THE ROLE OF PARENTAL CONTROL ON

REMINISCING BETWEEN MOTHERS AND

CHILDREN: MEDIATOR ROLE OF MATERNAL

SELF-CONSTRUALS

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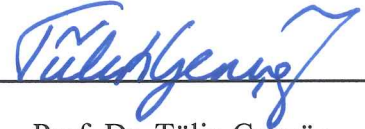THE DEGREE OF MASTER OF SCIENCE
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I certify that this thesis satisfies all the requirements as a thesis for the degree of
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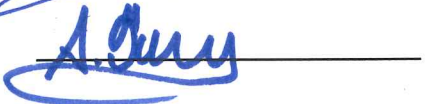adequate, in scope and quality, as a thesis for the degree of Master of Science.

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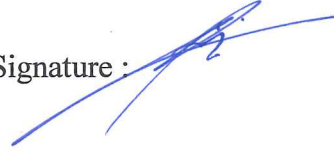
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ABSTRACT

THE ROLE OF PARENTAL CONTROL ON REMINISCING BETWEEN

MOTHERS AND CHILDREN: MEDIATOR ROLE OF MATERNAL SELF-

CONSTRUALS

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The aim of the current study is to explore the role of mothers' retrospective parental

control (behavioral and psychological) through mothers' self-construals on mothers'

and children's reminiscing styles which examined through the mediator role of self-

construals; individuation and relatedness. Participants are 62 mother-child pairs, with

children between the ages of 4-5. Mother-child pairs visited Laboratory of Child and

Adolescent Development at Middle East Technical University (METU) in Ankara,

Turkey. Mothers were given *the Balanced Integration-Differentiation (BID) Scale*

(İmamoğlu, 1998; 2003), *Perceived Parental Psychological Control Scale-Youth*

Self-Report (PCS-YSR) (Barber, 1996), and *Perceived Parental Behavioral Control*

Scale (PBCS) (Kerr & Stattin, 2000) right after they had a conversation about a

shared-past event with their children. All conversations were transcribed and coded

by using certain coding schemes. The main focus of coding was assessing

elaborativeness and repetitiveness both for mothers and children. The results

indicated that there is a negative association between retrospectively perceived

psychological control and individuation pattern. There is an approached significant

direct effect of maternal relatedness on maternal elaborativeness. Total effect of

maternal psychological control on mother elaborativeness and mother repetitiveness,

separately, without maternal individuation and relatedness was significant. Even

though maternal individuation and relatedness has no mediator role on the

association between maternal psychological and behavioral control and reminiscing

pattern of both mothers and children, correlations between variables and specific

contributions of psychological control and mothers' repetitiveness are promising for

future studies. Possible explanations for all results, limitations and implications were

discussed in light of the related literature.

Keywords: reminiscing, self-construals, parental control, mother-child conversation.

ÖZ

AİLESEL KONTROLÜN ANNE VE ÇOCUK ARASINDAKİ GEÇMİŞE

YÖNELİK ANLATI ÖRÜNTÜSÜNE ETKİSİ: ANNENİN BENLİK

KURGUSUNUN ARA DEĞİŞKEN ROLÜ

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Bu çalışmanın amacı annelerin geçmişte kendi annelerinden algıladıkları davranışsal ve psikolojik kontrolün annelerin benlik kurgusu vasıtasıyla anne ve çocukların geçmişe yönelik anlatı stillerine etkisini araştırmaktır ve ilişki benlik kurgusunun ara değişken rolü üzerinden incelenmiştir. Çalışmaya 62 anne-çocuk çifti katılmıştır ve çocukların yaşları 4 ve 5arasında değişmektedir. Ankara'daki anaokulları vasıtasıyla erişilen anne-çocuk çiftleri Orta Doğu Teknik Üniversitesi (ODTÜ)'ndeki Çocuk ve Ergen Gelişimi Laboratuvarı'na gelerek çalışmaya katılım sağlamışlardır. Annelerden önce çocuklarıyla geçmişte yaptıkları ortak olaylarla ilgili konuşmaları istenmiş, daha sonra da *Dengeli Bağlanma-Başkalaşma Ölçeği (BID)* (İmamoğlu,

1998; 2003), *Algılanan Ailesel Psikolojik Kontrol Ölçeği (PCS-YSR)* (Barber, 1996)

ve *Algılanan Ailesel Davranışsal Kontrol Ölçeği (PBCS)* (Kerr & Stattin, 2000)

verilerek doldurulması istenmiştir. Bütün konuşmaların yazıya dökümü ve kodlaması

spesifik kodlama şeması kullanılarak gerçekleştirilmiştir. Konuşmalar kodlanırken

ana odak noktası anne ve çocukların kullandıkları 'detaylandırma' ve 'tekrarlama'

ölçümleri olmuştur. Çalışma sonuçları geriye dönük algılanmış psikolojik kontrolün

ve bireysellik örüntüsünün arasında negatif bir ilişki olduğunu göstermiştir. Annenin

ilişkisellik benlik kurgusunun annenin konuşmaları detaylandırması üzerinde

anlamlıya yakın direkt bir etki söz konusudur. Çalışmanın ara değişkenleri olan

bireysellik ve ilişkisellik benlik kurguları söz konusu olmadan; annenin geriye dönük

algıladığı psikolojik kontrolün annenin konuşmaları detaylandırmasında ve

tekrarlamasında anlamlı bir etkisi olduğu bulunmuştur. Annenin bireysellik ve

ilişkisellik kurgusu; annenin algıladığı psikolojik ve davranışsal kontrol ve anne ve

çocukların konuşma örüntüleri arasındaki ilişkide anlamlı olarak ara değişken rolü

bulunamasa da, çalışma değişkenleri arasındaki korelasyonlar ve annenin algıladığı

psikolojik control ve annenin konuşma tekrarı'nın katkıları gelecekteki çalışmalar

için umut vaad edicidir. Sonuçların olası açıklamaları, çalışmanın kısıtlılığı ve

uygulama alanları ilgili literatür ışığında tartışılmıştır.

Anahtar Kelimeler: Anlatı, benlik-kurgusu, psikolojik kontrol, davranışsal kontrol

TO MY PARENTS& MY SISTER…

ACKNOWLEDGMENTS

It has been almost10 years now… Başak Tekin and Sebla Kerpeten…My friends, whom I get the same meaning from life, but in different times and cities. Thank life for bringing us together, making our paths crossed at some point. I know that we'll be having our drink by seeing the sunset as we promised, and be thankful to have 'us' once we get old. Thank you for just being you!

I would also specially thank to Oğuz Beki for his emotional support, for being who he is, for consistently believing in me even for the times I felt down. Even though you were not there from the beginning, you just reminded me of the fact that quality can be more than quantity, and time is just a relative.

Here; my mother, father and older sister deserve the biggest appreciation! Thank you so much for being there in any conditions and making me feel in safe where ever I go. I always felt and will feel your unconditional love towards me, social and emotional support you have been providing from my birth. I just cannot express with words how I feel lucky and happy to be your daughter, to have you!

Finally I would like to thank my grandfather, who passed away 2 months ago. He was the first mentor of mine, and first role model whom I admired to be like. I still remember the smell of his room with full of old books, and him calling me 'my professor'. I guess, he was the starting point for me to be that eager to read and read more. Thank you for 'you'.

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INTRODUCTION

1.1. Overview

Social interaction that is observed between parents and children is one of the important factors affecting social, emotional, and cognitive development of children (Haley & Stansbury, 2003; Manian & Bornstein, 2009; Trevarthen & Aitken, 2001). According to social-interactionist perspective; social-cognitive development of children is influenced by various types of aspects of environment (e.g., use of language), which is shaped by culture, and cultural artifacts, such as traditions and practices (Vygotsky, 1978). Both children and their parents are active in co-creating their shared memories, through reminiscing, and this dialectical conversation through which each family member reshape reality and narrative about shared personal past, constructs social-cognitive understanding of children, in turn (Laible, Murphy, & Augustine, 2013).

Reminiscing refers to conversing about and sharing the important details of personal past experiences. When it takes place between a main caregiver (most prevalently the mother) and a child, it constitutes an important factor in terms of developing child's capacity to remember personal past and to decide what is worthwhile to remember (Nelson & Fivush, 2004; Wang, 2006). In other words, it is one of the forms of recollecting and talking about past experiences and events. Especially reminiscing about the shared past experiences is usually dialectical in

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nature, through which both parties in the conversation contributes in reconstructing a personal past. Reminiscing is considered as a way of conversing, and has a more social function of shaping a common history that helps people to construct their self-concepts (Nelson, 2003; Reese & Brown, 2000). It also helps people to create their own identities, accept and make peace with their personal pasts, use the past and shared experiences for handling current issues, and maintain their relationships (Webster & McCall, 1999).

There are individual differences among mothers regarding their reminiscing patterns on conversations with children. Moreover, children tend to show similar pattern with their mothers regarding their reminiscing style. Previous studies consistently show that maternal reminiscing style plays a transferring role from mother-child context to other social contexts in terms of development of children's own reminiscing style (Leichtman, Pillemer, Wang, Koreishi, & Han, 2000).

Style and content of reminiscing between mother-child pairs have been also found as influential on not only children's reminiscing style, but also certain developmental aspects. For example, in their longitudinal study, Taumoepeau and Reese (2013) revealed that elaborative reminiscing style of mothers, specifically asking elaborative questions about shared past event, leads to improvement in Theory of Mind development of children at 44 months of age. Moreover, they also highlighted the importance of training by showing a significant improvement on reminiscing pattern of mothers regarding the elaborativeness during conversation with their children. Children, who have mothers connecting past with the present by reminiscing in a more elaborative manner during conversing, are more likely to

have a developed self-understanding and contextually rich emotion-understanding (Dunn, Brown, & Beardsall, 1991; Fivush et al., 2003). Elaborative and integrative reminiscing during childhood has also been considered as an influential on emotion socialization (Denham, Zoller, & Couchoud, 1994; Dunn et al., 1991; Wang & Fivush, 2005), perspective taking and emotion knowledge (Brown & Dunn, 1996; Laible, 2004), and self-concept (Wang, 2006). Moreover, maternal reminiscing, specifically on family conflict and daily hassles, has been found as an important factor on the prevention of internalizing and externalizing problems (Sales & Fivush, 2005).

In addition to abovementioned developmental aspects of children associated with reminiscing, maternal reminiscing about shared past event also has been examined as an important trigger on different developmental paths regarding memory development of children (Ornstein, Haden, & Hedrick, 2004). Specifically, autobiographical memory development of children, and emergence of individual differences regarding reminiscing about and remembering autobiographical memories are mostly rely on reminiscing pattern with main-caregiver during childhood. There are many studies focusing on the memory development of children that highlighted the significant role of parent-child reminiscing on autobiographical memory development (Fivush, Haden, & Reese, 2006). During reminiscing, children practice how to take another person's perspective, also to make the causal and temporal relationship between events, and to infer emotional and cognitive outcomes of specific events (Nelson & Fivush, 2004). They also infer which information would be worthwhile to remember and share through conversing

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with significant others, especially through asking questions and extending given information (Grysman & Hudson, 2013). This is a bidirectional process, which initially starts with mothers asking questions and extending the provided information, and then becomes dialectical in nature. In scope of these conversations, children mostly adopt their mothers' reminiscing styles, and show similar patterns in terms of the autobiographical memory characteristics embedded in conversations (Sahin-Acar & Leichtman, 2015). For instance, if a mother asks unique questions with fewer repetitions of the same question, her child would also show similar characteristics (using few repetitions and more original pieces of information) when conversing about a past event. Specifically, elaborativeness of maternal reminiscing was found to be important on children's recall of their personal past (Fivush, Reese, & Haden, 2006). For example, it was found that highly elaborative mothers, who talk to their children in a more detailed and contextually rich manner (e.g., by asking open-ended questions, giving elaborative details, and extending their children's responses), have children who are capable to bring memories from their personal past in a more elaborative manner, as well. In contrast, mothers, who talk to their children in a more repetitive and less elaborative manner, have children who also show the same characteristics as their mothers, and provide less details about shared past (Harley & Reese, 1999; Reese, Haden, & Fivush, 1993).

Even though similar reminiscing patterns for both children and mothers have been observed in the related literature, content of reminiscing of both parties is improvable. In one experimental study by Peterson, Jesso and McCabe (1999);

mothers were trained to have an elaborative reminiscing style, and as a result of this intervention; their children's individual reminiscing skills were improved. There is a positive correlation not only between elaborative maternal reminiscing during childhood and coherent autobiographical narratives later in life, but also between high elaborative-maternal reminiscing style and the capacity of their preschoolers' independent memory recall during reminiscing with an experimenter (Leichtman et al., 2000). In other words, not only for reminiscing about the shared past, but also for reminiscing about the unshared past events include the same reminiscing style, which has been originally adopted through conversing with their mothers.

As noted earlier, reminiscing has been characterized under the influence of various aspects of environment, such as culture. That is, reminiscing has been shaped within the scope of social interactions, which has been shaped by the aspects of cultural context, as well (Fivush, Habermas, Waters, & Zaman, 2014). In other words, cultural context plays a salient role on the style and content of maternal reminiscing, and in turn, autobiographical memory development of children (Nelson & Fivush, 2004). In that sense, there is a difference between mothers from Western cultures and mothers from Eastern ones, on how they reminisce during conversations about past events with their children and what they rely on during reminiscing (Fivush, Haden & Reese, 2006). Individuals from more industrially developed countries mostly use reminiscing as a way of reflecting a sense of individual consistency (Conway, Singer, & Tagini, 2004). For example; U.S. mothers from European origin, as representatives of individualistic culture, talk to their children in a more elaborative and less repetitive manner than Chinese

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mothers, who are members of a mainstream collectivistic culture, do. On the other hand, mothers from individualistic cultures encourage their children to talk in a more elaborative fashion and with a descriptive style, since their child-rearing attitudes mostly rely on individualism and independence. Mothers from collectivistic cultures mostly tend to give more limited space to their children for themselves to elaborate independently, and participate actively in a conversation regarding reminiscing (Wang, Leichtman, & Davies, 2000; Wang & Leichtman, 2000; Wang, 2006).

When we look through the change from traditional cultures to more industrialized ones, it is seen that competence of people on telling their own and shared past events become more crucial (McAdams, 1992; Nelson, 2001). Defining one's own self based on such dimensions like; societal relationships, geographical locations, and vocational roles, might be differentiated (Nelson, 2003), and thus; autobiographical reminiscing might serve in a different manner across cultures (Conway, Singer, & Tagini, 2004). Content of the reminiscing is more likely to change across different cultures depending on the values within certain cultural contexts. For instance, Chinese mothers are disposed to elaborate their reminiscing with children by relying on explicit-societal rules, whereas American mothers are more likely to elaborate the conversation by underlying factual information and individualism (Heath, 1982; Miller et al., 1990).

Within the frame of cultural context, Turkish culture has been widely accepted as a collectivistic culture (Hofstede, 2001). In that sense, Turkish cultural context, which indicates the importance of collective rather than individual needs

for the most part and highlights indirect communication rather than direct communication, has a conversational style including moral judgements and indirectly given feedbacks. In the related literature, Turkish people are generally defined to have more interdependent self-construals, concerning relatedness (Imamoglu, 1998; 2003). Similarly, cultural notions may be observed when it comes to children's socialization patterns. For example; socialization with children in Turkish cultural context includes child rearing practices concerning relatedness, as in typically collectivistic cultures, rather than independence and separation, as mostly observed in Western cultures (Imamoglu, 1987). However, there is a degree of within-culture differences in Turkish cultural context, in which Eastern and Western parts of Turkey have different life styles and subcultural values, differences may also be seen among families within the same region, and that notion is called within-culture difference (Sahin-Acar & Leichtman, 2015). Even though Turkish cultural context has been characterized by the notions of collectivist cultures (e.g.; close bond with family, friends, and members of a certain group); there are within-culture differences, involving a tendency toward individuation with people who are more educated, and have high socio-economic status (Imamoglu, 1987; Sahin-Acar & Leichtman, 2015). Thus, self-construal, which has been assessed by diverse measures, is distributed in various types frequencies based on the dimensions of different cultures and subcultures (Sahin & Mebert, 2013; Wang, 2001). One of the measures that have been used in previous research in order to measure self-construal based individual differences is the Balanced Integration-Differentiation Model (Imamoglu, 1998, 2003).

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1.2. Balanced Integration-Differentiation Model (BID)

One of the models that concentrate on measuring self-construal types based on independence versus interdependence comparison is the Balanced Integration-Differentiation Model (BID), which was developed by Imamoglu (1998, 2003). According to this model; self-construals have two dimensions, as individuation and relatedness. Here, individual has been thought as having a tendency to accomplish psychological needs through intrapersonal differentiation orientation, which has a highest point as a developed sense of *individuation* (e.g., one's personal inclinations, free will or willful consent). In addition, individual has also been seen as a social being naturally being involved with others through interpersonal integration orientation, which has a highest point as a sense of *relatedness*. Distinction between these two concepts is based on an intraorganismic process, namely differentiation, while integration concept has been characterized as based on interorganismic process. Thus, these two concepts are not only distinct from each other, but they are also complementary rather than being opposite to each other. In other words, and individual might be both individuated and related, at the same time; rather than having a uniform sense of self that is identical with all other members of a cultural group. Distinction between individuation and relatedness had been showing among different cultures in the world (Imamoglu, 1998; Gezici & Guvenc, 2003; Kurt, 2002). In addition to these consistent findings across cultures, socialization context and socio-economic status that individual is raised in might create within-culture differences regarding the construction of self (Imamoglu, 1987, 2003).

A new line of research explored the effect of self-construal on memory characteristics in conversations and narratives (Wang, 2003; Sahin & Mebert, 2013; Sahin-Acar & Leichtman, 2015). According to the findings from one of these studies, mothers from Western part of Turkey had significantly higher score on individuation compared to mothers from Eastern part of Turkey. Mothers from the USA scored more on overall elaborativeness during conversations than mothers from Eastern part of Turkey did, whereas mothers from Western part of Turkey aligned between these two. But more importantly, the results from this study highlight the importance of the effect of self-construal (individuation and relatedness orientations) on the style of reminiscing both for mothers and their children. Sahin-Acar and Leichtman's study (2015) showed that, although there are culture level differences, regardless of cultural context (being from Eastern Turkey, Western Turkey, or the U.S.), mothers who scored higher on individuation and relatedness (balanced self-construal) and mothers who scored lower on these dimensions, differ in terms of the way they reminisce with their children not only about shared past experiences, but also about anticipated future events.

1.3. Self-Construals and Family Context

When we examine the relationship between the type of self-construal and reminiscing pattern of mothers and children from a broader perspective, factors explaining how self-construals are formed need to be further explored. According to the BID model, individual might develop a certain self-construal that has been affected by the family context she grew up in. Within the model, there are four distinct family contexts that trigger the development of different types of self-

construal, namely differentiative family contexts, integrative family contexts, unbalanced family contexts, and balanced family contexts. In differentiative family contexts, individuals have a family with low level of restrictive control and nurturance-relatedness, and in turn, they are lack on fulfillment of integration needs, and might have relational problems later in life. In integrative family contexts is characterized with not only high level of strict and overprotective control, but also affection within the family. Here, individual might not be satisfied with interpersonal relational needs, since s/he might feel anxious and ambivalent due to high level of restrictive control. In unbalanced family contexts, individuals are lack of both integration and differentiative needs, since they have a context with high restrictive control and low nurturance-acceptance. In balanced family contexts, which is high level of acceptance and low level of restrictive control, individuals are more likely to be satisfied with both relatedness and individuation needs.

As a summary of family contexts and its effects in long run within the BID model, an individual may have an orientation towards the development of extrinsic motivation rather than the intrinsic one, if the person has a restrictive family setting. In other words, there is a negative correlation between parental restriction and intrinsic motivation (Imamoglu, 2003). Individuals usually develop personal interests and set of skills that are uniquely defining them, when they perceive their parents having a low of control, and especially a low level of emotional control, over them (Imamoglu, 2003). In that sense, the level of parental control that had been perceived by individuals is argued to have an impact on the process of self-construction and self-construal. Previous research has shown that self-construal has

an effect on how mother-child pairs reminisce about past events. In the current study, we aim to demonstrate that perceived parental control would have an effect through self-construal, on the way how mothers and children reminisce with each other (Wang, 2001; Sahin & Mebert, 2013; Sahin-Acar & Leichtman, 2015).

1.4. Psychological & Behavioral Control Perceived from Parents

In the literature of familial context, wide range of research questions have been asked about perceived parental behavioral and psychological control in addition to their effects in the long run. The differentiation between behavioral and psychological control, has been studied by researchers, since these two control systems are associated with need for autonomy (conceptually same as individuation in the BID Model), and relatedness in childhood, adolescence, and adulthood (Barber, Olsen, & Shagle, 1994). Parental psychological control is mostly associated with forcing children to obey the rules of a family, taking control during an interaction, and exposing parental perspectives rather than encouraging children's perspective (Grolnick & Pomerantz, 2009). Parents, who are scoring high in psychological control, are mostly prone to intimidate their children's thinking, feeling, behaving or talking styles, and this notion might have a long run effects in lifespan (Barber, 1996). On the other hand, parental behavioral control is mostly associated with the tendency to control children's actions, to impose familial expressions on expectations from a child, and to use rewards or punishments for unfavored and favored behaviors of children, respectively (Barber, Stolz, & Olsen, 2005).

A body of research showed that while internalization and self-regulation is positively correlated with autonomy-supportive context, introjected regulation is positively correlated with controlling context (Soenens & Vansteenskiste, 2009; Deci et al., 1994). In that sense, both psychological and behavioral control are influential on various aspects of children's developmental outcomes (Roth, 2008), and these effects of parental control that are either positive or negative, might change across different social and personal situations (Barber, 2002, Grolnick, 2003). For example, children, who are between 5- and 6- years of age and have mothers supporting autonomy, showed more permanence to explore during free-play tasks (Barber & Harmon, 2002). In addition, children's ability to improve themselves in terms of self-development may be interrupted by inappropriate use of psychological and behavioral control (Barber, Olsen & Shagle, 1994; Barber & Harmon, 2002). Similarly, parental psychological control was found to be negatively associated with stable and integrated personal identity development during adulthood (Luyckx, Soenens, Goossens, & Vansteenkiste, 2007).

In addition to these associations between parental control and negative outcomes on child and adolescent development, child's perception on feelings of warmth and acceptance from his/her parents might turn the potential negative outcome into a positive one, even though there is a control mechanism within the family (Gray & Steinberg, 1999). Overall, especially psychological control mostly has negative outcomes for child and also for the life span development. However, when it comes to the behavioral control mechanism within the family, there are

some cross-cultural variations regarding negative and positive outcomes as a result of perceived control.

1.5. Within and Across Cultural Differences in Parental Control

When parental psychological and behavioral control is considered within the scope of cultural context, outcomes are not the same for all cultures. Cultural factors might create a different stage for the link between parental control, type of parental control and child's outcome, even though the link seems clear in the related literature (Kagitcibasi, 2007). For example, authoritarian parenting style, which covers both psychological and behavioral control, may be perceived as over-controlling style by European-American individuals, whereas Asian individuals may see this specific parenting style as a form of caring and supporting (Chao, 2001), that is derived from broader cultural values in their cultures. For instance, authoritarian parents in Hong Kong were found to be associated with higher academic achievement of children than authoritative parents (Leung, Lau & Lam, 1988). Of course academic achievement might not be related with healthy human development, yet constitutes an example for positive child outcomes.

Within the cultural framework of mainstream Western societies, individuals have a tendency to perceive parental control as a negative attitude and an indication of limited parental warmth (Soenens, Vansteenkiste, Duriez, & Goossens, 2006), which results in negative child outcomes (Ozdemir, 2009). Pattern of parental control and children's outcome are not laid out showing the same pattern for all non-Western cultures, such as Turkish cultural context. For example, parental control is seen as a socially acceptable and, protective way of parenting, and not as

an indication of limited parental warmth, both by children and the broader society (Kagitcibasi, 1970). Similarly, negative association between autonomy development and parental control was not examined within the Turkish cultural context (Ozdemir, 2009). Overall, the influence of parental control depends on cultural factors and perception of individuals, whom are shaped by the effect of broader cultural values (Dekovic, Pels & Model, 2006; Hughes, Blom, Rohner & Britner, 2005; Rudy &Grusec, 2006).

All literature presented above indicate that the roots of self-construals and parental control are tied together, and that the type and intensity of parental control constitute the initial steps for constructing our self-concepts, defining who are and how we behave, which are all in tune with the formation of self-construals; up to what extent we are unique individuals and define ourselves as one, and up to what extent we feel emotional closeness with significant others, namely appearing through individuation and relatedness, respectively. In the light of the existing literature, we constructed the following research design.

1.6. Current Study

The main purposes of the current study is exploring the relationship between maternal psychological and behavioral control that mothers perceived from their own mothers, and mother-child pairs' reminiscing characteristics, mediated by mothers' self-contruals (individuation and relatedness). In other words, retrospective psychological and behavioral control that mothers used to perceive from their own mothers were theorized to have an indirect effect on elaborativeness and repetitiveness in mother-child conversation about shared past experiences,

through individuation and relatedness of mothers. In the literature, the effects of maternal self-construal on mother-child reminiscing patterns were supported by different studies (Sahin-Acar & Leichtman, 2015; Wang, 2006).

Even though the relationship between self-construal and reminiscing pattern has been studied before, factors that can explain the background of this association have not been studied before, to the best of our knowledge. We expected to find that behavioral and psychological control that mothers used to perceive from their own mothers would predict their self-construals, thus in turn, reminiscing pattern of both mothers and children would be also influenced by this relationship. As indicated in the previous literature, behavioral control is found to be functional in Turkish Cultural context, yet psychological control is more effective and detrimental in terms of short and long term outcomes (Harma, 2008). In those terms, we especially expect psychological control to predict self-construals.

The specific hypotheses of the current study are as the followings:

1) We expected to find that mothers, who retrospectively perceived higher levels of psychological control, would have a lower level of elaboration and a higher level of repetitiveness while reminiscing about shared past with their children.

2) We also expected to find that mothers, who retrospectively perceived higher levels of psychological control, would show lower levels of individuation and relatedness.

3) We expect to find the mediator role of mothers' self-construals, as stated below:

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a. Mothers' retrospective perceived psychological control would affect their own and children's elaborativeness in reminiscing, through its effect on mothers' individuation and relatedness. Yet, we do not expect the same pattern for mothers' retrospective perceived behavioral control, since previous research on behavioral control within Turkish cultural context revealed that perceived behavioral control has a function for individuals in a protective manner. We also expect to find that increased psychological control would be associated with decreased elaborativeness through decreased level of individuation and relatedness while mother-child pairs reminisce about a shared past event.

b. Mothers' retrospective perceived psychological control was also expected to affect their own and children's repetitiveness in reminiscing through its effect on mothers' individuation and relatedness. That is, increased psychological control would be associated with increased repetitiveness through decreased level of individuation and relatedness. Again, we do not expect to find the same relationship for behavioral control.

CHAPTER II

METHOD

In this section, methodology of the current study is presented. First, demographic characteristics of the participants were examined. Second, scientific materials for collecting the data were presented. Then, coding schemes for the conversation, and the procedure of data collection were described.

2.1. Characteristics of Participants

A total of 124 mothers, and their four year-old children, were included in the current study ($N_{children} = 62$; $N_{mothers} = 62$). All participants live in Ankara, and attended to the study by coming to the Laboratory of Child and Adolescent Development at Middle East Technical University (METU). 50% ($N = 31$) of children are females, and 50% ($N = 31$) of children are males, with the 56 months of average age ($M = 56.00$, $SD = 6.50$). The mean age of mothers is 34 ($M = 34.85$, $SD = 4.13$). In previous studies, four year-old children are prevalently used in mother-child reminiscing studies (Sahin-Acar & Leichtman, 2015; Larkine & Bauer, 2012; Kulkofsky, Wang, & Koh, 2009; Goodvin & Romdall, 2013), which as a developmental stage includes sufficient level of cognitive and linguistic competency in terms of conversing about shared and unshared past events. Based on the data derived from the demographic information form that we administered to the mothers, 60 mothers are married, 1 mother is divorced, and 1 mother did not declare her marital status. Among all, 3.3% ($N = 2$) of the mothers are the only

child; 31.1% (*N* = 19) of them have one sibling; 29.5% (*N* = 18) of them have two siblings; 27.9% (*N* = 17) of them have three siblings; and 8.2 % (*N* = 6) of them have four/or more siblings. 41.9% (*N* = 26) of the mothers have one child; 50% (*N* = 31) of them have two children; 6.5% (*N* = 4) of them have three children; and 1.6% (*N* = 1) of them have four/or more children. When we examined the final education level that mothers have, 16.4% (*N* = 10) of them have high school degree; 59% (*N* = 36) of them have bachelor's degree; 23% (*N* = 14) of them hold graduate school degree (either master or doctoral); and 1.6% (*N* = 1) has secondary school degree.

In order to explore the characteristics of our current sample, we also asked some single-item questions. Based on the findings about the frequency of daily conversations that mothers engage into with their children (*frequency of conversation*), 4.8% (*N* = 3) of them mentioned that they sometimes (point 4 on the scale) have conversation with their children, 9.7% (*N* = 6) of them stated that they frequently (point 5 on the scale) have conversation with their children; 9.4% (*N* = 12) of them mentioned that they usually (point 6 on the scale) have conversation with their children; and 66.1% (*N* = 41) mentioned that they always (point 7 on the scale) have conversation with their children. We also asked mothers to evaluate retrospective frequency of conversing with their own mothers during their own childhood (*retrospective conversation*), 1.6% (*N* = 1) of them responded as never (point 1 on the scale); 8.1% (*N* = 5) of them responded as rarely (point 2 on the scale); 4.8% (*N* = 3) of them responded as occasionally (point 3 on the scale); 35.5% (*N* = 22) of them responded as sometimes (point 4 on the scale); 8.1% (*N* =

5) of them responded as frequently (point 5 on the scale); 8.1% ($N = 5$) of them responded as usually (point 6 on the scale); and 33.9% ($N = 21$) of them responded as always (point 7 on the scale). When we asked them how important memories are to them (*importance of memories*); 3.2% ($N = 2$) of them stated that memories are slightly important (point 3 on the scale); 4.8% ($N = 3$) of them responded as neutral (point 4 on the scale); 14.5% ($N = 9$) of them responded as moderately important (point 5 on the scale);14.5% ($N = 9$) of them responded as very important (point 6 on the scale); and 62.9% ($N = 39$) of the participants stated that memories are extremely important (point 7 on the scale) for them. When we asked about how frequently they collect items that remind them about important people and events (*collection of memories*), we see that 4.8% ($N = 3$) of them responded as never (point 1 on the scale), 1.6% ($N = 1$) of them responded as rarely (point 2 on the scale); 6.5% ($N = 4$) of them responded as occasionally (point 3 on the scale); 9.7% ($N = 6$) of them responded as sometimes (point 4 on the scale); 17.7% ($N = 11$) of them responded as frequently (point 5 on the scale); 27.4% ($N = 17$) of them responded as usually (point 6 on the scale); and 32.3% ($N = 20$) of them responded as every time (point 7 on the scale).

We also asked mothers to evaluate how often they play with their children (*frequency of playing*), and found out that 3.2% ($N = 2$) of our participants occasionally (point 3) play with their children; 14.5% ($N = 9$) of our participants sometimes (point 4) play with their children; 35.5% ($N = 22$) of them frequently (point 5) play with their children; 29% ($N = 18$) of them usually (point 6) play with their children; and 17.7% ($N = 11$) of our participants play with their children

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every time (point 7). Finally, we also asked them to evaluate how happy they are in their marriage with the father of their children (*happiness*), 1.6% ($N = 1$) of them responded as rarely happy (point 2); 1.6% ($N = 1$) of them responded as infrequently happy (point 3); 6.5% ($N = 4$) of them responded as neutral (point 4); 12.9% ($N = 8$) of them responded as sometimes (point 5); 19.4% ($N = 12$) of them responded as usually happy (point 6); and lastly 58.1% ($N = 36$) of them evaluated themselves in their partnership as always happy (point 7) (See Table 1 for characteristics).

Table 1. Descriptives of Demographics and Exploratory Variables

	Min	Max	Mean	SD
Mom's age	25,00	44,00	34,85	4,13
Children's age of month	45,00	69,00	56,09	6,50
Number of mothers' siblings	,00	8,00	2,16	1,32
Number of mothers' children	1,00	4,00	1,67	,67
Frequency of conversation	4,00	7,00	6,46	,86
Retrospective conversation	1,00	7,00	5,00	1,73
Importance of memories	3,00	7,00	6,29	1,09
Collection of memories	1,00	7,00	5,45	1,63
Frequency of playing	3,00	7,00	5,43	1,04
Happiness	2,00	7,00	6,20	1,16

2.2. Materials

In the current study, the Balanced Integration-Differentiation Scale (Imamoglu, 1998; 2003), Perceived Parental Psychological Control Scale (Barber,

1996), and Perceived Parental Behavioral Control Scale (Kerr & Stattin, 2000) were given to the participants as quantitative measures. In addition to these scales, conversations between mothers and children were transcribed and coded by applying one of the widely used coding schemes in order to have a qualitative measure (Fivush & Vasudeva, 2002). After all participants were informed about the nature of the study including voluntary-based participation, and they were given all measures stated above after they completed their conversation about past with their children. Below, all measures are described in detail.

2.2.1. Demographic Information Form

This form is completed by mothers, and it includes personal information about the birthday of a child, gender of a child, age of mother, mother's marital status, number of children of mother, and education level of mother. We also asked a series of single-item questions by using 7-point Likert-Type Scale, in which 1 indicates never/not at all important and 7 indicates every time/extremely important. We specifically asked how often mothers talk with their children (*frequency of conversation*), how often mothers' own mothers had been talking with them during their childhood (*frequency of conversation-retrospectively*), what the importance of memories is to mothers (*importance of memories*), how often they collect memories about their close relatives and important events (*collection of memories*), how often they play with their children in daily life (*frequency of playing*), and lastly how much they happy/or were happy with the father of their children (*happiness*) (see Appendix A).

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2.2.2. Balanced Integration-Differentiation (BID) Scale

This scale was developed by Imamoglu (1998; 2003) and includes two subscales as Inter-relational Orientation measuring *relatedness*, and Self-Development Orientation measuring *individuation*. Inter-Orientation subscale, namely relatedness, covers interpersonal integration with 16 items (i.e.; having and valuing close emotional ties to one's family and others). An exemplar item would be ''I believe that I will always feel close to my family''. High scores indicate higher feelings of relatedness, while lower scores indicate higher feelings of separatedness. Cronbach's alpha values for this subscale were reported as .80 and .91. Self-Development Orientation, namely individuation, covers intrapersonal differentiation with 13 items (i.e.; relying on one's inner qualities and interests as a developmental frame of reference rather than accommodating oneself to a normative frame of reference). An exemplar item would be "When alone, I find interesting things to do". Higher scores indicate proneness toward individuation, while lower scores indicate proneness toward normative patterning. Cronbach's alpha values for this subscale were reported as .81 and .74. These values were replicated by several different studies with close approximations (Sahin & Mebert, 2013; Sahin-Acar & Leichtman, 2015; Imamoglu & Karakitapoglu-Aygun, 2004). In our study, mothers rated the subscales by using a 5-point scale which includes numbers from 1 (*strongly disagree*) to 5 (*strongly agree*) (see Appendix B). Mean scores for each subscale were used to assess relatedness and individuation.

2.2.3. Perceived Parental Psychological Control Scale (PCS-YSR)

Sixteen-item *Psychological Control Scale-Youth Self Report* (PCS-YSR) was originally developed by Barber (1996) to examine perceived parental (mother/father) psychological control. It evaluates perceived parental control as a total of dimensions including verbal expression (items 1 – 3), invalidating feelings (items 4 – 6), personal attack (items 7 – 9), guilt induction (items 10 – 11), love withdrawal (items 12 – 14), and erratic emotional behavior (items 15 – 16) that are demonstrated by mother or father, although we only used the mother version in the current study. This scale was adapted into Turkish in order to use among Turkish adolescents by Kındap, Sayıl and Kumru (2008). However, scale had a second adaption by adding some items covering comparison (item 17) and shame induction (items 18 – 19) in order to make the scale more appropriate for Turkish cultural context (Harma, 2008). This last version of PCS-YSR in Turkish was used in the current study in order to assess the retrospective perception of psychological control that mothers used to perceive from their own mothers, while growing up. We gave mothers specific instructions about filling out this scale, asking them to think retrospectively about their relationship with their own mothers. Mothers in the current study rated the subscale by using a 6-point scale, which includes values ranging from 1 (*never*) to 6 (*always*) (see Appendix C).

2.2.4. Perceived Parental Behavioral Control Scale (PBCS)

Original scale was developed by Kerr and Stattin (2000), in order to assess perceived parental (mother/father) behavioral control, and it includes 22 items for four subscales in total. The first subscale is about parental monitoring and it reflects

the knowledge of parents about child's whereabouts, activities, and companies. Other three subscales are child disclosure, parental solicitation, and parental control, and they reflect parental control on sources of the information of child's activities. Dogruyol (2008) and Harma (2008) adapted this scale into Turkish with 20 items. However; Harma's version was used with secondary school students, and Dogruyol's was used with young adults. Thus, the version by Dogruyol (2008) was used in the current study in order to assess retrospective behavioral control that mothers used to perceive from their own mothers while growing up. This scale was given to the mothers participating in the current study with specific instructions for them to think retrospectively about their relationship with their own mothers. Mothers in the current study rated the subscales by using a 6-point Likert-type scale, which includes values ranging from 1 (*never*) to 6 (*always*) (see Appendix D).

2.3. Procedure

After the required permissions for research with human participants was obtained from Middle East Technical University (METU) Research Center for Applied Ethics, mother-child pairs were recruited through preschool visits, during which they were given a specific appointment for attending the study in the Laboratory of Child and Adolescent Development at METU. This lab was specifically designed as a home environment, including two sofas, bookshelves, a carpet and two big pillows on the carpet, which might make mother-child pairs, feel comfortable while conversing.

Mother-child pairs were mostly recruited via visiting the preschools in Çankaya/ Ankara. A group of undergraduate students taking a workshop in developmental psychology helped with recruiting the participants via preschools. They were all given brochures, which provided with brief information of the study, and a map of the laboratory on campus. If mothers agree to participate, then undergraduates gave them an appointment for visiting our laboratory by using Google Calendar in order to avoid any problems with cross loading into the same time slot for more than one mother-child pairs.

Once they arrived to the laboratory for participation, two graduate students, who were trained about running the tasks, welcomed them. Each experimental session took approximately one hour, including preparation of voice recorders, forms, and other environmental settings in the laboratory. After mother-child pairs were welcomed into the laboratory, mother was individually instructed to think and talk about a shared past events that she had done together with her child within the last two weeks, while child has been welcomed by a second researcher onto a pillow placed on the carpet in the laboratory.

Once the mother decided what to talk about, she was also welcomed onto the other pillow facing her child. This conversation about shared past took approximately 10 minutes on average. Mother-child conversation was recorded via a digital tape recorder. After completing this conversation, measures of demographic and personal information form, BID, PCS-YSR, and PBCS were given to mothers to fill out, while a second researcher was playing with lego toy with the child on the carpet.

After this experimental session was over, we offered mothers an opportunity to ask their questions if they have any, and/ or if they need information regarding their children, in order to provide them a kind of reward for their participation. Some of them at the end of the sessions, talked about their problems about child development and rearing, and specifically asked for further advice to see a specialist about child development. We offered them help by indicating their opportunities in State Hospitals in Ankara, and also by referring them to private that was recommended by the Clinical Psychology group at the Middle East Technical University.

2.4. Coding and Data Analyses

All conversations recorded by a digital voice recorder were first transcribed verbatim, and then coded by the main researcher of the current study. The main focus of coding was elaborativeness and repetitiveness of mothers and children in the conversation they engaged into together. Mothers' and children's expressions were coded separately and a second-coder coded 20% of all data in order to assess inter-rater reliability.

Coding schemes were adopted from the original study of Fivush and Vasudeva (2002), which have been extensively used by other researchers (Sahin-Acar & Leichtman, 2015; Fivush, Haden, & Adam, 1995; Leichtman et. al., 2000) (see Table 2). Within the scope of coding; *memory/ elaborative questions, yes/no questions, context statements, evaluations, memory/ elaborative question repetitions, yes/no question repetitions,* and *context statement repetitions* in mothers' speech were coded in order to create the composite variables of

elaborativeness and *repetitiveness* (Fivush & Vasudeva, 2002). *Elaborativeness* was calculated by the sum of number of elaborations (memory/ elaborative questions, yes/no questions, context statements, evaluations) divided by the sum of elaborations and repetitions, in order to see the particular variance of mothers' elaborative speech. *Repetitiveness* was calculated as the total number of mothers' repetitions of memory questions, yes/no questions and context statements. Children's speech was also coded by adopting the same variables; *memory/ elaborative questions, yes/no questions, context statements, evaluations, memory/ elaborative question repetitions, yes/no question repetitions,* and *context statement repetitions*, and the same composite variables were conducted the same way as described above.

In short, mothers' and children's reminiscing patterns (maternal elaborativeness and repetitiveness along with child's elaborativeness and repetitiveness) were coded individually, calculated as composite variables as it had been used in previous literature, and used as the dependent variables in the current study. In addition to the composite scores for elaborativeness and repetitiveness, positive evaluations and negative evaluations that were done by mothers during their reminiscing were also calculated separately for exploratory purpose.

Within the current study, all statistical analyses were examined by using Statistical Package for Social Sciences (SPSS), 20th version for Windows. Serial mediation analyses were conducted in order to examine all hypothetical models. The results of the current study were presented in the next chapter.

Table 2. Variables coded

Variable	Description	Example
Memory elaborative question	'What', 'when', 'who'; open-ended question	'What did you do at the park?'
Yes/No question	Requiring child to confirm or deny information	'Did you touch that?'
Context Statement	Requiring no response from the child	'She looked cute that day'
Evaluation	Statements confirming or disconfirming information given by the child	'You are right about that'
Positive evaluation	Verbal or vocalic confirmations	'Yes, we took the bear, right?'
Negative evaluation	Verbal or vocalic disapproval	'No, I was not with you.'
Memory/elaborative question Repetition	Verbatim or gist repetitions of memory/elaborative question	'What are the things you did at the park?'
Yes/No questions repetition	Verbatim or gist repetitions of yes/no question	'Did you touch it or not?' 'She certainly was cute?'
Context statement Repetition	Verbatim or gist repetitions of context statement	

CHAPTER III

RESULTS

First, data screening and cleaning were presented. Secondly, descriptive statistics and bivariate correlations among study variables were examined. Then, the results of mediation analyses were presented for both hypothetical models and exploratory parts.

3.1. Data Screening and Cleaning

In order to check if there is an out-of-range value and outliers, a missing value, and if our data meets with the assumption of normality, data screening was examined as described by Tabachnick and Fidell (2007). To begin with the results based on checking the accuracy of data entry, we concluded that there were not any out-of-range values. Secondly, the data was checked whether there is a missing value or not. Even though there is a small amount of missing values within the data, expectation-maximization algorithm was adjusted in order to manage missing data since this technique has advantages in overcoming some limitations of other techniques (Schafer, 1997; Schafer & Olsen, 1998). Thirdly, data was examined for univariate and multivariate outliers which results in the conclusion of that none of the cases were examined as outliers. As a final step, normality and linearity assumptions were examined through skewness, kurtosis, histograms, and scatter plots values. According to the findings, normality and linearity assumptions were met.

3.2. Descriptive Statistics and Bivariate Correlations

After data screening was completed, analyses for descriptive statistics and bivariate correlations were examined. Mean, standard deviation, minimum and maximum values of the study variables were presented in Table 3. As it can be examined through table, the mean for *relatedness* dimension of the BID was found as 2.55 (*SD* = .52), the mean for *individuation* dimension was found as 3.13 (*SD* = .37).

When we look at the pattern for maternal reminiscing, it can be seen that the mean value for *maternal repetitiveness* was found as 14.19 (*SD* = 7.96) and the mean for *maternal elaborativeness* was found as .92 (*SD* = .03). The mean of *child repetitiveness* was examined as 4.72 (*SD* = 3) and the mean of *child elaborativeness* was examined as .94 (*SD* = .05). Finally, the mean of maternal *behavioral control* that participant-mothers used to perceive from their own mothers was found as 4.67 (*SD* = .93), whereas the mean of maternal *psychological control* that participant-mothers used to perceive from their own mothers was found as 2.28 (*SD* = .93).

Bivariate correlations among the study variables were also examined as they were given in Table 4. According to the findings, it was revealed that relatedness has a positive association with maternal repetitiveness (*r* = .29, *p* < .05) and a negative association with maternal elaborativeness (*r* = -.23, *p* < .05). Maternal elaborativeness was found as negatively correlated with maternal repetitiveness (*r* = -.81, *p* < .01). Similarly, child elaborativeness was negatively correlated with child repetitiveness (*r* = -.40, *p* < .01). Individuation self-construal of mothers was positively correlated with maternal psychological control (*r* = .30, *p* < .05).

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Maternal repetitiveness during reminiscing was positively correlated with maternal psychological control ($r = .29$, $p < .05$), whereas maternal elaborativeness during conversation was negatively correlated with maternal psychological control ($r = -.25$, $p < .05$). Negative evaluations that were used by mothers was positively correlated with individuation self-construal of mothers ($r = .26$, $p < .05$) and maternal psychological control ($r = .44$, $p < .01$). Positive evaluations that were used by mothers was positively correlated with maternal repetitiveness $r = .44$, $p < .01$).

Table 3. Descriptive Statistics for Study Variables

Variables	Min	Max	Mean	SD
Individuation	2.38	4.23	3.13	.37
Relatedness	1.94	5.19	2.55	.52
Maternal Repetitiveness	.00	38.00	14.19	7.96
Maternal Elaborativeness	.85	1.00	.92	.03
Maternal_Psy_Control	1.05	5.32	2.28	.82
Maternal_Beh_Control	3.05	8.35	4.67	.93
Child_Repetitiveness	.00	15.00	4.72	3.00
Child_Elaborativeness	.56	1.00	.94	.05

Note. Maternal_Psy_Control = Maternal Psychological Control;
Maternal_Beh_Control = Maternal Behavioral Control.

3.3. Mediation Analyses

In order to test our hypotheses that there is an association between parental control, which were considered as behavioral and psychological in our study, that participant-mothers used to perceive from their own mothers during their childhood and reminiscing patterns of both mothers and children in our case through self-construal types of participant-mothers, a serial mediation analyses were conducted by using an ''indirect custom dialog'' by Preacher and Hayes (2008).

The significance of indirect effect in our models was examined through Bootstrap Sampling Method (Preacher & Hayes, 2004) with 5000 resamples. In order to do so, indirect effects were considered as statistically significant if did not cover zero within the lower and upper limits of 95% confidence intervals (CI). Ten mediation analyses were aimed to conduct totally in the first place. However, we cancelled out the mediation analyses that include the path from perceived behavioral control, since we did not end up with any correlation between behavioral control and any other study variables.

Four of the mediation analyses, which included direct and indirect effects between maternal psychological control and reminiscing pattern of both mothers and children through self-construals, were run in order to test specifically our hypotheses. Two of the mediation analyses were conducted to see whether there is an association between psychological control and negative/ positive evaluations of mothers through self construals, again as an exploratory part of the current study. Thus, totally six mediation analyses were conducted with the promising light of correlations between study variables.

Even though we attempted to analyze our data by conducting mediation analyses as we proposed in the first place, we also conducted hierarchical regression analyses in order to examine which variables have significant contributions to predict our dependent variables, namely elaborativeness and repetitiveness. In regression, we took maternal elaborativeness and maternal repetitiveness into account and did not examine these patterns for children, since

we did not find significant or promising correlations for child elaborativeness and child repetitiveness.

All analyses were described in a detail manner below.

3.3.1. Hypotheses Testing

3.3.1.1. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Child Elaborativeness

Based on the findings; overall indirect effects (ab paths) of maternal psychological control on child elaborativeness through both maternal individuation (B = .003, SE = .002, 95% CI [-.000, .011] and maternal relatedness (B = .000, SE = .000, 95% CI [-.001, .002] were not significant (B = .003, SE = .000, 95% CI [-.000, .012], since confidence intervals included zero. That is to say, the mediator effect of self-construals within the association between maternal psychological control and child elaborativeness was not examined due to confidence intervals.

When we consider the p values, the effect of maternal psychological control on maternal individuation (a path-1) was significant (B = .139, SE = .056, p = .01), but the effect of maternal psychological control on maternal relatedness (a path-2) was not significant (B = .030, SE = .840, p = .71). Direct effect of maternal individuation on child elaborativeness (b path-1) (B = .022, SE = .022, p = .32) and direct effect of maternal relatedness on child elaborativeness (b path-2) (B = .001, SE = .014, p = .93) were not significant. Total effect of maternal psychological control on child elaborativeness without maternal individuation and relatedness (c path) also was not significant (B = .004, SE = .009, p = .60). In addition, namely direct effect of maternal psychological control on child elaborativeness controlling

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for maternal individuation and relatedness (c' path) was not significant ($B = .001$, $SE = .009$, $p = .85$). Finally, this suggested overall model explained 2% of the variance; (adjusted $R^2 = -.028$, $F (3, 57) = .447$, $p = .72$) (See Figure 1).

Figure 1. Unstandardized Regression Coefficients for the Relationship between Maternal Psychological Control and Child Elaborativeness through Maternal Self-Construal in terms of both individuation and relatedness pattern. *p < .05.*

3.3.1.2. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Child Repetitiveness

When we examined the overall indirect effects (ab paths) of maternal psychological control on child repetitiveness through both maternal individuation ($B = -.182$, $SE = .190$, 95% CI [-.773, .036] and maternal relatedness ($B = .027$, $SE = .086$, 95% CI [-.097, .295] were not significant ($B = -.154$, $SE = .198$, 95% CI [-.694, .103], since confidence intervals included zero. Null hypothesis on the mediator role of self-construals between maternal psychological control and child repetitiveness could not be rejected due to the given confidence intervals.

Table 4. Bivariate Correlations between Study Variables

	1	2	3	4	5	6	7	8	9	10
1. Relat.	-									
2.Ind.	.216	-								
3.M_Rep.	.291*	.184	-							
4. M_Ela.	-.234	-.174	-.813**	-						
5.C_Rep.	.131	-.099	.162	-.040	-					
6. C_Ela.	.042	.149	.115	-.033	-.405**	-				
7. M_Psy	.046	.304*	.292*	-.252*	.072	.059	-			
8.M_Beh	-.123	-.051	-.041	.109	.104	-.133	-.207	-		
9. Pos_e	-.223	.266*	.185	-.002	.222	-.029	.440**	.047	-	
10. Neg_e	.077	-.133	.449**	-.116	.155	.221	.047	.024	.066	-

*Note.*Relat. = Relatedness; Ind. = Individuation; M_Rep. = Maternal Repetitiveness; M_Ela. = Maternal Elaborativeness; C_Rep. = Child Repetitiveness; C_Ela. = Child   Elaborativeness; M_Psy =Maternal Psychological Control; M_Beh = Maternal Behavioral Control; Pos_e = Mothers' positive evaluations; Neg_e = Mothers' negative evaluations. * $p < .05$, ** $p < .01$.

When the p values were considered, direct effect of maternal individuation on child repetitiveness (b path-1) ($B = -1.305$, $SE = 1.078$, $p = .23$) and direct effect of maternal relatedness on child repetitiveness (b path-2) ($B = .924$, $SE = .727$, $p = .20$) were not significant. Total effect of maternal psychological control on child repetitiveness without maternal individuation and relatedness (c path) also was not significant ($B = .179$, $SE = .460$, $p = .69$). In addition, namely direct effect of maternal psychological control on child repetitiveness by controlling for maternal individuation and relatedness (c' path) was not significant ($B = .333$, $SE = .481$, $p = .49$). Lastly, this suggested overall model explained 4% of the variance; (adjusted $R^2 = -.005$, $F(3, 57) = .897$, $p = .44$) (See Figure 2).

Figure 2. Unstandardized Regression Coefficients for the Relationship between Maternal Psychological Control and Child Repetitiveness through Maternal Self-Construal in terms of both individuation and relatedness pattern. *$p < .05$.

3.3.1.3. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Mother Elaborativeness

The overall indirect effects (ab paths) of maternal psychological control on mother elaborativeness through both maternal individuation (B = -.001, SE = .001, 95% CI [-.005, .002] and maternal relatedness (B = -.000, SE = .001, 95% CI [-.004, .001] were not significant (B = -.001, SE = .002, 95% CI [-.007, .002] because of the fact that the confidence intervals included zero. That is, there is no mediator effect of self-construals in the relationship between maternal psychological control and mother elaborativeness.

When the p value were considered separately, direct effect of maternal individuation on mother elaborativeness (b path-1) was not significant (B = -.005, SE = .011, p = .60), but direct effect of maternal relatedness on mother elaborativeness (b path-2) was considered as approached significant (B = -.012, SE = .007, p = .09). Total effect of maternal psychological control on mother elaborativeness without maternal individuation and relatedness (c path) was marginally significant (B = -.009, SE = .004, p = .06). In addition, namely direct effect of maternal psychological control on mother elaborativeness controlling for maternal individuation and relatedness (c' path) was not significant (B = -.007, SE = .005, p = .11). Finally, this suggested overall model explained 11% of the variance; (adjusted R^2 = .067, F (3, 57) = 2.449, p = .07) (See Figure 3).
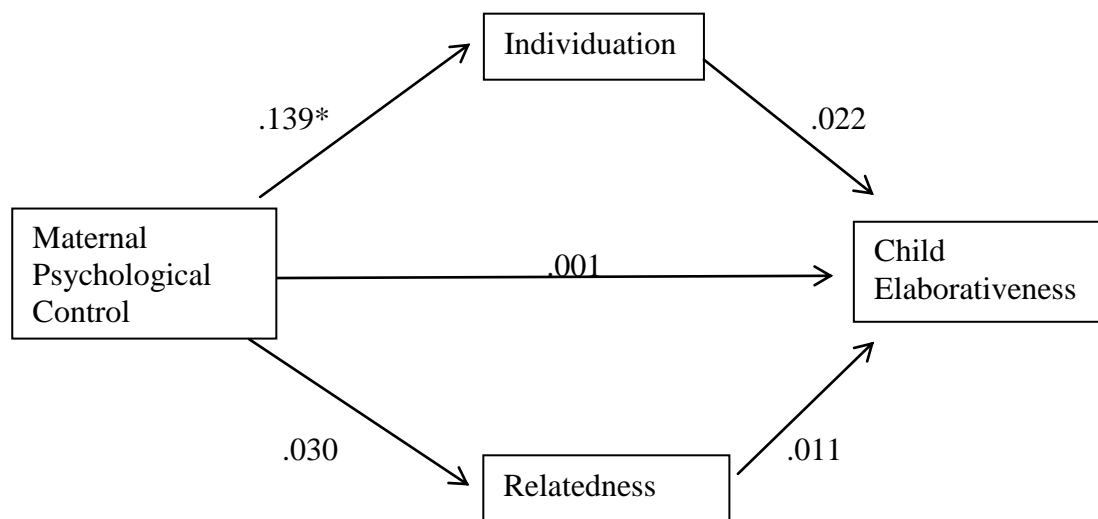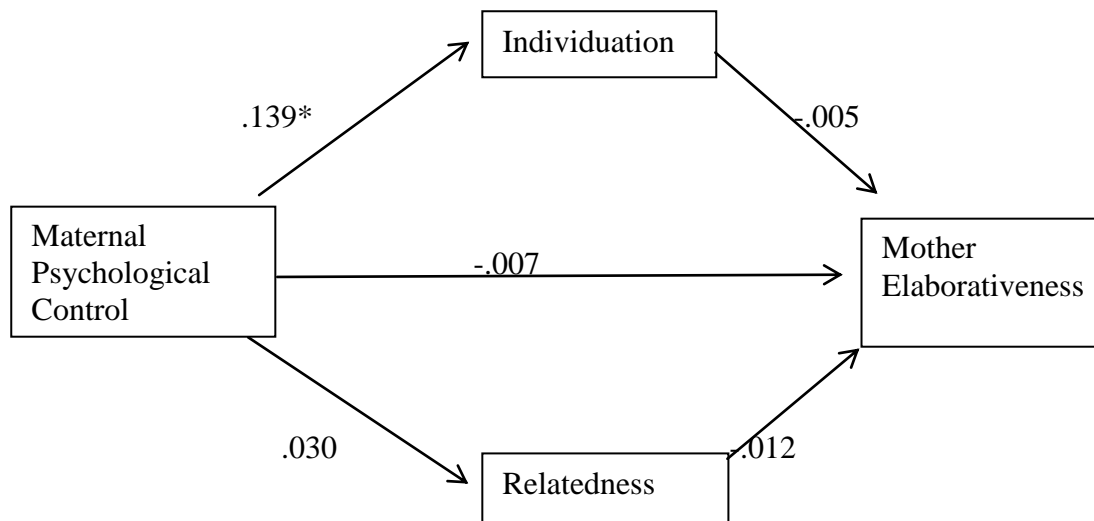
Figure 3. Unstandardized Regression Coefficients for the Relationship between Maternal Psychological Control and Mother Elaborativeness through Maternal Self-Construal in terms of both individuation and relatedness pattern. *p < .05.

3.3.1.4. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Mother Repetitiveness

According to the overall indirect effects of maternal psychological control on mother repetitiveness through our mediators (ab paths), it was found that neither maternal individuation (*B* = .146, *SE* = .387, 95% CI [-.584, 1.066] nor maternal relatedness (*B* = .121, *SE* = .362, 95% CI [-.180, 1.478] were not significant (*B* = .267, *SE* = .530, 95% CI [-.592, 1.488], since confidence intervals included zero. In other expression, the mediator role of self-construals in the relationship between maternal psychological control and mother repetitiveness was not examined.

Within the scope of p values, direct effect of maternal individuation on mother repetitiveness (b path-1) was not significant (*B* = 1.047, *SE* = 2.744, *p* = .70), but direct effect of maternal relatedness on mother repetitiveness (b path-2) was significant (*B* = 4.048, *SE* = 1.849, *p* = .03). Total effect of maternal

psychological control on mother repetitiveness without maternal individuation and relatedness (c path) was significant ($B = 2.713$, $SE = 1.200$, $p = .02$). In addition, namely direct effect of maternal psychological control on mother repetitiveness by controlling for maternal individuation and relatedness (c' path) was marginally significant ($B = 2.445$, $SE = 1.224$, $p = .05$). Lastly, this suggested overall model explained 16% of the variance; (adjusted $R^2 = .117$, $F (3, 57) = 3.652$, $p = .01$) (See Figure 4).
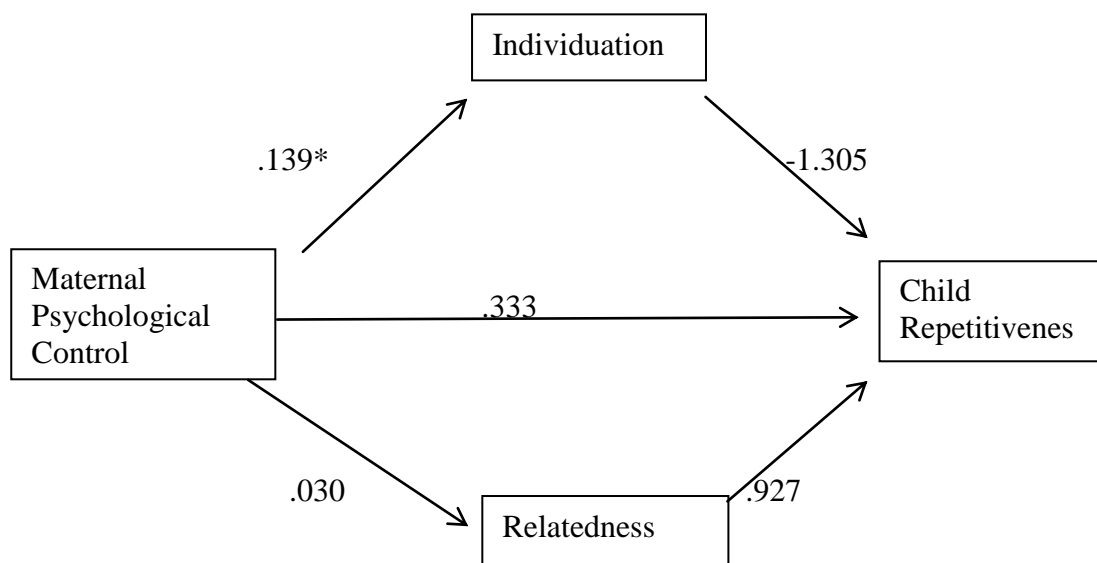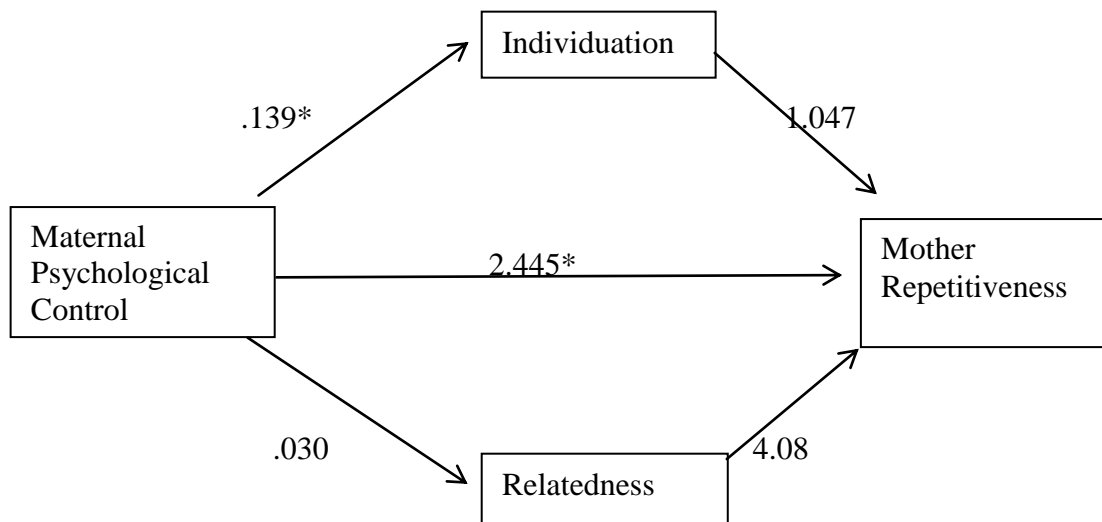

Figure 4. Unstandardized Regression Coefficients for the Relationship between Maternal Psychological Control and Mother Repetitiveness through Maternal Self-Construal in terms of both individuation and relatedness pattern. *$p < .05$.

3.3.2. Exploratory Analyses

3.3.2.1. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Mother's Negative Evaluations

Mediator role of individuation and relatedness on the relationship between maternal psychological control and mother's negative evaluations was examined. According to the results; overall indirect effects (ab paths) of maternal

psychological control on mother's negative evaluations through both maternal individuation ($B = .190$, $SE = .159$, 95% CI [-.002, .682] and maternal relatedness ($B = -.039$, $SE = .093$, 95% CI [-.283, .111] were not found as significant ($B = .150$, $SE = .174$, 95% CI [-.105, .609], since confidence intervals included zero in the range.

According to the p values, direct effect of maternal individuation on mother's negative evaluations (b path-1) ($B = 1.376$, $SE = .779$, $p = .082$) was not significant, but direct effect of maternal relatedness on mother's negative evaluations (b path-2) ($B = -1.331$, $SE = .525$, $p = .01$) was examined as statistically significant. Total effect of maternal psychological control on mother's negative evaluations without maternal individualism and maternal relatedness (c path) was also significant ($B = 1.312$, $SE = .346$, $p = .00$). Namely direct effect of maternal psychological control on mother's negative evaluations by controlling for maternal individuation and relatedness (c' path) was significant ($B = 1.162$, $SE = .346$, $p = .00$), as well. Finally, this suggested model as an exploratory part explained 29% of the variance (adjusted $R^2 = .254$, $F (3, 58) = 7.937$, $p = .00$).

3.3.2.2. Mediator Role of Individuation and Relatedness between Maternal Psychological Control and Mother's Positive Evaluations

Mediator role of individuation and relatedness on the relationship between maternal psychological control and mother's positive evaluations was also examined. Based on confidence intervals, the overall indirect effects (ab paths) of maternal psychological control on mother's positive evaluations through maternal individuation ($B = -1.314$, $SE = 1.180$, 95% CI [-5.323, -.020] and relatedness ($B =$

.120, *SE* = .482, 95% CI [-.363, 1.762] was not significant (*B* = -1.193, *SE* = 1.237, 95% CI [-5.349, .373].

Based on p values, direct effect of maternal individuation on mother's positive evaluations (b path-1) (*B* = -9.498, *SE* = .6.993, *p* = .17) and direct effect of maternal relatedness on mother's positive evaluations (b path-2) (*B* = 4.042, *SE* = 4.716, *p* = .39) was not statistically significant. Total effect of maternal psychological control on mother's positive evaluations without maternal individualism and maternal relatedness (c path) was also not significant (*B* = 1.081, *SE* = 2.965, *p* = .71). Namely direct effect of maternal psychological control on mother's positive evaluations by controlling for maternal individuation and relatedness (c' path) was not significant (*B* = 2.274, *SE* = 3.109, *p* = .46). Finally, this suggested model as an exploratory part explained 3% of the variance (adjusted R^2 = -.03, *F* (3, 58) = .772, *p* = .51)

3.3.3. Hierarchical Regression Analyses

In order to examine the unique contribution of individuation, relatedness, retrospectively perceived psychological control and behavioral control on the explanation of mothers' elaborativeness and repetitiveness, we also performed two hierarchical multiple regression analyses. Variables that would explain mothers' repetitiveness in one analysis and mothers' elaborativeness in second analysis were entered in two steps.

Within our first regression, in step 1, mothers' elaborativeness was the dependent variable, and individuation and relatedness were entered as predictors. In step 2, perceived psychological control and perceived behavioral control were

entered into the step 1 equation. According to the results of model summary, step 1, namely individuation and relatedness, accounted for (R^2) 7% $(F_{(2, 59)} = 2.246, p = .115)$, and step 2, namely psychological and behavioral control in addition to individuation and relatedness, accounted for (R^2) 11% $(F_{(2, 57)} = 1.503, p = .231)$ of our model. Thus, within our first regression analysis, neither individuation and relatedness in step 1, nor psychological control and behavioral control in addition to individuation and relatedness did not have significant contributions to predict mothers' elaborativeness. The unstandardized regression coefficients (B), the standardized regression coefficients (β), t-values and p-values for all predictor variables in the full model are reported in Table 5.

Table 5. Regression Coefficients of Predictors for Mothers' Elaborativeness

Variable	*B*	*B*	t-value	*p*-value
Step 1.				
Relatedness	-.013	-.206	-1.602	.115
Individuation	-.011	-.130	-1.008	.317
Step 2.				
Relatedness	-.013	-.206	-1.604	.114
Individuation	-.005	-.062	-.464	.644
M_Psy_Control	-.008	-.216	-1.616	.112
M_Beh_Control	.001	.036	.284	.778

Note. M_Psy_Control = Maternal Psychological Control; M_Beh_Control = Maternal Behavioral Control.

Within our second regression analysis, in step 1, mothers' repetitiveness was the dependent variable, and individuation and relatedness were entered as predictors. In step 2, perceived psychological control and perceived behavioral

control were entered into the step 1 equation. According to the results of model

summary, step 1, namely individuation and relatedness, accounted for (R^2) 10 %

$(F_{(2,59)} = 3.276, p = .045)$, and step 2, namely psychological and behavioral control

in addition to individuation and relatedness, accounted for (R^2) 16 % $(F_{(2,57)} =$

2.272, $p = .112$) of our model. Thus, within our second regression analysis,

individuation and relatedness self-construals significantly predicted mothers'

repetitiveness in step 1. However, additional two predictor variables in step 2,

namely psychological control and behavioral control, did not have significantly

contribution to predict mothers' repetitiveness. When we considered coefficients in

order to examine specific contribution by each variable, we see that relatedness ($\beta =$

.275, $p = .032$) and psychological control ($\beta = .277, p = .037$) made a significant

contribution to the model in terms of explanation of mothers' repetitiveness. The

unstandardized regression coefficients (B), the standardized regression coefficients

(β), t-values and p-values for all predictor variables in the full model are reported in

Table 6.

Table 6. Regression Coefficients of Predictors for Mothers' Repetitiveness

Variable	*B*	*B*	t-value	*p*-value
Step 1.				
Relatedness	3.971	.263	2.082	.042*
Individuation	2.704	.127	1.003	.320
Step 2.				
Relatedness	4.148	.275	2.204	.032*
Individuation	.914	.043	.330	.743
M_Psy_Control	2.682	.277	2.132	.037*
M_Beh_Control	.440	.052	.416	.679

Note. M_Psy_Control = Maternal Psychological Control; M_Beh_Control = Maternal Behavioral Control. * p < .05

CHAPTER IV

DISCUSSION

The present study aimed to examine the association between retrospectively perceived maternal control and reminiscing pattern for both children and mothers through the mediator role of self-construals. Reminiscing was measured as elaborativeness and repetitiveness, as two composite coding schemes that were derived from conversations, which is the exact method that has been used before in the previous memory conversations literature (Fivush & Vasudeva, 2002; Sahin-Acar & Leichtman, 2015; Fivush, Haden, & Adam, 1995; Leichtman et al., 2000). Retrospectively perceived maternal control was considered as behavioral and psychological control that our participant-mothers used to perceive from their own mothers during their adolescence.

To the best of our knowledge, this is the first study in the sense of applying perceived parental psychological and behavioral control scales in a retrospective manner and application of these scales among adults rather than adolescents. The association between maternal control and reminiscing was examined through two types of self-construals of participant-mothers, namely individuation and relatedness, based on the Balanced Integration-Differentiation Model (BID) developed by Imamoglu (1998; 2003). The relationship between mother-child conversations and self-construal of mothers within the scope of the BID were examined before (Sahin-Acar & Leichtman, 2015). However, to the best of our

knowledge, this is the first study also in the sense of looking at this relationship from a broader perspective by adding retrospectively perceived psychological and behavioral control into the model. In the previous literature, the relationship between reminiscing styles and self-construals have been explored, in addition to the relationship between those styles and cross-cultural differences (Sahin-Acar & Leichtman, 2015; Wang, 2001) In terms of one of the unique contribution of the current study, we also explored what might have been affecting the emergence of these self-construals, namely individuation and relatedness, and investigated whether they might be rooted from retrospective perceived parental control, as theorized to be related and presented in the introduction section.

In this chapter, first, statistical results of both hypothesis testing and exploratory part were evaluated in the light of related literature. Second, limitations of the study and suggestions for further research were examined. Finally, specific contributions of presented study were discussed.

4.1. Evaluation of the Results

4.1.1. Evaluation of Descriptives and Bivariate Correlations

According to the descriptive analyses, results related with self-construal of mothers revealed that the means of individuation and relatedness orientation of mothers in our sample are quite different than what previous studies indicated. We examined the mean of individuation orientation as 3.13 and the mean of relatedness orientation as 2.55, whereas Sahin-Acar and Leichtman (2015) ended up with the mean of individuation as 3.55 and the mean of relatedness as 4.38 for Eastern Turkish mothers, the mean of individuation as 3.84 and the mean of relatedness as

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4.64 for Western Turkish mothers, and the mean of individuation as 3.82 and the mean of relatedness as 4.39 for American mothers. Moreover, Imamoglu (2003) also examined the mean of individuation as 2.98 and the mean of relatedness as 3.74 in her study. This contradictory result regarding individuation and relatedness orientations was quite surprising and leaded us to speculate the characteristics of our population. Related literature has been highlighting the importance of education level, socio-economic status and familial pattern that might result in different outcomes regarding self-construals of people (Imamoglu, 1987, 2003).

During the recruitment of the participants, we told potential participants that we would be providing some information and consultancy about the quality of mother-child relationships, and answering their questions regarding their relationship with their children in order to give them a reward for their participation. In order to explain these off results, we speculated that mothers, who have been troubling with their children and/or in their marriage, were more eager to participate in our study since they needed a consultancy about their current problems. During the conversations and the time we offered for mothers' questions and hesitations regarding the relationship with their children, we observed that most of the mothers apparently were having some troubles on the relationship with either their children or their husbands. For example, one of the mothers cried at the time of consultancy due to her problems with her husband, whom was trying to get divorced at the time. Another example was observed during the conversation between mother and child that indicated a physical abuse by mother. Not all of the participants, but at least a considerable number of mothers came into our lab with

questions either about individual or child-related problems, and asked for further advice for taking psychological consultancy from a psychologist that we might offer, which we did.

Another explanation for these off results might be socio-economic status of our sample. Previous studies were conducted with students from Middle East Technical University, which is known with high-qualified education, and people from upper middle class (Sahin-Acar & Leichtman, 2015; Imamoglu, 2003). When it comes to our population, participants in our study were recruited from different pre-schools within various types of socio-economic locations. Thus, we also speculated that our off findings related with self-construals might be resulted from different population background than previous studies have.

When we looked at the correlation between self-construals and reminiscing pattern, we ended up significant association between relatedness and reminiscing patterns. We found that increased in mothers' relatedness orientation was related with increased in maternal repetitiveness and decreased in elaborativeness during the conversation. That is to say, lower level of relatedness orientation was related with the result that mothers talked in a more elaborative and less repetitive manner with their children. This results is on the same line what we expected to find and may be interpreted as a natural result of giving more space to a child to elaborate his/her own speech, rather than feeling more connected even within the conversation.

Here is a short demonstration of conversation from our study for a talk in a highly repetitive manner (See Appendix G for Turkish):

''Mother: What did we do together? What did we do recently? Do you remember? What did we do together? Don't you remember? Think about it. What did we do?

Child: No, I don't remember.

Mother: Well... For example… We watched a nice movie, do you remember? It was a nice movie. Don't you remember? Right? We watched a movie.

Child: Yes…

Mother: What else did we do?

Child: We watched a movie.

Mother Yes, we watched a movie. How was it? Do you think it was nice? How was it?

Child: Hı Hı...(Turkish sound for approval)''

Here is a short demonstration of conversation from our study for a talk in a highly elaborative manner (See Appendix H for Turkish):

''Mother: What did we do together? Schools were closed. You got your school report. How were your grades?

Child: Great! Mom, we went to have a dinner when I got report.

Mother: Yes, we went to the place you like, right? How do you feel about staying at home? You don't get bored, right?

Child: I don't feel that well. I get bored a little bit.

Mother: Well… You don't feel that well. Why is that?

Child: I missed my friends… And Zeynep teacher.

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Mother: Did you miss them? Well… But you'll go back to your school when the holiday is over. Then you can fulfill your longing, right?

Child: Yes.

Mother: Well, what should we do to stop your bored feelings? What can we do? Let's think about it.

Child: Let's play a game. And... And... We can invite Ceylin, she comes, we can play game together. Let's play Lego.

As we can observe in the first conversation; mother repeats her own questions and context statements, and does not provide elaborative information or questions to a child. In the second one, mother asks open ended questions much more than yes/no questions, which in turn, leave a space for a child to express her/his own words about the situation. A person, who developed self-development orientation that is higher than interpersonal development orientation, may be more oriented towards speaking by giving more freedom to another person during the conversation.

Our first hypothesis was that mothers, who retrospectively perceived higher levels of psychological control, would have a lower level of elaboration and a higher level of repetitiveness while reminiscing about shared past with their children. Based on bivariate correlation findings, we examined that when mothers retrospectively perceived higher level of maternal psychological control from their own mothers, they tended to have increased repetitions and decreased elaborations during conversations with their children. This is in tune with we expected to see that decreased level of retrospectively perceived psychological control would be

associated with decreased repetitions and increased elaborations on maternal reminiscing based on the findings revealed that psychological control had been seen as a problematic pattern in the literature (Barber, 1996; Grolnick & Pomerantz, 2009; Luyckx, Soenens, Goossens, & Vansteenkiste, 2007).

Our second hypothesis was that mothers, who retrospectively perceived higher levels of psychological control, would show lower levels of individuation and relatedness. To the contrast with what we expected, we examined that increased level of psychological control is associated with increased level of individuation, whereas there is no association between psychological control and relatedness orientation. That is, we were not able to approve the positive association between maternal individuation and elaborativeness as we predicted and previous study findings showed (Sahin-Acar & Leichtman, 2015). These findings maybe resulted from the fact that we gathered the information of how they used to perceive maternal control during their adolescence by retrospectively asking now. Thus, their current perspective and individuation orientation that they had been constructing through years might affect their perception and memory towards back. For example, a person, who is high on his/her individuation orientation, might be oriented to perceive parental control mechanisms as they are much higher than a person, who is high on his/her relatedness orientation. In addition to that, we did not examine 4 typologies suggested by BID model. Thus, rather than individuation and relatedness, 4 typologies might be an explanation for perceived psychological and behavioral controls. For example, a person, who is higher in individuation and

lower in relatedness, might perceive parental control different than a person, who is higher in both.

4.1.2. Evaluation of Mediation and Regression Analyses

Regarding the mediator role of self-construals of mothers, we first hypothesized that mothers' retrospective perceived psychological control would affect their own and children's elaborativeness in reminiscing, through its effect on mothers' individuation and relatedness. Specifically, we expected to find that increased psychological control would be associated with decreased elaborativeness through decreased level of individuation and relatedness while mother-child pairs reminisce about a shared past event. Moreover, we also hypothesized that mothers' retrospective perceived psychological control was also expected to affect their own and children's repetitiveness in reminiscing through its effect on mothers' individuation and relatedness.

When we considered the mediation analyses based on our hypothetical models, we were not be able to approve our hypotheses on the mediator role of self-construals between maternal psychological control and child elaborativeness, the mediator role of self-construals between maternal psychological control and child repetitiveness, the mediator role of self-construals between maternal psychological control and mother elaborativeness, and the mediator role of self-construals between maternal psychological control and mother repetitiveness.

First, there is no association between maternal psychological control and child elaborativeness through maternal self-construals. Even though, we could not be able to find mediation and a direction we expected to see here, we found a

significant effect of maternal psychological control on maternal individuation. Furthermore, the minimum and maximum range of confidence interval of overall indirect effects, which is to reject null hypothesis on the mediation, were too close each other and almost out of zero 95% CI [-.000, .012]. This might be due to small sample size. We interpreted these results as they are promising.

Second, there is no significant association between maternal psychological control and child repetitiveness through the mediator role of self-construals. We believe that results related with child elaborativeness and child repetitiveness might also be seen as an exploratory, since this is the first study looking at child reminiscing pattern through maternal self-construals. Due to the child's developmental stage and language development, it might be expected to see similar pattern among repetitiveness and elaborativeness.

When we considered the mother elaborativeness and factors on it, we could not be able to prove the mediator role of self-construals between maternal psychological control and mother elaborativeness. However, similarly with the first mediation model, the minimum and maximum range of confidence interval of overall indirect effects here were too close each other and almost out of zero 95% CI [-.007, .002], which might be promising for further replications.

In addition, we were also not able to find significant association between maternal psychological control and mother repetitiveness through individuation and relatedness. That is, the mediator role of individuation and relatedness between psychological control and mother repetitiveness was also not significant. However, we examined based on p values that increased level of perceived psychological

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control is associated with increased level of mother repetitiveness through self-construals, which is c' path ($B = 2.445$, $SE = 1.224$, $p = .05$). Even though we could not be able to reject our null hypothesis related with this hypothetical mediation model, significance of c' path regardless confidence intervals might also be seen promising. This is might be one of the outcomes of the characteristic of our population and sample size.

As an exploratory part of the study, we also wanted to examine the mediator role of individuation and relatedness self-construal on the relationship between perceived maternal behavioral control and reminiscing pattern of mothers and children. However, we did not conduct mediation analyses for these variables since we did not end up with any correlations among them. This is not surprising since behavioral control has been perceived as functional in Turkish cultural context (Harma, 2008). In addition, we also know that perception on behavioral control, which changes among different familial patterns, is mostly influential on the outcome either positive or negative way (Harma, 2008; Ozdemir, 2009). This was the starting point for us to examine behavioral control, as well.

In addition to looking at behavioral control as an exploratory side, we also were motivated to explore the mediator role of self-construals on the relationship between maternal psychological control and evaluation statements of mothers in their reminiscing. Here, we did not take behavioral control into account due to correlation results. Evaluation statements were considered as either negative or positive. This is the first study in the literature related with maternal reminiscing that attempted to examine positive and negative evaluation of mothers based self-

construals and perceived maternal psychological control. We found that there is a significant and positive association between maternal relatedness on mother's negative evaluations during their reminiscing. We also found that there is a significant and positive association between maternal psychological control and mother's negative evaluations during reminiscing. We could not be able to examine a mediator role of self-construals on the association between maternal psychological control and mother's negative evaluations that is namely *c' path* in the model. Even though we found an insignificant effect of maternal psychological control on mother's positive evaluations through maternal individuation and relatedness, we evaluated these results as promising due to confidence intervals we ended up with (95% CI [-5.323, -.020]). These results might be resulted from that the role of perceived psychological control on the pattern of reminiscing can be associated associated with trying to control the flow of conversation by providing negative evaluations, or giving more space and encouraging child to elaborate more by providing positive evaluations.

Finally, based on our regression findings, we were able to support our abovementioned results of our mediation analyses and examine that relatedness self-construal of mothers and retrospectively perceived maternal psychological control have a predictive role on mothers' repetitiveness pattern during their reminiscing, which might be considered as a promising light for further studies.

4.2. Limitations and Future Studies

This qualitative study had lots of limitations from different angles. First of all, we were not able to recruit enough participants that we planned and were

suggested by power analysis at first stage of the beginning. This small sample size might result in having decreased statistical power and not having significant associations between proposed variables. Secondly, we had to ask mothers retrospective questions in order to learn psychological and behavioral control that they used to perceive from their mothers during their adolescence which is approximately 20 years ago. This could be one of the reasons for us to not getting exact 'perceived parental control' during the time, and might again be a factor that affects our association in an insignificant manner. As third, we asked participants to talk about their shared-past event and gave them 10 minutes. However, there might be individual factors which are important to make them feel more comfortable and ready to talk as soon as they are asked. For example, one mother can feel more comfortable in the lab setting and take a start to have a conversation easily, while another mother can feel a little bit uncomfortable in the same settings. As we stated before, our population might also not be as representative as general population, since we think that mothers, who needed a consultancy regarding their familial issues, were more eager to attend to our study.

Within the light of these, further studies can concentrate on having a larger sample size. It would be also so valuable if that study would be conducted longitudinal in order to see the exact perceived parental control, and its direct and indirect effects on self-construals and reminiscing pattern. It would also be better in terms of providing more valid results if further studies could consider putting a different reward than consultancy for participants' attendance.

4.3. Contributions

Even though the mediator role of self-construals on the relationship between perceived maternal control, namely psychological and behavioral, and reminiscing pattern in this study, this is the first study to attempt to look at the aforementioned associations. This is the first study in the sense of looking at negative and positive evaluation of mother's reminiscing in the reminiscing literature, which resulted in very promising results. In addition to that, we also ended up confidence intervals as very close to zero either for lower or upper limits for our proposed models, which is to say, we were almost ending up statistically significant results for the associations we expected to find in the first place. Thus, this study is promising for further research, and replications with more qualified conditions should be considered in order to fill the gap for the picture including reminiscing, self-construals and parental control mechanisms.

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APPENDICES

A: Ethical Permissions

Sayı: 28620816/506 - 1508

21.11.2014

Gönderilen : Y.Doç.Dr. Başak Şahin- Acar
Psikoloji

Gönderen : Prof. Dr. Canan Sümer
IAK Başkanı Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Psikoloji Bölümü öğrencisi Gizem Çeviker'ın "Anne-Çocuk Konuşmalarında Annenin Kullandığı Mimik ve Dokunma Davranışlarının Çocuğun Bellek Özellikleri Üzerindeki Etkisi" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

21/11/2014

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı Vekili
ODTÜ 06531 ANKARA

26 11.2014   0 9

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B: Informed Consent Form

Gönüllü Katılım Formu

Bu çalışma, ODTÜ Psikoloji Bölümü'nden Yardımcı Doçent Dr. Başak Şahin tarafından yürütülmektedir. Çalışmanın amacı, annelerin çocuklarıyla konuşmalarının ilişkisel özelliklerini incelemektir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir, elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma sırasında sorulan sorular, kişisel rahatsızlık verecek herhangi bir ayrıntı içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakmakta serbestsiniz. Böyle bir durumda çalışmada sorumlu kişiye, çalışmadan ayrılmak istediğinizi söylemek yeterli olacaktır. Çalışmanın veri toplama aşamasının sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psikoloji Bölümü öğretim görevlilerinden Dr. Başak Şahin (Tel: 312 210 59 68; e posta: basaksetu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve çocuğumun da bu çalışmada yer almasını onaylıyorum. İstediğim zaman çalışmayı yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonar uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza

_____   _____   _____

C: Demographic and Personal Information Form

Kişisel Bilgi Formu

Çocuğunuzun doğum tarihi: Bugünün tarihi:

Çocuğunuzun cinsiyeti: Sizin yaşınız:

Medeni Haliniz: Sizden başka kaç kardeşiniz var:

En son aldığınız eğitim dereceniz: Kaç çocuğunuz var:

Çocuğunuzun kronik bir hastalığı varsa:

Çocuğunuzla ne sıklıkta konuşursunuz?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

Kendi anneniz sizinle ne sıklıkta konuşurdu?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

Anılar sizin için ne kadar önemli?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

Size önemli insanları ve olayları hatırlatan şeyleri ne sıklıkla biriktirirsiniz?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

Çocuğunuzla ne sıklıkla oyun oynarsınız?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

Çocuğunuzun babasıyla birlikteliğinizde ne kadar mutluydunuz ya da mutlusunuz?

1   2   3   4   5   6   7
Hemen hiç   Sıklıkla

D: Balanced Integration-Differentiation (BID) Scale

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

1	2	3	4	5	6	7

Hiç Katılmıyorum- Katılmıyorum -Pek Katılmıyorum-Ne katılıyorum
ne katılmıyorum-Biraz katılıyorum-Katılıyorum-Tamamen katılıyorum

01.	Kendi kendime kaldığımda yapacak ilginç şeyler bulabilirim.	1	2	3	4	5	6	7
02.	Kendimi aileme hep yakın hissedeceğime inanıyorum.	1	2	3	4	5	6	7
03.	İnsanlarla ilişki kurmakta güçlük çekiyorum.	1	2	3	4	5	6	7
04.	Kendi isteklerimi yapabilmek için kendime mutlaka zaman ve imkan tanımaya çalışırım.	1	2	3	4	5	6	7
05.	Kendimi duygusal olarak toplumun dışında kalmış gibi hissediyorum.	1	2	3	4	5	6	7
06.	Kendimi duygusal olarak aileme çok yakın hissediyorum.	1	2	3	4	5	6	7
07.	Farklı olmaktansa, toplumla düşünsel olarak kaynaşmış olmayı tercih ederim	1	2	3	4	5	6	7
08.	Kendimi yakın çevremden duygusal olarak kopmuş hissediyorum.	1	2	3	4	5	6	7
09.	Kendimi insanlardan olabildiğince soyutlayıp, kendi isteklerimi gerçekleştirmeye çalışırım.	1	2	3	4	5	6	7
10.	Hayatta gerçekleştirmek istediğim şeyler için çalışırken, ailemin sevgi ve desteğini hep yanımda hissederim.	1	2	3	4	5	6	7

11.	Kendimi yalnız hissediyorum.	1	2	3	4	5	6	7
12.	Ailemle duygusal bağlarımın zayıf olduğunu hissediyorum.	1	2	3	4	5	6	7
13.	Ailemle aramdaki duygusal bağların hayatta yapmak istediğim şeyler için bana güç verdiğini düşünüyorum.	1	2	3	4	5	6	7
14.	Kendimi diğer insanlardan kopuk hissediyorum.	1	2	3	4	5	6	7
15.	Toplumsal değerleri sorgulamak yerine benimsemeyi tercih ederim.	1	2	3	4	5	6	7
16.	Kendimi sosyal çevreme duygusal olarak yakın hissediyorum.	1	2	3	4	5	6	7

17.	Kendimi ilginç buluyorum.	1	2	3	4	5	6	7
18.	İnsanın kendini kendi istediği gibi değil, toplumda geçerli olacak şekilde geliştirmesinin önemli olduğunu düşünüyorum.	1	2	3	4	5	6	7
19.	İnsan geliştikçe, ailesinden duygusal olarak uzaklaşır.	1	2	3	4	5	6	7
20.	İnsanın en önemli amacı sahip olduğu potansiyeli hakkıyla geliştirmek olmalıdır.	1	2	3	4	5	6	7
21.	İnsanın kendi özelliklerini geliştirip ortaya çıkarabilmesi gerekir.	1	2	3	4	5	6	7
22.	Kişinin kendine değil, topluma uygun hareket etmesi, uzun vadede kendi yararına olur.	1	2	3	4	5	6	7
23.	İnsanın yapmak istediklerini yapabilmesi için, ailesiyle olan duygusal bağlarını en aza indirmesi gerekir.	1	2	3	4	5	6	7

24.	Çevremdekilerin onayladığı bir insan olmak benim için önemlidir.	1	2	3	4	5	6	7
25.	Zamanımızda insanlar arasında güçlü duygusal bağların olması, kendileri için destekleyici değil, engelleyici olur.	1	2	3	4	5	6	7
26.	Sahip olduğum potansiyeli ve özelliklerimi geliştirip kendime özgü bir birey olmak benim için çok önemlidir.	1	2	3	4	5	6	7
27.	Çevreme ters gelse bile, kendime özgü bir misyon için yaşayabilirim.	1	2	3	4	5	6	7
28.	Herkesin kendi özelliklerini geliştirmeye uğraşması yerine toplumsal beklentilere uygun davranmaya çalışmasının daha doğru olduğu kanısındayım.	1	2	3	4	5	6	7
29.	Toplumlar geliştikçe, insanlar arası duygusal bağların zayıflaması doğaldır.	1	2	3	4	5	6	7

E: Perceived Parental Psychological Control Scale

Aşağıda, <u>çocukluğunuzda ve ergenliğinizde</u> annenizle olan ilişkileriniz hakkında cümleler verilmiştir. Her bir cümlede anlatılan durumu <u>çocukluğunuz ve ergenliğinizde</u> ne sıklıkla yaşadığınızı 6 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı işareti (X) koyarak gösteriniz. Hiçbir maddenin doğru ya da yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmanızdır. Lütfen hiçbir soruyu boş bırakmayınız. Annenizi kaybetmişseniz O'nun yerine koyduğunuz kişiyle olan ilişkinizi göz önüne alarak soruları cevaplayınız.

1---------------2---------------3--------------4--------------5-------------6
Hiçbir   Nadiren   Bazen   Ara sıra   Sık sık   Her zaman
Zaman

Ben çocukken ve ergenken….

1. Annem, ben bir şey söylerken konuyu değiştirirdi.	1	2	3	4	5	6
2. Annem, ben konuşurken bitirmemi beklemeden cümlemi tamamlardı.	1	2	3	4	5	6
3. Annem, ben konuşurken sözümü keserdi	1	2	3	4	5	6
4. Annem ne hissettiğimi ya da düşündüğümü biliyormuş gibi davranırdı.	1	2	3	4	5	6
5. Annem çoğu konuda ne düşüneceğimi, nasıl hissetmem gerektiğini söylemekten hoşlanırdı.	1	2	3	4	5	6
6. Annem bazı konularda hislerimi ve düşüncelerimi değiştirmeye çalışırdı.	1	2	3	4	5	6
7. Annem ailedeki diğer kişilerin sorunları için beni suçlardı.	1	2	3	4	5	6
8. Annem beni eleştirirken geçmişte yaptığım hataları hatırlatıp dururdu.	1	2	3	4	5	6
9. Annem ailenin diğer üyeleri kadar iyi veya vefalı olmadığımı söyleyip dururdu.	1	2	3	4	5	6
10. Annem yaptığı her şeyi benim için yaptığını hatırlatıp dururdu.	1	2	3	4	5	6
11. Annem 'benim ne hissettiğime önem verseydin beni üzecek bu şeyleri	1	2	3	4	5	6

yapmazdın' vb. Derdi.						
12. Annem aynı fikirde olmadığımda bana karşı soğuk ve daha az samimi davranırdı.	1	2	3	4	5	6
13. Annem onu hayal kırıklığına uğrattığımda beni görmezden gelmeye çalışırdı.	1	2	3	4	5	6
14. Onu üzdüğümde annem, onu memnun edene kadar benimle konuşmazdı.	1	2	3	4	5	6
15. Annem benimle birlikteyken huysuzlaşır, ruh hali değişirdi.	1	2	3	4	5	6
16.Annem bana karşı bazen sıcak davranırken bazen de şikâyet edip dururdu.	1	2	3	4	5	6
17. Annem, diğer çocuklar kadar iyi olmadığımı söyler dururdu.	1	2	3	4	5	6
18. Annem, beklentilerini yerine getirmediğimde kendisini utandırdığımı söylerdi.	1	2	3	4	5	6
19. Annem, kötü davranışlarımdan, yaramazlıklarımdan utanmam gerektiğini söyler dururdu.	1	2	3	4	5	6

F: Perceived Parental Behavioral Control Scale

Aşağıda, <u>çocukluğunuzda ve ergenliğinizde</u> annenizin sizin hakkınızda ne kadar bilgi sahibi olduğuna ilişkin cümleler verilmiştir. Sizden annenizi düşünerek bu ifadelerin sizin için ne derece geçerli olduğunu cevaplandırmanız istenmektedir. Her bir cümlede anlatılan durumu <u>çocukluğunuz ve ergenliğinizde</u> ne sıklıkla yaşadığınızı 6 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı işareti (X) koyarak gösteriniz. Hiçbir maddenin doğru ya da yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmanızdır. Lütfen hiçbir soruyu boş bırakmayınız. Annenizi kaybetmişseniz O'nun yerine koyduğunuz kişiyle olan ilişkinizi göz önüne alarak soruları cevaplayınız.

```
1--------------2--------------3-------------4-------------5-------------6
Hiçbir     Nadiren    Bazen      Ara sıra    Sık sık    Her zaman
Zaman
```

Ben çocukken ve ergenken....

1. Annem, kiminle zaman geçirdiğimi bilirdi.	1	2	3	4	5	6
2. Annem, boş zamanlarımı nasıl geçirdiğimi bilirdi.	1	2	3	4	5	6
3. Annem, paramı nelere, nasıl harcadığımı bilirdi.	1	2	3	4	5	6
4. Annem okuldan sonra nereye gittiğimi bilirdi.	1	2	3	4	5	6
5. Annem hafta sonu ve tatillerde ne yaptığımı bilirdi.	1	2	3	4	5	6
6. Annem okulda yaşadığım sorunları bilirdi.	1	2	3	4	5	6
7. Bir yere gitmek için ayrıldığımda anneme nereye gittiğimi söylerdim.	1	2	3	4	5	6
8. Arkadaşlarımla dışarıya çıktığımda anneme kaçta evde olacağımı söylerdim.	1	2	3	4	5	6
9. Annem evde olmadığında ve evden çıkmam gerektiğinde nereye gittiğimi söylemek için ona not bırakır ya da telefon ederdim.	1	2	3	4	5	6
10. Annem evde olmadığında ona nasıl ulaşacağımı bilirdim.	1	2	3	4	5	6

11. Annem hangi derslerden ödevim olduğunu bilirdi.	1	2	3	4	5	6
12. Annem derslerim hakkında öğretmenlerimle görüşürdü.	1	2	3	4	5	6
13. Annem sınav sonuçlarımı, önemli ödevlerimi bilirdi.	1	2	3	4	5	6
14. Annem farklı derslerdeki durumumu ve başarımı bilirdi.	1	2	3	4	5	6
15. Anneme okulda derslerimin nasıl gittiğini söylerdim.	1	2	3	4	5	6
16.Anneme okulda günümün nasıl geçtiğini anlatırdım (örneğin, sınavlarımın nasıl geçtiği, öğretmenlerimle aramın nasıl olduğu vb.).	1	2	3	4	5	6
17. Annemle, boş zamanlarımda yaptıklarım hakkında konuşurdum.	1	2	3	4	5	6
18. Arkadaşlarımla oynayıp eve geldiğimde neler yaptığımı anneme anlatırdım.	1	2	3	4	5	6
19. Annemle arkadaşlarım hakkında konuşurdum.	1	2	3	4	5	6
20. Arkadaşlarım bize geldiğinde annem onlarla konuşurdu.	1	2	3	4	5	6

G: A Sample for Highly Repetitive Conversation in Turkish

''Mother: Ne yaptık biz seninle? Ne yaptık en son? Hatırlıyor musun? Beraber ne yaptık? Hatırlamıyor musun? Bir düşün bakalım. Ne yaptık?

Child: Hayır, hatırlamıyorum.

Mother: Hımmm… Mesela… Bir tane güzel bir film seyretmiştik, hatırlıyor musun? Güzel bir filmdi. Hatırlamıyor musun? Değil mi? Film seyretmiştik.

Child: Evet..

Mother: Ne yaptık peki?

Child: Film izledik.

Mother Evet, film izledik. Nasıl bir filmdi? Güzel miydi sence? Nasıl bir filmdi hıh?

Child: Hı Hı..''

H: A Smple for Highly Elaborative Conversation in Turkish

''Mother: Ne yaptık biz seninle? Okullar kapandı. Karneni aldın. Nasıldı notların?

Child: Pek iyi!! Anne, karne alınca yemeğe gittik.

Mother: Evet, sevdiğin yere gittik, değil mi? Kendini nasıl hissediyorsun peki evde? Sıkılmıyorsun değil mi?

Child: O kadar iyi hissetmiyorum. Birazcık sıkılıyorum

Mother: Hımm…O kadar iyi hissetmiyorsun. Neden peki?

Child: Arkadaşlarımı özledim…Hımm bir de Zeynep öğretmeni.

Mother: Onları mı özledin? Hımm, ama tatil bitince okula geri döneceksin, özlem giderebilirsin o zaman, değil mi?

Child: Evet.

Mother: Pekii ne yapsak canın sıkılmaz? Ne yapabiliriz bir düşünelim.

Child: Oyun oynayalım! Bir de, bir de Ceylin'leri çağıralım, o da gelsin, birlikte oyun oynayalım. Lego oynayalı

I: Turkish Summary

Ebeveynler ve çocukları arasında gözlemlenen sosyal etkileşim çocukların sosyal, duygusal ve bilişsel gelişimlerini etkileyen önemli faktörlerden biridir (Haley & Stansbury, 2003; Manian & Bornstein, 2009; Trevarthen & Aitken, 2001). Sosyal-etkileşimci bakış açısına göre; çocukların sosyal- bilişsel gelişimleri kültürün ve kültürel donelerin etkilediği çevrenin çeşitli ve farklı yönleriyle şekillenir (dil ve dil kullanımı… vb) (Vygotsky, 1978). Yani, hem çocuklar hem de anne ve babalar geçmişe yönelik anlatılar aracılığıyla ortak anıların oluşturulmasında ve dolayısıyla da çocukların sosyal-bilişsel anlamlandırmasında aktif rol alırlar (Laible, Murphy, & Augustine, 2013).

Geçmişe yönelik anlatılar; geçmişte yaşanan olaylarla ilgili konuşmayı, olayların önemli detaylarını paylaşmayı, geçmişe yönelik deneyimlemelerin ve olayların karşılıklı konuşma ve paylaşım sırasında tekrar anımsanmasını ve bilişsel olarak yeniden toplanmasını ifade eder. Ana bakım veren kişi veya anne ve çocuk arasında çocukluk döneminde yapılan geçmişe yönelik anlatıların, çocuğun kendi geçmişini hatırlama ve deneyimlenen olayda hangi detaylı bilginin hatırlanmaya değer olduğunu anımsamada rolü büyüktür (Nelson & Fivush, 2004; Wang, 2006).

Geçmişe yönelik anlatıların ortak bir tarih oluşturmak gibi sosyal fonksiyonu olmasının yanı sıra, bireysel olarak çocuğun benlik kurgusuna, öz kimliğini oluşturmasında, ilerleyen dönemlerdeki ikili ilişkilerindeki problemleri geçmişe yönelik sorun ve çözümleri hatırlayarak çözümlendirmesine pozitif etkileri görülmüştür (Nelson, 2003; Reese & Brown, 2000; (Nelson, 2003; Reese & Brown, 2000). Dahası, çocukluk döneminde anne (veya temel bakım veren kimse) ve çocuk

arasında gerçekleşen geçmişe yönelik anlatıların stil ve içeriğinin, çocuğun benlik algısı ve duygu anlamlandırması (Fivush et al., 2003), sosyalleşmesi (Dunn et al., 1991), başkalarının bakış açılarını anlamlandırması ve empati gelişimi (Brown & Dunn, 1996) üzerinde önemli etkisi olduğu bir çok araştırma tarafından gösterilmiştir. Buna ek olarak, ilerleyen dönemlerde yaşanabilecek olası içsel veya dışsal problemlerin önlenmesinde de pozitif bir etkisi olduğu gözlemlenmiştir (Sales & Fivush, 2005). Geçmişe yönelik anlatıların çocuğun gelişimine etkisininin gözlemlendiği ve ilgili literatür tarafından geniş çaplı çalışılan bir diğer alan da geçmişe yönelik anlatıların çocuğun bellek gelişimine etkisidir (Ornstein, Hden, & Hedrick, 2004).

İlgili çalışmalara baktığımızda; anne ve çocukların geçmişe yönelik anlatı özelliklerinde bireysel farklılıkların olduğu, çocukların da anneleriyle benzer örüntülere sahip oldukları gözlemlenmiştir (Leichtman, Pillemer, Wang, Koreishi, & Han, 2000). Bu farklılıklar genellikle geçmişe yönelik anlatı esnasında, yani geçmişle ilgili konuşma sırasında, yapılan *detaylandırma* ve *tekrarlama*'lara bakılarak belirlenmiştir ve bu örüntüleri etkileyen faktörler çalışılmıştır. Buna ek olarak, annelerde görülen detaylandırma ve tekrarlama özelliklerinin çocuklarında da görülmesi, geçmişe yönelik anlatı özelliklerinin jenerasyonlar arası geçiş özelliği olduğunu düşündürmüştür. Örneğin, detaylandırma özelliği tekrarlamaya ağır basan geçmişe yönelik anlatıları olan annelerin çocuklarındaki konuşma özellikleri incelendiğinde, onların da anneleri gibi konuşmalarında daha çok detaylandırıcı unsur kullandığına ve tekrarlamaya daha az rastlanmıştır. Yine benzer şekilde, konuşmaları esnasında soru veya içeriksel tekrarlamaları fazla olan annelerin

çocuklarının konuşmalarında da detaylandırma yerine tekrarlayıcı unsurlar daha çok görülmüştür (Harley & Reese, 1999; Reese, Haden, & Fivush, 1993).

Geçmişe yönelik anlatı özellikleri incelendiğinde, bu özelliklerin sosyal etkileşim çerçevesinde şekillendiği, sosyal etkileşimin de kültür ve kültürel içerikler çerçevesinde şekillendiği bilinegelmektedir (Fivush, Habermas, Waters, & Zaman, 2014). Bu bağlamda yapılan kültürlerarası çalışmalar; doğu ve batı toplumları arasında, bireyselliğin ağır bastığı ve kolektivismin ağır bastığı toplumlar arasında geçmişe yönelik anlatıların içeriği ve stili hususunda farklılıklar göstermiştir (Fivush, Haden, & Reese, 2006). Örneğin, bireyci kültürün örneği olarak Amerikalı annelerin çocuklarıyla daha detaylı konuşurken konuşma içeriğini daha az tekrar ettikleri gözlemlenmiştir. Fakat kolektivist bir kültür olan Çin'e ve buradaki annelerin geçmişe yönelik anlatı özelliklerine baktığımızda daha çok tekrarlama, daha az detaylandırma görmekteyiz. Bireysel kültürden gelen annelerin konuşmalarında tanımlamalar, detaylandırmalar ve çocuklarının kendi başlarına konuşmayı şekillendirmesi konusunda teşvik edici özellikler bulunurken, daha kolektivist toplumlardan gelen annelerin konuşmalarında tekrarlama ve çocuğu konuşma esnasından yönlendirme gözlemlenmiştir ve bu gözlemlenen farklılıklar çocuk yetiştirme pratiklerinin dayanak noktasının birey öncelikli ya da toplum öncelikli olmasına göre çeşitlenebilir (Wang, eichtman, & Davies, 2000; Wang & Leichtman, 2000; Wang, 2006). Örneğin, toplum öncelikli kültürden gelen bir annenin çocuğuyla konuşmasını toplum rollerine ve sosyal normlara göre şekillendirebilirken, bireyciliğin ağır bastığı toplumdan gelen anne konuşmasını daha olgusal donelere dayandırıp bireyselliği ön plana çıkartabilir (Heath, 1982; Miller et al., 1990).

Kültürel içeriğe baktığımızda, Türk kültürü daha çok kolektivist olarak kabul edilmektedir (Hofstede, 2001). Bu bağlamda, Türk kültür içeriğinde insanlar genellikle bireyci ihtiyaçlardan daha ziyade kolektivist ihtiyaçlara ağırlık veriyor, direkt iletişim yerine indirekt iletişimi tercih ediyor, konuşmalarını ahlaki değer yargılarına göre şekillendiriyor. Benzeri şekilde benlik kurgusuna baktığımız zaman, Türk kültüründeki insanların daha çok ilişkiselliği ön planda tutarak 'birbirine bağımlı' benlik kurgusuna meyilli olduğu gözleniyor (İmamoğlu, 1998; 2003). Fakat benlik kurgusu eğitim seviyesi, sosyo-ekonomik seviye çerçevesinde değerlendirildiğinde kültür içi farklılıklar da gözlemlenmiştir (İmamoğlu, 1987; Şahin-Acar & Leichtman, 2015). Dolayısıyla, kültür farklılıklarının yanısıra benlik kurgularına odaklanmak, bireysel farklılıkların keşfi açısından önemli bir adımdır.

Benlik kurgu ölçümlerine odaklanan modellerden biri de İmamoğlu (1998; 2003) tarafından geliştirilen *Dengeli Bütünleşme-Ayrışma Modeli* (BID)' dir. Bu modele göre benlik kurgusunun iki alt boyutu vardır: bireyleşme ve ilişkisellik. Burada, birey içsel ihtiyaçlarını bireyleşme oryantasyonuyla karşılarken, diğer insanlarla bütünleşme ihtiyacını da ilişkisellik oryantasyonuyla karşılar. Modele göre, bu iki alt boyut birbirine zıt değildir, daha çok dengeli bir bütünlük sağlayabilmek adına birbirini tamamlayıcı özelliği vardır. Kültürler arası çalışmalarda bu iki oryantasyon yönelimi arasında fark gözlemlense de, eğitim seviyesi, yetiştirilen çevre koşulları, sosyo-ekonomik durum gibi faktörler bazında kültür içi farklılıklar da gözlemlenmiştir (İmamoğlu, 1987; 2003).

Geçmişe yönelik anlatıları çalışan literatürdeki yeni bir trend, benlik kurgusunun anlatı özelliklerine etkisini belirlemeye yöneliktir (Wang, 2003; Sahin & Mebert, 2013; Sahin-Acar & Leichtman, 2015). Bulgulara göre, Türkiye'nin

batısındaki anneler bireyleşme oryantasyon skorlamasında doğudaki annelere göre anlamlı ve yüksek puanlar almışlardır. Dahası, Amerikalı annelerin detaylandırma konuşma özelliği Türkiye'nin batısı ve doğusundaki annelerin detaylandırmasından daha fazla bulgulanmıştır. Yine anlatı ve benlik kurgusu ilişkisine baktığımızda, dengeli benlik kurgusu olan annelerin, diğer oryantasyonlu annelere göre anlatıları daha detaylandırdığı ve tanımlayıcı doneleri daha sık kullandığı bulunmuştur.

Benlik kurgusunu biraz daha derinlemesine incelediğimizde, ailesel koşulların ve yetişilen çevre koşullarının benlik kurgusu üzerine etkilerini görmekteyiz. BID modeline göre birey yetiştiği ailesel koşullar çerçevesinde belli benlik kurgularına yönelir. Ailesel koşulların benlik kurgusuna etkileri incelendiğinde de karşımıza çıkan konseptlerden bazıları ailesel kısıtlama ve anne ve babadan algılanan kontrollerdir (İmamoğlu, 1998; 2003). Geçmişe yönelik anlatı özellikleri ve benlik kurgusu arasındaki bağıntıyı daha önce yapılan çalışmalar gösterirken (Wang, 2001; Sahin & Mebert, 2013; Sahin-Acar & Leichtman, 2015), bildiğimiz kadarıyla anlatıyla ilişkili benlik kurgusunu açıklayan bir çalışma henüz yapılmamıştır.

Ailesel kontrol denildiğinde, literatürde çalışılagelen iki tip kontrol sistemi vardır: psikolojik kontrol ve davranışsal kontrol. Bu iki tip kontrol; otonomi ihtiyacı (BID modelindeki bireyleşme ile aynı konsept) ve ilişkililik ile alakalandırıldığı için çokça çalışılan konulardan birisi olmuş, arasındaki fark yapılan bilimler çalışmalarla belirlenmiş ve uzun vadeli etkileri incelenmiştir (Barber, Olsen, & Shagle, 1994). Ailesel psikolojik kontrol genellikle çocuğun kurallara uymasını zorlama, etkileşim halindeyken yönetimi ele alma, çocuğun kendi fikirlerini beyan etmesini destekleme yerine ailesel görüşleri etkileşim esnasında belirtme gibi

davranışlarla eşleştirilirken, ailesel davranışsal kontrol ise daha çok çocukların hareketlerini kontrol etme, ödül ve ceza yöntemlerini kullanma gibi davranışlarla eşleştirilir (Barber, Stolz, & Olsen, 2005). Bu kontrollerin çocukluk döneminde ve ilerleyen dönemlerde çocukların gelişimsel boyutlarına ve kişilik gelişimine katkısı büyüktür (Barber & Harmon, 2002; Luyckx et al., 2007). Buna ek olarak çalışmalar göstermiştir ki uygulanan reel kontrolden ziyade çocuğun algıladığı kontroller daha büyük bir etkiye sahiptir. Örneğin, çocuk kontrol mekanizmasının yanında aileden gelen sevgiyi de hissediyorsa etki negatif yönde gelişmeyebilir (Gray & Steinberg, 1999). Bununla bağlantılı olarak bilhassa davranışsal kontrolün çocuk üzerindeki etkisi kültürler arası fark gösterebilmektedir. Örneğin, davranışsal kontrol Türk kültüründe genellikle sevgi ve ilgi ile ilişkilendirildiği için, algılanan kontrolün uzun vadede etkisi de negatif değildir (Harma, 2008).

Yukarıda özetlenen literatür ışığında görüyoruz ki ailesel kontrol benlik kurgusuyla, benlik kurgusu da geçmişe yönelik anlatı özellikleriyle anlamlı şekilde ilişkilidir. Bu çalışmanın amacı annelerin geçmişte kendi annelerinden algıladıkları davranışsal ve psikolojik kontrolün annelerin benlik kurgusu vasıtasıyla anne ve çocukların geçmişe yönelik anlatı stillerine etkisini araştırmaktır. Bu ilişki, bireysellik ve ilişkisellik olarak ele alınan benlik kurgusunun ara değişken rolü üzerinden incelenmek istenmiştir. Bu bağlamda çalışmanın belirli hipotezleri şu şekildedir:

1) Kendi annelerinden psikolojik kontrolü yüksek algılayan anneler kendi çocuklarıyla geçmişe yönelik anlatı yaparken daha az detaylandırma ve daha çok tekrarlamaya sahip olacaktır.

2) Kendi annelerinden psikolojik kontrolü yüksek algılayan anneler kendi benlik kurgusunda düşük bireyleşme ve düşük ilişkisellik beklenmiştir.

3) Benlik kurgusunun ara değişken rolüne ilişkin:

Kendi annelerinden psikolojik kontrolü yüksek algılayan annelerin kendi ve çocuklarının konuşmalarındaki detaylandırma ve tekrarlama sıklığını annelerin benlik kurgusu üzerinden açıklanması beklenmiştir. Yani, psikolojik kontrolü fazla olan anneler bireyleşme ve ilişkisellikte düşük olması beklenmiş, dolayısıyla da kendi konuşmalarında daha çok tekrarlama yaparken, daha az detaylandırmaya sahip olmaları ve çocuklarının konuşmalarında da aynı örüntünün bulunması beklenmiştir. Bu yönelim davranışsal kontrol için spesifik olarak beklenmemiş, dolayısıyla davranışsal kontrolden gelen ara değişken rolünün etkisi çalışmanın keşfedici kısmı olarak bırakılmıştır.

Çalışmaya toplamda 124 kişi olmak üzere 62 anne-çocuk ikilisi katılmıştır. Çocukların ortalama yaşı 56 ayken, annelerin ortalama yaşı 34'tür. Bütün katılımcılara Ankara içindeki anaokulları vasıtasıyla ulaşılmış, çalışmanın broşürleri verilmiş ve katılmak istedikleri gün ve saatler takvimleştirilerek randevu verilmiştir. Çalışma Orta Doğu Teknik Üniversitesi Psikoloji Bölümü Çocuk ve Ergen Gelişimi Laboratuvarı'nda gerçekleşmiştir.

Bu çalışmada nicel ölçek olarak *Dengeli Bütünleşme-Ayrışma Modeli ölçeği (BID)* (İmamoğlu, 1998; 2003)*, Algılanan Ailesel Psikolojik Kontrol Ölçeği (PCS-YSR)* (Barber, 1996) *ve Algılanan Ailesel Davranışsal Kontrol Ölçeği (PBCS)* (Kerr & Stattin, 2000) ölçekleri uygulanmıştır. Bu ölçeklere ek olarak, çalışmanın nitel kısmını oluşturan anne ve çocukların konuşmaları transcribe edilmiş ve Fivush ve Vasudeva'nın (2002) geliştirmiş olduğu kodlama şemasıyla kodlanmıştır. Bu

şemaya göre ele alınan konuşmanın alt boyutları: bellek/detaylandırıcı sorular, evet/hayır soruları, içerik cümleleri, değerlendirmeler, bellek/detaylandırıcı tekrarlar, evet/hayır tekrarlamaları, soru tekrarlamaları ve içerik cümle tekrarlamalarıdır. Bu alt boyutlar hem çocuk hem anne konuşmaları için ayrı ayrı birleşim detaylandırma ve birleşim tekrarlama skoru elde etmek için kullanılmıştır.

Prosedürel olarak anne ve çocuk ikilileri laboratuvarımızda karşılanmıştır. Laboratuvar bu çalışmanın amacına uygun şekilde ev gibi dizayn edilmiştir ve iki tekli koltuk, bir üçlü koltuk, yer minderleri ve iki küçük kitaplık içermektedir. Bu çalışma kapsamında gelişim psikolojisi workshop dersi alan lisans öğrencileri anaokullarına çalışmayı duyurma ve uygulayıcıyla birlikte uygulama kısmında bulunurak çalışmaya katılım sağlamışlardır. Lisans öğrencileri sayesinde bütün katılımcılara çalışmayı anlatan broşürler ve laboratuvarı kolayca bulabilmeleri adına ODTÜ kampüs haritası verilmiştir. Laboratuvara vardıklarında çalışma için eğitim görmüş 2 lisansüstü öğrencisi onları karşılamıştır. Her bir deneysel oturum ortalama 1 saat içermektedir. Annelerden hazır olduklarında çocuklarıyla geçtiğimiz 2 hafta boyunca yaptıkları olaylarla, aktivitelerle ilgili 10 dakika konuşmaları istenmiştir. Anne hazır olduğunda süre başlatılmıştır ve bütün konuşmalar ses kayıt cihazıyla daha sonra transcribe edilip kodlanması açısından kaydedilmiştir. Bu oturumdan sonra anneye çocuktan ayrı bir yerde yukarıda bahsi geçen nicel ölçekler (BID; PCS-YSR; PBCS) verilerek doldurulması istenmiştir. Bu esnada, diğer lisansüstü öğrencisi de çocukla birlikte lego oynamıştır. Bu oturum da bittikten anneye eğer varsa sormak istediği, danışmak istediği konular ya da yaşadıkları problemler ile ilgili özel bir zaman ayrılmıştır. İhtiyaç olduğunda

anneler şehirdeki hastanelerin psikolojik destek ünitelerine ve ODTÜ Klinik Psikoloji grubuna yönlendirilmişlerdir.

Çalışma datası Sosyal Bilimler için İstatistik Paketi (SPSS 20. Versiyon) kullanılarak analiz edilmiştir. Sırasıyla korelasyon, önerilen mediasyon analizleri ve buna destekleyici nitelikte olması açısından regresyon analizleri yapılmıştır. Analiz sonuçlarına göre; ilişkisellik benlik kurgusunun annenin yaptığı tekrarlamalarla pozitif bir korelasyonu olduğu (r = .29, p < .05), annenin yaptığı detaylandırmalarla negatif bir korelasyonu olduğu (r = -.23, p < .05) bulunmuştur. Annenin yaptığı detaylandırmalarla annenin yaptığı tekrarlamalar negatif bir şekilde koreledir (r = -.81, p < .05). Buna benzer olarak, çocuğun yaptığı detaylandırmalarla çocuğun yaptığı tekrarlamalar arasında yine negatif bir korelasyon bulunmuştur (r = -.40, p < .01). Annenin bireyleşme benlik kurgusu ile annelerin kendi annelerinden algıladığı psikolojik kontrol arasında pozitif bir korelasyon bulunmuştur (r = .30, p < .05). Yine, annelerin anlatı esnasında yaptıkları tekrarlamalarla annelerin kendi annelerinden algıladıkları psikolojik kontrol arasında pozitif bir korelasyon bulunmuştur (r = .29, p < .05). Fakat, annelerin kendi annelerinden algıladıkları psikolojik kontrol annelerin konuşma esnasında yaptıkları detaylandırıcı unsurların sıklığı ile negatif korelasyona sahiptir (r = -.25, p < .05). Annelerin konuşma esnasında kullandıkları negatif değerlendirmelere baktığımızda annelerin bireyleşme benlik kurgusuyla (r = .26, p < .05) ve annelerin kendi annelerinden algıladıkları psikolojik kontrolle (r = .44, p < .01) pozitif şekilde korelasyona sahiptir. Son olarak annelerin geçmişe yönelik anlatıları esnasında kullandıkları negatif değerlendirmeleri annelerin tekrarlamalarıyla pozitif şekilde korelasyon göstermiştir (r = .44, p < .01).

Anlamlı çıkan korelasyonlar baz alınarak toplamda altı mediasyon analizi yapılmıştır. Bunlardan iki tanesi annelerin benlik kurgusu üzerinden psikolojik kontrol ve annelerin detaylandırması, psikolojik kontrol ve annelerin tekrarlamalarına bakmak için analiz edilmiştir. İki tanesi; annelerin benlik kurgusu üzerinden psikolojik kontrol ve çocukların detaylandırması, psikolojik kontrol ve çocukların tekrarlamalarına bakmak için analiz edilmiştir. Son ikisi, annelerin benlik kurgusu üzerinden psikolojik kontrol ve annelerin kullandığı pozitif değerlendirmeler, psikolojik kontrol ve annelerin kullandığı negatif değerlendirmeler bakmak için analiz edilmiştir. Davranışsal kontrollere bakılması planlanmasına karşın yapılan korelasyon analizlerinde anlamlı bir sonuca ulaşılamadığı için davranışsal kontroller için mediasyon yapılmamıştır. Mediasyon analizlerinin hiç biri anlamlı sonuç vermemesine rağmen; güven aralıkları göz önüne alındığında anlamlılığa çok yaklaşılmıştır.

Mediasyon analizine ek olarak, hiyerarşik regresyon analizi de yine anlamlı korelasyonlar göz önünde bulundurularak yapılmıştır. İki regresyon analizi yapılmıştır; annelerin detaylandırmaları ve annelerin tekrarlamaları. Yapılan birinci regresyon modelimizin birinci adımında, annelerin detaylandırması bağımlı değişkenimiz olarak girilmiş, annelerin benlik kurgusu bireyleşme ve ilişkisellik olarak yordayıcı faktörler olarak girilmiştir. İkinci adımda annelerin kendi annelerinden algıladıkları psikolojik ve davranışsal kontroller de modele eklenmiştir. Birinci regresyon analiz sonuçlarına göre, birinci adımda ne bireyleşme ne ilişkisellik, ikinci adımda ne psikolojik kontrol ne de davranışsal kontrol annelerin geçmişe yönelik anlatılarında yaptıkları detaylandırmaları anlamlı şekilde yordamıştır.

İkinci regresyon analizinin birinci adımında, annelerin tekrarlamaları bağımlı değişken olarak girilmiş, bireyleşme ve ilişkisellik yordayıcı faktörler olarak girilmiştir. İkinci adıma modele psikolojik kontrol ve davranışsal kontrol eklenmiştir. Analiz sonuçlarına göre; birinci adımda girilen annelerin benlik kurgusu, bireyleşme ve ilişkisellik, annelerin geçmişe yönelik anlatı esnasında yapmış olduğu tekrarlamaları anlamlı şekilde yordamıştır ($F_{(2, 59)} = 3.276$, $p = .045$). İkinci adıma baktığımızda, eklenen iki yordayıcı faktörler, annelerin kendi annelerinden algıladıkları psikolojik ve davranışsal kontrol, annelerin konuşmaları esnasında yağtıkları tekrarlamaları tahmin etmede anlamlı bir katkı sağlamamıştır. Her bir değişkenin modeli açıklamadaki anlamlı katkısını bulabilmek adına regresyon katsayılarına baktığımızda, annelerin ilişkisellik benlik kurgusu ($\beta = .275$, $p = .032$) ve annelerin kendi annelerinden algıladıkları psikolojik kontrolün ($\beta = .277$, $p = .037$) annelerin geçmişe yönelik anlatıları esnasında yaptıkları tekrarlamaları açıklamaya yönelik modelimize anlamlı katkı sağladığı görülmüştür.

Bu çalışma; annelerin kendi annelerinden algıladıkları psikolojik ve davranışsal kontrol ile annelerin geçmişe yönelik çocuklarıyla yaptıkları konuşmanın örüntüsü arasındaki ilişkisine annelerin benlik kurgusu (bireyleşme ve ilişkisellik) üzerinden bakmaktı. Daha önce yapılan çalışmalar annelerin benlik kurgusunun, esas olarak bireyleşme ve ilişkisellik, annelerinn çocuklarıyla yaptığı geçmişe yönelik anlatı özellikleriyle ilişkisini incelemiştir (Wang, 2006; Sahin-Acar & Leichtman, 2015). Bildiğimiz kadarıyla, bu çalışma benlik kurgusu ve geçmişe yönelik anlatı özellikleri arasındaki bağıntıya annelerin kendi annelerinden algıladıkları psikolojik ve davranışsal kontrolü de baz alarak bakan ilk çalışmadır.

Yapılan analizlere baktığımızda, bu çalışmada elde edilen bireyleşme ve ilişkisellik ortalama puanı daha önce yapılan çalışmalardaki bulgulara göre oldukça düşüktür (İmamoğlu, 2003; Sahin-Acar & Leichtman, 2015). Bu sürpriz bulgu bu çalışmaya katılan katılımcı popülasyonunun karakteristiğinden kaynaklanıyor olabilir. Yukarıda belirtildiği gibi, annelere çalışmaya katılım sağladıkları takdirde onların sorularına, problemlerine, danışmak istedikleri hususlara ayırabileceğimiz özel bir zaman vereceğimiz söylenmiştir. Deneysel oturum esnasında gözlemlenen olaylar ışığında da söyleyebiliriz ki; bu çalışmaya daha çok danışmanlık ihtiyacı hisseden anneler katılım için gönüllü olmuş olabilir, ve bu da benlik kurgusu sonuçlarının daha önceki çalışmalardan daha farklı bulunmasına sebep vermiş olabilir. Yine bir diğer sebep, bu çalışmada kullanılan popülasyonun sosyo-demografik özelliklerinin daha önceki çalışmalara göre farklılık gösterebilme ihtimalidir. Daha önceki çalışmalardaki popülasyonlar sosyo-ekonomik düzey olarak ortalamanın üzerinde veya Orta Doğu Teknik Üniversitesi öğrencileridir. Bu çalışmadaki popülasyona baktığımızda Ankara'nın çeşitli ve farklı yerleşim yerlerinden ve çeşitli ekonomik düzeye sahip ailelerden geldiğini görüyoruz.

Benlik kurgusu ve geçmişe yönelik anlatıların özellikleri arasındaki ilişkiye baktığımızda, annelerin ilişkiselliği arttıkça konuşma esnasında tekrarlamalarının arttığını ve detaylandırmalarının azaldığını görmekeyiz. Bu sonuç bizim çalışma öncesi beklentimizle aynı doğrultudadır. Konuyla ilgili literatürdeki bulgularda da benzer sonuçlar bulunmuştur ve genellikle ilişkisellik benlik oryantasyonu sohbet gibi etkileşim araçlarında da karşıdaki kişiyle bağlı hissetme ve çoğunlukla konuşmada karşı tarafa bireysellik alanı bırakmamakla ilintilidir.

Birinci hipotezimiz korelasyon bulgularımız tarafından desteklenmiştir. Kendi annelerinden algıladıkları psikolojik kontrolü yüksek olan annelerin kendi çocuklarıyla yaptıkları geçmişe yönelik anlatılarda daha az detaylandırma ve daha çok tekrarlama yapmalarını beklemiştik. İlgili literatürün bulgularına ve bizim çalışmamızda spesifik olarak anlatı çerçevesinde desteklendiğine göre, psikolojik kontrol genellikle etkileşim ve sohbet esnasında da varlığını karşı tarafa hissettirmektedir (Barber, 1996; Grolnick & Pomerantz, 2009).

İkinci hipotezimiz kendi annelerinde yüksek psikolojik kontrol algılayan annelerin daha düşük bireyleşme benlik kurgusuna ve ilişkisellik benlik kurgusuna sahip olmalarıydı. Beklentimizin tam tersi olarak çalışma sonuçlarımız göstermiştir ki, kendi annelerinden çocukluk ve ergenlik döneminde daha çok psikolojik kontrol algılayan anneler daha yüksek bireyleşme benlik kurgusu skoruna sahiptir. Bu sonuç bir çok nedenden kaynaklanabilir. Her şeyden önce geçmişe yönelik topladığımız psikolojik kontrol ölçümleri geçmişe yönelik toplandığı için net ve güvenilir sonuçlar sağlamamış olabilir. Buna ek olarak, günümüzde annelerin bireyleşme benlik kurgusu geçmişe yönelik aileden gelen kontrolleri algılamasında yanlı bir sonuç vermiş olabilir. Yani bugun bireyleşme benlik kurgusu ağır basan bir birey kontrol mekanizmalarını daha çok algılayabilir.

Mediasyon analiz sonuçlarına baktığımızda anlamlı çıkmayan sonuçlar yine kullandığımız geçmişe yönelik ölçeklerin ve popülasyonun doğası sebebiyle olabilir. Fakat yine de biz bu sonuçları ileriye dönük benzer araştırmalar için umut vaat edici görüyoruz. Mediasyon sonuçlarında güvenlik aralığını baz aldığımızda neredeyse anlamlı sonuçlar elde edebileceğimizi görüyoruz. Bu sonucun bir sebebi yeterli örneklem sayısına ulaşamamızdan kaynaklanıyor da olabilir. Çalışma

başında istatistiksel olarak daha çok anne-çocuk ikilisi almayı hedeflemişken, maalesef daha düşük bir örneklem sayısıyla bitirmek zorunda kaldığımız çalışmamız, ilerleyen dönemlerde daha çok kişiyle yapıldığında daha farklı ve anlamlı mediasyon sonuçları verebilir.

Davranışsal kontrolden yola çıkarak benlik kurgusu ve anlatı özelliklerini açıklayan modelde anlamlı sonuçlar bulmamamız da yine var olan ilgili literatürle aynı doğrultudadır. Türk kültürel içeriğinde davranışsal kontrol genellikle sevgi ve ilginin bir parçası olarak algılanır ve toplum içinde pozitif anlamda bir fonksiyona sahiptir (Harma, 2008; Özdemir, 2009).

Geçmişe yönelik anlatıları inceleyen literatür içinde bu çalışma; annelerin konuşmaları esnasında kullandıkları pozitif ve negatif değerlendirmeleri ele almak bakımından bir ilk çalışmadır. Bu bağlamda mediasyon rolünü kanıtlayamamış olsak da; annelerin ilişkisellik benlik kurgusu ve annelerin kullandığı negatif değerlendirmelere baktığımızda anlamlı bir korelasyon bulunmuştur.

Bu çalışmanın birçok açıdan kısıtlayıcı özelliği vardır. Öncelikle hedef örneklem sayımıza ulaşamamamız sonuçları istatistiksel olarak negatif yönde etkilemiş olabilir. İkinci olarak, annelerimize sorduğumuz geçmişe yönelik kendi annelerinden algıladıkları psikolojik ve davranışsal kontrol ölçeklerinden elde edilen sonuçlar doğruluğu çok yansıtmamış olabilir. Çünkü sorduğumuz sorular ortalama annelerimizin 20 yıl öncesinde yaşadıkları deneyimlerle ilgiliydi ve bu da bize eğilimli sonuçlar sağlamış olabilir. Yine benzeri olarak, çalışmanın laboratuvar ortamında yapılması sonuçların doğrultusunu etkilemiş olabilir. Dolayısıyla gelecekteki ilgili çalışmaların daha geniş bir örnekleme sahip olarak, aileden gelen psikolojik ve davranışsal kontrolün benlik kurgusu ve dolayısıyla da geçmişe

yönelik anlatı özelliklerine etkisi mümkünse boylamsal çalışmalarla bakılırsa daha

sağlıklı sonuçlar elde edilebilir.

J: Tez Fotokopisi İzin Formu

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BETWEEN MOTHERS AND CHILDREN: MEDIATOR ROLE OF MATERNAL

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