; Nunes et al., 2013), and internalizing problems in general (Nishikawa et al., 2009; Muris et al., 2003; Roelofs et al., 2006; Shelton & Harold, 2008).

In addition to the evidence from different countries, although not directly with internalizing problems, the role of parental rejection with various child outcomes was studied in Turkey. Parental rejection was found to be negatively associated with psychological adjustment of primary school children (Taşören, 2016). Furthermore, it was predictive of resiliency levels (Ogelman, 2015) and peer relationships of preschool-age children (Gülray & Önder, 2011), psychological adjustment of (Erkman & Rohner, 2006) and secure attachment levels of school-age children (İldiz & Ayhan, 2020), and social anxiety levels of adolescents (Akgül & Dirik, 2018). Thus, parental rejection appears as an important factor for developmental outcomes, and specifically internalizing problems of children in Turkey.

The association between parental rejection and child outcomes might differ based on the parenting figure. Accordingly, one study indicated that while perceived maternal rejection is a significant predictor of child internalizing problems, paternal rejection is not (Lila et al., 2007). Similarly, perceived maternal rejection constitutes increased risk for internalizing problems whereas perceived paternal rejection is a risk factor for externalizing problems (Kim et al., 2013). There are also some studies conducted in Turkey suggesting the differential roles of parental rejection; for

children's resiliency, fathers' rejection levels appeared to have greater impact (Ogelman, 2015); whereas in terms of peer relationships, mothers' rejection level had a stronger effect (Gülay & Önder, 2011).

Therefore, the present study aimed to test the role of both maternal and paternal rejection on children's internalizing problems.

Besides parental rejection, another negative parenting behavior which has been suggested to be associated with negative child outcomes is parental overprotection. Thus, in addition to rejection, parental overprotection was included in the study.

1.2.2. Parental Overprotection

Parental overprotection is defined as the parents' protective behaviors that are not appropriate for the developmental level of the child and which might be considered as excessive (Thomasgard et al., 1995). Parents' overprotectiveness may involve in having excessive concerns regarding the safety or health of child, behaving cautiously towards the child (Möller et al., 2016), providing high levels of supervision, experiencing separation difficulties, discouraging, and constraining independent behavior of child, and displaying excessive control (Thomasgard & Metz, 1999). Although those behaviors actually target safety of child, and might be necessary in some circumstances, they may interfere with child's autonomy development, affective expression, and social abilities by potentially affecting their self-esteem, social acceptance, and competence in activities that are independent from their parents (Thomasgard et al., 1995).

At different developmental levels, parental overprotection is suggested to be associated with various child mental health outcomes, specifically internalizing problems of anxiety and depression. Parental overprotection is related to internalizing behaviors of toddlers both concurrently (Kiel & Maack, 2012) and longitudinally (Edwards et al., 2010). Similarly, during early childhood period, both mothers' and fathers' overprotective behaviors were found to be significantly related to increased levels of child anxiety (Möller et al., 2016). Further, for school-aged children, excessive levels of parental overprotection also played a role in the development of separation anxiety (Mofrad et al., 2009). Moreover, maternal overprotection was reported to be related with anxiety problems in pre-adolescents (Roelofs et al., 2006)

and internalizing problems in adolescents (Van Petegem et al., 2020; Nishikawa et al., 2010; Lieb et al., 2000). Thus, parental overprotection appears to have a role on internalizing problems of children at different ages.

Research also points out that the role of parental overprotection on child internalizing problems are different for mothers and fathers. For example, one study showed that there was stronger association between parental overprotection and anxiety of school aged children for fathers compared to mothers (Mofrad et al., 2009), and this finding was also supported by a meta-analysis (Möller et al., 2016). It was also reported that although both maternal and paternal overprotection are predictive of preschoolers' internalizing problems, the relationship was stronger for mothers (McShane & Hastings, 2009). Similarly, maternal overprotection has a unique role in predicting elementary school children's anxiety levels, even after paternal overprotection is controlled for (Verhoeven et al., 2012). Therefore, it can be inferred that perceived maternal and paternal overprotection might have different roles on child internalizing problems.

Although parental overprotection is regarded as a negative parenting behavior and it is associated with negative child outcomes, in Turkish cultural context there are contradictory findings about overprotective parenting. While some studies found that parental overprotection is associated with higher internalizing problems of children (Bahtiyar, 2015; Demirkaya & Abalı, 2012) and adolescents (Akdeniz, 2017), one study found that children's perceptions of parental overprotection were correlated with their perceptions of parental warmth (Çalışkan Sarı & Şahin-Acar, 2018). It is discussed that when overprotection is perceived positively, as a sign of parental warmth, it might not be related with the increases in negative outcomes (Sümer et al., 2010) such as internalizing problems. Therefore, the present study aimed to examine the role of parental overprotection on internalizing problems of children in Turkey, together with parental warmth, in order to see their roles in child internalizing.

1.2.3. Parental Warmth

Parental warmth refers to the parents' expression of positive regard, involvement in the activities of the child, and the shared interactions between parent and child (Yap & Jorm, 2015). Warmth can be conveyed verbally by praising,

complimenting, and saying nice things, or physically by kissing and hugging (Rohner et al., 2005). Perceived parental warmth is associated with positive outcomes for children such as psychological adjustment, positive self-esteem, emotional responsiveness, emotional stability, positive world view (Khaleque, 2013) as well as negative outcomes such as internalizing and externalizing problems in children (e.g., Roelofs et al., 2006). Furthermore, both in Western and non-Western cultures, parental warmth appears as a protective factor against the onset and growth of internalizing problems (Rothenberg et al., 2020b). Thus, there are consistent concurrent and longitudinal negative associations between parental warmth and children's internalizing problems. Specifically, parents' increased warmth is associated with and predictive of lower levels of internalizing problems of children (Pinquart, 2017) while lower warmth expressed by parents' is related to increased levels of internalizing problems in children aged between 5-11 (Yap & Jorm, 2015). Moreover, the negative association between parental warmth and child internalizing problems has been established for different ages, such as early childhood (Bayer et al., 2006), middle childhood (Santesteban-Echarri et al., 2017), pre-adolescence (Roelofs et al., 2006), and adolescence (Letcher et al., 2009; Sijtsema et al., 2014; Quach et al., 2015).

There are some studies examining the relationship of parental warmth with different child outcomes in Turkey. For instance, in toddlers, maternal warmth is negatively related to anxiety levels of toddlers (Bahtiyar, 2015). In another study, it is asserted that children who perceive their mothers as expressing higher warmth had better emotion understanding abilities (Çalışkan Sarı & Şahin-Acar, 2018). Moreover, higher maternal and paternal warmth were found to be related to and predictive of increased life satisfaction and positive affect (Özdemir, 2012), and lower attachment avoidance and anxiety (Güngör & Bornstein, 2010) among adolescents. In addition, one study indicated that higher maternal warmth is associated with lower internalizing problems in preschool children (Yavuz et al., 2017).

As in parental rejection and overprotection, there are some studies indicating different associations of parental warmth and internalizing problems for mothers and fathers. One study concluded that paternal warmth, but not maternal warmth, is associated with child internalizing problems in fourth grade students (Mattanah, 2001). In a similar line, only the warmth of fathers predicted attachment anxiety among adolescents in Turkey (Özdemir, 2012). On the other hand, another study suggested

that although both maternal and paternal warmth were associated concurrently and longitudinally with children's depression, maternal warmth tended to have a stronger contribution to the reduction of depression symptoms (Del Barrio et al., 2016).

Thus, the present study aimed to test the role of mothers' and fathers' warmth on internalizing problems in children.

As can also be seen from the reviewed literature regarding parenting and child internalizing problems, although there are some studies focusing on the school-ages in general (e.g., Putnick et al., 2015; Yap & Jorm, 2015), most of the studies addressed adolescence period (e.g., McLeod et al., 2007a; 2007b; Pinquart, 2017; Van der Bruggen et al., 2008). However, early school-ages might also be an important developmental period in terms of the associations between parenting and internalizing problems. First of all, this period involves one of the most important events in a child's life course, which is transition to school (e.g., Fabian & Dunlop, 2007; Hughes, 2015). Starting formal education is characterized by various difficulties such as adapting to a novel environment, new routines, and different people (Fabian, 2002), in addition to having less frequent interactions with parents (Collins & Madsen, 2019). Therefore, this transition might be a significant source of stress for children. Supporting this, in one study it was found that the stress hormone, cortisol, is in elevated levels for children who started elementary school (Groeneveld et al., 2013). Elevated levels of stress in response to starting school might put children at increased risk for internalizing problems. During the first years of school, in addition to the changes in child's life, the relationship between parents and children also might undergo some changes (Collins et al., 2002; Docket et al., 2012; Fabian, 2002). In the literature, some studies highlighted the importance of parenting on child internalizing problems on children at early school-ages. For instance, parenting was found to be more strongly related to child anxiety during elementary school ages compared to adolescence (Verhoeven et al., 2011). Supporting this finding, a review study suggested that parenting has a larger effect on children who are older than 6 years of age compared to younger children (Van der Bruggen et al., 2008).

Taken together, although early school-age appears as an important period in terms of children's vulnerability to internalizing problems, the changes in parent-child relationships, and the role of parenting on child outcomes, this specific period remained understudied in the literature. Therefore, in the light of the literature, the

present study aimed to examine internalizing problems of first and second grade children in relation to the parenting practices they perceived from their mothers and fathers.

1.3. Temperament

Parenting influences child development, however, not all children are affected from parenting in the same way. Differential susceptibility hypothesis posits that there are variations in children's susceptibility to influences of environment due to their temperament or genetic make-up (Belsky & Pluess, 2009; Belsky et al., 2007). As one of the temperamental susceptibility markers, negative affect is characterized by increased fear, discomfort, frustration, anger, and sadness, and is associated with decreased soothability (Rothbart et al., 2000).

As a susceptibility marker, negative affect increases negative effects of negative parenting on adverse childhood outcomes as well as enhancing the positive effects of positive parenting on child adjustment (Slagt et al., 2016). That is, child's negative affect determines to what extent the behaviors of parents influence the development of children's internalizing problems (Kiff et al., 2011). Children with higher negative affect tend to be more negatively influenced by parental control compared to children who have lower levels of negative affect (Gallagher, 2002). Similarly, the effects of parental rejection, overprotection, and warmth on preadolescents' depressive symptoms appeared to be stronger when they have higher negative affect; while parental rejection and overprotection was associated with increases in depressive symptoms, parental warmth was related to the decreases for those children (Oldehinkel et al., 2006).

Besides its moderating role on the associations between parenting and internalizing problems, negative affect is also directly linked to internalizing problems. Negative affect measured during infancy was a unique predictor of internalizing problems at preschool years (Gartstein et al., 2012). Further, negative affect was also significantly related to internalizing problems at preschool ages (Crawford et al., 2011), and associated with both anxious and depressive symptoms at school-ages (Anthony et al., 2002). Furthermore, when longitudinally examined, negative affectivity during school years predicted adjustment problems; specifically, high levels

of anger was related to externalizing problems while sadness was more closely associated with internalizing symptoms (Eisenberg et al., 2009). Moreover, during adolescence, high levels of negative affect was related to internalizing symptoms (Hankin et al., 2017; Rabinowitz et al., 2016) which led to later major depressive disorders (Dolcini-Catania et al., 2020).

As children with high negative affect experience more adverse feelings such as stress, irritation, and sadness, and as it makes them more susceptible to the effects of environment, in this case, parenting, child negative affect was included in the present study to examine its effect and moderating role between parenting and child internalizing.

1.4. Child Gender

Besides temperamental characteristics, child gender is another individual factor that is related to internalizing problems and is likely to play a role in the association between parenting, temperament, and internalizing of children.

Some studies showed that internalizing problems are seen in similar levels in girls and boys during childhood, while they differ during adolescence period as girls tend to have higher internalizing problems (Bongers et al., 2003; Van Der Sluis et al., 2015). A study conducted in Turkey also suggested that internalizing behaviors are not significantly different for girls and boys at the ages 4 and 5 (Özbey, 2012). In addition, there is one study which reported that at the ages 6 and 7, which is the target age group of the present study, girls showed higher levels of internalizing problems, which was also followed by a steeper increase for girls through adolescence (Wang et al., 2018).

There are studies indicating that the presence or the strength of the relationship between parenting and child internalizing problems might be different for girls and boys. Accordingly, it is suggested that the magnitude of the relationship of parental overprotection and rejection with internalizing problems association appeared to be higher for girls when compared to boys at pre-adolescent and adolescent ages (Roelofs et al., 2006; Nishikawa et al., 2010). On the other hand, there is also evidence that the relationship between parenting and internalizing does not differ based on child gender among elementary school-age children and preadolescents (Verhoeven et al., 2011).

When gender of the parent is also considered in addition to child gender, one study indicated that parenting behaviors of mothers were more strongly related to girls' internalizing problems while parenting of fathers were more strongly associated with boys' (Roelofs et al., 2006). Therefore, the moderating role of gender on parenting and child internalizing might also differ based on the parent.

The relationships between parenting, temperament, and internalizing problems may also differ based on child gender. Accordingly, one study suggested that girls with higher levels of negative affect tend to be more negatively affected by rejection of parents, and to have higher levels of depression compared to boys (Oldehinkel et al., 2006).

Based on these findings, gender appears to be important factor in determining the presence as well as the strength of the associations between mothers' and fathers' parenting, temperament, and internalizing problems. However, to the best of our knowledge, the evidence from literature remains limited on the role of gender when the complex relationships between those variables are considered. Therefore, the present study aimed to examine the role of child gender as a moderator between parenting, temperament, and internalizing problems.

1.5. The Present Study

In the light of the reviewed literature, the present study, firstly, aims to examine the role of perceived parenting behaviors which are rejection, overprotection, and warmth from mothers and fathers on 1st and 2nd grade children's internalizing problems. For this aim, both maternal and paternal parenting behaviors were included in the study, in order to see their different contributions to child internalizing problems. However, as the literature on fathers' role is limited, and the existing findings were inconsistent in different studies, specific hypotheses for mothers' and fathers were not formed. Instead, both of them were examined in the scope of general hypotheses. In that sense,

- (1) It was expected that maternal and paternal warmth would negatively predict children's internalizing problems. Higher levels of warmth perceived from parents would be related to lower levels of internalizing problems of children.

- (2) It was expected that maternal and paternal rejection would positively predict children's internalizing problems. Higher levels of rejection perceived from parents would be linked to children's higher levels of internalizing problems.
- (3) It was expected that maternal and paternal overprotection would positively predict children's internalizing problems. Higher levels of overprotection perceived from parents would be associated with higher levels of internalizing problems of children.

The present study also aims to investigate whether the associations between perceived parenting behaviors and children's internalizing problems are moderated by children's temperamental negative affectivity. In addition, it is also aimed to examine the direct role of negative affect on internalizing problems. For these aims,

- (4) It was hypothesized that children's negative affect would positively predict children's internalizing problems. Higher levels of negative affect would be associated with higher internalizing problems.
- (5) It was hypothesized that children's temperamental negative affectivity would moderate the relationships between perceived parenting and internalizing problems. It was expected that for children who have higher negative affect, the relationship between perceived parenting and internalizing problems would be stronger.

The last aim of the present study is to examine the moderating role of gender on the associations between perceived parenting behaviors, temperamental negative affect, and child internalizing problems. However, as the previous literature on gender remains limited and inconsistent to form specific hypotheses for the role of gender in the associations explored in the present study, the role of gender will be examined exploratorily.

CHAPTER 2

METHOD

2.1. Participants

The present study was conducted as a part of a nationally representative project named as “The Effects of Parenting Attitudes and Parent-Child Interaction on Child and Adolescent Developmental Outcomes” which was funded by TÜBİTAK (Scientific and Technological Research Council of Turkey). The sample of that project was determined by the Turkish Statistical Institute, the data was planned to be collected from 6600 participants from various cities in Turkey. However, due to COVID-19 precautions, data collection which had been started in February 2020 was terminated in March 2020 although only a small portion of the planned sample has been reached.

From the reached sample of that project, 150 1st and 2nd grade children ($M_{age} = 7.54$, $SD = .70$) and their mothers ($M_{age} = 34.26$, $SD = 5.61$) are included in the present study. Detailed information about the sample is presented in Table 1 and Table 2.

Table 1
Demographic Information about Parents

	N	%	Mean	SD
Maternal Education	150		4.35	.99
Elementary School	40	26.7		
Middle School	33	22		
High School	63	42		
University	13	8.7		
Graduate	1	.7		
Perceived SES Level	150		4.44	1.94
1	10	6.7		
2	15	10		
3	24	16		
4	21	14		
5	46	30.7		

Table 1 (Cont'd)

6	15	10
7	8	5.3
8	8	5.3
9	0	0
10	3	2

Table 2*Demographic Information about Children*

Gender				
City	Grade	Female	Male	Total
Antalya	1 st	8	2	10
	2 nd	3	6	9
Burdur	1 st	8	1	9
	2 nd	2	6	8
Çorum	1 st	6	3	9
	2 nd	6	3	9
Isparta	1 st	6	2	8
	2 nd	3	7	10
İzmir	1 st	6	11	17
	2 nd	10	9	19
Kırklareli	1 st	0	0	0
	2 nd	4	5	9
Konya	1 st	3	2	5
	2 nd	7	3	10
Yozgat	1 st	3	6	9
	2 nd	3	6	9
Total	1 st	40	27	67
	2 nd	38	45	83

2.2. Procedure

The ethical approval for the project was obtained from the Middle East Technical University Human Subjects Ethics Committee, and necessary permissions were taken from the Ministry of Education prior to data collection. The administrations of schools which were determined by the Turkish Statistical Institute was reached by the project assistants. After explaining the procedure and the aim of the project, one class for each grade level was randomly selected and informed consent forms were sent to parents accordingly. Mothers who agreed to participate were invited to school,

and they were asked to fill out the questionnaires through tablet computers. Mothers who were not able to come to school were sent the links of questionnaires prepared via Qualtrics platform. After mothers completed the scales, their children were asked to fill out the scales which were presented by the animated character “Yellow Head” through tablet computers at school where a research assistant from the project team was present to assist them.

2.3. Measures

Information regarding parental warmth, rejection, and overprotection had obtained from the scales that were answered by children while information on demographics, child temperamental negative affect, and internalizing problems had obtained from scales that were filled out by mothers.

Since the reading comprehension level of 1st and 2nd grade students is not sufficient to follow questionnaires in written form, an animated character, named Yellow Head, which does not have any feature that reflects a gender or an animal to prevent bias, was developed by the project team. Yellow Head read all the questions and instructions to the children. Between the questions, the character also gave encouragement to children such as “*You are doing very well!*” in order to focus their attention and prevent boredom.

2.3.1. Demographic Information

In the scope of the project, mothers were given a comprehensive demographic information form including questions about their family and economic conditions; however, for the current study, the information about age and educational attainment of mothers’ and fathers’, age of children, and the perceived socioeconomic status of the family will be used.

2.3.2. Parental Overprotection

Perceived parental overprotection was assessed through a subscale of Child Rearing Behaviors Scale (EMBU-C; Arrindell et al., 1999) which is translated and

adopted into Turkish by adding new items related to culture by Sümer et al. (2009). Turkish version of the scale includes 7 items in the form of 4-point-Likert-type questions to be rated from 1 (never) to 4 (always). In one study, the internal consistency of the scale was found to be .77 for 4th, 7th, and 10th grade children (Güneş, 2015), while in another study it was reported as .52 for 5th graders (Sümer & Kağıtçıbaşı, 2010).

In the scope of the project, one of the items (*“Dışardayken arkadaşlarımla anneleri/babaları arasında en çok benim annem/babam arar”*) found irrelevant for the first and second grade children; thus, that item was decided to be not presented to them. Moreover, one of the items (*“Annemin/babamın benim için daha az endişelenmesini isterim”*) appeared to have low inter-item correlation and deleting that item increased the internal consistency of the scale. Thus, it was excluded, and the mean score calculated without that item. For the remaining 5 items, Cronbach alpha values for maternal and paternal overprotection scales were calculated as .61 for the study sample.

2.3.3. Parental Warmth and Rejection

To assess perceived parental warmth and rejection, the Parental Acceptance-Rejection Questionnaire which was developed by Rohner and Khaleque (2005) and translated into Turkish by Anjel (1993) was used. The scale includes 4 subscales as being warmth/affection, aggression/hostility, neglect/indifference, and undifferentiated rejection. A total of 24 questions were rated in a 4-point Likert-type scale ranging from 1 (never) to 4 (always). The Cronbach alpha values of the scale were reported as .89, while the test-retest reliability of the scale was reported as .48 (Anjel, 1993).

For 1st and 2nd graders, some questions were simplified in order to ease their understanding (The items *“Hak etmediğim zaman bile bana vurur”* and *“Sorularımı cevaplayamayacak kadar meşguldür”* were changed as *“Yanlış yapmasam bile bana vurur”* and *“Annem soru sorduğumda cevap vermez, hep işi vardır”*). Before the main study pilot trials were made and all the items were found to be appropriate for the first and second grade children.

In the present study, parental warmth scores were calculated by using the warmth/affection subscale which contains 8 questions. Other three dimensions, including 16 questions, were used to create parental rejection scores. For the study sample, internal consistency values for perceived parental warmth were found as .69 and .80 for mothers and fathers respectively, while for perceived parental rejection they were calculated as .86 and .87.

2.3.4. Child Internalizing Problems

Internalizing problems of children were assessed through the Child Behavior Checklist which was filled out by mothers. The scale was developed by Achenbach in 1991 and revised by Achenbach and Rescorla in 2001. It is adapted into Turkish by Dümenci et al. (2004). The internalizing score is obtained from three subscales which are depression/social withdrawal, anxiety/depression and somatic complaints. The scale includes 32 items in total which were asked in the form of 3-point Likert-type questions to be rated from 1 (not true) to 3 (very true or often true). Erol and Şimşek (1998) reported the internal consistency of internalizing problems as .82, and test-retest reliability as .82 for children and adolescents aged between 4 to 18 in Turkey. For the study sample, internal consistency of the scale was calculated as .86.

2.3.5. Child Temperamental Negative Affect

To measure children's temperamental negative affect, frustration subscale of the revised parent report form of The Early Adolescent Temperament Questionnaire (Capaldi & Rothbart, 1992; Ellis & Rothbart, 2001) which was translated into Turkish by Demirpençe and Puntham (2019) was used. The scale includes 18 items which were rated in 5-point Likert-type scale ranging from 0 (never) to 4 (always). As reported by Demirpençe and Puntham (2019) internal consistency of the scale was .64, while the test-retest stability was .68, for an adolescent sample in Turkey. The internal consistency of the scale was calculated as .86 for the study sample.

CHAPTER 3

RESULTS

3.1. Data Screening

Data screening procedures were conducted by following the recommendations of Tabachnick and Fidell (2013). Firstly, from the project data which includes all grade levels, 1st and 2nd grades were selected and a separate data set was created with them. Frequencies, means, and standard deviations of the study variables (internalizing problems, negative affect, warmth, rejection, and overprotection) were controlled, and all were found to be in the expected range. There were some missing scales for two children who did not answer the questions about fathers as they have lost their fathers or do not spend enough time with them to answer related questions. In addition, for 30 cases, either only mother or only child data were available since the data collection phase had to be stopped due to sudden school closures. Therefore, 32 cases with missing scales were excluded from the sample.

To check univariate outliers in the relevant variables, z-scores were created. Total of 9 extreme z-scores which exceed the cut-off point of 3.29 (Tabachnick & Fidell, 2013) in child internalizing problems, maternal and paternal warmth, and paternal overprotection were detected. Raw scores that correspond to those extreme z-scores were approximated to the next most extreme score in that variable to reduce their influence.

Multivariate outliers were checked by using Mahalanobis distance scores. Those scores were evaluated with χ^2 distribution at $p < .001$. Accordingly, 4 cases with Mahalanobis distance higher than cut-off score of 27.88 were excluded from the data. Therefore, the analyses were conducted with 150 mother-child pairs.

Assumptions of regression were checked, and results revealed that linearity, multicollinearity, and homoscedasticity assumptions were met. However, normality

assumption was not met, distribution in some variables appeared to be moderately or highly skewed. In order to overcome non-normality, relevant variables were transformed by using logarithmic and square root transformations separately as suggested by Tabachnick and Fidell (2013). However, even after transformation, the distributions remained moderately or highly skewed. In addition, some scholars suggest approaching cautiously to transformation of variables to achieve normality as it would change the nature of the data (Pek et al., 2017), and interpreting the results would be harder with transformed data (Tabachnick & Fidell, 2013). There are also some scholars who argue that skewness values within the range of $-2/+2$ can be acceptable (George & Mallery, 2003), which is the case for the current study variables. Considering those, the analyses were conducted without applying transformation to the data.

Lastly, the variables were centered by subtracting mean from the raw scores to prevent the problem of multicollinearity caused by the use of interaction terms in the regression analyses, as suggested by Aiken and West (1991).

3.2. Descriptive Statistics and Correlations

The relationship between variables of the current study was examined through bivariate correlations. Results indicated that children's internalizing problems are positively associated with negative affect ($r=.48$, $p<.001$) and maternal rejection ($r=.20$, $p<.05$) while they are negatively related to paternal warmth ($r=-.18$, $p<.05$). Detailed information about correlations between study variables and their means and standard deviations were presented in Table 3.

Table 3
Correlations between Internalizing Problems, Parenting, Temperament and Gender, and Descriptive Statistics

	1	2	3	4	5	6	7	8	9	M	SD
1. Child Internalizing	-									1.29	.20
2. Child Gender	-.07	-									
3. Negative Affect	.48**	.12	-							1.38	.69
4. Maternal Warmth	-.09	.07	-.05	-						3.66	.43
5. Maternal Rejection	.20*	.02	.11	-.32**	-					1.76	.66
6. Maternal Overprotection	-.06	-.07	.08	.34**	.12	-				3.26	.69
7. Paternal Warmth	-.18*	.02	-.06	.64**	-.30**	.30**	-			3.62	.50
8. Paternal Rejection	.12	.00	.07	-.32**	.80**	.05	-.34**	-		1.73	.68
9. Paternal Overprotection	-.09	-.09	-.02	.35**	-.04	.54**	.48**	-.01	-	3.34	.64

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

3.3. Hierarchical Regressions

In order to test the relationship between perceived parenting, child negative affect, gender, and their interactions and children's internalizing problems, two sets of hierarchical regression analyses were conducted for mothers and fathers separately in six steps. Having child internalizing problems as dependent variable, child gender, child temperamental negative affect, perceived parenting behaviors of mother (rejection, overprotection, and warmth), perceived parenting behaviors of father (rejection, overprotection, and warmth), two-way interactions of parenting with temperament and gender, and three-way interactions of parenting, temperament and gender were added to the analyses respectively. All steps for hierarchical regression analyses are presented in Table 4.

The first four steps of the analyses were same for both sets, but they differed in the last two steps in terms of the interactions with either including perceived parenting from mother or from father. Therefore, until the fourth step, the results for the hierarchical regression analyses will be presented together for two sets, while for the fifth and the sixth step, they will be presented separately.

The first model which included child gender as predictor was not significant ($F(1,148) = .805, p = .371$). The second model, where negative affect was added, significantly contributed to the explained variance on internalizing problems ($R^2 = .25$ ($R^2_{adj} = .24$), $\Delta R^2 = .24$, $\Delta F(1,147) = 47.75, p < .001$). The third model, where perceived maternal rejection, overprotection, and warmth were added, marginally contributed to the explained variance ($R^2 = .29$ ($R^2_{adj} = .26$), $\Delta R^2 = .04$, $\Delta F(3,144) = 2.58, p = .056$). The fourth model, where perceived rejection, overprotection, and warmth from father added to the model, did not have a significant contribution on the explained variance ($\Delta F(3,141) = 1.24, p = .296$).

The fifth model of the first set (interactions with perceived maternal parenting) where two-way interactions of perceived parenting from **mother** with gender and temperament were entered to the model, did not significantly contribute to the explained variance on child internalizing problems ($\Delta F(7,134) = .06, p = .753$). The sixth model, where three-way interactions added, had a significant contribution in the explained variance ($R^2 = .37$ ($R^2_{adj} = .28$), $\Delta R^2 = .04$, $\Delta F(3, 131) = 2.80, p = .043$). In that model, the main effects of child gender ($\beta = -.18, p = .015$), negative affect ($\beta =$

.60, $p = .011$), paternal warmth ($\beta = -.21$, $p = .048$) were significant; suggesting that having female gender, higher levels of negative affect and lower levels of paternal warmth predicted higher levels of internalizing problems in children. Moreover, in that last step, the three-way interactions of maternal warmth, negative affect, and gender ($\beta = -.68$, $p = .031$) and maternal overprotection, negative affect, and gender ($\beta = .55$, $p = .037$) appeared to be significant predictors of child internalizing problems. Plots for these interactions can be seen in *Figure 2* and *Figure 3*.

In the fifth model of the second set (interactions with perceived paternal parenting) adding two-way interactions of perceived parenting from **father** with gender and temperament contributed significantly to the explained variance ($R^2 = .39$ ($R^2_{adj} = .32$), $\Delta R^2 = .09$, $\Delta F(7, 134) = .2, 72$, $p = .012$).

Lastly, the sixth model, where three-way interactions were entered, also had significant contribution to the explained variance ($R^2 = .43$ ($R^2_{adj} = .35$), $\Delta R^2 = .04$, $\Delta F(3, 131) = 2, 68$, $p = .050$). In that model, the main effects of child gender ($\beta = -.14$, $p = .037$) and negative affect ($\beta = .60$, $p = .007$), paternal warmth ($\beta = -.66$, $p = .017$), paternal rejection ($\beta = -.82$, $p = .001$) were significant; that is, having female gender, having high levels of negative affect and lower perceived paternal warmth and paternal rejection significantly predicted higher levels of internalizing problems in children. Furthermore, the two-way interactions between paternal rejection and negative affect ($\beta = -.65$, $p = .022$), paternal warmth and gender ($\beta = .57$, $p = .039$), paternal rejection and gender ($\beta = .79$, $p = .002$), and the three-way interaction between paternal rejection, negative affect, and gender ($\beta = .58$, $p = .044$) appeared to be significant predictors of child internalizing problems. Plots for these interactions can be seen in *Figure 1* and *Figure 4*.

Table 4.

Results of Hierarchical Regression Analyses for Predicting Internalizing Problems

	R^2	ΔR^2	F	ΔF	B (SE)	t	β
Step 1	-.00	.01	.81	.81			
Gender					-.03 (.03)	-.90	-.07
Step 2	.24	.24	24.40	47.75**			
Gender					-.05 (.03)	-1.83	-.13
NA					.15 (.02)	6.91	.50**
Step 3	.26	.04	11.62	2.58 ^a			
Gender					-.06 (.03)	-2.08	-.15*

Table 4 (Cont'd)

	NA					.15 (.02)	6.88	.49**
	MW					.03 (.04)	.67	.06
	MR					.06 (.02)	2.34	.18*
	MO					-.04 (.02)	-1.85	-.15
Step 4		.27	.02	7.77	1.24			
	Gender					-.06 (.03)	-2.10	-.15*
	NA					.146 (.02)	6.79	.49**
	MW					.07 (.05)	1.42	.14
	MR					.08 (.04)	2.14	.26*
	MO					-.04 (.03)	-1.56	-.14
	PW					-.07 (.04)	-1.71	-.17
	PR					-.04 (.04)	-1.08	-.13
	PO					.01 (.03)	.28	.03
Interactions of perceived parenting from <i>mother</i> with moderator variables								
Step 5		.25	.02	4.34	.60			
	Gender					-.06 (.03)	-2.12	-.15*
	NA					.19 (.07)	2.65	.62**
	MW					-.08 (.13)	-.64	-.17
	MR					-.03 (.09)	-.37	-.10
	MO					-.01 (.08)	.08	.02
	PW					-.08 (.04)	-1.73	-.19
	PR					-.04 (.04)	-.99	-.12
	PO					.01 (.03)	.29	.03
	MW x NA					-.07 (.07)	-1.02	-.10
	MR x NA					-.02 (.04)	-.41	-.04
	MO x NA					.00 (.04)	-.01	-.00
	MW x G					.10 (.08)	1.17	.32
	MR x G					.07 (.05)	1.46	.39
	MO x G					-.03 (.05)	-.63	-.17
	NA x G					-.03 (.04)	-.57	-.13
Step 6		.28	.04	4.23	2.80*			
	Gender					-.07 (.03)	-2.46	-.18*
	NA					.18 (.07)	2.58	.60*
	MW					-.03 (.13)	-.20	-.05
	MR					-.06 (.09)	-.67	-.19
	MO					.01 (.08)	.10	.03
	PW					-.09 (.04)	-2.00	-.21*
	PR					-.04 (.04)	-1.15	-.14
	PO					.01 (.03)	.31	.03
	MW x NA					.40 (.23)	1.73	.54
	MR x NA					-.05 (.14)	-.39	-.11
	MO x NA					-.21 (.11)	-2.00	-.51
	MW x G					.07 (.08)	.81	.22
	MR x G					.09 (.05)	1.78	.48
	MO x G					-.03 (.05)	-.63	-.16

Table 4 (Cont'd)

	NA x G					-.02 (.04)	-.50	-.12
	MW x NA x G					-.03 (.14)	-2.17	-.68*
	MR x NA x G					.02 (.08)	.21	.06
	MO x NA x G					.15 (.07)	2.11	.55*
Interactions of perceived parenting from <i>father</i> with moderator variables								
Step 5		.32	.09	5.76	2.72*			
	Gender					-.05 (.03)	-1.84	-.13
	NA					.17 (.07)	2.58	.57*
	MW					.04 (.05)	.79	.08
	MR					.06 (.04)	1.64	.20
	MO					-.02 (.03)	-.93	-.08
	PW					-.32 (.11)	-2.80	-.77**
	PR					-.23 (.08)	-3.00	-.74**
	PO					.09 (.09)	1.05	.29
	PW x NA					-.16 (.06)	-2.67	-.24**
	PR x NA					-.03 (.04)	-.97	-.08
	PO x NA					.05 (.04)	1.33	.11
	PW x G					.18 (.07)	2.47	.68*
	PR x G					.14 (.05)	2.99	.74**
	PO x G					-.06 (.05)	-1.19	-.33
	NA x G					-.02 (.04)	-.50	-.11
Step 6		.35	.04	5.43	2.68*			
	Gender					-.06 (.03)	2.11	-.14*
	NA					.18 (.07)	2.72	.60**
	MW					.04 (.05)	.89	.08
	MR					.06 (.04)	1.67	.20
	MO					-.02 (.03)	-.83	-.07
	PW					-.27 (.11)	-2.41	-.66*
	PR					-.25 (.08)	-3.28	-.82**
	PO					.07 (.09)	.80	.22
	PW x NA					-.03 (.19)	-0.14	-.04
	PR x NA					-.28 (.12)	-2.32	-.65*
	PO x NA					-.15 (.14)	-1.08	-.31
	PW x G					.15 (.07)	2.08	.57*
	PR x G					.15 (.05)	3.20	.79**
	PO x G					-.06 (.05)	-1.04	-.28
	NA x G					-.03 (.04)	-.63	-.14
	PW x NA x G					-.07 (.12)	-.64	-.20
	PR x NA x G					.15 (.07)	2.03	.58*
	PO x NA x G					.12 (.08)	1.43	.41

Notes. NA, Negative Affect; MW, Maternal Warmth; MR, Maternal Rejection; MO, Maternal Overprotection; PW, Paternal Warmth; PR, Paternal Rejection; PO, Paternal Overprotection; G, Gender.

* $p < .05$, ** $p < .01$, ^a marginally significant

The significant two- and three-way interactions at the last steps of the hierarchical regression analyses were examined in detail with Process Macro models in SPSS (Hayes, 2018). Results for paternal warmth and gender interaction revealed that the slope for girls was significant ($t = -2.35, p = .021$) while the slope for boys was not significant ($t = .47, p = .641$); suggesting that higher levels of perceived paternal warmth was associated with lower internalizing problems in girls (See Figure 1).

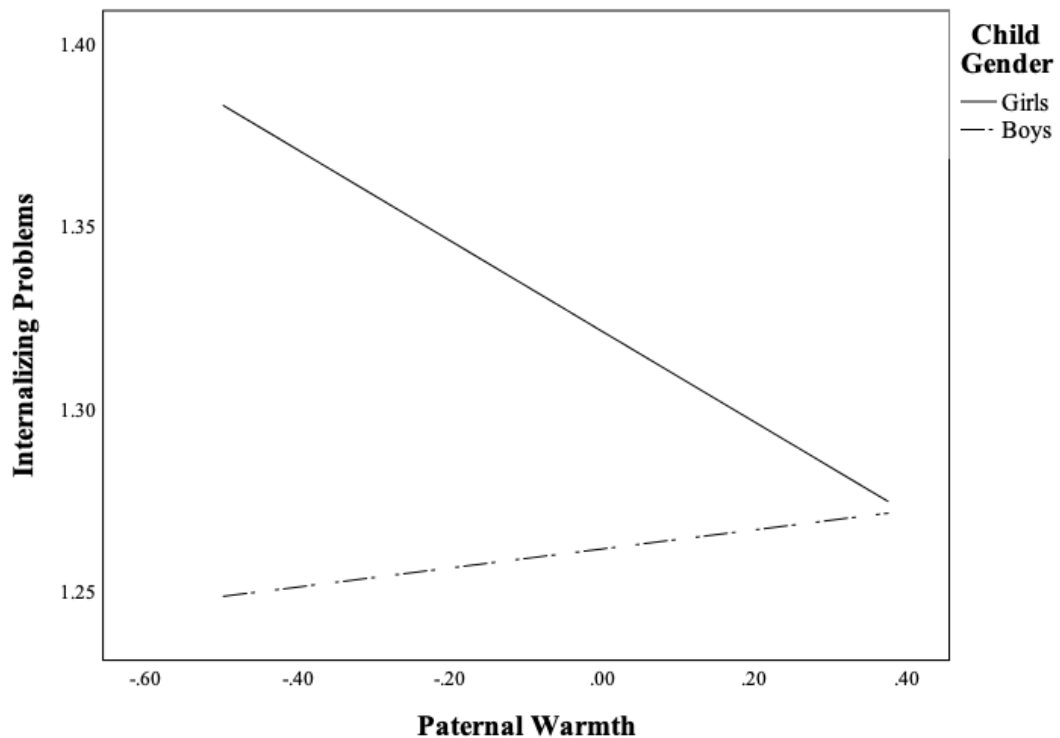


Figure 1. Two-way interaction between paternal warmth, and child gender on internalizing problems

For the three-way interaction between maternal warmth, negative affect and gender, results showed that the interaction between maternal warmth and child negative affect is significant for boys ($\beta = -.22, p = .024$) and the slope for boys who have low levels of negative affect was significant ($t = 2.65, p = .009$) (See Figure 2). This result suggested that boys with lower levels of negative affect have higher levels of internalizing when they perceive higher warmth from their mothers.

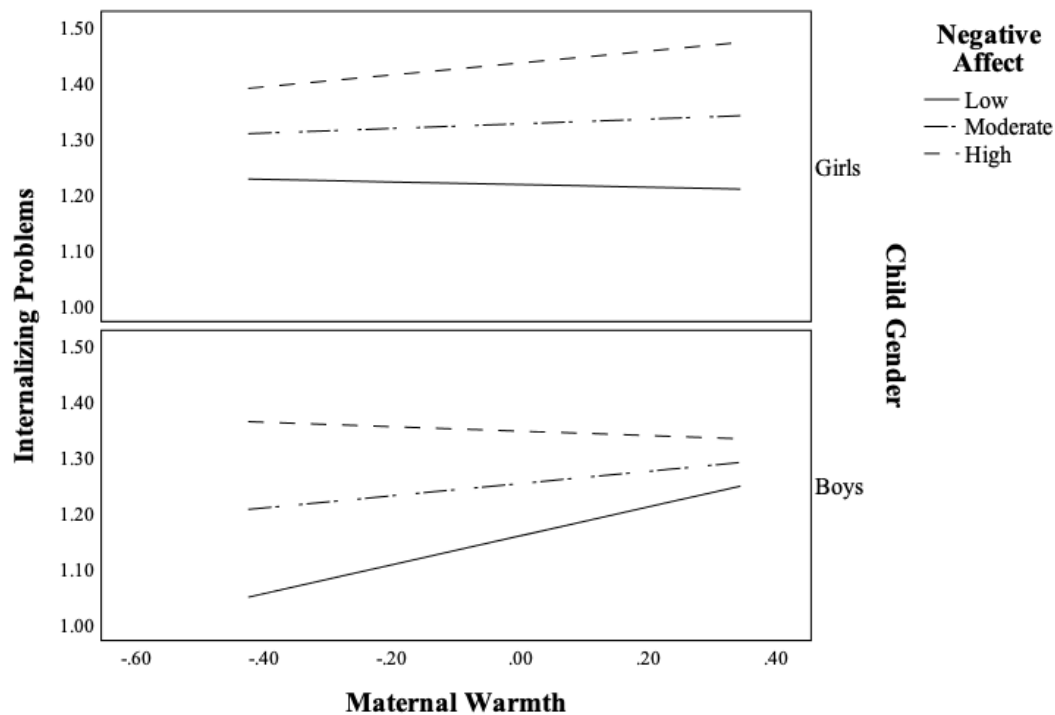


Figure 2. Three-way interaction between maternal warmth, child negative affect, and gender on internalizing problems

For the three-way interaction between maternal overprotection, negative affect, and gender, results showed that the slope for boys with lower levels of negative affect was significant ($\beta = -.11$, $SE = .05$, $t = -2.18$, $p = .031$) (See Figure 3). This result suggested that boys with lower levels of negative affect have lower internalizing problems when they perceive higher levels of overprotection from their mothers.

Lastly, for the three-way interaction between paternal rejection, negative affect and gender, results showed that the interaction between paternal rejection and child negative affect was significant for girls ($\beta = -.14$, $p = .018$). Moreover, the slopes for girls with high negative effect ($\beta = -.20$, $SE = .059$, $t = -3.33$, $p = .015$) and girls with medium level negative affect ($\beta = -.10$, $SE = .042$, $t = -2.45$, $p = .015$) were significant (See Figure 4). These results suggested that for girls with higher negative affect and medium negative affect, higher levels of perceived paternal rejection were associated with lower levels of internalizing problems.

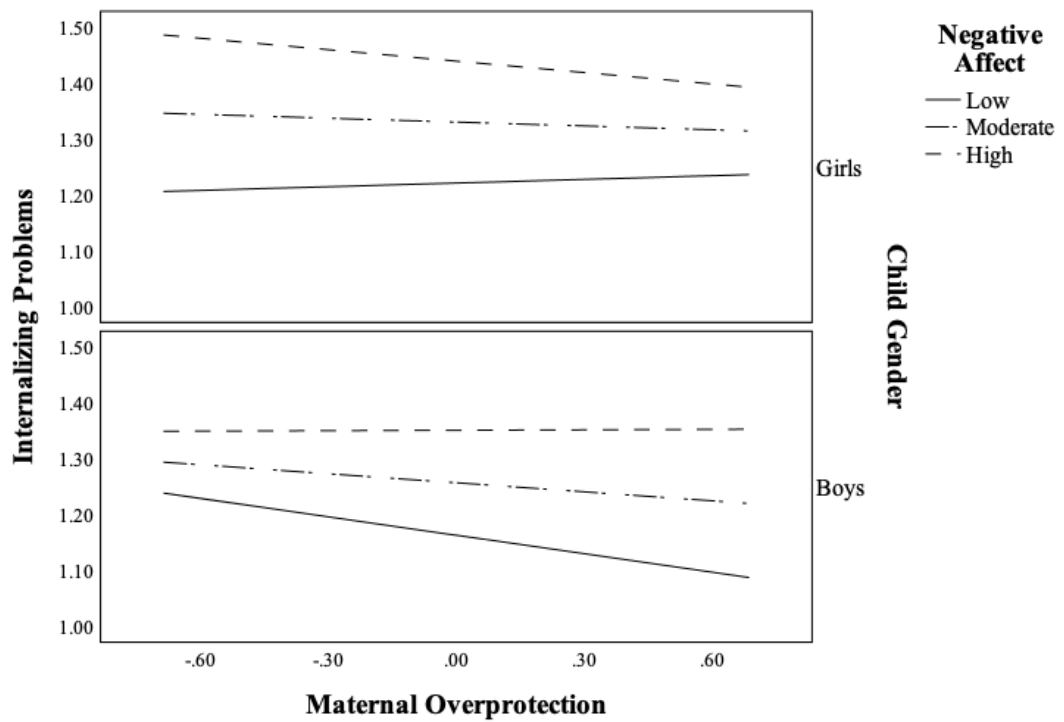


Figure 3. Three-way interaction between maternal overprotection, child negative affect, and gender on internalizing problems

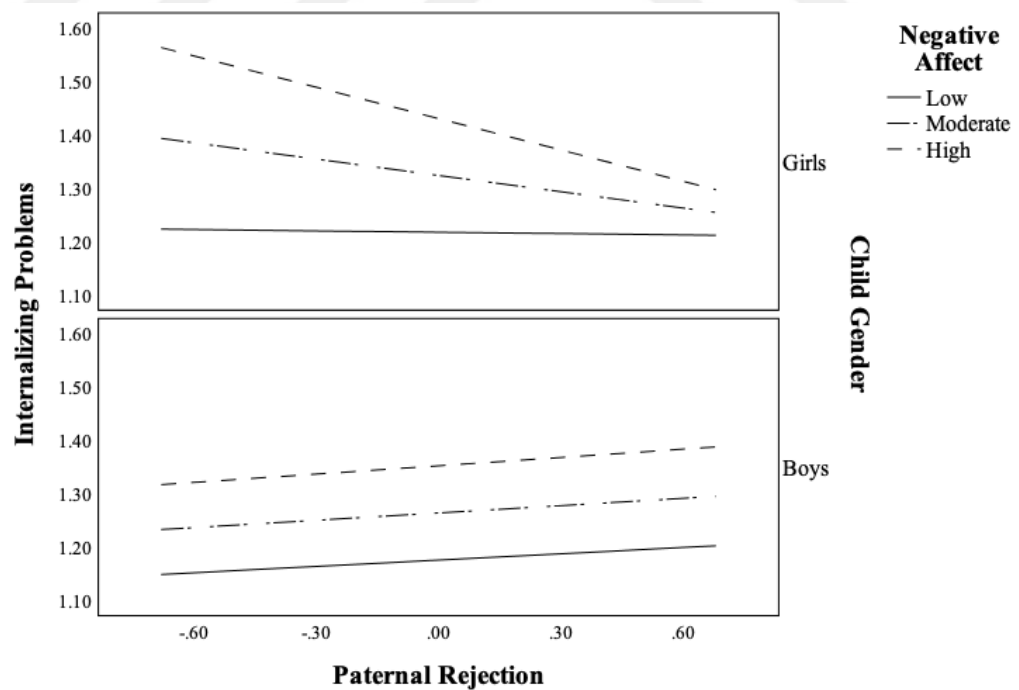


Figure 4. Three-way interaction between paternal rejection, child negative affect, and gender on internalizing problems

CHAPTER 4

DISCUSSION

The present study aimed to investigate the role of perceived parenting behaviors of mothers and fathers on internalizing problems of children from 1st and 2nd grades in Turkey, with the moderating roles of child temperament and gender. This study intended to contribute to the existing literature by including perceived parenting behaviors from both mothers and fathers, and by focusing on early school-age children. As suggested by some scholars, mothers' and fathers' parenting behaviors may have differential roles in terms of children's internalizing problems (e.g., Möller et al., 2016), and it is important to examine their roles simultaneously (e.g., Van Der Bruggen et al., 2008) in order to understand the patterns in their contributions. On the other hand, early school-age is an important developmental period that is marked by starting formal education (e.g., Fabian & Dunlop, 2007), which may make children stressed (Groeneveld et al., 2013), and vulnerable to develop internalizing problems; and where the effect of parenting is stronger compared to both younger (Van Der Bruggen et al., 2008) and older children (Verhoeven et al., 2011). However, the studies focusing on early school-age children remained limited in the literature. To the best of our knowledge, this study is the first to examine the role of perceived parenting from both parents, together with the moderation of gender and temperament, on internalizing problems of early school-age children in Turkey. For these aims, the present study tested several hypotheses, and the results will be discussed in the following sections.

4.1. The Associations Between Perceived Parenting and Child Internalizing Problems

First of all, it was hypothesized that perceived parenting practices would predict internalizing problems of children. Specifically, it was expected that while

higher levels of perceived parental rejection and overprotection would be predictive of higher levels of child internalizing problems, higher parental warmth would predict lower levels of internalizing problems. According to the results, perceived paternal warmth and rejection had significant main effects on internalizing problems, where higher levels of both paternal warmth and rejection predicted lower levels of internalizing problems. However, the main effects of perceived maternal parenting practices did not reach significance.

Previous studies indicated that while negative practices of parents were related to higher internalizing problems of children, their positive behaviors were associated with lower internalizing problems (e.g., Pinquart, 2017; Rose et al., 2018). Considering that findings, although the significant association is in the expected direction for paternal warmth, it seems unexpected for paternal rejection.

This unexpected result for the main effect of parental rejection on internalizing problems might be explained with the association of parental rejection with externalizing problems. That is, when children perceived higher rejection from fathers, they may feel increased levels of anger and tend to display greater aggression (e.g., Rohner, 2004). Therefore, rather than internalizing problems, they may develop externalizing problems in response to being rejected by their fathers. As a support for this view, it was suggested that parental rejection was significantly associated with higher levels of externalizing problems across different cultures (Rothenberg et al., 2021). There is also a study indicating that specifically fathers' negative parenting practices increases the risk for externalizing problems rather than internalizing (Kim et al, 2013). Thus, children might be more prone to develop externalizing problems instead of internalizing, especially when they perceived increased rejection from their fathers.

4.2. The Associations of Child Temperament and Gender with Internalizing Problems

It was also hypothesized that negative affect would positively predict child internalizing problems. Results revealed a significant relationship between child negative affect and internalizing problems. Accordingly, as hypothesized, having high temperamental negative affect was associated with higher levels of internalizing

problems. This result is parallel with the findings of previous studies indicating that high negative affect is a predictor of increased internalizing problems for school-age children (e.g., Anthony et al., 2002; Eisenberg et al., 2009). This result further supports the existing findings by indicating that a similar association is present for early school-age children in Turkey.

Although not hypothesized, gender has a significant main effect on internalizing problems; suggesting that girls experience higher internalizing problems as reported by their mothers. As mentioned before, previous study findings were inconsistent in terms of gender differences in childhood. The present findings were in line with the study which indicated that girls tend to have more internalizing problems starting from earlier ages (Wang et al., 2018). However, they are contradicting with some studies which suggested that until adolescence girls and boys have similar levels of internalizing problems (e.g., Van Der Sluis et al., 2015). The contradicting results might be due to the differences of the samples; in the study of Van Der Sluis and colleagues (2015), the participants were from wider age range, namely from ages 4 to 12, and included clinically referred children in addition to community sample. The inclusion of younger ages and clinically referred children might have contributed to the similarity of internalizing problems of girls and boys.

4.3. Two-Way Interactions

In addition to the main effects, it was hypothesized that child negative affect would moderate the associations between perceived parenting behaviors and child internalizing problems. Regarding the moderating role of gender on the relationship between perceived maternal and paternal parenting, and internalizing problems, there are only limited number of studies in the literature. Therefore, the role of gender was examined exploratorily without forming specific hypothesis. Results indicated that the relationship between perceived paternal warmth and child internalizing problems is moderated by gender. That is, higher levels of perceived paternal warmth were associated with lower levels of internalizing problems for girls.

This finding appears to be in line with the previous findings on the role of parental warmth on decreased levels internalizing problems (e.g., Piquart, 2017). Additionally, there are some studies highlighting the importance of fathers' and their

expression of warmth specifically for their daughters. For instance, one study asserted that girls may benefit from the warm and caring relationship that they have with their fathers during childhood (Webster et al., 2013). Moreover, when girls perceive their fathers as warm and accepting, they tend to communicate their feelings to a greater extent (Russel & Russel, 1989). That might underline the negative association between paternal warmth and internalizing problems for girls, girls' opportunity to express their feelings when they perceive paternal warmth might play a role in the detection of internalizing problems before they grow further.

Although there are significant moderating roles of child gender and negative affect on the association between paternal rejection and internalizing problems, as they also have significant three-way interaction, they are not interpreted separately.

4.4. Three-Way Interactions

Lastly, the moderating role of gender on the relationships between perceived parenting and internalizing problems, which are moderated by negative affect, were examined exploratorily. Results revealed that child gender moderated the associations of maternal warmth, maternal overprotection, and paternal rejection and child internalizing problems, which were moderated by negative affect. These interactions will be discussed separately below.

4.4.1. Three-Way Interaction between Maternal Warmth, Negative Affect, and Gender

The three-way interaction between maternal warmth, child negative affect and gender in predicting internalizing problems suggested that for boys who had lower levels of negative affect, higher levels of maternal warmth was associated with higher internalizing problems.

Based on that finding, additional literature review revealed that similar positive associations between parental warmth and internalizing were also found in some previous studies. For example, results of one study indicated that maternal warmth is positively correlated with children's internalizing problems (van der Bruggen et al., 2010). Moreover, in another study, although higher maternal warmth appeared to be a

predictor of lower child anxiety one year later, it is concurrently associated with higher anxiety (Anderson et al., 2021).

First of all, as the present study was not longitudinal, it is impossible to interpret the direction of the relationship. In other words, not only maternal warmth might predict internalizing problems but also children's internalizing problems might evoke higher warmth on mothers. Therefore, the unexpected association between higher maternal warmth and higher internalizing problems might be attributed to the latter possibility, as also discussed by van der Bruggen (2010). Although not specifically on maternal warmth, there are some longitudinal studies examining the long-term associations between maternal responsiveness and internalizing behaviors. Results of these studies indicated that maternal sensitivity and internalizing problems are positively associated (Kok et al., 2013) and maternal sensitivity increases anxiety in children over-time (Kerns et al., 2011). Thus, it is important to investigate that three-way interaction longitudinally to be able to reach a more precise conclusion on the directionality.

Moreover, the relationship between maternal warmth and internalizing problems might be U-shaped rather than linear (Kok et al., 2013). In other words, as low parental warmth is related to higher internalizing problems, the higher extremes of warmth might also be associated with high levels of problems.

Another explanation for that finding might be related to the association between negative affect of child and maternal warmth. As discussed by Anderson and colleagues (2021), it might be easier for mothers to express more warmth towards a child who has lower negative affectivity, in other words, who experience less stress, irritation, frustration, fear or sadness. On the other hand, this relationship might be bidirectional, children might have lower negative affect in response to higher warmth expressed by their mothers (Özdemir, 2012).

4.4.2. Three-Way Interaction between Maternal Overprotection, Negative Affect, and Gender

The three-way interaction between maternal overprotection, child negative affect and gender in predicting internalizing problems indicated that for boys who had

lower levels of negative affect, higher maternal overprotection was associated with lower internalizing problems.

Previous studies mostly suggested that higher parental overprotection is predictive of higher internalizing problems in children (e.g., Möller et al., 2016). On the other hand, as discussed before, overprotective parenting might be perceived in a positive way in Turkey (Sümer et al., 2010). Due to that positive perception, overprotection might play a role in predicting decreased levels of internalizing problems in children. Therefore, in the present study, boys who had low levels of negative affect might have perceived their mothers' overprotective behaviors in a positive way, which in return was associated with the experience of lower internalizing problems for them.

The results of the present study revealed that there is a positive correlation between maternal overprotection and warmth ($r = .34, p < .001$, see Table 3). However, when their interactions with child negative affect and gender are considered in predicting internalizing problems, maternal warmth and overprotection appeared to have opposite associations with internalizing problems. In other words, for boys with lower negative affect, higher maternal warmth is related to increased internalizing problems while higher maternal overprotection is linked to decreased internalizing problems. There might be some explanations for this controversy. First of all, as both results concern boys with low negative affect, it might be attributed to their perceptions of maternal warmth and overprotection. Namely, for this specific group of children, for boys who have lower negative affect, higher overprotection expressed by mothers is perceived in a positive way, whereas higher warmth might be perceived in a negative way. In the other way around, mothers of boys with low negative affect and high internalizing problems might tend to express increased levels of warmth while mothers of boys with low negative affect and low internalizing problems might tend to be more overprotective.

Mothers with high warmth might ease their children's talking about their emotional states, which in return help mothers in detecting the internalizing problems in their children. The association between maternal warmth and child disclosure has been shown in some studies conducted with adolescents, suggesting that when mothers express high warmth, adolescents tend to disclose more about themselves (e.g., Dotterer & Day, 2019; Garte et al., 2015). Therefore, a similar association might be

present for early school age children. On the other hand, children of mothers who are highly overprotective might not reveal their problems to their mothers. As argued by Thomasgard and colleagues (1995), parental overprotection might interfere with the affective expressions of children, which might obstruct parents' detection of their children's internalizing problems.

4.4.3. Three-Way Interaction between Paternal Rejection, Negative Affect, and Gender

The three-way interaction between paternal rejection, child negative affect and gender in predicting internalizing problems showed that for girls who had higher or moderate levels of negative affect, higher levels of perceived rejection from father were associated with lower internalizing problems.

This unexpected relationship between paternal rejection and internalizing problems in girls, as discussed above, might be related to developing externalizing problems in response to perceived paternal rejection with increased feelings of anger. Additionally, parental rejection appeared to have stronger effects on daughters compared to sons (Ramírez-Uclés et al., 2018). Therefore, girls might be more prone to develop externalizing problems when they perceive higher levels of paternal rejection, instead of internalizing problems.

Moreover, a study conducted in China revealed parallel results with these findings. They suggested that emotionality of girls is linked to fathers' higher coercion, which is characterized by hostility and rejection; additionally, fathers' higher coercion appeared to be more strongly associated with daughters' aggression, as an indicator of externalizing problems, rather than sons' (Yang et al., 2004).

On the other hand, in the case that fathers are highly rejecting towards their children, mothers' positive parenting practices might be buffering the negative effects of fathers' negative parenting, as supported by a previous review study (Li & Meier, 2017) suggesting that acceptance of one parent might reduce the harmful effects of the other one. That is, having highly warm mothers might be the reason that these girls did not have higher internalizing problems even though they perceive their fathers to be rejecting them. Therefore, it appears to be important to examine interactions between parenting behaviors of mothers and fathers in future studies.

When all the results regarding three-way interactions in predicting internalizing problems were considered, they appeared to be contradicting with findings of a similar study conducted in the Netherlands that examined the associations between temperament, parenting and depression in preadolescents (Oldehinkel et al., 2006). In summary, the results of this study suggested that lower warmth, higher overprotection, and higher rejection perceived from parents are associated with higher levels of depression of children with high negative affect. Although they also have cross-sectional assessments of perceived parenting and perceived child internalizing as in the present study, there are several differences between the studies, which might be effective in having contradictory findings.

They focused on an older age range which is 10-12-years-olds. There are studies suggesting that associations between parenting and child adjustment might differ based on child age (e.g., Verhoeven et al., 2012; Pinquart, 2017). Moreover, in that study, parents were included as a unit rather than assessing maternal and paternal parenting separately. When the result of the present study is examined, the three-way interactions are appeared to be specific to either mothers or fathers. Lastly, while the present study focused on internalizing problems in general, only depression was focused on in the other study; therefore, the associations reported might be specific to depressive symptoms but may not be generalizable to overall internalizing problems.

Lastly, it is important to note that the findings of the study provided support for the studies indicating that there are differences between the roles of mothers' and fathers' parenting on children's internalizing problems (e.g., Möller et al., 2016; Otto et al., 2015). Namely, based on the three-way interactions between parenting, temperament and gender, the results revealed that children's internalizing problems were associated with warm and overprotective parenting perceived from mothers and perceived rejection of fathers.

4.5. Strengths and Contributions

The study has several strengths. The first one is examining both maternal and paternal parenting behaviors in relation to child internalizing problems simultaneously. Although the literature on parenting and child outcomes mainly focuses on mothers', researchers highlight the importance of including both mothers

and fathers in the studies (e.g., Martin et al., 2007; Möller et al., 2016; Van Der Bruggen et al., 2008).

The second strength of the study is using a measurement method that enables collecting self-report data from young children. In the present study, the assessments regarding perceived parenting practices had been made by utilizing an animated character named “Yellow Head” as mentioned in the methods section. Importantly, the internal consistency values for the scales completed by children through that method was either good or acceptable, suggesting that it is a reliable method of collecting data from young children whose reading abilities were not developed well.

Moreover, as the present study is part of the project planned to have a nationally representative sample, the participants were randomly selected from various cities located in different geographical regions of Turkey. Generally, convenient sampling method is used in the studies, and data is usually collected from participants living in the city of residence and from middle to high SES. Therefore, this study stands out from the similar studies that include participants from only one city or a certain SES group.

In line with these strengths, the present study contributed to the existing literature by examining the role of mothers’ and fathers’ parenting on internalizing problems of early school-age children in Turkey. To the best of our knowledge, the studies conducted in Turkey on these associations are very limited. Moreover, in addition to their unique effects, the study considers interactions between parenting practices, child temperament and gender, which appears to be important as they have different roles on internalizing problems of children.

4.6. Limitations and Future Directions

Besides its strengths and contributions, the present study has some limitations. Firstly, the sample size of the study was low. It was expected to have a larger sample size in the scope of the nationally representative project. However, the planned sample cannot be reached as the data collection process was terminated due to COVID-19 precautions.

Moreover, the present study examined the associations between variables cross-sectionally, which remains limited to make inferences about the direction of the relationship between parenting behaviors and child internalizing behaviors.

Lastly, although the present study examined the roles of perceived parenting from both mothers and fathers at the same time together with their interactions with temperament and gender, it remained limited to investigate the interactions between mothers' and fathers' parenting practices, due to the small sample size. However, examining the interactions between maternal and paternal parenting appears to be important in prediction of child outcomes as indicated by some studies (e.g., for a review please see Li & Meier, 2017), as parenting from one parent might strengthen or buffer the other parents' role on child development (e.g., Wang et al., 2019).

Considering those limitations, it is important for future studies to examine the associations between parenting practices, temperament, gender, and internalizing problems longitudinally with a greater sample size to be able to make more confident interpretations on the nature of the relationships. In addition, examining the interactions between parenting practices of mothers and fathers would be important to see their joint contributions on child internalizing problems.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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02 OCAK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Sibel KAZAK BERUMENT ve Yrd.Doç.Dr. Başak ŞAHİN ACAR;

“Ebeveynlik Tutumlarının ve Ebeveyn-Çocuk İletişim Özelliklerinin Çocuk ve Ergen Gelişimine Etkisi” başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-213** protokol numarası ile **01.09.2018-01.10.2021** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKCI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

B. TURKISH SUMMARY / TRKE ZET

1. GİRİŞ

1.1. İe Ynelim Problemleri

ocuklarda sıklıkla grlen psikopatolojilerden biri olan ie ynelim problemleri (Zahn-Waxler vd., 2000), depresyon, kaygı, somatik yakınmalar ve sosyal ie dnklg ierir (Liu vd., 2011). ocuklarda fark edilmesi olduka zor olduėundan (Muthaide vd., 2013), ie ynelim problemleri uzun sre devam edebilir (Merrel, 2008) ve yaşıla birlikte artma eėilimindedir (Bongers vd., 2003; Wang vd., 2018). Ayrıca, zamanla başıka saėlık sorunlarına yol aabilirler (Jamnik ve DiLalla, 2019).

Bu zellikleri dikkate alındıėında, ie ynelim problemleriyle iliřkili faktrleri anlamak olduka nemlidir. Alanyazında, ie ynelim problemlerinin ebeveynlik pratikleriyle (Rothenberg vd., 2020a; Rohner ve Britner, 2002; Bayer vd., 2006), ocuėun mizacıyla (Uhl vd., 2019; Liss vd., 2005; Hastings vd., 2015), biliřsel ve sosyal becerileriyle (Castro vd., 2018; Wang vd., 2018) ve aile deėiřkenleriyle (Ashford vd., 2008; Rabinowitz vd., 2016; Yap ve Jorm, 2015) iliřkili olduėu grlmektedir.

Bu alıřmada, ebeveyn reddi, aşıırı korumacılıėı ve sıcaklıėı, ocuėun olumsuz duygulanım mizacı ve bunların ie ynelim problemleriyle iliřkilerine odaklanılmaktadır.

1.2. Ebeveyn Davranıřları

Bronfenbrenner'in Ekolojik Sistemler Teorisi'ne (1979) gre, ocuėun yakın evresini, mikro sistemini oluřturan ebeveynler, ocuėun geliřimi zerinde en gl etkiye sahiptir. Olumlu ebeveynlik pratikleri ocuėun geliřimine katkı saėlarken, olumsuz ebeveynlik ocuk iin olumsuz sonulara yol aabilir (Rose vd., 2018).

Olumlu ebeveynliğin düşük, olumsuz ebeveynliğin ise yüksek içe yönelim problemleriyle ilişkili olduğu görülmektedir (Pinquart, 2017).

Çocuklar anne ve babalarının davranışlarını bir arada deneyimleseler de çalışmalar çoğunlukla sadece anneye odaklanmaktadır (Pinquart, 2017). İkisinin de çocuk gelişimi üzerinde etkisi bulunmakla birlikte, anneyle babanın çocuğun içe yönelim problemleri üzerinde farklı rolleri olabileceğini gösteren çalışmalar bulunmaktadır (Möller vd., 2016; Otto vd., 2015). Bu nedenle, anne ve babanın ebeveynlik davranışlarını birlikte incelemek oldukça önemlidir (Van der Bruggen, 2008).

Bu çalışma, çocukların annelerinden ve babalarından algıladıkları ebeveynlik davranışlarını birlikte inceleyerek içe yönelim problemlerine katkılarını görmeyi hedeflemektedir.

1.2.1. Ebeveyn Reddi

Ebeveyn reddi, çocuğa karşı sıcaklığın, şefkatin ve sevginin eksikliği olarak tanımlanmaktadır (Rohner ve Khaleque, 2002) ve çocuklardaki çeşitli olumsuz sonuçlara (Khaleque, 2015) ek olarak, içe yönelim problemleriyle de ilişkili bulunmaktadır (Dwairy, 2010; Rohner vd., 2005). Alanyazında, ebeveyn reddinin okul-çağı (Markus vd., 2003; Putnick vd., 2015), erken ergenlik ve ergenlik (Nunes vd., 2013; Nishikawa vd., 2009) gibi farklı yaşlarda içe yönelim problemleriyle ilişkili olduğu gösterilmiştir.

Türkiye’de yürütülen çalışmalarda da ebeveyn reddi, psikolojik sağlamlık seviyeleri (Ogelman, 2015), akran ilişkileri (Gülay ve Önder, 2011), psikolojik uyum (Taşören, 2016; Erkman ve Rohner, 2006), güvenli bağlanma (İldiz ve Ayhan, 2020) ve sosyal kaygıyla (Akgül ve Dirik, 2018) ilişkili bulunmuştur.

Ebeveyn reddiyle çocuğun gelişimi arasındaki ilişki, ebeveyne göre farklılık gösterebilir. Bazı çalışmalar içe yönelim problemlerinde anne reddinin daha önemli olabileceğini göstermiştir (Lila vd., 2017; Kim vd., 2017). Türkiye’deki çalışmalarda psikolojik sağlamlık üzerinde babanın reddi daha önemliken (Ogelman, 2015), akran ilişkilerinde annenin reddinin daha etkili olduğu gösterilmiştir (Gülay ve Önder, 2011). Bu nedenle, mevcut çalışma anne ve babadan algılanan reddin içe yönelim problemlerine etkisini incelemeyi amaçlamıştır.

1.2.2. Ebeveyn Aşırı Korumacılığı

Ebeveyn aşırı korumacılığı, ebeveynlerin çocuğun yaşına uygun olmayan ve ölçüsüz korumacı davranışları olarak tanımlanabilir (Thomasgard vd., 1995). Ebeveyn aşırı korumacılığı, okul öncesi (Kiel ve Maack, 2012; Edwards vd., 2010), okul çağı (Mofrad vd., 2009), erken ergenlik (Roelofs vd., 2006) ve ergenlik (van Petegem vd., 2020; Nishikawa vd., 2010) gibi çeşitli dönemlerde çocukların içe yönelim problemleriyle ilişkili bulunmuştur.

Çalışmalar, anne ve babaların aşırı korumacılığının içe yönelim problemlerine farklı etkileri olabileceğini belirtmiştir. Bazı çalışmalarda babanın aşırı korumacılığının çocukların kaygısı üzerinde daha güçlü etkisi olduğu gösterilirken (Mofrad vd., 2009; Möller vd., 2016); bazılarında annenin aşırı korumacılığının etkisinin daha güçlü olduğu bulunmuştur (McShane ve Hastings, 2009; Verhoeven vd., 2012).

Ebeveyn aşırı korumacılığı olumsuz bir ebeveynlik davranışı olarak tanımlansa da Türkiye’de aşırı korumacı ebeveynlik üzerine çelişkili bulgular bulunmaktadır. Bazı çalışmalar ebeveyn aşırı korumacılığının yüksek içe yönelim problemleriyle ilişkili olduğunu gösterirken (Bahtiyar, 2015; Demirkaya ve Abalı, 2012; Akdeniz, 2017), bir çalışmada çocukların annelerin aşırı korumacılık ve sıcaklığına dair algılarının pozitif korelasyona sahip olduğu bulunmuştur (Çalışkan Sarı & Şahin-Acar, 2018). Ebeveyn aşırı korumacılığının, olumlu algılandığında, olumsuz sonuçlarla ilişkili olmayabileceği tartışılmaktadır (Sümer vd., 2010). Bu nedenle, mevcut çalışma, Türkiye’de ebeveyn aşırı korumacılığı ve sıcaklığının içe yönelim problemleriyle ilişkilerini birlikte inceleyerek, içe yönelim problemleri üzerindeki rollerini araştırmayı amaçlamaktadır.

1.2.3. Ebeveyn Sıcaklığı

Ebeveyn sıcaklığı, ebeveynlerin çocuklarına gösterdikleri olumlu bakış, çocuğun etkinliklerine katılım ve çocukla paylaşılan etkileşimler olarak tanımlanabilir (Yap ve Jorm, 2015). Ebeveyn sıcaklığı çocuklar için hem olumlu sonuçlarla (Khaleque, 2013) hem de içe yönelim ve dışa vurum gibi olumsuz sonuçlarla (Roelofs vd., 2006) ilişkilidir. Ayrıca, ebeveyn sıcaklığı içe yönelim problemlerinin ortaya

çıkması ve artışına karşı koruyucu bir faktör olarak görülmektedir (Rothenberg vd., 2020b). Bununla birlikte, ebeveyn sıcaklığı ve içe yönelim problemleri arasındaki negatif ilişki (Pinquart, 2017; Yap ve Jorm, 2015), erken çocukluk (Bayer vd., 2006), orta çocukluk (Santesteban-Echarri vd., 2017), erken ergenlik (Roelofs vd., 2006) ve ergenlik (Letcher vd., 2009; Sijtsma vd., 2014; Quach vd., 20115) dönemleri için gösterilmiştir.

Türkiye’de yapılan çalışmalarda, yüksek ebeveyn sıcaklığı düşük kaygıyla (Bahtiyar, 2015), daha iyi duygu anlama becerileriyle (Çalışkan Sarı ve Şahin-Acar, 2018), daha yüksek yaşam doyumu (Özdemir, 2012) ve daha düşük güvensiz bağlanmayla (Güngör ve Bornstein, 2010) ilişkili bulunmuştur.

Ebeveyn sıcaklığının içe yönelim problemleriyle ilişkilerinin anne ve baba için farklılaşabileceğini gösteren çalışmalar bulunmaktadır. Bazı çalışmalar babanın sıcaklığının içe yönelim problemlerine etkisinin daha güçlü olduğunu gösterirken (Mattanah, 2001; Özdemir, 2012), bir çalışma içe yönelim problemlerinin azalmasında annenin sıcaklığının daha fazla katkısı olduğunu bulmuştur (Del Barrio vd, 2016). Bu nedenle, mevcut çalışma anne ve babanın sıcaklığının içe yönelim problemleri üzerinde etkisini incelemeyi amaçlamaktadır.

Ebeveynlik ve içe yönelim problemleri arasındaki ilişkiyi inceleyen çalışmalara bakıldığında, okul çağındaki çocuklara odaklanan bazı çalışmalar olsa da (Putnick vd., 2015; Yap ve Jorm, 2015) çalışmaların çoğu ergenlik dönemini ele almaktadır (McLeod vd., 2007a;2007b; Pinquart, 2017). Ancak, erken okul çağı, ebeveynlik ve içe yönelim problemlerinin ilişkileri açısından önemli bir dönem olabilir. Bu dönem, çocuğun hayatındaki en önemli olaylardan biri olan okula başlamayı içermektedir (Fabian ve Dunlop, 2007; Hughes, 2015). Okula başlamak çocuklar için ebeveynlerle daha az zaman geçirmenin yanı sıra (Collins ve Madsen, 2019), çeşitli zorlukları beraberinde getirir (Fabian, 2002). Bu nedenle, okula başlamak çocuklar için bir stres kaynağı olabilir (Groeneveld vd., 2013), bu da çocukları içe yönelim problemleri geliştirmeye açık duruma getirebilir. Çocuğun okula başlaması çocuk ve ebeveyn arasındaki ilişkileri de dönüştürür (Collins vd., 2002; Docket vd., 2012). Alanyazında, daha büyük (Verhoeven vd., 2011) ve daha küçük (van der Bruggen vd., 2008) yaşlarla kıyaslandığında, erken okul çağında ebeveynliğin çocuğun içe yönelim problemleri üzerinde daha güçlü bir etkisi olduğuna işaret eden çalışmalar bulunmaktadır. Bu nedenle, mevcut çalışma erken okul çağındaki

çocukların içe yönelim problemlerinin, algıladıkları ebeveyn davranışlarıyla ilişkilerini incelemeyi amaçlamaktadır.

1.3. Mizaç

Tüm çocuklar ebeveynlikten aynı şekilde etkilenmezler. Ayırıcı yatkınlık hipotezine göre, çocukların genetik yapılarından veya mizaçlarından dolayı, çevrenin etkilerine karşı duyarlılıklarında farklılıklar vardır (Belsky ve Pluess, 2009). Yatkınlık belirteçlerinden biri olarak olumsuz duygulanım, olumsuz ebeveynlik pratiklerinin olumsuz sonuçları arttırmanın yanı sıra, olumlu ebeveynlik pratiklerinin çocuğun uyumuna olan etkilerini de arttırmaktadır (Slagt vd., 2016; Kiff vd., 2011). Bir çalışmada, olumsuz duygulanımı yüksek olan çocuklar için ebeveyn reddi, aşırı korumacılığı ve sıcaklığının depresyonla ilişkisinin daha güçlü olduğu gösterilmiştir (Oldehinkel vd., 2006).

Düzenleyici rolünün yanı sıra, olumsuz duygulanımın içe yönelim problemleriyle doğrudan ilişkisi de bulunmaktadır. Yüksek olumsuz duygulanım, okul öncesi dönemde (Crawford vd., 2011), okul döneminde (Anthony vd., 2002; Eisenberg vd., 2009), ve ergenlik döneminde (Hankin vd., 2017; Rabinowitz vd., 2016) daha fazla içe yönelim problemiyle ilişkilidir.

Olumsuz duygulanımı yüksek çocukların olumsuz duygular yaşamaya eğilimli ve çevrenin etkisine daha açık olması nedeniyle, mevcut çalışma olumsuz duygulanımın doğrudan etkisini ve ebeveynlikle içe yönelim ilişkisindeki düzenleyici rolünü incelemeyi amaçlamaktadır.

1.4. Cinsiyet

Mizacın yanı sıra cinsiyet, içe yönelim problemleriyle ilişkili olan ve ebeveynlik, mizaç ve içe yönelim arasındaki ilişkide rol oynaması muhtemel bir diğer bireysel faktördür.

Bazı çalışmalar çocukluk döneminde içe yönelim problemlerinin kızlar ve erkekler için benzer seviyelerde olup ergenlikte farklılaştığını göstermiştir (Bongers vd., 2003; Van der Sluis vd., 2015; Özbey, 2012). Bir çalışma ise 6-7 yaşlarından

itibaren kız çocukların daha fazla içe yönelim problemleri gösterdiğini bulmuştur (Wang vd., 2018).

Ebeveynlik ve içe yönelim problemleri arasındaki ilişkinin varlığının veya büyüklüğünün cinsiyete göre değiştiğini gösteren çalışmalar da bulunmaktadır. Örneğin, bazı çalışmalar ebeveyn aşırı korumacılığı ve reddiyle içe yönelim problemleri arasındaki ilişkinin kızlar için daha güçlü olduğunu göstermiştir (Roelofs vd., 2006; Nishikawa vd., 2010). Ancak bir çalışmada bu ilişkilerin cinsiyete göre değişmediği belirtilmiştir (Verhoeven vd., 2011).

Bunlara ek olarak, bir çalışma annelerin ebeveynlik davranışlarının daha çok kız çocukların, babaların ebeveynlik davranışlarının ise erkek çocukların içe yönelim problemleriyle ilişkili olduğunu bulmuştur (Roelofs vd., 2006). Ayrıca, ebeveynlik, mizaç ve içe yönelim arasındaki ilişkinin kızlar için daha güçlü olduğu bir çalışmada gösterilmiştir (Oldehinkel vd., 2006).

Bu bulgular ışığında, çocuğun cinsiyeti, ebeveynlik, mizaç ve içe yönelim problemleri arasındaki ilişkilerde önemli bir faktör olarak ortaya çıkmaktadır. Ancak alanyazındaki bulgular, bu değişkenler arasındaki karmaşık ilişkiler göz önünde bulundurulduğunda kısıtlı kalmaktadır. Bu çalışmada çocuğun cinsiyetinin bu ilişkilerdeki düzenleyici rolünü incelemek amaçlanmaktadır.

1.5. Mevcut Çalışma

Bu çalışmanın amacı, anneden ve babadan algılanan ebeveyn davranışlarının birinci ve ikinci sınıf çocukların içe yönelim problemleri üzerindeki rolünü incelemektir. Anne ve babanın ebeveynlik davranışlarının çocuğun içe yönelim problemleri üzerindeki farklı rollerini görebilmek amacıyla her ikisi de çalışmaya dahil edilmiştir. Ancak, babaların rolüne ilişkin çalışmaların kısıtlılığı ve var olan bulguların tutarsızlığı nedeniyle anne ve babalar için ayrı hipotezler oluşturulmadan, açıcı olarak incelenecektir. Buna göre;

- (1) Anne ve babadan algılanan sıcaklığın çocuğun içe yönelim problemlerini olumsuz yönde yordaması beklenmektedir.
- (2) Anne ve babadan algılanan reddin çocuğun içe yönelim problemlerini olumlu yönde yordaması beklenmektedir.

(3) Anne ve babadan algılanan aşırı korumacılığın çocuğun içe yönelim problemlerini olumlu yönde yordaması beklenmektedir.

Çalışmanın diğer amacı, algılanan ebeveyn davranışlarıyla içe yönelim problemleri arasındaki ilişkide çocuğun olumsuz duygulanımının düzenleyici rolünü incelemektir. Ayrıca, olumsuz duygulanımın içe yönelim problemleri üzerinde doğrudan rolünün incelenmesi amaçlanmaktadır. Buna göre;

(4) Çocuğun olumsuz duygulanımının içe yönelim problemlerini olumlu yönde yordaması beklenmektedir.

(5) Çocuğun olumsuz duygulanımının, algılanan ebeveynlikle içe yönelim problemleri arasındaki ilişkiyi düzenlemesi beklenmektedir. Buna göre, olumsuz duygulanımı yüksek olan çocuklar için bu ilişkinin daha güçlü olması beklenmektedir.

Çalışmanın son amacı, çocuğun cinsiyetinin, algılanan ebeveynlik, olumsuz duygulanım ve içe yönelim problemleri arasındaki ilişkilerindeki düzenleyici rolünü incelemektir. Ancak, cinsiyetin rolüyle ilgili çalışmalar, mevcut çalışmada incelenecek ilişkiler üzerinde spesifik hipotezler oluşturmak için kısıtlı ve tutarsız olduğu için, cinsiyetin rolü açıklayıcı olarak incelenecektir.

2. YÖNTEM

2.1. Katılımcılar

Bu çalışma, TÜBİTAK tarafından desteklenen “Ebeveynlik Tutumlarının ve Ebeveyn-Çocuk İletişim Özelliklerinin Çocuk ve Ergen Gelişimine Etkisi” isimli projenin bir parçasıdır. Projenin örnekleme TÜİK tarafından belirlenerek Türkiye’nin çeşitli şehirlerinden 6600 katılımcıya ulaşılması planlanmıştır. Ancak, COVID-19 önlemleri nedeniyle Şubat 2020’de başlayan veri toplama süreci, hedeflenen katılımcı sayısının küçük bir kısmına ulaşılmasına rağmen Mart 2020’de durdurulmuştur.

Proje kapsamında ulaşılan katılımcılar arasından, 150 1. ve 2. sınıf öğrencisi ($Ort_{yaş} = 7.54$, $SS = .70$) ile anneleri ($Ort_{yaş} = 34.26$, $SS = 5.61$) çalışmaya dahil edilmiştir.

2.2. İşlem

Veri toplama süreci öncesinde, ODTÜ İnsan Araştırmaları Etik Kurulu'ndan etik izin ve Milli Eğitim Bakanlığı'ndan resmi izin alınmıştır. TÜİK tarafından belirlenmiş okul yönetimlerine proje ekibi tarafından ulaşılmış, çalışmanın amacı ve işlemi detaylı anlatıldıktan sonra her sınıf düzeyinden birer şube rastgele seçilerek ebeveynlere onam formu gönderilmiştir. Çalışmaya katılmayı kabul eden anneler okula davet edilerek tablet bilgisayarlar aracılığıyla ölçekleri doldurmaları istenmiştir. Daha sonra, çocuklardan tablet bilgisayarlar üzerinden animasyon karakteri “Sarı Kafa” tarafından okunan soruları cevaplandırmaları istenmiştir.

2.3. Ölçekler

2.3.1. Demografik Bilgiler

Proje kapsamında, annelere aile ve ekonomik durumları hakkında sorular içeren detaylı demografik bilgi formu verilmiştir. Bu çalışmada annelerin yaşları ve eğitim durumları, çocukların yaşları ve ailenin sosyoekonomik düzeyiyle ilgili bilgiler kullanılacaktır.

2.3.2. Ebeveyn Aşırı Korumacılığı

Çocukların ebeveynlerinden algıladığı aşırı korumacılığı ölçmek amacıyla Çocuk Yetiştirme Davranışları Ölçeği'nin (EMBU-C; Arrindel vd., 1999) Sümer vd. (2009) tarafından Türk kültürüne uygun yeni maddeler eklenerek uyarlanmış aşırı korumacılık alt ölçeği kullanılmıştır. Ölçek 4'lü Likert-tipinde 7 sorudan oluşmaktadır. Bir çalışmada ölçeğin iç tutarlılığı .77 olarak bulunurken (Güneş, 2015), başka bir çalışmada .52 olarak raporlanmıştır (Sümer ve Kağıtçıbaşı, 2010).

Proje kapsamında maddelerden biri çocukların yaşlarına göre alakasız bulunduğu sorulmamıştır. Maddelerden birinin diğer maddelerle korelasyonunun düşük olması ve çıkarılmasının ölçeğin iç tutarlılığını artırması sebebiyle toplam puan hesaplanırken bu madde çıkarılmıştır. 5 madde için, çalışma örnekleminde ölçeğin iç tutarlılığı anne ve baba formları için .61 olarak bulunmuştur.

2.3.3. Ebeveyn Sıcaklığı ve Reddi

Çocukların ebeveynlerinden algıladığı sıcaklık ve reddi değerlendirmek amacıyla Ebeveyn Kabul ve Ret Ölçeği (Rohner ve Khaleque, 2005; Anjel, 1993) kullanılmıştır. Ölçek 4'lü Likert-tipinde 24 sorudan oluşmaktadır. Ölçeğin iç tutarlılığı .89 olarak bulunurken, test tekrar test güvenirliği .48 olarak raporlanmıştır (Anjel, 1993).

Bu çalışmada, ebeveyn sıcaklığı puanı ölçeğin sıcaklık/şefkat alt boyutu kullanılarak, ebeveyn reddi puanı ise diğer üç alt boyut olan saldırganlık/düşmanlık, ihmalkarlık/ilgisizlik ve ayrışmamış reddetme kullanılarak hesaplanmıştır. Çalışma örnekleminde, ebeveyn sıcaklığı iç tutarlılığı anneler ve babalar için .69 ve .80 olarak, ebeveyn reddi iç tutarlılığı ise .86 ve .87 olarak bulunmuştur.

2.3.4. Çocuk İç Yönelim Problemleri

Çocukların iç yönelim problemlerini değerlendirmek amacıyla Çocuk Davranış Kontrol Listesi (Achenbach, 1991; Dümenci vd., 2004) kullanılmıştır. Ölçek 3'lü Likert-tipinde 32 maddeden oluşmaktadır. Ölçeğin iç tutarlılığı .82, test tekrar test güvenirliği ise .82 olarak raporlanmıştır (Erol ve Şimşek, 1998). Çalışma örneklemini için ölçeğin iç tutarlılığı .86 olarak hesaplanmıştır.

2.3.5. Çocuk Olumsuz Duygulanım

Çocukların olumsuz duygulanım mizacını değerlendirmek amacıyla Erken Ergenlik Mizaç Anketi'nin (Ellis ve Rothbart, 2001) engellenme alt ölçeği kullanılmıştır. 5'li Likert-tipinde 18 sorudan oluşan bu ölçek Türkçe'ye Demirpençe ve Puntam (2019) tarafından çevrilmiş, iç tutarlılığı .64 ve test tekrar-test güvenirliği .68 olarak belirlenmiştir. Çalışma örnekleminde iç tutarlılığı .86 olarak hesaplanmıştır.

3. BULGULAR

3.1. Korelasyon Analizleri

Çalışmadaki değişkenler arasındaki ilişkiler korelasyon analiziyle incelenmiştir. Sonuçlar, çocukların içe yönelim problemlerinin, olumsuz duygulanım ve anneden algılanan ret ile pozitif, babadan algılanan sıcaklık ile ise negatif ilişkili olduğunu göstermiştir.

3.2. Hiyerarşik Regresyon Analizleri

Algılanan ebeveynliğin çocuk içe yönelim problemleriyle ilişkisi ve olumsuz duygulanımla çocuk cinsiyetinin düzenleyici rollerini incelemek amacıyla anneler ve babalar için iki hiyerarşik regresyon analizi yürütülmüştür. Analizlere sırasıyla çocuğun cinsiyeti, olumsuz duygulanım, anneden algılanan ebeveyn davranışları, babadan algılanan ebeveyn davranışları, ebeveynliğin mizaç ve cinsiyetle iki-yönlü etkileşimleri ve ebeveynlik, mizaç ve cinsiyetin üç-yönlü etkileşimleri eklenmiştir.

Hiyerarşik regresyon analizleri ilk dört adımda aynı olup son iki adımda etkileşimlerin anne veya babadan algılanan ebeveynlikler olması yönünden farklılaşmaktadır. Bu nedenle, ilk dört adım iki analiz seti için birlikte raporlanırken, son iki adım ayrı ayrı raporlanmıştır.

Çocuğun cinsiyetini içeren ilk model anlamlı bulunmamıştır. Olumsuz duygulanımın eklendiği ikinci modelin içe yönelim problemlerinde anlamlı varyans açıkladığı görülmüştür. Üçüncü adımda anneden algılanan ret, aşırı korumacılık ve sıcaklık modele eklenmiş ve bu model de açıklanan varyansa anlamlı katkı yapmıştır. Ancak dördüncü adımda babadan algılanan ebeveyn davranışlarının eklenmesinin anlamlı katkısı bulunmamıştır.

Birinci set analizlerin beşinci adımında, anneden algılanan ebeveynlikle cinsiyet ve mizacın iki-yönlü etkileşimlerin analize eklenmesinin anlamlı bir katkısı olmadığı, ancak son adımda üç-yönlü etkileşimlerin eklenmesinin içe yönelim problemlerinde açıklanan varyansa anlamlı katkı yaptığı bulunmuştur. Bu modelde, çocuğun cinsiyeti, olumsuz duygulanımı ve babadan algıladığı sıcaklığın anlamlı olduğu görülmektedir. Buna göre, kız çocuk olmak, yüksek seviyede olumsuz

duygulanıma sahip olmak ve babadan algılanan sıcaklığın düşük olması yüksek içe yönelim problemleriyle ilişkilidir. Ayrıca, anneden algılanan sıcaklıkla aşırı korumacılığın, olumsuz duygulanım ve cinsiyetle üç-yönlü etkileşimlerinin anlamlı olduğu bulunmuştur. Bunlar detaylı incelendiğinde, olumsuz duygulanımı düşük erkek çocuklar için annenin yüksek sıcaklığı daha fazla içe yönelim problemiyle ilişkiliyken, annenin yüksek aşırı korumacılığının daha az içe yönelim problemiyle ilişkili olduğu görülmüştür.

İkinci set analizlerin beşinci adımında ise, babadan algılanan ebeveynlikle cinsiyet ve mizacın iki yönlü etkileşimlerinin anlamlı bir katkı sağladığı bulunmuştur. Son modelde üç-yönlü etkileşimlerin eklenmesi de açıklanan varyansa anlamlı katkı sağlamıştır. Bu modelde çocuğun cinsiyetinin, olumsuz duygulanımının, babadan algılanan sıcaklık ve reddin anlamlı olduğu görülmektedir. Buna göre, kız çocuk olmak, yüksek seviyede olumsuz duygulanıma sahip olmak ve babadan algılanan sıcaklığın ve reddin düşük olması yüksek içe yönelim problemleriyle ilişkilidir. Ayrıca babadan algılanan ret ile olumsuz duygulanım, babadan algılanan sıcaklık ile cinsiyet, babadan algılanan ret ile cinsiyet arasındaki iki-yönlü etkileşimlerle birlikte babadan algılanan ret, olumsuz duygulanım ve cinsiyet arasındaki üç-yönlü etkileşimin anlamlı olduğu görülmüştür. Babanın sıcaklığı ve cinsiyet arasındaki iki-yönlü etkileşim, babalarından yüksek seviyelerde sıcaklık algılamının kız çocuklar için daha az içe yönelim problemleriyle ilişkili olduğunu göstermektedir. Babanın reddi, olumsuz duygulanım ve cinsiyet arasındaki üç-yönlü etkileşim ise babalarından yüksek seviyelerde ret algılamının, olumsuz duygulanımı orta ya da yüksek olan kızlar için daha az içe yönelim problemleriyle ilişkili olduğunu göstermiştir.

4. TARTIŞMA

4.1. Algılanan Ebeveynlik ve Çocuk İçe Yönelim Problemleri Arasındaki İlişkiler

Sonuçlara göre, babadan algılanan sıcaklık ve reddin çocuk içe yönelim problemleri üzerinde anlamlı ve pozitif yönde bir etkisi olduğu bulunurken, anneden algılanan ebeveyn davranışlarının temel etkileri anlamlılığa ulaşamamıştır.

Alanyazında, olumsuz ebeveynlik pratiklerinin yüksek içe yönelim problemleriyle, olumlu ebeveynlik pratiklerinin ise düşük içe yönelim problemleriyle ilişkili olduğu görülmektedir (Pinquart, 2017; Rose vd., 2018). Bu bağlamda, babanın sıcaklığıyla ilgili sonuç beklenen yönde iken, babanın reddiyle ilgili sonucun beklenmedik olduğu söylenebilir. Bu sonuç, ebeveyn reddi ve dışa yönelim problemlerinin ilişkisiyle açıklanabilir. Çocuklar babaları tarafından reddedildiklerini düşündüklerinde, öfkelenmeye ve saldırganlık göstermeye eğilimli olabilir (Rohner, 2004), dışa vurum problemleri gösterebilirler. Bu tartışma, ebeveyn reddinin dışa vurumla ilişkili olduğunu (Rothenberg vd., 2021) ve özellikle babaların olumsuz ebeveynliğinin dışa vurum problemleri riskini artırdığını (Kim vd., 2013) gösteren çalışmalarla desteklenmektedir.

4.2. Çocuk Mizacı ve Cinsiyeti ile İçe Yönelim Problemleri Arasındaki İlişkiler

Beklendiği gibi, çocukların olumsuz duygulanımının yüksek olması, daha fazla içe yönelim problemleriyle ilişkili bulunmuştur. Bu bulgu, alanyazında yüksek olumsuz duygulanımın okul çağındaki çocuklarda içe yönelim problemlerini yordadığını gösteren çalışmaları (Anthony vd., 2012; Eisenberg vd., 2009) desteklemektedir.

Çocuğun cinsiyetinin de içe yönelim problemleri üzerinde anlamlı etkisi olduğu, kız çocukların daha fazla içe yönelim problemi yaşadığı bulunmuştur. Bu sonuç, alanyazında erken yaşlardan itibaren kızların daha fazla içe yönelim problemi yaşama eğiliminde olduğunu gösteren çalışmaları desteklerken (Wang vd., 2018), kızlar ve erkeklerin ergenlik dönemine kadar benzer seviyelerde içe yönelim problemleri yaşadığını belirten çalışmalarla ters düşmektedir (van der Sluis vd., 2015). Bu farklılık, Van Der Sluis vd. (2015)'in çalışmasında katılımcıların daha geniş bir yaş aralığından olması ve klinik örneklem de içermesiyle ilişkili olabilir.

4.3. İki-Yönlü Etkileşimler

Sonuçlar, çocuğun cinsiyetinin babadan algılanan sıcaklık ve içe yönelim problemleri arasındaki ilişkide düzenleyici rolü olduğunu göstermiştir. Bu bulgu

ebeveyn sıcaklığıyla düşük içe yönelim problemleri arasında ilişki bulan çalışmaları (Pinquart, 2017) destekler niteliktedir. Ayrıca, bazı çalışmalar babaların sıcaklığının kızlar için özellikle önemli olduğunu vurgulamış, kızların babalarıyla olan sıcak ilişkilerden olumlu etkileneceğini (Webster vd., 2013) ve babalarından sıcaklık algılayan kızların duygularını daha fazla paylaştığını göstermiştir (Russel & Russel, 1989). Kız çocuklar ve babaları arasındaki bu ilişki, içe yönelim problemlerinin erken fark edilmesini sağlayarak, babanın sıcaklığı ve içe yönelim problemleri arasındaki negatif ilişkide rol oynuyor olabilir.

4.4. Üç-Yönlü Etkileşimler

4.4.1. Annenin Sıcaklığı, Olumsuz Duygulanım ve Cinsiyet Arasındaki Üç Yönlü Etkileşim

Sonuçlar anneden algılanan sıcaklığın, olumsuz duygulanımı düşük erkek çocuklarda daha yüksek içe yönelim problemleriyle ilişkili olduğunu göstermiştir. İlk olarak, mevcut çalışma boylamsal olmadığı için, bu ilişkinin yönünü yorumlamak mümkün değildir. Annenin sıcaklığı içe yönelim problemlerini yordamış olabileceği gibi, çocuğun içe yönelim problemleri de annenin sıcaklığını ortaya çıkarmış olabilir. Bu nedenle, bu beklenmedik ilişki ikinci ihtimale dayandırılabilir (van der Bruggen vd., 2010). Alanyazında, annenin hassasiyetiyle çocuğun kaygısı arasında boylamsal olarak pozitif ilişkiler olduğunu gösteren çalışmalar bulunmaktadır (Kok vd., 2013; Kerns vd., 2011).

Bu bulgu, çocuğun olumsuz duygulanımı ve annenin sıcaklığı arasındaki ilişkiyle de açıklanabilir. Olumsuz duygulanımı daha az olan çocuklara karşı sıcaklık göstermek anneler için daha kolay olabilir (Anderson vd., 2021). Ayrıca, bu ilişki de iki yönlü olabilir, çocuklar annelerinin daha fazla sıcaklık göstermesi sonucunda daha az olumsuz duygulanıma sahip olabilirler (Özdemir, 2012).

4.4.2. Annenin Aşırı Korumacılığı, Olumsuz Duygulanım ve Cinsiyet Arasındaki Üç Yönlü Etkileşim

Sonuçlar anneden algılanan aşırı korumacılığın, olumsuz duygulanımı düşük olan erkek çocuklarda daha az içe yönelim problemleriyle ilişkili olduğunu göstermiştir.

Önceki çalışmalar genellikle yüksek ebeveyn aşırı korumacılığının daha fazla içe yönelim problemleriyle ilişkili olduğunu göstermiştir (örn., Möller vd., 2016). Ancak, aşırı korumacı ebeveynlik Türkiye’de olumlu algılanıyor (Sümer vd., 2010) ve bundan dolayı aşırı korumacılık daha az içe yönelim problemleriyle ilişkili olabilir.

Mevcut çalışmada, annelerin sıcaklığı ve aşırı korumacılığı arasında pozitif korelasyon bulunmuştur. Ancak, olumsuz duygulanım ve cinsiyetle olan etkileşimlere bakıldığında, annelerin sıcaklığı ve aşırı korumacılığı içe yönelim problemleri üzerinde ters etkiler göstermiştir. Yani, olumsuz duygulanımı düşük erkek çocuklar için annelerden algılanan yüksek sıcaklık artan içe yönelim problemleriyle ilişkiliyken, yüksek aşırı korumacılık azalan içe yönelim problemleriyle ilişkili bulunmuştur. İki bulgu da olumsuz duygulanımı düşük erkek çocuklarla ilgili olduğundan, bulguların onların algılarıyla ilgili olduğu düşünülebilir. Bu grup, aşırı korumacılığı olumlu bir ebeveyn davranışı olarak algılarken, sıcaklığı olumsuz olarak algılıyor olabilir. Öte yandan, olumsuz duygulanımı düşük ve içe yönelim problemleri fazla olan erkek çocukların anneleri daha fazla sıcaklık gösterme eğilimindeyken, olumsuz duygulanımı ve içe yönelim problemleri düşük olan erkek çocukların anneleri daha aşırı korumacı davranıyor olabilir.

Ayrıca, annelerin sıcaklığı, çocukların duygu durumları hakkında konuşmalarını kolaylaştırarak annelerin çocuklarındaki içe yönelim problemlerini fark etmelerine yardımcı olabilir. Annenin sıcaklığı ve çocuğun kendini açması arasındaki pozitif ilişki ergenlerle yürütülen çalışmalarda gösterilmiştir (Dotterer ve Day, 2019; Garte vd., 2015). Benzer bir ilişki erken okul çağındaki çocuklarda da bulunabilir. Diğer taraftan, anneleri aşırı korumacı olan çocuklar problemlerini annelerine açmıyor olabilir. Ebeveynlerin aşırı korumacılığı çocukların duygu ifadelerini baskılayabilir (Thomasgard vd., 1995), bu da ebeveynlerin çocuklarında içe yönelim problemlerini fark etmelerini engelleyebilir.

4.4.3. Babanın Reddi, Olumsuz Duygulanım ve Cinsiyet Arasındaki Üç-Yönlü Etkileşim

Sonuçlar orta ya da yüksek olumsuz duygulanıma sahip olan kız çocukları için babadan algılanan yüksek reddin daha az içe yönelim problemiyle ilişkili olduğunu göstermiştir.

Babadan algılanan ret ile içe yönelim problemleri arasındaki beklenmedik negatif ilişki, baba reddi durumunda içe yönelim problemleri yerine dışa vurum problemleri geliştirmekten kaynaklanıyor olabilir. Ayrıca, babanın reddinin kız çocuklarında daha güçlü bir etkiye sahip olduğu görülmektedir (Ramírez-Uclés et al., 2018). Benzer bir çalışmada, kızların yüksek duygulanımı babalarının daha baskıcı olmasıyla, bunun da kızların saldırganlığıyla ilişkili olduğu bulunmuştur (Yang vd., 2004).

Bunlara ek olarak, babaların çocuklarına karşı çok reddedici olduğu durumlarda, annelerin olumlu ebeveynlik pratikleri babaların olumsuz etkilerini azaltıyor olabilir (Li ve Meier, 2017). Yani, sıcak bir anneye sahip olmak, kız çocuklarının babalarından ret algılamalarına rağmen içe yönelim problemleri geliştirmemelerinin sebebi olabilir. Bu nedenle, anne ve babanın ebeveynlikleri arasındaki etkileşimlerin incelenmesi önemlidir.

Mevcut çalışmadaki anlamlı üç-yönlü etkileşimlerle ilgili bulgular incelendiğinde, Hollanda’da yürütülen ve ebeveynlik, mizaç ve depresyon arasındaki ilişkiyi inceleyen (Oldehinkel vd., 2006) benzer bir çalışmayla tutarsızlıklar olduğu görülmektedir. Özetle, bu çalışmanın sonuçları düşük ebeveyn sıcaklığının, yüksek aşırı korumacılığın ve reddin olumsuz duygulanımı yüksek olan çocuklarda daha fazla depresyonla ilişkili olduğunu göstermektedir. Bu çalışmada da algılanan ebeveynlikle içe yönelim problemleri ve olumsuz duygulanım kesitsel olarak ölçülmüş olsa da tutarsız bulgulara sebep olabilecek bazı farklılıklar bulunmaktadır. Yaş grubunun büyük olması, ebeveynlerin anne ve baba olarak ayrılmadan bütün olarak dahil edilmesi ve içe yönelim problemleri yerine depresyona odaklanması bu farklılıklar arasında gösterilebilir.

Son olarak, mevcut çalışmanın bulguları, çocukların içe yönelim problemleri üzerinde anneler ve babaların farklı rolleri olabileceğini ifade eden çalışmalara (örn., Möller vd., 2016; Otto vd., 2015) destek sağlamaktadır. Ebeveynlik, mizaç ve cinsiyet

arasındaki üç-yönlü etkileşimlere göre, çocukların içe yönelim problemleri annelerin sıcaklığı ve aşırı korumacılığı ile, babaların ise reddiyle ilişkili bulunmuştur.

4.5. Çalışmanın Güçlü Yönleri ve Alanyazına Katkıları

Çalışmanın güçlü yönleri arasında ilk olarak anne ve babanın ebeveynlik davranışlarını birlikte incelenmesi sayılabilir. Alanyazındaki çalışmalar genellikle çocuk gelişimi üzerinde annelerin rolüne odaklansa da araştırmacılar çalışmalarda anneler ve babaların dahil edilmesinin önemli olduğunu vurgulamaktadır (örn., Van der Bruggen vd., 2008).

Çalışmanın diğer güçlü yönü, küçük çocuklardan öz-bildirim şeklinde veri toplanmasına imkan sağlayan bir yöntem kullanılmasıdır. Mevcut çalışmada, algılanan ebeveynliğe dair bilgiler “Sarı Kafa” isimli bir animasyon karakteri kullanılarak değerlendirilmiştir. Çocukların bu şekilde doldurduğu ölçüm araçlarının iç tutarlılığının iyi veya kabul edilebilir aralıklarda olması, okuma becerileri yeterince iyi olmayan çocuklardan veri toplamak için güvenli bir yöntem olduğunu göstermektedir.

Ayrıca, mevcut çalışma, Türkiye temsili örnekleme sahip olmayı hedefleyen bir projenin parçası olduğu için, katılımcılar çeşitli illerden rastgele seçilmiştir. Bu yönüyle, genellikle kolay ulaşılabilir örneklemden veri toplayan çalışmalardan ayrılmaktadır.

Bunlarla paralel olarak, mevcut çalışma alanyazına Türkiye’de anne ve babaların ebeveynlik pratiklerinin erken okul çağındaki çocukların içe yönelim problemleri arasındaki ilişkileri incelemesiyle katkıda bulunmuştur. Bildiğimiz kadarıyla, Türkiye’de bu ilişkiler üzerine yürütülen çalışmalar oldukça sınırlıdır. Ayrıca, mevcut çalışmada ebeveynlik pratikleri, çocuğun mizacı ve cinsiyeti arasındaki etkileşimler de incelenmiştir. Bu etkileşimlerin incelenmesi de içe yönelim problemleri üzerinde farklı etkileri olduğundan oldukça önemlidir.

4.6. Çalışmanın Sınırlılıkları ve Gelecek Araştırmalar için Öneriler

Güçlü yanlarının yanı sıra, mevcut çalışmanın çeşitli sınırlılıkları bulunmaktadır. İlk olarak, çalışma oldukça küçük bir örnekleme sahiptir. Ayrıca, değişkenler arasındaki ilişkiler sadece kesitsel olarak incelenebilmiştir, bu nedenle

iliřkilerin yn hakkında ıkarımlar yapmakta yetersiz kalmaktadır. Son olarak, alıřmada anne ve babanın ebeveynlik pratiklerinin miza ve cinsiyetle olan etkileřimleri incelenmiř olsa da anne ve baba ebeveynlikleri arasındaki etkileřimler sınırlı rneklem nedeniyle incelenememiřtir. Ancak alıřmalarda gsterildiėi zere bir ebeveynin davranıřları diėerinin davranıřlarının etkisini glendirebilir veya azaltabilir (rn., Wang vd., 2019).

Bu sınırlılıklar gz nnde bulundurulduėunda, gelecekteki alıřmaların ebeveynlik pratikleri, miza, cinsiyet ve ie ynelim problemleri arasındaki iliřkileri daha byk bir rneklemle boylamsal olarak incelemesi, iliřkilerin doėası hakkında daha gvenli ıkarımlar yapabilmek iin nemlidir. Ayrıca, anne ve babanın ebeveynlik pratikleri arasındaki etkileřimlerin roln incelemek, ie ynelim problemleri zerindeki etkilerini anlamak iin gereklidir.

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Bölümü / Department : Psikoloji / Psychology

TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): Perceived Parenting and Internalizing Problems in First and Second Graders: Moderating Role of Negative Affect and Gender

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