

THE MODERATOR ROLE OF MATERNAL ATTACHMENT BETWEEN  
MOTHERS' AND CHILDREN'S ELABORATIVENESS IN MOTHER-CHILD  
REMINISCING

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MOTHERS' AND CHILDREN'S ELABORATIVENESS IN MOTHER-CHILD  
REMINISCING**

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## ABSTRACT

### THE MODERATOR ROLE OF MATERNAL ATTACHMENT BETWEEN MOTHERS' AND CHILDREN'S ELABORATIVENESS IN MOTHER-CHILD REMINISCING

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The current study aimed to investigate mother-child dyads' elaborativeness in shared memory conversations in relation to the moderator role of mothers' romantic attachment style. Within the scope of the current study, home visits were implemented with the participation of 288 mothers and their 4 to 6-year-old-children. Each mother-child dyad conversed about a shared past event for 5 minutes during the home visits, and mothers reported their attachment styles. Conversations were coded separately for mothers and children to assess their elaborativeness. The findings revealed that the age group of children was an important factor for relationships among maternal attachment styles, mothers', and children's elaborativeness in memory conversations. In 48-60 months age group, maternal attachment anxiety had a moderator role in the relationship between mothers' and children's elaborativeness, and lower maternal attachment anxiety supported high elaborative reminiscing style of mother-child dyads. However, in 61-72 months age group and 48-72 months overall age group,

maternal attachment anxiety did not moderate the relationship between elaborativeness of dyads. Furthermore, maternal attachment avoidance did not moderate the relationship between mothers' and children's elaborativeness in all age groups. The current study demonstrated the predictive value of mothers' elaborativeness for child elaborativeness from 4 to 6 ages by replicating previous findings in the autobiographical memory literature. The findings were discussed in light of the related literature.

**Keywords:** elaborativeness, reminiscing, maternal attachment styles, mother-child dyads



## ÖZ

### ANNE BAĞLANMASININ ANNELERİN VE ÇOCUKLARIN GEÇMİŞ YAŞANTI KONUŞMALARINDAKİ DETAYLANDIRICILIKLARI İLİŞKİSİNDEKİ DÜZENLEYİCİ ROLÜ

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Mevcut çalışma, anne-çocuk ikililerinin ortak anı konuşmalarındaki detaylandırıcılıkları arasındaki ilişkiyi, annenin romantik bağlanma stillerinin düzenleyici rolüne ilişkin olarak araştırmayı hedeflemiştir. Mevcut çalışma kapsamında, 288 anne ve 4-6 yaş aralığındaki çocuklarının katılımı ile ev ziyaretleri gerçekleştirilmiştir. Bu ev ziyaretlerinde, her anne-çocuk ikilisi ortak yaşadıkları geçmiş bir olay hakkında 5 dakika boyunca konuşmuşlardır. Anneler kendilerinin bağlanma stillerini bildirmişlerdir. Anne ve çocukların detaylandırıcılığını ölçmek için konuşmalar anneler ve çocuklar için ayrı ayrı kodlanmıştır. Mevcut çalışmanın bulguları çocukların yaş gruplarının anne bağlanma stili, annelerin ve çocukların anı konuşmalarındaki detaylandırıcılıkları arasındaki ilişki açısından önemli bir unsur olduğunu ortaya koymuştur. 48-60 ay yaş grubunda, annenin bağlanma kaygısı, annelerin ve çocukların detaylandırıcılıkları arasındaki ilişkide düzenleyici bir role sahip olduğu görülmüştür ve annenin düşük bağlanma kaygısı anne-çocuk ikililerinin yüksek detaylandırıcılığını desteklemiştir. Ancak 61-72 ay yaş grubu ve 48-72 ay

genel yař grubunda annenin baęlanma kaygısı ikililerin detaylandırıcılıkları arasındaki iliřkiyi etkilememiřtir. Ayrıca, anne baęlanma kaçınması annelerin ve çocukların detaylandırıcılıkları arasındaki iliřkiyi tüm yař gruplarında etkilememiřtir. Mevcut çalıřma, anne detaylandırıcılıęının çocuk detaylandırıcılıęı için olan yordayıcı deęerini 4-6 yařları için göstermiřtir ve bu açıdan, otobiyografik bellek alanyazınında yer alan daha önceki bulguları tekrarlamıřtır. Çalıřma bulguları ilgili alanyazın ıřıęında tartıřılmıřtır.

**Anahtar Kelimeler:** detaylandırıcılık, gemiř yařantı konuřmaları, anne baęlanma stilleri, anne-ocuk ikilileri





*To My Family & Friends*

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## CHAPTER 1

### INTRODUCTION

#### 1.1. Overview

“We are the stories we tell about ourselves” (Fivush, 2010, pp. 88). The quote can be thought as one of the best descriptions that explain the role of autobiographical memory since autobiographical memory is a tool to create a story of ourselves. That story consists of innumerable moments from past to anticipated future. Each moment represents an event as personal experiences. Autobiographical memory helps to connect all those experiences from the view of self by not only recollecting but also reconstructing them since one recalls own past experiences and converses them with style (Nelson, 1993). When this happened, what one tells others becomes the story of oneself.

To create a story, autobiographical memory development is an essential process and it is related to improvements in language, self-understanding skills and social interactions (Nelson & Fivush, 2004). Within the scope of this framework, the preschool period is an essential term for autobiographical memory development since children acknowledge what should be recalled, which parts should be talked about and in which style they can converse about their past. By the role of social interactions, children gain this understanding from their parents, especially mothers as the main caregivers (Fivush & Haden, 2003). During reminiscing, mothers provide scaffolding for their children by teaching the style to create personal stories (Fivush, 2018).

Some variations among mothers are related to autobiographical memory skills of children in terms of recalling and reminiscing. The most basic variation can be seen in reminiscing styles of mothers. That refers to how mothers talk about their past, which details they provide, how they narrate their perspectives, and motivate other party to

contribute to the conversation (Reese & Brown, 2000). According to literature, there are two main types as high and low elaborative reminiscing styles of mothers which were created based on the extent to which they provide detail and scaffold their children through these memory conversations (Fivush & Fromhoff, 1988). Several studies indicated that high elaborative reminiscing style of mothers is associated with children's use of high elaborations and better child memory outcomes, such as synchronicity and specificity (Newcombe & Reese, 2004; Wang, 2007; Waters et al., 2019). In other words, the reminiscing style of children is affected by the maternal reminiscing style. These children provide more details and they use more open-ended questions, statements related to events, their thoughts or feelings with coherent and longer talks (Fivush, 2013).

Besides reminiscing styles of mothers, other characteristics of mothers are still investigated in the literature. The role of maternal attachment style was studied as another individual difference that creates variation among mothers. In light of previous literature, secure attachment of children and mothers were found to be related to more detailed conversations about past events (Kelly, 2015; Laible, 2011; Coppola et al., 2014). Even if attachment security was investigated, attachment insecurity of mothers was not studied in a comprehensive way. The previous literature indicated attachment anxiety of mothers is related to maternal reminiscing style both in high and low elaborativeness. As far as we know, there are only a few studies which examined the link between attachment anxiety and mother-child memory conversations. While one of the studies indicated higher anxiety predicted higher elaborations in mother-child conversation (Fivush & Sales, 2006), another study stated the higher anxiety of mothers was negatively associated with high elaborations of children (Lawson et al., 2018). Furthermore, only in one study, attachment avoidance was related to high elaborative style in unshared past event conversations of Turkish mothers and preschoolers (Şahin-Acar et al., 2019). In a nutshell, there are a few studies with mixed results, and there is a need to understand the role of maternal attachment insecurity in terms of anxiety and avoidance within reminiscing context.

In concordance with the previous literature, the current study aimed to evaluate elaborativeness of mothers and their children, and the role of maternal attachment

insecurity with elaborativeness for reminiscing, and measurement of avoidance and anxiety dimensions for maternal attachment. Bringing these concepts together by using these measures would shed more light on the gap in the related literature. A thorough investigation was conducted with a representative sample consisting of Turkish mother-child dyads. The next sections presented literature review about related contexts, aims and hypotheses of the current study.

## **1.2. Autobiographical Memory**

Autobiographical memory refers to recalling time-specific personal past events with contextual details, emotional responses and thoughts of the individuals (Lewis, 1999; Fivush, 2012). Due to these reasons, in the related literature, it is mostly defined as remembering one's own life story (Nelson, 1993; Nelson & Fivush, 2004). In other words, it is about recollecting and narrating one's personal history (Fivush, 2011). Not only remembering but also interpreting the self within the flow of personal events from past to anticipated future is one of the unique characteristics of autobiographical memory system (Conway et al., 2004). Another unique characteristic of autobiographical memory is that it predicates on personal life experiences (Robinson, 1976; Bauer et al., 2011). Besides these personal life experiences, it contains within itself the way events happened and how they were perceived and recollected by the rememberer (Conway & Pleydell-Pearce, 2000).

Even though literature comprises several definitions and explanations about what autobiographical memory refers to, another aspect evaluates what are the boundaries of it in terms of separation from other memory types. It creates a space for autobiographical memory in the memory hierarchy. Within this hierarchy, in the first step, explicit or declarative memory section of general memory is necessary to reach autobiographical memory (Nelson & Fivush, 2004). In the second step, episodic memory is followed since it creates a basis for autobiographical memory in terms of relating the theme to a specific time and place context (Schacter & Tulving, 1994). Furthermore, recalling this context makes people as if they are reliving that moment (Tulving, 2002). In the third step, autobiographical memory is stated as related to the episodic memory, and it differs from episodic memory in two aspects. At first,

autobiographical memory arranges episodic memory information from the continuous perspective and the person who experienced a moment has the same self-awareness when the person remembers it again (Fivush, 2012). Secondly, autobiographical memory does not consist of only some separate past experiences. It also forms a path among past experiences; therefore, the general life story or the narrative of the person is built (Habermas & Bluck, 2000). Then, it brings together past, present and future by the role of self (Ross et al., 2020).

### **1.2.1. Autobiographical Memory Development and Social Interaction**

Owing to the characteristics of autobiographical memory presented above, it is studied in several fields, cognitive science, developmental psychology, education, and alike, to find answers to different questions. What are the roots of autobiographical memory? How is the autobiographical memory formed? What factors can be related to this development? Which individual characteristics are associated with the differences in autobiographical memory skills of individuals? In order to answer these questions, developmental psychology studies autobiographical memory across ages by interacting with the development of other skills (Nelson & Fivush, 2004; Şahin-Acar, 2020).

Autobiographical memory emerges throughout early childhood, especially preschool ages. This emergence can be examined with the dynamic systems theory since it indicates that development is an outcome which comes from the interaction of several domains (Thelen & Smith, 1994). In light of the dynamic systems theory, autobiographical memory develops gradually by the role of both cognitive and social factors (Fischer, 2000; Smith & Thelen, 2003).

In terms of cognitive factors, while in one domain, more general memory development occurs, in another domain, competencies in language are gained. Not only improvements in receptive language skills of children but also increase in both comprehension ability and expressive language skills of children were observed. After comprehension of events and flows, the use of broad vocabulary and the syntactic rules of language, children can finally create meaningful stories and narrations (Aksu-Koç & Ketrez, 2017; Nelson & Fivush, 2019). Besides these domains, development of

theory of mind and enhancing a self-understanding are the necessary developmental stones to mention the emergence of autobiographical memory. While children gain self-perspective, they are aware of being leading actors in their own stories and experiencing all of it from their own eyes (Nelson, 2003).

Social interactions of children, especially from 2 to 6 ages, are very critical in terms of autobiographical memory development. As it was stated in the social interaction theory (Nelson & Fivush, 2004), owing to conversations with parents, children begin to understand how they should remember an event, and which aspects are important and necessary to remember. In addition, which details make the memory and how they can talk about the past experiences within their own perspectives are learned with the help of communications in a social circle, which includes parents, siblings, friends, and alike (Fivush & Haden, 2003; Fivush, 2018). Owing to the social role of parents, children can create a baseline for their memories and nourishes it with different components (Nelson, 1993). In other words, children learn how to constitute their own memories as a coherent and meaningful whole by the help of their parents. They observe and implement how their parents talk about their memories. Owing to these interactions, children master not only reconstructing past events at that moment but also keeping these memories to revisit in future conversations (Peterson & McCabe, 1994; Fivush & Haden, 2003).

In a nutshell, at early ages, children start and maintain to improve several skills in different domains such as language, memory, self and social development, and integration of them establishes a ground to the constitution of autobiographical memory (Nelson & Fivush, 2019).

### **1.2.2. Styles of Autobiographical Remembering: Reminiscing, Recounting, Narrative**

When we consider the effects of socialization on autobiographical memory development, two designs are commonly used in the related studies, which are mother-child memory conversations and narratives of individuals. Mother-child memory conversations have great importance and place in the literature since these conversations offers an opportunity to understand the role of mothers in terms of children's memory formation and discussion of past experiences with others. Mothers become the models who lead and guide their children in these conversations in a way that they narrate their memories to others (Fivush et al., 2006). Furthermore, mother-child memory conversations can be seen in two different formats. While the first format is the shared past event conversations between mother and child, the second one is about unshared past event conversations of mother-child dyads.

Reminiscing is defined as talking about shared past events with another party in the related literature (Reese & Brown, 2000). It is unique in terms of being shared since both mothers and their children experienced that specific past event together. Both parties recollect their memory information related to that event, and share, listen and evaluate the other by proposing their own perspectives. Their primary goals are to socialize and talk about their opinions or details they remember. They discuss the event, even if both experienced and knew the event (Fivush et al., 2006). Mothers mostly aim to remind some details to children. Since they experienced the event, they mostly do not try to learn something new, but raise some points that can help children to constitute the memory of the event (Leichtman et al., 2000). In the end, they co-construct one whole story by combining two aspects (Reese & Brown, 2000).

Conversations about unshared past events regard the discussions of mother-child dyads about the events that only one of the parties has personally experienced. This type of memory conversation is defined as recounting in the literature (Reese, & Brown, 2000). While mothers are working for the long hours in a day, children spend their time mostly in preschool or kindergarten and both have different daily experiences. For instance, children may talk with their mothers about what kind of games they played, or mothers may ask what was served in mealtime at kindergarten,

or what teacher taught them, and what made the child happy (Reese & Brown, 2000). During recounting, the primary aim of both mothers and children is to inform other party about their own unshared experiences; therefore, the content and expression style can be seen more didactic and they try to give information about their unique experiences (Wang, 2013). However, recounting might include a certain kind of reminiscing, and vice versa (Şahin-Acar et al., 2019).

In addition to mother-child memory conversations, the narrative of children is another design in which children express their past experiences by themselves. Even if this method does not seem interactive, it is important to note that children's conversations with their main caregivers still have a hidden role. Owing to these conversations, children meet and get used to how to start a story and continue with several aspects and details to an end, when they try to narrate their memories (Kelly, 2017). In other words, these individual stories are shaped by the narrative styles that mothers offer to children when they reminisce. In addition, narratives are more shaped with the scheduled introduction, center section and conclusion parts with the actor, time and place information (Reese et al., 2010). Furthermore, they include how actors experience those particular events, and what thoughts, opinions, and emotions that actors experienced with their own perspectives and finally, the story was constructed (Habermas & Bluck, 2000). Narratives indicate not only recalling personal past experiences but also how to construct individuals' own stories (Fivush, 2018).

All in all, both mother-child conversations and narratives are critical to understanding the development of autobiographical memory at early ages with the benefit of social interactions.

### **1.2.3. Maternal Reminiscing and Memory Outcomes of Children**

During reminiscing, mothers have an active role. They can ask questions to their children; so that children recall and give more details about the event. Asking open-ended questions helps to reveal more information. Furthermore, evaluating each other's statements in terms of agreements or disagreements about what happened is another part of reminiscing (Fivush, 2013).

Not only mothers but also children have an active role in these conversations. They can use open-ended questions to elicit more details they cannot recall and close-ended questions to check whether they remember correctly. In addition, they can make comments about their mothers' talks. Both parties can give several explanatory sentences which might include time, place, individuals and flow of the event (Fivush, 2007).

To examine autobiographical memory skills of children or understand how they are improved by the role of their conversations with mothers, research studies which include reminiscing of mother-child dyads, are commonly conducted (Waters et al., 2019). How do mothers reminisce? What are some differences among them? Are there any relations between individual differences of maternal reminiscing and child autobiographical memory outcomes? These are the critical questions to understand variations of children's skills of remembering and talking about their personal past (Fivush & Fromhoff, 1988).

It is important to note that one of the important individual differences in terms of autobiographical memory outcomes is the maternal reminiscing style, which indicates how mothers talk about their shared past experiences during mother-child conversations. The literature demonstrated that there are two types of reminiscing styles of mothers according to their level of elaborations (Fivush & Fromhoff, 1988; Jobson et al., 2018). The first one is the high elaborative reminiscing style which includes mothers who ask more and various open-ended and yes/no questions to their children about the past event (Fivush & Fromhoff, 1988; Reese & Fivush, 1993; Jobson et al., 2018). They use a high number of statements which refer to content, action, situation and position of characters. They also make more frequent evaluations about the facts, internal (thoughts and emotions) and external responses (behaviors) of characters (children and other people in the event) (Wang, 2007; McDonnell et al., 2016). Therefore, more details related to the event are recalled by mothers and children. In addition, children have an active role during conversation rather than being excluded since children answer questions of the mothers and make comments about the statements or evaluations of mothers. All these questions, statements and

evaluations construct maternal elaborations. Mothers, who are highly elaborative, use more elaborations frequently and discuss events in a more comprehensive way (Fivush, 2013). Highly elaborative mothers help to child remember more about personal past stories since they create a path and this path includes some signals that trigger different kinds of information to remember. Therefore, children use signals of mothers and have an opportunity to notice more comprehensive and detailed information about memory (Peterson et al., 2014).

The second type of reminiscing style of mothers is the low elaborative reminiscing style which involves mothers who use a more limited number and diversity of questions (Fivush & Fromhoff, 1988; Jobson et al., 2018). Sometimes mothers make repetitions and ask about the same information that they provided about the event. The conversation consists of fewer details and the content of the discussion is narrower compared to conversations with high elaborative reminiscing style (Harley & Reese, 1999). Furthermore, the contributions of children to the conversation are minor since mothers mostly do not give a chance to children to tell more. Even if children add new detail and extend the content, mothers mostly stick at something and ask it to children over and over to elicit relevant information and get an intended answer (Wareham & Salmon, 2006).

In light of previous literature, it was stated that high maternal elaboration has a predictive value for improved autobiographical memory skills of children (Wang, 2007; Nelson & Fivush, 2004; Bird & Reese, 2006; Salmon & Reese, 2016). According to Valentino et al. (2014), maternal elaborativeness was associated with memory specificity and recalling more details of the child during the examination of 95 mother-child conversations. In another study, researchers examined elaborative reminiscing about negative past events of mothers and children; therefore, the relationship between maternal and child elaboration was found again (Pavlova et al., 2019). In addition to these studies, a substantial amount of research demonstrated that high elaborative reminiscing style of mothers is associated with higher elaborations of children (Newcombe & Reese, 2004; Şahin-Acar & Leichtman, 2015; Leichtman et al., 2019). In a recent meta-analysis study (Waters et al., 2019), 38 comprehensive studies that focused on mother-child reminiscing were reviewed. According to 2.5 to

5-year-old children and their mothers' conversations, reminiscing styles of mothers were correlated with the children's autobiographical memory outcomes. Children used more elaboration during the conversation when their mothers have high elaborative reminiscing style. Furthermore, Wu and Jobson (2019) reviewed the major 31 studies that include reminiscing of mother-child dyads. While some studies had cross-sectional design and age of children were 3 to 6 years, others evaluated reminiscing styles of mother-child dyads longitudinally and age range of children was from 3 to 7. Three different elaboration calculations (total number, ratio, and grouping) were analyzed and according to results, children of mothers who use high elaborative reminiscing style showed high elaboration during their memory conversations.

It is also important to ask why mothers have a different conversational style and talk with their children about past events in light of this style. Previous literature showed that there are a number of individual differences that might affect mothers' style in memory conversations, and one of them is shown to be the attachment style of mothers.

### **1.3. The Role of Maternal Attachment on Memory Conversations**

#### **1.3.1. Attachment Styles and Adult Attachment**

Attachment can be defined as an enduring and unique bond between individuals, and it is formed between the infant and the primary caregiver during the first 12 to 18 months of the infant (Bowlby, 1969; 1973; 1980). Within the scope of attachment theory, emotional and physical availability of the mother and how she responds infant's needs become the main criteria to define attachment styles. If mothers respond consistently to the needs of the infants with higher-level maternal sensitivity, secure attachment is established. On the other hand, insecure attachment is formed as anxious (resistant/ambivalent) attachment style or avoidant attachment style, with lower-level maternal sensitivity. While the anxious attachment style is related to inconsistent responses of mothers to infants' needs, the avoidant attachment style is about rejective, cold attitudes and behaviors of mothers toward infants (Ainsworth et al., 1978; Ainsworth, 1989). In addition, disorganized (disoriented) attachment style was defined with unhealthy responses of mothers and incoherent behaviors of infants since infants

see the mother as both safe haven and the danger; therefore, they cannot organize themselves (Main, & Solomon, 1986; 1990).

It should be stressed that infants form not only attachment styles, but also mental representations related to themselves and other people by predicating on behaviors of their primary caregivers (Bowlby, 1973; Ainsworth, 1989). These mental representations were defined as Internal Working Models (IWMs), and they become the template for further close relationships with other people (Bowlby, 1973; Cassidy & Shaver, 2008). It also shows itself in romantic relationships as it does in the infant-mother attachment (Hazan & Shaver, 1987; Bartholomew & Horowitz, 1991). Like infants look for the physical and emotional proximity and accessibility of mothers, adults have the same expectations from their romantic partners. Furthermore, in case of a separation or outside distress, infants show anxiety and fear, and they need support from their primary caregiver. In the same way, when adults encounter life problems and stressors, they ask for support, encouragement and protection of the romantic partner (Hazan & Shaver, 1987; Fraley & Shaver, 2000).

In a widely accepted approach, adult attachment styles are examined by anxiety and avoidance dimensions (Brennan et al., 1998; Fraley & Roisman, 2014; Sümer & Harma, 2015). Individuals who are low in both dimensions show the secure attachment style. They have closeness and intimacy with their romantic partner easily, and they do not experience excessive anxiety or fear related to the abandonment of the romantic partner. Furthermore, individuals who are high in avoidance but low in anxiety show the dismissive-avoidant attachment style. Establishing closeness is hard and uncomfortable for them. They are more prone to reject bonding and to develop trust with the romantic partner. Moreover, individuals who are high in anxiety but low in avoidance display the anxious-preoccupied attachment style. They cannot be sure about the love of the romantic partner, and they evaluate the intimacy of the partner as less than their own intimacy level; therefore, they experience high-level anxiety and fear of abandonment. In addition, individuals who are high in both dimensions show the fearful-avoidant attachment style. They want to have the closeness of the partner; however, they can be uncomfortable with this closeness, and they display inconsistent reactions and expectations in a relationship.

Attachment styles of adults affect not only their relationship with their romantic partner, but also their relationship with their children since attachment style is one of the factors that shape the relationship between mothers and children in terms of communication quality and parenting practices (Jones et al., 2015). Previously it has been shown in a study that mothers' romantic attachment style predicted their attachment with their children and related child outcomes (Selçuk et al., 2010). In addition, it has been shown that maternal avoidance in romantic attachment predicted mothers' elaborativeness in recounting (Şahin-Acar et al., 2019). While attachment security was mostly viewed as more advantageous and it offers quality interactions for better child outcomes, attachment insecurity was related to negative ones (Edelstein et al., 2004; Mikulincer & Shaver, 2007; Duggan et al., 2009). However, variations among different cultures can define the function and effects of insecure attachment styles differently. For instance, in Turkish culture, maternal anxiety and paternal avoidance were seen adaptive in terms of parenting practices (Sümer, & Kağıtçıbaşı 2010; Selçuk et al., 2010; Sümer et al. 2016).

In a nutshell, attachment styles of mothers may have different functions in different cultural contexts. When maternal attachment style was studied within the scope of autobiographical memory development, various outcomes can be observed in terms of the quality of mother-child conversations and child autobiographical memory outcomes.

### **1.3.2. Attachment and Autobiographical Memory**

Previous research revealed a certain degree of association between attachment and autobiographical memory, but the findings of these studies are not converging. Besides, the number of studies that compare these two phenomena is limited. Why the information related to this area is limited can be explained mainly for two reasons. The first reason is that even if both attachment and autobiographical memory have extensive literature within themselves when two concepts are examined together, there is restricted literature. The improvement and accumulation of the studies which focused both on attachment and autobiographical memory showed progress in recent decades. The second reason might be proposed as that there are several lines of

research studies that investigate different parts of both kinds of literature. For instance, certain aspects were brought together and studied frequently, such as the link between cognitive development and secure attachment; therefore, knowledge about certain aspects of the related theories could be confirmed and accumulated. On the other hand, different contents from both kinds of literature are not studied yet, or they were studied in a few research studies and there is a need for more research in that aspect. In a nutshell, there are clear gaps in attachment and autobiographical memory literature and new research is necessary (Boyacıoğlu, 2018).

Previous literature showed that attachment was studied with autobiographical memory mostly in terms of encoding events, their storage and retrieving. The main focus was on how attachment-related memories can be formed and recalled. For instance, attachment was found to be related to better encoding and recoding skills because of its emotional tone and the role of internal working models (Luo et al., 2020). However, this line of research evaluates attachment and autobiographical memory within the scope of cognitive perspective.

In terms of the socio-developmental perspective of autobiographical memory, attachment was not studied and explored enough. The socio-developmental perspective of autobiographical memory is related to mother-child interactions and its effect on children's autobiographical memory development. In this respect, attachment represents one of the first interactions that takes place between mothers and their children (Nelson & Fivush, 2019). Therefore, the examination of attachment can be necessary and helpful in understanding more about autobiographical memory development of children and the reminiscing styles of mothers and children. Not only the reminiscing style of mothers, but also the attachment styles of mothers could be a factor related to explaining individual differences among children's autobiographical memory skills. In the related literature, the relationship among attachment styles, maternal reminiscing styles and reminiscing styles of children were focused on.

### **1.3.3. Attachment Security and Autobiographical Memory Outcomes**

In terms of attachment and reminiscing styles of mother-child dyads, a substantial amount of research studies examined attachment security and elaborative reminiscing style of mothers and children (Laible, 2004; Reese, 2008; Kelly, 2015). In a longitudinal study, 56 mother-child dyads were examined in terms of their conversational styles and children's attachment style. For each dyad, five home visits were made from 19 months to 51 months of children. During these home visits, mother-child dyads talked about a shared past event. According to the results, not only children who showed secure attachment style, but also their mothers used high number evaluations as elaboration and their conversations were found to be more coherent (Newcombe & Reese, 2004). In another study, 38 mothers and their 54 months of children reminisced, and attachment styles of children were indicated by the mothers and observations. The results stated that both securely attached children and their mothers were more elaborative during reminiscing. Moreover, attachment security was correlated with both elaborations and repetitions of children (Fivush, & Vasudeva, 2002). In addition, in the study of Laible (2011), 50 mother-child dyads talked about their negative and positive past experiences in a laboratory setting. The results demonstrated that attachment security of children was associated with the maternal elaborativeness in both conversations. Another line of research focused on attachment styles of both mothers and their children. Bost et al. (2006) examined both mothers and their children's attachment styles and their reminiscing styles with 90 mothers and 2 to 4-year-old children. While attachment security of children was measured by the Attachment Behavior Q-Set, maternal attachment security was evaluated with attachment-based scripts. Mother-child dyads reminisced during lab session. According to results, secure attachment of children was correlated with elaborativeness of mothers. Furthermore, the secure attachment of mothers was associated with more emotion-related elaborations of both parties, and a higher contribution of children to the conversation. Moreover, in the study of Coppola et al. (2014), 40 mothers and their 31 to 55 months of children performed emotional reminiscing and attachment security of both mothers and children were measured. The results demonstrated that there was a positive relationship between the attachment security of mothers and children, and high elaborative reminiscing style of dyads.

In light of literature, attachment security of mothers or children were found to be related to higher elaborations of mothers and children. These findings can be explained with the communication quality. Securely attached individuals can easily and overtly express their comments, and be more motivated to prompt another party to understand their thoughts; therefore, this offers a safe place to discuss and share different aspects related to an event (Waters et al., 1996).

#### **1.3.4. Attachment Insecurity and Autobiographical Memory Outcomes**

A number of previous studies mostly investigated the secure attachment style during mother-child conversations and made comparisons in terms of secure and insecure attachment. However, in the literature, a few research studies evaluated maternal attachment insecurity with its relation to reminiscing styles by examining anxiety and avoidance types of insecure attachment separately. Fivush and Sales (2006) investigated the relationship between the maternal attachment with the romantic partner and the use of elaborations of mothers. During home visits, 27 mothers and their children who are 9 to 12-years-old were discussed two stressful events which were experienced related to the health of the child. The results of the study revealed that higher attachment anxiety of mothers was related to more details and evaluations of mothers. In addition, mothers who are anxiously attached focused on emotions more frequently and participated in conversation actively. Another current study found contradicting results with this study. Lawson et al. (2018) examined attachment styles and reminiscing styles of both maltreating mothers and nonmaltreating mothers. Mothers and preschoolers talked about four emotional shared past events during conversations. According to the results, nonmaltreating mothers who have higher attachment anxiety showed low elaborative reminiscing style. Furthermore, attachment avoidance of mothers was not related to reminiscing styles of mothers. These contradictory results can be explained with the content of the event. In the study of Fivush and Sales (2006), the stressful event which is related to asthma attacks of children can be evaluated and talked about differently because of the seriousness of the event. The study of Lawson et al. (2018) includes milder events in terms of emotions. In other words, the emotional baggage of events can be interpreted as less devastating when it is compared with the memory of asthma attacks.

In terms of examining attachment avoidance within the mother-child conversations, in a recent study conducted in Turkish cultural context, conversations of 32 mother-child dyads were recorded. Mothers and their 4-year-old children talked about both shared and unshared past events. Mothers reported their romantic attachment styles. The results demonstrated that while attachment anxiety of mothers was not related either to reminiscing or recounting styles of mothers, attachment avoidance of mothers was found to be associated with the high elaborativeness of mothers during recounting. In other words, mothers who have higher avoidance used more elaborations in their unshared past event conversations (Şahin-Acar et al., 2019). This result might be related to two reasons. The first one is about within culture differences in Turkey in terms of self-construals of mothers (Şahin-Acar & Leichtman, 2015). Maternal avoidance of mothers might have an effect like individuation, and it might give personal space to mothers. This was associated with the high elaborative reminiscing style of mothers (Şahin-Acar & Leichtman, 2015). Furthermore, individuation is related to higher personal autonomy. Mothers who show higher levels of personal autonomy are more likely to initiate reminiscing with their children and they support their children's autonomy development (Kelly, 2017). Similarly, the autonomy of children is related to high participation in conversation of children during their talks about past events (Kelly, 2017). The second reason could be that, even if maternal anxiety seems to be more accepted and is usually perceived as a kind of caring behavior in Turkey (Sümer & Kağıtçıbaşı, 2010), in the literature, attachment anxiety was found to be related to over-controlling and more intrusive behavior (Kunze, & Shaver, 1994). Therefore, during mother-child conversations, while maternal attachment anxiety might be negatively related to child elaboration by the restrictive role of mother, maternal attachment avoidance might be positively related to child elaborations by offering a healthy separation and space rather than neglect or avoidance. Therefore, elaborativeness of mother-child dyads might be affected differently from anxiety and avoidance dimensions of maternal insecure attachment. However, as can be seen in the previous literature, there are a few research and contradictory results regarding insecure attachment styles of mothers with the reminiscing outcomes of mother-child dyads. There is a clear need for further studies

that investigate the possible impact of maternal attachment anxiety and avoidance on the relationship between reminiscing styles of mothers and their children.

In addition, in the related literature, previous studies investigated maternal attachment and reminiscing styles of dyads frequently with regression analyses. Studies focused on maternal attachment security and insecurity in terms of its link to elaborativeness of mothers, and then the relationship between maternal reminiscing and child elaborations was examined. Overall, a chain of relationships was modeled (Bost et al., 2006; Fivush & Sales, 2006). However, only a few studies evaluated maternal attachment with its moderator role (Lawson et al. (2018) and there is a need to understand the moderator role of maternal attachment in terms of reminiscing styles of dyads.

#### **1.4. Aims and Hypotheses of The Current Study**

As reviewed in previous sections, there is a gap in autobiographical memory literature in terms of examination of insecure attachment types of mother-child dyads. Furthermore, there is a clear need to understand the possible effects of attachment anxiety and avoidance of mothers on autobiographical memory skills of children and conversational styles of dyads.

In concordance with these needs, the first aim of the current study was to examine both maternal reminiscing style and child reminiscing style by including maternal romantic attachment styles. By doing this, attachment anxiety and avoidance of mothers were evaluated separately rather than a collapsed insecure term. Investigating the role of maternal attachment on mother-child reminiscing in terms of elaborativeness ratio of dyads would contribute to the literature. The second aim of the current study was to examine the predictive value of maternal reminiscing style for the reminiscing style of children during mother-child conversations. In the current study, reminiscing styles of dyads were aimed to be examined in Turkish cultural context. The third aim of the current study was to examine whether these relationships change as a factor of children's age groups, however, this part of the current study would be exploratory. The final aim of the current study was to investigate elaborativeness relationship of

dyads under the maternal attachment condition, not investigating maternal attachment's direct relation to mother's elaborativeness and indirect relation to child elaborativeness. Maternal attachment was defined as a moderator variable and its continuous values helped to understand the exact value for higher and lower attachment insecurity in terms of anxiety and avoidance dimensions. Owing to this approach, continuous moderator examination might have highlighted the potential reasons for significant relationship between elaborativeness of dyads.

In line with these aims, the hypotheses of the current study are as follows:

As a first hypothesis, it was expected that children who have mothers with high elaborative reminiscing style would demonstrate high elaborativeness during mother-child conversations by the moderator role of lower maternal attachment anxiety. In other words, lower maternal attachment anxiety would support high elaborative reminiscing style of mother-child dyads.

As a second hypothesis, it was expected that children who have mothers with high elaborative reminiscing style would show high elaborativeness during mother-child conversations by the moderator role of high maternal attachment avoidance. It refers to higher maternal attachment avoidance would support high elaborative reminiscing style of mother-child dyads.

Different and overall age ranges would be examined in an exploratory fashion.

## CHAPTER 2

### METHOD

#### 2.1. Participants

The sample of the current study consisted of 288 mother-child dyads (These numbers refer to the participants who were included in the current study after data screening; all details are provided in the data cleaning subsection of the Results section). While the age range of mothers was from 23 to 53 ( $M = 36.17$ ,  $SD = 4.79$ ), their children's age range is between 51–72 months ( $M = 65.31$ ,  $SD = 4.55$ ). 64.93% of participants indicated that they are residents in the metropolians of Turkey (İstanbul, Ankara, İzmir, Bursa, Adana), and 35.06% of participants were from smaller cities. Table 1 displays the cities and the distribution of participants among them. Gender of children was counterbalanced (142 females, 146 males). All participants were from families who were living together or not divorced. In terms of the socioeconomic status (SES) of families, 1% of them reported their perceived SES as 1; 0.3% indicated as 2; 5.6% stated as 3; 12.2% selected 4; 25.3% chose 5, 31.6% stated 6; 18.1% reported 7; 5.6% chose 8, none of them stated 9 and only 0.3% of them selected 10 on the 1 to 10 Likert scale. While 95.8% of fathers are employed, 51.7% of mothers are employed. In terms of education level, 0.7% of mothers are literate, 6.6% of mothers are primary school graduate, 6.3% of them are secondary school graduate, 27.8% of them are high school graduate, 46.2% of them are university graduate, 11.1% of them have a master's degree, 1.4% of them have a doctoral degree. Besides, 5.6% of fathers are primary school graduate, 6.6% of them are secondary school graduate, 24.3% of them are high school graduate, 50% of them are university graduate, 11.5% of them have a master's degree, 2.1% of them have a doctoral degree.

**Table 1** *Frequencies and Percentiles of Cities*

| <b>Cities</b> | <b>Frequency</b> | <b>Percentile</b> |
|---------------|------------------|-------------------|
| Adana         | 8                | 2.8               |
| Ankara        | 103              | 35.8              |
| Antalya       | 10               | 3.5               |
| Aydın         | 4                | 1.4               |
| Balıkesir     | 7                | 2.4               |
| Burdur        | 3                | 1.0               |
| Bursa         | 23               | 8.0               |
| Çanakkale     | 1                | 0.3               |
| Denizli       | 11               | 3.8               |
| Düzce         | 6                | 2.1               |
| Edirne        | 4                | 1.4               |
| İstanbul      | 31               | 10.8              |
| İzmir         | 22               | 7.6               |
| Kahramanmaraş | 1                | 0.3               |
| Kayseri       | 2                | 0.7               |
| Kırklareli    | 4                | 1.4               |
| Kocaeli       | 10               | 3.5               |
| Konya         | 5                | 1.7               |
| Manisa        | 11               | 3.8               |
| Mersin        | 8                | 2.8               |
| Muğla         | 4                | 1.4               |
| Niğde         | 3                | 1.0               |
| Samsun        | 1                | 0.3               |
| Tekirdağ      | 1                | 0.3               |
| Trabzon       | 3                | 1.0               |
| Uşak          | 2                | 0.7               |

## **2.2. Measurements**

### **2.2.1. Demographic Information Form**

Demographic information form consists of age and gender of the target child, residence city, developmental abnormality and chronic disease information, main caregiver information, number of siblings, maternal and paternal age, education levels of parents, employment status of parents, perceived income of the family and child's

experience of kindergarten respectively (see Appendix A). Demographic information forms were filled by the mothers. They indicated whether their children have a developmental abnormality and whether they were diagnosed with a chronic disease by choosing yes/no answers. Furthermore, the highest education level of mothers and fathers were reported among seven options from “literate” to “doctoral degree”. Finally, perceived socioeconomic status was indicated with a 10-point Likert scale.

### **2.2.2. Experiences in Close Relationships-Revised**

The Experiences in Close Relationships-Revised (ECR-R) inventory was developed by Fraley et al. (2000) to measure adult romantic attachment. The Turkish adaptation of ECR-R (YIYE-II) was used in the current study (see Appendix B). The adaptation of ECR-R was made by Selçuk et al. (2005) to assess dimensions of adult romantic attachment. In the present study, the inventory was used to determine maternal attachment anxiety and avoidance. In the inventory, there are two dimensions as anxiety and avoidance and each dimension composed of 18 items. Therefore, there are 36 items in total. While the average of even-numbered items indicates the attachment avoidance score, the average of odd-numbered items states the attachment anxiety score of participants. Moreover, the inventory includes 14 reversed items. The Cronbach Alpha values were .86 and .90 for the anxiety and avoidance dimensions, respectively. Mothers indicated their agreement with each statement on the 5-point Likert scale. While 1 represents “strongly disagree”, 5 refers to “strongly agree”. Higher scores indicate higher insecure attachment in each dimension.

### **2.2.3. Coding Schemes**

In the current study, coding schemes for conversations were used to measure elaborativeness of mothers and their children when they reminisced. The speeches of mothers and children were coded separately. In each, elaborative questions, yes/no questions, context statements, evaluations (both positive and negative) and repetition of elaborative questions, yes/no questions and context statements were coded by hand, according to adapted coding schemes from previous studies (Fivush et al., 1995; Fivush, & Vasudeva, 2002). These coding schemes were also preferred in other studies

that focus on reminiscing styles (Leichtman et al., 2000; Şahin-Acar & Leichtman, 2015). Table 2 indicates details about schemes and conversation examples.

**Table 2** *Coding Schemes*

| <i>Coding Types</i>                         | <i>Description</i>                                                                                                 | <i>Example from Conversations</i>                 |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Elaborative /Memory Questions               | Wh questions in open-ended question format                                                                         | Where did we go?                                  |
| Yes/No Questions                            | Close-ended questions that ask for the agreement or disagreement of the other party in the conversation            | Did you like the zoo?                             |
| Context Statements                          | Sentences give information or explanation about the content of the conversation                                    | There were many animals in the zoo                |
| Evaluations                                 | Sentences indicate agreement (positive evaluations) or disagreement (negative evaluations) of one party to another | Yes, I was so happy<br>No, we did not see snakes. |
| Repetition of Elaborative /Memory Questions | Repeating the same elaborative questions during the conversation                                                   | Where did we go?                                  |
| Repetition of Yes/No Questions              | Repeating the same yes/no questions during the conversation                                                        | Did you like it or not?                           |
| Repetition of Context Statements            | Repeating the same context statements during the conversation                                                      | Many animals were in the zoo.                     |

### 2.3. Procedure

All necessary permissions and ethical approval were obtained from METU Human Subjects Ethics Committee (see Appendix C). In order to reach suitable families, who

meet the participation criteria, undergraduate psychology students who did their summer internship for two months in the Child and Adolescent Development Laboratory at METU were recruited as potential researchers. Four days-long training was designed for the students in order to maintain standard procedure and all interns went through this thorough training. The training composed of four stages that are the introduction of the study and procedure, recruiting families, home visit details and possible problems and solutions. In the first stage, the presentation of the study's general topic and details about the home visit technique as a field experience was made. In the second stage, reaching families was the main content. While direct contact with families refers to the role of acquaintances such as relatives, friends of parents and neighbors, indirect contact includes the role of institutions like kindergartens, preschools and family practice centers. If recruited families were directly related to or acquaintances of one of the researchers, that family was assigned to another researcher in the lab to collect data from in order to minimize any confounding situation. How conversations can be made in both styles was taught with exact instructions. Meeting parents or having a phone conversation with parents were practiced with the role plays. This part includes introducing the researcher, informing parents about the partial aim of the study, the content of home visits with standard instructions, and making an appointment. In the third stage, details of the home visit procedure were covered. For instance, starting home visit with a daily conversation to break the ice, giving information about how shared past event conversations of mother-child dyads would be made in terms of duration and audio-recording, filling out questionnaires and giving debriefing were covered. At the final stage, which potential problems might have happened during home visits and what would be done in those situations were discussed and trainees were provided with hypothetical scenarios. All stages were presented, and role-plays were made with every student to the standardization of the procedure.

After the training, appointments were made, and home visits started. During home visits, the aim of the study was partially explained to mothers to prevent making any deliberate effort in terms of thinking about past events. Also, how the process would continue and which tasks they would perform were explained clearly. Moreover, voluntary participation of mothers, parental approval for children and verbal consent

of children were obtained (see Appendix D). Then, mothers were instructed with the explanation below:

*“In the current study, mother-child interaction is aimed to be examined. Because of that reason we asked you and your child to talk about a past event together. This event must be experienced by both of you, and it should be a one-point-in-time event rather than a daily routine.”*

Mothers were asked to determine two events and write them into the paper with some keywords to remember easily. At the same time, the researcher started the voice recording and then looked at the written events, in order to see whether they are appropriate as a shared past episodic event. If both events are suitable, then mothers chose one of them. When the mother and child began to talk about the event, researcher left the room and came back after 5 minutes to finish the conversation and its recording. After the completion of the conversations, mothers completed demographic information form and Turkish adaptation of ECR-R on Qualtrics.

In the last part of the home visits, mothers received the debriefing form, which includes detailed and full information about the aim of the study (see Appendix E). Finally, the researcher thanked the family and left the house. After the home visits, a booklet which is particularly prepared for the current study to inform parents about 4 to 6-year-old children’s development were sent to parents via e-mails. Home visits lasted around 45 minutes. Conversations were recorded by the Audacity program on the laptop, and in the further process, verbatim transcriptions of the conversations were completed. The recordings and the transcriptions were double-checked, and finally, they are coded according to the coding schemes (Fivush et al., 1995; Fivush, & Vasudeva, 2002).

## **2.4. Coding Details and Data Analyses**

### ***Elaboration Calculations***

While total elaborations were calculated by summing elaborative questions, yes/no questions, context statements and evaluations, total repetitions were calculated by summing repetitions of elaborative questions, yes/no questions and context statements. Moreover, the composite score of elaborativeness was calculated as the ratio of elaborations to the sum of elaborations and repetitions. The composite score of elaborativeness was calculated for both mothers and children separately. All calculations were made in the light of previous studies and autobiographical memory literature.

### ***Words***

The total number of words of mothers and their children were counted in Microsoft Office Word.

### ***Reliability of Codings***

All verbatim transcriptions of conversations were coded by the researcher, and 20% of them also were coded by an independent coder. The inter-coder reliability was obtained as from .91 to .99 for mothers and from .84 to .98 for children.

## CHAPTER 3

### RESULTS

The analyses of the current study were conducted with Statistical Package for Social Sciences (SPSS 26) and the results of the analyses were presented in this section with five subsections. The first subsection referred to data screening. In this section, exclusions, outliers, missing variables were reported, and the controls for normality, linearity and other assumptions were completed. The second subsection included descriptive analyses with necessary descriptive statistics. The third subsection displayed bivariate correlations among variables of the current study. The fourth subsection reported the main analyses of the current study. The moderation analyses were conducted to understand the role of maternal attachment anxiety and avoidance in reminiscing styles of mother-child dyads.

#### 3.1. Data Screening

Preliminary data screening was completed in order to review the data in terms of errors, outliers, missing values and examine whether normality, linearity and regression assumptions were violated. With this aim, at first, data cleaning was made to examine the target sample. In total, 342 home visits were conducted with mother-child dyads. In terms of mother-child reminiscing, 54 dyads were excluded because of different kind of problems. For instance, eleven dyads were excluded because of audio-recording problems, and two dyads that did not meet the participation criterion for the child to be attending to a kindergarten were excluded. Moreover, five dyads that did not indicate necessary demographic information (e.g. child's age), and three dyads that reside abroad (Cyprus, Austria and Germany) were excluded. Three conversations were triadic instead of dyadic structure because of the involvement of siblings or fathers, so these dyads were also excluded from the dataset. Furthermore, the target age range was 4 to 6 in the current study regarding children's development

of language and memory abilities; therefore, nineteen dyads whose children were below or above the 48-72 months range were excluded. Finally, eleven dyads were excluded related to content problems (no specific memory) and exceptional characteristics (maternal or child psychopathology). All in all, 576 participants (288 mothers and 288 children) were examined in terms of their elaborativeness during mother-child conversations.

As a part of the data screening, the minimum and maximum values of variables were controlled in terms of data accuracy, and the values that are below or above the range were not found. Furthermore, data were examined whether the missing values exist. There was no missing value since data were collected on Qualtrics online survey, and answers to questions were arranged with forced option. Therefore, participants could not leave unanswered questions. In addition, elaborativeness of mothers and children was measured by coding technique, and that removed the possibility of missing value for elaborativeness variables.

Dataset was checked for univariate and multivariate outliers by using standardized scores. According to results of univariate outliers, one outlier for maternal avoidance, five outliers for maternal anxiety, twelve outliers for maternal elaborativeness and fourteen outliers for child elaborativeness during mother-child conversation were determined. In addition, two multivariate outliers were detected by the role of Mahalanobis Distance. High number outliers were related to elaborativeness of mothers and children, and this could be explained by individual differences among them. Eliminating outliers could be manipulating the characteristics of the sample, and in autobiographical memory literature in terms of conversational styles, these outliers can be seen as a part of expected variations among conversational styles of individuals rather than errors. Including them helps to represent the characteristics of the sample accurately. Thus, it was decided not to eliminate outliers from the dataset. Even if this decision was conceptualized, the moderation analyses were performed before and after the removal of outliers. No differences in findings were observed; therefore, outliers were not removed from the dataset.

Normality and linearity assumptions were investigated by the Shapiro-Wilk test, skewness and kurtosis values, and histogram, normal Q-Q plots and box plots. According to the Shapiro-Wilk test results, scores of maternal elaborativeness, anxiety, avoidance and child elaborativeness were not normally distributed ( $p < .05$ ). In terms of skewness and kurtosis examination, the standardized values were calculated and checked whether they were in the range of one standard deviation below or above as the procedure of Doane and Seward (2011). Results indicated that the values of all variables were skewed and kurtotic by being out of the range. Finally, histograms, normal Q-Q plots and box plots supported the nonnormality of data with visual characteristics. For instance, visuals of mother and child elaborativeness indicated that data were negatively skewed. All in all, normality and linearity assumptions were not met in the current study. The transformation was conducted for normality; however, data became positively skewed rather than normal distribution. Furthermore, it is common to see the violation of these assumptions in a high sample studies since normality tests are sensitive to sample size. In the literature, it was stated that if the sample size is enough and the study has a good power, violation of these assumptions was not a problem (Hayes, 2018). In the current study, the sample size could be the reason for the violation of the normality assumption; however, the power of the study was high enough; thus, the parametric tests were still conducted.

Homoscedasticity and multicollinearity assumptions were tested for regression analyses. In terms of homoscedasticity, scatterplots of residuals were examined by visualization approach, and the Breusch-Pagan test was conducted. The results indicated heteroscedasticity. However, both maternal and child elaborativeness were the ratio variables. As it has been stated in the literature, ratio variables change the variance (Schuessler, 1974). Because of this reason, it was decided to conduct analyses without to meet homoscedasticity assumption. Furthermore, multicollinearity assumption was met, and variables displayed acceptable correlation between them. Even if the assumption was violated, centering was going to be helping to meet the criteria during moderation analyses.

Finally, to assess the counterbalancing of gender, T-test analyses were conducted, and females and males were not significantly different each other in terms of study variables.

### 3.2. Descriptive Analyses

Descriptive analyses were conducted to assess the characteristics of the sample. Table 3 displays the frequency and percentile information of study variables. In addition, Table 4 indicates the mean, standard deviation, minimum maximum and sample size information of study variables.

**Table 3** *Frequency and Percentile Information of the Study Variables*

| <b>Variables</b>                        | <b>Frequency</b> | <b>Percentile</b> |
|-----------------------------------------|------------------|-------------------|
| <b>Child Gender</b>                     |                  |                   |
| Girl                                    | 142              | 49.3              |
| Boy                                     | 146              | 50.7              |
| <b>Child Developmental Problem</b>      |                  |                   |
| Yes                                     | 3                | 1                 |
| No                                      | 285              | 99                |
| <b>Child Chronic Problem</b>            |                  |                   |
| Yes                                     | 10               | 3.5               |
| No                                      | 278              | 96.5              |
| <b>Main caregiver</b>                   |                  |                   |
| Mother                                  | 248              | 86.1              |
| Mother and Father                       | 29               | 10.1              |
| Father                                  | 5                | 1.4               |
| Grandmother                             | 4                | 1.7               |
| Childminder                             | 2                | 0.7               |
| <b>Maternal Highest Education Level</b> |                  |                   |
| Literate                                | 2                | 0.7               |
| Primary School                          | 19               | 6.6               |
| Secondary School                        | 18               | 6.3               |
| High School                             | 80               | 27.8              |
| University                              | 133              | 46.2              |

**Table 3** (continued)

|                                         |     |      |
|-----------------------------------------|-----|------|
| Master                                  | 32  | 11.1 |
| Doctorate                               | 4   | 1.4  |
| <b>Paternal Highest Education Level</b> |     |      |
| Literate                                | 0   | 0    |
| Primary School                          | 16  | 5.6  |
| Secondary School                        | 19  | 6.6  |
| High School                             | 70  | 24.3 |
| University                              | 144 | 50   |
| Master                                  | 33  | 11.5 |
| Doctorate                               | 6   | 2.1  |
| <b>Maternal Employment</b>              |     |      |
| Employed                                | 149 | 51.7 |
| Unemployed                              | 139 | 48.3 |
| <b>Paternal Employment</b>              |     |      |
| Employed                                | 276 | 95.8 |
| Unemployed                              | 12  | 4.2  |
| <b>Perceived SES</b>                    |     |      |
| 1-2                                     | 4   | 1.3  |
| 3-4                                     | 51  | 17.7 |
| 5-6                                     | 164 | 56.9 |
| 7-8                                     | 68  | 23.6 |
| 9-10                                    | 1   | 0.3  |

**Table 4** Mean, Standard Deviation, Minimum and Maximum Information of the Study Variables ( $N = 288$ )

| <b>Variables</b>              | <b>M</b> | <b>SD</b> | <b>Min</b> | <b>Max</b> |
|-------------------------------|----------|-----------|------------|------------|
| Child Age                     | 65.31    | 4.55      | 51.23      | 72.97      |
| Mother Age                    | 36.17    | 4.79      | 23         | 53         |
| Father Age                    | 39.03    | 5.26      | 28         | 56         |
| Number of Siblings            | .82      | .645      | 0          | 3          |
| Maternal Attachment Avoidance | 2.11     | 0.55      | 1          | 3.94       |
| Maternal Attachment Anxiety   | 2.46     | 0.52      | 1.06       | 4.11       |

**Table 4.** (continued)

|                                    |        |       |     |     |
|------------------------------------|--------|-------|-----|-----|
| <b>Mother Variables</b>            |        |       |     |     |
| Open Ended Questions               | 14.96  | 8.02  | 0   | 62  |
| Yes/No Questions                   | 17.62  | 8.28  | 1   | 38  |
| Context Statements                 | 44.97  | 18.61 | 7   | 100 |
| Positive Evaluations               | 11.73  | 6.39  | 0   | 33  |
| Negative Evaluations               | 1.01   | 1.46  | 0   | 11  |
| Total Evaluations                  | 12.74  | 6.57  | 0   | 34  |
| Repetition of Open-Ended Questions | 1.23   | 1.73  | 0   | 11  |
| Repetition of Yes/No Questions     | .82    | 1.54  | 0   | 13  |
| Repetition of Context Statements   | 2.20   | 2.59  | 0   | 17  |
| Elaborations                       | 90.28  | 28.29 | 14  | 195 |
| Repetitions                        | 4.25   | 3.98  | 0   | 24  |
| Elaborativeness Ratio              | .95    | .04   | .75 | 1   |
| Words                              | 293.60 | 96.81 | 46  | 538 |
| <b>Child Variables</b>             |        |       |     |     |
| Open Ended Questions               | 2.85   | 2.70  | 0   | 21  |
| Yes/No Questions                   | 2.33   | 2.46  | 0   | 16  |
| Context Statements                 | 31.62  | 14.40 | 0   | 72  |
| Positive Evaluations               | 12.11  | 7.26  | 0   | 36  |
| Negative Evaluations               | 2.22   | 2.24  | 0   | 17  |
| Total Evaluations                  | 14.33  | 7.28  | 1   | 37  |
| Repetition of Open-Ended Questions | .15    | .46   | 0   | 3   |
| Repetition of Yes/No Questions     | .05    | .25   | 0   | 2   |
| Repetition of Context Statements   | 1.26   | 2.24  | 0   | 20  |
| Elaborations                       | 51.13  | 19.38 | 2   | 105 |
| Repetitions                        | 1.45   | 2.34  | 0   | 20  |
| Elaborativeness Ratio              | .97    | .035  | .75 | 1   |
| Words                              | 139.66 | 67.14 | 2   | 333 |

### 3.3. Correlations

In order to examine the correlations among study variables, correlation analyses were conducted by SPSS. The results were displayed in Table 5.

As it was reported in the Table 5, there was a significant relationship between the maternal education level and the perceived SES ( $r = .446, p < .01$ ). Moreover, the maternal employment was positively correlated with the mother age ( $r = .170, p < .01$ ), the maternal education level ( $r = .400, p < .01$ ), the perceived SES ( $r = .237, p < .01$ ) and the maternal avoidance ( $r = .137, p < .05$ ). While the maternal education level was positively correlated with the maternal elaborations ( $r = .150, p < .05$ ), maternal elaborativeness ratio ( $r = .228, p < .01$ ) and total number of maternal words ( $r = .203, p < .01$ ), it was negatively correlated with the maternal repetitions ( $r = -.163, p < .01$ ). Similarly, while the maternal education level was positively correlated with the child elaborativeness ratio ( $r = .174, p < .01$ ) and total number of child words ( $r = .120, p < .05$ ), it was negatively correlated with the child repetitions ( $r = -.165, p < .01$ ). The perceived SES was positively correlated with the maternal elaborations ( $r = .123, p < .05$ ), maternal elaborativeness ratio ( $r = .210, p < .01$ ) and total number of maternal words ( $r = .172, p < .05$ ), whereas it was negatively correlated with the maternal anxiety ( $r = -.173, p < .01$ ).

In addition, there was a significant relationship between the maternal avoidance and anxiety ( $r = .456, p < .01$ ). The maternal elaborations were positively correlated with the maternal repetitions ( $r = .243, p < .01$ ) and the child elaborations ( $r = .571, p < .01$ ). Although the maternal repetitions were positively correlated with the child repetitions ( $r = .189, p < .01$ ), they were negatively correlated with the maternal elaborativeness ratio ( $r = -.867, p < .01$ ) and the child elaborativeness ratio ( $r = -.227, p < .01$ ). Furthermore, the maternal elaborativeness ratio was positively correlated with the child elaborativeness ratio ( $r = .226, p < .01$ ).

The child elaborations were positively correlated with the child repetitions ( $r = .274, p < .01$ ) and the maternal elaborativeness ratio ( $r = .211, p < .01$ ). The child repetitions were negatively correlated with the mother elaborativeness ratio ( $r = -.139, p < .05$ ) and the child elaborativeness ratio ( $r = -.917, p < .01$ ).

Total number of maternal words was positively correlated with maternal elaborations ( $r = .925, p < .01$ ) and repetitions ( $r = .295, p < .01$ ), child elaborations ( $r = .447, p < .01$ ), and total number of child words ( $r = .296, p < .01$ ). While total number of child

words was positively correlated with maternal elaborations ( $r = .419, p < .01$ ) and elaborativeness ratio ( $r = .240, p < .01$ ), child elaborations ( $r = .879, p < .01$ ), child repetitions ( $r = .322, p < .01$ ), it was negatively correlated with child elaborativeness ratio ( $r = -.132, p < .05$ ).



**Table 5** *Correlations among Variables*

| Variable Names                  | 1      | 2      | 3      | 4       | 5      | 6    | 7 |
|---------------------------------|--------|--------|--------|---------|--------|------|---|
| 1 Maternal Age                  | 1      |        |        |         |        |      |   |
| 2 Maternal Education Level      | .091   | 1      |        |         |        |      |   |
| 3 Maternal Employment           | .170** | .400** | 1      |         |        |      |   |
| 4 Perceived SES                 | .062   | .446** | .237** | 1       |        |      |   |
| 5 Maternal Attachment Avoidance | .109   | -.016  | .137*  | .003    | 1      |      |   |
| 6 Maternal Attachment Anxiety   | -.013  | -.080  | .077   | -.173** | .456** | 1    |   |
| 7 Maternal Elaborations         | .104   | .150*  | .036   | .123*   | -.045  | .064 | 1 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 5** (continued)

| Variable Names                   | 1     | 2       | 3     | 4      | 5     | 6     | 7      |
|----------------------------------|-------|---------|-------|--------|-------|-------|--------|
| 8 Maternal Repetitions           | -.062 | -.163** | .046  | -.109  | -.010 | -.012 | .243** |
| 9 Maternal Elaborativeness Ratio | .078  | .228**  | -.034 | .210** | -.053 | .001  | .107   |
| 10 Child Elaborations            | .026  | .075    | -.056 | .065   | -.043 | .021  | .571** |
| 11 Child Repetitions             | .002  | -.165** | -.083 | -.098  | .012  | .042  | .106   |
| 12 Child Elaborativeness Ratio   | -.014 | .174**  | .050  | .115   | -.017 | -.058 | .004   |
| 13 Maternal Total Words          | .113  | .203**  | .090  | .172** | -.033 | .039  | .925** |
| 14 Child Total Words             | .091  | .120*   | -.008 | .064   | -.029 | .065  | .419** |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 5** (continued)

|    | Variable Names                 | 8       | 9      | 10     | 11      | 12     | 13     | 14 |
|----|--------------------------------|---------|--------|--------|---------|--------|--------|----|
| 8  | Maternal Repetitions           | 1       |        |        |         |        |        |    |
| 9  | Maternal Elaborativeness Ratio | -.867** | 1      |        |         |        |        |    |
| 10 | Child Elaborations             | -.011   | .211** | 1      |         |        |        |    |
| 11 | Child Repetitions              | .189**  | -.139* | .274** | 1       |        |        |    |
| 12 | Child Elaborativeness Ratio    | -.227** | .226** | -.069  | -.917** | 1      |        |    |
| 13 | Maternal Total Words           | .295**  | .030   | .447** | .037    | .031   | 1      |    |
| 14 | Child Total Words              | -.094   | .240** | .879** | .322**  | -.132* | .296** | 1  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### **3.4. Main Analyses**

As main analyses, moderation analyses were conducted with PROCESS macro in SPSS in order to examine the moderator role of maternal attachment anxiety and avoidance. By the role of PROCESS macro, centered version of the related variables used in the analyses. In addition, when the child gender and SES were controlled in terms of analyses, the results did not change. Therefore, they were not used as control variables to prevent loss of statistical power.

#### **3.4.1. Moderation Analyses for 48-72 Months Children and Their Mothers**

To examine whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment anxiety, moderation analysis was conducted as a part of regression analysis. According to the analysis, the model was significant  $F(3,284) = 6.051, p < .001, R^2 = .060$ . However, the interaction between maternal elaborativeness and maternal attachment anxiety was not statistically significant ( $B = -.120, SE = .093, p = .201, 95\% \text{ CI } [-.304, .064]$ ). Maternal attachment anxiety did not have a significant role in the relationship between maternal and child elaborativeness. While the main effect of maternal attachment anxiety was not significant ( $B = -.004, SE = .003, p = .281, 95\% \text{ CI } [-.011, .003]$ ), the main effect of maternal elaborativeness was significant ( $B = .197, SE = .048, p < .001, 95\% \text{ CI } [.101, .293]$ ). This indicated that while the maternal attachment anxiety did not predict the child elaborativeness, the maternal elaborativeness predicted the child elaborativeness.

To investigate whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment avoidance, moderation analysis was conducted. The results demonstrated that there was a significant result for model  $F(3,284) = 5.472, p = .001, R^2 = .054$ . Similar to maternal attachment anxiety results, there was no significant interaction effect between maternal elaborativeness and maternal attachment avoidance ( $B = -.081, SE = .080, p = .312, 95\% \text{ CI } [-.240, .077]$ ). While the main effect of maternal attachment avoidance was not significant ( $B = -$

.0003,  $SE = .003$ ,  $p = .929$ , 95% CI [-.007, .006]), the main effect of maternal elaborativeness was found to be significant ( $B = .199$ ,  $SE = .049$ ,  $p < .001$ , 95% CI [.102, .296]). This indicated that while maternal attachment avoidance did not predict the child elaborativeness, maternal elaborativeness was related to the child elaborativeness in this model.

In order to investigate the possible relationships, different age groups of children were also examined.

### **3.4.2. Moderation Analyses for Age Groups**

#### **3.4.2.1. 48-60 Months Children and Their Mothers**

To investigate whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment anxiety among 48-60 months children, moderation analysis was conducted. According to results, there was a statistically significant result for the model  $F(3,58) = 2.980$ ,  $p = .038$ ,  $R^2 = .133$ . Furthermore, the significant interaction between maternal elaborativeness and attachment anxiety was obtained ( $B = -.420$ ,  $SE = .190$ ,  $p = .031$ , 95% CI [-.802, -.038]). This indicated that maternal attachment anxiety did function as a moderator of the relationship between maternal elaborativeness and child elaborativeness. The interaction effect was probed by the Johnson Neyman region of significance analysis. According to the analysis, maternal elaborativeness was significantly correlated with child elaborativeness when maternal attachment anxiety was the below of -.042 value, which was the standardized value of maternal attachment anxiety ( $B = .205$ ,  $SE = .102$ ,  $p = .05$ , 95% CI [.000, .410]). However, there was no significant relationship between the maternal elaborativeness and child elaborativeness for maternal attachment anxiety scores that are above -.042. The region of significance, which was below the cutoff point, was determined by the -.042 value as the cut off score. In this region, maternal attachment anxiety significantly predicted the relationship between maternal and child elaborativeness. The results were displayed in Figure 1.

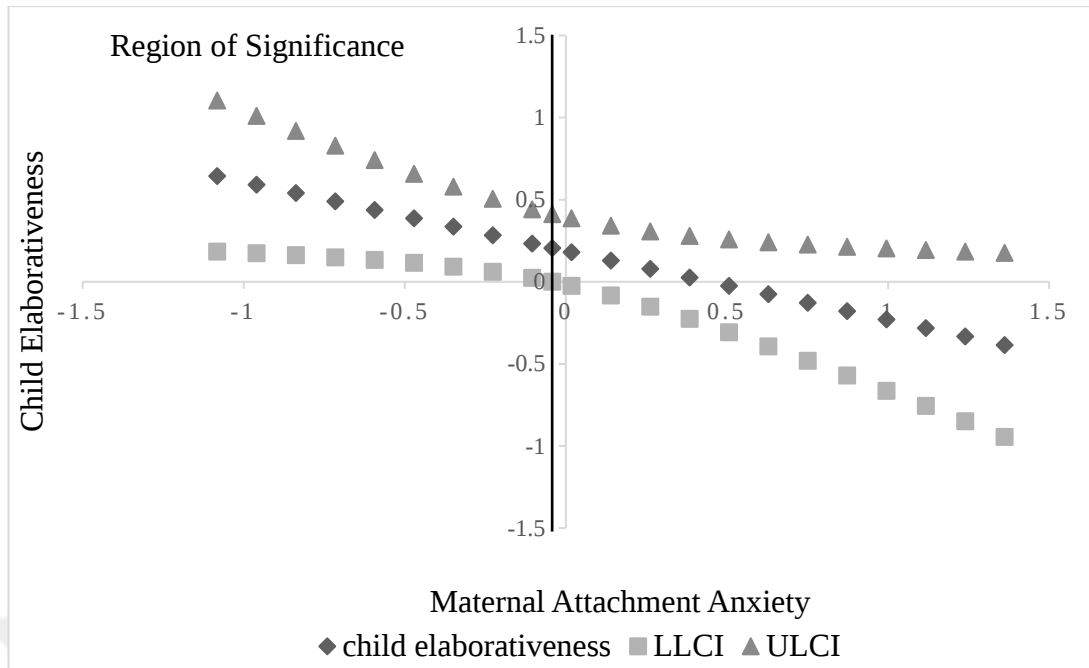


Figure 1. Association between maternal elaborativeness and child elaborativeness was moderated by maternal attachment anxiety.

Although there was a significant interaction effect, main effects of maternal elaborativeness ( $B = .187$ ,  $SE = .102$ ,  $p = .071$ , 95% CI  $[-.017, .392]$ ) and maternal attachment anxiety ( $B = -.006$ ,  $SE = .008$ ,  $p = .428$ , 95% CI  $[-.024, .010]$ ) were not significant in the model.

To examine whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment avoidance among 48-60 months children, moderation analysis was conducted. The results displayed that overall model was not significant  $F(3,58) = 1.357$ ,  $p = .264$ ,  $R^2 = .065$ .

#### 3.4.2.2. 61-72 Months Children and Their Mothers

To investigate whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment anxiety among 5 to 6-year-olds, moderation analysis was conducted. The result demonstrated that there was a significant model  $F(3,222) = 3.889$ ,  $p = .009$ ,  $R^2 = .049$ . The interaction between

maternal elaborativeness and attachment anxiety was not significant ( $B = -.006$ ,  $SE = .110$ ,  $p = .956$ , 95% CI  $[-.223, .211]$ ). This demonstrated that there was no significant interaction between maternal elaborativeness and maternal attachment anxiety with respect to their effect on child elaborativeness. While the main effect of maternal attachment anxiety was not significant ( $B = -.003$ ,  $SE = .004$ ,  $p = .397$ , 95% CI  $[-.012, .004]$ ), maternal elaborativeness significantly predicted child elaborativeness ( $B = .184$ ,  $SE = .056$ ,  $p = .001$ , 95% CI  $[.074, .295]$ ). It indicated that while maternal attachment anxiety was not related to the child elaborativeness, maternal elaborativeness predicted the child elaborativeness.

Finally, to examine whether the relationship between maternal elaborativeness and child elaborativeness was moderated by maternal attachment avoidance among 5 to 6-year-olds, moderation analysis was conducted. The result indicated that the model was significant  $F(3,222) = 3.906$ ,  $p = .009$ ,  $R^2 = .050$ . There was no significant interaction between maternal elaborativeness and attachment avoidance ( $B = -.074$ ,  $SE = .085$ ,  $p = .384$ , 95% CI  $[-.243, .093]$ ). While the main effect of maternal attachment avoidance was not significant ( $B = -.0002$ ,  $SE = .004$ ,  $p = .951$ , 95% CI  $[-.007, .008]$ ), maternal elaborativeness significantly predicted child elaborativeness ( $B = .190$ ,  $SE = .055$ ,  $p < .001$ , 95% CI  $[.079, .300]$ ).

## **CHAPTER 4**

### **DISCUSSION**

The current study aimed to investigate elaborativeness of mothers and children in reminiscing by the moderator role of maternal attachment. The main aim was to understand how attachment of mothers might be related to the reminiscing style of mother-child dyads. With this aim, maternal attachment was evaluated in terms of the mothers' romantic relationship. Within the scope of romantic attachment, anxiety and avoidance dimensions of mothers were studied separately in order to have a thorough understanding in terms of exploring their possible effects. Furthermore, another aim of the current study was to examine whether maternal reminiscing style predicts the reminiscing style of children during mother-child conversations in the Turkish cultural context. With this aim, mothers' and children's speeches were coded, and reminiscing styles of dyads were assessed with elaborativeness ratio calculation, as used in previous studies (Leichtman et al., 2000; Şahin-Acar & Leichtman, 2015). The final aim was to investigate whether child's age group plays a role in the relationship among maternal attachment styles, mothers', and children's elaborativeness in these memory conversations.

The first hypothesis was that lower maternal attachment anxiety would support high elaborative reminiscing style of mother-child dyads, and results demonstrated that maternal attachment anxiety had a moderator role in the relationship between mothers' and children's elaborativeness in 48-60 months age group (4-year-olds). These findings partially supported the first hypothesis. Different findings for the different age groups might have been explained by the role of both children and mothers.

In terms of children's role, memory-related cognitive skills and language skills of children are quite important when their autobiographical memory outcomes and styles

of conversation are examined (Bauer & Larkina, 2019). Especially at the age of 4, several skills are still developing. 4-year-olds generally have competency in terms of grammar and vocabulary, and they can talk about details, such as time and place information related to their past experiences. However, they are still not fully developed in terms of expressing the flow of the event (Aksu-Koç, & Ketrez, 2017). Moreover, interpreting the event from their own perspective, talking about their own ideas and emotions, forming their speech and style of conversation are not fully developed at the age of 4. At this age, during conversations, children answer to mothers' statements and questions briefly with offering limited information, but at the age of 5, they gain mastery of their skills and give more details with different forms. They also learn to recall and talk about a different piece of information related to past events (Aydın, 2017). Development of memory and language skills improve their communication skills and competency. Recalling details of autobiographical memories with the strategy of elaboration is developed (Aydın, 2017). Thus, the age of 5 is critical in terms of necessary cognitive development and gaining competency for autobiographical memory skills of children (Nelson & Fivush, 2004). Among 4-year-olds, while some children can be closer to 5-year-olds in terms of their memory development, some children still need more time and practice to develop their skills. Therefore, the variations among competencies of children are higher at the age of 4 compared to the age of 5 (Nelson & Fivush, 2004). When children are not fully competent, maternal individual differences, such as maternal attachment anxiety, might have played a more important role in terms of reminiscing outcomes. In other words, child competency variations at the age of 4 might have been one of the reasons for different effects of maternal anxiety at this age group in terms of the relationship between elaborativeness of dyads. The reason why anxiety did not have a moderator role at 61-72 months age group, and 48-72 months overall, might have been related that at the age of 5, children gain mastery of their skills, and they might actively participate and show their own elaborativeness and reminiscing styles. Therefore, maternal individual differences like attachment anxiety of mothers might have comparatively lost its effect and importance on elaborativeness of dyads.

In terms of mothers' role, in the literature, higher attachment anxiety was related to more intrusive and over-controlling behaviors (Kunce & Shaver, 1994). Mothers who

are higher in attachment anxiety might interrupt children frequently and give children a narrower space and less active role to participate in memory conversations. Specifically, because of the nature of the reminiscing task, highly anxious mothers might have been triggered in this situation regarding the incompetency of their 4-year-old-children. Since the performance of mothers and their children were evaluated by the professionals, this might have been perceived differently by highly anxious mothers compared to less anxious mothers. Because of such a potential reason, maternal attachment anxiety might have played an effective role, and highly anxious mothers might have led the conversation more actively than it was needed, indeed. Their children had the recipient role independently of their reminiscing style. When the data were eyeballed, in some conversations with highly anxious mothers, the recipient role of children were seen. Furthermore, mothers who were lower in attachment anxiety would neither be triggered nor interrupt the child like the highly anxious mothers. One might argue that, rather than mothers' individual differences, such as attachment style, their deeply seated reminiscing style might have created these dynamics. Therefore, elaborativeness of mothers or children would not be left in the shade by the maternal anxiety and intrusive behaviors of mothers, and lower maternal attachment anxiety would support elaborativeness of mother-child dyads. The reason why anxiety did not have a moderator role at 61-72 months age group, and 48-72 overall, might be because mothers might have relied on child skills more, and the conversation task might not have been triggering for mothers with high and low anxiety. Thus, mothers might not have to led the conversation excessively, and they might have given children more space to participate even if their anxiety was high. Moreover, children might have actively participated in and prevented mothers' interruptions since they were more competent in their skills. Therefore, at the age of 5, maternal anxiety lost its effect, and maternal elaborativeness has still been working to predict children's elaborativeness.

To sum up, because of both incompetencies of children in necessary autobiographical memory and language skills and no interrupting behaviors of less anxious mothers, maternal attachment anxiety might have moderated mothers' and child's elaborativeness in 48-60 months age group. However, in the 5-years-old and the

overall age groups, both children were competent, and mothers might not have been triggered; therefore, attachment anxiety did not have a moderator role.

The second hypothesis proposed that higher maternal attachment avoidance would support high elaborative reminiscing style of mother-child dyads. The results indicated that maternal attachment avoidance did not moderate the relationship between mothers' and children's elaborativeness, and the hypothesis was not confirmed. While the findings of the current study were similar to the results of Lawson et al. (2018), they did not support the findings of Şahin-Acar et al. (2019), as previously discussed in the introduction section. The difference in findings might be discussed by the change in the function of attachment avoidance in within-culture differences. Sümer and Kağıtçıbaşı (2010) interpreted the cultural framework for maternal attachment in Turkish cultural context. They stated while maternal attachment anxiety was interpreted as caring behaviors of mothers, maternal attachment avoidance was related to rejective attitudes of mothers in Turkey as a collectivistic culture. However, Turkish culture includes within-cultural differences, and Imamoğlu and Imamoğlu (2010) presented that within-culture differences can be seen with characteristics of individuals, such as individuation and relatedness. Some mothers in collectivist cultures might be as individuated as mothers in individualistic cultures (Imamoğlu & Imamoğlu, 2010). In the study of Şahin-Acar and Leichtman (2015), maternal individuation was related to within-culture differences such as higher SES and education levels of mothers. They also stated maternal individuation was associated with mothers' elaborativeness. When maternal attachment avoidance was examined within the scope of this framework, it should have been reinterpreted according to within-culture differences in Turkey. In the study of Şahin-Acar et al. (2019), maternal attachment avoidance was associated with higher elaborations of mothers by functioning as maternal independence, higher autonomy and individuation. However, that study included a sample that came from upper-middle SES, metropolitans of Turkey with high maternal education level by being close to individualistic culture characteristics in terms of within-culture differences in Turkey.

In the current study, maternal attachment avoidance was examined with more representative Turkish sample, which indicated higher variance in SES levels,

education levels of mothers and different cities as metropolitans and smaller cities. The nonsignificant role of maternal attachment avoidance in the current study might have been discussed by the difference in the conceptualization of maternal attachment avoidance among within-culture differences. Maternal attachment avoidance functioned as individuation and autonomy of mothers in upper-middle SES; yet, it might not have been constructed in that way, and it might not have been related to maternal individuation and autonomy in comparatively lower SES or lower education levels of mothers. For the current study, being more representative in terms of sample characteristics and cities that data were collected from was an opportunity to investigate how maternal attachment avoidance was constructed and understand its overall effect in Turkish cultural context.

Finally, within the framework of our hypotheses, it was shown that maternal elaborativeness predicted child elaborativeness in 48-72 months and 61-72 months age groups, but not in 48-60 months age group. Within the scope of related literature, overall results can be interpreted as they created a similar path with the same line of previous research studies (Newcombe & Reese, 2004; Şahin-Acar & Leichtman, 2015; Leichtman et al., 2019). In other words, the current study provided support for the predictive value of mothers' elaborativeness for child elaborativeness from 4 to 6 ages. However, different results for 48-60 months age group might have been explained by the role of the development of children in terms of gaining competency in memory and language skills, as it was stated before.

These findings also offered a replication for previous studies in the autobiographical memory development literature.

#### **4.1. Contributions of the Current Study**

The current study contributed to the literature in a number of ways. At first, the predictive value of maternal elaborativeness for child elaborativeness replicated the previous findings in the related literature. Second, examining insecure attachment in separate dimensions as anxiety and avoidance and autobiographical memory outcomes together helped to fill the gap in autobiographical memory literature in terms of

mother-child reminiscing. Third, the current study offered a thorough investigation in terms of how relationships change as a factor of child's age (with an exploratory aim), and its effects on child elaborativeness and maternal attachment anxiety were observed. As another strength, the sample size of the current study was very high compared to previous studies in the mother-child reminiscing literature. Including high number of mother-child dyads was an advantage to observe relationships among study variables and generalizability of the findings. Furthermore, the current study was important since it included not only self-report of mothers for attachment, but also qualitative data were quantified for elaborativeness of dyads. In other words, the current study consisted of multiple types of data, both quantitative and qualitative, and this offered a methodological strength. Moreover, home visits could be evaluated as one of the strengths in terms of understanding the naturalistic environment for dyads, thus providing a higher ecological validity. As another strength, in the current study, dyads talked about their daily past experiences rather than emotionally charged events with strong negative emotions of dyads. This helped to understand how attachment might have played a role in the autobiographical memory literature in terms of more general reminiscing context rather than only stressful and severe negative events.

#### **4.2. Limitations and Suggestions for Future Research**

One of the limitations of the current study could be that multiple researchers completed home visits because of the summer internship program. There might have been a number of factors, such as researchers' approach, gender, and alike, which might had an effect on these findings. However, it is important to highlight that, we implemented a very standardized and strict procedure, and trained all researchers in the field thoroughly. All researchers who collected data for the current study have participated in four days-long intensive training, which focused on not only home visits, but also recruitment meetings. Furthermore, participants were recruited from multiple cities and different SES levels. Therefore, mothers' and children's reminiscing styles and attachment styles were examined with a representative sample in the Turkish cultural context, which might have functioned both as a limitation, yet as a strength for representative sample characteristics. Another limitation of the current study could be including only maternal attachment style. In the literature, maternal attachment was seen to be related to the child attachment, as well (Kelly, 2015; 2017). Therefore, when

the relationships of reminiscing styles and attachment styles were examined, not only maternal attachment but also children's attachment might have played a role in those relationships. Future research should examine child attachment and investigate whether children's attachment style would cause a change among these relationships among study variables. Since similar to mother related individual differences, child-related individual differences might also affect the relationship between mothers' and children's reminiscing style, and future research should also examine the role of children's individual characteristics in memory conversations.

In addition, there is a need for replications of the current study since there have been a few studies that examined autobiographical memory skills and attachment of mothers and children in reminiscing. Findings in previous literature examining attachment, and memory development, were not consistent in the literature. These inconsistent findings might have been due to a number of individual characteristics of the participants in the previous studies, such as SES level or children's age groups, as indicated before. Future research should also focus on other potential individual differences that might be related to both attachment and elaborativeness of dyads. Finally, exploratory findings related to age differences were critical in the current study to understand relationships between attachment styles and reminiscing styles. The findings should be replicated, and different age groups should be investigated in future research. Finally, future research should also focus on emotions in memory conversations. For instance, in the study of McDonnell et al. (2016), elaborativeness was divided in two aspects as structural and emotional elaborativeness, and emotional elaborativeness of insecurely attached mothers was related to less child specificity in memory conversations in stressful events. According to literature, in terms of negative emotions and stressful events, mothers activated their attachment systems more quickly (Bowlby, 1980) and they needed to regulate themselves by the role of attachment related strategies. That might have been related to negative effects of mothers' attachment insecurity on emotional reminiscing of dyads. Therefore, future research should examine the both emotional elaborativeness and emotionally charged events to understand the role of attachment and different relationships in autobiographical memory literature.

### **4.3. Conclusions**

The current study aimed to investigate the mothers' and children's elaborativeness during their shared past event conversations, by the moderator role of maternal attachment in Turkish cultural context. The findings indicated the importance of children's age group when the relationships among maternal attachment styles, mothers', and children's elaborativeness in memory conversations were examined. While, in 4-year-olds, maternal attachment anxiety had a moderator role in the relationship between mothers' and children's elaborativeness, in the 5-years-olds and the overall age group, maternal attachment anxiety did not moderate the relationship between elaborativeness of dyads. These findings were discussed related to both development of children's autobiographical memory and language skills and mothers' interrupting behaviors as a part of their high anxiety. Another finding indicated that maternal attachment avoidance did not moderate the relationship between mothers' and children's elaborativeness in all age groups, and it was discussed in terms of conceptualization of attachment avoidance in Turkish culture. Finally, the current study provided support for the predictive value of mothers' elaborativeness for child elaborativeness from 4 to 6 ages, and it replicated the findings of previous studies in the autobiographical memory development literature. Future research should try to replicate these findings. Further studies should also examine the role of individual characteristics of mothers and children in memory conversations by taking into consideration different age groups of children and different SES levels of families.

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## APPENDICES

### A. DEMOGRAPHIC INFORMATION FORM / DEMOGRAFİK BİLGİ FORMU

1. Lütfen öncelikle araştırmacının size verdiği katılımcı numarasını yazınız:
2. Size çalışma sonunda çocuğunuzun gelişimi ile ilgili bir broşür gönderebilmemiz için, lütfen aktif olarak kullandığınız bir e-posta adresi yazınız:
3. Bu çalışmaya birlikte katıldığınız çocuğunuzun doğum tarihi ve cinsiyeti:
4. Şu anda yaşadığınız il ve ilçe:
5. Çocuğunuzun bedensel, görme, işitme yetersizliği ya da gelişim geriliği gibi tanısı var mı?  
Evet () Hayır ()
6. Çocuğun herhangi bir süreğen (kronik) hastalığı var mı?  
Evet () Hayır ()
7. Çocuğunuzun bakımını birincil olarak kim üstlenmektedir?
8. Evdeki çocuk sayısı ve cinsiyetleri:
9. Annenin doğum tarihi:
10. Babanın doğum tarihi:
11. Annenin en son bitirdiği okul:  
Okur yazar () İlk okul () Orta okul () Lise () Üniversite () Yüksek Lisans () Doktora ()
12. Babanın en son bitirdiği okul:  
Okur yazar () İlk okul () Orta okul () Lise () Üniversite () Yüksek Lisans () Doktora ()
13. Annenin çalışma durumu:  
Çalışıyor () Çalışmıyor ()

14. Babanın çalışma durumu:

Çalışıyor () Çalışmıyor ()

15. İinde yaşadığınız topluma kıyasla, kendi gelir seviyenizi nerede görüyorsunuz?

1 2 3 4 5 6 7 8 9 10  
En düşük En yüksek

16. Çocuğunuz ne kadar zamandır kreşe gidiyor? (Ay ve yıl cinsinden yazınız):



## B. TURKISH ADAPTATION OF ECR-R / YIYE-II

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

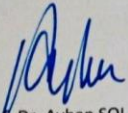
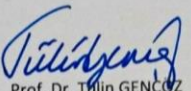
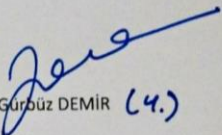
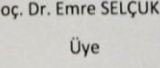
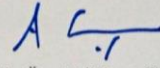
1-----2-----3-----4-----5  
Kesinlikle Ne Katılıyorum Kesinlikle  
Katılmıyorum Ne Katılmıyorum Katılıyorum

|    |                                                                                                                  |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. | Birlikte olduğum kişinin sevgisini kaybetmekten korkarım.                                                        | 1 | 2 | 3 | 4 | 5 |
| 2. | Gerçekte ne hissettiğimi birlikte olduğum kişiye göstermemeyi tercih ederim.                                     | 1 | 2 | 3 | 4 | 5 |
| 3. | Sıklıkla, birlikte olduğum kişinin artık benimle olmak istemeyeceği korkusuna kapılırım.                         | 1 | 2 | 3 | 4 | 5 |
| 4. | Özel duygu ve düşüncelerimi birlikte olduğum kişiyle paylaşmak konusunda kendimi rahat hissederim.               | 1 | 2 | 3 | 4 | 5 |
| 5. | Sıklıkla, birlikte olduğum kişinin beni gerçekten sevmediği kaygısına kapılırım.                                 | 1 | 2 | 3 | 4 | 5 |
| 6. | Romantik ilişkide olduğum kişilere güvenip inanmak konusunda kendimi rahat bırakmakta zorlanırım.                | 1 | 2 | 3 | 4 | 5 |
| 7. | Romantik ilişkide olduğum kişilerin beni, benim onları önemsemediğim kadar önemsemeyeceklerinden endişe duyarım. | 1 | 2 | 3 | 4 | 5 |
| 8. | Romantik ilişkide olduğum kişilere yakın olma konusunda çok rahatımdır.                                          | 1 | 2 | 3 | 4 | 5 |

|     |                                                                                                                            |   |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 9.  | Sıklıkla, birlikte olduğum kişinin bana duyduğu hislerin benim ona duyduğum hisler kadar güçlü olmasını isterim.           | 1 | 2 | 3 | 4 | 5 |
| 10. | Romantik ilişkide olduğum kişilere açılma konusunda kendimi rahat hissetmem.                                               | 1 | 2 | 3 | 4 | 5 |
| 11. | İlişkilerimi kafama çok takarım.                                                                                           | 1 | 2 | 3 | 4 | 5 |
| 12. | Romantik ilişkide olduğum kişilere fazla yakın olmamayı tercih ederim.                                                     | 1 | 2 | 3 | 4 | 5 |
| 13. | Benden uzakta olduğunda, birlikte olduğum kişinin başka birine ilgi duyabileceği korkusuna kapılırım.                      | 1 | 2 | 3 | 4 | 5 |
| 14. | Romantik ilişkide olduğum kişi benimle çok yakın olmak istediğinde rahatsızlık duyarım.                                    | 1 | 2 | 3 | 4 | 5 |
| 15. | Romantik ilişkide olduğum kişilere duygularımı gösterdiğimde, onların benim için aynı şeyleri hissetmeyeceğinden korkarım. | 1 | 2 | 3 | 4 | 5 |
| 16. | Birlikte olduğum kişiyle kolayca yakınlaşabilirim.                                                                         | 1 | 2 | 3 | 4 | 5 |
| 17. | Birlikte olduğum kişinin beni terk edeceğinden pek endişe duymam.                                                          | 1 | 2 | 3 | 4 | 5 |
| 18. | Birlikte olduğum kişiyle yakınlaşmak bana zor gelmez.                                                                      | 1 | 2 | 3 | 4 | 5 |
| 19. | Romantik ilişkide olduğum kişi kendimden şüphe etmeme neden olur.                                                          | 1 | 2 | 3 | 4 | 5 |
| 20. | Genellikle, birlikte olduğum kişiyle sorunlarımı ve kaygılarımı tartışırım.                                                | 1 | 2 | 3 | 4 | 5 |
| 21. | Terk edilmekten pek korkmam.                                                                                               | 1 | 2 | 3 | 4 | 5 |
| 22. | Zor zamanlarımda, romantik ilişkide olduğum kişiden yardım istemek bana iyi gelir.                                         | 1 | 2 | 3 | 4 | 5 |
| 23. | Birlikte olduğum kişinin, bana benim istediğim kadar yakınlaşmak istemediğini düşünürüm.                                   | 1 | 2 | 3 | 4 | 5 |
| 24. | Birlikte olduğum kişiye hemen hemen her şeyi anlatırım.                                                                    | 1 | 2 | 3 | 4 | 5 |

|     |                                                                                                          |   |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 25. | Romantik ilişkide olduğum kişiler bazen bana olan duygularını sebepsiz yere değiştirirler.               | 1 | 2 | 3 | 4 | 5 |
| 26. | Başımdan geçenleri birlikte olduğum kişiyle konuşurum.                                                   | 1 | 2 | 3 | 4 | 5 |
| 27. | Çok yakın olma arzum bazen insanları korkutup uzaklaştırır.                                              | 1 | 2 | 3 | 4 | 5 |
| 28. | Birlikte olduğum kişiler benimle çok yakınlaştığında gergin hissederim.                                  | 1 | 2 | 3 | 4 | 5 |
| 29. | Romantik ilişkide olduğum bir kişi beni yakından tanıdıkça, “gerçek ben”den hoşlanmayacağından korkarım. | 1 | 2 | 3 | 4 | 5 |
| 30. | Romantik ilişkide olduğum kişilere güvenip inanma konusunda rahatımdır.                                  | 1 | 2 | 3 | 4 | 5 |
| 31. | Birlikte olduğum kişiden ihtiyaç duyduğum şefkat ve desteği görememek beni öfkeliendirir.                | 1 | 2 | 3 | 4 | 5 |
| 32. | Romantik ilişkide olduğum kişiye güvenip inanmak benim için kolaydır.                                    | 1 | 2 | 3 | 4 | 5 |
| 33. | Başka insanlara denk olamamaktan endişe duyarım                                                          | 1 | 2 | 3 | 4 | 5 |
| 34. | Birlikte olduğum kişiye şefkat göstermek benim için kolaydır.                                            | 1 | 2 | 3 | 4 | 5 |
| 35. | Birlikte olduğum kişi beni sadece kızgın olduğumda önemser.                                              | 1 | 2 | 3 | 4 | 5 |
| 36. | Birlikte olduğum kişi beni ve ihtiyaçlarımı gerçekten anlar.                                             | 1 | 2 | 3 | 4 | 5 |

**C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE /  
ODTÜ İNSAN ARAŞTIRMALARI ETİK KURULU ONAYI**

|                                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>UYGULAMALI ETİK ARAŞTIRMA MERKEZİ</b><br/><b>APPLIED ETHICS RESEARCH CENTER</b></p> <p>DÜMLÜPINAR BULVARI 06800<br/>ÇANKAYA ANKARA/TURKEY<br/>T: +90 312 210 22 91<br/>F: +90 312 210 79 59<br/>ueam@metu.edu.tr<br/>www.ueam.metu.edu.tr</p>                   | <p> <b>ORTA DOĞU TEKNİK ÜNİVERSİTESİ</b><br/><b>MIDDLE EAST TECHNICAL UNIVERSITY</b></p> |
| <p>Sayı: 28620816 / <b>94</b></p>                                                                                                                                                                                                                                     |                                                                                                                                                                           |
| <p>06 MART 2019</p>                                                                                                                                                                                                                                                   |                                                                                                                                                                           |
| <p>Konu: Değerlendirme Sonucu</p>                                                                                                                                                                                                                                     |                                                                                                                                                                           |
| <p>Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)</p>                                                                                                                                                                                                          |                                                                                                                                                                           |
| <p>İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu</p>                                                                                                                                                                                                                |                                                                                                                                                                           |
| <p>Sayın Dr. Öğretim Üyesi Başak Şahin ACAR</p>                                                                                                                                                                                                                       |                                                                                                                                                                           |
| <p><b>"Annenin Benlik Kurgusu, Bağlanma Stili ve Duyarlılığının Anne-Çocuk İletişimi Üzerindeki Etkileri"</b><br/>başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve <b>85-ODTÜ-2019</b><br/>protokol numarası ile onaylanmıştır.</p> |                                                                                                                                                                           |
| <p>Saygılarımızla bilgilerinize sunarız.</p>                                                                                                                                                                                                                          |                                                                                                                                                                           |
| <p><br/>Prof. Dr. Ayhan SOL<br/>Üye</p>                                                                                                                                            | <p><br/>Prof. Dr. Tülin GENÇOZ<br/>Başkan</p>                                          |
| <p><br/>Prof. Dr. Yaşar KONDAKCI<br/>Üye</p>                                                                                                                                       | <p><br/>Prof. Dr. Ayhan Gürbüz DEMİR (4.)<br/>Üye</p>                                |
| <p><br/>Doç. Dr. Pınar KAYGAN<br/>Üye</p>                                                                                                                                          | <p><br/>Doç. Dr. Emre SELÇUK<br/>Üye</p>                                              |
| <p><br/>Dr. Öğr. Üyesi Ali Emre TURGUT<br/>Üye</p>                                                                                                                                |                                                                                                                                                                           |

## **D. INFORMED CONSENT AND PARENTAL APPROVAL FORM / VELİ**

### **KATILIM VE ONAY FORMU**

Değerli Katılımcı,

Bu araştırma, Dr. Öğretim Üyesi Başak Şahin-Acar danışmanlığında, ODTÜ Psikoloji Bölümü Gelişim Psikolojisi Yüksek Lisans Programı öğrencisi Psk. Aysu Alkış tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

#### **Çalışmanın Amacı Nedir?**

Araştırmanın amacı, anne-çocuk çiftlerinin geçmiş olaylar hakkındaki konuşmalarını incelemektir.

#### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, sizden çocuğunuzla birlikte sizin tarafınızdan belirlenen ve hem sizin hem de çocuğunuzun deneyimlediği geçmiş bir olay hakkında yaklaşık 5 dakika boyunca konuşmanız istenecektir. Ek olarak, sizden çalışma kapsamında bazı ölçekleri doldurmanız istenecektir.

#### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılımınız tamamen gönüllülük esasına dayalıdır. Çalışma kapsamında sizin veya çocuğunuzun kimliğine dair herhangi bir bilgi talep edilmeyecektir. Yaptığınız konuşmalar tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Bütün katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve yalnızca bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

#### **Katılımınızla ilgili bilmeniz gerekenler:**

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmadan çekilme hakkına sahipsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan ayrılmak istediğinizi söylemeniz yeterli olacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psk. Aysu Alkış (aysu.alkis@metu.edu.tr) ile iletişime geçebilirsiniz.

Lütfen uygun bulduğunuz seçeneği yuvarlak içine alınız.

Bu araştırmaya gönüllü olarak **katılıyorum/ katılmıyorum** ve çocuğum .....’nın da katılımcı olmasına izin **veriyorum/ vermiyorum**. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi biliyorum ve verdiğim bilgilerin bilimsel amaçlı olarak kullanılmasını kabul ediyorum.

Anne Adı-Soyadı..... İmza

.....

Tarih.....

## E. DEBRIEFING FORM / KATILIM SONRASI BİLGİ FORMU



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

Bu araştırma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü öğretim üyelerinden Dr. Başak Şahin-Acar danışmanlığında, Psk. Aysu Alkış tarafından yürütülmektedir. Katıldığınız çalışmanın amacı anne-çocuk çiftlerinin geçmişe yönelik konuşmalarının incelenmesidir.

Bu amaca ilişkin olarak, ilgili alanyazında da bahsedildiği gibi, annesi detaycı konuşma stiline sahip olan çocukların, ortak anı konuşmasında detaycı konuşma stili göstermesi beklenmektedir.

Katılımcıların araştırmanın hipotezlerini fark etmesi verecekleri tepkileri etkileyebileceğinden, araştırmanın amacı çalışma tamamlanana kadar kısmen gizlenmiştir. Bu çalışmadan elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Araştırmanın sonuçlarını öğrenmek veya araştırmaya dair daha fazla bilgi almak isterseniz belirtilen e-posta adreslerinden Psk. Aysu Alkış (aysu.alkis@metu.edu.tr) ile iletişime geçebilirsiniz.

## F. TURKISH SUMMARY / TRKE ZET

Otobiyografik bellek, kiřisel gemiř yařantıların baėlamsal detaylar, duygusal yanıtlar ve dřnceler aısından hatırlanması řeklinde adlandırılır (Lewis, 1999; Fivush, 2012). Sadece hatırlamak deėil, ayrıca kiřisel yařam deneyimlerini benlik erevesinde yorumlamak otobiyografik bellek sisteminin kendine has zelliklerinden biridir (Conway et al., 2004; Bauer et al., 2011). Bir diėer deyiřle, otobiyografik bellek gemiřten geleceėe kiřisel yařam deneyimleri olarak adlandırılan pek ok olayın benlik rolyle baėlanmasına yardımcı olur. Ayrıca, olayların oluř řeklini ve hatırlayıcı tarafından nasıl algılanıp hatırlandıklarını da kendi ierisinde barındırır (Conway & Pleydell-Pearce, 2000). Hatırlamanın yanı sıra yařantıları yeniden dzenler ve bunların diėer kiřilere bir tarz ile anlatılmasını saėlar (Nelson, 1993). Kiřinin anlattıkları onun kendi hikayesi haline gelir (Fivush, 2010). Byle bir hikye oluřturmak iin, otobiyografik bellek geliřimi bir temel oluřturur. Otobiyografik bellek geliřimi, dil becerilerindeki geliřmeler, benlik algısı alanındaki geliřmeler ve sosyal etkileřimler ile iliřkilidir (Nelson & Fivush, 2004). Bu kapsamda, okul ncesi dnem olduka nemlidir nk ocuklar neler hatırlanmalıdır hangi paralar hakkında konuřulmalıdır ve hangi stil ile gemiřleri hakkında bařkaları ile konuřabilirler sorularının yanıtlarını bu dnemdeki sosyal etkileřimleri aracılıėıyla ėrenirler. ocuklar bu anlayıřı ebeveynlerinden, zellikle kendilerine ana bakımı verenler olarak annelerinden kazanırlar (Fivush & Haden, 2003). Anı konuřmaları sırasında, anneler ocuklarına ynlendirici destekler sunarlar ve kiřisel hikayeleri oluřturmaya ynelik bir stil ėretirler (Fivush, 2018).

Bununla beraber, anneler arasındaki birtakım farklılıklar, hatırlama ve anı konuřmaları aısından ocukların otobiyografik bellek becerileri ile iliřkilidir. En temel farklılık ise annelerin anı konuřma tarzlarında grlr. Bu kavram annelerin gemiř yařantıları hakkında nasıl konuřtukları, hangi detayları sundukları, kendi bakıř aılarını nasıl ykledikleri ve ocuklarını konuřmaya katkıda bulunmaları iin nasıl motive ettikleri ile ilgilidir (Reese & Brown, 2000). Alanyazın alıřmalarına gre, annelerin yksek

ve düşük detaylandırmaları açısından tanımlanan iki anı konuşma tarzları vardır. Bu tarzlar annelerin anı konuşmaları sırasında sağladıkları detaylandırmalar ve yönlendirici destekler kapsamı esas alınarak oluşturulmuştur (Fivush & Fromhoff, 1988). Yüksek detaylandırıcı anı konuşma tarzına sahip olan annelerin daha fazla ve çeşitli sorular sordukları, yüksek sayıda anı ile ilişkili ifadeler kullandıkları, sıklıkla değerlendirme yaptıkları ve bu annelerin çocuklarının anı konuşmaları sırasında daha aktif rol aldıkları görülmüştür (Reese & Fivush, 1993; McDonnell et al., 2016; Fivush, 2013). Öte yandan, düşük detaylandırıcı anı konuşma tarzına sahip olan annelerin daha kısıtlı ve az çeşitlilikte sorular sordukları, sıklıkla tekrar yaptıkları, konuşma içeriklerinin daha sınırlı ve az detay içerdiği görülmüştür (Harley & Reese, 1999; Wareham & Salmon, 2006; Jobson et al., 2018).

Pek çok çalışma annelerin yüksek detaylandırıcı anı konuşma tarzını çocukların yüksek sayıda kullandıkları detaylandırmalar, eşzamanlılık ve özgüllük gibi olumlu bellek gelişimi çıktıları ile ilişkili bulmuştur (Newcombe & Reese, 2004; Wang, 2007; Waters et al., 2019). Başka bir ifadeyle, çocukların anı konuşma tarzları annelerin anı konuşma tarzları tarafından etkilenmiştir. Bu çocuklar daha fazla detay sağlayarak sıklıkla açık uçlu soru ve anı ile ilişkili ifadeler kullanmışlardır; kendi düşünce ve duygularını tutarlı ve uzun konuşmalar ile ifade etmişlerdir (Fivush, 2013). Yakın tarihli bir meta-analiz çalışmasında, farklı yaş gruplarındaki çocuklar ile hem boylamsal hem de kesitsel desen içeren 31 çalışma incelenerek annelerin yüksek detaylandırıcı anı konuşma tarzının çocukların yüksek detaylandırıcı anı konuşma tarzını yordayıcılığı desteklenmiştir (Wu & Jobson, 2019).

Annenin anı konuşma tarzının yanı sıra, annelerin diğer özellikleri de alanyazında araştırılmaktadır. Bu kapsamda, anneler arası çeşitlilikleri oluşturan bir diğer bireysel farklılık olarak anne bağlanmasının rolü çalışılmıştır. İlgili alanyazında, annelerin ve çocukların güvenli bağlanması daha detaylı geçmiş yaşantı konuşmaları ile ilişkili bulunmuştur (Kelly, 2015; Laible, 2011; Coppola et al., 2014). Güvenli bağlanma ile ilgili araştırmalara kıyasla, annelerin güvensiz bağlanması kapsamlı bir şekilde çalışılmamıştır. Bildiğimiz kadarıyla sadece birkaç çalışma, anne bağlanma kaygısı ve anne-çocuk anı konuşmaları arasındaki ilişki hakkında çalışmıştır. Bu çalışmalardan bir tanesi annelerin yüksek bağlanma kaygısının annelerin yüksek sayıda

detaylandırma kullanmalarını yordadığını gösterirken (Fivush & Sales, 2006), bir diğer çalışma annelerin yüksek bağlanma kaygısını, çocukların yüksek detaylandırmaları ile olumsuz yönde ilişkili bulmuştur (Lawson et al., 2018). Ayrıca, sadece bir çalışma, Türk annelerin ve onların kreşe giden çocuklarının ortak yaşanmayan anı konuşmalarında, anne bağlanma kaçınmasının annelerin yüksek sayıda detaylandırmaları ile ilişkili olduğunu bulmuştur (Şahin-Acar et al., 2019). Özetle, otobiyografik bellek alanyazınında, anne-çocuk ikililerinin güvensiz bağlanma stilleri açısından inceleyen çalışmalar oldukça kısıtlıdır ve tutarsız bulgular elde edilmiştir. Bu nedenle, annelerin bağlanma kaygısı ve kaçınmasının çocukların otobiyografik bellek becerileri ve ikililerin anı konuşma stilleri üzerindeki olası etkisinin araştırılmasına ve anlaşılmasına yönelik açık bir ihtiyaç bulunmaktadır.

Bu ihtiyaçla uyumlu olarak, mevcut çalışmanın ilk amacı annelerin ve çocukların anı konuşma tarzlarını annelerin romantik bağlanma stilleri aracılığı ile incelemektir. Bunu yaparken, annelerin bağlanma kaygı ve kaçınması bütünleşik bir güvensiz bağlanma terimi yerine ayrı ayrı incelenmiştir. Anne bağlanmasının anne-çocuk anı konuşmalarındaki rolünün, ikililerin detaylandırıcılık oranları şeklinde araştırılması da alanyazına katkı sağlamıştır. Mevcut çalışmanın ikinci amacı ise anne-çocuk konuşmalarındaki anne anı konuşma tarzının çocuk anı konuşma tarzını yordayıcılık özelliğini incelemektir. İkililerin anı konuşma stilleri Türk kültürel bağlamında araştırılmıştır. Mevcut çalışmanın bir diğer amacı ise bu ilişkilerin çocukların yaş gruplarına bağlı olarak değişip değişmediğinin araştırılmasıdır. Çalışmanın bu bölümü keşif amacıyla yapılmıştır.

Bu amaçlar doğrultusunda, mevcut çalışmanın hipotezleri aşağıda belirtildiği gibidir: İlk hipotez olarak, annesi yüksek detaylandırıcı konuşma stiline sahip olan çocukların, annenin romantik partneri ile olan düşük kaygılı bağlanmasının düzenleyici rolü ile, anneleriyle yaptıkları anı konuşması sırasında yüksek detaylandırıcılık göstermeleri beklenmiştir.

İkinci hipotez olarak ise, annesi yüksek detaylandırıcı konuşma stiline sahip olan çocukların, annenin romantik partneri ile olan yüksek kaçınmacı bağlanmasının

düzenleyici rolü ile, anneleriyle yaptıkları anı konuşması sırasında yüksek detaylandırıcılık göstermeleri beklenmiştir.

Farklı yaş grupları ve genel yaş aralığı keşif amacıyla incelenmiştir.

Mevcut çalışmaya 288 anne-çocuk ikilisi katılmıştır. Annelerin yaş aralığı 23 ve 53 şeklinde gözlenirken ( $M = 36.17$ ,  $SD = 4.79$ ), çocukların yaş aralığı 51-72 ay arasındadır ( $M = 65.31$ ,  $SD = 4.55$ ). Katılımcıların %65'i Türkiye'nin büyük şehirlerinde ikamet ettiklerini belirtirken, %35'i görece daha küçük şehirlerde ikamet etmektedir. Çocukların cinsiyeti açısından karşı dengeleme yapılmıştır (142 kız, 146 oğlan). Tüm katılımcılar ebeveynlerin boşanmadığı ve birlikte yaşadığı ailelerden oluşurken, tüm çocuklar okul öncesi eğitimi alan çocuklardır. Sosyoekonomik statü açısından yapılan değerlendirme sonucu, ailelerin büyük oranda orta gelir seviyesinde yer aldığı ve bunu, sırasıyla yüksek ve düşük grupların izlediği görülmüştür. Babaların yaklaşık %96'sının, annelerin ise yaklaşık %52'sinin çalışan oldukları belirtilmiştir. Annelerin %59'u üniversite mezunu ya da daha yüksek bir dereceye sahipken, %41'i lise mezunu ya da daha düşük dereceye sahiptir. Babalarda ise bu oranlar üniversite mezunu ve üzeri dereceler için %64 iken, lise mezunu ve altı dereceler için %36'dır.

Ölçüm araçları olarak demografik bilgi formu ve Yakın İlişkilerde Yaşantılar Envanteri-II (Fraley et al., 2000., Selçuk et al., 2005) kullanılmıştır. Demografik bilgi formu, çocuğun yaş ve cinsiyet bilgileri, gelişimsel ve kronik rahatsızlık bilgisi, çocuğa ana bakımı veren kişi, ailedeki kardeş sayısı, anne ve babanın yaş, çalışma durumu, eğitim düzeyi, algılanan aile gelir düzeyi ve çocukların okul öncesi deneyimleri bilgilerini içermektedir. Yakın İlişkilerde Yaşantılar Envanteri ise annelerin bağlanma stillerini ölçmek amacıyla kullanılmıştır. Envanterin, kaygı ve kaçınma şeklinde tanımlanan iki alt boyutu bulunmaktadır ve her alt boyut 18 madde içermektedir. Annelerin her bir maddeye hangi derecede katıldığı 5'li Likert tipi ölçek ile ölçülmüştür.

Etik onam ve gerekli izinler ODTÜ İnsan Araştırmaları Etik Kurulu'ndan alınmıştır. Katılım koşullarını sağlayan ailelere ulaşmak amacıyla psikoloji bölümü lisans öğrencilerine yönelik yaz stajı programı yapılmıştır. İki aylık bu program ODTÜ

Çocuk ve Ergen Gelişimi Laboratuvarı (ÇEGEL) bünyesinde gerçekleştirilmiştir. Standart işleyişin sağlanması ve devamlılığı adına tüm stajyerler 4 gün boyunca detaylı bir eğitim programına tabi tutulmuşlardır. Bu eğitim mevcut çalışmaya giriş ve süreç, ailelere ulaşma, ev ziyaretleri detayları ve görüşme sırasında karşılaşılabilecek olası sorunlar ve bu sorunlara çözümler şeklinde 4 ana bölümden oluşmaktadır. İlk bölümde, çalışmanın genel içeriği ve saha deneyiminin bir parçası olarak ev ziyaretleri tekniğine ilişkin bilgilendirmeler yapılmıştır. İkinci bölümde, içerik ailelere ulaşma şeklinde belirlenmiştir. Akraba, arkadaş, komşu gibi tanıdıklar aracılığı ile ebeveynlere ulaşarak onlar ile telefonda ya da yüz yüze görüşmeler yapılması; bunların yanı sıra ailelere ulaşmak amacıyla kreş, anaokulu, aile sağlık merkezleri gibi kurumlar ile görüşmeler yapılması bu bölümde ele alınmıştır. Ayrıca, araştırmacıların kendini tanıtmaları, ev ziyaretlerinin içeriği hakkında standart yönergeler ile ses kaydı alınmasına yönelik bilgi verilmesi ve ailelerin gönüllü katılımı ile randevu alınması süreci gibi alt konular bu bölümde işlenmiştir. Üçüncü bölüm, ev ziyaretlerinin tamamlanması hakkında olup ziyaretin başlangıcında gündelik konuşmalar ile havanın yumuşatılması ve sonrasında anne-çocuk anı konuşması ile annelerin dolduracağı envanter ve formlara yönelik bilgilendirmeler yapılması şeklinde içeriklendirilmiştir. Son bölüm ise, ev ziyaretleri sırasında hangi potansiyel sorunların oluşabileceği, bu sorunların nasıl çözülebileceği ve ebeveynlerin sorularına sağlıklı cevaplar verilmesi konularını ele alınmıştır. Tüm bölümler, her öğrenci ile uygulamalı canlandırmalar yapılarak kuramsal senaryolar ile desteklenmiştir.

Eğitimin ardından ev ziyaretleri yapılmaya başlanmıştır ve bu ziyaretler sırasında annelerin gönüllü katılımları ile çocukları için verdikleri katılım onayının ardından çocuklardan da sözlü katılım onayı alınmıştır. Annelere anı konuşmasının detaylarına yönelik bilgi verilmiştir. Bu kapsamda, annelerden çocukları ile ortak yaşadıkları geçmiş bir olayı beş dakika boyunca konuşmaları istenmiştir. Ayrıca bu olayın günlük bir rutin olmaması koşulu kontrol edilmiştir. Anneler olaya karar verdikten sonra araştırmacıların onayı ile konuşma ve ses kaydı başlatılmıştır. Beş dakika süren konuşmanın tamamlanması ile anneler demografik bilgi formu ve Yakın İlişkilerde Yaşantılar Envanteri-II'yi Qualtrics üzerinden doldurmuşlardır.

Ev ziyaretlerinin son kısmında ise ailelere bilgilendirilmiş onam sunularak görüşme sonlandırılmıştır. Ev ziyaretlerinin ardından, bu çalışmaya özgü olarak hazırlanan 4-6 yaş çocuklarının gelişimi kitapçığı ailelere e-posta aracılığı ile iletilmiştir. Ev ziyaretleri toplamda 45 dakika kadar sürmüştür.

Konuşma ses kayıtlarının deşifreleri Microsoft Word aracılığıyla yapılarak bu deşifrelerin ikincil kontrolleri tamamlanmıştır. Anne-çocuk anı konuşmaları için otobiyografik bellek alanyazınında kullanılan kodlama şemaları kullanılmıştır (Fivush et al., 1995; Fivush, & Vasudeva, 2002). Bu şemalar çerçevesinde, anne ve çocuklarının konuşma bölümleri ayrı ayrı olmak üzere, her konuşma bölümü detaylandırıcı sorular (açık uçlu sorular) (elaborative questions), kapalı uçlu sorular (close-ended questions), bağlam ifadeleri (context statements), olumlu ve olumsuz değerlendirmeler (evaluations), detaylandırıcı soruların tekrarı (repetition of elaborative questions), kapalı uçlu soruların tekrarı (repetition of close-ended questions) ve bağlam ifadelerinin tekrarı (repetition of context statements) şeklinde kodlanmıştır. Her kodlamada toplam detaylandırma sayısı (elaborations) detaylandırıcı sorular, kapalı uçlu sorular, bağlam ifadeleri ve değerlendirmelerin toplamı olarak hesaplanırken detaylandırıcı soruların, kapalı uçlu soruların ve bağlam ifadelerinin tekrar sayıları toplamı ile de toplam tekrarlar (repetitions) hesaplanmıştır. Son olarak birleşik detaylandırıcılık skoru (composite elaborativeness score) için toplam detaylandırma sayısı, detaylandırma ve tekrar sayılarının toplamına bölünerek oran cinsinden hesaplanmıştır. Kodlama güvenilirliği açısından bütün verinin %20'si bağımsız bir araştırmacı tarafından kodlanmış ve kodlayıcılar-arası güvenilirlik değerleri anneler için .91 ve .99 arasında bulunurken, çocuklar için .84 ve .98 arasında olduğu görülmüştür. Ek olarak, anı konuşmaları içerisinde, annelerin ve çocukların kullandığı sözcük sayıları ayrı ayrı sayılmıştır.

Mevcut çalışmanın hipotezlerini test etmek amacıyla moderatör (düzenleyici) etki analizi SPSS programının PROCESS macro uzantısı ile yapılmıştır. Ayrıca, çocuk cinsiyet ve sosyoekonomik statü değişkenleri analizlerde kontrol edilmiştir ancak sonuçlarda anlamlı bir değişikliğe sebep olmamıştır. Bu durumda, istatistiksel güç kaybını önlemek amacıyla bu değişkenler kontrol değişkenleri olarak kullanılmamıştır.

Mevcut çalışmanın ilk hipotezinin testi için 4 ve 6 yaş arasındaki çocuklarda; anne detaylandırıcılığı ve çocuk detaylandırıcılığı arasındaki ilişkide, annenin bağlanma kaygısının düzenleyici etkisinin olup olmadığını incelemek amacıyla moderatör etki analizi yürütülmüştür. Analiz sonuçlarına göre, anne detaylandırıcılığı ve çocuk detaylandırıcılığı arasındaki ilişkide, anne bağlanma kaygısının anlamlı bir düzenleyici rolü bulunmamıştır. Ek olarak, anne bağlanma kaygısı çocuk detaylandırıcılığını doğrudan yordamamışken, anne detaylandırıcılığının çocuk detaylandırıcılığını yordadığı görülmüştür. Mevcut çalışmanın ikinci hipotezinin testi için ise, anne bağlanma kaçınmasının anne ve çocuk detaylandırıcılığı ilişkisinde düzenleyici rolü olup olmadığını araştırmak için moderatör etki analizi gerçekleştirilmiştir. Sonuçlara göre, anne bağlanma kaçınmasının anne ve çocuk detaylandırıcılığı arasındaki ilişkide anlamlı bir düzenleyici rolü bulunmamıştır. Ancak anne detaylandırıcılığının çocuk detaylandırıcılığını yordadığı görülmüştür. Ayrıca bu ilişkiler farklı yaş gruplarına göre de incelenmiştir.

4 yaş grubundaki çocuklar ve anneleri arasındaki detaylandırıcılık ilişkisinde anne bağlanma kaygısının düzenleyici rolü anlamlı bulunmuştur. Bu etki Johnson-Neyman tekniği ile derinlenmesine incelendiğinde, anne bağlanma kaygısının daha düşük olduğu değerlerde anne ve çocuk detaylandırıcılıkları arasında anlamlı bir ilişki bulunurken, anne bağlanma kaygısının daha yüksek olduğu değerlerde anne ve çocuk detaylandırıcılıkları arasında anlamlı bir ilişki bulunmamıştır. Bir diğer deyişle, düşük bağlanma kaygısında annelerin yüksek detaylandırıcılığının çocukların yüksek detaylandırıcılığını yordadığı görülmüştür. Ancak, anne bağlanma kaygısının ve anne detaylandırıcılığının çocuk detaylandırıcılığı ile doğrudan ilişkisi bulunmamıştır. Yine 4 yaş grubundaki çocuklarda, anne bağlanma kaçınmasının anneler ve çocukların detaylandırıcılık ilişkisindeki rolünü araştırmak için moderatör etki analizi yapılmıştır ancak anlamlı bir model bulunamamıştır.

5 yaş grubundaki çocuklarda ise, anne bağlanma kaygısının anne ve çocuk detaylandırıcılıkları arasındaki ilişkide anlamlı bir düzenleyici rolü olduğu görülmemiştir. Ayrıca, anne bağlanma kaygısının çocuk detaylandırıcılığına doğrudan etkisi de bulunmazken, anne detaylandırıcılığı çocuk detaylandırıcılığını yordamıştır.

Son olarak, moderatör etki analizi ile anne bağlanma kaçınmasının anne ve çocuk detaylandırıcılığı ilişkisinde düzenleyici bir rolü olup olmadığı test edilmiştir ve sonuçlara göre anne bağlanma kaçınmasının anlamlı bir düzenleyici rolü ve çocuk detaylandırıcılığı ile doğrudan bir ilişkisi bulunmamıştır. Fakat, anne detaylandırıcılığının çocuk detaylandırıcılığını yordadığı görülmüştür.

Mevcut çalışmanın bulguları değerlendirildiğinde ilk hipotez kısmen desteklenmiştir. Çünkü bulgulara göre, 4 yaş grubu çocuklarda, anne bağlanma kaygısı annelerin detaylandırıcılığı ve çocukların detaylandırıcılığı arasındaki ilişkide düzenleyici role sahipken, 5 yaş grubu çocuklarda ve 4-6 yaş grubu çocuklarda anne bağlanma kaygısının anlamlı bir rolü bulunmamıştır. Bulguların yaş gruplarına göre değişimi hem annenin hem çocuğun rolü ile tartışılabilir. Çocuğun rolü açısından değerlendirildiğinde, çocukların bellek ile ilişkili bilişsel becerileri ve dil becerileri otobiyografik bellek çıktıları ve anı konuşma tarzları açısından oldukça önemlidir (Bauer & Larkina, 2019). Özellikle 4 yaşında, bu beceriler hâlâ gelişim göstermektedir ve 4 yaş çocukları genellikle dil bilgisi, kelime dağarcığı, olaya dair zaman ve mekân detaylarını bildirme gibi alanlarda belirli düzeyde bir yeterliğe sahip olsalar da, olay akışını aktarma konusunda gelişimlerini tamamlamış değildirler (Aksu-Koç, & Ketrez, 2017). Ek olarak, kendilik bakış açıları henüz tamamen gelişmemiştir. Bu yaş grubunda, annelerin sorularına daha kısa ve öz cevaplar verilmesi ve kısıtlı bilgi sunulması görülürken, 5 yaş grubu çocukları bu becerileri üzerinde uzmanlık kazanmışlardır. Onlar farklı biçimlerde daha çok ve çeşitli alandan detay verebilirler (Aydın, 2017). Bellek ve dil becerilerindeki gelişim iletişim becerilerini de geliştirmiştir. Ayrıca, detaylandırma tekniğini kullanmayı öğrenmişlerdir (Aydın, 2017). Bu sebeplerle, 5 yaş grubu çocuklarına kıyasla 4 yaş grubu çocuklarının becerilerinde, yeterlikleri açısından daha büyük bir varyasyon görülür (Nelson & Fivush, 2004). Bu varyasyonla ilişkili olarak, 4 yaş grubu çocuklarında annelerin bağlanma kaygısı gibi bireysel farklılıkların anı konuşma becerileri açısından daha önemli bir role sahip olabileceği düşünülmüştür. 5 yaş grubu çocuklarına bakıldığında, onların kendi stilleri konusunda daha gelişmiş becerilere sahip oldukları sıklıkla görülür. Böylece, anne bağlanma kaygısı gibi annelerin bireysel farklılıklarının ikililerin detaylandırıcılığı üzerindeki etkisini nispeten kaybetmiş olabileceği düşünülmüştür. Mevcut çalışmanın bulguları annelerin rolü açısından

değerlendirildiğinde ise, alanyazında bağlanma kaygısı yüksek olan annelerin çocukları ile olan ilişkilerinde daha müdahaleci ve aşırı kontrolcü davrandıkları belirtilmiştir (Kunce & Shaver, 1994). Bu anneler anı konuşmaları sırasında da sıklıkla çocuklarının sözlerini kesebileceği ve çocuğa daha dar bir alan bırakarak çocukların konuşma boyunca daha pasif kalmasına sebep olabilecekleri düşünülmüştür. Ayrıca anı konuşmaları yapısı gereği, yüksek kaygılı annelerin 4 yaşındaki çocuklarının becerilerindeki yetersizlikler sebebiyle tetiklenerek müdahaleci davranışlar sergilemiş olabilecekleri düşünülmüştür. Anı konuşma verileri incelendiğinde, yüksek kaygılı annelerin çocuklarının konuşmalarda daha az sözcük kullandığı ve annenin konuşmada gereğinden fazla aktif rol aldığı görülmüştür. Ancak düşük kaygılı anneler bu durumdan tetiklenmeyerek bahsi geçen davranışları sergilememiştir. Böylece, annelerin ve çocukların detaylandırıcılığı annenin bağlanma kaygısı gölgesinde kalmayarak ikililer arasındaki detaylandırıcılık ilişkisini desteklemiştir. 5 yaş grubu çocuklarında ise, annelerin çocuklarının yeterliklerine güvenmesiyle ilişkili olarak, yüksek kaygılı annelerin tetiklenmemiş olduğu ve müdahaleci davranmamış olabilecekleri düşünülmüştür. Böylece 5 yaş grubu çocuklarında, anne bağlanma kaygısı etkisini görece kaybederek anne detaylandırıcılığının çocuk detaylandırıcılığını yordadığı görülmüştür.

Mevcut çalışmanın bulguları değerlendirildiğinde, ikinci hipotez desteklenmemiştir. Sonuçlar yakın zamanda yapılan diğer bir çalışmanın bulgularını desteklememiştir (Şahin-Acar et al., 2019). Bu farklılığın sebebi olarak, bağlanma kaçınmasının işlev ve yorumlanmasının kültür-içi farklılıklarda değişim göstermiş olabileceği düşünülmüştür. Türk kültürü bağlamında anne bağlanmasını inceleyen Sümer ve Kağıtçıbaşı (2010), anne bağlanma kaygısının bakım verme davranışı olarak yorumlandığını ve anne bağlanma kaçınmasının reddedici tutumlarla ilişkili olduğunu Türk kültürünü toplulukçu kültürel yönelimde değerlendirerek belirtmiştir. Ancak Imamoğlu ve Imamoğlu (2010) kültür-içi farklılıklar kapsamında, toplulukçu kültürlerde de bireyci davranışların görüldüğünü ortaya koymuştur. Annelerin bireyciliği ise sosyoekonomik statü, annelerin eğitim seviyesi gibi kültür-içi farklılıklaşılan etmenler kapsamında annelerin anı konuşmalarındaki detaylandırıcılığı ile ilişkili bulunmuştur (Şahin-Acar and Leichtman (2015). Bir diğer çalışmada ise, anne bağlanma kaçınması bu bağlamda incelenerek annelerin yüksek sayıdaki

detaylandırması ile ilişkili bulunmuştur. Anne bağlanma kaçınmasının annenin bireyciliği ve özerkliği şeklinde yorumlandığı ve işlevselliği olduğu belirtilmiştir. Ancak bu çalışmalar yüksek sosyoekonomik seviye ve Türkiye'nin büyük şehirlerinden gelen yüksek eğitim seviyesine sahip anneler ile yapılarak bireyci kültürel özelliklere yakın olan kültür-içi farklılıklardan etkilenmiştir. Ancak mevcut çalışma anne bağlanma kaçınmasını daha geniş bir temsili örneklem kullanarak, ailelerin sosyoekonomik seviyeleri, annelerin eğitim seviyeleri ve çalışma durumları, büyük ve küçük şehirlerden katılım gibi faktörler açısından daha büyük bir varyans ile incelemiştir. Böylece, anne bağlanma kaçınmasının mevcut çalışmada anlamlı bulunamaması aslında bağlanma kaçınmasının farklı kültür-içi faktörlerde farklı işlevselliği ve tanımlanışı ile açıklanabileceği düşünülmüştür. Örneğin, yüksek sosyoekonomik statüde, anne bağlanma kaçınması annelerin bireyciliği gibi işlev gösterirken, nispeten daha düşük sosyoekonomik statüde annelerin kaçınma bağlanması bu şekilde bireyci bir yapıyla ve kavramsallaşmayla ilişkili olmayabilir. Ayrıca, mevcut çalışma, 4 ve 6 yaş arası çocuklarda ve 5 yaş grubunda anne detaylandırıcılığının çocuk detaylandırıcılığını yordayıcılığını tespit ederek alanyazındaki pek çok çalışmanın bulgusunu tekrarlamıştır (Newcombe & Reese, 2004; Şahin-Acar & Leichtman, 2015; Leichtman et al., 2019).

Mevcut çalışma alanyazına pek çok açıdan katkı sağlamıştır. Öncelikle anne detaylandırıcılığının çocuk detaylandırıcılığını yordadığını ortaya koymuştur. Ayrıca, anne güvensiz bağlanmasının kaygı ve kaçınma türlerini birbirinden ayırarak anne-çocuk anı konuşmaları ile incelemesiyle otobiyografik bellek alanyazınında var olan eksikliğini doldurmaya yönelik faydalı olmuştur. Ayrıca, detaylı bir araştırma ile tespit edilen dinamiklerin, çocukların yaş gruplarına bağlı olarak değişebildiğini ortaya koymuştur. Yöntemsel ve metodolojik açıdan ise hem nitel hem nicel veri içermesi ve örneklem büyüklüğü çalışmanın güçlü yanlarını oluşturmaktadır. Son olarak, anı konuşmaları sırasında duygusal açıdan yoğun ve olumsuz duygu içeren anılar yerine günlük geçmiş yaşantılara odaklanılarak bağlanma kavramı otobiyografik bellek alanyazını açısından daha geniş bir çerçevede araştırılmıştır.

Çalışmanın güçlü yanlarının yanı sıra zayıf yönleri de bulunmaktadır. Bunlardan ilki, birçok araştırmacının veri toplama sürecinde yer almasıdır. Çünkü her araştırmacının

yaklaşımı, cinsiyeti, yaşı gibi özellikleri araştırılan özelliklerin ilişkileri açısından etkileyici bir faktör olabilir. Ancak bunun önüne geçmek amacıyla veri toplayan tüm araştırmacılar dört gün uzunluğundaki detaylı ve yoğun bir eğitime katılarak sürecin standart işleyişi sağlanmıştır. Ayrıca, birçok araştırmacı birçok şehirden farklı sosyoekonomik statüdeki aileye ulaşarak temsil değeri daha yüksek bir örnekleme ulaşılması konusunda yardımcı olmuştur. Bir diğer zayıf yön ise, mevcut çalışmada sadece annelerin bağlanması incelenmiştir ancak alanyazına bakıldığında çocuk bağlanması da anne bağlanması ve otobiyografik beceriler ile ilişkisi olduğu görülmüştür (Kelly, 2015; 2017). Gelecekte bu konuda daha fazla araştırma yapılarak hem anne hem çocuk bağlanmasının ikililerin otobiyografik bellek becerileri ile olan ilişkisi araştırılmalıdır. Annelerin ve çocukların otobiyografik bellek becerilerini etkileyen özerklik, müdahaleci tutumlar gibi diğer bireysel farklılıkları da incelenmelidir. Son olarak, ileriki çalışmalar mevcut bilgilere ek olarak anı konuşma stilleri, bağlanma ve çocukların farklı yaş gruplarını çalışarak alanyazındaki bu boşluğun doldurulmasına yardımcı olmalıdır.

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