

THE ROLES OF MATERNAL REMINISCING STYLE AND SELF-CONSTRUAL
ON CHILDREN'S INDEPENDENT MEMORY SKILLS IN RESEARCHER-
CHILD RECOUNTING TASK

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CONSTRUAL ON CHILDREN'S INDEPENDENT MEMORY SKILLS IN
RESEARCHER-CHILD RECOUNTING TASK**

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE ROLES OF MATERNAL REMINISCING STYLE AND SELF-CONSTRUAL ON CHILDREN'S INDEPENDENT MEMORY SKILLS IN RESEARCHER- CHILD RECOUNTING TASK

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The current study investigates the roles of maternal elaborativeness and self-construal style on children's development of independent memory skills. It was aimed to examine the moderator roles of maternal individuation and balanced self-construal styles on the association between maternal reminiscing elaborativeness and children's recounting elaborativeness. Five hundred and fifty-six participants consisting of 278 mothers ($M_{age} = 35.96$, $SD = 4.75$) and their preschoolers ($M_{month} = 65.16$, $SD = 4.64$) participated in the current study. It was hypothesized that children of mothers with high-elaborative reminiscing style would be more elaborative in the researcher-child recounting task, by the moderator role of maternal individuation. Additionally, it was expected that children of mothers with high-elaborative reminiscing style would be more elaborative in the researcher-child recounting task, by the moderator role of maternal balanced self-construal style. Results indicated that neither maternal individuation, nor balanced self-construal style moderated the link between maternal reminiscing style and children's elaborativeness in the recounting task. Nevertheless, maternal reminiscing style significantly predicted children's elaborativeness in the recounting task. Findings of exploratory analyses demonstrated that maternal

individuation, relatedness, and unbalanced self-construal style moderated the link between maternal reminiscing style and children's elaborativeness in the mother-child reminiscing task. In a different set of exploratory analyses, maternal individuation was also found to be a significant predictor of mothers' elaborativeness. The findings of the current study were discussed within the framework of relevant literature, as well as its contributions and limitations.

Keywords: mother-child reminiscing, memory conversations, self-construal, narrative development, elaborativeness.

ÖZ

ANNELERİN AYRINTICI KONUŞMA STİLİ İLE BENLİK KURGUSUNUN ÇOCUKLARIN ARAŞTIRMACI-ÇOCUK ANI KONUŞMASINDAKİ BAĞIMSIZ BELLEK BECERİLERİ ÜZERİNDEKİ ROLÜ

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Mevcut çalışma, annelerin benlik kurgusunun ve geçmişe yönelik konuşma stilinin çocukların bağımsız bellek becerileri üzerindeki rolünü incelemektedir. Çalışmanın temel amacı annelerin bireyselleşme yönelimi ve dengeli benlik tipinin, annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcı konuşma stili ile çocukların araştırmacı-çocuk anı konuşmasındaki ayrıntıcı konuşma stili arasındaki ilişki üzerindeki etkisini incelemektir. 278 anne ($M_{yaş} = 35.96$, $SD = 4.75$) ve okul öncesi dönemdeki çocukları ($M_{ay} = 65.16$, $SD = 4.64$) çalışmaya katılımcı olarak katılmıştır ($N = 556$). Çalışma kapsamında annesi daha ayrıntıcı konuşma stiline sahip olan çocukların, annenin bireyselleşme yöneliminin aracı rolü ile, araştırmacı-çocuk anı konuşmasında daha ayrıntıcı konuşma stili kullanması beklenmektedir. Benzer şekilde, Annesi daha ayrıntıcı konuşma stiline sahip olan çocukların, annenin dengeli benlik kurgusunun aracı rolü ile, bağımsız anı konuşması sırasında daha ayrıntıcı konuşma stili kullanması beklenmektedir. Araştırmanın sonuçlarına göre ne annelerin bireyselleşme yönelimi ne de dengeli benlik tipi, annelerin ayrıntıcı konuşma stili ile çocukların araştırmacı-çocuk konuşmasında ayrıntıcı konuşma stili arasındaki ilişkide

aracı rol oynamıştır. Ne var ki, annelerin anne-çocuk anı konuşmasındaki ayrıntıcı konuşma stili, çocukların araştırmacı-çocuk anı konuşmasındaki ayrıntıcı konuşma stilini yordamıştır. Keşifsel analiz sonuçlarına göre, annelerin bireyselleşme ve ilişkisellik yönelimleri ile dengesiz benlik tipi anne-çocuk çiftlerinin ortak anı konuşmasındaki ayrıntıcı konuşma stilleri arasındaki ilişkide aracı rol oynamıştır. Çalışma kapsamında yapılan bir başka keşifsel analiz setinin sonuçlarına göre ise, annelerin bireyselleşme yönelimi annelerin ayrıntıcı konuşma stilini yordamıştır. Bulgular, mevcut çalışmanın sınırlamaları ve alanyazına katkılarıyla birlikte, ilgili literatür çerçevesinde tartışılmıştır.

Anahtar Kelimeler: anne-çocuk anlatısı, anı konuşmaları, benlik kurgusu, anlatı gelişimi, ayrıntıcılık.



To my family

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LIST OF ABBREVIATIONS

BID	Balanced Integration and Differentiation
BIDS	Balanced Integration and Differentiation Scale
METU	Middle East Technical University
SES	Socioeconomic Status
ToM	Theory of Mind



CHAPTER 1

INTRODUCTION

‘I think memory is the most important asset of human beings. It’s a kind of fuel; it burns and it warms you. My memory is like a chest: There are so many drawers in that chest, and when I want to be a fifteen-year-old boy, I open up a certain drawer and I find the scenery I saw when I was a boy in Kobe. I can smell the air, and I can touch the ground, and I can see the green of the trees...’
(Murakami, 2009)

1.1. Overview

Autobiographical memory is the part of long-term memory system where human beings’ personal memories are stored (Gülgöz, 2018). Throughout our lives, we collect countless memories and use them to form social relationships (Nelson, 2003), direct our behaviors, future goals (Pillemer, 2003), and define our selves (Wilson & Ross, 2003). Since personal memories are directly related to who we are, research focusing on the development of autobiographical memory has critical importance.

According to literature, the development of autobiographical memory depends on several factors; yet from a Vygotskian perspective, memory researchers emphasize the importance of social interactions between parents and children (Fivush et al., 2011; Vygotsky, 1978). Among these interactions, mother-child reminiscing has been in the center of previous studies since it provides children with a particular medium, in which mothers demonstrate ways of remembering and talking about the past (Fivush et al., 2006).

As it is evident in the literature, mothers show individual differences while they are

talking about past. While some mothers speak in a high-elaborative fashion by providing more details about the event, asking open-ended questions, and encouraging children to participate in the conversation; others speak in a low-elaborative manner by asking close-ended questions, repeating same information throughout the conversation, and leaving children a more restricted role. (Fivush & Fromhoff, 1988). Thus, children's autobiographical memory skills are affected by these differences; as numerous studies showed, children of highly elaborative mothers speak in a more elaborative style in shared-memory conversations (Nelson & Fivush, 2004). Nevertheless, only a few studies investigated the link between maternal reminiscing style and children's independent narrative skills. According to results of these studies, mothers, who adopt a more elaborative reminiscing style tend to have children who engage in more elaborated memory conversations while speaking with an unfamiliar person (Peterson & McCabe, 1992; Wang, 2006; Reese & Newcombe, 2007; Kelly, 2017).

Considering the role of maternal elaborativeness on children's memory outcomes, it is critical to examine factors contributing to variation in maternal reminiscing style. As is seen in the related literature, cultural context emerges as one of the main factors leading to individual differences in mothers' reminiscing style through self-construals (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). Since cross-cultural psychology research is mainly based on the early conceptualization of Hofstede (1980), study of self-construals is also affected by this theoretical framework. However, more contemporary researchers claim that cultures cannot be evaluated as homogenous groups; thus, within-culture variations can be observed in individuals' self-construal styles (Kagitcibasi & Berry, 1989; Imamoglu, 1998). To test this variation, Imamoglu (1998; 2003) developed the Balanced Integration and Differentiation Model (BID), in which four different self-construal styles emerge from individuals' levels of individuation and relatedness orientations.

As existing research demonstrated, maternal self-construal is a significant predictor of maternal reminiscing style. According to the results of studies investigating mother-child reminiscing through the BID Model, having a balanced self-construal or higher levels of individuation orientation are significant predictors of higher maternal

elaborativeness (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). There are a few studies that examined the relationship between maternal reminiscing style and children's memory skills in researcher-child memory conversations. To the best of our knowledge, no study investigated how maternal self-construal style may moderate the association between maternal reminiscing style and children's elaborativeness in a researcher-child recounting task.

In order to fill this gap in the literature, the main goal of the current study is to investigate the role of maternal self-construal on the relationship between maternal reminiscing style and children's elaborativeness in the researcher-child recounting task. In the following pages, detailed information regarding literature review, design, and the findings of the present study are stated.

1.2. Development of Autobiographical Memory System

Do you remember the day all your family and friends gathered around to celebrate your birthday, or the day you went to concert of your favorite musician? Have you ever suddenly remembered something from the past that seems to be unimportant to you? Our lives are full of such memories -some are special, some are not- but these are the things that make us who we are.

As humans, we engage in the activity of remembering our personal past countless times. Sometimes, we automatically remember them just like we breathe or walk, yet sometimes we refer to them intentionally. As a *sui generis* human qualification (Fivush, 2011), autobiographical memory is the part of long-term memory that stores our personally relevant memories (Gülgöz, 2018), and it serves in a way to help us to construct a coherent sense of self, by integrating personal past to current circumstances and future goals (Fivush, 2011; Pillemer, 2009, Peterson, 2002). In addition, we can use our autobiographical memories to form social bonds, take lessons from past experiences, and regulate our behaviors and emotions (Harris et al., 2013). Considering its functionality for human life, one can say that research focusing on the

development of autobiographical memory system provides critical insights about the nature of remembering and the advantages of referring to personal memories.

Scientific literature over the last 30 years demonstrated that the emergence of autobiographical memory in early childhood is dependent on several cognitive improvements, such as the development of sense of self, advances in language skills, and ability to comprehend continuity of self across time (Reese, 2002; 2009). Nevertheless, since solely cognitive improvements are not sufficient (Fivush et al., 2006; Reese, 2002), majority of the memory researchers adapt a Vygotskian perspective and emphasize the importance of early social interactions between children and caregivers for improvements of children's autobiographical memory skills (Fivush et al., 2011; Nelson, 1993; Vygotsky, 1978).

In terms of social interactions, memory conversations between caregivers and children have a special significance, as adults scaffold children to talk about past events through these conversations (Fivush et al., 2006). Regarding memory conversations of parent-child dyads, researchers make a distinction between talking about shared and unshared experiences (Reese & Brown, 2000). While *reminiscing* refers to conversing about a past event experienced by both parties, *recounting* indicates talking about an unshared experience involving only one of the conversers. Although such categorizations exist, both reminiscing and recounting can be observed in the same conversation (Sahin-Acar et al., 2019). When it comes to investigating memory discussions of parent-child dyads, researchers mainly focus on conversations between mothers and children because, in many cultures, mothers are predominantly seen as the primary caregivers of the children (Posada & Jacobs, 2001; Lamb, 1976; Umemura et al., 2013).

Literature on mother-child memory conversations revealed that not all mothers speak in a similar manner; according to literature, maternal reminiscing style shows individual differences. As stated in the seminal piece of Fivush and colleagues (2006), maternal reminiscing style can be categorized as “*high elaborative reminiscing style*” and “*low elaborative reminiscing style*.” As is evident from the terminology, mothers with *high elaborative style* are more likely to provide elaborations during the conversation, encompassing new information about the event, actors, or actions (Reese

& Sutcliffe-Cleveland, 2006). In addition, these mothers tend to prefer open-ended questions and evaluations in their conversations. By doing so, they encourage their children to participate in the talk and provide imminent feedbacks to what children have said. Besides, if their children seem uninterested or do not remember the topic, rather than repeating the same information or questions, they bring new details up about the target event to grasp children's attention.

On the contrary, using yes/no questions more in frequency and leaving a more restricted role to children in the conversation are primary characteristics of mothers with *low elaborative reminiscing style*. Moreover, mothers who adopt this style are more likely to talk in a repetitive fashion. In other words, they repeat the same questions or details throughout the conversation to elicit necessary information. Additionally, these mothers may seem to be uninterested in children's contributions to the conversations, if they are unrelated to the target topic (for a review Waters et al., 2019; Fivush et al., 2006).

Memory conversations are also helpful for the development of different memory skills of children such as, providing more accurate information regarding one time-events (Leichtman et al., 2000; Leichtman et al., 2017), producing more coherent narratives about self (Reese et al., 2020), increased elaborativeness in personal life-story chapters (Leichtman et al., 2018), and even adapting different deliberate memory skills (Langley et al., 2017). However, the degree of benefit of these conversations for children may vary with their mothers' reminiscing style (Fivush & Fromhoff, 1988; Haden et al., 1997). To clarify, children of highly elaborative mothers are more likely to speak in a more elaborative style while speaking with their mothers and with a stranger (Fivush et al., 2006; Nelson & Fivush, 2004). For instance, in the recent study of Langley and colleagues (2017), memory conversations of mother-child dyads coming from low SES backgrounds were investigated longitudinally (when children were 3, 5 and 6 years of ages). It was found that maternal reminiscing style was positively associated with children's elaborativeness in the reminiscing tasks of each data points. Furthermore, in another study, mothers with 19-month old infants received training to increase their elaborativeness in memory conversations, and short-term (when children were 31.5 months of age) and long-term (when children were 44

months of age) effects of this training were measured for children's reminiscing style. As results indicated, both for short-term and long-term assessments, children whose mothers were assigned to the intervention group utilized memory elaborations high in frequency and provided more information about the target event, than children of mothers in the control group did (Reese & Newcombe, 2007).

In addition to children's elaborativeness, researchers also focused on whether children's memory accuracy is affected by maternal reminiscing style. To investigate the role of maternal reminiscing style on children's memory performance in mother-child reminiscing task, and in researcher-child recounting task Leichtman and colleagues (2000) designed a unique study in which preschool-age children were visited by their former teacher and her newborn baby. During this visit, the teacher introduced her baby to students and presented each child with a different item of the baby. The same day after school, mothers were asked to discuss the event with their children "as they usually do", and three weeks later, children were visited by a researcher, who interviewed them about the event. They found that children of mothers with high-elaborative reminiscing style provided more memory elaborations and diverse descriptives during mother-child conversation. Also, compared to children of mothers with low-elaborative conversational style, they remembered more accurate information and memory details about the event that they were talking about with the researcher.

1.3. Memory Conversations and Children's Autobiographical Memory Skills

In line with elaborativeness in shared memory conversations, narrative development is another domain in which the effects of mother-child memory conversations can be observed.

Although narratives are personal stories about one's life, they are created to be shared with other people (Haden et al., 1997), and since narratives are mostly recounting of personal experiences with different individuals, a narrator should convey their story in

a way that can be understood by the intended audience (Fivush, 2018). Considering this fact, while narrating a memory, one should clearly state unfolding of the events, places, and actors embedded in the memory (Haden et al., 1997; Fivush 2018). Even though the ability to tell coherent personal memory narratives cannot be wholly achieved until adolescence (Habermas et al., 2010), children begin to refer events from personal past as soon as they are able to produce words (Haden & Hoffman, 2013). By around the age of 2, they begin to form simple narratives about their experiences (McCabe & Rollins, 1994), and between the ages 3 and 6 they can coherently recount about personal experiences to their caregivers or a stranger, by specifying time, places, actors and internal states (Kelly, 2017; Reese & Newcombe, 2007).

Development of children's narrative skills is not independent of maternal conversational style (Fivush 2018; Reese et al., 1993). In the early years of life, children predominantly engage in unshared memory conversations with their mothers, and throughout these conversations, mothers demonstrate structuring past events (Kelly, 2017). Besides, although they recount an event that is only experienced by the child, through their conversational style, mothers emphasize the necessary information that needs to be remembered and told in an unshared memory conversation (Peterson & McCabe, 2004). In other words, they co-narrate the past with their children by demonstrating how to tell a personal past experience (Haden & Hoffman, 2013; Haden et al., 1997). Similar to the findings of mother-child reminiscing research, children's development through these unshared memory conversations that they engage with their mothers is influenced by maternal conversational style (Peterson & McCabe, 1992; Peterson et al., 1999; Reese & Newcombe, 2007).

In the pioneering study of Peterson and McCabe (1992), mothers were categorized as “*topic-extending*” (high elaborative) and “*topic-switching*” (low elaborative), and children's memory narratives were assessed in two different time points. In the first assessment (when children were 27 months of age) mother-child dyad's unshared memory conversation was used to assess mothers' conversational style, and in the second assessment, which was conducted one and a half year later (when children were 44 months of age), children's memory narratives were evaluated through researcher-child narrative elicitation task. They found that maternal conversational style was

found to be associated with children's recounting structure and content, in a way that children of topic-extending/highly elaborative mothers were more likely to produce longer memories that were richer in content and provided more information about the timeline of events. Furthermore, in another study, an intervention program was designed for mothers coming from low-SES backgrounds. Mothers who were assigned to the intervention group received training on the importance of memory conversations and techniques to improve their elaborativeness. Outcomes of this training were assessed in post-test (when children were 4.5 years of age) and in follow-up (when children were 5.5 years of age) assessments, both for mothers and children. According to results, mothers in the intervention group asked more elaborative questions at the post-test, and their children demonstrated a better recounting performance in terms of producing more contextual statements and providing new information about the event while they were speaking with the researcher during the follow-up assessment (Peterson et al., 1999).

Although previously mentioned studies provided valuable information about the role of maternal reminiscing style, considering their relatively small sample size and limited research designs, it is necessary to mention another similar, yet critical study which was conducted with 128 mother-child dyads. Reese and Newcombe (2007) provided mothers with elaborative reminiscing training when their children were 19 months of age, effects of the training on children's narrative skills were assessed for mother-child memory conversation and researcher-child recounting task when children were 44-months of age. Children's memories were coded both for reminiscing style, narrative content (descriptions, actions, orientations, and evaluations), and mothers evaluated accuracy of the independent memories of children. According to results of the study, a significant main effect of the training was found on children's actions, evaluations and descriptions in mother-child memory conversation, and children's use of actions in the researcher-child recounting task. Besides, it was seen that children whose self-awareness developed earlier benefited more from the intervention and produced more elaborations in the researcher-child recounting task.

To the best of our knowledge, only three recent studies investigated the link between mother-child memory conversations and children's autobiographical memory skills in

researcher-child unshared memory conversations, by considering other related individual factors, such as maternal autonomy support, children's attachment representations of mothers, and cultural backgrounds of participants. In the study of Kelly (2016), the link between mother-child reminiscing and children's independent recounting skills examined by the role of child attachment style. As results showed, mothers of securely attached children spoke in a more elaborative way, compared to mothers of insecurely attached children during the mother-child reminiscing task. In addition, in line with literature, securely attached children provided more elaborative memories in the researcher-child memory conversation task. In another study, the relationship between maternal autonomy support, verbal synchrony, and children's contribution both to mother-child reminiscing task and child-researcher unshared memory conversation task was investigated. According to study results, increased maternal verbal autonomy support was found to be a significant predictor of children's greater contribution in the mother-child reminiscing task, and production of more elaborated memories in the unshared memory conversation task (Kelly, 2017). Finally, in the most recent study of this field (Carminol et al., 2020), the roles of cultural background and maternal reminiscing style on children's independent memories were assessed. Contrary to previous findings, in this study, while maternal reminiscing style was not associated with the coherence of memories told by children, cultural background was a significant predictor of differences in memories produced by children. Children from the US produced more chronologically coherent memories than Costa Rican children did. Besides, as seen in the results, maternal reminiscing style differed by their cultural background; while mothers from the US contributed to memory conversations by producing more context statements, Costa Rican mothers were more likely to ask specific forms of open-ended questions. Nevertheless, there was no significant cultural difference in mothers' utilizing of repetitions.

1.4. Self-Construal and Cultural Context

When the role of maternal reminiscing style on children's autobiographical memory outcomes is considered, it is critical to investigate factors contributing to individual differences in maternal reminiscing style.

As stated in the literature, cultural context is an essential factor leading to individual variation in reminiscing styles, by the role of self-construal (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). Here, the term of *self-construal* refers to the way individuals *identify* or *construe* their selves (Markus & Kitayama, 1991; Cross et al., 2011). Selves are predominantly constructed through interactions with other people within a given environment (Markus & Kitayama, 2003), culture, as both producer and product of these interactions (Tomasello, 1999), is one of the main constructors of self-construal (Markus & Kitayama, 2010). According to literature, individuals coming from diverse cultural backgrounds have different self-construals (Markus & Kitayama, 1991; Kağıtçıbaşı, 2010; Oyserman et al., 2014).

Traditional view on cross-cultural and cultural research is mainly based on individualism and collectivism conceptualization of Hofstede (1980), self-construal literature is also influenced by this approach. While Western countries are mostly identified with individualistic values, it is believed that individuals from these countries predominantly have *independent self-construal*, which is indicated by a special emphasis on one's unique characteristics, behaviors, and feelings. On the other hand, Eastern countries are prominent for collectivistic values, and individuals from these countries are more likely to demonstrate *interdependent self-construal*, which is characterized by having close relations with other people and identification with in-group (Markus & Kitayama, 1991; Cross et al., 2011).

Relying on the existing literature, memory researchers also mostly based their research on West vs. East comparison while studying the role of culture on mother-child reminiscing (Fivush, 2010; Fivush et al., 2011). According to findings of cross-cultural research on memory development, while mothers from Western countries are more

likely to have a high-elaborative reminiscing style, mothers from Eastern countries are found to be less elaborative in memory conversations (Wang et al., 2000; Wang et al., 2010; Doan & Wang, 2010; Fivush et al., 2011).

Nevertheless, the initial conceptualization of cultural differences regarded individualism and collectivism as two separate points of a continuum (Hofstede, 1980), and it evaluated cultures as homogenous entities; thus, failed to reflect inter-individual differences within the same cultural context (Kagitcibasi & Berry, 1989; Oysermen et al., 2002; Kağıtçıbaşı, 2010). A number of contemporary studies argued that cultures are dynamic entities that can be changed by social, economic, and ecological improvements, (Markus & Kitayama, 2010; Kağıtçıbaşı, 2010; Imamoglu, 1998; 2003). Thus, an ongoing change can be reflected differently on individuals living in a given cultural context. For instance, Turkey is considered as a country with collectivist orientations (Hofstede, 2001); however, with increasing levels of education and ongoing economic growth, Turkey faces a transition from having predominantly collectivist orientations to appreciating individualistic values. (İmamoğlu & Karakatipoğlu-Aygün, 2004; Kağıtçıbaşı, 2010). Hence, considering this shift is especially crucial in Turkish cultural context.

1.5. Balanced Integration and Differentiation Model

Contemporary researchers doing cross-cultural and cultural research discarded the traditional view of individualism and collectivism for the most part, and they proposed a new theoretical approach in which every cultural context includes individualistic and collectivistic tendencies up to a certain degree. With the differentiating degrees of these tendencies, self-construal models are theorized. To test how self-construal styles may vary within the same culture, Imamoglu (1998; 2003) proposed the Balanced Integration and Differentiation (BID) Model, in which self-construals are reflected by two different psychological processes as integration and differentiation. In this model, it is assumed that humans innately wish to fulfill their integration and differentiation

needs; so, even though the degree varies, they can be individuated and related at the same time.

As the BID Model suggests, human beings may act with two distinct yet complementary tendencies as *self-development (individuation) orientation* and *interrelational (relatedness) orientation*. While individuation is the high point of self-development orientation, normative patterning is the low point of it. Here, individuation refers to how one is uniquely differentiated from others by having their own ideas, feelings, and motivations. On the other hand, normative patterning indicates being under the influence of external factors, such as social norms and expectations. Coming to the interrelational orientation, the high point of this orientation is indicated by relatedness, which refers to what extent one can form close relationships with others; conversely, separatedness is situated on the low point, and it indicates emotional detachedness from other people (Imamoglu, 1998; 2003; İmamoğlu & Güler-Edwards, 2007; İmamoğlu et al., 2011).

In this model, receiving high scores from both orientations is possible, and four different styles of self-construal emerge from different combinations of received scores. To clarify, *related-individuation*, the most balanced self-construal, is characterized by having high scores both from individuation and relatedness. Individuals with this style of self-construal can be connected to significant others, yet simultaneously be individuated. Moreover, *separated-individuation* is indicated by high scores in individuation and low scores in relatedness. Individuals with this self-construal style are prone to value their autonomy than having emotional closeness. *Related-patterning* is another self-construal style, which is marked by high scores in relatedness and low scores in individuation. People with this self-construal can form close relationships with others, but they may fail to develop their unique side. Lastly, *separated-patterning* is characterized by low scores in both individuation and relatedness. Individuals with this self-construal style can accomplish neither to develop as a unique person nor to form close relationships with others (Imamoglu, 1998; 2003).

1.6. Self-Construals and Autobiographical Memory Development

As stated in the study of Imamoglu and Karakatipoglu-Aygun (2004), the BID's proposition of four different self-construal styles can successfully reflect cultural orientations of individuals both from Turkish and foreign samples; therefore, considering them in reminiscing studies provides valuable information about individual differences in autobiographical memory skills and mother-child memory conversations.

For instance, in their pioneering research, Sahin and Mebert (2013) investigated the link between US and Turkish undergraduate students' self-construals and memory characteristics of their earliest childhood memories. They found that, regardless of cultural group, individuals with related-individuation (high scores in individuation and relatedness) self-construal style significantly recalled memories dated earlier, and more easily reported their memories than participants with separated-patterning (low scores in both individuation and relatedness) self-construal style did. Besides, participants who have related-individuation or related-patterning (high scores in relatedness, low scores in individuation) self-construal styles were more likely to value their memories compared to their separated-patterned or separated-individuated (high scores in individuation, low scores in relatedness) counterparts.

In another study, Sahin-Acar, and Leichtman (2015) investigated the relationship between maternal self-construals and memory conversations of mother-child dyads. Mothers from the US and two different cities (İzmir vs. Gaziantep) of Turkey participated in this study. Study results yielded a within-cultural variation among Turkish mothers; mothers from İzmir received significantly higher scores both on individuation and relatedness subscales compared to mothers from Gaziantep. Although Turkish mothers were not significantly different from US mothers, a significant main effect of related-individuation (balanced) self-construal style observed on mothers' context statements for past and future events in both countries, and these mothers produced more context statements in two different conversation types. It was also seen that individuation was a significant predictor of increased

maternal elaborativeness and decreased repetitiveness. Finally, in another study, the role of maternal self-construal and attachment style on mother-child recounting was investigated. According to the results, higher levels of maternal individuation, attachment-avoidance, and age were significant predictors of their high-elaborative conversational style in recounting task (Sahin-Acar et al., 2019).

Although a limited number of studies investigated the relationship between maternal self-construals and reminiscing style, how this association might be reflected on children's autobiographical memory skills still requires attention. To the best of our knowledge, no studies investigated how children's autobiographical memory outcomes are moderated by maternal reminiscing style and self-construal style. Considering this, there is a need for research investigating the moderator role of maternal self-construal style on mother-child memory conversations and children's independent memory skills. Testing moderation models for these psychological constructs are necessary since moderation analysis enables us to comprehend how the power and direction of the association between two variables, in the case of the current study, maternal reminiscing style, and children's autobiographical memory outcomes, would differ by the role of a third variable such as maternal self-construal style (Hayes, 2018). Thus, examining the moderator role of maternal self-construal would give information about how the interaction between maternal reminiscing style and self-construal might change the link between maternal reminiscing elaborativeness and children's memory outcomes. Additionally, it would provide insights about the conditional effects of maternal reminiscing style on children's autobiographical memory skills at different levels of maternal self-construal.

1.7. The Current Study

Previous literature demonstrated that maternal elaborativeness is a significant predictor of children's elaborativeness in mother-child reminiscing, yet only a few studies investigated how maternal elaborativeness can be transferred to children's elaborativeness in the researcher-child recounting task. The main goal of the current

study is to investigate mother-child reminiscing and children's independent recounting skills simultaneously with a Turkish sample. In this way, the current study aims to provide information about to what extent maternal reminiscing style, and children's independent recounting skills are related to each other.

Moreover, only a limited number of studies investigated the role of maternal self-construal style on mother-child reminiscing, and these studies mainly focused on the link between maternal self-construal and maternal elaborativeness. The current study aims to investigate the association between maternal reminiscing style and children's independent recounting skills by the moderator role of the maternal self-construal style. Thus, the current study would provide insights about to what extent individual maternal factors are related to children's autobiographical memory development.

Lastly, although the main focus of the current study is not on children's elaborativeness in the mother-child reminiscing task, it aims to explore the link between maternal elaborativeness and child elaborativeness in the mother-child reminiscing task by the moderator role of maternal self-construal style. Thereby, it would contribute to the literature with a new replication of the previous findings.

In line with previously mentioned goals, hypotheses of the present study are as follows:

Hypothesis 1: Mothers' higher reminiscing elaborativeness would predict children's higher elaborativeness in the researcher-child recounting task, by the moderator role of higher levels of maternal individuation orientation.

Hypothesis 2: Mothers' higher reminiscing elaborativeness would predict children's higher elaborativeness in the researcher-child recounting task, by the moderator role of maternal balanced self-construal style (higher levels both in individuation and relatedness).

CHAPTER 2

METHOD

This chapter includes detailed information regarding participant characteristics, sampling technique, measurements, procedure, coding schemes, and the analyses regarding coding of memory tasks.

2.1. Sampling

For the current study, convenience sampling method was preferred. In order to facilitate the data collection procedure, undergraduate psychology students from Middle East Technical University (METU) were asked to engage in data collection as a part of a summer internship program. It was aimed to reach 80 mothers and their children between the ages of 60 to 72 months.

2.2. Participants

Participants in the current study were from 26 different cities of Turkey. In total, five hundred and fifty-six participants participated in the current study, and the sample consisted of 278 (girls: 144; boys: 134) 4 to and 6 years old ($M_{month} = 65.16$, $SD = 4.64$) children and their mothers ($M_{age} = 35.96$, $SD = 4.75$). All children had intact families, and the great majority of children were in a good health condition, only 1.1% of them had either visual or auditory impairment, and 4% of them had a chronic illness.

Regarding the socioeconomic status (SES) of families, maternal education level ranged from being literate to holding a Ph.D. degree. While 47.1% of the mothers had

a bachelor's degree, 40.6% of them had primary or secondary grade degree (6.8% primary school degree; 5.0% middle school degree; 28.8% and high school degree). Moreover, 11.9% of mothers had postgraduate degree (10.8% MS/MA; 1.1% Ph.D), the rest did not have formal schooling, but were literate (0.4%). Besides, while 52.5% of mothers were working, 47.5% of them were housewives. Considering the perceived SES, 79.9% of the mothers evaluated their family income as average or above-average, 18.6% of them stated it as below-average. Nevertheless, only 1.5% of mothers evaluated their family income as extremely low or extremely high (extremely low: 1.1%; extremely high: 0.4%).

2.3. Measurements

2.3.1. Demographic Information Form

Demographic Information Form was created by the researchers and used to assess information regarding demographic characteristics of the mother-child dyads. Mothers were asked to answer 16 questions about maternal and paternal age, education level, occupation status, the child's age, the total number of children at home, and the total duration of attending preschool (Appendix B).

2.3.2. Balanced Integration - Differentiation Scale

Balanced Integration - Differentiation Scale (BIDS) was developed by Imamoglu (1998) to assess four different self-construal styles as related-individuation, separated-individuation, related-patterning, and separated-patterning. The BIDS consists of two subscales as *Interrelational / Relatedness Orientation* subscale and *Self-Development / Individuation Orientation* subscale. Two of the subscales in total are composed of 29 items, which are rated on a 7-point-Likert scale. Interrelational Orientation subscale is composed of 16 items, measuring the level of interpersonal connectedness. While obtaining a high score from this subscale indicates increased relatedness, a low score

refers to separatedness, suggesting that the person has a lower degree of connectedness with other people. Besides, Self-Development Orientation subscale encompasses 13 items focusing on the level of individuation of a person. A high score from this subscale refers to a disposition to individuation; on the other hand, a low score is a demonstration of normative patterning. Different combinations of receiving high and low scores from these two subscales produce four different self-construals. While receiving high scores both from the subscales indicates related-individuation, obtaining a low score both from the dimensions refers to separated-patterning (Imamoglu, 2003; İmamoğlu et al., 2011). Additionally, a high score from Self-Development subscale and a low score from Interrelational Orientation subscale refers to *separated-individuation*. Conversely, a low score from Self-Development subscale and a high score from Interrelational Orientation subscale yields to *related-patterning* (Imamoglu, 2003). According to the study of Imamoglu, et al. (2011), Cronbach's alpha coefficient was found as .78 for Self-Development subscale and .88 for Interrelational Orientation subscale. Cronbach's alpha coefficient for inter-item reliability was found in the current study as .75 for the Interrelational Orientation subscale, and .65 for the Self-Development subscale. Lastly, mothers were asked to fill this questionnaire for themselves on a 5-point-Likert scale ranging from *strongly disagree* to *strongly agree* (Appendix C).

2.4. The Procedure

2.4.1. Preparation for Data Collection

Ethical approval of the current study was obtained from METU Human Subjects Ethics Committee (Appendix A). Undergraduate psychology students were contacted to participate in the data collection process once the necessary permission procedure was maintained. Students who were willing to work with researchers were applied for a summer internship at METU Child and Adolescent Development Lab. Selected students were invited for extensive training on collecting data through home visits, and participant selection criteria.

The training was held between 29 - 30 June and 1 July of 2019 as three full days at METU Child and Adolescent Development Lab. Intern students were equally divided into two groups, and each group in total received one-and-a-half-day of training. Within the scope of the training, at first, researchers briefly gave information about the study without revealing hypotheses or expected results. Following this step, they engaged in role-playing sessions to enact possible scenarios that students might face during data collection. In the first role-play session, researchers demonstrated the phone-call part of the procedure in which students reach families and set an appointment for the future meeting. Thereafter, home-visit scenarios were enacted as three main episodes. The first episode captured the duration between entering families' house and starting the study. In this part, interns were given information about protecting their own and families' privacy; also, they were informed about the importance of giving children some time to form rapport between researcher and child. The second episode encompassed the data collection in which, mother-child dyads engaged in necessary tasks for the study. The last episode focused on giving debriefing information to mothers and respectfully leaving the house. When the demonstration of the researchers finished, intern students were asked to participate in role-play sessions, and each student attended at least one of the sessions individually. Once a group of students enacted their roles, researchers provided feedbacks about the performance by highlighting the successful parts and correcting behaviors if necessary. When the training session was completed, each student was asked to reach four families, as two of the children are girls, and two of them are boys.

2.4.2. Data Collection

The current study consisted of two parts as mother-child reminiscing task and researcher-child recounting task. In the mother-child reminiscing task, mothers were asked to specify two events that they experienced with their children in the last two months. In order to prevent possible memory flaws, they were given paper-pencil and asked to write a few keywords about the events. Following this step, mothers were asked to select one of the events and discuss it with their children for five minutes “as

they usually do''. During the task, data collectors left the mother-child dyad alone, but before leaving, they placed their computers in the room in a way to not distract participants, so the whole conversation was audio recorded through an application called Audacity. When time was up, data collectors entered the room, thanked mother-child dyads, and stopped recording.

In the researcher-child recounting task, mothers were requested to leave child and data collector alone, and children were asked to tell an event that she/he experienced with his/her mother recently for five minutes. To encourage children to tell the memory, data collectors provided positive feedbacks such as nodding or vocalic approvals. If children seemed uninterested in speaking, data collectors asked non-directive questions such as, "Can you tell me more about the event?" or "Do you want to say anything else?". This task was also audio recorded as previously mentioned style. When the time was up, data collectors stopped the recording and thanked children for sharing the event.

In order to prevent the sequence effect between the tasks, half of the total meetings began with the mother-child reminiscing task, and the other half started with the researcher-child recounting task.

2.5. Coding Schemes

To determine reminiscing styles of mothers and children, each task was coded based on the coding schemes of Fivush et al. (1995) and Fivush and Vasudeva (2002). In this regard, both mothers' and children's conversational styles were coded as follows: *context statements*, *open-ended questions*, *yes/no questions*, *evaluations*, *repetition of context statements*, *repetition of open-ended questions*, *repetition of yes/no questions*. *Total number of words* was also calculated for both parties.

Since coding style might differ from one coder to another, it is crucial to operationalize coding criteria. In the current study, *context statements* refer to any contextual information about the event in the form of subject-verb construction. To clarify, the

following sentence contains two context statements since it has two subject-verb constructions: “You were so happy the day that we went to the picnic.” Besides, *open-ended questions* refer to any “wh” question. For instance, “What happened there?” is an example of open-ended questions. Additionally, questions that need to be answered with either approval or deny were coded as *yes/no question*. For example, “Were you happy there?” is an example of this type of questions. Moreover, *evaluations* were coded for any statement that confirms or disconfirms the information the other party said, such as “No, we did not see your friend at the hospital.”

In the current study, any statement repeating the previously mentioned information was coded as repetition. While coding repetitions, to increase standardization, it was decided that if the new sentence had more than one word that was changed, then that sentence was not coded as repetition. As it was done in the original studies (Fivush et al., 1995; Fivush and Vasudeva, 2002), no repetitions for evaluations were coded. Furthermore, *the total number of words* was counted by using Microsoft Word for each individual separately. Since any statement in the form of subject-verb construction was evaluated as context statement, in the current study, the total number of sentences was not counted to avoid redundancy (See Table 1).

As stated in the literature, to determine maternal and child elaborativeness, parts of mothers and children were coded separately. For each individual, the total number of elaborative expressions divided by the sum of total number of elaborative expressions and total number of repetitions (Fivush, & Vasudeva, 2002).

2.5. Reliability of Codings

The principal researcher coded all conversations obtained from the mother-child reminiscing task and the researcher-child recounting task. Additionally, 100% of the conversations were coded by an independent researcher. For the mother-child reminiscing task, the inter-coder reliability was between .83 and .97 for maternal codings, and .74 and .96 for child codings. For the researcher-child recounting task,

inter-coder reliability ranged from .77 to .97.

Table 1
Coding Schemes for Reminiscing and Recounting Tasks

Variable	Explanation	Example
Context Statement	Any contextual information in the form of subject-verb construction	“It was your birthday; we were all together.”
Open-ended Question	Questions starting with “wh-words”	“When was the last time you saw her?”
Yes/No Question	Questions requiring approval or disapproval responses	“Did you like the puppy?”
Positive Evaluation	Verbal or vocalic approval of statements	“Yes, we visited your grandpa at the hospital.”
Negative Evaluation	Verbal or vocalic disconfirmation of statements	“No, she did not come to our house.”
Repetition of Context Statement	Repetitions of any contextual information in the form of subject-verb construction	“It was your birthday. It was your fourth birthday.”
Repetition of Open-ended Question	Repetitions of questions starting with “wh-words”	“When was the last time you saw her? When did you see her for the last time?”
Repetition of Yes/No Question	Repetitions of questions requiring approval or disapproval responses	“Did you like the puppy? Did you like it?”

CHAPTER 3

RESULTS

3.1. Data Screening

At the end of data collection, 345 mother-child dyads were reached for the current study ($N = 690$). Since data collection was held through a summer internship program, data collectors reached participants with diverse personal characteristics. To ensure that all participants meet with the required criteria, data screening was applied.

In the beginning, the age range of children was controlled; although it was aimed to reach children between the ages of 5 to 6 years old, age of participants ranged from 3,5 to 6,5 years. Considering the previous studies in the literature, and to control for the aimed age groups, we decided to include children who were between the ages of 4 to 6 years old at the time of the data collection in the data set. Thus, 26 pairs were eliminated either because children's age information is missing or not applicable to the current study. In addition, to rule out possible confounding effects of having a preschool history on children's language outcomes, we decided to reach participants who were attending a preschool; and 2 mother-child dyads were omitted from the study, since those children were not attending preschool at the time. Additionally, another 2 pairs were removed from the data set since mothers either had a mental health disorder history (chronic depression) or experienced a recent personal trauma (mother's brother committed suicide). Furthermore, both mother-child reminiscing task and researcher-child recounting task were controlled to assure that they did not include individuals other than participants, and in total, 12 pairs were not used since they were triadic conversations. In addition, 20 dyads were eliminated due to technical reasons such as recording problems or flaws in the data collection procedure. Moreover, 3 families were omitted from the study since they were currently living in

countries other than Turkey. Data were analyzed for outliers and 2 mother-child dyads were omitted since they were outliers. Finally, in total 67 pairs were deleted, and the current sample consisted of 278 mother-child dyads ($N = 556$).

3.2. Descriptive Statistics

Following the data screening procedure, descriptive statistics of the participants were analyzed. Concerning study variables, mothers' self-construal scores were calculated for individuation and relatedness subscales. While the mean of *individuation* was found as 3.61 ($SD = .45$), the mean of *relatedness* was obtained as 4.17 ($SD = .43$). In terms of reminiscing styles of participants, the mean of *maternal elaborativeness* was found as .95 ($SD = .05$), and the mean of *maternal repetitiveness* was calculated as .01 ($SD = .01$).

Additionally, child elaborativeness was calculated both for mother-child reminiscing and researcher-child recounting tasks. Mean of *child elaborativeness* in the reminiscing task was found as .98 ($SD = .03$), the mean of *child repetitiveness* in the reminiscing task was examined as .00 ($SD = .01$). Also, while the mean of *child elaborativeness* in the recounting task was found as .97 ($SD = .04$), the mean of *child repetitiveness* in the recounting task was found as .00 ($SD = .01$). These results and other study variables contributing to elaborativeness calculation can be seen in Table 2.

Regarding exploratory demographic information, 85.6% of the mothers in our sample stated that they were the primary caregivers of children. In 9.7% of the cases, both parents shared equal responsibility for childcaring. While only in 1.1% of the cases fathers were the primary caregivers, in 3.6% of the cases, mothers stated that they have been sharing responsibility with either grandparents or professional babysitters. Additionally, all children in the final sample were attending preschool for 20.22 months on average ($SD = 12.38$).

Table 1*Means, Standard Deviations and Minimum-Maximum Scores for Study Variables*

Variables	Mean (N = 278)	Standard Deviation (N = 278)	Min – Max (N = 278)
Maternal Variables			
Age (in years)	35.96	4.75	23-53
Individuation	3.61	.45	2.31-4.85
Relatedness	4.17	.42	2.75-5.00
Context Statements	45.72	20.82	3-126
Evaluations	13.12	7.10	0-36
Open-Ended Questions	15.38	8.35	0-56
Yes/No Questions	17.61	8.77	1-45
Repetition of Context Statements	2.11	2.96	0-28
Repetition of Open-Ended Questions	1.29	1.82	0-13
Repetition of Yes/No Questions	.71	1.28	0-7
Total Number of Words	302.70	112.16	46-697
Total Number of Lines	42.08	16.24	4-119
Elaborativeness	.94	.05	.68-1
Repetitiveness	.01	.01	.00-.14
Child Variables			
Age (in months)	65.16	4.64	47.93-72.94
Child Reminiscing Variables			
Context Statements	32.67	16.02	0-86
Evaluations	14.66	7.73	1-48
Open-Ended Questions	3.00	2.92	0-21

Table 2 (continued)

Variables	<i>Mean</i> (<i>N</i> = 278)	<i>Standard</i> <i>Deviation</i> (<i>N</i> = 278)	<i>Min – Max</i> (<i>N</i> = 278)
Repetition of Context Statements	1.01	1.61	0-12
Repetition of Yes/No Questions	.07	.33	0-3
Elaborativeness	.97	.03	.81-1
Repetitiveness	.00	.01	.00-.09
Child Recounting Variables			
Context Statements	35.05	23.12	3-137
Evaluations	6.04	5.59	0-34
Open-Ended Questions	1.24	2.06	0-15
Yes/No Questions	1.05	1.77	0-10
Repetition of Context Statements	1.23	1.96	0-12
Repetition of Open-Ended Questions	.07	.33	0-3
Repetition of Yes/No Questions	.04	.23	0-2
Total Number of Words	154.93	107.16	17-578
Elaborativeness	.97	.03	.81-1
Repetitiveness	.00	.01	.00-.08

Table 2*Demographic Information for Participants*

Variables	Frequency	Percentage
<u>Maternal Variables</u>		
Education Level	(<i>N</i> = 278)	
Literate	1	0.4
Primary school degree	19	6.8
Middle school degree	14	5.0
High school degree	80	28.8
Bachelor's degree	131	47.1
MS/MA degree	30	10.8
Ph.D. degree	3	1.1
Employment Status	(<i>N</i> = 278)	
Working	146	52.5
Not working	132	47.5
<u>Child Variables</u>		
Gender	(<i>N</i> = 278)	
Female	144	51.8
Male	134	48.2
Sensory Impairment	(<i>N</i> = 278)	
Present	3	1.1
Absent	275	98.9
Chronic Illness	(<i>N</i> = 278)	
Present	11	4.0
Absent	267	96.0
Number of Siblings	(<i>N</i> = 277)	
No sibling	87	31.3
One sibling	158	56.8
Two siblings	29	10.4
Three siblings	3	0.4

3.3. Correlations

Bivariate correlation analysis was conducted to detect correlations among study variables. Correlation coefficients for maternal individuation, relatedness, elaborativeness, repetitiveness, children's elaborativeness, and repetitiveness both for mother-child reminiscing task, and researcher-child recounting task were presented in Table 4. As indicated before, in our main hypotheses, child's elaborativeness in the recounting task was used a dependent variable. However, child's elaborativeness in the reminiscing task was also calculated and used in the analyses for exploratory reasons.

In terms of correlations among maternal variables, maternal individuation and relatedness were positively correlated with each other ($r = .22, p < .001$). Additionally, maternal elaborativeness in the reminiscing task was positively correlated with maternal individuation ($r = .14, p < .05$), and it was negatively correlated with maternal repetitiveness in the reminiscing task ($r = -.97, p < .001$). Also, a negative correlation between maternal individuation and maternal repetitiveness in the reminiscing task was found ($r = -.15, p < .001$).

Regarding child variables, elaborativeness in the recounting task was negatively associated with repetitiveness in the recounting task ($r = -.94, p < .001$). Also, repetitiveness in the reminiscing task was positively correlated with repetitiveness in the recounting task ($r = .13, p < .05$), and negatively correlated with elaborativeness in the reminiscing task ($r = -.97, p < .001$).

Correlations among maternal and child variables showed that, child elaborativeness in the recounting task was positively correlated with maternal elaborativeness in the reminiscing task ($r = .19, p < .001$), and negatively correlated with maternal repetitiveness in the reminiscing task ($r = -.18, p < .001$). Besides, child repetitiveness in the recounting task was negatively correlated with maternal elaborativeness in the reminiscing task ($r = -.18, p < .001$), and positively correlated with maternal repetitiveness in the reminiscing task ($r = .18, p < .001$). Moreover, child

elaborativeness in the reminiscing task was positively correlated both with maternal individuation ($r = .16, p < .001$), and maternal elaborativeness in the reminiscing task ($r = .24, p < .001$). Additionally, it was negatively correlated with maternal repetitiveness in the reminiscing task ($r = -.23, p < .001$). Lastly, child repetitiveness in the reminiscing task was positively correlated with maternal repetitiveness in the reminiscing task ($r = .25, p < .001$) and negatively correlated both with maternal elaborativeness in the reminiscing task ($r = -.26, p < .001$), and maternal individuation ($r = -.17, p < .001$).



Table 4

Bivariate Correlations Among Study Variables

	1.	2.	3.	4.	5.	6.	7.	8.
1. Maternal Relatedness	-							
2. Maternal Individuation	.22**	-						
3. Maternal Elaborativeness in Reminiscing	.08	.14*	-					
4. Maternal Repetitiveness in Reminiscing	-.08	-.15**	-.97**	-				
5. Child Elaborativeness in Reminiscing	.11	.16**	.24**	-.23**	-			
6. Child Repetitiveness in Reminiscing	-.11	-.17**	-.26**	.25**	-.97**	-		
7. Child Elaborativeness in Recounting	.10	.10	.19**	-.18**	.10	-.11	-	
8. Child Repetitiveness in Recounting	-.10	-.10	-.18**	.18**	-.10	.13*	-.94**	-

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

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

3.4. Main Analyses: Moderation Analyses

A set of moderation analyses was conducted through IBM SPSS Version 26 with PROCESS Macro (Hayes, 2012) extension for hypotheses testing and exploratory reasons with three age groups; 4-6-year olds (48 to 72 months), 4-5-year olds (48 to 60 months), and 5-6-year olds (61 to 72 months). In other words, we tested all hypotheses across the entire data set, and also separately for 4 and 5-year olds. The reason why we handled the data in this way is because in the literature, it has been systematically shown that children's memory (Reese, 2002; 2009), linguistic (Aksu-Koç & Ketrez, 2016; Dockrell & Messer, 2004), and other cognitive skills, such as Theory of Mind (ToM) (Ebert, 2020; Welch-Ross, 1997) show drastic developmental changes within the age period of 4 to 6. Therefore, we wanted to examine these developmental changes as well, without using children's chronological age as a control variable, which might have taken over most of the variance in the data set.

To test the first hypothesis of the current study, a series of different moderation analyses was conducted with maternal individuation as a continuous moderator. The same analysis was implemented for all age intervals. In each analysis, child elaborativeness in the recounting task was entered as the dependent variable, maternal elaborativeness in the reminiscing task was added as the independent variable, and maternal individuation was used as the continuous moderator variable. While running the analyses, the Johnson-Neyman approach and centered versions of all variables were preferred.

To test the second hypothesis of the current study, a series of simple moderation analyses with pick-a-point approach was conducted. Before conducting the analysis, the median split was applied for individuation and relatedness subscales to determine the balanced and unbalanced self-construal types (also used as self-construal style interchangeably). The median was found as 3.54 for the individuation subscale, and 4.19 for the relatedness subscale. To determine balanced self-construal style, mothers who scored higher than median values in each subscale were identified. Additionally, mothers who scored lower than median values in the subscales were determined for

the unbalanced self-construal style, and mothers who had either balanced or unbalanced self-construal style and their children (155 dyads) were included in the analyses ($N = 310$). In each analysis, while maternal elaborativeness in the reminiscing task was used as the independent variable, child elaborativeness in the recounting task was used the dependent variable, and maternal self-construal style was entered as a dichotomous moderator with two levels as balanced and unbalanced self-construals.

3.4.1. Assumption Check for Moderation Analyses

Before conducting moderation analyses, assumptions of linearity, multicollinearity, independence, homoscedasticity, and normality were checked.

Linearity assumption was checked through applying deviation from linearity test since the test yielded insignificant results ($p = .64$), it was seen that there was a linear relationship between IV and DV.

Multicollinearity assumption was tested with VIF and Tolerance statistics. Since results produced values of .98 for Tolerance, and 1.02 for VIF statistics, there was no multicollinearity in the data.

To test independence assumption, Durbin-Watson test was used, and results yielded a value of 1.97, suggesting that independence assumption was met.

To check normality assumption Skewness-Kurtosis statistics were used. According to results, skewness and kurtosis statistics were obtained as follows for IV and DV: for maternal elaborativeness in the reminiscing task skewness of -1.86, and kurtosis of 5.28; for child elaborativeness in the recounting task skewness of -1.67, and kurtosis of 3.03. These results suggest that both IV and DV had negatively skewed distributions.

To test homoscedasticity assumption regression standardized residual scatterplots were used. Plots yielded that homoscedasticity assumption was also might be violated. To see how these violations might affect results, two different sets of moderation

analyses procedures were followed. While in one of the sets, bootstrapping and HC4 heteroscedasticity-consistent standard error estimator were used to handle violations; in the other set, these corrections were not applied. Since results did not yield any difference, the corrections were not preferred for the following analyses.



Table 5

Analyses Conducted for the Current Study

<i>Analysis Type</i>	<i>Age Group & Sample Size</i>	<i>Variables</i>	<i>Findings</i>
Main Analyses			
Moderation Analysis (3.5.1)	48 to 72 months (Entire Sample) (<i>N</i> = 556)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Individuation	Significant moderation effect was not found. IV significantly predicted DV.
Moderation Analysis (3.5.2)	48 to 60 months (<i>N</i> = 120)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Individuation	Significant moderation effect was not found. IV did not predict DV.
Moderation Analysis (3.5.3)	61 to 72 months (<i>N</i> = 436)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Individuation	Significant moderation effect was not found. IV significantly predicted DV.
Moderation Analysis (3.6.1)	48 to 72 months (Entire Sample) (<i>N</i> = 310)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Balanced Self-Construct	Significant moderation effect was not found. IV significantly predicted DV.

Table 5 (continued)

<i>Analysis Type</i>	<i>Age Group & Sample Size</i>	<i>Variables</i>	<i>Findings</i>
Moderation Analysis (3.6.2)	48 to 60 months (<i>N</i> = 64)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Balanced Self-Constual	Significant moderation effect was not found. IV did not predict DV.
Moderation Analysis (3.6.3)	61 to 72 months (<i>N</i> = 246)	IV: Maternal Reminiscing Elaborativeness DV: Child Recounting Elaborativeness M: Maternal Balanced Self-Constual	Significant moderation effect was not found. IV significantly predicted DV.
Exploratory Analyses			
Moderation Analysis (3.7.1)	48 to 72 months (Entire Sample) (<i>N</i> = 556)	IV: Maternal Reminiscing Elaborativeness DV: Child Reminiscing Elaborativeness M: Maternal Individuation	A significant moderation effect was found. IV significantly predicted DV.
Moderation Analysis (3.7.2)	61 to 72 months (<i>N</i> = 436)	IV: Maternal Reminiscing Elaborativeness DV: Child Reminiscing Elaborativeness M: Maternal Individuation	A significant moderation effect was found. IV significantly predicted DV.

Table 5 (continued)

<i>Analysis Type</i>	<i>Age Group & Sample Size</i>	<i>Variables</i>	<i>Findings</i>
Moderation Analysis (3.7.3)	48 to 72 months (Entire Sample) (<i>N</i> = 556)	IV: Maternal Reminiscing Elaborativeness DV: Child Reminiscing Elaborativeness M: Maternal Relatedness	A significant moderation effect was found. IV significantly predicted DV.
Moderation Analysis (3.7.4)	61 to 72 months (<i>N</i> = 436)	IV: Maternal Reminiscing Elaborativeness DV: Child Reminiscing Elaborativeness M: Maternal Relatedness	A significant moderation effect was found. IV significantly predicted DV.
Moderation Analysis (3.7.5)	61 to 72 months (<i>N</i> = 246)	IV: Maternal Reminiscing Elaborativeness DV: Child Reminiscing Elaborativeness M: Maternal Balanced Self-Construct	A significant moderation effect was found. IV significantly predicted DV.
Mediation Analysis (3.7.6)	48 to 72 months (Entire Sample) (<i>N</i> = 556)	IV: Maternal Individuation DV: Child Recounting Elaborativeness M: Maternal Reminiscing Elaborativeness	A significant mediation effect was found. IV significantly predicted mediator variable.
Mediation Analysis (3.7.7)	48 to 72 months (Entire Sample) (<i>N</i> = 556)	IV: Maternal Individuation DV: Child Reminiscing Elaborativeness M: Maternal Reminiscing Elaborativeness	A significant mediation effect was found. IV significantly predicted both mediator variable and DV.

3.5. Testing the First Set of Hypotheses

3.5.1 Moderation Analysis for the Entire Sample with Individuation as Moderator and Child Elaborativeness in the Recounting Task as DV

The first moderation analysis was conducted with the entire sample (278 mother-child dyads, $N = 556$), in which children's age ranged from 48 to 72 months.

The analysis provided an overall significant model, $F(3, 274) = 3.827, p = .010$, with an R^2 of .040. However, the interaction term between maternal elaborativeness and individuation was not significant ($B = .004, SE = .106, p = .961, 95\% \text{ CI } [-.204, .213]$), suggesting that maternal individuation did not moderate the relationship between maternal elaborativeness in the reminiscing task and child's elaborativeness in the recounting task.

In terms of unique contributions of the variables, results revealed that while maternal elaborativeness in the reminiscing task was a unique predictor of child elaborativeness in the recounting task ($B = .128, SE = .045, p = .005, 95\% \text{ CI } [.039, .217]$), maternal individuation did not predict child elaborativeness in the recounting task ($B = .006, SE = .004, p = .20, 95\% \text{ CI } [-.003, .016]$). These results indicated that the first hypothesis of the current study was not supported by the analysis.

3.5.2. Moderation Analysis for 48 to 60 Months of Age Group with Individuation as Moderator and Child Elaborativeness in the Recounting Task as DV

To control for possible age-related differences in the developmental skills of children, the same analysis was conducted with a sample of children whose ages ranged from 48 to 60 months (60 mother-child dyads, $N = 120$).

Contrary to the findings of the first analysis, this analysis did not yield an overall significant model, $F(3, 56) = .146, p = .931$, with an R^2 of .007. Also, the interaction term between maternal elaborativeness in the reminiscing task and maternal

individuation was not significant ($B = .028$, $SE = .204$, $p = .889$, 95% CI $[-.380, .437]$). Additionally, neither maternal elaborativeness in the reminiscing task ($B = .054$, $SE = .087$, $p = .540$, 95% CI $[-.121, .229]$) nor maternal individuation ($B = -.003$, $SE = .012$, $p = .804$, 95% CI $[-.028, .021]$) were unique predictors of child elaborativeness in the recounting task.

As shown by the results, maternal individuation did not have a moderator role on the link between maternal reminiscing elaborativeness and child's recounting elaborativeness.

3.5.3. Moderation Analysis for 61 to 72 Months of Age Group with Individuation as Moderator and Child Elaborativeness in the Recounting Task as DV

Lastly, the same analysis was implemented for a sample of children between 61 to 72 months of age and their mothers (218 mother-child dyads, $N = 436$).

As in analysis of the entire sample, results yielded an overall significant model, $F(3, 214) = 4.326$, $p = .005$, with an R^2 of .057. However, the interaction term between maternal individuation and maternal elaborativeness in the reminiscing task was, again, not significant ($B = -.018$, $SE = .133$, $p = .888$, 95% CI $[-.280, .243]$). Also, while maternal elaborativeness in the reminiscing task was a unique predictor of child elaborativeness in the recounting task ($B = .147$, $SE = .055$, $p = .008$, 95% CI $[.038, .256]$), such a relationship was not observed for maternal individuation ($B = .008$, $SE = .005$, $p = .113$, 95% CI $[-.002, .019]$).

Moderation analyses with different age groups showed that regardless of children's age, maternal individuation did not moderate the relationship between maternal elaborativeness in the reminiscing task and child's elaborativeness in the recounting task. Nevertheless, it was also seen that maternal reminiscing style was a significant predictor of children's recounting elaborativeness for those who were between 5 to 6 years old of age.

3.6. Testing the Second Set of Hypotheses

3.6.1. Moderation Analysis for the Entire Sample with Balanced and Unbalanced Self-Construals as Moderator and Child Elaborativeness in the Recounting Task as DV

To test the second hypothesis of the current study, a simple moderation analysis was conducted for the entire sample (155 dyads, $N = 310$). Before conducting the analyses, median split was applied, and only mothers with either balanced or unbalanced self-construal style and their children included in the analysis. For this reason, the sample size decreased to 310.

According to the results, the analysis did not produce an overall significant model, $F(3, 151) = 2.304$, $p = .079$, $R^2 = .043$, also the interaction between maternal elaborativeness in the reminiscing task and maternal self-construal style was not significant ($B = -.199$, $SE = .137$, $p = .151$, 95% CI $[-.471, .073]$). In terms of unique predictive roles of the variables, maternal reminiscing elaborativeness was a unique predictor of child elaborativeness in the recounting task ($B = .181$, $SE = .075$, $p = .017$, 95% CI $[.032, .330]$); nevertheless, maternal self-construal did not predict the outcome variable ($B = .194$, $SE = .131$, $p = .142$, 95% CI $[-.066, .454]$).

These results suggested that maternal balanced or unbalanced self-construal style did not play a moderator role for the interplay between maternal reminiscing style and children's elaborativeness in the recounting task.

3.6.2. Moderation Analysis for 48 to 60 Months of Age Group with Balanced and Unbalanced Self-Construals as Moderator and Child Elaborativeness in the Recounting Task as DV

The previous moderation analysis was also implemented for a sample consisted of 48 to 60 months of age children and their mothers (32 dyads, $N = 64$).

According to results, neither the overall model ($F(3, 28) = .21$, $p = .884$, $R^2 = .022$), nor the interaction term between maternal reminiscing elaborativeness and maternal self-construal type were significant ($B = -.075$, $SE = .355$, $p = .833$, 95% CI $[-.803, .652]$). Additionally, for this age group maternal elaborativeness in the reminiscing task ($B = -.005$, $SE = .276$, $p = .985$, 95% CI $[-.571, .561]$) and maternal self-construal type ($B = .061$, $SE = .340$, $p = .857$, 95% CI $[-.635, .758]$) were not significant predictors of the child elaborativeness in the recounting task.

As the results indicated, for this age group, maternal reminiscing style was not a significant predictor of child recounting elaborativeness, and the association between these two variables was not moderated by maternal self-construal type.

3.6.3 Moderation Analysis for 61 to 72 Months of Age Group with Balanced and Unbalanced Self-Construals as Moderator and Child Elaborativeness in the Recounting Task as DV

Lastly, the same simple moderation analysis applied for a sample of children between 61 to 72 months of age and their mothers (123 dyads, $N = 246$).

According to results of the analysis, a significant overall model was obtained, $F(3, 119) = 3.047$, $p = .031$, $R^2 = .071$. On the other hand, the interaction term between maternal elaborativeness in the reminiscing task and maternal self-construal style was not significant ($B = -.179$, $SE = .157$, $p = .256$, 95% CI $[-.490, .131]$). Similarly to the previous analyses, for this age group, while maternal reminiscing elaborativeness was a unique predictor of child recounting elaborativeness ($B = .195$, $SE = .008$, $p = .013$, 95% CI $[.041, .350]$), such a condition was not observed for maternal self-construal style ($B = .179$, $SE = .150$, $p = .234$, 95% CI $[-.117, .476]$).

As the analysis results indicated, maternal categorical self-construal style was not the moderator variable for the relationship between maternal elaborativeness in the reminiscing task and child elaborativeness in the recounting task. Similarly to the

analyses for the first hypothesis testing, variance in the overall model was mainly produced by the association between maternal reminiscing elaborativeness and child recounting elaborativeness for 61 to 72 months of age group.

3.7. Exploratory Analyses: Moderation and Mediation

In the first set of hypotheses of the current study, the role of maternal individuation on the link between maternal elaborativeness in the reminiscing task and child elaborativeness in the recounting task was tested. The second set of hypotheses tested the same model using maternal self-construal style (balanced vs. unbalanced) as a dichotomous moderator variable. Since in the hypotheses testing, we did not test the role of maternal relatedness as a moderator variable; in the exploratory analyses, we tested the same model by using it as a moderator variable.¹ In addition, we tested the models for child elaborativeness in the reminiscing task as the dependent variable. Lastly, we conducted a series of mediation analyses to reconstruct the model by using maternal self-construal variables as independent variable, maternal elaborativeness in the reminiscing task as mediator variable, and child elaborativeness in both tasks as dependent variables. All of the analyses were also conducted through PROCESS Macro (Hayes, 2012).

3.7.1. Moderation Analysis for the Entire Sample, Individuation as Moderator and Child Elaborativeness in the Reminiscing Task as DV

A simple moderation analysis was conducted with the entire sample ($N = 556$) to exploratorily investigate the role of maternal individuation on the relationship between maternal elaborativeness in the reminiscing task and child elaborativeness in the

¹ We tested moderation analyses with maternal relatedness as a continuous moderator for three different age groups. In none of the analyses, the interaction term between maternal elaborativeness in the reminiscing task and maternal relatedness was significant, indicating that maternal relatedness did not moderate the relationship between maternal elaborativeness in the reminiscing task and child elaborativeness in the recounting task. In addition, maternal relatedness did not predict child recounting elaborativeness in any of the analyses. For these reasons, the analyses were not mentioned in detail.

reminiscing task.

The analysis yielded an overall significant model $F(3, 274) = 9.660, p < .001$, with an R^2 of .095, and a significant interaction between maternal reminiscing elaborativeness and maternal individuation ($B = -.232, SE = .088, p = .009, 95\% \text{ CI } [-.407, -.057]$) was found, suggesting that maternal individuation moderated the link between maternal reminiscing elaborativeness and child elaborativeness in the reminiscing task. Concerning unique predictive roles of the variables, both maternal reminiscing elaborativeness ($B = .113, SE = .037, p = .003, 95\% \text{ CI } [.038, .187]$, and maternal individuation ($B = .009, SE = .004, p = .021, 95\% \text{ CI } [.001, .017]$, were the unique predictors of child reminiscing elaborativeness.

According to results, the cut-off score for Johnson-Neyman region of significance was found .13, showing that for the scores below this value the interaction term between maternal reminiscing elaborativeness and maternal individuation was significant ($B = .083, SE = .042, p = .050, 95\% \text{ CI } [.000, .166]$). However, such an association was not

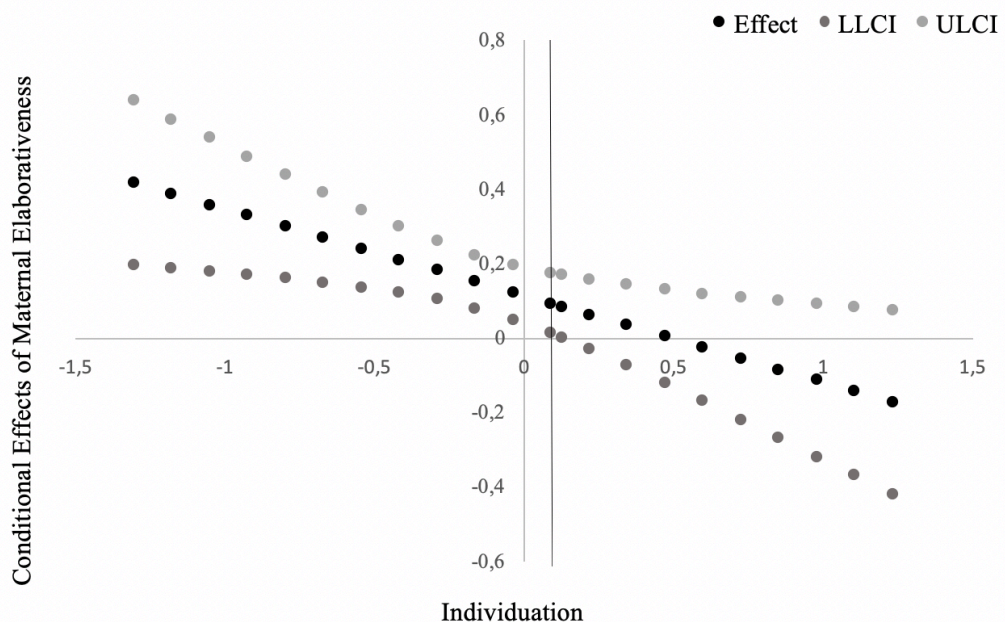


Figure 1 The Johnson-Neyman graph for the entire sample with maternal individuation as the moderator. The vertical line parallel to y-axis demonstrates the region of significance, suggesting that conditional effects of maternal reminiscing elaborativeness on child reminiscing elaborativeness are significant for the individuation levels left of the region of significance line.

evident for the scores above the cut of value (Figure 1). These results indicated that mothers' reminiscing style significantly predicted children's elaborativeness in the reminiscing task when maternal individuation is low.

3.7.2. Moderation Analysis for 61 to 72 Months Age Group with Individuation as Moderator and Child Elaborativeness in the Reminiscing Task as DV

The same analysis was applied again for children whose ages were ranged from 61 to 72 months and their mothers (218 dyads, $N = 436$).

The analysis yielded a significant overall model ($F(3, 214) = 9.275, p < .001, R^2 = .115$) and a significant interaction between maternal reminiscing elaborativeness and maternal individuation, suggesting that maternal individuation moderated the relationship between mother-child elaborativeness in the reminiscing task ($B = -.340, SE = .118, p = .004, 95\% \text{ CI } [-.573, -.107]$). Additionally, it was seen that both maternal elaborativeness in the reminiscing task ($B = .109, SE = .049, p = .027, 95\% \text{ CI } [.012, .206]$), and maternal individuation ($B = .010, SE = .004, p = .024, 95\% \text{ CI } [.001, .020]$) significantly predicted child elaborativeness in the reminiscing task.

Moreover, the cut off score for Johnson-Neyman region of significance was obtained .03 ($B = .028, SE = .099, p = .050, 95\% \text{ CI } [.00, .199]$), suggesting that the association between maternal reminiscing elaborativeness and child reminiscing elaborativeness was moderated by lower levels of maternal individuation (Figure 2). These results demonstrated that the explained variance in the entire sample analysis was mainly produced by 61 to 72 months of age group.²

² The same analysis was also conducted for 48 to 60 months of age group of children and their mothers. Since the interaction term was not significant, and neither maternal elaborativeness in the reminiscing task nor maternal individuation significantly predicted child elaborativeness in the reminiscing task, the results were not mentioned in detail.

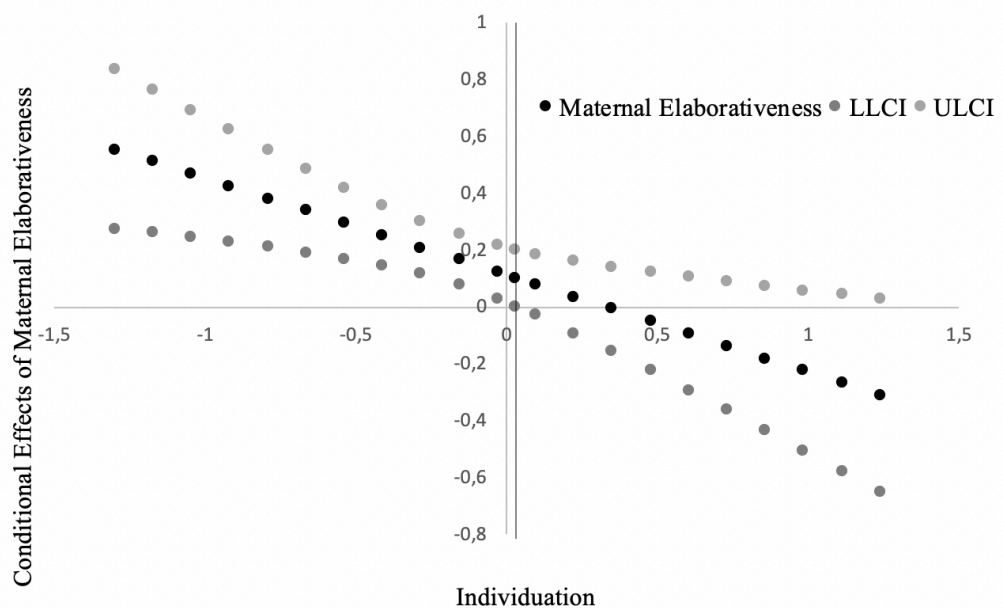


Figure 2 The Johnson-Neyman graph for 61 to 72 months age group with maternal individuation as the moderator. The line parallel to y-axis shows the region of significance. Conditional effects of maternal reminiscing elaborativeness on child reminiscing elaborativeness are significant for lower levels of maternal individuation.

3.7.3. Moderation Analysis for the Entire Sample, Relatedness as Moderator and Child Elaborativeness in the Reminiscing Task as DV

A different simple moderation analysis was implemented with the entire sample ($N = 556$) to exploratorily investigate the link between mother-child elaborativeness in the reminiscing task by the moderator role of maternal relatedness.

According to results, a significant overall model was obtained $F(3, 274) = 7.866, p < .001$, with an R^2 of .079, and a significant interaction between maternal elaborativeness in the reminiscing task and maternal relatedness was observed ($B = -.192, SE = .039, p = .040, 95\% \text{ CI } [-.376, -.008]$), indicating that maternal relatedness moderated the association between maternal reminiscing elaborativeness and child reminiscing elaborativeness. Additionally, both maternal reminiscing elaborativeness ($B = .113, SE = .037, p = .003, 95\% \text{ CI } [.038, .187]$) and relatedness ($B = .006, SE = .004, p = .117, 95\% \text{ CI } [-.001, .015]$) significantly predicted children's reminiscing elaborativeness.

As the Johnson-Neyman region of significance results showed, the cut of score for the significance was .19. While values lower than this score the link between maternal reminiscing elaborativeness and child reminiscing elaborativeness was significant ($B = .089$, $SE = .045$, $p = .050$, 95% CI [.000, .179], for scores higher than this value the association was not significant (Figure 3). These findings suggest that lower levels of maternal relatedness moderated the relationship between mother-child elaborativeness in the reminiscing task.

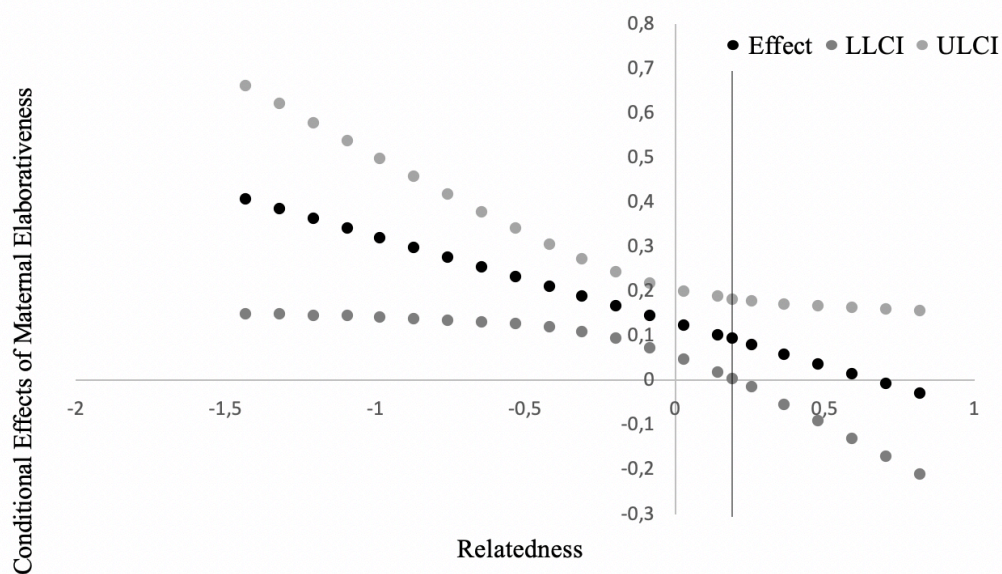


Figure 3 The Johnson-Neyman graph for the entire sample with maternal relatedness as the moderator. The vertical line parallel to y-axis demonstrates the region of significance. Conditional effects of maternal reminiscing elaborativeness on child reminiscing elaborativeness are significant at lower levels of maternal relatedness.

3.7.4. Moderation Analysis for 61 to 72 Months Age Group with Relatedness as Moderator, Child Elaborativeness in the Reminiscing Task as DV

The same analysis was applied again for the 61 to 72 months age group of children and their mothers (218 dyads, $N = 436$).

Analysis results yielded a significant overall model $F(3, 214) = 10.732$, $p < .001$, with an R^2 of .130. Besides, a significant interaction term was obtained ($B = -.436$, $SE = .124$, $p = .0005$, 95% CI [-.682, -.191]), showing that maternal relatedness played a

moderator role on the relationship between mother-child elaborativeness in the reminiscing task. Furthermore, both maternal reminiscing elaborativeness ($B = .107$, $SE = .047$, $p = .026$, 95% CI [.012, .201]), and maternal relatedness ($B = .011$, $SE = .005$, $p = .03$, 95% CI [.001, .021]) were significant predictors of child elaborativeness in the reminiscing task.

According to the Johnson-Neyman region of significance analysis, the cut of score for significance was found to be .02. For the scores lower than this value, conditional effects of maternal reminiscing elaborativeness on the outcome variable were significant ($B = .096$, $SE = .049$, $p = .050$, 95% CI [.000, .193]), implying that lower maternal relatedness moderated the link between maternal reminiscing elaborativeness and child reminiscing elaborativeness (Figure 4).³

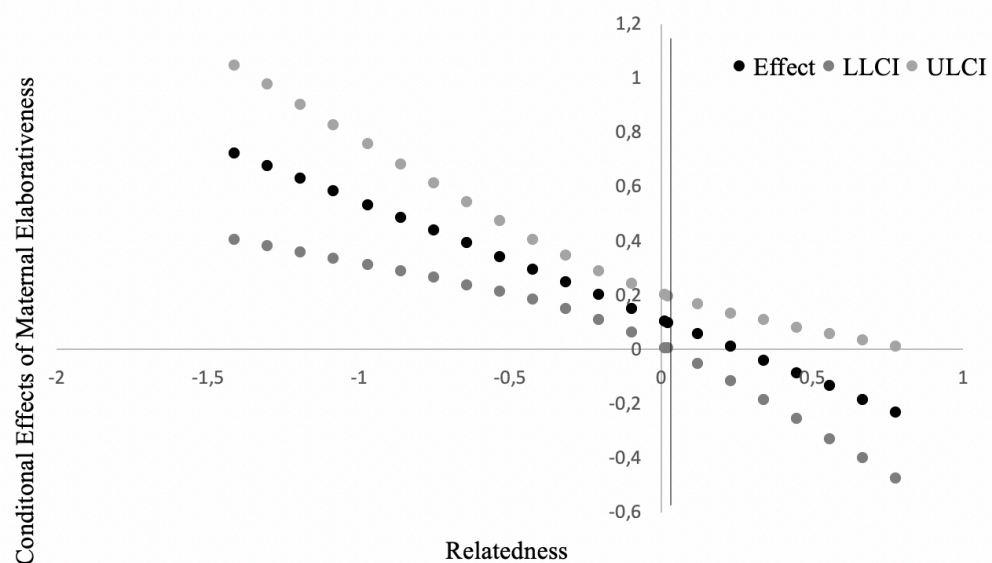


Figure 4 The Johnson-Neyman graph for 61 to 72 months age group with maternal relatedness as the moderator. The vertical line parallel to y-axis demonstrates the region of significance. For the area left of the line, conditional effects of maternal reminiscing elaborativeness on child reminiscing elaborativeness are significant.

³ The same analysis was implemented for a sample of children whose ages ranged from 48 to 60 months and their mothers. Since the interaction term was not significant, and maternal reminiscing elaborativeness and maternal relatedness did not predict the outcome variable, the results were not addressed in detail.

3.7.5. Moderation Analysis for 61 to 72 Months Age Group with Balanced and Unbalanced Self-Constraint as Moderator, Child Elaborativeness in the Reminiscing Task as DV

The last moderation analysis was conducted for a sample of children whose ages ranged from 61 to 72 months and their mothers (123 dyads, $N = 246$).

According to results of the analysis, a significant overall model ($F(3, 119) = 8.897, p < .001, R^2 = .183$), and interaction term ($B = -.367, SE = .148, p = .014, 95\% \text{ CI } [-.660, -.074]$) were obtained. Additionally, both maternal elaborativeness in the reminiscing task ($B = .324, SE = .073, p < .001, 95\% \text{ CI } [.179, .470]$) and maternal self-construal style (balanced vs. unbalanced) ($B = .363, SE = .141, p = .011, 95\% \text{ CI } [.083, .643]$) were significant predictors of the child elaborativeness in the reminiscing task.

Conditional effects of the maternal elaborativeness in the reminiscing task at different levels of the moderator variable indicated that maternal unbalanced self-construal style moderated the relationship between mother-child elaborativeness in the reminiscing task ($B = .324, SE = .073, p < .001, 95\% \text{ CI } [.179, .470]$). Visualization of the results are shown in Figure 6.⁴

⁴ The same analysis was conducted for 48 to 72 and 48 to 60 months age groups of children and their mothers. For 48 to 72 months age group, the overall model was significant ($F(3, 151) = 8.512, p < .001, R^2 \text{ of } .14$), but the interaction term was not significant. While maternal reminiscing elaborativeness significantly predicted child reminiscing elaborativeness ($B = .295, SE = .067, p < .001, 95\% \text{ CI } [.163, .428]$), the association was not significant for maternal self-construal style. For 48 to 60 months age group, the overall model was not significant. Additionally, maternal reminiscing elaborativeness and maternal self-construal style did not predict the outcome variable. Therefore, the results were not reported.

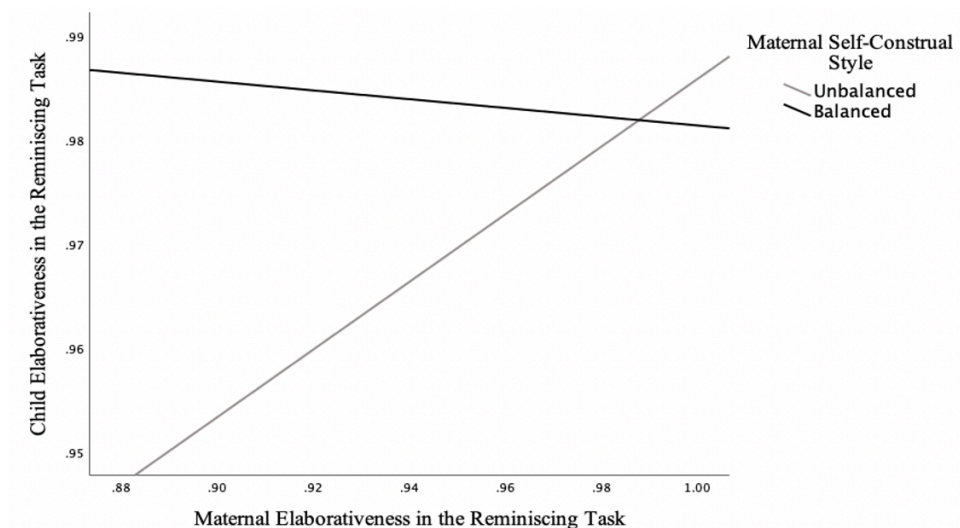


Figure 5 The graph for demonstrating mother-child elaborativeness in the reminiscing task at balanced and unbalanced types of maternal self-construal style.

3.7.6. Mediation Analysis for the Entire Sample with Individuation as Mediator, and Child Elaborativeness in the Recounting Task as DV

For exploratory reasons, a simple mediation analysis with maternal individuation as the independent variable, child elaborativeness in the recounting task as the dependent variable, and maternal elaborativeness in the reminiscing task as the mediator variable was conducted for the entire sample (278 dyads, $N = 556$).

The first model investigated whether maternal individuation predicted maternal elaborativeness in the reminiscing task. Results yielded a significant overall model $F(1, 276) = 5.235, p = .022$, with an R^2 of .018, and maternal individuation significantly predicted maternal reminiscing elaborativeness ($B = .015, SE = .006, p = .022, 95\% \text{ CI } [.002, .028]$).

In the second model, child elaborativeness in the recounting task was joined to analysis as the dependent variable, and unique predictive roles of maternal individuation and maternal reminiscing elaborativeness on child elaborativeness in the recounting task were investigated. The overall model was also significant for the second model $F(2,$

275) = 5.761, $p = .003$, with an R^2 of .040. However, while maternal individuation was not a significant predictor of the child elaborativeness in the recounting task ($B = .006$, $SE = .004$, $p = .199$, 95% CI [-.003, .016]), maternal elaborativeness in the reminiscing task significantly predicted it ($B = .127$, $SE = .043$, $p = .003$, 95% CI [.042, .213]). To check significance of indirect effect of maternal individuation on child elaborativeness in the recounting task, Bootstrap Sampling Method with 5000 resamples were used (Preacher & Hayes, 2004), and a significant mediation effect was found ($B = .002$, $SE = .001$, 95% CI [.000, .005]), suggesting that maternal elaborativeness in the reminiscing task play a mediator role in the link between maternal individuation and child elaborativeness in the recounting task.⁵

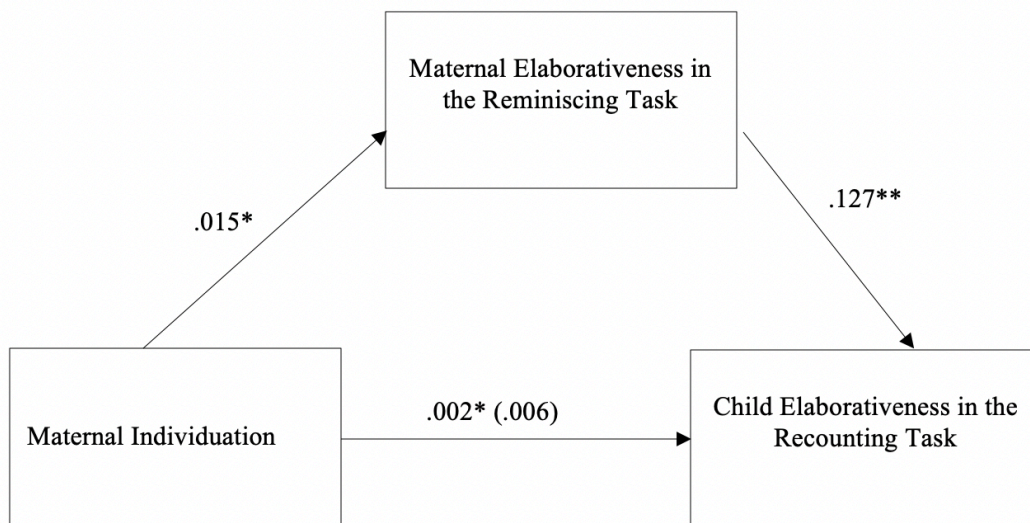


Figure 6 Unstandardized regression coefficients for the indirect relationship between maternal individuation and child elaborativeness in the recounting task through maternal elaborativeness in the reminiscing task. * $p < .05$, ** $p < .001$

⁵ The same simple mediation analysis was also conducted for 48 to 60 months and 61 to 72 months age groups. For 48 to 60 months age group of children and their mothers, the analysis did not provide a significant indirect effect. Additionally, none of the associations between study variables was significant. For 61 to 72 months age group, maternal path a ($B = .015$, $SE = .007$, $p = .027$ 95% CI [.001, .029]), and path b ($B = .150$, $SE = .050$, $p = .003$ 95% CI [.050, .251]) was significant. However, the indirect effect was not significant ($B = .002$, $SE = .001$, 95% CI [-.000, .006]).

3.7.7. Mediation Analysis for the Entire Sample with Individuation as Mediator, and Child Elaborativeness in the Reminiscing Task as DV

A different simple mediation analysis was conducted for the entire sample (278 dyads, $N = 556$) with maternal individuation as the mediator variable and child elaborativeness in the reminiscing task as the dependent variable.

As in the previous analysis, the first model introduced the role of individuation on maternal elaborativeness in the reminiscing task. A significant overall model was obtained ($F(1, 276) = 5.235, p = .022, R^2 = .018$), and maternal individuation was found to be a significant predictor of maternal reminiscing elaborativeness ($B = .015, SE = .006, p = .02, 95\% \text{ CI } [.002, .028]$).

The second model investigated whether maternal individuation and maternal elaborativeness in the reminiscing task separately predicted child elaborativeness in the reminiscing task. According to results, both individuation ($B = .009, SE = .004, p = .031, 95\% \text{ CI } [.001, .017]$) and maternal reminiscing elaborativeness ($B = .139, SE = .036, p = .002, 95\% \text{ CI } [.067, .212]$) were significant predictors of child elaborativeness in the reminiscing task. Indirect effect of maternal individuation on child elaborativeness in the reminiscing task was tested through Bootstrap Sampling Method with 5000 resamples (Preacher & Hayes, 2004), and a significant mediation effect was obtained ($B = .002, SE = .001, 95\% \text{ CI } [.002, .006]$), indicating that maternal elaborativeness in the reminiscing task moderated the association between maternal individuation and child elaborativeness in the reminiscing task.⁶

⁶ The same analysis was implemented for 48 to 60 and 61 to 72 months age groups. For the former group neither indirect effect nor the associations between variables were significant. For the latter, the results were similar to the analysis conducted for the entire sample. Path a ($B = .015, SE = .007, p = .027, 95\% \text{ CI } [.001, .029]$), path b ($B = .164, SE = .046, p = .0004, 95\% \text{ CI } [.073, .251]$) and the indirect effect ($B = .002, SE = .001, 95\% \text{ CI } [.000, .007]$), were significant.

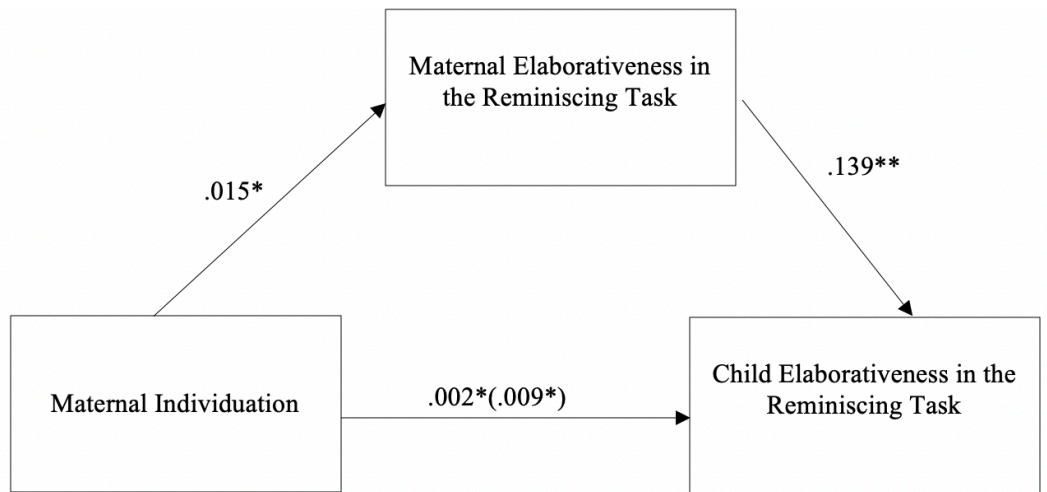


Figure 7 Unstandardized regression coefficients for the association between maternal individuation and child narrative elaborativeness through maternal elaborativeness. * $p < .05$, ** $p < .001$

CHAPTER 4

DISCUSSION

4.1. Overview

The current study aimed to examine the roles of maternal reminiscing style and self-construal on children's independent memory skills. We specifically aimed to investigate how maternal individuation and balanced self-construal styles moderate the association between maternal reminiscing elaborativeness, and child elaborativeness in the researcher-child recounting task. Our findings revealed that while maternal elaborativeness in the reminiscing task predicted children's elaborativeness in the recounting task, the link between these two variables was not moderated by maternal individuation or balanced self-construal style. Additionally, according to the results, maternal reminiscing elaborativeness predicted children's recounting elaborativeness for children who were between the ages of 61 to 72 months at the time. Furthermore, we aimed to exploratorily investigate the moderator role of maternal self-construal style on the link between mother-child elaborativeness in the shared memory conversation. The results demonstrated that maternal individuation and relatedness moderated the association between maternal elaborativeness and child elaborativeness in the reminiscing task. In addition, we tested exploratory analyses to provide a new replication of the previous findings regarding the predictor role of maternal individuation on maternal reminiscing style (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). The results yielded that there was a significant indirect relationship between maternal individuation and child elaborativeness in both reminiscing and recounting tasks through the mediator role of maternal elaborativeness. In the following pages, findings of the current study were discussed within the frame of relevant literature. Contributions and limitations of the current study were mentioned, as well as the suggestions for future studies.

4.2. Evaluation of the Hypotheses Testing

In the current study, it was hypothesized that children of mothers with high-elaborative reminiscing style would be more elaborative in the researcher-child recounting task, by the moderator role of maternal individuation. Additionally, it was hypothesized that children of mothers with high-elaborative reminiscing style would be more elaborative in the researcher-child recounting task, by the moderator role of maternal balanced self-construal style.

According to the results of the first set of hypotheses, the interaction term between maternal individuation and maternal elaborativeness in the reminiscing task was not significant, suggesting that maternal individuation did not moderate the association between maternal reminiscing elaborativeness and child recounting elaborativeness. Similarly, findings of the second set of hypotheses revealed that maternal balanced self-construal style did not moderate the link between the focal predictor and the outcome variable. These results indicated that our hypotheses were not supported. The analyses also revealed that maternal self-construal style was not a significant predictor of children's elaborativeness in the recounting task.

According to the Social Interactionist Perspective, interactions between parent-child dyads are essential for children's development (Nelson & Fivush, 2004; Vygotsky, 1978). Since parents transfer their skills, values, and motivations, and scaffold their children by interacting with them, children's autobiographical memory development through these interactions is affected by certain parental characteristics, such as self-construal style (Wang, 2007; 2011). Even though in the current study, we did not obtain a significant moderation effect, and association between maternal self-construal style and children's recounting elaborativeness was not significant; in our opinion, these results should be evaluated carefully for future research. In the current study, maternal reminiscing elaborativeness was found to be a significant predictor of children's recounting elaborativeness. Considering this finding, we speculate that children's development of independent memory skills through maternal self-construal style might follow a developmental trend different than maternal reminiscing style. It was speculated that the absence of a significant moderation effect for the regarding

maternal self-construal style could be caused by preschool-age children's still developing independent memory skills (Nelson & Fivush, 2020). In mother-child shared memory conversations, children are assisted by their mothers to participate in the conversation. On the other hand, in the researcher-child recounting task, children were expected to tell an event that they experienced with their mothers in the absence of adults' scaffolding. Although around the age of 3, children begin to tell simple memory narratives, their independent memory skills are not wholly established until later years in life (Nelson & Fivush, 2020). Considering this, we speculate that our sample's age range might not be appropriate to observe the moderator role of maternal self-construal style on the link between maternal reminiscing style and children's independent elaborativeness. Thus, future studies might observe a significant moderation effect with groups of comparatively older children, whose independent memory skills, as well as linguistic skills, are more mature.

Although the hypotheses were not supported, the current study provided valuable insights about children's development of independent autobiographical memory skills, which deserves to be discussed in detail. According to the existing literature, maternal reminiscing style is a significant predictor of children's elaborativeness both in shared (Fivush, 2018; Haden et al., 2009; Wang et al., 2000; 2007) and unshared (Wang, 2006; Reese & Newcombe, 2007; Kelly, 2016) memory conversations. To observe possible age differences in the link between maternal reminiscing elaborativeness and child recounting elaborativeness, in the current study, we implemented the analyses for three different age groups (48 to 72 months; 48 to 60 months; 61 to 72 months). In line with the literature, maternal elaborativeness in the reminiscing task significantly predicted children's elaborativeness in the recounting task both for the entire sample, and for the children who were between 61 to 72 months of age. However, such an association was not observed for children who were between 48 to 60 months of age at the time. We specifically aimed to look at the distinct age groups as well as a collapsed version of the data set including all age groups, and by doing so, we saw that the explained variance in the entire sample analysis was mainly produced by children who were between 61 to 72 months of age. In this respect, the current study replicated previous literature regarding the predictor role of maternal reminiscing style on

children's elaborativeness in unshared memory conversations and provided information about age-related differences in children's autobiographical memory skills.

Previous literature on cognitive development indicated that the age interval between 4 to 6 years is a significant period for children to experience substantial cognitive improvements such as the development of ToM (Callaghan et al. 2005; Wellman et al., 2001) and advances in language skills (Aksu-Koç & Kertez, 2016) which are essential for children's autobiographical memory development (Reese 2009; Taumoepeau & Reese, 2013). According to literature, the onset and developmental sequence of required cognitive abilities for ToM show individual differences (Pettersen et al., 2005; Callaghan et al. 2005). For instance, Selcuk and colleagues (2018) investigated the development of ToM in Turkish children between 34 to 80 months of age. According to results of the study, age was the principal predictor of ToM, yet Turkish children demonstrated different developmental trends in ToM performance. They also found that there is a within-culture difference regarding ToM in Turkish cultural context. While majority of children showed a similar pattern as their counterparts in the predominantly collectivistic cultures such as China or Iran, a smaller portion of children demonstrated a developmental trend that is similar to their counterparts from more individualistic cultures such as the US. Considering these findings, it is plausible to expect that children in our sample might have had such individual differences in their ToM abilities. In addition, improvements in language skills of children, such as learning complex grammar rules and using them correctly in a narrative-like structure are also observed in between 4 to 6 years of age (Aksu-Koç & Kertez, 2016). According to previous studies, while English-speaking children could successfully use complex sentences containing adverb and adjective subordinate clauses around the age of 3, in agglutinating languages such as Turkish, achievement of this ability might be delayed until the age of 5 (Aksu-Koç, 1994; Aksu-Koç et al., 2011 as cited in Aksu-Koç & Kertez, 2016).

With respect to relevant literature, we speculate that the aforementioned developmental obstacles could be a cause of the insignificant result regarding the link between maternal reminiscing elaborativeness and children recounting elaborativeness

for 48 to 60 months of age group. Since children's effective participation in memory conversations depends on established ToM and language skills (Taumoepeau & Reese, 2013), the age differences could be observed in children's memory performance. Participants in the current study were recruited via the help of undergraduate psychology students at METU. Since METU is a public school providing free education and one of the top universities in Turkey, it attracts students from diverse SES backgrounds. This diversity might have affected the nature of the data since we reached families with all kinds of SES levels. Considering family SES could be directly related to children's developmental abilities (Fernald et al., 2013; Jednoróg et al., 2012), we conducted the analyses by median splitting the data as high SES vs. low SES, but the results did not differ. Therefore, it was decided to implement the analyses for the entire data set, and by dividing the age groups. Nevertheless, having families from different backgrounds might have increased the noise in the data, so future research should consider this condition carefully.

Additionally, we would like to note that in the current study, the order of reminiscing and recounting tasks was counterbalanced, and participants were asked to tell different events in both tasks. By doing so, we aimed to rule out possible sequential effects between the tasks. Since different events were discussed in both tasks, there could be no sequential effect explanation for the significant results obtained for 61 to 72 months age group, indicating that children's differing developmental levels lead to observed differences in children's outcomes.

4.3. Evaluation of the Exploratory Findings

4.3.1. Evaluation of the Moderation Analyses

In the current study, maternal individuation and relatedness self-construal orientations' moderator role were investigated on the association between mother-child elaborativeness in the shared memory conversation, for exploratory reasons. Analyses revealed that both maternal individuation and relatedness moderated the link between

the focal predictor and the outcome variable.

In terms of the moderator role of maternal individuation, the Johnson-Neyman region of significance analyses indicated that lower levels of maternal individuation moderated the association between maternal reminiscing elaborativeness and child reminiscing elaborativeness for the entire sample and children who were between 61 to 72 months of age. In other words, when mothers had lower individuation levels, maternal elaborativeness significantly and positively predicted children's elaborativeness in the shared-memory conversation. However, such a relationship was not observed for the higher levels of maternal individuation.

According to literature, higher maternal individuation is a significant predictor of increased maternal elaborativeness (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). Additionally, in the current study, higher maternal individuation significantly predicted children's increased elaborativeness in the reminiscing task. Although considering these findings obtaining a significant association between mother-child elaborativeness at lower levels of maternal individuation could be unexpected, we argue that at the higher levels of maternal individuation, the moderation role would not be observed since there was a great chance both for mothers and children to be highly elaborative. In other words, at higher levels of maternal individuation, the variance in terms of elaborativeness between mother-child dyads would be small to be moderated by the higher maternal individuation, since both parties are expected to be highly elaborative. However, at the lower levels of maternal individuation, variance of mother-child elaborativeness would be greater in a way to be moderated. In these terms, our findings provided valuable insights regarding the nature of mother-child memory conversations. Findings of these exploratory analyses led us to see that, at the lower levels of maternal individuation, children were more elaborative only if their mothers had highly elaborative reminiscing style. Future research should examine this link further by focusing on the findings of these exploratory analyses.

Regarding the moderator role of maternal relatedness, results of the Johnson-Neyman analyses indicated that the association between mother-child reminiscing elaborativeness was significant at lower levels of maternal relatedness for the entire

sample, and also for 61 to 72 months age group. These results should be evaluated by considering the function of relatedness in family context. According to previous studies, family environments with higher relatedness levels are identified by interrelational acceptance and nurturing behaviors among family members (Imamoglu, 1998; Imamoglu & Karakitapoglu-Aygun, 2007). Thus, parent-child memory conversations might be valued by parents with higher levels of relatedness, as in this way, they can form close relationships with their children. For instance, a previous study showed that participants with higher levels of relatedness more frequently engaged reminiscing with their parents compared to their counterparts with lower levels of relatedness (Sahin & Mebert, 2013). Additionally, in a very recent study that was also conducted with mother-child dyads in Turkey, higher maternal relatedness levels were found to be associated with lower levels of maternal repetitiveness in past event conversations (Sahin-Acar et al., 2019). Considering previous literature, we argue that when mothers are highly related, mother-child dyads might engage in elaborative memory conversations more frequently, which might help children to improve their memory skills. On the other hand, as the current study indicated, at lower levels of maternal relatedness, children's elaborativeness could be predicted by their mothers' elaborativeness directly.

In the current study, the final exploratory moderation analyses were conducted with maternal self-construal style as a dichotomous (balanced vs. unbalanced) moderator. Unlike other analyses, in these series of moderation analyses, we did not obtain a significant interaction term for the entire sample analysis, since the p -value was marginally significant, and confidence interval included zero as a value ($p = .06$, 95% CI [-.47, .01]) (Hayes, 2017; Warner, 2012). While categorizing maternal self-construal style, we applied the median split and included only mothers either with balanced or unbalanced self-construal style, so there could be a loss in the power leading to insignificant results (Aguinis, 2004; Helm & Mark, 2012). Nevertheless, the results indicated that maternal unbalanced self-construal style significantly moderated the link between mother-child reminiscing elaborativeness for 61 to 72 months age group.

As previously mentioned, the unbalanced self-construal style is characterized by

obtaining lower scores in individuation and relatedness dimensions of the BID (Imamoglu, 1998; 2003). In these terms, the categorical moderation analyses findings were in tune with the previous continuous moderation analyses conducted for the current study. Considering previous literature (Sahin-Acar & Leichtman, 2015, Sahin & Mebert, 2013), moderation of maternal unbalanced self-construal style could be counterintuitive, yet it was speculated that, there might be a similar condition which we have argued for the moderator role of lower levels of maternal individuation. In their cross-cultural study, Sahin-Acar and Leichtman (2015) found that regardless of their cultural background, mothers with balanced self-construal style spoke in a more elaborative manner than mothers with unbalanced self-construal style did. Given the fact that maternal conversational style is strongly related to children's conversational style (Fivush et al., 2006; Nelson & Fivush, 2004; Langley, 2017), we argue that in terms of their reminiscing style, children of mothers with balanced self-construal style would demonstrate a lesser variation compared to children of mothers with unbalanced self-construal style. In other words, there is a great chance both for mothers and children to be uniformly elaborative when mothers have a balanced self-construal style. Therefore, there would be a small chance to observe the moderator role of maternal balanced self-construal style on the link between mother-child reminiscing elaborativeness. Thus, the findings provided an essential insight by indicating that when mothers had an unbalanced self-construal style, their children were more elaborative if their mothers were also more elaborative.

4.3.2. Evaluation of the Mediation Analyses

A number of studies in the literature found that maternal self-construal style predicts maternal reminiscing style (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). Since it is critical how associations between variables are constructed in mediation and moderation models, to ensure that proposed moderation models were appropriate for test relations between the study variables, we would like to compare them with exploratory mediation models. In this regard, in the current study, a series of mediation models were used to test the possible mediator role of maternal elaborativeness on the

association between maternal individuation orientation, and child memory outcomes.

In the first mediation model, we tested the indirect effect of maternal individuation on child elaborativeness in the recounting task through the mediator role of maternal elaborativeness. Even though our previous analyses indicated that maternal individuation did not significantly predict child recounting elaborativeness, since there could still be a mediated effect when the focal predictor did not significantly predict the outcome variable (Hayes, 2009; Warner, 2012), we aimed to test this mediation model. In line with the existing literature, maternal individuation significantly and positively predicted maternal elaborativeness. Thus, this set of exploratory analyses replicated the previous research indicating the unique predictor role of maternal individuation on maternal reminiscing style (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019). Additionally, maternal elaborativeness was found to be a significant predictor of child elaborativeness in the recounting task, and we saw that the mediated effect of maternal individuation on child recounting elaborativeness was significant.

The second analysis tested the same model for the child reminiscing elaborativeness. In line with the previous analysis, maternal individuation significantly predicted maternal elaborativeness, and maternal elaborativeness was significantly associated with child elaborativeness in the reminiscing task. Additionally, both direct and mediated effects of maternal individuation on child reminiscing elaborativeness were significant.

Although indirect paths for child reminiscing and recounting elaborativeness were significant, the results should be interpreted cautiously, since unstandardized coefficients were small, and confidence intervals included values only slightly higher than zero.⁷ Future studies should continue to examine the predictor role of mothers' individual characteristics on mothers' and children's memory outcomes.

⁷ Age differences were also observed in the mother-child reminiscing analyses. Except dichotomous moderation analysis, we found that all analyses were significant for the entire sample and for 61 to 72 months age group, suggesting that variance in the entire sample analysis comes from 61 to 72 months age group. Since in the evaluation of the hypotheses testing, the possible explanations for the age difference in children's autobiographical memory performance were discussed in detail, and to avoid redundancy, we did not mention the same literature for the evaluation of age differences in the exploratory analyses.

4.4. Limitations and Future Directions

The current study has certain limitations. First of all, data of the current study was mainly collected by trained undergraduate psychology students, who were completing their summer internship in Child and Adolescent Development Lab at METU. Although all data collectors received extensive training regarding the participant selection criteria and data collection procedure, the students' individual characteristics might have intervened performance of the participants. Additionally, unlike most of the previous studies in the literature, a small number of researchers who collected the data were composed of male students. Since pre-school aged children are more likely to interact with female adults during the daytime, and at school, conducting the study with male data collectors might have influenced children's performance (Lavrakas, 2008).

Additionally, findings of the current study should be replicated with different age groups of children. The results indicated that maternal self-construal style did not moderate the link between maternal reminiscing elaborativeness and child recounting elaborativeness for children between 4 to 6 years of age. Testing the same model with older children and their mothers may provide valuable insights regarding the nature of mother-child reminiscing and the development of children's autobiographical memory skills.

Furthermore, participants in the current study came from diverse SES backgrounds. Although this is advantageous for the ecological validity of the findings, since SES differences might have increased the noise in the data, it could also be a disadvantage. Future research should reach families with similar characteristics to handle this problem.

Lastly, we exploratorily created mediation models to examine the indirect effects of maternal self-construal style on children's elaborativeness in both tasks, by the mediator role of maternal elaborativeness. Even though significant indirect effects were obtained for both models, the unstandardized coefficients were low, and confidence intervals were slightly higher of zero value. As mentioned before, this

might be due to the still developing cognitive skills of children. Still, these results should be interpreted cautiously, and be replicated by the future studies.

4.5. Overall Discussion and Contributions

Previous studies investigated the link between maternal reminiscing style and children's memory skills in shared and unshared memory conversations. To the best of our knowledge, the current study was the first attempt to test the moderator role of maternal self-construal style on the association between maternal reminiscing elaborativeness and children's recounting elaborativeness. Although findings did not support the hypotheses of the current study, both main and exploratory analyses provided valuable information regarding the nature of mother-child memory conversations and children's autobiographical memory development.

Additionally, the current study replicated the previous findings showing that maternal reminiscing style significantly predicts children's memory skills in shared and unshared memory conversations. Although the maternal self-construal style did not moderate the association between maternal reminiscing style and children's recounting elaborativeness, this finding led us to reconsider the establishment of independent memory skills of children. It was speculated that the absence of significant moderation effect might be caused by preschoolers' still developing cognitive skills. Although the aforementioned mediation models worked and significantly predicted children's elaborativeness in both tasks, the confidence intervals were narrower than usual. This might also constitute evidence for the ongoing development of cognitive skills in children.

Furthermore, we observed the age-related differences in children's memory skills in shared and unshared memory conversations. Our findings suggested that for the entire sample and 61 to 72 months age group, there was a significant relationship between maternal reminiscing elaborativeness and children's elaborativeness in the reminiscing and recounting tasks. However, such an association was not observed for 48 to 60 months age group, suggesting that variance in the entire sample comes from 61 to 72

months age group of children and their mothers. In line with these age difference trends, mothers' individuation and relatedness orientations, and unbalanced self-construal style moderated the link between mother-child elaborativeness in the shared memory conversation for 61 to 72 months age group.

In addition, the current study highlighted the role of maternal characteristics in children's autobiographical memory development. In the current study, separate and combined roles of maternal individuation and relatedness on mother-child reminiscing were investigated. Unlike analyses conducted for the recounting task, the exploratory results indicated that maternal individuation, relatedness, and unbalanced self-construal styles significantly moderated the link between mother-child reminiscing. The results not only indicated that maternal self-construal style is an integral part of mother-child reminiscing but also, showed that children's independent memory skills might follow a different trend compared to their scaffolded memory skills.

Lastly, the current study contributed to the literature with a replication of previous findings regarding the predictive role of maternal self-construal style on maternal reminiscing style (Sahin-Acar & Leichtman, 2015; Sahin-Acar et al., 2019), and provided new information about the possible mediator role of maternal elaborativeness between maternal individuation orientation and children's elaborativeness for shared and unshared conversations. Future research should continue to examine maternal characteristics, as well as different types of memory conversations, in order to shed light onto the nature of mother-child memory conversations.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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06 MART 2019

Konu: Değerlendirme Sonucu

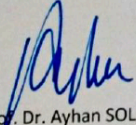
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

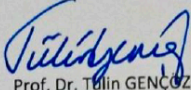
İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

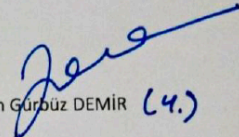
Sayın Dr. Öğretim Üyesi Başak Şahin ACAR

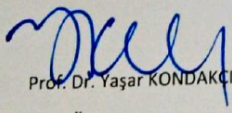
"Annenin Benlik Kurgusu, Bağlanma Stili ve Duyarlılığının Anne-Çocuk İletişimi Üzerindeki Etkileri"
başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 85-ODTÜ-2019
protokol numarası ile onaylanmıştır.

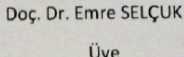
Saygılarımızla bilgilerinize sunarız.


Prof. Dr. Ayhan SOL
Üye

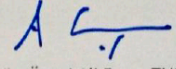

Prof. Dr. Tulin GENÇÖZ
Başkan


Prof. Dr. Ayhan Gürbüz DEMİR (4.)
Üye


Prof. Dr. Yaşar KONDAKCI
Üye


Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Pinar KAYGAN
Üye


Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

B. DEMOGRAPHIC INFORMATION FORM

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 tamamladığı eğitim seviyesi:
Okuryazar ☐
İlkokul ☐
Ortaokul ☐
Lise ☐
Üniversite ☐

Yüksek Lisans ☐

Doktora ☐

12. Babanın en son tamamladığı eğitim seviyesi:

Okuryazar ☐

İlkokul ☐

Ortaokul ☐

Lise ☐

Üniversite ☐

Yüksek Lisans ☐

Doktora ☐

13. Annenin çalışma durumu:

Çalışıyor ☐

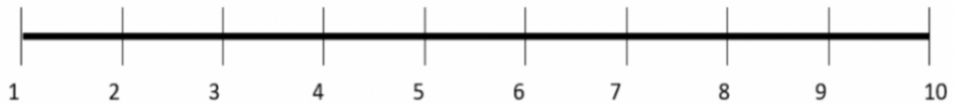
Çalışmıyor ☐

14. Babanın çalışma durumu:

Çalışıyor ☐

Çalışmıyor ☐

15. İçinde yaşadığınız topluma kıyasla, kendi gelir seviyenizi nerede görüyorsunuz? Cevabınızı aşağıdaki cetvel üzerinde işaretleyiniz.



En düşük

En yüksek

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

C. BALANCED INTEGRATION-DIFFERENTIATION SCALE

Lütfen aşağıdaki ifadelerin her biri için ne derece katılıp katılmadığınızı en iyi yansıtan sayıyı işaretleyin.

- 1 Kesinlikle katılmıyorum
- 2 Katılmıyorum
- 3 Ne katılıyorum ne katılmıyorum
- 4 Katılıyorum
- 5 Kesinlikle katılıyorum

01.	Kendi kendime kaldığımda yapacak ilginç şeyler bulabilirim.	1	2	3	4	5
02.	Kendimi aileme hep yakın hissedeceğime inanıyorum.	1	2	3	4	5
03.	İnsanlarla ilişki kurmakta güçlük çekiyorum.	1	2	3	4	5
04.	Kendi isteklerimi yapabilmek için kendime mutlaka zaman ve imkân tanımaya çalışırım.	1	2	3	4	5
05.	Kendimi duygusal olarak toplumun dışında kalmış gibi hissediyorum.	1	2	3	4	5
06.	Kendimi duygusal olarak aileme çok yakın hissediyorum.	1	2	3	4	5
07.	Farklı olmaktansa, toplumla düşünsel olarak kaynaşmış olmayı tercih ederim.	1	2	3	4	5
08.	Kendimi yakın çevremden duygusal olarak kopmuş hissediyorum.	1	2	3	4	5
09.	Kendimi insanlardan olabildiğince soyutlayıp, kendi isteklerimi gerçekleştirmeye çalışırım.	1	2	3	4	5
10.	Hayatta gerçekleştirmek istediğim şeyler için çalışırken, ailemin sevgi ve desteğini hep yanımda hissedirim.	1	2	3	4	5
11.	Kendimi yalnız hissediyorum.	1	2	3	4	5
12.	Ailemle duygusal bağlarımın zayıf olduğunu hissediyorum.	1	2	3	4	5
13.	Ailemle aramdaki duygusal bağların hayatta yapmak istediğim şeyler için bana güç verdiğini düşünüyorum.	1	2	3	4	5
14.	Kendimi diğer insanlardan kopuk hissediyorum.	1	2	3	4	5

15.	Toplumsal deęerleri sorgulamak yerine benimsemeyi tercih ederim.	1	2	3	4	5
16.	Kendimi sosyal evreme duygusal olarak yakın hissediyorum.	1	2	3	4	5
17.	Kendimi ilgin buluyorum.	1	2	3	4	5
18.	İnsanın kendini kendi istedięi gibi deęil, toplumda geerli olacak şekilde geliřtirmesinin nemli olduęunu dřnyorum.	1	2	3	4	5
19.	İnsan geliřtike, ailesinden duygusal olarak uzaklařır.	1	2	3	4	5
20.	İnsanın en nemli amacı sahip olduęu potansiyeli hakkıyla geliřtirmek olmalıdır.	1	2	3	4	5
21.	İnsanın kendi zelliklerini geliřtirip ortaya ıkarabilmesi gerekir.	1	2	3	4	5
22.	Kiřinin kendine deęil, topluma uygun hareket etmesi, uzun vadede kendi yararına olur.	1	2	3	4	5
23.	İnsanın yapmak istediklerini yapabilmesi iin, ailesiyle olan duygusal baęlarını en aza indirmesi gerekir.	1	2	3	4	5
24.	evremdekilerin onayladıęı bir insan olmak benim iin nemlidir.	1	2	3	4	5
25.	Zamanımızda insanlar arasında gl duygusal baęların olması, kendileri iin destekleyici deęil, engelleyici olur.	1	2	3	4	5
26.	Sahip olduęum potansiyeli ve zelliklerimi geliřtirip kendime zg bir birey olmak benim iin ok nemlidir.	1	2	3	4	5
27.	evreme ters gelse bile, kendime zg bir misyon iin yařayabilirim.	1	2	3	4	5
28.	Herkesin kendi zelliklerini geliřtirmeye uęrařması yerine toplumsal beklentilere uygun davranmaya alıřmasının daha doęru olduęu kanısındaım.	1	2	3	4	5
29.	Toplumlar geliřtike, insanlar arası duygusal baęların zayıflaması doęaldır.	1	2	3	4	5

D. INFORMED CONSENT

Değerli Katılımcı,

Bu araştırma, Dr. Öğr. Üyesi Başak Şahin-Acar danışmanlığında, ODTÜ Psikoloji Bölümü Gelişim Psikolojisi Yüksek Lisans Programı öğrencisi Psk. S. Yağmur İlgün 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. Çocuğunuzla birlikte yaptığınız konuşmadan sonra ise araştırmacı, çocuğunuzdan yakın zamanda yaşamış olduğu ilginç bir olayı anlatmasını isteyecektir. Ardından, çocuğunuz ile 10 dakika kadar serbest oyun oynamanız 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. Yağmur İlgün (ilgun.yagmur@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

Bu araştırma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü öğretim üyelerinden Dr. Başak Şahin-Acar danışmanlığında, Psk. Yağmur İlgün tarafından yürütülmektedir. Katıldığınız çalışmanın amacı anne-çocuk çiftlerinin geçmişe yönelik konuşmalarının ve çocukların bağımsız anı anlatma becerilerinin incelenmesidir.

Bu amaca ilişkin olarak, ilgili alan yazında da bahsedildiği gibi, annesi ayrıntıcı konuşma stiline sahip olan çocukların hem ortak anı konuşmasında hem de bireysel anı anlatımında ayrıntıcı 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 adresinden Psk. Yağmur İlgün (ilgun.yagmur@metu.edu.tr) ile iletişime geçebilirsiniz.

F. SAMPLE FOR THE RESEARCHER-CHILD RECOUNTING TASK

R: Researcher

C: Child

“R: Başlayabilirsin.

C: Bir kere biz şimdi yaylaya gitmiştik. Tamam mı?

R: Hı hı.

C: Ondan sonra şey oldu. Böyle bir olay çıktı. Böyle giysi kavgası. Ben böyle kolsuz kıyafeti istiyorum böyle askılı bir de kolsuz. Ama onlar şey istiyor bir bluz var altına da eşofman. Ama ben altına etek istiyorum, külotlu çorap istiyorum.

R: Evet.

C: Ondan sonra onların, yani annemin dediklerini giydim. Çarşıya gittik.

R: Hı hı. Ne yaptınız çarşıda?

C: *birinin* evine gittik. Misafirlerin evinde biz çok yorulduk. Ondan sonra biz gidelim gidelim gidelim diyoruz. Ama onlar hala oturuyor. En sonunda gideceğiz dedik ama yine gidemedik. Yemek yedik. Akşam oldu. Ohoo. Arılar başımıza toplandı. Vız vızzz diye ötüyor. Ohoo. Ondan sonra gittik. Çarşıya uğradık sabah olduktan sonra. Gittik işte çarşıya. Ondan sonra şey oldu. Böylee, böyle çarşıya gittik. Ama o zaman benim istediğim kıyafetler vardı üzerimde. Ondan sonra, ondan sonra, ondan sonra şey oldu işte. Napiiim. Ondan sonra biz gittik. Alışverişleri falan da yaptık. Annem bize dondurma ısmarladı. Ondan sonra bir şeyler içtik. Ondan sonra ben hasta oldum gece. Kötü kötü rüyalar gördüm. Ondan sonra evimize geldik. Ondan sonra bir daha hastalandım. Çok kötü rüyalar gördüm. Babamın zengin olup böyle kolyesi olduğunu, büyük bir baba olduğunu gördüm. Çok rüyalar gördüm. Annem sonra bana telefonunu verdi. Azcık oynadım ondan sonra uyudum. Geçti, sabah oldu. Ondan sonra annemin dükkanına gittik. Ya da ablamın iş yerinde kaldık. Ablamın dükkanında diyelim. Ablamın dükkanında ayy annemin dükkanında şey oldu. Annem bana ilaç verdi. Ondan sonra yemeğimi yedim. Simit yedim. İzleye izleye yedim işte bir iki saat daha. Napim yani. Bir şey yapmadım...”

G. SAMPLE FOR THE MOTHER-CHILD REMINISCING TASK

M: Mother

C: Child

“M: Biz seninle tatile gitmiştik ya ilk, hatırlıyor musun?

C: Aaa hatırlıyorum.

M: Nereye gitmiştik ilk?

C: Eee, bilmem ki, beyaz otele mi Didim’e falan mı gittik?

M: Bozcaada’ya gitmiştik ya.

C: Aaa Bozcaada’ya gitmiştik.

M: Evet.

C: Süper bir yerdi, değil mi ya? Ay anne, çok güzel şeyler yapmıştık.

M: Bahçesi vardı böyle küçük. Böyle butik oteldi, orda kahvaltı yapıyoduk.

C: Aynen ya.

M: Sonra köpek vardı böyle küçük hatırladın mı?

C: Anne evet anne hatırladım.

M: Evet, sevmiş miydin?

C: Ay anne çok sevmiştik, çok şirindi.

M: Evet orda biz sonra denize gitmiştik. Deniz nasıldı?

C: Annem ya, süper bir rahatlıktı.

M: Soğuk değil miydi? Çok soğuktu, değil mi?

C: Aynen ya, dondum.

M: Evet.

C: Azıcık sıcak olduktan sonra yüzmeye başladık.

M: Ama Taha’yla baba girememişlerdi soğuk diye değil mi?...”

F. TURKISH SUMMARY / TRKE ZET

Ailenizin ve yakın arkadaşlarınızın doğum gününüzü kutlamak için bir araya geldiği bir günü ya da en sevdiğiniz sanatçıyı ilk kez canlı izleme fırsatı yakaladığınız konseri hatırlıyor musunuz? Daha önce hiç geçmişte yaşadığınız bir olayı aniden hatırladığınız oldu mu? Bu sorulara vereceğiniz cevapları düşünürken bile başka kişisel anılarınızı hatırlamış olabilirsiniz. Hayatımız boyunca sayısız anı biriktiririz ve bu anıları hatırlarız. Yalnızca insanlara özgü bir özellik olan otobiyografik bellek (Fivush, 2011), uzun süreli belleğin bir parçasıdır ve kişisel anılarımızı depolayarak tutarlı bir kişilik öyküsü oluşturmamıza olanak sağlar (Glgz, 2018). Ek olarak, otobiyografik anılarımızı başkalarıyla yakın ilişkiler kurmak ve geçmiş tecrbelerimizden çıkarımlarda bulunarak geleceğe yönelik davranışlarımızı ve amaçlarımızı düzenlemek için de kullanırız (Pillemer, 2009; Harris vd., 2013). Otobiyografik anıların insan hayatı üzerindeki işlevselliği düşünüldüğünde, otobiyografik bellek gelişimine odaklanan çalışmaların önemi anlaşılmaktadır.

Alan yazın, otobiyografik bellek gelişiminin erken çocukluk dönemindeki benlik algısının, dil becerilerinin ve zihin kuramının gibi bilişsel becerilerle yakından ilişkili olduğunu göstermiştir (Fivush vd., 2011). Bilişsel becerilerin yanı sıra, erken çocukluk döneminde bakım verenler ve çocuklar arasındaki sosyal etkileşimlerin de çocukların otobiyografik bellek gelişimi üzerinde oldukça önemli bir rolü olduğu bilinmektedir (Fivush ve Nelson, 2004; Vygotsky, 1978). Bu etkileşimler bakımından, anne ve çocuklar arasında geçen anı konuşmalarının, annelere çocuklarını kişisel geçmişi hatırlama ve anılardan konuşma yöntemleri hakkında bilgilendirme imkânı sağlamasından dolayı, otobiyografik bellek araştırmalarında özel bir yeri vardır (Fivush vd., 2006).

Alan yazında anne-çocuk çiftlerinin anı konuşmaları ortak anı konuşması (reminiscing) ve bağımsız/ortak olmayan anı konuşması (recounting) olmak üzere iki ana başlık altında incelenmektedir. Ortak anı konuşmaları (reminiscing), konuşmaya dahil olan tarafların hepsi tarafından tecrübe edilmiş olayları kastetmek için kullanılırken, bağımsız/ortak olmayan (recounting) anı konuşmaları ise tarafların

yalnızca biri tarafından deneyimlenmiş olaylara ilişkin konuşmalar için kullanılmaktadır (Reese ve Brown, 2000). Önceki araştırmaların, geçmişe yönelik konuşmalara dair böyle bir ayırım yapmış olmasına karşın, ortak ve bağımsız anılara yönelik konuşmalar birbirinden tamamen ayrı değildir ve ortak bir anı konuşması içerisinde bir arada bulunabilir (Sahin-Acar vd., 2019).

Mevcut çalışmalar, annelerin geçmişe yönelik konuşma stilini *yüksek ayrıntıcılık* (high elaborativeness) ve *düşük ayrıntıcılık* (low elaborativeness) olmak üzere iki genel kategoride değerlendirilmektedir. Yüksek ayrıntıcı konuşma stiline sahip olan anneler, geçmişe yönelik konuşmalarında bahsi geçen olaya yönelik yeni detaylar vererek ve açık uçlu sorular sorarak daha ayrıntıcı bir konuşma stili benimserler. Ayrıca bu anneler, çocuklarının konuşma içerisinde söylediklerine yönelik pozitif veya negatif değerlendirmelerde bulunarak çocukların aktif bir şekilde anı konuşmasına katılımını teşvik ederler (Reese ve Sutcliffe-Cleveland, 2006). Düşük ayrıntıcı konuşma stiline sahip olan anneler ise, daha kısıtlı bir konuşma stili kullanarak konuşma sırasında genellikle evet/hayır şeklinde cevaplanabilecek kapalı uçlu sorular sorarlar ve daha önce bahsettikleri detayları tekrarlama eğilimi gösterirler. Bu konuşma stiline sahip olan anneler, yaptıkları tekrarlamalarla çocuklarına bahsi geçen olayı hatırlatmayı amaçlarlar (Waters vd., 2019; Fivush vd., 2006).

Çocukların anneleriyle yaptıkları anı konuşmaları sayesinde kazandıkları edinimlerin, annelerin geçmişe yönelik konuşma stili ile yakından ilişkili olduğu mevcut çalışmalar tarafından gösterilmiştir (Leichtman vd., 2000; Fivush ve Fromhoff, 1998). Bu çalışmalara göre, annesi yüksek ayrıntıcı konuşma stiline sahip olan çocuklar anneleriyle yaptıkları ortak anı konuşmalarında daha ayrıntıcı bir konuşma stili gösterirler. Örneğin, güncel bir çalışmada düşük sosyoekonomik düzeyden gelen anne-çocuk çiftlerinin ortak anı konuşmaları boylamsal olarak üç farklı zamanda (çocuklar 3, 5 ve 6 yaşındayken) incelenmiştir. Araştırmanın sonuçlarına göre, annelerin geçmişe yönelik konuşma stili, yapılan tüm ölçümlerde çocuklarının geçmişe yönelik konuşma stilini pozitif bir şekilde yordamıştır (Langley vd., 2016).

Çocukların ortak anı konuşmalarına yönelik kazanımlarının yanı sıra, alan yazındaki çalışmalar, annelerin geçmişe yönelik konuşma stili ile çocuklarının ortak olmayan anı

konuşmalarındaki ayrıntıcılık becerilerini de yordadığını göstermiştir (Wang, 2006; Reese ve Newcombe, 2007). Tutarlı kişisel anlatılar (narrative) oluşturma becerisi ergenlik yıllarından önce tam anlamıyla kazanılmasa da (Habermas vd., 2010), çocukların iki yaşından itibaren sadece kendileri tarafından tecrübe edilmiş olaylara ilişkin basit anlatılar üretebildiği bilinmektedir (McCabe ve Rollins, 1994). Üç ve altı yaş aralığında ise, çocuklar bağımsız anılarından anıda yer alan kişilerden, mekândan ve olaydan, zaman akışını da gözeterek, tutarlı bir şekilde bahsetme becerisini kazanırlar (Reese ve Newcombe, 2007; Kelly, 2017).

Yapılan araştırmalar, annelerin anne-çocuk ortak anı konuşmalarındaki ayrıntıcılığının çocukların ortak olmayan anı konuşmalarındaki ayrıntıcılığı ile ilişkili olduğunu göstermiştir.

Bu alanda yapılan ilk çalışmalardan biri olan Peterson ve McCabe'in (1992) boylamsal araştırmasına göre, annelerin anne-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığı (çocuklar 27 aylıkken ölçülen), çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki (çocuklar 44 aylıkken ölçülen) bellek becerileri ile ilişkilidir. Bu çalışmanın sonuçlarına göre, annesi daha ayrıntıcı konuşma stiline sahip olan çocuklar, araştırmacı-çocuk ortak olmayan anı konuşmasında daha akıcı, uzun ve ayrıntılı bir konuşma performansı göstermiştir. Yakın zamanda gerçekleştirilen bir başka çalışmada ise annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı ile çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığı, çocuğun bağlanma stili de gözetilerek incelenmiştir (Kelly, 2016). Bu araştırmanın sonuçlarına göre, güvenli bağlanma stiline sahip olan çocukların anneleri, anne-çocuk ortak anı konuşmasında çocukları güvensiz bağlanma stiline sahip olan annelere kıyasla daha ayrıntıcı bir konuşma stili kullanmıştır. Ek olarak, yine aynı çalışmada, güvenli bağlanma stiline sahip olan çocukların araştırmacı-çocuk ortak olmayan anı konuşmasında güvensiz bağlanma stiline sahip olan çocuklara kıyasla daha ayrıntıcı bir konuşma stili gösterdiği bulunmuştur. Bu konuya ilişkin yapılan en güncel çalışmalardan birinde ise, katılımcıların kültürel geçmişi ve annelerin ortak anı konuşmalarındaki ayrıntıcılığının, çocukların bağımsız bellek becerileri üzerindeki etkisi ölçülmüştür (Carminol vd., 2020) ve kültürel geçmişin hem annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı hem de çocukların araştırmacı-çocuk

ortak olmayan anı konuşmasındaki konuşma becerileri üzerinde etkisi olduğu bulunmuştur. Araştırmanın sonuçlarına göre, Amerikalı anneler Kosta Rikalı annelere kıyasla, ortak anı konuşmasında tartıştıkları anıya ilişkin daha fazla detay vermiştir; bununla birlikte, Amerikalı annelerin çocukları, Kosta Rikalı yaşlılarına oranla, araştırmacı-çocuk ortak olmayan anı konuşmasında daha akıcı anı anlatıları üretmiştir.

Annelerin geçmişe yönelik konuşma stilinin çocukların bellek çıktıları üzerindeki etkisi düşünüldüğünde, annelerin geçmişle ilgili konuşma stilinde farklılaşmaya yol açan faktörlerin incelenmesinin önemi görülmektedir. Yukarıda bahsi geçen çalışmada da olduğu gibi, kültürel bağlamın, *benlik kurgusunun* aracı rolüyle, annelerin geçmişe yönelik konuşma stilinde bireysel farklılıklara yol açan etmenlerden birisi olduğu bilinmektedir (Sahin-Acar & Leichtman, 2015; Wang, 2007).

Benlik kurgusu, kişilerin kendini nasıl tanımladıkları ve dışarıya yansıttıklarını gösteren bir terimdir (Markus ve Kitayama, 1991; Cross vd., 1991). Benlik, belirli bir çevre içerisinde yaşayan kişiler arasındaki etkileşimler sonucunda inşa edildiğinden ötürü, kültürün benlik kurgusunun inşasında oldukça önemli bir rolü vardır (Markus ve Kitayama, 2003; 2010). Bu alanda yapılan önceki çalışmalar, kişilerin belik kurgusunun içinde yaşadıkları kültürün özelliklerine göre değişiklik gösterdiğini saptamıştır (Markus ve Kitayama, 1991; Kağıtçıbaşı, 2010).

Alan yazındaki kültürlerarası ve kültürel çalışmalara ilişkin geleneksel görüşe göre, kültürler bireyselci ve toplulukçu kültürler olarak iki ana kategorizasyon altında değerlendirilmektedir (Hofstede, 1980). Bu yaklaşıma göre, bireyselci değerlerin ağırlıklı olduğu kültürlerde (Kuzey Avrupa ülkeleri, Amerika Birleşik Devletleri vb.) yaşayan bireylerin, kişisel bağımsızlığa, değerlere ve motivasyonlara verilen önemle öne çıkan ayırık (independent) benlik kurgusuna sahip olduğu bilinirken; toplulukçu değerlerin benimsendiği kültürel bağlamlarda (Asya, Ortadoğu ülkeleri vb.) yaşayan bireylerin, kişilerarası ilişkilere ve sosyal uyuma verilen önem ile kendini gösteren bağlanmış (interdependent) benlik kurgusuna sahip olduğu görülmektedir (Kağıtçıbaşı, 2010; Markus & Kitayama, 2010).

Mevcut kültürlerarası alan yazın çerçevesinde, bellek araştırmacıları da kültürel

bağlamın anne-çocuk anı konuşmaları ve çocukların bellek çıktıkları üzerindeki etkisini incelemiştir. Yapılan araştırmalar sistematik bir şekilde, bireyselci değerlere önem verilen kültürlerde yaşayan annelerin, toplulukçu kültürlerdeki annelere kıyasla, çocukları ile yaptıkları anı konuşmalarında daha ayrıntıcı bir konuşma stili gösterdiğini bulmuştur. Aynı zamanda, bireyselci kültürlerde yaşayan annelerin çocuklarının da, toplulukçu kültürlerde yaşayan yaşlılarına oranla, hem ortak hem de ortak olmayan anı konuşmalarında daha ayrıntıcı bir konuşma stili gösterdiği bilinmektedir (Wang vd., 2000; Wang vd., 2010; Doan ve Wang, 2010).

Yukarıda bahsedilen çalışmalar, anne-çocuk anı konuşmalarında görülen kültürlerarası farklılıklara ilişkin önemli sistematik bilgiler sağlamıştır; ne var ki, daha güncel çalışmalar kültürel bağlamların değişime açık, dinamik yapılardan oluştuğunu öne sürmektedir (Kağıtçıbaşı, 2010; İmamoğlu, 1998; 2003). Bu nedenle, kültürleri ve dolayısıyla benlik kurgularını, homojen yapılar olarak değerlendirmek yerine, benlik kurgularında görülebilecek muhtemel kültür-içi farklılıkların incelenmesi önem teşkil etmektedir (Kagitcibasi ve Berry, 1989; Oyserman vd. 2002).

Kültür-içi farklılıkları yakalamak ve kişilerin benlik kurgusunun, aynı kültür içerisinde nasıl farklılaştığını ölçmek üzere İmamoğlu (1998; 2003) Dengeli Bütünleşme-Ayrışma Modeli'ni geliştirmiştir. Bu modele göre, benlik kurguları kişilerin *kendileşme* ve *ilişkisel* olmak üzere -farklı ama birbirini tamamlayıcı- psikolojik yönelimlerden aldığı puanlara göre oluşmaktadır. Dengeli Bütünleşme-Ayrışma Modeli, hem kendileşme hem de ilişkisel yönelimlerinin aynı kültür içinde bulunabileceğini ve bu nedenle, bireylerin her iki yönelimden de aynı anda yüksek ya da düşük puanlar almasının olası olduğunu (İmamoğlu ve Karakitapoğlu-Aygün, 2004) ve bu yönelimlerden alınan puanlara göre dört farklı benlik kurgusunun ortaya çıktığını öne sürer: *ilişkili-kendileşme*, *kopuk-kendileşme*, *ilişkili-kalıplaşma* ve *kopuk-kalıplaşma* (İmamoğlu, 1998; 2003). İlişkili-kendileşme benlik kurgusunda, kişilerin hem kendileşme hem de ilişkisel ihtiyaçları karşılandığı için, bu benlik kurgusu 'dengeli' olarak değerlendirilmektedir; buna karşın, kopuk-kalıplaşma benlik kurgusunda ne ilişkisel ne de kendileşme ihtiyaçları karşılanabildiği için bu benlik kurgusu 'dengesiz' olarak nitelendirilmektedir. Ek olarak, kopuk-kendileşme benlik kurgusunda yalnız kendileşme ihtiyacı karşılandığı için bu benlik kurgusu 'ayrışık'

olarak değerlendirilmektedir. Son olarak, ilişkili-kalıplaşma benlik kurgusu ise ilişkisellik ihtiyacının giderilmesini sağladığı için ‘bütünleşik’ olarak nitelendirilmektedir (İmamoğlu ve Güler-Edwards, 2007; İmamoğlu vd., 2011).

Yukarıda da bahsedildiği gibi, benlik kurgusu annelerin geçmişse yönelik konuşmalarındaki ayrıntıcılığını yordayan faktörlerden birisidir. Ne var ki, sadece kısıtlı sayıda araştırma Dengeli Bütünleşme-Ayrışma Modeli çerçevesinden benlik kurguları ve otobiyografik bellek arasındaki ilişkiyi incelemiştir. Bu konuda yapılan ilk araştırmalardan biri olan Sahin ve Mebert’ün (2013) çalışmasında Amerika Birleşik Devletleri ve Türkiye’den üniversite öğrencilerinin ilk anıları incelenmiştir. Araştırmacının sonuçlarına göre, her iki kültürde de dengeli benlik tipine sahip olan kişilerinin ilk anılarının yaşının daha erken olduğu ve daha ayrıntılı anılar ürettikleri görülmüştür. Bir başka çalışmada ise Amerika Birleşik Devletleri ve Türkiye’den anne-çocuk çiftlerinin ortak anı konuşmaları ve annelerin benlik kurgusu incelenmiştir (Sahin-Acar & Leichtman, 2015) ve kültürden bağımsız olarak kendileşme yöneliminden yüksek puan alan annelerin çocukları ile ortak anılarından bahsederken daha ayrıntıcı bir konuşma stili gösterdiği bulunmuştur. Bu alanda yapılan başka bir güncel çalışmaya göre ise annelerin yüksek kendileşme oranı anne-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığını yordarken; yüksek ilişkisellik oranı, annelerin düşük tekrarcılığını ön görmüştür.

Alan yazındaki kısıtlı sayıda çalışma tarafından benlik kurgusu ve annelerin geçmişe yönelik konuşma stiline incelemeğine rağmen, çocukların ortak anı konuşmaları ve annelerinin benlik kurgusunun üzerinden nasıl bir gelişim gösterdiği konusunda hala yeni araştırmalara ihtiyaç vardır. Bildiğimiz kadarıyla, şu ana kadar hiçbir çalışma annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların araştırmacı-çocuk anı konuşmasındaki ayrıntıcılığını, annelerin benlik kurgusunun düzenleyici rolü ile incelememiştir. Alan yazındaki bu eksikliği gözeterek, mevcut çalışmanın üç temel amacı vardır:

- 1- Annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı ile çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığını eş zamanlı olarak Türkiyeli katılımcılardan oluşan bir örneklem ile incelemek.

- 2- Annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı ve çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi annenin benlik kurgusunun düzenleyici rolünü de gözeterek incelemek.
- 3- Annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı ile çocukların anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı arasındaki bağlantıyı annenin benlik kurgusunun düzenleyici rolü ışığında keşif amaçlı olarak incelemek.

Yukarıda bahsi geçen amaçlar doğrultusunda mevcut çalışmanın hipotezleri aşağıdaki gibidir:

Hipotez 1: Annelerin anne-çocuk ortak anı konuşmasındaki yüksek ayrıntıcılık seviyesi, çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki yüksek ayrıntıcılık seviyesini, annenin yüksek kendileşme yöneliminin düzenleyici rolü sayesinde yordayacaktır.

Hipotez 2: Annelerin anne-çocuk ortak anı konuşmasındaki yüksek ayrıntıcılık seviyesi, çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki yüksek ayrıntıcılık seviyesini, annenin dengeli benlik kurgusunun (yüksek kendileşme ve yüksek ilişkisellik) düzenleyici rolü sayesinde yordayacaktır.

Mevcut çalışmaya, Türkiye'nin 26 farklı şehirden yaşları 4 ve 6 arasında ($M_{ay} = 65.16$, $SD = 4.64$) değişen 278 çocuk ve annesi ($M_{age} = 35.96$, $SD = 4.75$) katılmıştır ($N = 556$). Çocuk katılımcıların 144'ü kız çocuklardan, 134'ü oğlan çocuklardan oluşmaktadır. Çalışmaya katılan annelerin %47.1'i lisans mezunuyken, %40.6'sı ilk ve orta dereceli okullardan mezundur (ilkokul: %6.8; ortaokul: %5.0; lise: %28.8). Ayrıca, annelerin %11.9'i lisansüstü diplomasına sahipken (yüksek lisans: %10.8; doktora: %1.1), %0.4'ü resmi bir eğitim almamış fakat okuryazar olan kişilerdir. Ailelerin algıladıkları ekonomik seviyeleri bakımından ise, çalışmaya katılan annelerin %79.9'u ailelerinin gelir seviyesini orta ve üst-orta olarak, %18.6'sı ise alt-orta olarak değerlendirmiştir. Yalnızca katılımcıların %1.5'i ailelerinin gelir seviyesini çok düşük ya da çok yüksek olarak değerlendirmiştir (çok düşük: %1.1; çok yüksek: 0.4%).

Katılımcıların demografik bilgilerini ölçmek için mevcut çalışmanın araştırmacıları tarafından geliştirilen 16 maddelik bir Demografik Bilgi Formu kullanılmıştır. Annelerin benlik kurgusunun ölçümü için ise Dengeli Bütünleşme-Ayrışma Ölçeği (Imamoglu, 1998; 2003) kullanılmıştır. Dengeli Bütünleşme-Ayrışma Ölçeği Kişilerarası Yönelim (16 maddelik) ve Öz Gelişim Yönelimi (13 maddelik) olmak üzere iki farklı alt ölçekten oluşmaktadır. Her iki ölçekten alınan puanlara göre ise dört farklı benlik tipi oluşmaktadır: ilişkili-kendileşme, kopuk-kendileşme, ilişkili-kalıplaşma ve kopuk-kalıplaşma. Mevcut çalışmada, Cronbach alfa değeri Kişilerarası Yönelim alt ölçeği için .75, Öz Gelişim Yönelimi alt ölçeği içinse .65 olarak bulunmuştur. Son olarak, annelerden ölçeği kesinlikle katılıyorum ve kesinlikle katılmıyorum arasında değişen 5'li Likert tipi derecelendirme sistemi üzerinden kendilerine göre doldurmaları istenmiştir.

Çalışmanın katılımcılarına Orta Doğu Teknik Üniversitesinde öğrenim görmekte olan psikoloji lisans öğrencilerinin yardımı ile ulaşılmıştır. Veri toplama sürecine dahil olan öğrencilerin hepsi katılımcı seçme kriterlerine ve veri toplarken dikkat edilmesi gereken hususlara ilişkin kapsamlı bir eğitim almıştır. Bu eğitimde, öğrencilerin veri toplarken karşılaşılabileceği olası senaryolar canlandırılmış ve öğrencilere geri bildirimlerde bulunulmuştur. Eğitim süreci tamamlandığında lisans öğrencilerinden iki kız, iki oğlan çocuk katılımcı olmak üzere toplamda dört farklı anne-çocuk çiftine ulaşmaları istenmiştir.

Mevcut çalışma anne-çocuk ortak anı konuşması ve araştırmacı-çocuk ortak olmayan anı konuşması olmak üzere iki farklı aşamadan oluşmaktadır. Anne-çocuk ortak anı konuşmasında, anne-çocuk çiftlerinden son iki ay içerisinde birlikte tecrübe etmiş oldukları bir olayı her zaman yaptıkları şekilde beş dakika boyunca konuşmaları istenmiştir. Araştırmacı-çocuk ortak olmayan anı konuşmasında ise, çocuklara yakın zamanda anneleriyle birlikte yaşamış oldukları bir olayı beş dakika boyunca araştırmacıya anlatmaları istenmiştir. Her iki konuşma da Audacity isimli bir ses kaydetme uygulaması ile kaydedilmiş ve sonrasında yazıya geçirilmiştir. Son olarak, konuşmaların sırası çalışma içerisinde dengelenmiştir (counterbalanced).

Her iki konuşmadan da elde edilen metinler, mevcut literatürde daha önce kullanılmış

olan kodlama şemalarından yararlanılarak hem anneler hem de çocuklar için takip eden birimler şeklinde kodlanmıştır: *bağlam cümleleri, açık uçlu sorular, evet/hayır soruları, değerlendirmeler, bağlam cümlelerinin tekrarı, açık uçlu soruların tekrarı, evet/hayır sorularının tekrarı* (Fivush vd., 1995; Fivush ve Vasudeva, 2002). Bahsi geçen kodlama birimleri, literatürde belirtildiği şekilde katılımcıların anı konuşmalarındaki ayrıntıcılık oranının (elaborativeness ratio) hesaplanmasında kullanılmıştır. Katılımcıların kişisel ayrıntıcılık oranının belirlenmesi için toplam ayrıntı ifadeleri, ayrıntı ifadeleri ve tekrar ifadelerinin toplamına bölünmüştür. Birincil kodlamaların tamamı mevcut çalışmanın araştırmacısı tarafından yapılmış olup, sonrasında kodlamaların %100'ü bir başka araştırmacı tarafından kodlanmıştır. Kodlayıcılar arasındaki güvenilirlik değerleri anne kodlamaları için .83 ile .97 arasında değişmiştir. Çocuklar için güven aralığı .74 ve .96 (anne-çocuk ortak anı konuşması) ve .77 ve .94 (araştırmacı-çocuk ortak olmayan anı konuşması) olarak bulunmuştur.

Mevcut çalışmada hipotezleri test etmek ve keşif amaçlı olarak, çeşitli düzenleyici değişken (moderation) ve aracı değişken (mediation) analizleri gerçekleştirilmiştir. Çocuklar dört ve altı yaş arasında çok çeşitli bilişsel ve sosyal gelişimsel değişim gösterdiği (Reese, 2002; Aksu-Koç ve Kertez, 2016; Ebert, 2020) ve mevcut çalışmaya katılan çocuklar bu yaş aralığında olduğundan ötürü, çalışmadaki bütün analizler üç farklı yaş grubu (48-72 ay yaş grubu (tüm örneklem), 48-60 ay yaş grubu ve 61-72 ay yaş grubu) için test edilmiştir.

Çalışmanın ilk hipotezini test etmek için üç farklı yaş grubuyla yapılan düzenleyici değişken analizi sonuçlarına göre, annelerin kendileşme yönelimi ile anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı arasında anlamlı bir etkileşim etkisi bulunamamıştır. Başka bir deyişle, annenin kendileşme yönelimi, annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi düzenlememiştir. Bu sonuçlar, araştırmanın ilk hipotezinin yapılan analiz tarafından desteklenmediğini göstermiştir; ne var ki, tüm örneklem ve 61-72 ay yaş grubu için yapılan analizlerde annelerin ortak anı konuşmasındaki ayrıntıcılığı çocukların ortak olmayan anı konuşmasındaki ayrıntıcılığını anlamlı bir şekilde yordamıştır.

Çalışmanın ikinci hipotezini test etmek için, üç farklı yaş grubuyla, annenin benlik kurgusunu kategorik değişken (dengeli ve dengesiz) olarak ekleyerek düzenleyici değişken analizi uygulanmıştır. Analizlerin sonucu, annenin benlik kurgusunun annenin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların ortak olmayan anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi düzenlemediğini göstermiştir ve çalışmanın ikinci hipotezi de desteklenmemiştir. Buna karşın, tüm örneklem ve 61-72 ay yaş grubu için yapılan analizlerin sonuçlarına göre, annelerin ortak anı konuşmasındaki ayrıntıcılığı çocukların ortak olmayan anı konuşmasındaki ayrıntıcılığını anlamlı bir şekilde ön görmüştür.

Ek olarak, annelerin benlik kurgusunun anne-çocuk ortak anı konuşmasında hem annelerin hem de çocukların ayrıntıcılığını nasıl düzenlediğini görmek amaçlı çeşitli düzenleyici değişken (moderation) analizleri uygulanmıştır.

İlk düzenleyici analiz seti sonuçlarına göre, tüm örneklem ve 61-72 ay yaş grubu için, annenin ortak anı konuşmasındaki ayrıntıcılığı ile annenin kendileşme yönelimi arasında anlamlı bir etkileşim etkisi gözlenmiştir. Bir başka deyişle, annenin kendileşme yönelimi, bağımsız değişken ve bağımlı değişken arasındaki ilişkiyi düzenlemiştir. Johnson-Neyman analizi sonuçlarına göre, annelerin kendileşme yönelimi düşük seviyedeysen, annelerin ortak anı konuşmasındaki ayrıntıcılığı çocukların ortak anı konuşmasındaki ayrıntıcılığını pozitif olarak ön görmüştür. Ayrıca, annenin kendileşme yönelimi çocukların ortak anı konuşmasındaki ayrıntıcılığını tüm örneklem ve 61-72 ay yaş grubu analizlerinde anlamlı olarak yordamıştır.

Yapılan ikinci keşif amaçlı analiz setinde, annelerin ilişkisellik yönelimi düzenleyici değişken olarak kullanılmıştır. Tüm örneklem ve 61-72 ay yaş grubu için yapılan analizlerde, ilişkisellik yöneliminin anlamlı bir şekilde annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların ortak anı konuşmasındaki ayrıntıcılığını düzenlediği görülmüştür. Johnson-Neyman analizi sonuçları bağımsız ve bağımlı değişken arasındaki bağlantının, anneler düşük ilişkisellik seviyesine sahipken, anlamlı ve pozitif bir şekilde ilişkili olduğunu göstermiştir. Bununla birlikte, annelerin ilişkisellik yönelimi çocukların ortak anı konuşmasındaki ayrıntıcılığını tüm örneklem

ve 61-72 ay yaş grubu analizlerinde anlamlı olarak ön görmüştür.

Yapılan son keşif amaçlı düzenleyici değişken analizinde, annelerin benlik kurgusu kategorik bir değişken (dengeli ve dengesiz) olarak kullanılmıştır. Bu analiz tipinde yalnızca 61-72 ay yaş grubu için anlamlı bir düzenleme etkisi gözlenmiştir ve dengesiz benlik tipinin, annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların ortak anı konuşmasındaki ayrıntıcılığı arasındaki bağlantıyı düzenlediği görülmüştür. Ek olarak, 61-72 ay yaş grubunda, annelerin benlik kurgusu çocukların ortak anı konuşmasındaki ayrıntıcılığını anlamlı bir şekilde yordamıştır.

Yukarıda bahsedilen analizlere ilaveten, tüm örneklem ile iki farklı aracı değişken (mediator) analizi yapılmıştır. İlk aracı değişken analizinde, annelerin kendileşme yöneliminin, annelerin ortak-anı konuşmasındaki ayrıntıcılığının aracı rolü üzerinden, çocukların araştırmacı-çocuk ortak olmayan anı konuşmasındaki ayrıntıcılığı üzerindeki etkisi incelenmiştir. Analizin sonuçlarına göre, annelerin kendileşme yönelimi annelerin ayrıntıcılığını anlamlı bir şekilde yordamıştır. Ek olarak, annenin kendileşme yöneliminin çocukların ortak olmayan anı konuşması üzerinde dolaylı yoldan anlamlı bir etkisi olduğu görülmüştür. Yapılan ikinci aracı değişken analizinde aynı model, çocukların anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı bağımlı değişken olarak kullanılarak tekrar edilmiştir. Sonuçlara göre, annelerin kendileşme yönelimi çocukların ortak anı konuşmasındaki ayrıntıcılığını doğrudan ve dolaylı olarak anlamlı bir şekilde yordamıştır. Her iki aracı değişken analizi de annelerin geçmişe yönelik konuşmalardaki ayrıntıcılığının annenin benlik kurgusu ve çocukların bellek çıktıları arasındaki ilişkide aracı bir rol oynayabileceğini göstermiştir.

Mevcut çalışmanın hipotezleri yapılan analizlerce desteklenmemiş olsa da araştırma, çocukların otobiyografik bellek becerilerinin gelişimine ilişkin faydalı bilgiler sağlamıştır. Analiz sonuçlarına göre, annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı çocukların hem ortak anı konuşmasındaki hem de ortak olmayan anı konuşmasındaki ayrıntıcılığını anlamlı olarak yordamıştır. Ayrıca keşif amaçlı yapılan analizler, annelerin benlik kurgusunun annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların ortak anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi düzenlediğini gösterilmiştir. Bu sonuçlar göz önünde bulundurulduğunda, çocukların

ortak olmayan anı konuşmalarındaki ayrıntıcılığının, ortak anı konuşmalarındaki ayrıntıcılığına kıyasla, daha farklı bir gelişim gösterdiği söylenebilir. Çocukların ortak anı konuşmalarındaki performansının konuşmada bulunan bir yetişkin tarafından desteklendiğinden ötürü, araştırmacı-çocuk anı konuşmasına ilişkin anlamlı olmayan düzenleyici etkilerin (moderation effect), araştırmamıza katılan çocukların hala gelişmekte olan bilişsel becerilerinden kaynaklandığı söylenebilir (Nelson ve Fivush, 2020). Bu nedenle, çalışmanın hipotezlerinin daha büyük yaş gruplarından oluşan çocuk katılımcılarla tekrarlanmasının, çocukların bağımsız bellek becerilerine dair faydalı bilgiler sunacağını düşünmekteyiz.

Bununla birlikte, çalışma kapsamında yaptığımız kesitsel (cross-sectional) analizler, çocukların otobiyografik bellek çıktılarında görülen yaşa bağlı farklılıkları göstermiştir. Yaşa bağlı gözlenen bu değişimler, çocukların otobiyografik bellek gelişimi için son derece önemli olan Zihin Kuramı ve dil becerilerindeki değişimlerden kaynaklanıyor olabilir (Reese, 2009). Mevut alan yazına göre, dört ve altı yaş arasında çocuklar hem Zihin Kuramında (Callaghan vd., 2005) hem de dil becerilerinde (Aksu-Koç ve Kertez, 2016) belirli değişiklikler gösterirler ve çocukların içinde bulunduğu bu gelişimsel sürecin mevcut çalışmada gözlenen yaşa bağlı farklılıklara yol açmış olması oldukça olasıdır.

Keşif amaçlı yapılan ilk düzenleyici değişken analiz seti, anne-çocuk anı konuşmalarının doğasına ilişkin önemli bir bilgi sağlamıştır. Sonuçlara göre, annelerin düşük kendileşme yönelimi, anne ve çocukların ortak anı konuşmasındaki ayrıntıcılıkları arasındaki ilişkiyi anlamlı olarak düzenlemiştir. Mevut alan yazına göre, annelerin yüksek kendileşme seviyesi, annelerin ortak anı konuşmasındaki yüksek ayrıntıcılığının anlamlı bir yordayıcısıdır (Sahin-Acar ve Leichtman, 2015; Sahin-Acar vd., 2019). Bu sonuçlar düşünüldüğünde, düzenleyici değişken etkisinin anneler düşük kendileşme seviyesine sahipken gözlenmesi anlamlı bir bulgudur çünkü anneler yüksek kendileşme seviyesine sahipken, hem annelerin hem de çocukların yüksek ayrıntıcılık seviyesine sahip olma ihtimali yüksek olacaktır; bu da ayrıntıcılık varyansını azaltacağından ötürü, düzenleyici etkinin görülme ihtimalini düşürecektir.

Annelerin ilişkiselliğinin düzenleyici değişken olarak kullanıldığı keşifsel analizler de

benzer bir sonuç bulmuştur: Anneler düşük ilişkisellik seviyesine sahipken, annelerin ortak anı konuşmasındaki ayrıntıcılığı çocuklarının ortak anı konuşmasındaki ayrıntıcılığını pozitif bir şekilde ön görmüştür. Bu sonuç ilişkiselliğin aile bağlamındaki fonksiyonu çerçevesinde tartışılabilir. Alan yazına göre, yüksek ilişkisellik seviyesinin görüldüğü ailelerde, aile üyeleri arasındaki sıcak ilişkiler ve karşılıklı anlayış gelişmiştir (Imamoglu ve Karakitapoglu-Aygun, 2007). Ayrıca, bir başka çalışmada ilişkisellik seviyesi yüksek olan katılımcılar, çocukluklarında ebeveynleriyle sıklıkla anılarından bahsettiklerini belirtmiştir (Sahin ve Mebert, 2013). Bu bilgiler ışığında, ilişkisellik seviyesi yüksek olan annelerin anı konuşmalarını çocuklarıyla yakın ilişkiler kurmak için bir araç olarak kullanıyor olabileceği söylenebilir. Bu sebeple annelerin düşük ilişkisellik seviyesinin düzenleyici etkisinin görülmesi anlamlıdır; zira, yüksek ilişkisellik seviyesine sahip annelerin çocukları, otobiyografik bellek çıktılarının gelişimine katkı sağlayacak anı konuşmalarına sıklıkla katılıyor olabilirler. Bu da çocukların ayrıntıcılık seviyesini artıracığından, düzenleyici etkinin görülme ihtimalini azaltacaktır.

Annelerin benlik kurgusunun kategorik olarak kullanıldığı keşifsel analizin sonuçları ise, yukarıda bahsi geçen düzenleyici analizleri destekler niteliktedir. Annelerin dengesiz benlik kurgusu (düşük kendileşme ve düşük ilişkisellik) annelerin ortak anı konuşmasındaki ayrıntıcılığı ile çocukların ortak anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi anlamlı bir şekilde düzenlemiştir. Alan yazından bilindiği gibi, annelerin dengeli benlik kurgusunun annelerin ortak anı konuşmalarındaki ayrıntıcılığı üzerinde anlamlı bir temel etkisi vardır (Sahin-Acar ve Leichtman, 2015). Bu bilgiler ışığında, tıpkı yüksek kendileşme yöneliminde de olduğu gibi, dengeli benlik tipine sahip olan annelerin ve çocuklarının ortak anı konuşmasında yüksek ayrıntıcılık göstermesi oldukça olasıdır. Bu da anne-çocuk çiftlerinde gözlenen ayrıntıcılık varyansını azaltacağından, düzenleyici etkinin görülme ihtimalni düşürecektir. Bu nedenle, annelerin dengesiz benlik kurgusunun anne-çocuk çiftlerinin ortak anı konuşmasındaki ayrıntıcılığı arasındaki ilişkiyi düzenlemesi anlamlı bir bulgudur.

Yapılan aracı değişken analizleri ise, annelerin ortak anı konuşmasındaki ayrıntıcılığının, annenin kendileşme yönelimi ile çocukların hem ortak anı hem de ortak olmayan anı konuşmasındaki ayrıntıcılığı arasındaki ilişkide aracı rol oynadığını

göstermiştir. Her ne kadar dolaylı etki her iki model için de anlamlı bulunmuş olsa da, güven aralıkları normalden daha dar ve standart olmayan katsayılar düşük olduğu için, bu sonuçlar dikkatli yorumlanmalıdır. Analiz sonuçları, annelerin benlik kurgusunun anne-çocuk anı konuşmasının ve çocukların bağımsız bellek gelişiminin tamamlayıcı bir parçası olduğunu göstermiştir; bu nedenle, gelecek çalışmalar farklı yaşlardan oluşan örneklem grupları ile bu modelleri test etmeye devam etmelidir.

Sonuç olarak, bildiğimiz kadarıyla mevcut çalışma anne-çocuk ortak anı konuşmasını ve araştırmacı-çocuk anı konuşmasını Türkiyeli katılımcılardan oluşan bir örneklem ile inceleyen ilk çalışmadır. Ek olarak, bu çalışma annelerin anne-çocuk ortak anı konuşmasındaki ayrıntıcılığı ile çocukların hem ortak hem de ortak olmayan anı konuşmalarındaki ayrıntıcılığı arasındaki ilişkiyi, annelerin benlik kurgusunun düzenleyici rolü üzerinden test ederek alan yazına yeni bir katkıda bulunmuştur. Araştırmanın sonuçları literatürde yer alan pek çok bulguyu yeniden tekrarladığı gibi annelerin benlik kurgusunun, anne-çocuk anı konuşması ve çocukların otobiyografik bellek gelişimin ayrılmaz bir parçası olduğunu göstermiştir. Ek olarak, araştırmanın kesitsel analiz yöntemi çocukların otobiyografik bellek çıktılarındaki gelişimsel farklılıkları vurgulamıştır. Bu nedenle gelecek araştırmalar, çocukların otobiyografik bellek gelişimi hakkında daha fazla bilgi kazanmamızı sağlamak adına farklı türde anı konuşmalarını ve bu konuşmalarda farklılaşmaya yol açabilecek ebeveyn özelliklerini incelemeyi sürdürmelidir.

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